

2022



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# AP<sup>®</sup> Seminar End-of-Course Exam Scoring Guidelines

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**End-of-Course Exam: Part A**

**15 points**

**General Scoring Notes**

- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e. best fit).
- Except where otherwise noted, each row is scored independently.

**0 (Zero)**

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.

**Question 1: Argument, main idea or thesis**

**3 points**

Reporting Category	Scoring Criteria							
<p>Row 1</p> <p><b>Understand and Analyze Argument</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>The response misstates the author’s argument, main idea, or thesis.</p>	<p><b>2 points</b></p> <p>The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis.</p>	<p><b>3 points</b></p> <p>The response accurately identifies the author’s argument, main idea, or thesis.</p>				
<b>Decision Rules and Scoring Notes</b>								
<p>(0-3 points)</p>	<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are irrelevant to the argument (do not even relate to the topic or subject of the text)</li> </ul>	<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Misidentify the main argument or provide little or no indication of understanding of any part of the main argument.</li> <li>Just state the topic of the argument.</li> <li>Restate the title or heading.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Accurately identify only part of the argument (part is omitted or is overgeneralized).</li> <li>Describe all parts, but either vaguely or with some inaccuracy.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>Correctly identify all of the main parts of the argument.</li> <li>Demonstrate understanding of the argument as a whole.</li> </ul>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"> <p><b>Examples that earn 1 point:</b></p> <p><b>Misidentify the main argument</b></p> <ul style="list-style-type: none"> <li><i>“Parents should help their students practice cursive writing at home.”</i></li> </ul> <p><b>Restate the title or heading</b></p> <ul style="list-style-type: none"> <li><i>“Handwriting is important.”</i></li> <li><i>“There is a case for handwriting.”</i></li> </ul> </td> <td style="width: 25%;"> <p><b>Examples that earn 2 points</b></p> <p><b>Identify only part of the argument</b></p> <ul style="list-style-type: none"> <li><i>“Handwriting should be taught in school because it is linked with better performance in school.”</i></li> <li><i>“Handwriting improves memory, impulse control, and attention.”</i></li> </ul> </td> <td style="width: 25%;"> <p><b>Examples that earn 3 points:</b></p> <p><b>Include all parts of the argument</b></p> <ul style="list-style-type: none"> <li><i>“Writing by hand should be taught in addition to keyboarding because it activates the brain, improving memory, impulse control, attention, enhances compositional skills and helps students perform better in school.”</i></li> </ul> </td> </tr> </table>						<p><b>Examples that earn 1 point:</b></p> <p><b>Misidentify the main argument</b></p> <ul style="list-style-type: none"> <li><i>“Parents should help their students practice cursive writing at home.”</i></li> </ul> <p><b>Restate the title or heading</b></p> <ul style="list-style-type: none"> <li><i>“Handwriting is important.”</i></li> <li><i>“There is a case for handwriting.”</i></li> </ul>	<p><b>Examples that earn 2 points</b></p> <p><b>Identify only part of the argument</b></p> <ul style="list-style-type: none"> <li><i>“Handwriting should be taught in school because it is linked with better performance in school.”</i></li> <li><i>“Handwriting improves memory, impulse control, and attention.”</i></li> </ul>	<p><b>Examples that earn 3 points:</b></p> <p><b>Include all parts of the argument</b></p> <ul style="list-style-type: none"> <li><i>“Writing by hand should be taught in addition to keyboarding because it activates the brain, improving memory, impulse control, attention, enhances compositional skills and helps students perform better in school.”</i></li> </ul>
	<p><b>Examples that earn 1 point:</b></p> <p><b>Misidentify the main argument</b></p> <ul style="list-style-type: none"> <li><i>“Parents should help their students practice cursive writing at home.”</i></li> </ul> <p><b>Restate the title or heading</b></p> <ul style="list-style-type: none"> <li><i>“Handwriting is important.”</i></li> <li><i>“There is a case for handwriting.”</i></li> </ul>	<p><b>Examples that earn 2 points</b></p> <p><b>Identify only part of the argument</b></p> <ul style="list-style-type: none"> <li><i>“Handwriting should be taught in school because it is linked with better performance in school.”</i></li> <li><i>“Handwriting improves memory, impulse control, and attention.”</i></li> </ul>	<p><b>Examples that earn 3 points:</b></p> <p><b>Include all parts of the argument</b></p> <ul style="list-style-type: none"> <li><i>“Writing by hand should be taught in addition to keyboarding because it activates the brain, improving memory, impulse control, attention, enhances compositional skills and helps students perform better in school.”</i></li> </ul>					
<p><b>Additional Notes</b></p> <p><b>The Argument/thesis has three main parts:</b></p> <ol style="list-style-type: none"> <li>Writing by hand should be taught in schools (e.g., learning handwriting, handwriting instruction).</li> <li>The physical act of writing by hand activates different parts of the brain (literacy sections, as well as parts associated with memory, impulse control, and attention).</li> <li>Writing by hand helps students improve academic performance (e.g., compositional skills)</li> </ol>								

