

AP Research: Academic Paper-Scoring Guidelines

General Notes

General Notes	AP
<ul style="list-style-type: none">➤ Read the paper in its entirety.➤ The paper must demonstrate all the components required in the left hand column before moving to the next column on the right.<ul style="list-style-type: none">• Pay attention to the verbs and conjunctions.➤ Do not infer.<ul style="list-style-type: none">▪ If the student didn't write it, it is NOT there.➤ A general sense of quality is more important than bean counting every incidence of an assessable item.	

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Row 1

Row 1: Understand and Analyze Context	AP
<p>Summary for Row 1</p> <ol style="list-style-type: none">1. Description of an actual focus2. Description of the purpose (explore, explain, create)3. Explanation of the need for the study in connection to the larger discourse on the topic in the scholarly community <p>Zero: I have yet to see a paper that does not have a topic identified.</p> <p>Low: Identifies a topic that is too broad or fails to describe the focus or purpose</p> <p>Medium: Describes a true focus and purpose but fails to explain a need or connect it to the larger discourse on the topic</p> <p>High: Moves past the "medium" by explaining the significance of the study in connection with what is already known</p>	

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Row 2

Row 2: Understand and Analyze Argument	AP
Summary for Row 2 <ol style="list-style-type: none">1. Single versus multiple perspectives2. Identification versus summarizing (individually) versus putting studies in conversation with each other and the topic of inquiry <p>Zero: I have yet to see one paper that doesn't at least cite a previous study.</p> <p>Low: Identify, cite, or summarizes a single perspective (previous study)</p> <p>Medium: Individually summarizes (but doesn't explain relationship) between previous studies (of multiple perspectives) and one's topic of inquiry</p> <p>High: Effectively puts multiple perspective studies in conversation with each other and with the topic of inquiry</p> <p>CollegeBoard</p>	

Row 3

Row 3: Evaluate Sources and Evidence	AP
Summary for Row 3 <ol style="list-style-type: none">1. Relevant AND credible sources (used in the lit. review) to the topic of inquiry2. Explanation as to the relevance/significance of sources and evidence (used in the lit review) to the topic of inquiry <p>Zero: A paper would have to have no sources used at all in the lit. review.</p> <p>Low: Questions linger as to the relevance or credibility of sources used in the lit. review</p> <p>Medium: Generally, sources and evidence used in the lit review are "obviously" relevant and credible to the topic of inquiry.</p> <p>High: There are at least two incidences (if not more) where significance sources/evidence are given an explanation of their significance or relevance to the topic of inquiry</p> <p>CollegeBoard</p>	

Row 4

Row 4: Research Design

AP

Summary for Row 4

1. The quality of the description of the method, process, or approach (identified, summarized, or described in detail)
2. Explanation as to why the method was chosen and a rationale as to the alignment of the method to the purpose of the research question or project goal

Zero: YES! A zero is possible. No method mentioned = zero

Low: Identifies or oversimplifies a method

Medium: Describes method in reasonable detail

High: In addition to the method description, the paper provides an explanation for why the method was chosen and how that chosen is logical and aligned to the purpose of the inquiry

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Row 5

Row 5: Establish Argument

AP

Summary for Row 5

1. Quality of the line of reasoning in reaching a new understanding
2. Acknowledgement of the limits of the consequence or implications of the conclusion in context with the larger field of knowledge

Zero: It is difficult to get a zero. Most papers present a conclusion of some kind (new or not)/(supported or not).

Low: Report on what is known or unsupported simplistic conclusion

Medium: Describes the links between the evidence and claims that lead to a new understanding

High: Acknowledges the limits of the conclusion reached (implications) within the larger field of knowledge on the topic of inquiry

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Row 6

Row 6: Select and Use Evidence	AP
Summary for Row 6 <ol style="list-style-type: none">1. Quality of evidence used (sufficient, relevant, consistent with the conclusion being made)2. The effective interpretation of the evidence in terms of its relevance and significance in supporting the conclusion <p>Zero: I have yet to see a zero sample paper.</p> <p>Low: Evidence is present but is insufficient, irrelevant, or inconsistent with the conclusion and is usually not interpreted.</p> <p>Medium: Sufficient and relevant evidence is compiled and presented one by one to show support for a conclusion. Usually there isn't a description of the significance or relevance of one piece of evidence over another in support of the conclusion.</p> <p>High: In addition to sufficient and relevant evidence compiled and presented, there are explanations of the relevance and significance of certain pieces of evidence over others in support of the conclusion being made</p> <p>CollegeBoard</p>	

Row 7

Row 7: Engage Audience	AP
Summary for Row 7 <ol style="list-style-type: none">1. Organizational and design elements help you follow the student's inquiry and reasoning processes.2. The organizational and design elements may actively engage you and effectively demonstrate scholarship and credibility of the author <p>Zero: Organizational and design elements would have to be absent to earn a zero.</p> <p>Low: Organizational and design elements are present but leave one confused or unable to follow the message with one reading of the paper</p> <p>Medium: Organizational and design elements are present and neither distract nor actively engage the reader. You are left with a general sense of the student's inquiry and reasoning process.</p> <p>High: The organizational and design elements engage you and demonstrate credibility of the author</p> <p>CollegeBoard</p>	

Row 8

Row 8: Apply Conventions	AP
Summary for Row 8 <ol style="list-style-type: none">1. Consistent use of appropriate style to attribute and cite works of others2. Effective integration of works of others with own voice <p>Zero: Multiple pages with no in-text citations (there is a big difference between inconsistent use and a total lack of use).</p> <p>Low: Inconsistent or inaccurate citations and attributions</p> <p>Medium: Consistent style used to and accurately citation and attribute works of others but usually shows direct quote after direct quote instead of the student interpreting the works with their own voice,</p> <p>High: Consistent and accurate attributions and citations with a balance of direct quotes and the student's own voice.</p> <p>CollegeBoard</p>	

Row 9

Row 9: Applying Conventions	AP
Summary for Row 9 <ol style="list-style-type: none">1. Is the author's meaning effectively conveyed through the use of grammar, mechanics, word choice?2. Is the author's meaning easier to understand or enhanced through the word choice, style, etc? <p>Zero: Zero = so many errors that the message is not easily conveyed (I haven't seen a zero for this row yet).</p> <p>Low: Many errors make it difficult to understand the author's meaning</p> <p>Medium: Few errors but the author's meaning is effectively made</p> <p>High: May be errors but the choice of word and precision in writing and style make it easy to understand the author's meaning,</p> <p>CollegeBoard</p>	