

2024



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# AP<sup>®</sup> Seminar

# End-of-Course Exam

## Scoring Guidelines

## Set 1

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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			
<b>Row 1</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
<b>Understand and Analyze Argument</b>	Does not meet the criteria for one point.	The response misstates the author’s argument, main idea, or thesis.	The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis.	The response accurately identifies the author’s argument, main idea, or thesis.
<b>(0-3 points)</b>	<b>Decision Rules and Scoring Notes</b>			
	<b>Typical responses that earn 0 points:</b>	<b>Typical responses that earn 1 point:</b>	<b>Typical responses that earn 2 points:</b>	<b>Typical responses that earn 3 points:</b>
	<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>	<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>	<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>	<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>
		<b>Examples that earn 1 point:</b> <b>Misidentify the main argument</b> <ul style="list-style-type: none"> <li><i>“Humor in the workplace does damage to the environment.”</i></li> </ul> <b>Restate the title or heading</b> <ul style="list-style-type: none"> <li><i>“Laughter is good.”</i></li> </ul>	<b>Examples that earn 2 points</b> <b>Identify only part of the argument</b> <ul style="list-style-type: none"> <li><i>“Laughter increases immune and cardiovascular function.”</i></li> <li><i>“Laughter increases the ability to focus and boosts morale, innovation, and employee retention.”</i></li> </ul> <b>Describe all parts, but either vaguely or with some inaccuracy</b> <ul style="list-style-type: none"> <li><i>“Laughter in the workplace benefits the body, mind, and organization.”</i></li> </ul>	<b>Examples that earn 3 points:</b> <b>Include all parts of the argument</b> <ul style="list-style-type: none"> <li><i>“Laughter benefits our immune and cardiovascular function as well as the workplace by increasing our ability to focus, boosting morale and innovation, and increasing employee retention.”</i></li> </ul>
	<b>Additional Notes</b> <b>The argument/thesis has three main parts:</b> <ol style="list-style-type: none"> <li>Laughter benefits the workplace (e.g., should be encouraged).</li> <li>Laughter benefits the employee’s physical health, cognitive functioning <b>and/or</b> emotional health (e.g. immune and cardiovascular function, ability to focus/reducing stress). (Accept any one of the three benefits or examples of benefits)</li> <li>Laughter benefits workplace effectiveness/environment (by boosting morale, innovation, productivity, and employee retention).</li> </ol>			

