

2022

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AP[®] Seminar Performance Task 1: Team Project and Presentation Scoring Guidelines

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Individual Research Report (IRR)

30 points

General Scoring Notes

- 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.
- Read the whole report before assigning a score for any row.
- Reward the student for skills they have demonstrated. Demonstrating means that there is evidence that you can point to in the report.

0 (Zero) Scores

- 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.

Reporting Category	Scoring Criteria							
<p>Row 1</p> <p>Understand and Analyze Context</p> <p>(0, 2, 4 or 6 points)</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <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>4 points</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>6 points</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>				
Decision Rules and Scoring Notes								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="317 532 674 1036" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). </td> <td data-bbox="674 532 1079 1036" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Address a very general topic of investigation (e.g. “pollution”) Draw mainly from one or two sources or poor-quality sources. Provide an overly simplistic, illogical, or exaggerated rationale for the investigation (or does not provide a rationale at all). </td> <td data-bbox="1079 532 1535 1036" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Identify too many aspects of the topic to address complexity (e.g. “air, water, and land pollution”). May be overly reliant on research sources not appropriate for an academic task on this topic. May provide a rationale about the significance of the investigation that lacks details necessary to address complexity. </td> <td data-bbox="1535 532 1948 1036" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Clearly state an area of investigation that is narrow enough to address the complexity of the problem or issue (e.g. “water pollution in India”). The context established is sustained throughout. Predominantly include research sources appropriate for an academic task on this topic. Provide specific and relevant details to convey why the problem or issue matters/is important. </td> </tr> </table>					<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Address a very general topic of investigation (e.g. “pollution”) Draw mainly from one or two sources or poor-quality sources. Provide an overly simplistic, illogical, or exaggerated rationale for the investigation (or does not provide a rationale at all). 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Identify too many aspects of the topic to address complexity (e.g. “air, water, and land pollution”). May be overly reliant on research sources not appropriate for an academic task on this topic. May provide a rationale about the significance of the investigation that lacks details necessary to address complexity. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Clearly state an area of investigation that is narrow enough to address the complexity of the problem or issue (e.g. “water pollution in India”). The context established is sustained throughout. Predominantly include research sources appropriate for an academic task on this topic. Provide specific and relevant details to convey why the problem or issue matters/is important.
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<p>Additional Notes</p> <ul style="list-style-type: none"> The research context is located often in the titles of the reports and first paragraphs, but the whole report needs to sustain the focus throughout. Review Bibliography or Works Cited (but also check that context is established by sources actually used, especially academic sources). 								

Reporting Category	Scoring Criteria			
<p>Row 2</p> <p>Understand and Analyze Argument</p> <p>(0, 2, 4 or 6 points)</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <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>4 points</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>6 points</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>
Decision Rules and Scoring Notes				
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Make no distinction between paraphrased material and response's commentary. Demonstrate no instances of effective explanation. (For example, commentary is limited to restatement of quotes, is simplistic or overgeneralized, or shows misunderstanding of the source.) Do not anchor ideas to sources (or does so generally, "research shows" or "some studies"). 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Are dominated by summary of source material rather than explanation of sources' arguments; Provide some instances of effective explanation of authors' reasoning. Occasionally lack clarity about what is commentary and what is from the source material. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Provide commentary that explains authors' reasoning, claims or conclusions (direct explanation). Make effective use of authors' reasoning, claims or conclusions (showing understanding of the sources) (purposeful use). Attribute clearly source material (i.e., readers always able to tell what comes from what source) 	
<p>Additional Notes</p> <ul style="list-style-type: none"> * Validity is defined as "the extent to which an argument or claim is logical." Reference to arguments from the sources used often appears at the end of paragraphs and / or immediately following an in-text citation as part of the commentary on a source. Clear attribution, (i.e. readers are always able to tell what comes from what source and what kind of source it is) must be present in order for the report to demonstrate "purposeful use." 				

