

2017



AP Seminar End of Course Exam Scoring Guidelines

AP Seminar Rubric 2017: End-of-Course Exam

Part A, Questions 1 to 3

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	Understand and Analyze Argument	The response misstates the author’s argument, main idea, or thesis. 1	The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis. 2	The response accurately identifies the author’s argument, main idea, or thesis. 3	3
2	Understand and Analyze Argument	The response correctly identifies at least one of the author’s claims. 2	The response provides a limited explanation of the author’s line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them. 4	The response provides a thorough explanation of the author’s line of reasoning by identifying relevant claims and clearly explaining connections among them. 6	6
3	Evaluate Sources and Evidence	The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation. 2	The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly. 4	The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author’s argument. 6	6

Additional Scores

In addition to the scores represented on the rubrics, readers can also assign scores of **0** (zero) and **NR** (No Response).

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.
- 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.

NR (No Response)

A score of **NR** is assigned to responses that are blank.

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Part B, Question 4

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
1	Establish Argument	The response misstates or overlooks a theme or issue that connects the sources. The response's perspective is unclear or unrelated to the sources.	The response identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.	The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources OR brings a particularly insightful approach to one of the perspectives OR makes a strong thematic connection among perspectives.	6
		2	4	6	
2	Establish Argument	The response's line of reasoning is disorganized and/or illogical. The response lacks commentary or the commentary incorrectly or tangentially explains the links between evidence and claims.	The argument is mostly clear and organized, but the logic may be faulty OR the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.	The response's line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.	6
		2	4	6	
3	Select and Use Evidence	The response repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.	The response accurately uses relevant information from at least two of the provided sources to support an argument.	The response appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.	6
		2	4	6	

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Part B, Question 4 (continued)

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
4	Apply Conventions	The response contains many flaws in grammar and style that often interfere with communication to the reader OR the response incorrectly or ineffectively attributes knowledge and ideas from sources.	The response is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.	The response communicates clearly to the reader (although may not be free of errors in grammar and style) AND the response effectively integrates material from sources into the argument (e.g. it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.	6
		2	4	6	

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