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# **AP<sup>®</sup> Seminar Performance Assessment Task 2: Individual Research-Based Essay and Presentation 2016 Scoring Guidelines**

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# AP<sup>®</sup> SEMINAR

## 2016 SCORING GUIDELINES

### AP SEMINAR PERFORMANCE TASK RUBRIC: INDIVIDUAL RESEARCH-BASED ESSAY & PRESENTATION COMPONENT 1 OF 3: INDIVIDUAL WRITTEN ARGUMENT

CONTENT AREA	PERFORMANCE LEVELS		
<b>1 Understanding and Analyzing Context</b>	The essay identifies a research question that is trivial, overly broad in scope, or poorly connected to the context of the source materials.  2	The essay identifies a research question of reasonable scope; however, the question is not sustained or is not controlling the argument throughout the essay; or, it might be only tangentially related to the context of the source materials.  4	The essay identifies a complex research question that is clearly articulated within the context of the source materials. The question is sustained and controls the argument throughout the essay.  6
<b>2 Understanding and Analyzing Perspective</b>	The essay omits or inaccurately represents multiple perspectives and conclusions. It omits or misstates objections, implications, or limitations of one or more perspectives.  2	The essay identifies multiple perspectives and conclusions. It identifies some objections, implications, or limitations of these perspectives.  4	The essay evaluates multiple perspectives and conclusions. It explains objections, implications, and/or limitations of these perspectives.  6
<b>3 Selecting and Using Evidence</b>	The argument incorporates evidence from a minimal range of sources or ineffectively or inaccurately incorporates evidence.  2	The argument uses some combination of evidence, but from a narrow range of sources; or, a wide range of evidence is present but might not be accurately interpreted or synthesized.  4	The argument accurately and thoroughly interprets and synthesizes evidence from a wide range of sources.  6
<b>4 Analyzing and Evaluating Evidence</b>	The essay makes few distinctions among various pieces of evidence, treating all evidence as relevant (or irrelevant), credible (or incredible).  2	The essay distinguishes among various pieces of evidence in terms of their relevance and/or credibility.  4	The essay explicitly distinguishes well among various pieces of evidence in terms of their relevance and credibility.  6
<b>5 Building and Communicating an Argument</b>	The argument is disorganized and poorly reasoned or overly general. The argument presents few or no specific resolutions, conclusions, and/or solutions.  2	The argument is logically organized, but the reasoning may be faulty, or it may be misaligned with the research question. The argument presents specific resolutions, conclusions, and/or solutions that are impractical or do not derive from the line of reasoning.  4	The argument is logically organized, well-reasoned, and complex. The argument presents resolutions, conclusions, and/or solutions that are unambiguously linked to evidence and fully address the research question.  6
<b>6 Building and Communicating an Argument</b>	The essay omits commentary about connections between claims and evidence or offers only very general commentary.  2	The essay uses minimal commentary to link claims and evidence.  4	The essay clearly and convincingly uses commentary to link claims and evidence.  6

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<b>7 Selecting and Using Evidence</b>	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 all referenced sources and is consistent and complete in citation elements.  3
<b>8 Grammar and Style</b>	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: INDIVIDUAL RESEARCH-BASED ESSAY & PRESENTATION**  
**COMPONENT 2 OF 3: INDIVIDUAL MULTIMEDIA PRESENTATION**

CONTENT AREA	PERFORMANCE LEVELS		
<b>1 Presentation-Engaging an Audience</b>	The presentation is entirely read either from the research paper, a written script, or from the slides.  2	The presentation is read at times but is delivered mostly independently of a written script.  4	The presentation uses minimal (or no) notes or written script to effectively convey the material. The presentation establishes connections between the spoken and the visual.  6
<b>2 Presentation-Engaging an Audience</b>	Ineffective techniques of media design inhibit or distract from the oral presentation. Slides may be busy or only tangentially related to content.  2	Techniques of media design inconsistently support the oral presentation.  4	Effective techniques of media design enhance the oral presentation.  6
<b>3 Presentation-Engaging an Audience</b>	Communication strategies used for delivery of the content (e.g., eye contact, vocal variety & energy, expressive gestures, movement) severely limit the presentation's impact.  2	Communication strategies (e.g., eye contact, vocal variety & energy, expressive gestures, movement), and/or an ineffective execution of those strategies, inconsistently support the communication of the argument.  4	Communication strategies (e.g., eye contact, vocal variety & energy, expressive gestures, movement), coupled with an effective execution of those strategies, strongly support the communication of the argument.  6
<b>4 Presentation-Engaging an Audience</b>	Spoken and visual cues severely limit the communication of the argument and/or show poor organization.  2	Spoken and visual cues inconsistently convey the organization of the presentation.  4	Spoken and visual cues clearly convey the organization of the presentation.  6
<b>5 Understanding and Analyzing Context</b>	The presentation describes portions of the student's research.  2	The presentation identifies the argument and summarizes the student's research, independent of the larger context.  4	The presentation identifies the argument and clearly situates the student's research within the larger context.  6
<b>6 Building and Communicating an Argument</b>	The presentation offers little argument but makes minimal, unsupported connections (if any) between evidence and claims. The presentation describes the evidence independently, outside the context of the argument.  2	The presentation makes an argument but makes weak connections between evidence and claims. The presentation distinguishes among various pieces of evidence gathered from sources but makes unclear or weak connections between the evidence and the argument.  4	The presentation makes a cohesive argument, showing in detail how the evidence supports the claims. The presentation analyzes information and evidence gathered from sources and explains in detail why the evidence supports the argument.  6
<b>7 Selecting and Using Evidence</b>	The presentation incorporates little or no evidence; citation of sources (orally or visually) is limited or incorrect from any of the provided sources to develop and support the argument.	The presentation incorporates some combination of evidence, but from a narrow range of perspectives in both the selected provided source and the outside source material to develop and support the	The presentation incorporates synthesizes and interprets evidence from various perspectives and correctly cites sources (orally or visually) including at least one provided source and outside source

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	2	argument, citing sources (orally or visually) with a reasonable amount of accuracy. 4	material to develop and support the argument. 6
<b>8 Building and Communicating an Argument</b>	The argument presents few resolutions, conclusions, and/or solutions. 2	The argument presents resolutions, conclusions, and/or solutions that are impractical or do not derive from the line of reasoning. 4	The argument presents resolutions, conclusions, and/or solutions that are unambiguously linked to evidence and fully address the research question. 6

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## AP SEMINAR PERFORMANCE TASK: INDIVIDUAL RESEARCH-BASED ESSAY & PRESENTATION COMPONENT 3 OF 3: ORAL DEFENSE

CONTENT AREA	PERFORMANCE LEVELS		
<b>1 Analyzing and Evaluating Evidence</b>	<p>The response provides little or no evidence of discrimination among sources based on either their relevance or credibility.</p> <p style="text-align: center;">2</p>	<p>The response provides evidence of partially ineffective discrimination among sources based on their relevance and/or credibility.</p> <p style="text-align: center;">4</p>	<p>The response provides evidence of active and purposeful discrimination among sources based on both their relevance and credibility.</p> <p style="text-align: center;">6</p>
<b>2 Understanding and Analyzing Context</b>	<p>The response provides little or no evidence of an understanding of the connectedness of research to either prior or future research or real-world consequences.</p> <p style="text-align: center;">2</p>	<p>The response provides evidence of a limited understanding of the connectedness of research to both prior and future research and real-world consequences.</p> <p style="text-align: center;">4</p>	<p>The response provides evidence of rich understanding of the connectedness of research to both prior and future research and real-world consequences.</p> <p style="text-align: center;">6</p>