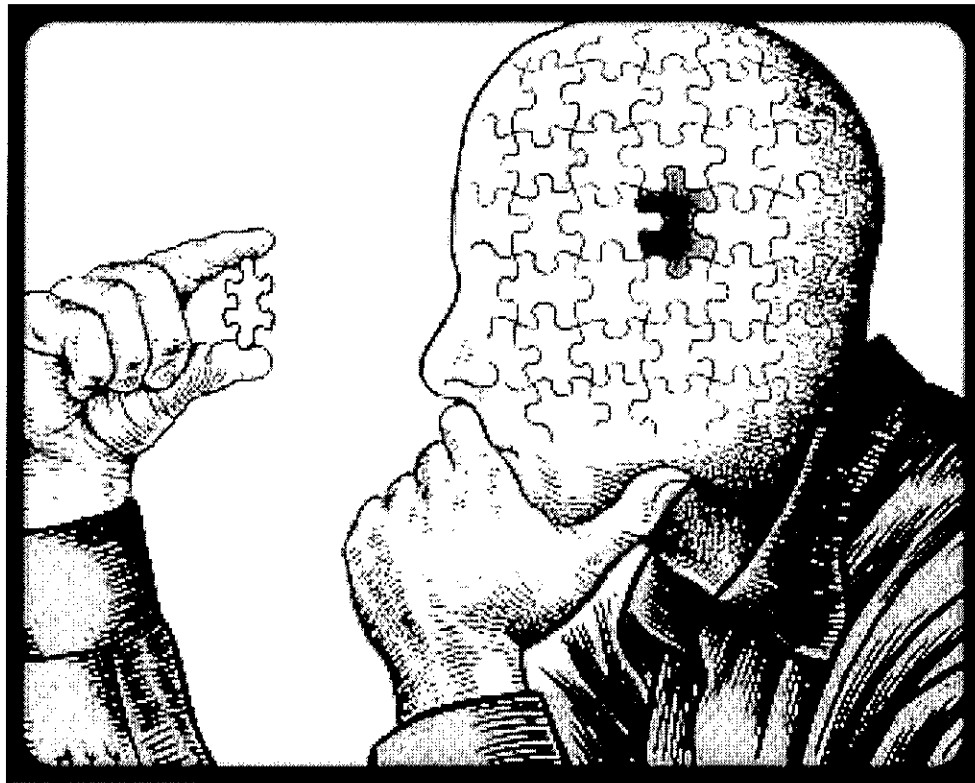


AP SEMINAR INFO PACKET

BEST 2020-21



AP Seminar Info Packet

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About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP Capstone™ Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

AP Seminar Course Overview

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

RECOMMENDED PREREQUISITES

There are no prerequisite courses for the AP Seminar course.

AP Seminar Course Content

Students engage in conversations about complex academic and real-world issues through a variety of lenses, considering multiple points of view. Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:

- Concepts or issues from other AP courses
- Student interests
- Local and/or civic issues
- Academic problems or questions
- Global or international topics

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Teachers should encourage students to explore a topic through several of the following lenses:

- Cultural and social
- Artistic and philosophical
- Political and historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

Pedagogical Framework

Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives.

Students use the following framework as they explore issues and topics:

- Question and Explore
- Understand and Analyze Arguments
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

AP Seminar Assessment Structure

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

Format of Assessment

Team Project and Presentation | 20% of AP Score

- Individual Research Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation | 35% of AP Score

- Individual Written Argument
- Individual Multimedia Presentation
- Oral Defense

End-of-Course Exam (2 Hours) | 45% of AP Score

- Understanding and analyzing an argument (3 short-answer questions)
- Synthesizing information to develop an evidence-based argument (evidence-based argument essay)

Overview of Assessment Tasks

Team Project and Presentation

In this project, three to five students collaborate as a team to identify a problem or issue. Team members work together to develop a research question; they then identify approaches, perspectives, or lenses for examining the question and divide responsibilities among themselves for individual research.

Individually, students investigate their assigned approach, perspective, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that

- identifies the area of investigation and its relationship to the overall problem or issue;
- summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
- identifies, compares, and interprets a range of perspectives about the problem or issue; and
- cites all sources used and includes a list of works cited or bibliography.

Working collaboratively, the team considers all the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
- considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
- proposes one or more solutions or resolutions and prepares an argument to support their proposal.

The team develops an 8–10 minute presentation that presents a convincing argument for the proposed solutions or recommendations. The team should ensure the claims made are supported by evidence and that they have considered different perspectives and the limitations and implications of their proposed solutions or recommendations. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

Individual Research-Based Essay and Presentation

On or about Jan. 2 of each year, the College Board will release academic, cross-curricular source material (texts) focused on a theme representing a range of perspectives from each of the following domains:

- Natural Sciences, Technology, Mathematics, Environment
- Social Sciences, Politics, Economics, Psychology
- Arts (Visual Arts, Music, Dance, Theater)
- Culture, Languages, Linguistics
- History
- Literature, Philosophy, Critical Theory/Criticism

The following will be represented in the texts: visual text and/or multimedia and quantitative data.

