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# AP Research Academic Paper

## Sample Student Responses and Scoring Commentary

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# 2018 AP Research Academic Paper Rubric v1.0

The response...

<p><b>Score of 1</b> Report on Existing Knowledge</p>	<p><b>Score of 2</b> Report on Existing Knowledge with Simplistic Use of a Research Method</p>	<p><b>Score of 3</b> Ineffectual Argument for a New Understanding</p>	<p><b>Score of 4</b> Well-Supported, Articulate Argument Conveying a New Understanding</p>	<p><b>Score of 5</b> Rich Analysis of a New Understanding Addressing a Gap in the Research Base</p>
<ul style="list-style-type: none"> <li>• Presents an overly broad topic of inquiry.</li> <li>• Situates a topic of inquiry within a single perspective derived from scholarly works <b>OR</b> through a variety of perspectives derived from mostly non-scholarly works.</li> <li>• Describes a search and report process.</li> <li>• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.</li> <li>• Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.</li> <li>• Cites <b>AND/OR</b> attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.</li> <li>• Situates a topic of inquiry within a single perspective derived from scholarly works <b>OR</b> through a variety of perspectives derived from mostly non-scholarly works.</li> <li>• Describes a nonreplicable research method <b>OR</b> provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.</li> <li>• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.</li> <li>• Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.</li> <li>• Cites <b>AND/OR</b> attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries the focus or scope of a topic of inquiry through the method <b>AND</b> overall line of reasoning, even though the focus or scope might still be narrowing.</li> <li>• Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.</li> <li>• Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.</li> <li>• Conveys a new understanding or conclusion, with an underdeveloped line of reasoning <b>OR</b> insufficient evidence.</li> <li>• Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.</li> <li>• Cites <b>AND</b> attributes sources, using a discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few errors or inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.</li> <li>• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives <b>AND</b> logically explains how the topic of inquiry addresses a gap.</li> <li>• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.</li> <li>• Supports a new understanding or conclusion through a logically organized line of reasoning <b>AND</b> sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.</li> <li>• Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.</li> <li>• Cites <b>AND</b> attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few to no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.</li> <li>• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives <b>AND</b> logically explains how the topic of inquiry addresses a gap.</li> <li>• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.</li> <li>• Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.</li> <li>• Enhances the communication of the student’s ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.</li> <li>• Cites <b>AND</b> attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few to no errors.</li> </ul>

# AP<sup>®</sup> RESEARCH 2018 SCORING COMMENTARY

## Academic Paper

### Overview

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;
- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;
- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;
- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;
- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;
- Use organizational and design elements to effectively convey the paper's message;
- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

The Relationship Between Extra Expenditures in Basketball and the Receipt of Athletic  
Scholarships

Word Count: 4484

### **Abstract**

High school athletes work extremely hard in order to earn athletic scholarships to play sports at the collegiate level. These athletes, and their parents, pour thousands upon thousands of dollars into playing outside of school and special training to raise their chances of getting an athletic scholarship. However, whether or not spending lots of money increases an athlete's chances of playing college sports is highly debatable. This study looks at the relationship between the amount of money spent on basketball and the number of athletic scholarships that these athletes receive. The study conducted was a secondary data analysis that evaluated various factors of top high school basketball players and determined if there were connections between the amount of money these athletes spend and how many athletic scholarships they receive.

## Introduction

Today's society is constantly in a living state of competition. Every task in daily life is done in a competitive manner from getting good grades in school, to doing a good job on a project at work, to even just playing video games with friends. This constant rivalry within society causes people to do whatever it takes in order to gain a competitive advantage. This is evident when a student stays up late studying for a test or when a musician puts in extra hours perfecting his/her craft. These things are done to get the best advantage possible and to stand out from regular society.

The world of basketball is no different. Basketball players spend hours upon hours working on their game to become the best player possible. According to Dr. Javier Sanchez, performance of high intensity actions such as jumping, accelerating, sprinting, and change of direction coupled with the ability to repeat these actions during competition are key to success in basketball, which is why athletes strive to develop their sport performance (Sanchez-Sanchez). In the case of high school basketball, this desire to gain a competitive advantage and improve performance has resulted in parents of athletes pouring in thousands and thousands of dollars into sports in the hopes of furthering their child's career. High School basketball players pay for things such as special training, private school tuition, and out of school team participation which all cost a significant amount of money. Despite the fact that high school players spend a lot of money, these athletes still need to work extremely hard to get to the level of play that they are at and to receive a scholarship to play at the next level. The overall premise of this research project was to determine if the various things that athletes spend money on actually correlate to increased chances of earning athletic scholarships.

