



AP Seminar

RUBRICS

October 2014

Design of the Seminar Rubrics

Column 1: Each row of each rubric addresses student performance on specific Learning Objectives, identified in the rubrics' first column.

Column 2: All Seminar Learning Objectives have been grouped with related Learning Objectives into "Content Areas." The assessed Content Area is identified for each row of each rubric.

Columns 3-5: All Seminar rubrics identify three levels of performance quality, using a numeric scale of either 2-4-6 or 1-2-3 score points.

Column 6: Student performance is scored at each row of each rubric. The score for each row can be recorded in column 6. In rows where the score scale is 2-4-6, scores can only be the whole numbers of 0, 2, 4, or 6. There can be no scores of 1, 3, or 5, nor scores with decimal points or fractions. In rows where the score scale is 1-2-3, scores can only be 0, 1, 2, or 3.

Scores of zero: Although not called out on each rubric, scores of zero will be included in AP Seminar scoring. A score of zero is assigned to a row in which evidence of student performance displays a below-minimum level of quality as identified in the rubric; an off-topic response; a repetition of a prompt; an entirely crossed-out response; a drawing or other markings; or a response in a language other than English.

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

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
1.1A	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	
2.1B	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	
1.3C 2.2B 4.2A	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	
5.3B 5.3A	Reflection	The reflection provides little or no insight into how the student initially viewed the problem or how he or she approached 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	
4.2C	Selecting and Using Evidence	The report includes many errors in attribution and citation. 1	The report attributes and cites the sources used with a reasonable amount of accuracy and thoroughness. 2	The report accurately attributes and cites all sources used. 3	
5.1B	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	
TOTAL SCORE					

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

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
1.1A 1.1B	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 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	
1.4A 2.2C 3.1A 3.2A	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	
4.2A	Selecting and Using Evidence	The report cites limited evidence to build its argument. 2	The report cites evidence to build its argument. 4	The report effectively synthesizes evidence from multiple perspectives to build its argument. 6	
2.3B 4.1A 4.2B 4.4A	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	
4.2C	Selecting and Using Evidence	The report includes many errors in attribution and citation. The bibliography, if included, does not utilize a consistent style and format. 1	The report attributes and cites sources used with a reasonable amount of accuracy and thoroughness. The bibliography includes all or most referenced sources, but it fails to utilize consistent style and formatting. 2	The report accurately attributes and cites all sources used. The bibliography includes all referenced sources and aligns with a recommended style guide. 3	
5.1B	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	
TOTAL SCORE					

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

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
4.4A 5.1A	Building and Communicating an Argument	The presentation contradicts key components of the written team report or oversimplifies the report’s message. 2	The presentation summarizes the team members’ perspectives but weakly connects those perspectives to a common solution. 4	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. 6	
5.1C	Presentation-Engaging an Audience	The content is poorly organized within the media, severely limiting the communication of the argument. 2	The way in which the content is organized within the media supports the communication of the argument. 4	The strategic choice of media, coupled with how the content is organized within the media, strongly supports the communication of the argument. 6	
5.1C	Presentation-Engaging an Audience	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. 2	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. 4	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. 6	
5.1C	Presentation-Engaging an Audience	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. 2	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. 4	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. 6	
5.2A	Collaboration	The presentation demonstrates strong disparity in the participation levels of specific team members. 1	The presentation demonstrates some imbalance in the participation of team members. 2	The presentation demonstrates complete support and equal participation from all team members. 3	
TOTAL SCORE					

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

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
1.1A 1.1B	Understanding and Analyzing Context	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 entire essay; or, it might be only tangentially related to the context of the source materials. 4	The essay identifies a complex research question, clearly articulated within the context of the source materials. 6	
2.3B 3.1A 3.2A	Understanding and Analyzing Perspective	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 provides unsubstantiated evaluations of the objections, implications, or limitations of the perspectives. 4	The essay evaluates multiple perspectives and conclusions, including objections, implications, and/or limitations of each perspective. 6	
4.2A	Selecting and Using Evidence	The argument incorporates minimal or no evidence from sources. 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 carefully interpreted or synthesized. 4	The argument interprets and synthesizes evidence from a wide range of sources. 6	
1.3C	Analyzing and Evaluating Evidence	The essay makes few distinctions among various pieces of evidence, treating all evidence as relevant (or irrelevant), credible (or incredible). 2	The essay distinguishes well among various pieces of evidence in terms of credibility but with less success in terms of relevance. 4	The essay distinguishes well among various pieces of evidence in terms of their relevance and credibility. 6	
4.1A	Building and Communicating an Argument	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	
4.2B	Building and Communicating an Argument	The essay omits commentary about connections between claims and evidence or offers only very general commentary. 2	The essay minimally links claims and evidence. 4	The essay clearly and convincingly links claims and evidence and includes insights drawn from the connections between them. 6	

4.2C	Selecting and Using Evidence	The argument makes many accuracy errors in attribution and citation. The bibliography, if included, is inconsistent and/or incomplete in citation elements. 1	The argument attributes and cites the 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 argument appears to accurately attribute and cite all sources used. The bibliography includes all referenced sources, and is consistent and complete in citation elements. 3	
5.1B	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	
TOTAL SCORE					

