



AP[®] Seminar

Performance Assessment Task 1:

Team Project and Presentation

2016 Scoring Guidelines

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AP[®] SEMINAR

2016 SCORING GUIDELINES

AP SEMINAR PERFORMANCE TASK RUBRIC: TEAM PROJECT AND PRESENTATION COMPONENT 1 OF 3: INDIVIDUAL RESEARCH AND REFLECTION

CONTENT AREA	PERFORMANCE LEVELS		
1 Understanding and Analyzing Context	The report identifies the area of Investigation. 2	The report identifies the area of Investigation and identifies various perspectives, drawing few or no connections among those perspectives. 4	The report identifies and richly contextualizes the area of investigation, discusses various perspectives and draws explicit connections among those perspectives. 6
2 Understanding and Analyzing Argument	The report restates information gathered from sources rather than summarizing the information. 2	The report summarizes specific information with some explanation and provides a limited analysis of the line of reasoning. 4	The report explains and summarizes specific information and provides a solid and/or detailed analysis of the line of reasoning. 6
3 Analyzing and Evaluating Evidence	The report identifies various items of information but makes few or no connections between those items of information, their relevance to the argument, and their credibility. 2	The report identifies various items of evidence and makes some reasonable connections between that evidence, its relevance to the argument, and its credibility. 4	The report analyzes various items of evidence gathered from sources and explains in detail why they are relevant and credible enough to support the argument. 6
4 Reflection	The reflection provides little or no insight into the initial views of the problem or the approach to conducting research and solving the problem. The reflection also describes little or no consideration of revisions in the student’s writing and thinking. 2	The reflection provides reasonable detail about the personal views of the problem and the approach to conducting research and solving the problem. The reflection also describes some consideration of revision in writing and thinking, based on discoveries made during the research and writing process. 4	The reflection insightfully explains the initial views of the problem and the approach to conducting research and solving the problem. The reflection also describes consideration of extensive revision in writing and thinking, based on discoveries made during the research and writing process. 6
5 Selecting and Using Evidence	The report contains little or no evidence of attribution or citation. 1	The report contains an uneven or inconsistent use of attribution or citation. 2	The report contains few flaws in attribution and citation. 3
6 Grammar and Style	The report contains many flaws in grammar and style that interfere with communication to the reader. 1	The report contains some flaws in grammar or style that minimally interfere with communication to the reader. 2	The report contains few flaws in grammar or style and clearly communicates to the reader. 3

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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AP SEMINAR PERFORMANCE TASK RUBRIC: TEAM PROJECT AND PRESENTATION COMPONENT 2 OF 3: WRITTEN TEAM REPORT

CONTENT AREA	PERFORMANCE LEVELS		
1 Understanding and Analyzing Context	The report poses a problem, question, or issue simplistically, places the problem in a limited context, and provides no rationale, or a weak rationale, for the inquiry process. 2	The report poses a problem, question, or issue with reasonable complexity, places it in a clear context, and provides a rationale for the inquiry process. 4	The report poses a well-defined problem, question, or issue with a high degree of complexity, places it in a clear and relevant context, and provides a compelling rationale for the inquiry process. 6
2 Understanding and Analyzing Perspective	The report identifies weak or irrelevant perspectives and refers to arguments without evaluating their validity. 2	The report identifies relevant perspectives, provides limited evaluation of the validity of arguments and reflects a limited understanding of how the reasoning is logically aligned with the conclusions of those arguments. 4	The report identifies and clarifies relevant perspectives, critically evaluates the validity of arguments, and conveys a clear understanding of how the reasoning is logically aligned with the conclusions of those arguments. 6
3 Selecting and Using Evidence	The report cites insufficient evidence to build its argument. 2	The report cites relevant evidence to build its argument. 4	The report effectively synthesizes evidence from multiple perspectives to build its argument. 6
4 Building and Communicating an Argument	The report offers opinions or unclear resolutions, solutions, or conclusions not supported by evidence. 2	The report draws weak connections between the evidence and one or more resolutions, conclusions, and/or solutions. 4	The report offers one or more well-reasoned resolutions, solutions, or conclusions that acknowledge consequences or implications. 6
5 Selecting and Using Evidence	The response includes many errors in attribution and citation. The bibliography, if included, is inconsistent in style and format and/or incomplete in citation elements. 1	The response attributes and cites sources used with a reasonable amount of accuracy and thoroughness. The bibliography includes nearly all referenced sources, most of which are consistent and complete in citation elements. 2	The response appears to accurately attribute and cite the sources used. The bibliography includes referenced sources, and is consistent and complete in citation elements. 3
6 Grammar and Style	The report contains many flaws in grammar and style that interfere with communication to the reader. 1	The report contains some flaws in grammar and style that minimally interfere with communication to the reader. 2	The report contains few flaws in grammar and style and clearly communicates to the reader. 3

