

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

EFFECTIVE 2017-18 ACADEMIC YEAR

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.

Row/Proficiency	Performance Levels			MAX Points
	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. 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
	Decision Rules & Scoring Notes			
	Is the area of investigation focused and situated in the student's research?			
	Where to look: Often titles and first paragraphs. Review Bibliography or Works Cited.			
	NO	YES, but <ul style="list-style-type: none"> May try to deal with too many aspects of the topic to address complexity. May be over reliant on journalistic sources or lack academic/scholarly sources. 	YES, <ul style="list-style-type: none"> The area of investigation is clearly stated and narrow enough to address the complexity of the problem. Draws on some academic/scholarly sources. Significance is made clear. 	

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
	Decision Rules & Scoring Notes			
	Does the report demonstrate an understanding of the reasoning and validity of arguments from the sources they have used? (Through direct explanation or purposeful use.)			
	Where to look: Often appear at the end of paragraphs and / or immediately following a citation as part of the commentary on a source.			
	NO	YES, but Limited explanation of authors' reasoning.	YES, Commentary engages with and demonstrates understanding of the authors' reasoning.	

*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."

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	
	Decision Rules & Scoring Notes				
	<i>Is the evidence well-selected and well-used? (Is the evidence consistently relevant and credible)?</i>				
	<i>Where to look: Throughout – wherever there is evidence presented. Credibility may be established by source selection in the bibliography.</i>				
<i>NO, Evidence is irrelevant (or tenuously or too broadly relevant).</i>	<i>YES, but</i> <ul style="list-style-type: none"> • <i>References to credibility of sources are more descriptive than analytical attributive phrases</i> • <i>There is attention to the evidence, but not the source (may treat all evidence as equal when it is not).</i> 	<i>YES, Goes beyond mere description in the attribution (Remember: purposeful use!)</i>			

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	
	Decision Rules & Scoring Notes				
	<i>Is there a range of perspectives in the report and are they clearly connected?</i>				
	<i>Where to look: Throughout – pay attention to organization of paragraphs as it’s a common way to group perspectives. Remember - A perspective is a “point of view conveyed through an argument.” (This means the sources argument).</i>				
<i>NO, There might be a minimal range of perspectives but they are not connected.</i>	<i>Yes, multiple perspectives, but only general connections (or the connections need to be inferred).</i>	<i>YES Goes beyond mere identification; perspectives are in conversation with each other (not random listing but contribute to whole).</i>			

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

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 Pts	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
	Decision Rules & Scoring Notes			
	Is the citation/attribution accurate?			
	<p>1. Check the bibliography for consistency in style (and if there are fundamental elements missing). 2. Check for clarity/accuracy in internal citations. 3. Check to make sure all internal citations match up to the bibliography.</p> <p>Where to look: Bibliography/works cited and internal citations.</p>			
<i>NO, There are internal citations, but no bibliography (or vice versa); unsuccessful linking of internal citations and bibliography.</i>	<i>YES, but Not always. Uneven, inconsistent citations; poor or no attributive phrasing, unclear references, including citations with missing elements or essential elements that must be guessed from a url.</i>	<i>YES, Few flaws.</i>		

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 Pts	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
	Decision Rules & Scoring Notes			
	Is the grammar and style appropriate for an academic audience?			
	<p>Where to look: Throughout</p>			
<i>NO, Multiple grammatical errors that make reading difficult. Overall style is colloquial or in other ways not appropriate for an academic report.</i>	<i>YES, but Some instances of errors which occasionally make reading difficult. Some lapses into colloquial language.</i>	<i>YES, Few flaws</i>		