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# AP<sup>®</sup> Art and Design

## Scoring Guidelines Sustained Investigation

From the 2021 AP Exam Administration

## Sustained Investigation Rubric

### General Scoring Notes

When applying the rubric, the score for each row should be considered independently from the other rows. Student work may receive different scores for each row.

When applying the rubric for each individual row, you should award the score for that row based solely upon the criteria indicated for that row, according to the preponderance of evidence.

Rows A and B include additional decision rules used during the AP Art and Design Reading.

Row	Scoring Criteria		
A	<b>Inquiry</b>		
	<b>Writing Prompt 1: Identify the question(s) or inquiry that guided your sustained investigation.</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
	Written evidence <b>identifies</b> an inquiry but visual evidence <b>does not relate</b> to that inquiry.  <b>OR</b> Written evidence <b>does not identify</b> an inquiry.	Written evidence <b>identifies</b> an inquiry that <b>relates</b> to the sustained investigation.  <b>AND</b> Visual evidence <b>demonstrates</b> the sustained investigation.	Written evidence <b>identifies</b> an inquiry that <b>guides</b> the sustained investigation.  <b>AND</b> Visual evidence <b>demonstrates</b> the sustained investigation.
	<b>Decision Rules and Scoring Notes</b>		
<i>Read the written evidence statement.</i> Is there an inquiry in the writing? If no, award 1 point. If yes, move to criteria for score point 2.	<i>Read the written evidence statement.</i> Does the inquiry in the writing <b>relate</b> to the visual evidence?  Does the visual evidence <b>demonstrate</b> the SI? If no (for either or both) award 1 point. If yes (for both), move to score point 3 criteria.	<i>Read the written evidence statement.</i> Does the inquiry in the writing <b>guide</b> the SI? If no, award 2 points. If yes, award 3 points.	

AP 2-D/3-D/Drawing Art and Design: 2021 Scoring Guidelines

<b>B</b>	<b>Practice, Experimentation, and Revision</b>		
	<b>Writing Prompt 2:</b> <i>Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your question(s) or inquiry.</i>		
	<b>1</b>	<b>2</b>	<b>3</b>
	Visual evidence of practice, experimentation, <b>OR</b> revision; however, visual evidence <b>does not relate</b> to a sustained investigation.	Visual evidence of practice, experimentation, <b>OR</b> revision <b>relates</b> to the sustained investigation.  <b>AND</b> Written evidence <b>relates</b> to the visual evidence of practice, experimentation, <b>OR</b> revision.	Visual evidence of practice, experimentation, <b>AND</b> revision <b>demonstrates development</b> of the sustained investigation.  <b>AND</b> Written evidence <b>describes how</b> the sustained investigation shows evidence of practice, experimentation, <b>OR</b> revision.
	<b>Decision Rules and Scoring Notes</b>		
Does the visual evidence of PER <b>relate</b> to a SI? If no, award 1 point. If yes, move to criteria for score point 2.	Does the visual evidence of PER <b>relate</b> to the SI? Does the writing <b>relate</b> to the visual evidence of PER?  <i>Read the written evidence statement and the text accompanying each image.</i> If no (for either or both), award 1 point. If yes (for both), move to score point 3 criteria.	Does the visual evidence of PER (all three) <b>demonstrate development</b> of the SI? Does the writing <b>describe how</b> the SI shows PER?  <i>Read the written evidence statement and the text accompanying each image.</i> If no (for either or both), award 2 points. If yes (for both), award 3 points.	

  

<b>C</b>	<b>Materials, Processes, and Ideas</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
	<b>Little to no</b> evidence of <b>visual relationships</b> among materials, processes, <b>OR</b> ideas.	<b>Visual relationships</b> among materials, processes, <b>OR</b> ideas are <b>evident</b> .	<b>Visual relationships</b> among materials processes, <b>AND</b> ideas are <b>clearly evident</b> and <b>demonstrate synthesis</b> .

  

<b>D</b>	<b>2-D/3-D/Drawing Art and Design Skills</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
	Visual evidence of <b>rudimentary and moderate</b> 2-D/3-D/Drawing skills.	Visual evidence of <b>moderate and good</b> 2-D/3-D/Drawing skills.	Visual evidence of <b>good and advanced</b> 2-D/3-D/Drawing skills.

## AP Art and Design Sustained Investigation Rubric Terminology (in order of appearance in rubric)

**Sustained Investigation:** an inquiry-based and in-depth study of materials, processes, and ideas over time

**Inquiry:** the process of asking questions in order to seek, to search, and to discover

**Written Evidence:** the written components that accompany the student's works of art and design

**Visual Evidence:** the visual components that make up the student's works of art and design

**Identify:** Indicate or provide information

**Relates:** having relationships and/or connections between

**Demonstrate:** to make evident

**Indicate:** to show, suggest, point out

**Guides:** the Inquiry leads the process of making works of art and design

**Practice:** the repeated use of materials, processes, and/or ideas

**Experimentation:** testing materials, processes, and/or ideas

**Revision:** making a purposeful change, correction, or improvement

**Development:** the furthering or advancing of an inquiry in a sustained investigation (through in-depth exploration of materials, processes, and ideas)

**Materials:** physical substances used to make works of art and design

**Processes:** physical and conceptual activities involved with making works of art and design

**Ideas:** concepts used to make works of art and design (that can be evident visually or in writing)

**Relationships:** connections

**Synthesis:** coalescence/integration of materials, processes, AND ideas

**Skills:** abilities

**Rudimentary:** emerging or undeveloped

**Moderate:** adequate

**Good:** proficient

**Advanced:** highly developed

**2-D skills:** use of two-dimensional elements and principles—point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

**3-D skills:** use of three-dimensional elements and principles—point, line, shape, plane, layer, form, space, mass, volume, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

**Drawing skills:** use of mark-making, line, surface, space, light and shade, composition