**Question 2: Explain line of reasoning**

**6 points**

Reporting Category	Scoring Criteria			
Row 2  Understand and Analyze Argument  (0-6 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>2 points</b> The response correctly identifies at least one of the author’s claims.	<b>4 points</b> The response provides a limited explanation of the author’s line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them.	<b>6 points</b> The response provides a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them.
<b>Decision Rules and Scoring Notes</b>				
<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Do not identify any claims accurately.</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Accurately identify only one claim.</li> </ul> OR <ul style="list-style-type: none"> <li>Identify more than one claim, but make no reference to connections between them.</li> </ul>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Accurately identify some claims but there are some significant inaccuracies or omissions.</li> <li>Provide few or superficial connections between claims (demonstrating a limited understanding of the reasoning).</li> </ul>	<b>Typical responses that earn 6 points:</b> <ul style="list-style-type: none"> <li>Accurately identify most of the claims.</li> </ul> AND <ul style="list-style-type: none"> <li>Clearly explain the relationships between claims (including how they relate to the overall argument).</li> </ul>	
<b>Additional Notes</b> <ul style="list-style-type: none"> <li>A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this.</li> </ul> <b>Author’s claims</b> <ol style="list-style-type: none"> <li>Many schools and districts have drastically cut back on or eliminated handwriting instruction.</li> <li>Keyboarding doesn’t “light up” the literacy sections of the brain in the way handwriting does.</li> <li>Writing by hand also activates the parts of the brain that are involved in memory, impulse control, and attention.</li> <li>Handwriting fluency may improve compositional skill.</li> <li>Kids with better handwriting do better in school.</li> <li>Students should be offered opportunities to learn both keyboarding and handwriting.</li> </ol>				

**Question 3: Evaluate effectiveness of the evidence** **6 points**

Reporting Category	Scoring Criteria																		
<p><b>Row 3</b></p> <p><b>Evaluate Sources and Evidence</b></p> <p><b>(0-6 points)</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>2 points</b></p> <p>The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation.</p>	<p><b>4 points</b></p> <p>The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly.</p>	<p><b>6 points</b></p> <p>The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author’s argument.</p>															
<b>Decision Rules and Scoring Notes</b>																			
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>● Misidentify evidence or exclude evidence from the response.</li> <li style="text-align: center;">AND</li> <li>● Provide no evaluative statement about effectiveness of evidence.</li> </ul>					<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>● Identify at least one piece of evidence but disregard how well it supports the claims.</li> <li style="text-align: center;">OR</li> <li>● Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence.</li> </ul>					<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>● Provide a vague, superficial, or perfunctory assessment of how well at least two pieces of evidence support the argument.</li> <li style="text-align: center;">OR</li> <li>● Explain the relevance and credibility of the evidence presented but explanations lack detail.</li> </ul>					<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>● Provide detailed evaluation of how well the evidence presented supports the argument by                             <ul style="list-style-type: none"> <li>● Evaluating the strengths and/or weaknesses of the evidence.</li> </ul> </li> <li style="text-align: center;">AND</li> <li>● Evaluating the relevance and credibility of the specific pieces of evidence presented.</li> </ul>				
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this.</li> </ul>																			