Students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. They compose a research question prompted by their analysis of the stimulus material. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

Students must avoid plagiarism by acknowledging, attributing and/or citing sources throughout the paper and including a bibliography (see AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information).

Students each develop a 6–8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. The presentations should use the evidence to support students' own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

End-of-Course Exam

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Educators: collegeboard.org/apcapstone

Students: apstudent.collegeboard.org/apcourse/ap-seminar

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 CollegeBoard

00320-063 (Updated May 2016)

AP SEMINAR: CORE SKILL AREAS

The focus on AP Seminar is on skill development: Students practice, refine, and master the skills critical for academic success. The core skill areas for the course are listed below.

Core Skill Area	Description
1. Critical Thinking and Reasoning	<p>The thinking process of analyzing, interpreting, synthesize, and evaluating perspectives. Can include:</p> <ul style="list-style-type: none"> ➤ Comparing and/or contrasting ➤ Identifying patterns and trends ➤ Explaining relationships (comparative, causal, correlational)
2. Critical Reading	<p>The strategic process of discovering ideas and information in text. Can include:</p> <ul style="list-style-type: none"> ➤ Contextualizing ➤ Questioning assumptions ➤ Identifying bias and implications ➤ Making inferences ➤ Making connections
3. Inquiry and Research	<p>The process of discovering new understandings or ideas. Can include:</p> <ul style="list-style-type: none"> ➤ Identifying a problem or issue ➤ Determining the best strategy to address the problem ➤ Gathering evidence ➤ Drawing and supporting a conclusion
4. Argumentation	<p>The process of making a claim and developing a line of reasoning supported by evidence. Critical components of argumentation include:</p> <ul style="list-style-type: none"> ➤ Thesis or question development ➤ Developing a line of reasoning ➤ Making claims ➤ Selecting evidence and attributing its use ➤ Providing commentary ➤ Considering other perspectives ➤ Drawing a conclusion ➤ Attention to grammar, usage, and mechanics
5. Communicating	<p>The process of conveying a clear message in a way that engages and appeals to a specific audience. Techniques that may be used to emphasize ideas and engage an audience include:</p> <ul style="list-style-type: none"> ➤ Eye contact ➤ Vocal variety (tempo, inflection) ➤ Empathetic gestures ➤ Movement ➤ Appropriate visuals

AP Capstone

Q·U·E·S·T

An Instructional Foundation

Q uestion & Explore

Challenge and expand the boundaries of your current knowledge

U nderstand & Analyze

Contextualize arguments and comprehend authors' claims

E valuate Multiple Perspectives

Consider individual perspectives and the better combination of varied points of view

S ynthesize Ideas

Combine knowledge, ideas, and your own perspective into an argument

T eam, Transform & Transmit

Collaborate, reflect, and communicate your argument in a new context to your audience

Use these QUEST skills as you advance to college, career, and beyond.

This process is recursive, not linear. This recursive process allows researchers to go back and forth between the processes as they encounter new information

Throughout the year we will consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through INQUIRY and INVESTIGATION. The QUEST framework will help you in your development of critical and creative thinking skills. This process is **recursive, NOT LINEAR**. You will be going back and forth between the different stages of inquiry as you encounter new information and as your skills deepen. Each time you revisit these big ideas, you will be deeper into the process and approaching a higher level of critical academic scholarship.

Q-Big Idea 1: Question and Explore

Inquiry and investigation begins when students encounter information about complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues or ideas. Seeking answers to such questions requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research-what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussion.

Essential Questions:

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- What questions have yet to be asked?
- What voices or perspectives are missing from my research?
- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it?
- What keywords should I use to search for information about this topic?

U-Big Idea 2: Understand and Analyze

Developing understanding starts with comprehension of the concepts and perspectives under examination. Being able to summarize by identifying and explaining an author's perspective to others, they are building understanding. Students explain an author's perspective to others and must comprehend a perspective or argument in order to be able to analyze it. That analysis-including consideration of the author's point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details-in turn leads to greater understanding of the topic or concept being explored. Students evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

Essential Questions:

- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know whether something is true?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?

E-Big Idea 3: Evaluate Multiple Perspectives

Understanding the complexity of an issue, idea, or problem requires students to compare and contrast different perspectives. These multiple perspectives, which may support, oppose, compete with, otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases (predispositions) and assumptions behind these perspectives in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

Essential Questions:

- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?