AP SEMINAR PERFORMANCE TASK: RESEARCH-BASED ESSAY & PRESENTATION
COMPONENT 2 OF 3: INDIVIDUAL MULTIMEDIA PRESENTATION

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
5.1C	Presentation-Engaging an Audience	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	
5.1C	Presentation-Engaging an Audience	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	
5.1C	Presentation-Engaging an Audience	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	
5.1C	Presentation-Engaging an Audience	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	
1.1A	Understanding and Analyzing Context	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	
2.2B 4.1A 4.2B	Building and Communicating an Argument	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	
4.2A	Selecting and Using Evidence	The presentation incorporates little or no evidence; citation of sources (orally or	The presentation incorporates uses some combination of evidence, but from a	The presentation incorporates synthesizes and interprets evidence from various	

		visually) is limited or incorrect from any of the provided sources to develop and support the argument. 2	narrow range of perspectives in both the selected provided source and the outside source material to develop and support the argument, citing sources (orally or visually) with a reasonable amount of accuracy. 4	perspectives and correctly cites sources (orally or visually) including at least one provided source and outside source material to develop and support the argument. 6	
4.4A	Building and Communicating an Argument	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	
TOTAL SCORE					

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

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
1.3C	Analyzing and Evaluating Evidence	<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>	
4.3A	Understanding and Analyzing Context	<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>	
TOTAL SCORE					

AP SEMINAR END OF COURSE EXAM: SECTION I, PART A*

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
Question 1					
2.1B	Understanding and Analyzing Argument	The response misstates the author’s argument, main idea, or thesis. 1	The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis. 2	The response accurately identifies the author’s argument, main idea, or thesis. 3	
Question 2					
2.2A	Understanding and Analyzing Argument	The response omits or misidentifies the author’s claims and provides little or no explanation of how the author establishes a line of reasoning. 2	The response identifies some of the author’s claims and the connections between them that produce a limited explanation of the author’s line of reasoning. 4	The response identifies the author’s relevant claims and the connections between them, producing a thorough explanation of the author’s line of reasoning. 6	
Question 3					
1.3C 2.2B	Analyzing and Evaluating Evidence	The response omits or misidentifies some of the evidence. The response disregards how well the evidence supports the argument. 2	The response partially identifies and evaluates the evidence. Evaluation of the effectiveness of the evidence in supporting the argument’s claims is limited or general. 4	The response provides a thorough and detailed evaluation of how well the evidence supports the argument. The response evaluates the relevance and credibility of the evidence. 6	
TOTAL SCORE					

NOTE: IF A RESPONSE TO ONE QUESTION PROVIDES INFORMATION THAT SUPPORTS A RESPONSE TO ANOTHER QUESTION, SCORES TO BOTH QUESTIONS SHOULD BE CREDITED, AS APPLICABLE.

*All End of Course Exam rubrics are subject to minor modification once student responses have been received.

AP SEMINAR END OF COURSE EXAM: SECTION I, PART B*

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
2.2B	Analyzing and Evaluating Evidence	The response lists little evidence. There is superficial determination of relevance and/or credibility. 2	The response analyzes various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly. 4	The response successfully analyzes various pieces of evidence from both articles in terms of their relevance and credibility. 6	
2.2A 2.2C	Understanding and Analyzing Argument	The response fails to identify the authors' lines of reasoning and/or contains either no comparison or an unfounded comparison. 2	The response identifies the authors' lines of reasoning but is limited in its evaluation of weaknesses and/or strengths in the authors' arguments. It contains some comparison. 4	The response explains, analyzes and compares the authors' lines of reasoning and their validity by evaluating weaknesses and/or strengths in the authors' arguments. 6	
3.2A	Understanding and Analyzing Argument	A discussion of the authors' lines of reasoning may be unsound or missing. The response may be unrelated to one or both authors' lines of reasoning. 2	The response identifies implications and/or limitations of the two arguments. It may provide a flawed evaluation. 4	The response identifies and provides a reasonable analysis and evaluation of the implications and/or limitations of the two arguments. 6	
TOTAL SCORE					

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AP SEMINAR END OF COURSE EXAM: SECTION II*

LEARNING OBJECTIVES	CONTENT AREA	PERFORMANCE LEVELS			SCORE
4.2A	Selecting and Using Evidence	The response repeats information from sources that provides little or no support for an argument. 2	The response interprets information from at least two sources to develop an argument with limited support. 4	The response interprets and synthesizes information from at least two sources to develop and support a compelling argument. 6	
4.1A 4.2B	Building and Communicating an Argument	The response's line of reasoning is disorganized and/or unsuccessful. The response inappropriately or tangentially links the argument's claims and evidence. 2	The response's line of reasoning is mostly clear and logically organized, but the reasoning may be faulty. The response appropriately links the argument's claims and evidence. 4	The response's line of reasoning is logically organized and complex. The response clearly and convincingly links the argument's claims and evidence and includes insights drawn from the connections between them. 6	
1.1A 3.1A	Understanding and Analyzing Perspective	The response misstates or overlooks the theme or issue that connects the sources. The perspective is unclear or unrelated to the sources. 2	The response identifies a theme or issue that connects the sources. The response treats the readings as sharing the same perspective rather than placing an issue within the overall context of the sources. The response presents a perspective borrowed from or previously addressed by one of the sources. 4	The response identifies a theme or issue that connects the sources and identifies and interprets the differences in the sources. The response contextualizes the writer's perspectives within the overall theme. The response presents a perspective that has not been previously represented in the readings. 6	
4.2C	Selecting and Using Evidence	The response incorrectly or ineffectively attributes knowledge and ideas from two or more sources. 1	The response makes an attempt to accurately attribute knowledge and ideas from two or more sources. 2	The response effectively and accurately attributes knowledge and ideas from two or more sources. 3	
5.1B	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	
TOTAL SCORE					

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