

2023



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# AP<sup>®</sup> Seminar

# End-of-Course Exam

## Scoring Guidelines

## Set 2

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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>Understand and Analyze Argument</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>
<p>(0-3 points)</p>	<p><b>Decision Rules and Scoring Notes</b></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>	
	<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>“Anti-microbial and anti-odor clothing are an important new trend.”</i></li> </ul> <p><b>Restate the title or heading</b></p> <ul style="list-style-type: none"> <li><i>“Our polyester clothing is destroying the environment.”</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>“Synthetic microfibers are contributing to a lot of water pollution in oceans and even tap water.”</i></li> <li><i>“Fashion corporations must change their practices and fabrics to increase sustainability and limit synthetic microfibers.”</i></li> </ul> <p><b>Describe all parts, but either vaguely or with some inaccuracy</b></p> <ul style="list-style-type: none"> <li><i>“Fibers from clothes are causing pollution and both companies and people have a part to play in solving the problem.”</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>“Because synthetic microfibers are increasing water pollution, fashion companies should implement more sustainable practices and consumers should buy used when possible, wash clothes less frequently, and recycle.”</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>Microfibers (synthetic fibers, microplastics) are significantly contributing to pollution (i.e. damaging the environment/ecosystem).</li> <li>Fashion companies should implement more <u>sustainable practices</u> such as <u>textile recycling</u>, <u>reducing production</u>, or <u>creating sustainable fabrics</u>. (One of these examples, or similar, is acceptable.)</li> <li>Consumers also bear responsibility and should try to buy less or used/ thrift, wash clothes less frequently, or recycle old clothes.</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 two points.	<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> </ul> AND <ul style="list-style-type: none"> <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>Microfibers from synthetic clothing are an abundant form of plastic pollution in many water sources (waterways, oceans, and tap water). (Establishes this is a significant problem.)</li> <li>Microfiber pollution is linked to wastewater from developed nations. (Establishes the origin of the problem.)</li> <li>Shifting away from synthetic clothing would reduce microfiber pollution. (Sets up possible solution by asking a hypothetical question.)</li> <li>Buying environmentally friendly clothing is less sustainable than sticking with the clothes we already have. (Demonstrates limits of solution in claim 3.)</li> <li>The microfiber problem is amplified by the increasing volume of clothing production and consumption (fast fashion). (Explains why the problem is increasing.)</li> <li>“Fashion corporations must be held accountable for implementing sustainable practices across their supply chains, including developing and using fabrics that do not emit microfibers.” (Proposes solution 1.)</li> <li>Consumers can play a part by thrifting, consigning, washing less frequently and recycling. (Proposes solution 2.)</li> <li>Effort and innovation can reduce microfiber pollution and other environmental problems caused by the fashion industry. (Conclusion)</li> </ol>				

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

Reporting Category	Scoring Criteria			
<b>Row 3</b>  <b>Evaluate Sources and Evidence</b>	<b>0 points</b> Does not meet the criteria for two points.	<b>2 points</b> The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation.	<b>4 points</b> The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly.	<b>6 points</b> 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.
<b>(0-6 points)</b>	<b>Decision Rules and Scoring Notes</b>			
	<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Misidentify evidence or exclude evidence from the response.</li> </ul> AND <ul style="list-style-type: none"> <li>Provide no evaluative statement about effectiveness of evidence.</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Identify at least one piece of evidence (or source of evidence) but disregard how well it supports the claims.</li> </ul> OR <ul style="list-style-type: none"> <li>Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence.</li> </ul>	<b>Typical responses that earn 4 points:</b> <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> </ul> OR <ul style="list-style-type: none"> <li>Explain the relevance of evidence or credibility of sources presented, but explanations lack detail.</li> </ul>	<b>Typical responses that earn 6 points:</b> <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> </ul> AND <ul style="list-style-type: none"> <li>Evaluating the relevance of specific evidence, and credibility of sources of the specific pieces of evidence presented.</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> <li>Responses which solely evaluate sources of information and not specific pieces of evidence presented from those sources cannot score 6 for Row 3.</li> </ul>			

