



AP[®] Seminar End of Course Exam 2015 Scoring Guidelines

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AP[®] SEMINAR 2015 SCORING GUIDELINES

AP SEMINAR END OF COURSE EXAM RUBRIC: SECTION I, PART A

CONTENT AREA	PERFORMANCE LEVELS		
Question 1			
1 Understanding and Analyzing Argument	The response misstates the author’s argument, main idea, or thesis. 1	The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis. 2	The response accurately identifies the author’s argument, main idea, or thesis. 3
Question 2			
2 Understanding and Analyzing Argument	The response omits or misidentifies the author’s claims and provides little or no explanation of how the author establishes a line of reasoning. 2	The response identifies some of the author’s claims and the connections between them that produce a limited explanation of the author’s line of reasoning. 4	The response identifies the author’s relevant claims and the connections between them, producing a thorough explanation of the author’s line of reasoning. 6
Question 3			
3 Analyzing and Evaluating Evidence	The response omits or misidentifies some of the evidence. The response disregards how well the evidence supports the argument. 2	The response partially identifies and evaluates the evidence. Evaluation of the effectiveness of the evidence in supporting the argument’s claims is limited or general. 4	The response provides a thorough and detailed evaluation of how well the evidence supports the argument. The response evaluates the relevance and credibility of the evidence. 6

NOTE: IF A RESPONSE TO ONE QUESTION PROVIDES INFORMATION THAT SUPPORTS A RESPONSE TO ANOTHER QUESTION, SCORES TO BOTH QUESTIONS SHOULD BE CREDITED, AS APPLICABLE.

ADDITIONAL SCORES: In addition to the scores represented on the rubrics, readers can also assign scores of **0** (zero) and **NR** (No Response).

0 (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of **0** are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

- A score of **NR** is assigned to responses that are blank.

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AP SEMINAR END OF COURSE EXAM RUBRIC: SECTION I, PART B

CONTENT AREA	PERFORMANCE LEVELS		
1 Analyzing and Evaluating Evidence	The response lists little evidence. There is superficial determination of relevance and/or credibility. <p style="text-align: center;">2</p>	The response analyzes various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly. <p style="text-align: center;">4</p>	The response successfully analyzes various pieces of evidence from both articles in terms of their relevance and credibility. <p style="text-align: center;">6</p>
2 Understanding and Analyzing Argument	The response fails to identify the authors' lines of reasoning and/or contains either no comparison or an unfounded or inaccurate comparison. <p style="text-align: center;">2</p>	The response identifies the authors' lines of reasoning but is limited in its evaluation of weaknesses and/or strengths in the authors' arguments. It contains some comparison. <p style="text-align: center;">4</p>	The response explains, analyzes and compares the authors' lines of reasoning and their validity by evaluating weaknesses and/or strengths in the authors' arguments. <p style="text-align: center;">6</p>
3 Understanding and Analyzing Argument	A discussion of the authors' lines of reasoning may be unsound or missing. The response may be unrelated to one or both authors' lines of reasoning. <p style="text-align: center;">2</p>	The response identifies implications and/or limitations of the two arguments. It may provide a flawed evaluation. <p style="text-align: center;">4</p>	The response identifies and provides a reasonable analysis and evaluation of the implications and/or limitations of the two arguments. <p style="text-align: center;">6</p>

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AP SEMINAR END OF COURSE EXAM RUBRIC: SECTION 2

CONTENT AREA	PERFORMANCE LEVELS		
1 Selecting and Using Evidence	The response repeats information from sources that provides little or no support for an argument or misinterprets sources. 2	The response interprets information from at least two sources to develop an argument with limited support. 4	The response interprets and synthesizes information from at least two sources to develop and support a compelling argument. 6
2 Building and Communicating an Argument	The response's line of reasoning is disorganized and/or unsuccessful. The response inappropriately or tangentially links the argument's claims and evidence. 2	The response's line of reasoning is mostly clear and logically organized, but the reasoning may be faulty. The response appropriately links the argument's claims and evidence. 4	The response's line of reasoning is logically organized and complex. The response clearly and convincingly links the argument's claims and evidence and includes insights drawn from the connections between them. 6
3 Understanding and Analyzing Perspective	The response misstates or overlooks the theme or issue that connects the sources. The response's perspective is unclear or unrelated to the sources. 2	The response identifies a theme or issue that connects the sources. The response treats the sources as sharing the same perspective rather than placing an issue within the overall context of the sources. The response presents a perspective borrowed from or previously addressed by one of the sources. 4	The response identifies a theme or issue that connects the sources and identifies and interprets the differences in the sources. The response contextualizes the writer's perspectives within the overall theme. The response presents a perspective that has not been previously represented in the sources or brings a particularly insightful approach to one of the perspectives or makes a connection between perspectives. 6
4 Selecting and Using Evidence	The response incorrectly or ineffectively attributes knowledge and ideas from two or more sources. 1	The response makes an attempt to accurately attribute knowledge and ideas from two or more sources. 2	The response accurately attributes and effectively contextualizes knowledge and ideas from two or more sources. 3
5 Grammar and Style	The report contains many flaws in grammar and style that interfere with communication to the reader. 1	The report contains some flaws in grammar or style that minimally interfere with communication to the reader. 2	The report contains few flaws in grammar or style and clearly communicates to the reader. 3

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