

2019

AP<sup>®</sup> CollegeBoard

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# AP<sup>®</sup> Research Presentation and Oral Defense Scoring Guidelines

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**AP<sup>®</sup> RESEARCH — PRESENTATION AND ORAL DEFENSE  
2019 SCORING GUIDELINES**

Content Area	Performance Levels		
<b>1: Research Design</b>	The presentation states the research question/project goal <b>OR</b> method <b>OR</b> argument, conclusion or understanding. <b>1</b>	The presentation states the research question/project goal <b>AND</b> method <b>OR</b> argument, conclusion or understanding. <b>2</b>	The presentation states the research question/project goal <b>AND</b> method <b>AND</b> argument, conclusion or understanding. <b>3</b>
<b>2: Establish Argument</b>	The presentation or additional scholarly work presents a generalized or oversimplified conclusion. <b>2</b>	The presentation or additional scholarly work presents a logically organized argument and explains the connections between evidence and the conclusion. <b>4</b>	The presentation or additional scholarly work presents an argument that identifies and explains the consequences and/or implications made in the conclusion. <b>6</b>
<b>3: Reflect</b>	The presentation states simplistic or overgeneralized connections between their initial assumption or hypothesis and the student’s personal conclusion(s). <b>1</b>	The presentation describes evidence that affirmed or refuted the student’s initial assumption or hypothesis. <b>2</b>	The presentation explains how steps in the research process led to the development of the student’s personal conclusion(s). <b>3</b>
<b>4: Engage Audience</b>	The design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) hampers effective communication <b>AND/OR</b> severely limit the presentation’s impact. <b>2</b>	The delivery of performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) does not detract from the communication of the argument. <b>4</b>	A careful selection, for a targeted audience, of design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement), coupled with a dynamic execution of those techniques, enhances the communication of the argument. <b>6</b>
<b>5: Establish Argument</b> <i>(Research/Inquiry Process Defense Question)</i>	The oral defense identifies the inquiry choice in response to the question posed, but the explanation of the choice is superficial or illogical. <b>1</b>	The oral defense provides a rationale by logically explaining why the choices made during the inquiry process were appropriate. <b>2</b>	
<b>6: Establish Argument</b> <i>(Depth of Understanding Question)</i>	The oral defense provides a simplistic response to the question posed with few, if any, details that would illuminate the new understanding. <b>1</b>	The oral defense provides specific details to address the question posed and describes the relationship of those details to the new understanding. <b>2</b>	
<b>7: Reflect</b> <i>(Reflection Throughout the Inquiry Process Defense Question)</i>	The oral defense makes a connection to personal learning in the context of the inquiry superficially, but does not necessarily answer the question posed. <b>1</b>	The oral defense provides an explanation of how the project or process, in the context of the question posed, is significant for the student’s own understanding, self-awareness, or personal learning. <b>2</b>	

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**NOTE:** To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

**ADDITIONAL SCORES:** In addition to the scores represented on the rubric, teachers can also assign scores of **0** (zero).

- A score of **0** is assigned to a single row of the rubric when the presentation displays a below-minimum level of quality as identified in that row of the rubric.
- A score of **0** is assigned to row 5, 6, or 7 of the rubric when the response is off-topic.