**Question 2: Explain line of reasoning**

**6 points**

Reporting Category	Scoring Criteria																		
<p><b>Row 2</b></p> <p><b>Understand and Analyze Argument</b></p> <p><b>(0-6 points)</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for two points.</p>	<p><b>2 points</b></p> <p>The response correctly identifies at least one of the author’s claims.</p>	<p><b>4 points</b></p> <p>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.</p>	<p><b>6 points</b></p> <p>The response provides a thorough explanation of the author’s line of reasoning by identifying relevant claims and clearly explaining connections among them.</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>● Do not identify any claims accurately.</li> </ul>					<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>● Accurately identify only one claim.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Identify more than one claim, but make no reference to connections between them.</li> </ul>					<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>● Accurately identify some claims but there are some significant inaccuracies or omissions.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>● Provide few or superficial connections between claims (demonstrating a limited understanding of the reasoning).</li> </ul>					<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>● Accurately identify most of the claims.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>● Clearly explain the relationships between claims (including how they relate to the overall argument).</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> <p><b>Author’s claims</b></p> <ol style="list-style-type: none"> <li>1. In some organizations humor is seen as detrimental to professionalism. (Sets up an argument that will be refuted.)</li> <li>2. It is possible to have a workforce that’s both committed and has fun. (States the author’s overall position.)</li> <li>3. Having fun at work benefits the body, mind, and organization. (Outlines the three big benefits that around which the rest of the argument is organized.)</li> <li>4. Laughter improves immune function by increasing immune cells and antibodies and can also improve the elasticity and function of blood vessels, protecting against cardiovascular disease. (Benefits to the body.)</li> <li>5. Production of endorphins created by laughter benefits our minds by helping us focus, reduce stress levels, and achieve balance. (Benefits to the mind.)</li> <li>6. Laughter in an organization is a guaranteed morale booster that can build trust. (Benefits to the mind/organization.)</li> <li>7. An environment infused with humor can also increase innovation, productivity, and employee retention. (Benefits to the organization.)</li> <li>8. Laughter is still somewhat of a mystery to modern science. (Concedes the difficulties with researching laughter.)</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 two points.</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>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="304 553 724 586" style="width: 25%;">Typical responses that earn 0 points:</th> <th data-bbox="724 553 1129 586" style="width: 25%;">Typical responses that earn 2 points:</th> <th data-bbox="1129 553 1535 586" style="width: 25%;">Typical responses that earn 4 points:</th> <th data-bbox="1535 553 1953 586" style="width: 25%;">Typical responses that earn 6 points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 586 724 902"> <ul style="list-style-type: none"> <li>● Misidentify evidence or exclude evidence from the response.</li> <li>AND</li> <li>● Provide no evaluative statement about effectiveness of evidence.</li> </ul> </td> <td data-bbox="724 586 1129 902"> <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> <li>OR</li> <li>● Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence.</li> </ul> </td> <td data-bbox="1129 586 1535 902"> <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>OR</li> <li>● Explain the relevance of evidence or credibility of sources presented, but explanations lack detail.</li> </ul> </td> <td data-bbox="1535 586 1953 902"> <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>AND</li> <li>● Evaluating the relevance of specific evidence, and credibility of sources of specific pieces of evidence presented.</li> </ul> </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"> <li>● Misidentify evidence or exclude evidence from the response.</li> <li>AND</li> <li>● Provide no evaluative statement about effectiveness of evidence.</li> </ul>	<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> <li>OR</li> <li>● Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence.</li> </ul>	<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>OR</li> <li>● Explain the relevance of evidence or credibility of sources presented, but explanations lack detail.</li> </ul>	<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>AND</li> <li>● Evaluating the relevance of specific evidence, and credibility of sources of specific pieces of evidence presented.</li> </ul>
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<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> <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>												

## Summary of Evidence

Source (as provided in text)	Credibility	Evidence/Relevance to claims
Alison Beard, “Leading with Humor”	2014 <i>Harvard Business Review</i>	<i>a 40-year-old adult laughs four times per day, despite exposure to a much greater array of stimuli.</i>
Rogers, J., “Humor Helps the Boss’s Bottom Line”	<i>The Gold Coast Bulletin</i> , 2002	<i>More than half [of employees] would take a wage cut in order to have more fun at work.</i> Supports the claims it is possible to have a workforce that’s both committed and has fun and that laughter in an organization is a guaranteed morale booster that can build trust.
Harter, Jim. “Mondays Not so Blue for Engaged Employees”	<i>Gallup</i> , 2012	<i>People who are not engaged in their workplace laugh less during the workweek than weekends.</i> Provides context for the benefits of laughter in the workplace.
Berk, L. S., et al. “Neuroendocrine and Stress Hormone Changes during Mirthful Laughter.”	<i>The American Journal of the Medical Sciences</i> , 1989	<i>Laughter increased the production of cells that help the body to fight infection.</i> Supports claim: Laughter improves immune function by increasing immune cells and antibodies.
Michael Miller, William F. Fry, “The Effect of Mirthful Laughter on the Human Cardiovascular System.”	<i>Med Hypotheses</i> , 2009.	<i>Laughter impacts endothelium, the tissue that makes up the inner lining of blood vessels, allowing it to more readily dilate and expand, increasing blood flow to the heart, lungs, and brain.</i> Supports claim: Healthy laughter can also improve the elasticity and function of blood vessels, protecting against cardiovascular disease.
Mobbs, D, et al. “Humor Modulates the Mesolimbic Reward Centers”	<i>Neuron</i> , 2003 (research conducted at Stanford)	<i>Humor also helps the brain normalize dopamine levels, which has positive effects on motivation, attention span, mood, and learning. Participants looked at funny cartoons - components of the limbic system were stimulated.</i> Supports claim: Production of endorphins created by laughter benefit our minds by helping us focus, reduce stress levels, and achieve balance.
Christopher Robert, Wan Yan, “The Case for Developing New Research on Humor and Culture in Organizations: Toward a Higher Grade of Manure”	<i>Research in Personnel and Human Resources Management</i> , 2007	<i>Humor is something that is generated from inconsistency, the same thing that occurs in the creative mind—putting unlike variables together.</i> Supports claim: An environment infused with humor can also increase innovation.
Christopher Robert, Wan Yan, “The Case for Developing New Research on Humor and Culture in Organizations: Toward a Higher Grade of Manure”	<i>Research in Personnel and Human Resources Management</i> , 2007	<i>Productivity and employee retention is positively impacted by humor.</i> Supports claim that laughter in an organization is a guaranteed morale booster that can build trust.
Jessica Mesmer Magnus, David J. Glew, Chockalingam Viswesvaran, “A Meta Analysis of Positive Humor in the Workplace”	<i>Journal of Managerial Psychology</i> , 2012	<i>Humor is connected with several positive workplace outcomes, including improved performance, enhanced employee satisfaction, better workgroup cohesion, healthier employees, less burnout, and reduced stress.</i> Supports the claim that laughter has a positive outcome on physical and mental health.