Reporting Category	Scoring Criteria											
<p>Row 3</p> <p>Evaluate Sources and Evidence</p> <p>(0, 2, 4 or 6 points)</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <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>4 points</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>6 points</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>								
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="317 529 697 586" style="width: 25%;">Typical responses that earn 0 points:</th> <th data-bbox="697 529 1094 586" style="width: 25%;">Typical responses that earn 2 points:</th> <th data-bbox="1094 529 1520 586" style="width: 25%;">Typical responses that earn 4 points:</th> <th data-bbox="1520 529 1948 586" style="width: 25%;">Typical responses that earn 6 points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="317 586 697 911"> <ul style="list-style-type: none"> • Provide no evidence (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). </td> <td data-bbox="697 586 1094 911"> <ul style="list-style-type: none"> • Provide evidence that is either poorly selected or poorly explained (in terms of relevance and credibility). • Provide evidence that is irrelevant or only obliquely relevant. </td> <td data-bbox="1094 586 1520 911"> <ul style="list-style-type: none"> • Include descriptions but the attributions are insufficient to establish credibility. • Pay attention to the evidence, but not the source (may treat all evidence as equal when it is not). • Draw upon research that may be clearly outdated without a rationale for using that older evidence. </td> <td data-bbox="1520 586 1948 911"> <ul style="list-style-type: none"> • Provide descriptions in the attributions that effectively establish credibility of the source and relevance of evidence (direct explanation). • Make effective use of well-chosen, relevant evidence from credible academic sources (purposeful use). </td> </tr> </tbody> </table>					Typical responses that earn 0 points:	Typical responses that earn 2 points:	Typical responses that earn 4 points:	Typical responses that earn 6 points:	<ul style="list-style-type: none"> • Provide no evidence (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<ul style="list-style-type: none"> • Provide evidence that is either poorly selected or poorly explained (in terms of relevance and credibility). • Provide evidence that is irrelevant or only obliquely relevant. 	<ul style="list-style-type: none"> • Include descriptions but the attributions are insufficient to establish credibility. • Pay attention to the evidence, but not the source (may treat all evidence as equal when it is not). • Draw upon research that may be clearly outdated without a rationale for using that older evidence. 	<ul style="list-style-type: none"> • Provide descriptions in the attributions that effectively establish credibility of the source and relevance of evidence (direct explanation). • Make effective use of well-chosen, relevant evidence from credible academic sources (purposeful use).
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<p>Additional Notes</p> <ul style="list-style-type: none"> • In Row 1, the judgement is whether the bibliography allows for complex context; Row 3 judges whether the incremental examples of evidence presented are well-selected and well-used. • Purposeful use, in this case, refers to the deployment of relevant evidence from a credible source. Clear attribution, (i.e. readers are always able to tell what comes from what source and what kind of source it is) must be present in order for the report to demonstrate “purposeful use.” 												

Reporting Category	Scoring Criteria			
<p>Row 4</p> <p>Understand and Analyze Perspective</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <p>The report identifies few and/or oversimplified perspectives from sources.**</p>	<p>4 points</p> <p>The report identifies multiple perspectives from sources, making some general connections among those perspectives.**</p>	<p>6 points</p> <p>The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**</p>
<p>(0, 2, 4, or 6 points)</p>	Decision Rules and Scoring Notes			
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> May include oversimplified or vaguely attributed perspectives (it is unclear whether or not they are from sources). May identify information from sources (facts or topics or general stakeholder point of view) but not points of view as conveyed through arguments. Juxtapose perspectives but connections are not clear (they are isolated from each other) 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Include multiple perspectives and some instances of general connections. Repeat perspectives or connections rather than developing a nuanced, detailed discussion of how they relate. At times present perspectives that are clearly derived from specific sources, but may lapse into opinions or topics that are not clearly linked to specific sources. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Go beyond mere identification of multiple perspectives by using details from different sources’ arguments to explain specific relationships or connections among perspectives (i.e., placing them in dialogue). <p>Scoring note: There must consistently be clear attribution or citation linking perspectives to sources to score high.</p>
<p>Additional Notes</p> <ul style="list-style-type: none"> **A perspective is a “point of view conveyed through an argument.” (This means the source’s argument). Facts, topics, and general stakeholder points of view (e.g., “teachers” or “students”) are not perspectives. Throughout the report pay attention to organization of paragraphs (and possibly headings) as it’s a common way to group perspectives. Readers should pay attention to transitions as effective transitions may signal connections among perspectives. 				

