

2018

**AP**<sup>®</sup>  CollegeBoard

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# **AP Seminar Performance Assessment Task 2: Individual Research-Based Essay and Presentation Scoring Guidelines**

# AP Seminar Performance Task 2: Individual Written Argument (IWA) Rubric

## EFFECTIVE 2017–18 ACADEMIC YEAR

Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

For the purpose of the IWA, **if the response is not in any way related to a theme connecting at least two of the stimulus materials** it will be counted as **off-topic and will receive a score of 0**.

## AP Seminar Performance Task 2: Individual Written Argument (IWA) Rubric

Row/Proficiency	No points earned for...	Points earned for...		Max Points
<b>1 UNDERSTAND AND ANALYZE CONTEXT</b>	<p>The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence.</p> <p><b>OR</b></p> <p>The response includes a discussion of at least one of the stimulus materials however it does not contribute to the argument.</p>	<p>The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)</p> <p><b>5 Pts</b></p>		5
<b>2 UNDERSTAND AND ANALYZE CONTEXT</b>	<p>The response either provides no context</p> <p><b>OR</b></p> <p>The response makes simplistic references to or general statements about the context of the research question.</p>	<p>The response explains the significance or importance of the research question by situating it within a larger context.</p> <p><b>5 Pts</b></p>		5
<b>3 UNDERSTAND AND ANALYZE PERSPECTIVE</b>	<p>The response provides only a single perspective.</p> <p><b>OR</b></p> <p>The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.</p>	<p>The response describes multiple perspectives and identifies some relevant similarities or differences between them.</p> <p><b>6 Pts</b></p>	<p>The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.</p> <p><b>9 Pts</b></p>	9
<b>4 ESTABLISH ARGUMENT</b>	<p>The response provides only unsubstantiated opinions or claims.</p> <p><b>OR</b></p> <p>The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.</p>	<p>The argument presents a claim with some flaws in reasoning.</p> <p>The response is logically organized, but the reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p> <p><b>8 Pts</b></p>	<p>The response is a clear and convincing argument.</p> <p>The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p> <p><b>12 Pts</b></p>	12

(Continued)

## AP Seminar Performance Task 2: Individual Written Argument (IWA) Rubric

Row/Proficiency	No points earned for...	Points earned for...		Max Points
<b>5 SELECT AND USE EVIDENCE</b>	Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	The response includes mostly relevant and credible evidence. <b>6 Pts</b>	The response includes relevant, credible and sufficient evidence to support its argument. <b>9 Pts</b>	9
<b>6 APPLY CONVENTIONS (CITATION)</b>	The response is missing a bibliography/works cited OR the response is largely missing in-text citations/footnotes.	The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors. <b>3 Pts</b>	The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style. <b>5 Pts</b>	5
<b>7 APPLY CONVENTIONS (GRAMMAR AND STYLE)</b>	The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.	The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience. <b>2 Pts</b>	The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style. <b>3 Pts</b>	3

# AP Seminar Rubric 2017-18

## Individual Multimedia Presentation

		Performance Levels			
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	<b>Understand and Analyze Context</b>	The presentation identifies a problem or issue but places the research question in a very limited context and offers little or no explanation of how it is connected to the stimulus materials.  2	The presentation makes general statements about the context of the research question, including how it is connected to the stimulus materials.  4	The presentation clearly explains the relevance of the research question (situates the perspective within a larger context) AND how it is connected to the stimulus materials.  6	6
2	<b>Establish Argument</b>	The presentation summarizes information instead of offering an argument.  2	The presentation connects evidence and claims. The argument is mostly clear and organized, but at times the reasoning may be faulty OR the reasoning may be logical but not well organized.  4	The presentation is logically organized, well-reasoned, and complex. It persuasively connects the evidence to claims to clearly and convincingly establish an argument.  6	6
3	<b>Select and Use Evidence</b>	The presentation incorporates evidence from a minimal range of perspectives OR information is provided but not used as evidence to support the argument.  2	The presentation incorporates evidence from various perspectives to develop and support the argument.  4	The presentation incorporates and synthesizes relevant evidence from various perspectives to develop and support the argument.  6	6
4	<b>Establish Argument</b>	The presentation offers information without offering specific resolutions, conclusions, and/or solutions OR they are unsubstantiated or oversimplified.  2	The presentation offers specific resolutions, conclusions, and/or solutions that at least partially address the research question.  4	The presentation offers detailed, plausible resolutions, conclusions and/or solutions, and considers the limitations and implications of any suggested solutions.  6	6

# AP Seminar Rubric 2017-18

## Individual Multimedia Presentation

(continued)

		Performance Levels			
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
5	<b>Engage Audience</b>	The presentation's design does little to effectively convey the information. There is little evidence of purposeful selection or emphasis of information to suit audience, situation, medium, or purpose (e.g. too much of the essay is included on slides, too much for given time limit).	The presentation's design aligns with the information and selects and emphasizes key information.	The presentation's design aligns well with and effectively contextualizes the information. The presentation, including its selection and emphasis of information, is designed for audience, situation, medium, and/or purpose.	6
		2	4	6	
6	<b>Engage Audience</b>	The selection and execution of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) severely limit the presentation's impact.	The selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) OR execution of those techniques, supports communication of the argument.	A careful selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), coupled with a dynamic execution of those techniques, strongly supports the communication of the argument.	6
		2	4	6	

# AP Seminar Rubric 2017-18

## Oral Defense

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	<b>Reflect</b>	The oral defense addresses the question in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question. <b>2</b>	The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process. <b>4</b>	The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence. <b>6</b>	<b>6</b>
2	<b>Establish Argument</b>	The oral defense addresses the question in a way that is simplistic or unsubstantiated OR provides information that does not answer the question. <b>2</b>	The oral defense responds to the question asked and provides some evidence that may be general rather than specific. <b>4</b>	The oral defense explains the significance of the inquiry (using relevant and specific details) to the context of the question posed. <b>6</b>	<b>6</b>

### Additional Scores

In addition to the scores represented on the rubrics, readers can also assign a score of **0** (zero).

### 0 (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.