**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			
<b>Row 1</b> <b>Establish Argument</b> <b>(0, 2, 4 or 6 points)</b>	<b>0 points</b> Does not meet the criteria for 2 points.	<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.	<b>4 points</b> Identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.	<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.
<b>Decision Rules and Scoring Notes</b>				
<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are not related in any way to any theme that connects the provided sources (ignores theme entirely, off-topic).</li> <li>Do not offer any perspective or claim (generated by the student).</li> </ul> <b>Examples that earn 0 points:</b> <b>Ignore the theme entirely</b> <ul style="list-style-type: none"> <li>“Teachers can be really boring.” (with no further elaboration that connects thematically)</li> </ul> <b>Do not offer a perspective</b> <ul style="list-style-type: none"> <li>“Martin Luther King talked about goals.”</li> </ul>	<b>Typical responses that earn 2 points:</b> <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> <b>Examples that earn 2 points:</b> <b>Present a perspective that is unclear</b> <ul style="list-style-type: none"> <li>“Having bad grades is okay because it’s only bad grades.”</li> <li>“The goals you have should be inside you like a blueprint is like King said, and you should shoot for the stars because ambition is needed.”</li> </ul>	<b>Typical responses that earn 4 points:</b> <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> <b>Examples that earn 4 points:</b> <b>Derive a perspective from a single source</b> <ul style="list-style-type: none"> <li>“It’s important to have a well-conceived, ambitious plan for one’s life.” (Source B)</li> <li>“One needs self-respect to be successful.” (Source A)</li> <li>“We must have a good plan to combat climate change.” (Source D)</li> </ul> <b>Present a perspective that is trite, obvious, or overly general</b> <ul style="list-style-type: none"> <li>“You should always work hard and follow your dreams.”</li> </ul>	<b>Typical responses that earn 6 points:</b> <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> <b>Examples of that earn 6 points:</b> <b>Offer an original perspective</b> <ul style="list-style-type: none"> <li>“Most high school athletes are being too idealistic when they believe they will reach their goal of playing in the NFL, NBA, or WNBA.”</li> <li>“Too often, parents discourage girls from setting high goals for themselves.”</li> <li>“The United States needs to develop pragmatic goals for implementing a minimum wage that allows people to live with dignity.”</li> </ul> <b>Offer an insightful perspective</b> <ul style="list-style-type: none"> <li>“For our nation to implement a sustainable plan to combat climate change (Source D), citizens will need to imagine a new blueprint for their lives (Source A).”</li> <li>“The US places too much emphasis on going to college as a goal for students. This can have negative consequences if students do not live up to that expectation (Source B). It would be better to form more realistic and practical goals (Source D) for many students, such as obtaining an apprenticeship, to avoid the burdens of college debt.”</li> </ul>	
<b>Additional Notes</b> <ul style="list-style-type: none"> <li>A perspective is a “point of view conveyed through an argument.”</li> <li>Read the whole response before scoring as an on-topic argument may emerge later in the response.</li> </ul>				