Reporting Category	Scoring Criteria			
Row 5 Apply Conventions (0–3 points)	0 points Does not meet the criteria for one point.	1 point The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.	2 points The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.	3 points The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.
Decision Rules and Scoring Notes				
Typical responses that earn 0 points: <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	Typical responses that earn 1 point (many errors): <ul style="list-style-type: none"> Include internal citations, but no bibliography (or vice versa). Demonstrate no organizational principle in bibliography/works cited (e.g., alphabetical or numerical) Provide little or no evidence of successful linking of in-text citations to bibliographic references (e.g., in-text references are to titles but bibliographic references are listed by author; titles are different in the text and in the works cited). Include poor or no attributive phrasing with paraphrased material (e.g., “Studies show...”; “Research says...” with no additional in-text citation). 	Typical responses that earn 2 points (some errors): <ul style="list-style-type: none"> Provide some uniformity in citation style. Provide, perhaps with a few lapses, an organizational principle in bibliography/works cited (e.g., alphabetical or numerical) Include unclear references or errors in citations, (e.g., citations with missing elements or essential elements that must be guessed from a url). Provide some successful linking of citations to bibliographic references. Provide some successful attributive phrasing for paraphrased material and/or in-text parenthetical citations. 	Typical responses that earn 3 points (few significant flaws): <ul style="list-style-type: none"> Contain few flaws. Provide clear organization principle in bibliography/works cited. Provide consistent evidence of linking internal citations to bibliographic references. Include consistent and clear attributive phrasing for paraphrased material and/or in-text parenthetical citations. <p>Scoring note: The response cannot score 3 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p>	
Additional Notes <ul style="list-style-type: none"> In AP Seminar, there is no requirement for using a particular style sheet; however, responses must use a style that is consistent and complete. Check the bibliography for consistency in style (and if there are fundamental elements missing). Check for clarity/accuracy in internal citations. Check to make sure all internal citations match up to the bibliography. In order for links to work in print, there must be a clear organizational principle arranging the elements on the bib/works cited. 				

Reporting Category	Scoring Criteria			
<p>Row 6</p> <p>Apply Conventions</p> <p>(0-3 points)</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>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>	<p>2 points</p> <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>	<p>3 points</p> <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>
Decision Rules and Scoring Notes				
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Contain no sentences created by the student. (If there are any sentences created by the student, cannot score 0). 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> May contain many instances where sentences are not controlled. May rely almost exclusively on simplistic language (e.g., This is good. This is bad). Employ an overall style that is not appropriate for an academic report; or colloquial tone. Include many passages that are incoherent. Provide too few sentences to evaluate or the student’s own words are indistinguishable from paraphrases of sources. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Contain some lapses in sentence control (e.g., run-ons, fragments, or mixed construction when integrating quoted material). Demonstrate imprecise or vague word choice insufficient to communicate complexity of ideas. Sometimes lapse into colloquial language. Use overly dense prose at the expense of coherence and clarity. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> Contain few flaws which do not impede clarity for understanding of complex ideas. Demonstrate word choice sufficient to communicate complex ideas. Use clear prose. 	
<p>Additional Notes</p> <ul style="list-style-type: none"> Because this is a report, the prose is judged by its ability to clearly and precisely articulate complex research content. Readers should focus on the sentences written by the student, not those quoted or derived from sources. 				