## Definitions

In order to continue, there are a few key terms that must be understood. First, is the term athletic scholarship. According to the National Collegiate Athletic Association, the organization that oversees all of college sports and the recruitment process of high school athletes, athletic scholarships are scholarships that are given out based predominantly on a high school student's ability to play a certain sport rather than their academic accomplishment (NCAA). According to Julianne Treme and Robert Burrus, universities devote immense resources into recruiting the best players, showing that colleges award athletic scholarships based on athletic talent and not academic prowess. (Treme, Burrus). Additionally, Athletic scholarships are awarded to high school athletes in order to represent and play collegiate sports for a college or university. These scholarships are similar to academic scholarships as they cover tuition and other fees such as room, board, and course related materials (NCAA). It is important to understand what an athletic scholarship is because the purpose of this research project was to analyze the correlation between different factors and a high school basketball player's likeness of receiving these athletic scholarships.

The next important definition that needs to be explained is AAU basketball. The best way to explain AAU basketball is that it is the most popular form of basketball outside of school. AAU basketball is very extensive, however it is regulated by the Amateur Athletic Union which is an organization dedicated to promoting and developing amateur sports. According to Seth Davis, a college basketball analyst, AAU basketball is fun, makes players better, creates opportunities, and promotes fellowship which is why it is so appealing (Davis). The way that AAU basketball works is that independent coaches and organizations create a team and sign up to compete in tournaments. Tournaments are played during the weekends and usually consist of three to five games total. AAU Basketball is extremely popular in high school basketball and

almost every player who plays high school basketball plays on an AAU team. AAU basketball is a relatively cheap commitment to make in the basketball world. Depending on the team, a player usually pays anywhere from \$20-\$50 to play in a tournament. Additionally, players are not locked in to play on only one team. A player can choose to play for multiple teams, so there is a lot of flexibility within AAU basketball. In fact, a player can decide to play for more than one team in a tournament, given that the two teams don't play each other or play at the same time. AAU basketball is essentially a very unorganized form of organized basketball. Again, AAU basketball is important to understand because it has a huge effect on high school athletes and the recruiting process, and it is relatively inexpensive. Next, is the Nike EYBL league. The Nike EYBL league is essentially an extension of AAU basketball. The EYBL league, or Elite Youth Basketball League, is a special league for the more elite players in high school basketball. The EYBL league is similar to AAU basketball in the way that games are played and that players play tournaments on the weekends. However, the EYBL league is much stricter therefore players can only play for one team at a time. Also, the EYBL league is much more competitive and puts more of an emphasis on winning, therefore Nike EYBL tournaments are not held every weekend but rather once a month. When these EYBL teams are not playing in EYBL tournaments they compete in regular AAU tournaments. The EYBL league is also much more expensive than regular AAU basketball. EYBL teams charge much more than regular AAU teams to play for them. There are also other costs such as traveling fees and coaching fees. In EYBL events, there is only one location for the entire nation. This means that whenever there is a Nike EYBL tournament, all the EYBL teams in the country must travel to one place to play. So, for instance, a team from California could have to travel to play in Atlanta one month, New York the next month, and then Dallas the month after that, never playing a single EYBL game within their



state. This extensive traveling for EYBL tournaments is one of the things that makes EYBL basketball more expensive. For AAU basketball there are always local tournaments being held every weekend that teams can participate in so traveling is not nearly as expensive. This is not to say that regular AAU teams do not travel, because they do. It's just that the amount of traveling is not nearly as extensive, so for instance a team from Dallas could only decide to play as far as a city such as Austin or Oklahoma City, which is only three to four hours away. Another factor that makes the cost of EYBL basketball much more expensive is the cost of coaching. EYBL teams are coached by more professionally trained and experienced coaches who have worked with elite level and NBA level talent for years. This makes them more adept to train their players and make them better, which is why they are more expensive coaches. AAU coaches are usually not professionally experienced or trained, and in fact is usually just someone on the team's dad who knows somewhat about what they are doing but does not have a whole lot of experience on a professional level. Overall, EYBL basketball provides athletes with more exposure as hundreds of college basketball coaches and recruits pour in to watch elite players at Nike EYBL tournaments. It is important to understand the differences between AAU basketball and EYBL basketball because it is one of the factors that this research project will be looking at. EYBL basketball is much more expensive than regular AAU Basketball, so this study will look at if paying the extra money to play in the Nike EYBL league relates to athletes receiving more athletic scholarships.