S-Big Idea 4: Synthesize Ideas

Once enough information is gathered and evaluated, students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own ideas. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen (purposeful), and relevant evidence. Effective arguments analyze the material and develop a perspective on it. Information from other sources should not stand in for students' own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognize and acknowledge their perspectives while also establishing one's unique voice in the conversation.

Essential Questions:

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?

T-Big Idea 5: Team, Transform, Transmit

Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaboration. Students draw upon their own strengths and the strengths of teammates to achieve a common goal.

An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience. Adhering to standard language conventions and engaging delivery techniques establishes a writer's or speaker's credibility with his or her audience.

Whether working alone or in a group, students reflect on their own work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Essential Questions:

- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to reach my audience?
- What common misconceptions might my audience have?
- How might I adapt my arguments for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

AP Seminar QUEST Framework



Question and Explore

Challenge and expand the boundaries of your current knowledge

- ▶ How does the context of a problem or issue affect how it is interpreted or presented?
- ▶ How might others see the problem or issue differently?
- ▶ What questions have yet to be asked?
- ▶ What voices or perspectives are missing from my research?
- ▶ What do I want to know, learn, or understand?
- ▶ How does my research question shape how I go about trying to answer it?
- ▶ What keywords should I use to search for information about this topic?



Understand and Analyze

Contextualize arguments and comprehend authors' claims

- ▶ What strategies will help me comprehend a text?
- ▶ What is the argument's main idea and what reasoning does the author use to develop it?
- ▶ Why might the author view the issue this way?
- ▶ What biases may the author have that influence his or her perspective?
- ▶ Does this argument acknowledge other perspectives?
- ▶ How do I know whether something is true?
- ▶ What are the implications of these arguments?
- ▶ How does this conclusion impact me and my community? Or my research?



Evaluate Multiple Perspectives

Consider individual perspectives and the larger conversation of varied points of view

- ▶ What patterns or trends can be identified among the arguments about this issue?
- ▶ What are the implications and/or consequences of accepting or rejecting a particular argument?
- ▶ How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- ▶ How can I explain contradictions within or between arguments?
- ▶ From whose perspective is this information being presented, and how does that affect my evaluation?



Synthesize Ideas

Combine knowledge, ideas, and your own perspective into an argument

- ▶ How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- ▶ What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- ▶ Are there other conclusions I should consider?
- ▶ What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- ▶ What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- ▶ How can I avoid committing plagiarism?



Team, Transform, and Transmit

Collaborate, reflect, and communicate your argument in a method suited to your audience

- ▶ How can I best appeal to and engage my audience?
- ▶ What is the best medium or genre through which to reach my audience?
- ▶ What common misconceptions might my audience have?
- ▶ How might I adapt my argument for different audiences and situations?
- ▶ How might my communication choices affect my credibility with my audience?
- ▶ What contributions can I offer to a team?
- ▶ What is the benefit of revision?
- ▶ How can I benefit from reflecting on my own work?

AP SEMINAR: END-OF COURSE EXAM (EOC)

Total Weight: 45 % of the AP Seminar score

Date: Tuesday May 11th 2021 (during school week of AP Exams at CCHS)

Task Overview:

- The exam consists of four items (three short answers and one essay question).
- The three short answers questions assess analysis of an argument in a single source document.
- The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Description of EOC:

- Five sources will be included with each EOC exam.
- Sources will represent a range of disciplines and perspectives.
- The prompt/questions of the exam will remain the same on the EOC exam.

EOC Components:

➤ **Part A**

Suggested time: 30 Minutes

Weight: 30 % of 45 %

Students are asked to analyze an argument using evidence.

1. Identify the author's argument using evidence.
2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.
3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

➤ **Part B**

Suggested time: 90 minutes

Weight: 70% of 45 %

Four Sources Provided

Students are asked to build their own arguments using at least two of the four sources provided sources. Each of the four sources will explore a common theme through a different lens/discipline, allowing multiple entry points for students to approach the topic.

Directions: Read the four sources carefully, focusing on theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, or Source D, or by the authors' names.

AP Seminar

End-of-Course Exam

Scoring Guidelines

Effective From 2017-18

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.

