
AP Seminar

Performance Task 1: Scoring Guidelines

Individual Research Report

Team Multimedia Presentation

Effective from 2017-18

AP Seminar Performance Task 1: Individual Research Report (IRR) Rubric

Performance Levels					
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	UNDERSTAND AND ANALYZE CONTEXT	The report identifies an overly broad or simplistic area of investigation and/or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue. 2 Pts	The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue. 4 Pts	The report situates the student's investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context. 6 Pts	6
2	UNDERSTAND AND ANALYZE ARGUMENT	The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way. 2 Pts	The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently). 4 Pts	The report demonstrates an understanding of the reasoning and validity of the sources' arguments.* This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions. 6 Pts	6
3	EVALUATE SOURCES AND EVIDENCE	The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry. 2 Pts	The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently). 4 Pts	The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use. 6 Pts	6
4	UNDERSTAND AND ANALYZE PERSPECTIVE	The report identifies few and/or oversimplified perspectives from sources.** 2 Pts	The report identifies multiple perspectives from sources, making some general connections among those perspectives.** 4 Pts	The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.** 6 Pts	6
5	APPLY CONVENTIONS	The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete. 1 Pt	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style. 2 Pts	The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style. 3 Pts	3
6	APPLY CONVENTIONS	The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience. 1 Pt	The report 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. 2 Pts	The report 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. 3 Pts	3

*For the purposes of AP Seminar, "validity" is defined in the glossary of the CED as "the extent to which an argument or claim is logical."

**For the purposes of AP Seminar, "perspective" is defined in the glossary of the CED as "a point of view conveyed through an argument."

AP Seminar Performance Task 1: Individual Research Report (IRR) Scoring Note

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. For rows 1 to 4, if there is no evidence of any research (i.e., it is all opinion and there is nothing in the bibliography, no citation or attributed phrases in the response) then a score of **0** should be assigned.
- 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.

AP Seminar Performance Task 1: Team Multimedia Presentation (TMP) Rubric

Row	Proficiency	Score 0 if...	Points earned for...			Points (Max)
1	ESTABLISH ARGUMENT	The presentation offers a series of unsubstantiated opinions. It is not academic in nature. 0 Pt	The presentation describes the existence of a problem or reports on a problem, but does not argue for a team solution or resolution. 2 Pts	The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation. 4 Pts	The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence. 6 Pts	6
2	UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	The presentation does not identify or only minimally identifies solutions, either the team's or others' (e.g., a list of solutions with brief annotations). 0 Pt	The presentation describes pros and/or cons of potential options related to the topic. OR The presentation describes limitations or implications of the solution proposed by the team, but in an inconsistent, illogical, overly broad, or otherwise unconvincing manner. 2 Pts	The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications. 4 Pts		4
3	ENGAGE AUDIENCE (PERFORMANCE)	The presenting is entirely inappropriate for the audience, purpose or context. 0 Pt	All or all but one of the presenters make little or no use of techniques to engage the audience. 2 Pts	At times, some presenters (i.e. more than one) effectively engage the audience. As a team the presenters demonstrate uneven delivery or performance techniques. 4 Pts	All presenters effectively engage the audience through strategic intentional use of performance techniques most of the time . 6 Pts	6
4	ENGAGE AUDIENCE (DESIGN)	No design or minimal design with significant errors. 0 Pt	The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message, or does so inconsistently. 2 Pts	Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. 4 Pts		4
5	COLLABORATE REFLECT	All or all but one member of the team offer generic responses that could apply to any collaborative project. Or the answers by all or all but one of the team may be unacceptably brief. 0 Pt	Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project. 2 Pts	All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project . AND The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members. 4 Pts		4