

## AP Seminar Performance Task 2: Individual Multimedia Presentation and Oral Defense Rubric with Scoring Notes

EFFECTIVE 2017-18 ACADEMIC YEAR

### Scoring Protocols:

1. Do not repeatedly rewind or re-listen.
2. There is a time limit. Only the first 8 minutes of any presentation are scored (excluding the oral defense).
3. The defense is scored only after the presentation proper is scored. The defense does not impact the scores in the presentation.

### **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.

Row/Proficiency	Performance Levels			MAX Points
	Low	Medium	High	
1 UNDERSTAND AND ANALYZE CONTEXT	The presentation identifies a problem or issue but places the research question in a very limited context and offers little or no explanation of how it is connected to the stimulus materials. 2 Pts	The presentation makes general statements about the context of the research question, including how it is connected to the stimulus materials. 4 Pts	The presentation clearly explains the relevance of the research question (situates the perspective within a larger context) AND how it is connected to the stimulus materials. 6 Pts	6
	<b>Decision Rules &amp; Scoring Notes</b>			
	<b>Is the relevance of the research question detailed and clear? Is there a clear connection to the stimulus materials?</b>			
	<b>NO</b> <ul style="list-style-type: none"> <li>Response offers almost nothing in the way of rationale for the question.</li> <li>Perfunctory, tenuous or non-existent connection to stimulus materials.</li> </ul>	<b>YES, but</b> <ul style="list-style-type: none"> <li>Statements about context are general.</li> <li>There is some kind of description of context for the research question which may not be entirely convincing; it may be simplistic, or overgeneralized.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Generally/broadly links to stimulus material</li> </ul>	<b>YES,</b> <ul style="list-style-type: none"> <li>Relevance of the question is clear and explained within a <b>specific context</b> (you understand why it matters).</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li>Tightly links to stimulus material.</li> </ul>	

<b>2 ESTABLISH ARGUMENT</b>	The presentation summarizes information instead of offering an argument.  2 Pts	The presentation connects evidence and claims. The argument is mostly clear and organized, but at times the reasoning may be faulty OR the reasoning may be logical but not well organized.  4 Pts	The presentation is logically organized, well-reasoned, and complex. It persuasively connects the evidence to claims to clearly and convincingly establish an argument.  6 Pts	<b>6</b>	
	<b>Decision Rules &amp; Scoring Notes</b>				
	<b>Is there an argument? Is the argument coherent and complex?</b>				
	<b>NO,</b> <ul style="list-style-type: none"> <li>Predominantly summarizes information instead of offering an argument (evidence is not connected to claims).</li> </ul> <b>YES, but</b> <ul style="list-style-type: none"> <li>The argument is very weak (mostly unsubstantiated claims).</li> <li>It is hard to see what the argument is because it's not really a debatable issue.</li> </ul>	<b>YES, but</b> <ul style="list-style-type: none"> <li>Discernable argument but may be unclear in places, contain faulty reasoning or contain a lot of extraneous detail.</li> <li>Links between claims and evidence lack explanation.</li> <li>May be oversimplified in places (lacks complexity) or detail needed to make the argument may be missing.</li> </ul>	<b>YES,</b> <ul style="list-style-type: none"> <li>Convincing argument that is logically organized and fully explains how evidence supports the claims.</li> <li>Detail is sufficient to make the argument and address the complexity of the issue.</li> </ul>		

<b>3 SELECT AND USE EVIDENCE</b>	The presentation incorporates evidence from a minimal range of perspectives OR information is provided but not used as evidence to support the argument. 2 Pts	The presentation incorporates evidence from various perspectives to develop and support the argument. 4 Pts	The presentation incorporates and synthesizes relevant evidence from various perspectives to develop and support the argument. 6 Pts	<b>6</b>
	<b>Decision Rules &amp; Scoring Notes</b>			
	<b>Is relevant evidence brought together and integrated? (Are the pieces of evidence in conversation with one another?) Are different perspectives represented?</b>			
	<b>NO,</b> <ul style="list-style-type: none"> <li>Evidence is not used to support the argument (it is not relevant or credible, or is just summarized).</li> <li>Multiple examples/pieces of evidence from one single perspective.</li> </ul> <b>IF NO EVIDENCE IS INCLUDED AT ALL, SCORES ZERO</b>	<b>YES, but</b> <ul style="list-style-type: none"> <li>Evidence is presented, but it is not consistently relevant (or credible).</li> <li>Connections between pieces of evidence are not clearly articulated; various perspectives are incorporated but are not connected or linked.</li> </ul>	<b>YES,</b> <i>Draws relevant (and credible) evidence together from different perspectives (puts them in conversation with each other) to develop and support the argument.</i>	