AP Seminar Rubric 2017–18: End-of-Course Exam

Part A, Questions 1 to 3 Performance Levels

Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	UNDERSTAND AND ANALYZE ARGUMENT	The response misstates the author's argument, main idea, or thesis. 1 Pt	The response identifies, in part and with some accuracy, the author's argument, main idea, or thesis. 2 Pts	The response accurately identifies the author's argument, main idea, or thesis. 3 Pts	3
2	UNDERSTAND AND ANALYZE ARGUMENT	The response correctly identifies at least one of the author's claims. 2 Pts	The response provides a limited explanation of the author's line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them. 4 Pts	The response provides a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them. 6 Pts	6
3	EVALUATE SOURCES AND EVIDENCE	The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation. 2 Pts	The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly. 4 Pts	The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author's argument. 6 Pts	6

Part B, Question 4 Performance Levels

Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	ESTABLISH ARGUMENT	The response misstates or overlooks a theme or issue that connects the sources. The response's perspective is unclear or unrelated to the sources.	The response identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.	The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources OR brings a particularly insightful approach to one of the perspectives OR makes a strong thematic connection among perspectives.	6
2	ESTABLISH ARGUMENT	The response's line of reasoning is disorganized and/or illogical. The response lacks commentary or the commentary incorrectly or tangentially explains the links between evidence and claims.	The argument is mostly clear and organized, but the logic may be faulty OR the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.	The response's line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.	6
3	SELECT AND USE EVIDENCE	The response repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.	The response accurately uses relevant information from at least two of the provided sources to support an argument.	The response appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.	6
4	APPLY CONVENTIONS	The response contains many flaws in grammar and style that often interfere with communication to the reader OR the response incorrectly or ineffectively attributes knowledge and ideas from sources.	The response is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.	The response communicates clearly to the reader (although may not be free of errors in grammar and style) AND the response effectively integrates material from sources into the argument (e.g., it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.	6

AP Seminar Performance Task 1: Team Project and Presentation

Student Version

Weight: 20% of the AP Seminar score

Task Overview

You will work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue; consider options and alternatives; and present and defend your proposed solution(s) or resolution(s). The components that comprise this task are the Individual Research Report and the Team Presentation and Defense. These components are made up of the following elements, each of which you will need to complete in order to fulfill the task requirements:

Task Elements	Length	Date Due (fill in)
Individual Research Report	1200 words	
Team Presentation	8–10 minutes	
Oral Defense (part of Team Presentation)	Each student responds to 1 question	

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes, or footnotes, and/or through bibliographic entry. You must avoid plagiarizing (see the attached AP Capstone Policy on Plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. Team Coordination

- ▶ **As a team**, collaborate to identify an academic or real-world problem or issue (e.g., local, national, global, academic/theoretical/philosophical).
- ▶ Develop a team research question that can be viewed from multiple perspectives.
- ▶ Conduct preliminary research to identify possible approaches, perspectives, or lenses.
- ▶ Divide responsibilities among group members for individual research that will address the team's research question.

2. Individual Research Report (1200 words)

- ▶ Work with your team to decide and clarify your individual approach to the team question.
- ▶ Throughout your research and as a team, continually revisit and refine your original team research question to ensure that the evidence you gather addresses your collective purpose and focus.

(continues)

- ▶ **On your own**, investigate your assigned approach, range of perspectives or lens on the problem or issue of your team research question.
- ▶ Identify a variety of sources that relate to your particular approach to the team research question.
- ▶ Analyze and evaluate the relevance and credibility of sources and evidence.
- ▶ Synthesize the perspectives you have gathered and chose which ones would be most valuable to share with your team in your individual report.
- ▶ Consult with your peers to get feedback and refine your approach throughout.
- ▶ Ensure that the report that you submit is entirely your own work.
- ▶ Present your findings and analysis to your group in a well-researched and well-written report in which you:
 - › Identify an area of investigation and explain its relationship to the overall problem or issue.
 - › Summarize, explain, analyze and evaluate the main ideas and reasoning in the chosen sources.
 - › Evaluate the credibility of chosen sources and relevance of evidence to the inquiry.
 - › Identify, compare and interpret a range of perspectives about the problem or issue.
 - › Cite all sources that you have used, and include a list of works cited or a bibliography.
 - › Use correct grammar and style.
- ▶ Do a word count and keep under the 1200-word limit (excluding footnotes, bibliography, and text in figures or tables).
- ▶ Remove any references to your name, school, or teacher.
- ▶ Upload your document to the AP Digital Portfolio.

3. Team Collaboration and Argument Construction

- ▶ Read all team members' reports.
- ▶ Teach other team members what you learned so that all team members understand all perspectives presented in the reports (in the Oral Defense, you may be asked about any team member's work)
- ▶ Collaboratively synthesize and evaluate individual findings and perspectives to create a collective understanding of different approaches to the problem or issue.
- ▶ Consider potential solutions or resolutions to your team's problem or issue.
- ▶ Conduct additional research on solutions or resolutions.
- ▶ Evaluate different solutions in relation to context and complexity of the problem.
- ▶ Propose a solution or resolution to your problem or issue.
- ▶ Develop an argument to support your proposed solution.

(continues)

16

4. Team Multimedia Presentation and Defense (8–10 minutes)

Together with your team, develop a presentation that presents a convincing argument for your proposed solution or resolution. Your claims should be supported by evidence and you should show you have considered different perspectives and the limitations and implications of your proposed solution or resolution.

