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**AP**<sup>®</sup>  CollegeBoard

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# AP<sup>®</sup> Research Presentation and Oral Defense Scoring Guidelines

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AP® Research — Presentation and Oral Defense 2021 Scoring Guidelines

| Content Area   | Performance Levels   |   |  |
|--|--|---|--|
| <b>1: Research Design</b>  | The presentation states the research question/project goal <b>OR</b> method <b>OR</b> argument, conclusion or understanding.<br><b>1</b>   | The presentation states the research question/project goal <b>AND</b> method <b>OR</b> argument, conclusion or understanding.<br><b>2</b>   | The presentation states the research question/project goal <b>AND</b> method <b>AND</b> argument, conclusion or understanding.<br><b>3</b>   |
| <b>2: Establish Argument</b>   | The presentation or additional scholarly work presents a generalized or oversimplified conclusion.<br><b>2</b>   | The presentation or additional scholarly work presents a logically organized argument and explains the connections between evidence and the conclusion.<br><b>4</b>   | The presentation or additional scholarly work presents an argument that identifies and explains the consequences and/or implications made in the conclusion.<br><b>6</b>   |
| <b>3: Reflect</b>  | The presentation states simplistic or overgeneralized connections between their initial assumption or hypothesis and the student’s personal conclusion(s).<br><b>1</b>   | The presentation describes evidence that affirmed or refuted the student’s initial assumption or hypothesis.<br><b>2</b>  | The presentation explains how steps in the research process led to the development of the student’s personal conclusion(s).<br><b>3</b>  |
| <b>4: Engage Audience</b>  | The design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) hampers effective communication <b>AND/OR</b> severely limit the presentation’s impact.<br><b>2</b> | The delivery of performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) does not detract from the communication of the argument.<br><b>4</b>   | A careful selection, for a targeted audience, of design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement), coupled with a dynamic execution of those techniques, enhances the communication of the argument.<br><b>6</b> |
| <b>5: Establish Argument</b><br><i>(Research/Inquiry Process Defense Question)</i>       | The oral defense identifies the inquiry choice in response to the question posed, but the explanation of the choice is superficial or illogical.<br><b>1</b>   | The oral defense provides a rationale by logically explaining why the choices made during the inquiry process were appropriate.<br><b>2</b>   |  |
| <b>6: Establish Argument</b><br><i>(Depth of Understanding Question)</i>                 | The oral defense provides a simplistic response to the question posed with few, if any, details that would illuminate the new understanding.<br><b>1</b>   | The oral defense provides specific details to address the question posed and describes the relationship of those details to the new understanding.<br><b>2</b>  |  |
| <b>7: Reflect</b><br><i>(Reflection Throughout the Inquiry Process Defense Question)</i> | The oral defense makes a connection to personal learning in the context of the inquiry superficially, but does not necessarily answer the question posed.<br><b>1</b>  | The oral defense provides an explanation of how the project or process, in the context of the question posed, is significant for the student’s own understanding, self-awareness, or personal learning.<br><b>2</b> |  |

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**NOTE:** To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

**ADDITIONAL SCORES:** In addition to the scores represented on the rubric, teachers can also assign scores of **0** (zero).

- A score of **0** is assigned to a single row of the rubric when the presentation displays a below-minimum level of quality as identified in that row of the rubric.
- A score of **0** is assigned to row 5, 6, or 7 of the rubric when the response is off-topic.