

2023



AP® Seminar Performance Task 2: Individual Research- Based Essay and Presentation Scoring Guidelines

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Individual Written Argument (IWA)

48 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.

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.
- 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.

Off-Topic Decision:

For the purpose of the IWA, if the response is not in any way related to a theme connecting at least two of the stimulus materials it will be counted as off-topic and will receive a score of 0.

- Considering the student-oriented scoring approach of the College Board, readers should reward the student who derives their ideas from at least two of the stimulus materials, even if they wandered away from them as they pursued their topic.
- If you can infer any connection to a theme derived from two or more stimulus materials, the response should be scored. A failure to adequately incorporate the stimulus materials falls under rubric row 1, not here.

A READER SHOULD NEVER SCORE A PAPER AS OFF-TOPIC. INSTEAD, DEFER THE RESPONSE TO YOUR TABLE LEADER.

NR (No Response)

A score of NR is assigned to responses that are blank.

Individual Written Argument (IWA)**48 points**

Reporting Category	Scoring Criteria	
Row 1 Understand and Analyze Context (0 or 5 points)	0 points The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence. OR The response includes a discussion of at least one of the stimulus materials; however, it does not contribute to the argument.	5 points The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)
Decision Rules and Scoring Notes		
	Typical responses that earn 0 points include a reference to the stimulus material that: <ul style="list-style-type: none"> • Is tangential. • May misrepresent what the sources are discussing/arguing or may use the source in such a way that ignores its context. • Is only used for a definition or facts that could be obtained from other, more relevant sources. • Is no more than a jumping-off point for the student’s argument, no more than a perfunctory mention. • Could be deleted with little to no effect on the response. 	Typical responses that earn 5 points include a reference to the stimulus material that: <ul style="list-style-type: none"> • Reflects an accurate understanding of the source and demonstrates an understanding of its context (e.g., date, region, topic). AND <ul style="list-style-type: none"> • Presents an essential and authentic reference to the source, which if deleted, would change or weaken the argument.
Additional Notes <ul style="list-style-type: none"> • References to stimulus materials may be included multiple times in the response; only one successful integration of stimulus material is required to earn points. 		

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Reporting Category	Scoring Criteria	
Row 2 Understand and Analyze Context (0 or 5 points)	0 points The response either provides no context. OR The response makes simplistic references to or general statements about the context of the research question.	5 points The response explains the significance or importance of the research question by situating it within a larger context.
	Decision Rules and Scoring Notes	
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Provide unsubstantiated assertions without explanations (e.g., “this is important”). May provide contextual details, but they are tangential to the research question and/or argument Provide overly broad, generalized statements about context. Provide context for only part of the question or argument. 	Typical responses that earn 5 points: <ul style="list-style-type: none"> Provide specific and relevant details (i.e., what, who, when, where) for all elements of the research question and/or argument. Convey a sense of urgency or establish the importance of the research question and/or argument.
	Additional Notes <ul style="list-style-type: none"> Context is usually found in the first few paragraphs. 	

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Reporting Category	Scoring Criteria		
Row 3 Understand and Analyze Perspective (0, 6, or 9 points)	0 points The response provides only a single perspective. OR The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.	6 points The response describes multiple perspectives and identifies some relevant similarities or differences between them.	9 points The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.
Decision Rules and Scoring Notes			
Typical responses that earn 0 points: <ul style="list-style-type: none"> Provide only one perspective. May use a lens or lenses that all work to convey the same point of view. Convey alternative perspectives as personal opinions or assertions without evidence (it is unclear whether or not they are from sources because of vague or missing attribution). Provide perspectives that are isolated from each other without comparison. Provide perspectives that are oversimplified by treating many voices, stakeholders, or stances as one. 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Make general comparisons between perspectives describing only basic agreement or disagreement. Explain that disagreement/agreement exists, but they do not explain how by clarifying the points on which they agree or disagree. 	Typical responses that earn 9 points: <ul style="list-style-type: none"> Elaborate on the connections among different perspectives. Use the details from different sources or perspectives to demonstrate specific agreement or disagreement among perspectives (i.e., evaluate comparative strengths and weaknesses of different perspectives by placing them in dialogue). 	
Additional Notes <ul style="list-style-type: none"> A lens is a filter through which an issue or topic is considered or examined. 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 are not perspectives. 			

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Reporting Category	Scoring Criteria		
Row 4 Establish Argument (0, 8, or 12 points)	0 points The response provides only unsubstantiated opinions or claims. OR The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.	8 points The argument presents a claim with some flaws in reasoning. The response is logically organized, but the reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.	12 points The response is a clear and convincing argument. The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.
Decision Rules and Scoring Notes			
Typical responses that earn 0 points: <ul style="list-style-type: none"> Base the argument on opinion(s). Seek to explain a topic, rather than take a position (e.g., report, summary, chronicle, etc.). Provide a contrived solution to a non-existent problem or completely lack a conclusion. Provide an argument that is very difficult to discern, that contradicts itself, or is invalid. 	Typical responses that earn 8 points: <ul style="list-style-type: none"> Organize the argument well OR link evidence and claims well in discrete sections, but do not do both. In other words, the response may fail to explain how evidence supports a claim—i.e., it lacks commentary—OR the overall organization of the response is difficult to follow, even though it has done an adequate job of commenting on the evidence. Provide evidence that often drives the argument, rather than contributing to the response's argument. Provide a conclusion/resolution that lacks either enough detail to assess plausibility or is not fully aligned with the research question. 	Typical responses that earn 12 points: <ul style="list-style-type: none"> Organize information in a way that is often signposted or explicit. Provide commentary that explains fully how evidence supports claims (i.e., the commentary will engage with the content of the evidence to draw conclusions). Provide an argument that is driven by student voice (commentary). Integrate alternate views, perhaps by engaging with counterclaims or using them to demonstrate a nuanced understanding. Provide a solution/conclusion that is fully aligned with the research question. Present enough detail to assess the plausibility of the conclusion/solution (perhaps with an assessment of limitations and implications). 	
Additional Notes			