<b>4 ESTABLISH ARGUMENT</b>	The presentation offers information without offering specific resolutions, conclusions, and/or solutions OR they are unsubstantiated or oversimplified. 2 Pts	The presentation offers specific resolutions, conclusions, and/or solutions that at least partially address the research question. 4 Pts	The presentation offers detailed, plausible resolutions, conclusions and/or solutions, and considers the limitations and implications of any suggested solutions. 6 Pts	<b>6</b>
	<b>Decision Rules &amp; Scoring Notes</b>			
	<b>Does the presentation have a realistic resolution, conclusion, or a solution?</b>			
	<b>NO,</b> <ul style="list-style-type: none"> <li>No resolution, conclusion or solution</li> </ul> <b>OR</b> <b>YES, but</b> <ul style="list-style-type: none"> <li>It is oversimplified or unsubstantiated (or contrived solution to a non-existent problem.).</li> </ul>	<b>YES, but</b> <ul style="list-style-type: none"> <li>Specific resolution(s), conclusion(s) or solution(s) offered but lack detail to demonstrate plausibility or are not entirely realistic.</li> <li>Partially address research question.</li> </ul>	<b>YES</b> <ul style="list-style-type: none"> <li>Resolution(s), conclusion(s) or solution(s) are realistic and consider limitations and implications.</li> <li>Fully aligns with research question</li> </ul>	

<b>5 ENGAGE AUDIENCE (DESIGN)</b>	<p>The presentation’s design does little to effectively convey the information. There is little evidence of purposeful selection or emphasis of information to suit audience, situation, medium, or purpose (e.g. too much of the essay is included on slides, too much for given time limit).</p> <p style="text-align: center;">2 Pts</p>	<p>The presentation’s design aligns with the information and selects and emphasizes key information.</p> <p style="text-align: center;">4 Pts</p>	<p>The presentation’s design aligns well with and effectively contextualizes the information. The presentation, including its selection and emphasis of information, is designed for audience, situation, medium, and/or purpose.</p> <p style="text-align: center;">6 Pts</p>	<b>6</b>	
	<b>Decision Rules &amp; Scoring Notes</b>				
	<b>Does the presentation incorporate media and design elements?</b>				
	<p><i>NO,</i></p> <ul style="list-style-type: none"> <li>• <i>Almost none of the visuals do work to guide the audience through the argument (e.g. most headings are topical rather than signposting argument).</i></li> <li>• <i>Unreadable or full of errors</i></li> <li>• <i>Many slides serve no argumentative purpose (are random, misaligned to speaking, or irrelevant).</i></li> <li>• <i>Many visuals contain distracting pointless elements, confusing formatting, or disconnected elements.</i></li> <li>• <i>Just a list of keywords (no selection or use of design elements). The slides may be predominantly speaker notes rather than audience aids.</i></li> </ul>	<p><i>YES, but</i></p> <ul style="list-style-type: none"> <li>• <i>Visuals guide the audience through the argument but may be at times illogical, confusing or otherwise ineffective (headings signal an argument but visuals do little more than outline).</i></li> <li>• <i>Several visuals may display information overload or a poor selection of supporting words and images (decorative but not argumentatively purposeful, or unreadable in the time frame they are shown).</i></li> <li>• <i>Visuals may contain some noticeable, significant errors.</i></li> <li>• <i>Visual and design cohesion may be inconsistent across the presentation (e.g., hierarchy of information, cohesion of imagery, metaphor, parallel structure).</i></li> </ul>	<p><i>YES,</i></p> <ul style="list-style-type: none"> <li>• <i>Overall visuals serve a clear purpose in organizing or advancing the argument (such as signposting, emphasis).</i></li> <li>• <i>Throughout, well-chosen words and images highlight key points or information.</i></li> <li>• <i>The visuals contain little clutter or visual “noise”; they enhance rather than compete with the speaker’s message, there are no extraneous images or “data dumps”.</i></li> <li>• <i>Cohesion is created through consistency of design across the presentation.</i></li> <li>• <i>Evidence of effective use of design elements like charts and pictures (they add value), selection and emphasis of information help the audience understand the argument.</i></li> </ul>		

