

**2017-18**

**AP**  **CollegeBoard**

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# **AP Seminar**

## **Individual Written Argument Rubric**

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# AP Seminar Performance Task 2: Individual Written Argument (IWA) Rubric

## EFFECTIVE 2017–18 ACADEMIC YEAR

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.

For the purpose of the IWA, **if the response is not in any way related to a theme connecting at least two of the stimulus materials** it will be counted as **off-topic and will receive a score of 0**.

## AP Seminar Performance Task 2: Individual Written Argument (IWA) Rubric

Row/Proficiency	No points earned for...	Points earned for...		Max Points
<b>1 UNDERSTAND AND ANALYZE CONTEXT</b>	<p>The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence.</p> <p><b>OR</b></p> <p>The response includes a discussion of at least one of the stimulus materials however it does not contribute to the argument.</p>	<p>The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)</p> <p><b>5 Pts</b></p>		5
<b>2 UNDERSTAND AND ANALYZE CONTEXT</b>	<p>The response either provides no context</p> <p><b>OR</b></p> <p>The response makes simplistic references to or general statements about the context of the research question.</p>	<p>The response explains the significance or importance of the research question by situating it within a larger context.</p> <p><b>5 Pts</b></p>		5
<b>3 UNDERSTAND AND ANALYZE PERSPECTIVE</b>	<p>The response provides only a single perspective.</p> <p><b>OR</b></p> <p>The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.</p>	<p>The response describes multiple perspectives and identifies some relevant similarities or differences between them.</p> <p><b>6 Pts</b></p>	<p>The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.</p> <p><b>9 Pts</b></p>	9
<b>4 ESTABLISH ARGUMENT</b>	<p>The response provides only unsubstantiated opinions or claims.</p> <p><b>OR</b></p> <p>The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.</p>	<p>The argument presents a claim with some flaws in reasoning.</p> <p>The response is logically organized, but the reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p> <p><b>8 Pts</b></p>	<p>The response is a clear and convincing argument.</p> <p>The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p> <p><b>12 Pts</b></p>	12

(Continued)

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Row/Proficiency	No points earned for...	Points earned for...		Max Points
<b>5 SELECT AND USE EVIDENCE</b>	Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	The response includes mostly relevant and credible evidence. <b>6 Pts</b>	The response includes relevant, credible and sufficient evidence to support its argument. <b>9 Pts</b>	9
<b>6 APPLY CONVENTIONS (CITATION)</b>	The response is missing a bibliography/works cited OR the response is largely missing in-text citations/footnotes.	The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors. <b>3 Pts</b>	The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style. <b>5 Pts</b>	5
<b>7 APPLY CONVENTIONS (GRAMMAR AND STYLE)</b>	The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.	The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience. <b>2 Pts</b>	The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style. <b>3 Pts</b>	3