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Reporting Category	Scoring Criteria		
Row 5 Select and Use Evidence (0, 6, or 9 points)	0 points Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	6 points The response includes mostly relevant and credible evidence.	9 points The response includes relevant, credible and sufficient evidence to support its argument.
Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Include many sources that are not credible for the context in which they are used. Include no well-vetted sources (i.e., scholarly, peer-reviewed, credentialed authors, independently verified, or from government or other reputable organizations) beyond the stimulus materials. May include a well-vetted source that is not used effectively (e.g., trivial selection, not aligned with claim, misrepresented). 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Draw from a variety of sources that are relevant to the topic and credible for the context in most cases, but those sources are primarily non-scholarly. Include many sources that are referenced rather than explained. Provide evidence that does not fully support claims (e.g., there are some gaps and trivial selections). May cite several scholarly works, but select excerpts that only convey general or simplistic ideas OR include at least one piece of scholarly work that is used effectively. 	Typical responses that earn 9 points: <ul style="list-style-type: none"> Provide evidence that fully supports claims. Effectively connect evidence to the argument, even if the relevance of the evidence is not initially apparent. Provide purposeful analysis and evaluation of evidence used (i.e., goes beyond mere citation or reference). Make purposeful use of relevant evidence from a variety of scholarly work (e.g., peer-reviewed, credentialed authors, independently verified, primary sources, etc.).
Additional Notes <ul style="list-style-type: none"> Review the Bibliography or Works Cited. Review individual instances of selected evidence throughout (commentary about the evidence). General reference guides such as encyclopedias and dictionaries do not fulfill the requirement for a well-vetted source. 			

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Reporting Category	Scoring Criteria		
Row 6 Apply Conventions (0, 3, or 5 points)	0 points The response is missing a bibliography/works cited OR the response is largely missing in-text citations/ footnotes.	3 points The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.	5 points The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style.
Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Include internal citations, but no bibliography (or vice versa). 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). 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Provide some uniformity in citation style. 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 and/or in-text parenthetical citations. 	Typical responses that earn 5 points: <ul style="list-style-type: none"> Contain few flaws. Provide consistent evidence of linking internal citations to bibliographic references. Include consistent and clear attributive phrasing and/or in-text parenthetical citations. <p>Note: The response cannot score 5 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 inclusion of fundamental elements. Check for clarity of in-text citations. Check to make sure all in-text citations match the bibliography (without extensive search). 		

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Reporting Category	Scoring Criteria		
Row 7 Apply Conventions (0, 2, or 3 points)	0 points The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.	2 points The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.	3 points The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.
Decision Rules and Scoring Notes			
Typical responses that earn 0 points: <ul style="list-style-type: none"> Contain multiple grammatical errors that make reading difficult. Use an overall style that is colloquial or in other ways not appropriate for an academic paper. Provide too few sentences to evaluate or the student's own words are indistinguishable from paraphrases of sources. 		Typical responses that earn 2 points: <ul style="list-style-type: none"> Contain some instances of errors that occasionally make reading difficult. Lapse into colloquial language. Demonstrate imprecise word choice. 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Contain few flaws. Use clear prose that maintains an academic or scholarly tone. Use words and syntax to enhance communication of complex ideas throughout.
Additional Notes <ul style="list-style-type: none"> Readers should focus on the sentences written by the student, not those quoted or derived from sources. 			

Word Count Issues

The Individual Written Argument task instructions stipulate a word count of no more than 2,000 words. At times, responses might exceed this limit. Students are allowed a 10% cushion. You should score these papers by discounting the words that are over 10% (or 2,200 words).

Step 1: Look for the word count on the paper (recorded at beginning or end). Scan the last few paragraphs. **If the last few paragraphs do not appear to influence your score, score the paper and move on.**

Step 2: If the overage does appear to influence the score, estimate the word count (a quick way to do this is to count the lines and the number of words per line and multiply.) **Do not consider the words over 2,200 when scoring the paper.**

Plagiarism at the Reading

There are two main ways you may detect plagiarism in the IWA at the Reading:

- There are missing in-text citations or footnotes AND none of the bibliographic or works cited entries look like they may have been the source of information. (You do not need to review the sources listed in the bibliography or works cited, just put in temp hold for your TL to review.)
- A shift in tone away from the student's voice (or sometimes obviously copy and pasted paragraphs).

Either of these may indicate the student has used other's work without any attempt at attribution, and so the work should be deferred for checking.

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.