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Summary of Evidence		
Source (as provided in text)	Credibility	Evidence/Relevance to claims
The Guardian	British Newspaper (origin of data not stated – references self as source)	<i>13.3 quadrillion microfibers were released into the California environment in 2019</i> Establishes context (significance of the problem).
Mark Browne	Ecologist. Article published in <i>Environmental Science &amp; Technology Journal</i> .	<i>Discovery of microfibers in 2011</i> Supports the claim that this water pollution by microfibers is a significant problem.
No source	No source	<i>Synthetic microfibers are a product of the petrochemical industry and are a type of plastic...and therefore microfibers are a form of microplastic pollution.</i> Makes claim that microfibers are form of plastic pollution (hence a problem that needs solving).
“California study”	No details provided	<i>Microfibers are a “disturbingly abundant” part of the Earth’s ecosystem</i> Establishes how widespread the problem is (which supports the line of reasoning going on to address potential solutions).
[Unclear if this is meant to also be attributed to “California Study”]	Article published in <i>Journal Marine Pollution Bulletin</i> .	<i>Microfibers make up 90% of microplastic pollution in the Atlantic Ocean and are ingested by fish and plankton.</i> Establishes how widespread the problem is (which supports the line of reasoning going on to address potential solutions).
“Article recently published”	American Association of Textile Chemists and Colorists	<i>Microfiber pollution is predominantly linked to wastewater from developed nations</i> Establishes the source of the problem setting up subsequent claims about solutions.
[Unclear if this should be attributed to the aforementioned article]	No source	<i>Machine-washing causes clothing to release the most microfibers, which bypass filtration and end up in waterways and oceans</i> Evidence to support later claims on potential solutions (e.g., shifting away from synthetic materials, need for more sustainable fabrics).
“One study”	Article published in <i>PLOS ONE Journal</i> .	83% of tap water samples contained microfibers Evidence of the extent of the problem.
Dr. Brian Hunt	Biological oceanographer, University of British Columbia	<i>Shifting away from synthetic fabrics and decreasing demand will help reduce microplastics in oceans</i> This evidence makes the claim.
Dr. Brian Hunt	Biological oceanographer, University of British Columbia	<i>Even natural clothing (depending on treatment) might contribute to ocean pollution</i> Supports the claim: Buying environmentally friendly clothing is less sustainable than sticking with the clothes we already have.

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Ellen MacArthur Foundation	An environmental charity	<i>Clothing production has doubled in the last 15 years because of a growing middle class</i> Lays groundwork for the claim that the microfiber problem is amplified by volume of clothing production and consumption (and establishes urgency of needing a solution).
[Unclear if this should also be attributed to Ellen MacArthur Foundation]		<i>Global clothing industry expected to grow from \$1.9tn in 2019 to over \$3tn by 2030.</i> Lays groundwork for the claim that the microfiber problem is amplified by volume of clothing production and consumption (and establishes urgency of needing a solution).
[Unclear if this should also be attributed to Ellen MacArthur Foundation]		Textile production – world’s 2 <sup>nd</sup> most polluting industry (behind oil) – each year \$400 billion in clothing is prematurely discarded Supports the claim that the microfiber problem is amplified by volume of clothing production and consumption (and that fashion corporations should take action).
No source	No source	Hong Kong textile mill in 2018 developed a technology recycling waste textiles into new yarn – which was noticed by H&M Supports claim: old clothing can be recycled similar to recycling cans and bottles.

**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.



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Reporting Category	Scoring Criteria			
<p><b>Row 1</b> <b>Establish Argument (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>
Decision Rules and Scoring Notes				
<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>• Demonstrate 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>				

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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>				

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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>				

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Reporting Category	Scoring Criteria			
<p><b>Row 4</b>  <b>Apply Conventions (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>            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.</p>	<p><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.</p>	<p><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.</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>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>	<p><b>Typical responses that earn 4 points:</b></p> <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>	<p><b>Typical responses that earn 6 points:</b></p> <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>				