The next thing that needs to be explained is type of high school participation. Within high school basketball, athletes and their families can decide if they want to go to a private school or a public school to play basketball. Deciding to play basketball at a public school requires no additional fees or extra expenditures to play and since it is usually a school close to home, the

family does not have to pay for room and board. Private school, on the other hand, costs athletes and their families thousands of dollars, according to a survey done by Stephen Broughman (Broughman). Not only do the players and their families have to pay for the tuition to simply attend the private school that they want to go to, usually with high school basketball, athletes decide to go to a private school that is very prestigious and not close to home. This can be seen when a player such as R.J. Barrett, the number one overall recruit in the class of 2018, who lives in Canada attends Montverde Academy, which is in Florida, or when Marvin Bagley, the number one player in the class of 2017 decides to go to Sierra Canyon High School in California when he lives in Arizona. This sort of thing happens to essentially every top high school recruit, therefore the majority of families who decide to send their athletes to private school end up paying extra for things such as room and board. With public school, this is not the case. However, private schools offer athletes a level of competition and exposure and public schools cannot. Private Schools can schedule games against other elite private schools from all over the country, providing the players with an overall increased level of competition. Additionally, private schools offer athletes more exposure to recruiting. College coaches and recruiters usually tend to look at private school players unless they are looking at a specific player from a public school. This increased frequency of coaches attending games coupled with high name recognition of the private school gives players more exposure and recruiting opportunities to try and earn a athletic scholarship. The process of recruiting in high school basketball involves phone calls, texts, emails, in-home visits, and campus visits for the recruits (Treme-Burrus). The process also includes communications with parents, high school coaches and administrators, and AAU coaches (Treme-Burrus). It is important to know the differences between a player deciding to play at a public school versus a player deciding to play at a private school since this is one of the

factors that will be looked at for this research project. Private schools give high school athletes better competition and more recruiting opportunities; however, they are much more expensive than public schools. Therefore, one of the things that this project will be looking at is if spending the extra money to play at a private school means more division one scholarships for the athlete.

### **Literature Review**

The realm of sports is a very under researched topic in today's world. There are barely any papers on the focus of basketball itself, so research on the effects of High School participation and out of school participation on the receiving of Division I scholarships was absolutely nowhere to be found. The closest studies that could be found to this research was a study looking at the effects of hometown proximity to college basketball success by Jeffrey Barden or a study by Neil Terry that evaluated the various graduation rates of college basketball teams (Barden, Terry). This meant that it was not too difficult to identify a gap within this field of study. It is commonly assumed that spending more money will inevitably increase a high school player's likelihood of receiving an athletic scholarship, however after trying to find a study that confirmed these assumptions, a study that looked at the effects of wealth on athletic scholarship receiving could not be found. This topic is significant to research because sports is a very important thing in modern society. Sports are something that provide people with a great sense of pride and accomplishment and many people want to play their sport for as long as possible. Examining the things that allow athletes to jump from the high school level to the collegiate level is something that allows athletes to continue playing their respective sports at a competitive level. However, playing at the collegiate level is extremely difficult and not many people get the opportunity to, which is why there is such competition for the chance to play at the collegiate level.

According to the National Collegiate Athletic Association, in 2016, only 170,000 out of 8,000,000 high school athletes received an athletic scholarship to play at the collegiate level (NCAA). This means that only two percent of those who play sports in high school go on to play at the next level. This explains why athletes and their families feel the need to pay thousands upon thousands of dollars on these extra expenditures such as private school or Nike EYBL expenses. Athletic scholarships are so rare and difficult to get that athletes and their families are doing whatever it takes, financially, to try and get a scholarship.

The goal of this research is to determine if there is some sort of relationship between spending the extra money to play on an EYBL team or a Private School team and the amount of athletic scholarships a high school athlete receives. The initial presumption before the project was conducted was that spending the extra money on things such as private school or an EYBL team did not affect the amount of division one basketball scholarships that an athlete received. This hypothesis was made based primarily due to real life personal experiences more so rather than previous studies and research as there is a significant lack of previous studies and research. The players that work the hardest are the ones that will receive the most athletic scholarships, and since it does not take money to work hard, extra expenditures such as private school and EYBL participation will not affect the amount of division one scholarships that an athlete receives. Additionally, colleges recruit based on talent, therefore how much money an athlete spends once again doesn't matter. The method used in this research project will be explained next.

### **Methodology**

For this research project, a secondary data analysis was conducted. A content analysis allowed for thorough analysis of the research topic which was sports. One of the limitations of

this research project was the lack of scholarly works and academic journals, due to the fact that the research topic falls under the scope of sports. A content analysis allowed for conclusions to be drawn and data to be collected from a multitude of sources that were not necessarily academic sources but rather sources related to sports such as ESPN, Draft Express, and 24/7 Sports. A content analysis was a great fit for the topic of sports and basketball.

