AP CollegeBoard

AP Seminar Performance Assessment Task 1: Team Project and Presentation

Scoring Guidelines

AP Seminar Rubric 2016-17: Performance Task 1
Component 1 of 2: Individual Research Report

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
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.	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.	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.	
		2	**4**	**6**	**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.	The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently).	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.	
		2	**4**	**6**	**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.	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).	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.	
		2	**4**	**6**	**6**
4	**Understand and Analyze Perspective**	The report identifies few and/or oversimplified perspectives from sources.**	The report identifies multiple perspectives from sources, making some general connections among those perspectives.**	The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**	
		2	**4**	**6**	**6**

AP Seminar Rubric 2016-17: Performance Task 1
Component 1 of 2: Individual Research Report (continued)

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
5	**Apply Conventions**	The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.	The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.	
		1	2	3	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.	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.	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.	
		1	2	3	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."

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 Rubric 2016-17: Performance Task 1
Component 2 of 2: Team Multimedia Presentation

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	Establish Argument	The presentation is disjointed and offers little argument or makes minimal, unsupported connections (if any) between evidence and claims. It offers a solution unsupported by evidence (or does not offer any clear solution or resolution).	The presentation offers an argument that is logically organized, generally connecting claims and evidence (but shows a tendency towards oversimplification) AND the solution proposed is largely supported by the evidence.	The presentation offers a coherent argument with claims consistently supported by evidence and linked to the overall thesis. The argument illustrates the complexity of the problem or issue AND demonstrates an understanding of implications and limitations of the proposed solution.	
		2	4	6	6
2	Understand and Analyze Context	The presentation identifies potential solutions but does not consider their consequences or implications.	The presentation offers superficial or simplistic consideration of implications or consequences of potential solutions.	The presentation offers a thorough evaluation of potential solutions by considering their implications and consequences.	
		2	4	6	6
3	Engage Audience	The presentation's design does little to effectively convey the information.	The presentation's design aligns with the information.	The presentation's design aligns well with and effectively contextualizes or emphasizes key information.	
		1	2	3	3
4	Engage Audience	The selection and execution of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) severely limit the presentation's impact.	The selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), OR execution of those techniques, supports communication of the argument.	A careful selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), coupled with a dynamic execution of those techniques, strongly supports the communication of the argument.	
		1	2	3	3

AP Seminar Rubric 2016-17: Performance Task 1
Component 2 of 2: Team Multimedia Presentation (continued)

		Performance Levels			
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
5	**Collaborate**	The overall presentation is comprised of a series of separate presentations of each individual's work, or the presentation AND/OR the oral defense demonstrates strong disparity in the participation levels of specific team members.	The presentation of each individual's work is somewhat connected to work of the team. The presentation AND/OR the oral defense demonstrates some imbalance in the participation of team members.	The presentation is cohesive, clearly connecting the work of each individual to that of the team. The presentation AND/OR the oral defense demonstrates complete support and equal participation from all team members.	
		1	**2**	**3**	**3**
6	**Reflect**	The oral defense responds to the questions in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question.	The oral defense responds to the questions asked and provides some evidence that may be general rather than specific about the team's collaborative work.	The oral defense articulates detailed responses to the questions posed, supported by relevant and specific evidence about the team's collaborative work.	
		1	**2**	**3**	**3**

Additional Scores

In addition to the scores represented on the rubrics, readers can also assign a score of **0** (zero).

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.