When preparing your presentation:

- ▶ Develop and prepare a multimedia presentation that will present your argument for your proposed solution or resolution.
- ▶ Plan each team member's role in the presentation design and delivery.
- ▶ Design your oral presentation with supporting visual media, and consider audience, context, and purpose.
- ▶ Prepare to engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).
- ▶ Prepare notecards or an outline that you can quickly reference as you are speaking so that you can interact with supporting visuals and the audience.
- ▶ Rehearse your presentation in order to refine your design and practice your delivery.
- ▶ Check that you can do the presentation within the 8- to 10-minute time limit.
- ▶ Practice asking each other questions about the process and product of this project to prepare for your oral defense.
- ▶ Deliver an 8–10 minute multimedia presentation in which you:
 - › Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by different perspectives considered by your team by considering their implications and consequences.
 - › Present a well-reasoned argument that links claims and evidence about why you chose your proposed solution or resolution.
 - › Identify and explain objections, implications, and limitations of competing perspectives.
 - › Engage the audience with an effective and clearly organized presentation design.
 - › Engage the audience with effective techniques of delivery and performance.
 - › Demonstrate equitable participation and engagement of all team members.
- ▶ Following the presentation, your team will defend its argument. Your teacher will ask each individual team member a question in which you will:
 - › Reflect on experiences of collaborative effort and defend your team's work. Each team member should be prepared to answer questions about any part of the presentation or research process (including information that others in your team have researched and/or presented).

(continues)

Sample Oral Defense Questions

Here are some examples of the types of questions your teacher might ask you during your oral defense. These are *examples only*; your teacher may ask you different questions.

1. Describe how the content of the team presentation was changed as a result of group discussion.
2. Student A, how did the group decide to include Student B's perspective/lens/ conclusions into the overall presentation?
3. Student A, give one specific way that your thinking changed as a result of learning about Student B's findings.
4. In the future, what change would you make to your group norms, and how would you expect that to improve the team presentation.
5. Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your group identified?
6. In what way did you improve your ability to work with a group as a result of this project?
7. What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?
8. What is a way in which your team's resolution makes you think differently about your own individual research?
9. What was the strongest counter argument to the solution or conclusion your team identified and why?
10. Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion?
11. Having finished your project, what if anything do you consider to be a gap in your team's research that, if addressed, would make you feel more confident about your conclusion?

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AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

AP SEMINAR: ROLE OF THE TEACHER

During second semester you will be working on **Performance Task 1 (January-February)** and **Performance Task 2 (February-April)**. Both of these tasks are part (55%) of your AP score and they are part of the actual AP Exam. With this said, my role as a teacher will shift during second semester to only indirect feedback/whole group feedback or discussion. There are specific things I can and cannot do, ethically, to ensure that the product produced is truly your own and therefore you have actually earned the AP score you receive.

A. Role of Teacher-PT 1: Team Project and Presentation (IRR and TMP)

Teachers may:

- Must ensure students are aware of the task, timeline, components, and scoring criteria
- May explore issues, discuss topics and perspectives, and/or questions students as necessary
- Oversee the formation of teams
- May continue whole-class teaching of skills pertinent to the performance task as students are working on their research and/or presentations
- May share the rubric with students
- May encourage students to review each other's work

Teachers may not:

- Assign, provide, distribute, or generate research questions for students
- Conduct or provide research/articles/evidence for students
- Write, revise, amend, or correct student work
- Give specific, directive feedback to individual groups
- Reveal defense questions to students prior to the presentations

AP Seminar

Performance Task 1: Scoring Guidelines

Individual Research Report

Team Multimedia Presentation

Effective from 2017-18

AP Seminar Performance Task 1: Individual Research Report (IRR) Rubric

Performance Levels					Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
1	UNDERSTAND AND ANALYZE CONTEXT	The report identifies an overly broad or simplistic area of investigation and/or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue. 2 Pts	The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue. 4 Pts	The report situates the student's investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context. 6 Pts	6
2	UNDERSTAND AND ANALYZE ARGUMENT	The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way. 2 Pts	The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently). 4 Pts	The report demonstrates an understanding of the reasoning and validity of the sources' arguments. * This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions. 6 Pts	6
3	EVALUATE SOURCES AND EVIDENCE	The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry. 2 Pts	The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently). 4 Pts	The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use. 6 Pts	6
4	UNDERSTAND AND ANALYZE PERSPECTIVE	The report identifies few and/or oversimplified perspectives from sources. ** 2 Pts	The report identifies multiple perspectives from sources, making some general connections among those perspectives. ** 4 Pts	The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives. ** 6 Pts	6
5	APPLY CONVENTIONS	The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete. 1 Pt	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style. 2 Pts	The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style. 3 Pts	3
6	APPLY CONVENTIONS	The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience. 1 Pt	The report is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience. 2 Pts	The report communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience. 3 Pts	3

*For the purposes of AP Seminar, "validity" is defined in the glossary of the CED as "the extent to which an argument or claim is logical."
 **For the purposes of AP Seminar, "perspective" is defined in the glossary of the CED as "a point of view conveyed through an argument."