Next, what exactly needed to be researched had to be determined. Data was collected from top high school recruits in the country. The pool of players researched were selected from the ESPN Top 100 list, which is a ranking system of top high school players by ESPN, which is one of the premier sources on all sports. There are multiple different ranking systems that could be used, however the ESPN Top 100 list was selected because most lists are relatively the same with little variation, therefore it was best to just pick one list and stick with it. The ESPN list was chosen because ESPN is a reliable source when it comes to sports content. The top twenty-five players from the classes of 2016 and 2017 were selected to collect data from for this research project. Only the top twenty-five players from each class were chosen due to the availability of information on the internet. Information on players ranked higher up in the list was easy to find as these players are extremely popular and have a lot of name recognition, however for the players farther down the list, information was much more difficult to find. It was nearly impossible to find information on players past the top twenty-five, which is why only the top twenty-five were chosen. Additionally, the classes of 2016 and 2017 were chosen due to the growing abundance of information on the internet. Prior to 2016, information about top recruits was extremely difficult to find, however as society has modernized and become more technologically advanced, information about recent players has become more frequent and more convenient to find as society moves towards a more technologically dependent state.

Additionally, the class of 2018 was not included as the recruitment process of these players has not yet finished at the time of this research project being conducted

After the pool of players was selected, what exactly was going to be researched about them need to be determined. As discussed in the definitions section of the paper, the factors that were researched were whether or not the player went to a public or private school, and whether or not they played on an EYBL team or a regular AAU team. Finally, the number of division one scholarships each player received was researched. Based on the factors of high school team participation and outside of school participation, the average number of scholarships that these groups received was calculated in order to draw conclusions and make comparisons between the two. The average number of scholarships will give good comparisons as the talent level of these players are all relatively the same. For each player, the information about them was recorded in a chart that looks like the one below. The name of the high school they went to, the name of their out of school team, the type of high school they went to, the type of out of school team they played for, and the total number of division one scholarships they received was recorded. This chart made the information that was recorded well organized, easy to understand, and very accessible. The process conducted above was repeated fifty times for each player in the top twenty-five of the classes of 2016 and 2017.

### Chart 1

Name	High School	AAU Team	Schooling	EYBL?	D1 Offers
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#### Class of 2017

Marvin Bagley	Nike Phamily	Sierra Canyon	Private	Yes	16
Michael	Mokan Elite	Nathan Hale	Public	Yes	22

Porter Jr.					
DeAndre Ayton	California Supreme	Hillcrest Prep	Prep	Yes	8
Mohamed Bamba	PSA Cardinals	Westtown School	Private	Yes	24
Wendell Carter Jr.	Team CP3	Pace Academy	Private	Yes	19
Trevon Duval	Team Harden	IMG Academy	Private	Yes	27
Collin Sexton	Southern Stampede	Pebblebrook	Public	Yes	28
Gary Trent Jr.	Howard Pulley	Prolific Prep	Prep	Yes	17
Jaren Jackson	Indiana Elite	La Lumiere	Prep	No	15
Kevin Knox	E1T1	Tampa Catholic	Private	Yes	22
Mitchell Robinson	New Orleans Elite	Chalmette	Public	Yes	6
P.J. Washington	Team Penny	Findlay Prep	Prep	Yes	17
Lonnie Walker	Team Final	Reading	Public	Yes	17
Brian Bowen	The Family	La Lumiere	Public	Yes	21
Troy Brown Jr.	Las Vegas Prospects	Centennial	Public	Yes	14
Brandon McCoy	California Supreme	Cathedral Catholic	Private	Yes	11
Nick Richards	Expressions Elite	St. Patrick	Private	Yes	14
Billy Preston	Houston Hoops	Oak Hill Academy	Prep	Yes	15
Jarred	Houston	Victory Prep	Prep	Yes	15

Vanderbilt	Hoops				
Jaylen Hands	Compton Magic	Mater Dei Catholic	Private	No	8

Nickeil Alexander Walker	Canada Elite	Hamilton Hills Christian Academy	Private	No	8
John Petty	Team Penny	Jemison	Public	Yes	8
Trae Young	Mokan Elite	Norman North	Public	Yes	25
Quade Green	ProScholars Cardinals	Neumann Goretta	Private	Yes	15
Jontay Porter	Mokan Elite	Nathan Hale	Public	Yes	2

## Class of 2016

Harry Giles	CP3 All Stars	Oak Hill Academy	Prep	Yes	16
Josh Jackson	1 Nation	Justin -Siena	Prep	No	13
Jayson Tatum	Saint Louis Eagles	Chaminade	Prep	Yes	16
Lonzo Ball	Big Ballers	Chino Hills	Public	No	1
Bam Adebayo	Team Loaded NC	High Point Christian Academy	Private	No	16
De'Aaron Fox	Houston Hoops	Cypress Lakes	Public	Yes	15
Markelle Fultz	DC Blue Devils	Dematha Catholic	Private	No	20
Miles Bridges	The Family	Huntington Prep	Prep	Yes	16
Malik Monk	Arkansas	Bentonville	Public	No	10



