AP SEMINAR — END-OF-COURSE EXAM Part B 2019 SCORING GUIDELINES

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| **Row/Proficiency** | **Points earned for…** | | | | **MAX Points** |
| **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.  2 Pts | The response identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.  4 Pts | | 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 Pts | **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.  2 Pts | 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.  4 Pts | | 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 Pts | **6** |
| **3 SELECT AND USE EVIDENCE** | The response repeats or misinterprets information from at least three of the provided sources, or the information lacks relevance thereby providing little support for an argument.  2 Pts | The response accurately uses relevant information from at least three of the provided sources to support an argument.  4 Pts | | The response appropriately synthesizes relevant information drawn from at least three of the provided sources to develop and support a compelling argument.  6 Pts | **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.  2 Pts | 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.  4 Pts | | 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 Pts | **6** |
| **Things to work on** | | | | | |
| Argument and Evidence   * Provide Context * Provide the reader with a clear closed thesis * Logically organized claims * Use supporting evidence * Explain how your evidence supports a claim * Establish the credibility of your sources * Use academic discourse stems | | | Conventions   * Embed evidence into your prose * In text citations * Works cited * Run-on sentences * Sentence fragments * Avoid passive voice * Do not use contractions * Do not use I | |  |