

## Sustained Investigation Rubric

### General Scoring Note

When applying the rubric, the score for each row should be considered independently from the other rows. Student work may receive different scores for each row.

When applying the rubric for each individual row, you should award the score for that row based solely upon the criteria indicated for that row, according to the preponderance of evidence.

Rows include additional decision rules used during the AP Art and Design Reading. When applying scoring rules begin with score point 1.

Row	Scoring Criteria		
A	<b>Inquiry</b>		
	<b>Writing Prompt 1:</b> <i>Identify the question(s) or inquiry that guided your sustained investigation.</i>		
	<b>1</b>	<b>2</b>	<b>3</b>
	Written evidence <b>identifies</b> an inquiry, but visual evidence <b>does not relate</b> to that inquiry.  <b>OR</b> Written evidence <b>does not identify</b> an inquiry.	Written evidence <b>identifies</b> an inquiry that <b>relates</b> to the sustained investigation.  <b>AND</b> Visual evidence <b>demonstrates</b> the sustained investigation.	Written evidence <b>identifies</b> an inquiry that <b>guides</b> the sustained investigation.  <b>AND</b> Visual evidence <b>demonstrates</b> the sustained investigation.
	<b>Decision Rules and Scoring Notes</b>		
<i>Read the student response to <b>writing prompt 1</b>.</i>  Does the written evidence <b>identify</b> an inquiry by describing exploration and discovery? (A question or a statement that merely identifies a theme or a topic is not an inquiry.)  If no, award 1 point.  If yes, move to criteria for score point 2.	<i>Read the student response to <b>writing prompt 1</b>.</i>  Does the written evidence of inquiry <b>relate</b> (connect) to the visual evidence?  <b>AND</b> Does the visual evidence <b>demonstrate</b> the sustained investigation?  If no, award 1 point.  If yes, move to criteria for score point 3.	<i>Read the student response to <b>writing prompt 1</b>.</i>  Does the written evidence of inquiry <b>guide</b> (lead) the visual evidence of the sustained investigation?  If no, award 2 points.  If yes, award 3 points.	

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<b>B</b>	<b>Practice, Experimentation, and Revision</b>		
	<b>Writing Prompt 2:</b> <i>Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your question(s) or inquiry.</i>		
	<b>1</b>	<b>2</b>	<b>3</b>
	Visual evidence of practice, experimentation, <b>OR</b> revision; however, visual evidence <b>does not relate</b> to a sustained investigation.	Visual evidence of practice, experimentation, <b>OR</b> revision <b>relates</b> to the sustained investigation. <b>AND</b> Written evidence <b>relates</b> to the visual evidence of practice, experimentation, <b>OR</b> revision.	Visual evidence of practice, experimentation, <b>AND</b> revision <b>demonstrates development</b> of the sustained investigation. <b>AND</b> Written evidence <b>describes how</b> the sustained investigation shows evidence of practice, experimentation, <b>OR</b> revision.
<b>Decision Rules and Scoring Notes</b>			
Is there visual evidence of practice, experimentation, or revision?  Does the visual evidence of practice, experimentation, or revision <b>relate</b> (connect) to a sustained investigation?  If no (for either or both) award 1 point.  If yes (for both), move to criteria for score point 2.	Does the visual evidence of practice, experimentation, or revision <b>relate</b> (connect) to the sustained investigation?  Does the writing <b>relate</b> (connect) to the visual evidence of practice, experimentation, or revision?  <i>Read the student response to <b>writing prompt 2</b>.</i>  If no (for either or both), award 1 point.  If yes (for both), move to score point 3 criteria.	Does the visual evidence of practice, experimentation, and revision (all three) <b>demonstrate development</b> (furthering, advancing) of the sustained investigation?  Does the writing <b>describe how</b> the sustained investigation shows practice, experimentation, or revision?  <i>Read the student response to <b>writing prompt 2</b>.</i>  If no (for either or both), award 2 points.  If yes (for both), award 3 points.	