	Wings				
Frank Jackson	Utah Prospects	Lone Peak	Public	No	7
Terrance Ferguson	Mo Williams Elite	Advanced Preparatory International	Prep	No	14
Jonathan Isaac	E1T1 Elite	IMG Academy	Prep	Yes	29
T.J. Leaf	Compton Magic	Foothills Christian	Private	No	21
Wenyen Gabriel	Mass Rivals	Wilbraham and Monson Academy	Prep	No	23
Jarrett Allen	Texas Pro	St. Stephens Episcopal	Private	No	11
Marques Bolden	Team Texas Titans	DeSoto	Public	No	14
Tony Bradley	Southern Stampede	Bartow	Public	Yes	23
Austin Wiley	Alabama Challenge	Spain Park	Public	No	9
Omari Spellman	ProScholars Cardinals	MacDuffie	Private	Yes	17
Josh Langford	Atlanta Celtics	Madison Academy	Private	No	22

Kobi Simmons	Atlanta Celtics	St. Francis	Prep	No	24
Rawle Alkins	NY Rens	Word of God Christian Academy	Private	Yes	24
Udoka Azubuike	Nike Team Florida	The Potter's House Christian	Private	Yes	8

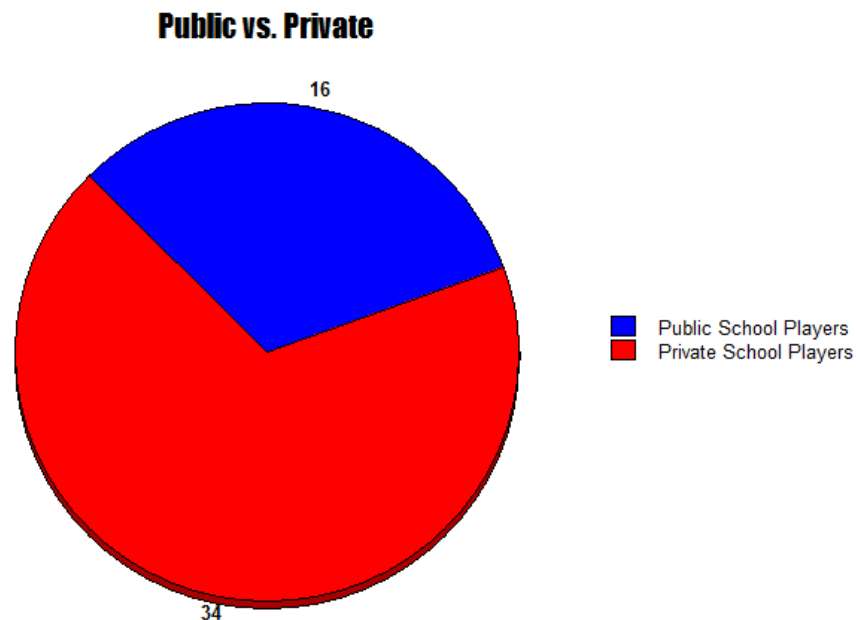
		Academy			
V.J. King	Team Takeover	Paul VI Catholic	Prep	Yes	21
Sacha Killeya-Jones	Team Felton	Virginia Episcopal	Prep	No	20

Data was collected from sources such as ESPN, Draft Express, and 247Sports (ESPN, 2018 Draft Express, College).

### Results

Before the data of the research project is gone over, there are a few things that are important to briefly discuss. These are the participation percentages of the two different factors being studied.