<b>6 ENGAGE AUDIENCE (PERFORMANCE)</b>	The selection and execution of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) severely limit the presentation's impact.  2 Pts	The selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) OR execution of those techniques, supports communication of the argument.  4 Pts	A careful selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), coupled with a dynamic execution of those techniques, strongly supports the communication of the argument.  6 Pts	<b>6</b>
	<b>Decision Rules &amp; Scoring Notes</b>			
	<b>Does the presenter recognize they are giving a presentation to human beings? Does the presenter use strategies to connect with those human beings?</b>			
	<i>NO, Monotone, read without expression; frequent stumbles; losing place; frequent "um" "ah" or "like"; inappropriate ad-libbing. Most of the time looking down, at notecards, or at slides. No gestures for emphasis; fidgeting; defensive posture.</i>	<i>YES, but Voice has some variety, basic delivery of information, not much to add interest; could be memorized so feels like recitation; few stumbles. Makes eye contact some of the time; sometimes lapses into reading slides or looking at notecards. Generally open posture, a bit stiff at times; gestures used but not always effectively.</i>	<i>YES, Voice is varied to provide emphasis and interest; conveys own interest in the topic, lively, engaging. Makes eye contact throughout – like talking to an actual person. Open, relaxed posture; uses gestures for emphasis, refers to visuals.</i>	

# Oral Defense

<b>1 REFLECT</b>	The oral defense addresses the question in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question. 2 Pts	The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process. 4 Pts	The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence. 6 Pts	<b>6</b>	
	<b>Decision Rules &amp; Scoring Notes</b>				
	<b>Does the presenter provide relevant evidence specific to their work in their responses?</b>				
	<b>NO,</b> <ul style="list-style-type: none"> <li>Doesn't answer the question.</li> <li>So general as could be about any project/essay.</li> <li>Nonsensical.</li> <li>Unrelated to the research or makes no sense in relation to the argument presented.</li> <li>Is an exact restatement of what was said in presentation (nothing added).</li> </ul>	<b>YES, but</b> <ul style="list-style-type: none"> <li>Provides some evidence relating to the particular project/research but lacks specific examples.</li> <li>Provides the required information but without the why, how or rationale (the convincing details).</li> </ul>	<b>YES,</b> <ul style="list-style-type: none"> <li>Provides relevant and specific details in the context of the question (provides the why, or how, or rationale with specific instances).</li> </ul>		

<b>2 ESTABLISH ARGUMENT</b>	The oral defense addresses the question in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question. 2 Pts	The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process. 4 Pts	The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence. 6 Pts	<b>6</b>	
	<b>Decision Rules &amp; Scoring Notes</b>				
	<b>Does the presenter provide relevant evidence specific to their work in their responses?</b>				
	<b>NO,</b> <ul style="list-style-type: none"> <li>Doesn't answer the question.</li> <li>So general as could be about any project/essay.</li> <li>Nonsensical</li> <li>Unrelated to the research or makes no sense in relation to the argument presented</li> <li>Is an exact restatement of what was said in presentation (nothing added).</li> </ul>	<b>YES, but</b> <ul style="list-style-type: none"> <li>Provides some evidence relating to the particular project/research but lacks specific examples.</li> <li>Provides the required information but without the why, how or rationale (the convincing details).</li> </ul>	<b>YES,</b> <ul style="list-style-type: none"> <li>Provides relevant and specific details in the context of the question (provides the why, or how, or rationale with specific instances).</li> </ul>		