AP Seminar Performance Task 1: Individual Research Report (IRR) Scoring Note

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. For rows 1 to 4, if there is no evidence of any research (i.e., it is all opinion and there is nothing in the bibliography, no citation or attributed phrases in the response) then a score of **0** should be assigned.
- 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.

AP Seminar Performance Task 1: Team Multimedia Presentation (TMP) Rubric

Row	Proficiency	Score 0 if...	Points earned for...			Points (Max)
1	ESTABLISH ARGUMENT	The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	The presentation describes the existence of a problem or reports on a problem, but does not argue for a team solution or resolution.	The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	6
2	UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	The presentation does not identify or only minimally identifies solutions, either the team's or others' (e.g., a list of solutions with brief annotations).	The presentation describes pros and/or cons of potential options related to the topic. OR The presentation describes limitations or implications of the solution proposed by the team, but in an inconsistent, illogical, overly broad, or otherwise unconvincing manner.	The presentation conveys the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.	The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.	4
3	ENGAGE AUDIENCE (PERFORMANCE)	The presenting is entirely inappropriate for the audience, purpose or context.	All or all but one of the presenters make little or no use of techniques to engage the audience.	At times, some presenters (i.e. more than one) effectively engage the audience. As a team the presenters demonstrate uneven delivery or performance techniques.	All presenters effectively engage the audience through strategic intentional use of performance techniques most of the time.	6
4	ENGAGE AUDIENCE (DESIGN)	No design or minimal design with significant errors.	The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message, or does so inconsistently.	Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution.		4
5	COLLABORATE REFLECT	All or all but one member of the team offer generic responses that could apply to any collaborative project. Or the answers by all or all but one of the team may be unacceptably brief.	Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project.	All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project. AND The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members.		4
		0 Pt	2 Pts	4 Pts	6 Pts	4
		0 Pt	2 Pts	4 Pts	4 Pts	4

AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation

Student Version

Weight: 35% of the AP Seminar score

Task Overview

This packet includes a set of stimulus materials for the AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation.

You must identify a research question prompted by analysis of the provided stimulus materials, gather information from a range of additional sources, develop and refine an argument, write and revise your argument, and create a presentation that you will be expected to defend. Your teacher will give you a deadline for when you need to submit your written argument and presentation media. Your teacher will also give you a date on which you will give your presentation.

Task Components	Length	Date Due (fill in)
Individual Written Argument	2000 words	
Individual Multimedia Presentation	6–8 minutes	
Oral Defense	Respond to 2 questions	

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes or footnotes, and/or through bibliographic entry. You must avoid plagiarizing (see the attached AP Capstone Policy on Plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. Individual Written Argument (2000 words)

- › Read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry.
- › Compose a research question of your own prompted by analysis of the stimulus materials.
- › Gather information from a range of additional sources representing a variety of perspectives, including scholarly work.
- › Analyze, evaluate, and select evidence. Interpret the evidence to develop a well-reasoned argument that answers the research question and conveys your perspective.

(continues)

- › Throughout your research, continually revisit and refine your original research question to ensure that the evidence you gather addresses your purpose and focus.
- › Identify opposing or alternate views and consider their implications and/or limitations as you develop resolutions, conclusions, or solutions to your research question.
- › Compose a coherent, convincing and well-written argument in which you:
 - Identify and explain the relationship of your inquiry to a theme or connection among at least two of the stimulus materials prompted by your reading.
 - Incorporate at least one of the stimulus materials.
 - Place your research question in context.
 - Include a variety of perspectives.
 - Include evidence from a range of sources.
 - Establish an argument that links claims and evidence.
 - Provide specific resolutions, conclusions and/or solutions.
 - Evaluate objections, limitations or competing perspectives and arguments.
 - Cite all sources that you have used, including the stimulus materials, and include a list of works cited or a bibliography.
 - Use correct grammar and style.
- › Do a word count and keep under the 2000-word limit (excluding footnotes, bibliography, and text in figures or tables).
- › Remove references to your name, school or teacher.
- › Upload your document to the AP Digital Portfolio.