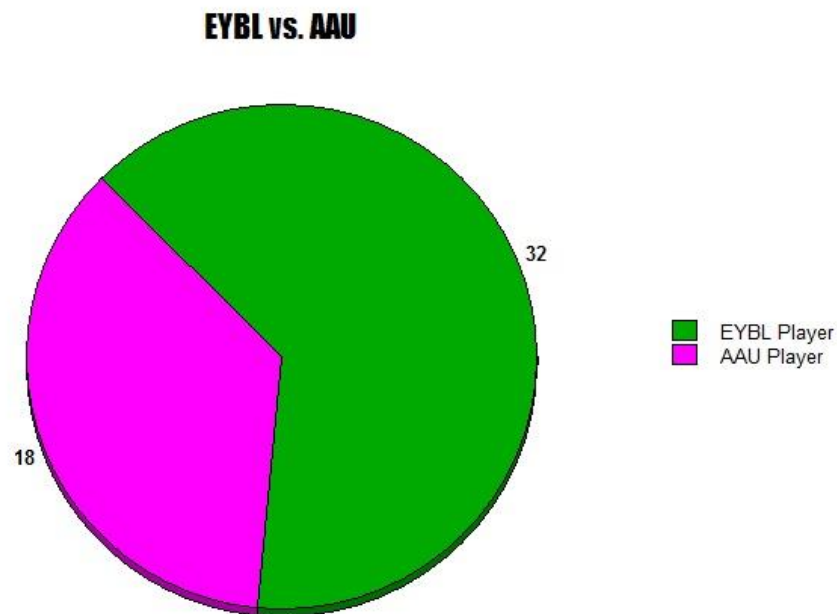
#### Graph 1



When looking at the effects of public school participation versus private school participation on the receipt of division one scholarships, it is important to note that the majority of the top

recruits in the country of the classes of 2016 and 2017 decided to play at a private school. Out of the fifty players that were researched for this project, thirty-four of them went to private school meaning that 68% of the players researched went to a private school as opposed to only 32% of them going to public school. This is important to note before the results of this project are discussed because this information shows that the perception of the athletes and their families is that going to a private school and spending the extra money will help them to receive more athletic scholarships.

### Graph 2

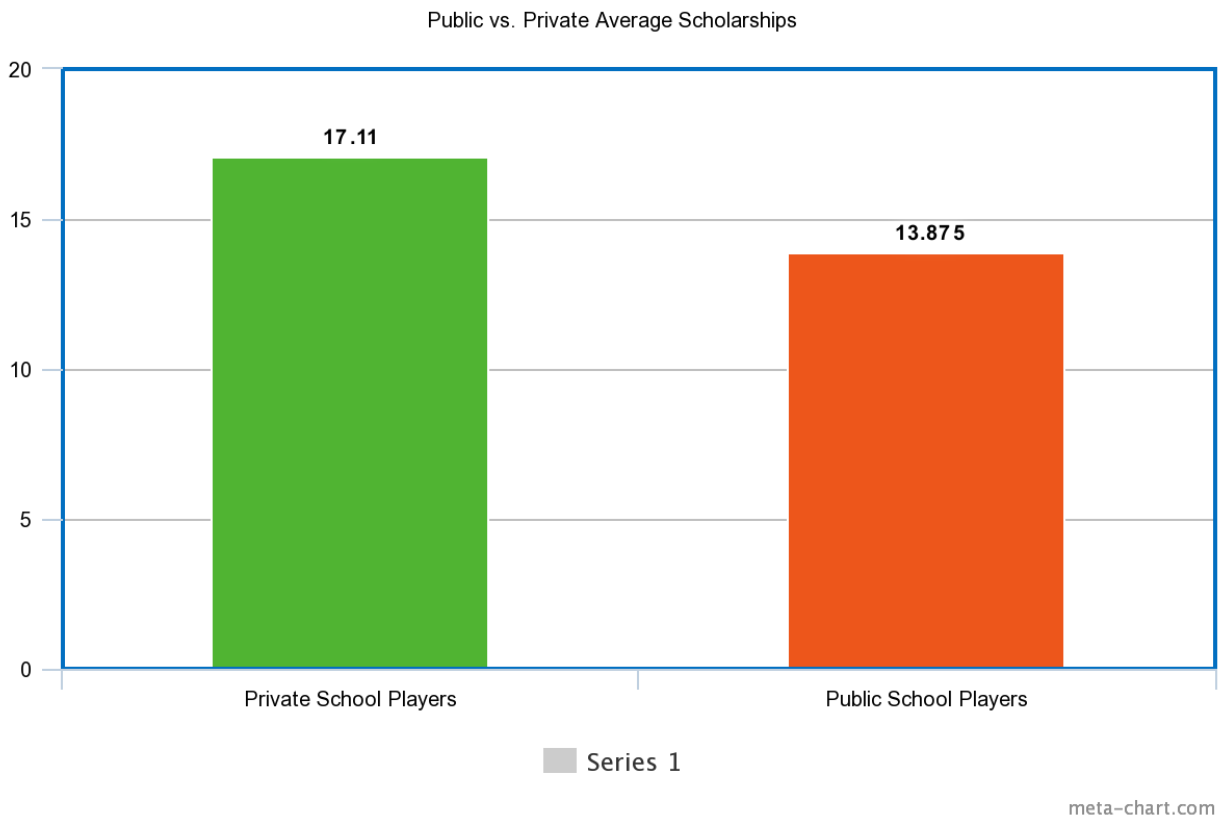


In addition to this, there was also a big difference in EYBL participation and regular AAU participation. Out of the fifty players researched for this study, thirty-two of them decide to play on a Nike EYBL team, whereas only eighteen of them decided to play on a regular AAU team. This meant that 64% of the players researched paid the extra money to play on a Nike EYBL team. This once again shows that the perception of the athletes and their families is that spending

the extra money to play on an EYBL team will help improve their chances of receiving division one basketball athletic scholarships.

