

2019

**AP**<sup>®</sup>  CollegeBoard

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# **AP<sup>®</sup> Seminar Performance Task 1: Team Project and Presentation Scoring Guidelines**

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# AP<sup>®</sup> SEMINAR — PERFORMANCE TASK 1

## 2019 SCORING GUIDELINES

### Individual Research Report

Row/Proficiency	Points earned for...			MAX Points
<b>1 UNDERSTAND AND ANALYZE CONTEXT</b>	<p>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.</p> <p style="text-align: center;">2 Pts</p>	<p>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.</p> <p style="text-align: center;">4 Pts</p>	<p>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.</p> <p style="text-align: center;">6 Pts</p>	<b>6</b>
<b>2 UNDERSTAND AND ANALYZE ARGUMENT</b>	<p>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.</p> <p style="text-align: center;">2 Pts</p>	<p>The report summarizes information and in places offers effective explanation of the reasoning within the sources’ argument (but does so inconsistently).</p> <p style="text-align: center;">4 Pts</p>	<p>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.</p> <p style="text-align: center;">6 Pts</p>	<b>6</b>
<b>3 EVALUATE SOURCES AND EVIDENCE</b>	<p>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.</p> <p style="text-align: center;">2 Pts</p>	<p>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).</p> <p style="text-align: center;">4 Pts</p>	<p>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.</p> <p style="text-align: center;">6 Pts</p>	<b>6</b>
<b>4 UNDERSTAND AND ANALYZE PERSPECTIVE</b>	<p>The report identifies few and/or oversimplified perspectives from sources.**</p> <p style="text-align: center;">2 Pts</p>	<p>The report identifies multiple perspectives from sources, making some general connections among those perspectives.**</p> <p style="text-align: center;">4 Pts</p>	<p>The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**</p> <p style="text-align: center;">6 Pts</p>	<b>6</b>
<b>5 APPLY CONVENTIONS</b>	<p>The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.</p> <p style="text-align: center;">1 Pts</p>	<p>The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.</p> <p style="text-align: center;">2 Pts</p>	<p>The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.</p> <p style="text-align: center;">3 Pts</p>	<b>3</b>

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## 2019 SCORING GUIDELINES

### Individual Research Report (continued)

Row/Proficiency	Points earned for...			MAX Points
<b>6 APPLY CONVENTIONS</b>	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.  <p style="text-align: center;">1 Pts</p>	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.  <p style="text-align: center;">2 Pts</p>	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.  <p style="text-align: center;">3 Pts</p>	<b>3</b>

\*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.

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## 2019 SCORING GUIDELINES

### Team Multimedia Presentation

Row/Proficiency	No points earned for...	Points earned for...			MAX Points
<b>1 Establish Argument</b>	The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	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	<b>6</b>
<b>2 Understand and Analyze Context (Evaluate Solutions)</b>	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).	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		<b>4</b>
<b>3 Engage Audience (Performance)</b>	The presenting is entirely inappropriate for the audience, purpose or context.	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	<b>6</b>
<b>4 Engage Audience (Design)</b>	No design or minimal design with significant errors.	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		<b>4</b>