2. Individual Multimedia Presentation (6–8 minutes)

- › Develop and prepare a multimedia presentation that will convey your argument to an audience of your peers.
- › Be selective about the information you choose for your presentation by focusing on key points you want your audience to understand.
- › Design your oral presentation with supporting visual media, and consider audience, context, and purpose.
- › Prepare to engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).
- › Prepare notecards or an outline that you can quickly reference as you are speaking so that you can interact with supporting visuals and the audience.
- › Rehearse your presentation in order to refine your design and practice your delivery.
- › Check that you can do the presentation within the 6- to 8-minute time limit.

(continues)

- › Deliver a 6–8 minute multimedia presentation in which you:
 - Contextualize and identify the importance of your research question.
 - Explain the connection between your research and your analysis of the stimulus materials.
 - Deliver an argument that connects claims and evidence.
 - Incorporate, synthesize and interpret evidence from various perspectives.
 - Offer resolutions, conclusions, and/or solutions based on evidence and consider the implications of any suggested solutions.
 - Engage the audience with an effective and clearly organized presentation design.
 - Engage the audience with effective techniques of delivery and performance.

3. Individual Oral Defense (two questions)

Defend your research process, use of evidence, and conclusion(s), solution(s), or recommendation(s) through oral responses to two questions asked by your teacher. Be prepared to describe and reflect on your process as well as defend and extend your written work and oral presentation.

Sample Oral Defense Questions

Here are some examples of the types of questions your teacher might ask you during your oral defense. These are *examples only*; your teacher may ask you different questions, but there will still be one question that relates to each of the following two categories.

1. Reflection on Research Process

- › What information did you need before you began your research, and how did that information shape your research?
- › What evidence did you gather that you didn't use? Why did you choose not to use it?
- › How valid and reliable are the sources you used? How do you know? Which sources didn't work?
- › How did you select the strategies you used to gather information or conduct research? Were they effective?
- › How did your research question evolve as you moved through the research process? Did your research go in a different direction than you originally planned/hypothesized?
- › What information did you need that you weren't able to find or locate? How did you go about trying to find that information?
- › How did you handle the differing perspectives in order to reach a conclusion?

(continues)

2. Extending argumentation through effective questioning and inquiry

- › What additional questions emerged from your research? Why are these questions important?
- › What advice would you have for other researchers who consider this topic?
- › What might be the real-world implications or consequences (influence on others' behaviors or decision-making processes) of your findings? What are the implications to your community?
- › If you had more time, what additional research would you conduct related to this issue?
- › Explain the level of certainty you have about your conclusion, solution, or recommendation.
- › How does your conclusion respond to any of the other research or sources you examined?
- › How did you use the conclusions and questions of others to advance your own research?

(continues)

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A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

AP SEMINAR: ROLE OF THE TEACHER

B. Role of Teacher-PT 2: Individual Research-Based Essay (IRB) and Presentation

Teachers may:

- Must ensure students are aware of the task, timeline, components, types of sample generic questions for defense, and scoring criteria
- May lead discussion of stimulus material, discuss topics and perspectives, and/or question students as necessary
- May continue whole-class teaching of skills pertinent to the performance task as students are working on their research and/or presentations
- May share rubric with students
- May encourage students to review each other's work

Teachers may not:

- Assign, provide, distribute, or generate research questions for students
- Conduct or provide research/articles/evidence for students
- Write, revise, amend, or correct student work
- Give specific, directive feedback to individual groups
- Provide or identify specific defense questions a student will be asked prior to his or her defense

AP Seminar

Performance Task 2: Scoring Guidelines

Individual Written Argument

Individual Multimedia Presentation and Oral Defense

Effective from 2017-18

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

EFFECTIVE FROM 2017-18

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...	Points (Max)
1	UNDERSTAND AND ANALYZE CONTEXT	The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence. OR The response includes a discussion of at least one of the stimulus materials; however, it does not contribute to the argument.	The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response e.g., as providing relevant context for the research question, or as evidence to support relevant claims. 5 Pts	5
2	UNDERSTAND AND ANALYZE CONTEXT	The response provides no context. OR The response makes simplistic references to or general statements about the context of the research question.	The response explains the significance or importance of the research question by situating it within a larger context. 5 Pts	5
3	UNDERSTAND AND ANALYZE PERSPECTIVE	The response provides only a single perspective. OR The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.	The response describes multiple perspectives and identifies some relevant similarities or differences between them. 6 Pts	9
4	ESTABLISH ARGUMENT	The response provides only unsubstantiated opinions or claims. OR The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.	The argument presents a claim with some flaws in reasoning. 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.	12
5	SELECT AND USE EVIDENCE	Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	The response includes mostly relevant and credible evidence. 8 Pts	9
6	APPLY CONVENTIONS (CITATION)	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. 6 Pts	5
7	APPLY CONVENTIONS (GRAMMAR AND STYLE)	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. 3 Pts	3

AP Seminar Performance Task 2: Individual Multimedia Presentation (IMP) Rubric

Performance Levels					Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
1	FOUND, 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
2	ESTABLISH ARGUMENT	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	6
3	SELECT AND USE EVIDENCE	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	6
4	ESTABLISH ARGUMENT	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	6
5	ENGAGE AUDIENCE	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). 2 Pts	The presentation's design aligns with the information and selects and emphasizes key information. 4 Pts	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. 6 Pts	6
6	ENGAGE AUDIENCE	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	6

ADDITIONAL SCORES
 In addition to the scores represented on the rubrics, readers can also assign a score of 0 (zero).
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.