Now the results of the study will be gone over. Each player was categorized into two groups. One group was based on whether they went to a public or private school. The other group was based on whether they played on an EYBL team or a regular AAU team. The total amount of scholarships that were earned for each group was calculated and then divided by the total number of players in each specific group in order to find the average number of scholarships for each group. This process was replicated three times for accuracy.

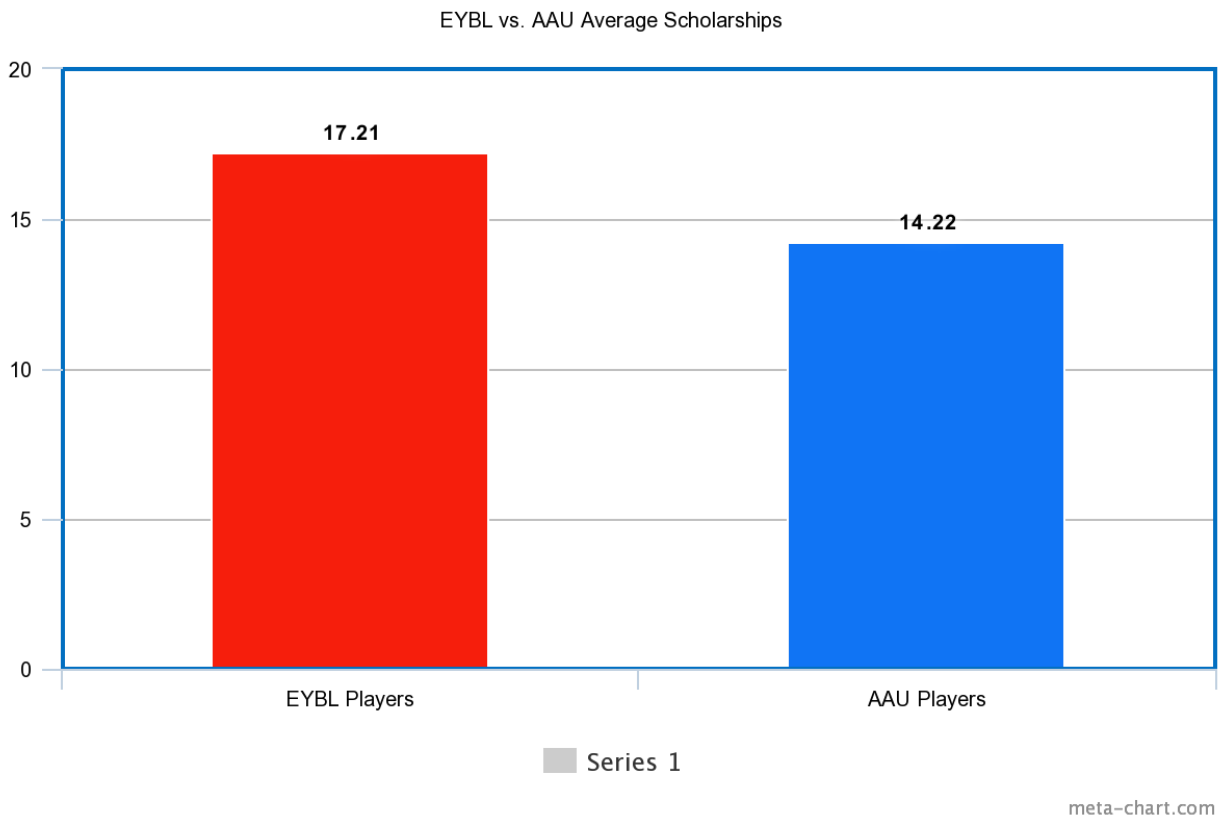
### Graph 3



First is high school participation. This section looked at and aimed to compare the differences between going to a private school and going to a public school. For the thirty-four

players that spent the extra money and went to a private school, the average number of division one basketball scholarships was 17.11 scholarships. For the sixteen players that decided to not pay any extra money and go to a public school, the average number of division one basketball scholarships was 13.88 scholarships.

#### Graph 4



Next, is outside of school team participation. This section aimed to look at and compare the differences between playing on a Nike EYBL team and playing on a regular AAU team. For the thirty-two players that decided to spend the extra money and play on a Nike EYBL team the average number of division one basketball scholarships was 17.21 scholarships. For the eighteen players that decided not to spend too much money and played on a regular AAU team, the average number of division one basketball scholarships was 14.22 scholarships.