## Summary of Evidence

Source (as provided in text)	Credibility	Quality of Evidence/Relevance to claims
Laura Dinehart	Associate professor of early childhood education at Florida International University	<p>“What we hear is that handwriting is not a skill that’s tested, so therefore we don’t have to teach it...But just because it’s not tested doesn’t mean that it’s not influencing other skills.”</p> <p>Supports claim: <i>Many schools and districts have drastically cut back on or eliminated handwriting instruction.</i></p>
Karin H. James	Indiana University researcher	<p>Using MRI scans, she showed that the motor sections light up when literate adults simply look at printed text.</p> <p>Supports claim: <i>Keyboarding doesn’t “light up” the literacy sections of the brain in the way handwriting does.</i></p>
Laura Dinehart	Associate professor of early childhood education at Florida International University	<p>Letters on a keyboard feel the same when we press them, but when we repeatedly create a symbol, “it creates in the brain a kind of cognitive image of what that letter looks like.” Writing the letter is critical to having that image in the brain.</p> <p>Supports claim: <i>Keyboarding doesn’t “light up” the literacy sections of the brain in the way handwriting does.</i></p>
“Studies have shown”	No direct source	Working to improve students’ handwriting may improve their reading, and vice versa.
Carol Armann	School-based pediatric occupational therapist	<p>Writing by hand “moves information from short-term to long-term storage.”</p> <p>Supports claim: <i>Writing by hand also activates the parts of the brain that are involved in memory, impulse control, and attention.</i></p>
A 2014 study	No direct source	<p>College students who took notes by hand demonstrated better conceptual understanding and memory of the material than students who took notes using a laptop.</p> <p>Supports claim: <i>Writing by hand also activates the parts of the brain that are involved in memory, impulse control, and attention.</i></p>
Jeannie Scallier Kato	Retired fourth-grade teacher	<p>Required student to write final reports by hand; these were published. Reminded objecting parents that children did digital projects too but these would be a “sample of their child’s personal writing as it was at age 9 or 10.”</p> <p><i>Doesn’t really support claim</i></p>
Virginia Berninger	Professor of educational psychology at the University of Washington	<p>Handwriting instruction improves first graders’ composition skills</p> <p>Supports claim: <i>Handwriting fluency may improve compositional skill.</i></p>
2007 study	<i>British Journal of Educational Psychology</i>	<p>Handwritten essays were two years ahead of typed essays, developmentally.</p> <p>Supports claim: <i>Handwriting fluency may improve compositional skill.</i></p>

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Laura Dinehart	Associate professor of early childhood education at Florida International University	Handwriting practice makes writing automatic.
Rhonda Thomas	Sixth-grade English teacher at Woodson ISD in Texas	Models writing for students then leaves “a few blanks and they start filling in their own words when they copy it. By the end of six weeks, they’re writing their own introductions.” <i>Evidence doesn’t differentiate between keyboarding and handwriting so is not strong support for claim.</i>
Laura Dinehart	Associate professor of early childhood education at Florida International University	Kids with better handwriting have “better reading grades, better reading scores on the SAT, and better math scores, both on the SAT and as it relates to grades.” <i>Supports claim: Kids with better handwriting do better in school.</i>
Karin H. James	Indiana University researcher	“How we interact with things physically has a huge bearing on cognitive development...Fine motor control, memory, and learning are highly connected, and doing things with the hands is really important.” <i>Supports claim: Kids with better handwriting do better in school.</i>
Sara Kassens	Second-grade teacher, Zielanis Elementary School in Kiel, Wisconsin	Teachers enlist help from parents to practice cursive at home.
Laura Dinehart	Associate professor of early childhood education at Florida International University	There is a place for both handwriting and technology. “Handwriting serves a purpose, particularly for young children.”

## End-of-Course Exam: Part B

24 points

### General Scoring Notes

- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e., best fit).
- Each row is scored independently.

### 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.

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.

Reporting Category	Scoring Criteria			
<p><b>Row 1</b> <b>Establish Argument</b> <b>(0, 2, 4 or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> Misstates or overlooks a theme or issue that connects the sources. The response’s perspective is unclear or unrelated to the sources.</p>	<p><b>4 points</b> Identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.</p>	<p><b>6 points</b> The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources OR brings a particularly insightful approach to one of the perspectives OR makes a strong thematic connection among perspectives.</p>
<b>Decision Rules and Scoring Notes</b>				
	<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a perspective that is unclear.</li> <li>• Demonstrates a simplistic or mistaken understanding of the provided sources.</li> <li>• May be dominated by summary rather than being driven by the student’s perspective.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a clear perspective that is derived from a single source or present a perspective that juxtaposes topics pulled directly from sources.</li> <li>• Offer a reasonable understanding of the provided sources.</li> <li>• Present a perspective that is trite, obvious, or overly general.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a clear perspective that is either original or insightful.</li> <li>• Offer a perceptive understanding of the provided sources used.</li> <li>• Are driven by the student’s perspective.</li> </ul>
	<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>• A perspective is a “point of view conveyed through an argument.”</li> </ul>			