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

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AP SEMINAR PERFORMANCE TASK: TEAM PROJECT AND PRESENTATION COMPONENT 3 OF 3: TEAM MULTIMEDIA PRESENTATION AND DEFENSE

CONTENT AREA	PERFORMANCE LEVELS		
1 Building and Communicating an Argument	<p>The presentation contradicts key components of the written team report or oversimplifies the report’s message.</p> <p style="text-align: center;">2</p>	<p>The presentation summarizes the team members’ perspectives but weakly connects those perspectives to a common solution.</p> <p style="text-align: center;">4</p>	<p>The presentation links the team’s various perspectives to each other, offers evidence to support the solution, and considers the consequences and implications of that solution.</p> <p style="text-align: center;">6</p>
2 Presentation-Engaging an Audience	<p>The content is poorly organized within the media, severely limiting the communication of the argument.</p> <p style="text-align: center;">2</p>	<p>The way in which the content is organized within the media supports the communication of the argument.</p> <p style="text-align: center;">4</p>	<p>The strategic choice of media, coupled with how the content is organized within the media, strongly supports the communication of the argument.</p> <p style="text-align: center;">6</p>
3 Presentation-Engaging an Audience	<p>The selection and execution of strategies used for delivery of the content (e.g., eye contact, vocal variety, emphatic gestures, movement) severely limit the presentation’s impact.</p> <p style="text-align: center;">2</p>	<p>The selection of communication strategies (e.g., eye contact, vocal variety, emphatic gestures, movement), and/or an ineffective execution of those strategies, impedes communication of the argument.</p> <p style="text-align: center;">4</p>	<p>An appropriate selection of communication strategies (e.g., eye contact, vocal variety, emphatic gestures, movement), coupled with an effective execution of those strategies, strongly supports the communication of the argument.</p> <p style="text-align: center;">6</p>
4 Presentation-Engaging an Audience	<p>The team gives an unfocused presentation with poorly executed or incomplete media components. The overall presentation is comprised of a series of separate presentations of each individual’s work. Little to no consideration of audience, context, or purpose is evident.</p> <p style="text-align: center;">2</p>	<p>The team gives a presentation with appropriate —though less than compelling—media. The presentation of each individual’s work is somewhat connected to work of the team. Consideration of one or another of audience, context, or purpose is evident, though not all three.</p> <p style="text-align: center;">4</p>	<p>The team gives a persuasive presentation with appropriate media used creatively and purposefully. The presentation is cohesive, clearly connecting the work of each individual to that of the team. Consideration of audience, context, and purpose is evident.</p> <p style="text-align: center;">6</p>
5 Collaboration	<p>The presentation demonstrates strong disparity in the participation levels of specific team members.</p> <p style="text-align: center;">1</p>	<p>The presentation demonstrates some imbalance in the participation of team members.</p> <p style="text-align: center;">2</p>	<p>The presentation demonstrates complete support and equal participation from all team members.</p> <p style="text-align: center;">3</p>