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# AP<sup>®</sup> Art History

## Scoring Rubric

Free-Response Question 2: Visual/Contextual Analysis

Effective **Fall 2019**

## General Scoring Notes

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn one or two points for evidence (Row C) or earn the point for analysis and reasoning (Row D) without earning a point for claim or thesis (Row B).
- **Accuracy:** The components of this rubric each require that students demonstrate art historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, provided the art historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of art historical content knowledge and skills described in the rubric.

## Scoring Rubric for Question 2: Visual/Contextual Analysis

6 points

Reporting Category	Scoring Criteria		
<p><b>A</b> <b>Identification</b> <b>(0-1 points)</b></p> <p><b>1.A</b></p>	<p><b>0 points</b> Provides one or no accurate identifiers.</p>	<p><b>1 point</b> Provides <u>two</u> accurate identifiers for selected work of art.</p>	
<p><b>B</b> <b>Claim/Thesis</b> <b>(0-1 points)</b></p> <p><b>3.A</b></p>	<p><b>0 points</b> Rephrases or restates the prompt. OR Makes a claim that is not defensible.</p>	<p><b>1 point</b> Provides an art historically defensible claim or thesis that establishes a line of reasoning.</p>	
<p><b>Decision Rules and Scoring Notes</b></p> <p>The response must make an art historically defensible claim or thesis that responds to the prompt rather than merely restating or rephrasing the prompt. The claim or thesis must consist of one or more sentences located in one place that may be anywhere in the response. A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</p>			
<p><b>C</b> <b>Evidence</b> <b>(0-2 points)</b></p> <p><b>3.B</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b> Provides <u>one</u> specific example of visual OR contextual evidence relevant to the selected work of art and the topic of the prompt</p>	<p><b>2 points</b> Provides <u>two</u> specific examples of visual and/or contextual evidence relevant to the selected work of art and the topic of the prompt.</p>
<p><b>Decision Rules and Scoring Notes</b></p> <p>The evidence provided must be accurate, relevant, and art historically defensible.</p>			

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Reporting Category	Scoring Criteria	
<p><b>D</b>  <b>Analysis and Reasoning</b>  <b>(0-1 points)</b></p> <p><b>8.C</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b>  Explains how the visual and/or contextual evidence provided <u>supports the argument</u>.</p> <p><b>Decision Rules and Scoring Notes</b></p> <p>The response must explain the relationship between the evidence provided and an argument about the prompt.</p>
<p><b>E</b>  <b>Complexity</b>  <b>(0-1 points)</b></p> <p><b>8.D</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b>  Demonstrates a complex understanding of the prompt, using evidence to corroborate, qualify, or modify a claim that addresses the prompt</p> <p><b>Decision Rules and Scoring Notes</b></p> <p>The response may demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining relevant and insightful connections between the evidence and the claim</li> <li>• Confirming the validity of a claim by corroborating multiple perspectives</li> <li>• Explaining nuance of an issue by analyzing multiple variables</li> <li>• Qualifying or modifying a claim by considering diverse or alternative views or evidence</li> </ul> <p>The complex understanding must be developed in the response and consist of more than a phrase or reference.</p>