Reporting Category	Scoring Criteria			
<p><b>Row 2</b> <b>Establish Argument</b> <b>(0, 2, 4, or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> The line of reasoning is disorganized and/or illogical. The response lacks commentary, or the commentary incorrectly or tangentially explains the links between evidence and claims.</p>	<p><b>4 points</b> The argument is mostly clear and organized, but the logic may be faulty OR the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.</p>	<p><b>6 points</b> The line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.</p>
<b>Decision Rules and Scoring Notes</b>				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Summarize the provided sources without linking them to one another or to an argument.</li> <li>Offer very general or confusing commentary, if any, connecting evidence and claims.</li> <li>Have a line of reasoning that fails.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Are organized well enough to discern the argument.</li> <li>Provide inconsistent or incomplete explanations linking evidence and claims.</li> <li>Make a claim that may be only partially supported.</li> <li>Have a line of reasoning that is difficult to follow at times.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>Are driven by the argument; points are intentionally ordered AND the links between claims and evidence are logical and convincing.</li> <li>Are thoughtful or sophisticated (e.g., may address a counterargument)</li> <li>Have a sound line of reasoning.</li> </ul>	
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>Line of Reasoning is “an arrangement of claims and evidence that leads to a conclusion.”</li> <li>Commentary is “a discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships.”</li> </ul>				

Reporting Category	Scoring Criteria			
<p><b>Row 3</b>  <b>Select and Use Evidence</b>  <b>(0, 2, 4, or 6 points)</b></p>	<p><b>0 points</b>                      Uses one or none of the provided sources.</p>	<p><b>2 points</b>                      Repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.</p>	<p><b>4 points</b>                      Accurately uses relevant information from at least two of the provided sources to support an argument.</p>	<p><b>6 points</b>                      Appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.</p>
<b>Decision Rules and Scoring Notes</b>				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Use only one of the provided sources.</li> <li>• Do not make use of any of the provided sources.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Draw obviously mistaken conclusions from the sources.</li> <li>• Mismatch claims and evidence.</li> <li>• Offer evidence that has no bearing on the claims made.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Present evidence that adequately supports assertions.</li> <li>• Use quotations or paraphrases that generally match the claims.</li> <li>• Interpret the sources in a way that does not substantially contribute to the argument; may pull data or information from the sources but do not utilize that information in a thoughtful or insightful way.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Fully integrate the source materials into the argument and put the sources into conversation with one another.</li> <li>• May use a source to clarify points made in a second source, or to make a contrasting point, which is woven into the argument.</li> <li>• Present evidence invoked to support the writer’s argument; the evidence is not the argument itself.</li> <li>• Interpret the evidence in a way that adds substantially to the argument.</li> </ul>	
<b>Additional Notes</b>				

Reporting Category	Scoring Criteria			
<b>Row 4</b> <b>Apply Conventions (0, 2, 4 or 6 points)</b>	<b>0 points</b> Does not meet the criteria for 2 points.	<b>2 points</b> Contains many flaws in grammar and style that often interfere with communication to the reader OR the response incorrectly or ineffectively attributes knowledge and ideas from sources.	<b>4 points</b> Is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.	<b>6 points</b> Communicates clearly to the reader (although may not be free of errors in grammar and style) AND the response effectively integrates material from sources into the argument (e.g. it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.
	Decision Rules and Scoring Notes			
<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use grammar and syntax that is so clumsy as to make the meaning difficult to decipher. Require multiple readings to uncover meaning or intent.</li> <li>Use blatant unattributed paraphrases and/or there is an absence of sources/quotation marks/reference to sources or their authors.</li> </ul>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Are written in a style that is adequate, if sometimes clunky, but conveys basic meaning.</li> <li>May contain multiple misspellings or other errors, but not so many as to impede understanding. May attempt elevated word choice but may be incorrect, or may lapse into colloquial language.</li> <li>Refer to sources/authors and use quotation marks or paraphrases appropriately.</li> </ul>	<b>Typical responses that earn 6 points:</b> <ul style="list-style-type: none"> <li>Feature writing that enhances the argument, are easy to read, and concise. Grammar and syntax need not be perfect.</li> <li>May demonstrate an understanding of the context of the provided sources.</li> <li>Weave source material effectively into the argument’s composition.</li> <li>Accurately cite sources (use quotation marks and paraphrases correctly).</li> </ul>	
<b>Additional Notes</b>				