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# AP Research Academic Paper

## Scoring Guidelines

**Effective from fall 2018**

# 2018 AP Research Academic Paper Rubric

The response...

<p><b>Score of 1</b> Report on Existing Knowledge</p>	<p><b>Score of 2</b> Report on Existing Knowledge with Simplistic Use of a Research Method</p>	<p><b>Score of 3</b> Ineffectual Argument for a New Understanding</p>	<p><b>Score of 4</b> Well-Supported, Articulate Argument Conveying a New Understanding</p>	<p><b>Score of 5</b> Rich Analysis of a New Understanding Addressing a Gap in the Research Base</p>
<ul style="list-style-type: none"> <li>• Presents an overly broad topic of inquiry.</li> <li>• Situates a topic of inquiry within a single perspective derived from scholarly works <b>OR</b> through a variety of perspectives derived from mostly non-scholarly works.</li> <li>• Describes a search and report process.</li> <li>• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.</li> <li>• Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.</li> <li>• Cites <b>AND/OR</b> attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Situates a topic of inquiry within a single perspective derived from scholarly works <b>OR</b> through a variety of perspectives derived from mostly non-scholarly works.</li> <li>• Describes a nonreplicable research method <b>OR</b> provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.</li> <li>• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.</li> <li>• Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.</li> <li>• Cites <b>AND/OR</b> attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries the focus or scope of a topic of inquiry through the method <b>AND</b> overall line of reasoning, even though the focus or scope might still be narrowing.</li> <li>• Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.</li> <li>• Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.</li> <li>• Conveys a new understanding or conclusion, with an underdeveloped line of reasoning <b>OR</b> insufficient evidence.</li> <li>• Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.</li> <li>• Cites <b>AND</b> attributes sources, using a discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few errors or inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.</li> <li>• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives <b>AND</b> logically explains how the topic of inquiry addresses a gap.</li> <li>• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.</li> <li>• Supports a new understanding or conclusion through a logically organized line of reasoning <b>AND</b> sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.</li> <li>• Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.</li> <li>• Cites <b>AND</b> attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few to no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.</li> <li>• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives <b>AND</b> logically explains how the topic of inquiry addresses a gap.</li> <li>• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.</li> <li>• 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.</li> <li>• 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.</li> <li>• Cites <b>AND</b> attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few to no errors.</li> </ul>