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C	Materials, Processes, and Ideas		
	1	2	3
	Little to no evidence of <b>visual relationships</b> among materials, processes, <b>OR</b> ideas.	<b>Visual relationships</b> among materials, processes, <b>OR</b> ideas are <b>evident</b> .	<b>Visual relationships</b> among materials, processes, <b>AND</b> ideas are <b>clearly evident</b> and <b>demonstrate synthesis</b> .
<b>Decision Rules and Scoring Notes</b>			
	Is there evidence of <b>visual relationships</b> among materials, processes, <b>OR</b> ideas?  If no, award 1 point  If yes, move to criteria for score point 2.  <i>In this row, student writing is not scored but may inform the evidence of visual relationships.</i>	Are the <b>visual relationships</b> among materials, processes, <b>OR</b> ideas <b>clearly evident</b> ?  If no, award 2 points.  If yes, move to score point 3 criteria.  <i>In this row, student writing is not scored but may inform the evidence of visual relationships.</i>	Are the <b>visual relationships</b> among materials, processes, <b>AND</b> ideas <b>clearly evident</b> and <b>demonstrate synthesis</b> (materials, processes, and ideas inform one another)?  If no (for either or both), award 2 points.  If yes (for both), award 3 points.  <i>In this row, student writing is not scored but may inform the evidence of visual relationships.</i>

D	2-D/3-D/Drawing Art and Design Skills		
	1	2	3
	Visual evidence of <b>rudimentary and moderate</b> 2-D/3-D/Drawing skills.	Visual evidence of <b>moderate and good</b> 2-D/3-D/Drawing skills.	Visual evidence of <b>good and advanced</b> 2-D/3-D/Drawing skills.
<b>Decision Rules and Scoring Notes</b>			
	Does the visual evidence include some works with <b>good</b> (proficient) skills?  If no, award 1 point.  If yes, move to criteria for score point 2.	Does the visual evidence include some works with <b>advanced</b> (highly developed) skills?  If no, award 2 points.  If yes, move to criteria for score point 3.	Does the visual evidence across all works include <b>a range of good</b> (proficient) to <b>advanced</b> (highly developed) skills?  If no, award 2 points.  If yes, award 3 points.

## AP Art and Design Sustained Investigation Rubric Terminology

(in order of appearance in rubric)

**Sustained Investigation:** an inquiry-based and in-depth study of materials, processes, and ideas over time

**Inquiry:** the process of asking questions in order to seek, to search, and to discover

**Written Evidence:** the written components that accompany the student's works of art and design

**Visual Evidence:** the visual components that make up the student's works of art and design

**Identify:** Indicate or provide information

**Relates:** having relationships and/or connections between

**Demonstrate:** to make evident

**Indicate:** to show, suggest, point out

**Guides:** the Inquiry leads the process of making works of art and design

**Practice:** the repeated use of materials, processes, and/or ideas

**Experimentation:** testing materials, processes, and/or ideas

**Revision:** making a change, correction, or improvement

**Development:** the furthering or advancing of an inquiry in a sustained investigation (through in-depth exploration of materials, processes, and ideas)

**Materials:** physical substances used to make works of art and design

**Processes:** physical **and** conceptual activities including applications involved with making works of art and design

**Ideas:** concepts to make works of art and design (evident visually or in writing)

**Relationships:** connections

**Synthesis:** coalescence/integration of materials, processes, AND ideas

**Skills:** abilities

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**Rudimentary:** emerging or undeveloped

**Moderate:** adequate

**Good:** proficient

**Advanced:** highly developed

**2-D skills:** use of two-dimensional elements and principles—point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

**3-D skills:** use of three-dimensional elements and principles—point, line, shape, plane, layer, form, space, mass, volume, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

**Drawing skills:** use of mark-making, line, surface, space, light and shade, composition