Reporting Category	Scoring Criteria			
<b>Row 2</b> <b>Establish Argument</b> <b>(0, 2, 4, or 6 points)</b>	<b>0 points</b> Does not meet the criteria for 2 points.	<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.	<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.	<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.
	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> <li>Do not offer any claim (generated by the student) and/or no line of reasoning is present.</li> </ul>	<b>Typical responses that earn 2 points:</b> <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>	<b>Typical responses that earn 4 points:</b> <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>	<b>Typical responses that earn 6 points:</b> <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, or discuss limitations or implications).</li> <li>Have a sound line of reasoning.</li> </ul>	
<b>Examples that earn 0 points:</b> <b>Are not related to the theme</b> <ul style="list-style-type: none"> <li>“My favorite animals are koala bears. They are furry and cute. They live in Australia.”</li> </ul> <b>Do not offer claims to establish a line of reasoning</b> <ul style="list-style-type: none"> <li>“Source A talks about plans. Source C mentions a quest.”</li> </ul>	<b>Examples that earn 2 points:</b> <b>Often stack overly general summaries of the sources without linkage to claims</b> <ul style="list-style-type: none"> <li>“Source B says that high expectations can be either good or bad. Source A thinks that it is very important to have a plan for your life, especially kids. Source C thinks that we’re all geniuses. This is important because our lives depend on it.”</li> </ul>	<b>Examples that earn 4 points:</b> <b>Often jump from one claim to the next without providing a clear, logical connection between the claims</b> <ul style="list-style-type: none"> <li>“Our goals for climate change need to be more realistic. The best way for people to get to work is mass transit. People are using mass transit around the globe. This is not happening enough.”</li> </ul> <b>Often provide less than clear linkage between material from a source and their arguments’ claims</b> <ul style="list-style-type: none"> <li>“In the poem “Quest,” the poet writes, “My soul contains all thought, all mystery, / All wisdom of the Great Infinite Mind” (Source A). We are all able to achieve great things because of our potential.”</li> </ul>	<b>Examples that earn 6 points:</b> <b>Have a line of reasoning that is made explicit in logical transitions that connect arguments in a thoughtful manner</b> <ul style="list-style-type: none"> <li>“While setting low expectations may help a teenager gain self-esteem, these easily attained goals can foster an undesirable lack of ambition.”</li> <li>“As we have learned from multiple perspectives, girls should be encouraged to participate in activities that demand physical strength, but we shouldn’t stop there. Girls need to be encouraged to use their physical strength in competitions at the highest levels.”</li> </ul> <b>Use insightful commentary to connect claims and evidence</b> <ul style="list-style-type: none"> <li>“Dr. King shines an important light on self-worth when he says, “If it falls to you to be a street sweeper, sweep streets like Michelangelo painted pictures” (Source A). In this passage, he supports the understanding that self-worth should be based not on what we do, but on how well we do it.”</li> </ul>	

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			<ul style="list-style-type: none"><li>• <i>“Source B, relying on a comparative study of German and U.S. educational systems, understands that the “benefits of high expectations” are dependent on the cultures in which those expectations are set. Keeping this understanding in mind is important when we compare the success of people coming from different cultures within the U.S.”</i></li></ul>
<b>Additional Notes</b> <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>	
	<p><b>Examples that earn 2 points:</b></p> <p><b>Draw mistaken conclusions from the sources</b></p> <ul style="list-style-type: none"> <li><i>“The poem “Quest” is about travel and how we should try to go all over the world.”</i></li> </ul> <p><b>Mismatch claims and evidence</b></p> <ul style="list-style-type: none"> <li><i>“There are many reasons for factories to reduce their carbon footprint. Source D gives several examples about how people can change their consumption. The fact of the matter is that we are ruining our planet.”</i></li> </ul>	<p><b>Examples that earn 4 points:</b></p> <p><b>Use quotations or paraphrases that generally match the claims</b></p> <ul style="list-style-type: none"> <li><i>“It can be very dangerous for young people to fall short of their goals. Source B says that this can “damage their self-concept, feelings of self-worth, and sense of competence.” It is important to be careful in this regard.”</i></li> <li><i>“Martin Luther King, Jr. gives helpful advice to any person about to graduate from high school. He says, “doors of opportunity are opening to each of you” (Source A). The next step is college or joining the workforce.”</i></li> </ul>	<p><b>Examples that earn 6 points:</b></p> <p><b>Provide a thoughtful reading of the sources in light of their context</b></p> <ul style="list-style-type: none"> <li><i>“In a speech given to middle school students shortly before his assassination, civil rights leader Martin Luther King, Jr. offered an inspirational message. He urged these students to face life’s challenges with an ambitious plan. Using metaphors from architecture and construction, he told them that they needed a “good, sound, and solid blueprint.”</i></li> </ul> <p><b>Put sources in conversation with each other</b></p> <ul style="list-style-type: none"> <li><i>“An inspirational poem written in 1922, “Quest” presents man as a noble creature with unlimited capacity for self-discovery. In fact, his achievement “out-distances the utmost star” (Source C). One hundred years later, energy scientist Vaclav Smil’s cynical interview about addressing climate change pokes holes in this kind of pretentious vision when he argues, “What’s the point of setting goals which cannot be achieved? People call it aspirational. I call it delusional” (Source D). Fortunately, optimistic people can find a reasonable middle-ground between these extremes.”</i></li> </ul>	
<b>Additional Notes</b>				