After these averages were conducted, a final comparison was made using the data collected. This comparison was one between the players who decided to go to a public school and play on a regular AAU team versus players that decided to play on a private school team and Nike EYBL team. These combinations allowed for a comparison between the two most expensive factors and the two least expensive factors. However, since not every player that was researched falls into one of these two combinations, not every player is included into this part of the study. In fact, only twenty-five, or half, of the fifty players fall into one of these two combinations. For the players that decided to spend the least amount of money and play on a public-school team and regular AAU team, the average number of division one basketball scholarships was 8 scholarships. For the players that decided to spend the most amount of money and play on a private school team and Nike EYBL team, the average number of division one scholarships was 17.48 scholarships.

### **Conclusions**

The conclusions of this study are very straightforward. High School basketball players who went to private school averaged 3.24 more division one basketball scholarships than those who went to a public school. This showed that those who decided to spend the extra money on things such as tuition and board to play basketball at a private school averaged more scholarships than those who decided to play basketball at a public school. In addition to this, high school basketball players who played on a EYBL team averaged 2.99 more division one basketball scholarships than those who decided to play on a regular AAU team. This shows that the players and families who decided to spend the extra money on EYBL basketball for things such as traveling and coaching averaged more scholarships that those who decided to just play on a regular AAU team. Finally, players who played on a private school team and Nike EYBL team

averaged 9.48 more division one basketball scholarships than those who played on a public-school team and regular AAU team. These results do not necessarily prove that spending extra money automatically results in receiving more scholarships, however they do show that the players who did spend the extra money did end up gaining more scholarships than those who did not spend extra money. These results disprove the original hypothesis as it was assumed that there is no relationship between spending money on extra expenditures and the amount of division one basketball scholarships received, however this is not the case as there is a positive relationship between the two. Those who decided to spend more money on things such as private school and Nike EYBL team participation averaged more scholarships than those who didn't.

### **Implications**

Once again, the results of this study do not necessarily prove that spending more money automatically results in receiving more scholarships. However, it does show that there is a relationship between the two. Players looking to increase their chances of earning more division one basketball scholarships should deeply consider joining a Nike EYBL team or a Private School team. Although they are more expensive, private school teams and Nike EYBL teams provide high school athletes with an overall greater level of competition and exposure to college coaches. These teams give high school athletes more recruiting opportunities and more chances to get better at the sport of basketball which will help them to increase their chances of getting an athletic scholarship and playing basketball at the collegiate level. Future researchers should look to evaluate more factors on this topic such as money spent on special training or socioeconomic status in order to develop a greater understanding of the effects that wealth and outside expenditures can have on the receipt of athletic scholarships.

### **Limitations**

As with other studies, there are many various limitations to my research and its applications. First is that the pool of players selected were the top players in the country. Although the research design of my study allowed for accurate comparisons of players with the relatively same level of talent, they cannot be applied to the average high school basketball player or even above average high school player. This provides a good segue into the next limitation which is the availability of information. The reason that average high school basketball players could not be researched is because there is no information, such as what high school a certain player played for, out there on the internet about average players. It was difficult even collecting data on some of the top twenty-five players in the country. A lack of sources was a very recurring limitation in this study. Another limitation that this research has is the lack of previous studies. The topic of sports does not lend itself to very many academic papers or scholarly journals therefore there was no sort of guideline for this project and it was completely made up by the researcher with no previous examples to look upon for guidance. In addition to this, there are many variations in the recruiting process. For instance, if a player receives an offer from their dream school early on in their high school career, they could commit and end their recruiting early, having only received one or two scholarships in their career despite their talent level



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**AP<sup>®</sup> RESEARCH**  
**2018 SCORING COMMENTARY**

**Academic Paper**

**Sample: F**  
**Score: 3**

This paper scored a 3 because there is a narrowed focus that is carried throughout the paper, and the method is reasonably replicable, including the inclusion criteria (top 25) and the variables they measured (method, pages 9–11: type of school and play in AAU or Nike EYBL and number of D1 scholarships). They also describe the data accurately and come to a new conclusion (page 19, paragraph 2: “This showed that those who decided to spend the extra money on things such as tuition and board to play basketball at a private school averaged more scholarships ...”).

The paper did not score a 2 because it does narrow its focus, allowing the student to use a replicable method, which yields to data that lead the student to a new conclusion.

The paper did not score a 4 because although most of the sources are not scholarly, they are credible, yet lose connection as the inquiry progresses. The one scholarly source (Sanchez-Sanchez) speaks more to hard work than the exposure that elite leagues and private schools provide. The research method is not aligned to the research question and, similarly, the new understanding (those who spend more money on their basketball training will receive more scholarships) does not have sufficient evidence.