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AP[®] Research Academic Paper Scoring Guidelines

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Academic Paper

5 points

Score of 1 Report on Existing Knowledge	Score of 2 Report on Existing Knowledge with Simplistic Use of a Research Method	Score of 3 Ineffectual Argument for a New Understanding	Score of 4 Well-Supported, Articulate Argument Conveying a New Understanding	Score of 5 Rich Analysis of a New Understanding Addressing a Gap in the Research Base
• Presents an overly broad topic of inquiry. • Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works. • Describes a search and report process. • Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry. • Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader. • Cites AND/OR attributes sources (in bibliography/works cited and/or in text), with multiple errors and/or an inconsistent use of a discipline-specific style.	• Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning. • Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works. • Describes a nonreplicable research method OR provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry. • Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry. • Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader. • Cites AND/OR attributes sources (in bibliography/works cited and/or in text), with multiple errors and/or an inconsistent use of a discipline-specific style.	• Carries the focus or scope of a topic of inquiry through the method AND overall line of reasoning, even though the focus or scope might still be narrowing. • Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear. • Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry. • Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence. • Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization. • Cites AND attributes sources, using a discipline-specific style (in both bibliography/works cited AND in text), with few errors or inconsistencies.	• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion. • Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap. • Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry. • Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified. • Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization. • Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in text), with few to no errors.	• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion. • Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap. • Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry. • Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice. • Enhances the communication of the student's ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors. • Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in text), with few to no errors.