Reporting Category	Scoring Criteria			
<p><b>Row 4</b> <b>Apply Conventions</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> 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>
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>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>Lack integration of sources</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>	
<p><b>Examples that earn 0 points: Are off-topic</b></p> <ul style="list-style-type: none"> <li><i>“It’s a nice day outside. My mother is walking our dog today. Have a nice day!”</i></li> </ul>	<p><b>Examples of that earn 2 points: Demonstrate writing that impedes understanding</b></p> <ul style="list-style-type: none"> <li><i>“The climate change was something. Rising temperatures and disaster. No one knows. It were always true that something happens this way, I can guess but those are another day.”</i></li> <li><i>“In the event that we are told what it is when we need to make this plan that was always in our mind then we should but that isn’t always the way we need to go about things like this I think or anything else. Source B.”</i></li> </ul> <p><b>On multiple occasions, omit attribution and/or citation</b></p> <ul style="list-style-type: none"> <li><i>“It is crucial that young people have a blueprint for their lives, and that blueprint should include a commitment to one’s own dignity. Without this commitment, someone could make them feel like a nobody.”</i></li> </ul>	<p><b>Examples that earn 4 points: Demonstrate writing that may be awkward, wordy, or grammatically incorrect, but these flaws do not impede understanding</b></p> <ul style="list-style-type: none"> <li><i>“Although high expectations are not always great in today’s society; this kind of standard can lead to discoveries that no one ever thought they could make.”</i></li> <li><i>“From the point of view of climate activists the use of fossil fuels are going to worsen over the next decade and we should be prepared for unpredictable weather patterns as well as rising temperatures.”</i></li> </ul>	<p><b>Examples that earn 6 points: Demonstrate writing that is clear, concise, and compelling</b></p> <ul style="list-style-type: none"> <li><i>“When teachers set high expectations for students, our communities prosper. Inspired, hardworking students find ways to give back to their neighborhoods.”</i></li> </ul> <p><b>Understand the context of provided sources</b></p> <ul style="list-style-type: none"> <li><i>“Though Carrie Williams Clifford’s poem “Quest” was published in 1922, her lofty pursuit of self-knowledge remains pertinent to a just society in need of thoughtful citizens.”</i></li> </ul> <p><b>Paraphrase and quote sources correctly</b></p> <ul style="list-style-type: none"> <li><i>“In 1967, America’s most famous civil rights leader pointed out that young people in that era would have many more opportunities than were available to their parents (Source A).”</i></li> </ul>	

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		<p><b>Omit quotation marks</b></p> <ul style="list-style-type: none"><li>• <i>“Source C wants me to believe that I am my goal, which is profound, and then later tells me that I must voyage far, which is also really deep.”</i></li></ul>		<ul style="list-style-type: none"><li>• <i>“According to Source B, “researchers have argued in favor of fostering ambitious expectations.””</i></li></ul>
<p><b>Additional Notes</b></p>				