AP Seminar Performance Task 2: Oral Defense Rubric

Performance Levels					
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	REFLECT	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	6
2	ESTABLISH ARGUMENT	The oral defense addresses the question in a way that is simplistic or unsubstantiated OR provides information 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. 4 Pts	The oral defense explains the significance of the inquiry (using relevant and specific details) to the context of the question posed. 6 Pts	6

ADDITIONAL SCORES
 In addition to the scores represented on the rubrics, readers can also assign a score of **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.

Twenty Good Questions to Ask!!!

As we move forward in AP Seminar you will be challenged to let me know when you need assistance. Based on the guidelines for the course I am allowed to assist you by asking as many questions as I want but first you must begin the conversation. Once you have asked any of these questions or a question that is not on this list I will respond with my feedback in the form of questions which will help you move forward with your project. All of my responses will be in the form of a question. Use any of the questions listed below to initiate the process of receiving help. Keep this document as the first page in your binder for this course so that it is easy to locate. **Reminder:** Students who ask for help are more successful than students who do not ask questions!!

1. Would you help me?
2. How do I get past this problem I am having?
3. I am stuck, could you help me get unstuck?
4. Could you help me locate sources by suggesting strategies?
5. How could I improve the work I have done before I turn it in for a grade?
6. Do you have samples of student work I could look over to help me understand the expectations for this assignment?
7. Could you help me understand the purpose of this assignment?
8. Is this the proper use of this word or phrase?
9. Where do I find the resource we used earlier this year that relates to this assignment/task?
10. How do you pronounce this word?
11. Am I using these words correctly?
12. Does my use of language here help or hurt my credibility?
13. Does my use of language properly reflect an academic tone or a conversational tone?
14. Could you help me understand this material?
15. Is this a concept a reasonable intelligent audience should already understand or should I provide exposition to assist the audience?
16. Does this source or evidence mean what I think it means?
17. Are there any areas of concern regarding my line of reasoning?
18. How do I know if my argument is logical and convincing?
19. Have I provided clear analysis of the evidence I used?
20. Is this type of evidence appropriate to the argument I am making?

Making Connections

Transitional words and phrases create links between your ideas when you are speaking and writing. These words and phrases help your audience understand the logic of your thoughts. When using transitional words, make sure that is is the right match for what you want to express. Remember transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and phrases you could use for different purposes.

<p>ADD RELATED INFORMATION</p>	<p>GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA</p>	<p>MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD</p>	<p>COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR</p>	<p>CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT</p>
<ul style="list-style-type: none"> ● furthermore ● moreover ● too ● also ● again ● in addition ● next ● further ● finally ● and, or, nor 	<ul style="list-style-type: none"> ● to illustrate ● to demonstrate ● specifically ● for instance ● as an illustration ● for example 	<ul style="list-style-type: none"> ● that is to say ● in other words ● to explain ● i.e. (that is) ● to clarify ● to rephrase it ● to put it another way 	<ul style="list-style-type: none"> ● in the same way ● by the same token ● similarly ● in like manner ● likewise ● in similar fashion 	<ul style="list-style-type: none"> ● nevertheless ● but ● however ● otherwise ● on the contrary ● in contrast ● on the other hand
<p>EXPLAIN HOW ONE THING CAUSES ANOTHER</p>	<p>EXPLAIN THE EFFECT OR RESULT OF SOMETHING</p>	<p>EXPLAIN YOUR PURPOSE</p>	<p>LIST RELATED INFORMATION</p>	<p>QUALIFY SOMETHING</p>
<ul style="list-style-type: none"> ● because ● since ● on account of ● for that reason 	<ul style="list-style-type: none"> ● therefore ● consequently ● accordingly ● thus ● hence ● as a result 	<ul style="list-style-type: none"> ● in order that ● so that ● to that end, to this end ● for this purpose ● for this reason 	<ul style="list-style-type: none"> ● first, second, third... ● first, then, also, finally 	<ul style="list-style-type: none"> ● almost ● nearly ● probably ● never ● always ● frequently ● perhaps ● maybe ● although

Attribution: <http://odellieducation.com/literacy-curriculum>

Making Connections Handout