

2017

**AP**<sup>®</sup>  CollegeBoard

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

# AP Seminar Rubric 2016-17: Performance Task 2

## Component 1 of 3: Individual Written Argument

		Performance Levels			
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	<b>Understand and Analyze Context</b>	The response has a tangential connection to one of the stimulus materials AND identifies a theme that poorly connects two or more of the sources to the context of the research question or argument.	The response incorporates at least one of the stimulus materials AND relates to a theme or connection between two or more of the sources.	The response effectively integrates at least one of the stimulus materials into its argument AND clearly relates to a theme or connection between two or more of the sources (evidenced through explanation of context or purposeful use of sources).	6
		2	4	6	
2	<b>Understand and Analyze Context</b>	The response puts the research question in a very limited context. It may be trivial or overly broad in scope, or it may prompt a recitation of facts rather than an argument.	The response makes simplistic references to or general statements about the context of the research question.  The response makes little or no connection between evidence from sources and a wider context.	The response explains the significance of the research question by situating it within a larger context.  The response connects evidence from sources to a wider context by considering the implications of others' claims throughout.	6
		2	4	6	
3	<b>Understand and Analyze Perspective</b>	The response poses a simplistic problem, question, or issue. It identifies different perspectives.	The response identifies the complexity of a problem, question, or issue by comparing multiple perspectives.	The response addresses the complexity of a problem, question, or issue by comparing, interpreting, and drawing relevant connections between multiple, divergent, or contradictory perspectives.	6
		2	4	6	
4	<b>Select and Use Evidence</b>	The response incorporates evidence from a minimal range of sources OR information is provided but not used as evidence to support the argument.	The response incorporates evidence from a range of sources to develop and support the argument.	The response incorporates and synthesizes relevant evidence from a wide range of sources to develop and support the argument.	6
		2	4	6	

## Component 1 of 3: Individual Written Argument (continued)

		Performance Levels			
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
5	<b>Establish Argument</b>	The response summarizes information without providing commentary about connections between claims and evidence or offers only very general commentary.  <b>2</b>	The response is logically organized, but the reasoning may be faulty OR the reasoning may be logical but not well organized. The argument explains the links between claims and evidence.  <b>4</b>	The response is logically organized, well-reasoned, and complex. The commentary interprets evidence and connects it to claims and reasons to clearly and convincingly establish an argument.  <b>6</b>	<b>6</b>
6	<b>Establish Argument</b>	The response presents information without offering specific resolutions, conclusions, and/or solutions.  <b>2</b>	The response presents specific resolutions, conclusions, and/or solutions that are tangentially or partially connected to the research question.  <b>4</b>	The response presents detailed, plausible resolutions, conclusions, and/or solutions that fully address the research question.  <b>6</b>	<b>6</b>
7	<b>Understand and Analyze Argument</b>	The response offers opinions or unsubstantiated statements about different perspectives.  <b>2</b>	The response offers a superficial or simplistic evaluation of different perspectives that is partially supported by evidence.  <b>4</b>	The response offers an evaluation of different perspectives considering objections, implications, and limitations.  <b>6</b>	<b>6</b>
8	<b>Apply Conventions</b>	The response includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.  <b>1</b>	The response attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.  <b>2</b>	The response attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.  <b>3</b>	<b>3</b>

## Component 1 of 3: Individual Written Argument (continued)

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
9	<b>Apply Conventions</b>	The response contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience.	The response is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience.	The response uses effective sentences/ precision of word choice to create variety, emphasis, and interest to the reader; it communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience.	<b>3</b>
		<b>1</b>	<b>2</b>	<b>3</b>	

### 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.

## Component 2 of 3: Individual Presentation and Oral Defense

### 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.  <b>2</b>	The presentation makes general statements about the context of the research question, including how it is connected to the stimulus materials.  <b>4</b>	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.  <b>6</b>	<b>6</b>
2	<b>Establish Argument</b>	The presentation summarizes information instead of offering an argument.  <b>2</b>	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.  <b>4</b>	The presentation is logically organized, well-reasoned, and complex. It persuasively connects the evidence to claims to clearly and convincingly establish an argument.  <b>6</b>	<b>6</b>
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.  <b>2</b>	The presentation incorporates evidence from various perspectives to develop and support the argument.  <b>4</b>	The presentation incorporates and synthesizes relevant evidence from various perspectives to develop and support the argument.  <b>6</b>	<b>6</b>
4	<b>Establish Argument</b>	The presentation offers information without offering specific resolutions, conclusions, and/or solutions OR they are unsubstantiated or oversimplified.  <b>2</b>	The presentation offers specific resolutions, conclusions, and/or solutions that at least partially address the research question.  <b>4</b>	The presentation offers detailed, plausible resolutions, conclusions and/or solutions, and considers the limitations and implications of any suggested solutions.  <b>6</b>	<b>6</b>

## Component 2 of 3: Individual Presentation and Oral Defense

### Presentation (continued)

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
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 2016-17: Performance Task 2

## Component 3 of 3: Individual Presentation and Oral Defense

### Oral Defense

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	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.