



AP SEMINAR RUBRICS 2018-2019

Understand and Analyze Context

I can understand the complexity of a problem of issue and connect arguments to the broader context in which they are situated.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
1. Understand and Analyze Context	I can attempt to make connections to a broader context (including my own prior knowledge), but these connections may be irrelevant and/or unsubstantiated with evidence. Misunderstandings may result from casual reading errors or gaps in knowledge.	I can make general connections to a broader context (including my own prior knowledge). I often try to deal with too many aspects of a topic, resulting in superficial or overly generalized connections.	I can establish relevant, clear, and direct connections to a broader context (e.g., other sources, prior knowledge). When asked, I can provide specific and relevant details (what, who, when, where) to explain why a source, its perspective, and/or its conclusion matters within a broader context.	In addition to demonstrating proficiency, I can also use contextual information to highlight the complexities of an academic issue or real-world problem, or to explain the limitations and/or implications of a proposed solution/resolution.

Understand and Analyze Perspective

I can compare and interpret multiple diverse perspectives on an issue to understand its complexity.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
2. Understand and Analyze Perspective	I can present information from multiple sources that convey the same point of view OR I can identify multiple perspectives but do not make or explain connections between them. In addition, some of the perspectives might be mere personal opinions, or assertions without evidence.	I can accurately describe multiple perspectives on an issue, and can identify where they agree or disagree. When asked, I can explain how the perspectives are connected, but only vaguely (the audience must work hard to make the connections).	I can accurately describe multiple perspectives, and can make explicit connections between them. When asked, I can use details from each source to demonstrate specific agreement or disagreement.	In addition to demonstrating proficiency, I can also evaluate multiple perspectives by using details from each source to highlight objections, implications, and limitations associated with each perspective OR by asking probing questions that draw from different lenses or perspectives.



Understand and Analyze Argument

I can identify the main ideas in arguments, analyze the reasoning, and evaluate the validity of the conclusions.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
3. Understand and Analyze Argument	I can identify, in part and with some accuracy, the author's argument, main idea, or thesis; and I can also correctly identify at least one of the author's claims. OR I misstate the author's argument or claims. Misunderstandings may result from encounters with unfamiliar vocabulary, casual reading errors, or a tendency to overgeneralize or oversimplify an author's ideas.	I can accurately identify the author's argument, main idea, or thesis. I can provide 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.	I can accurately identify the author's argument, main idea, or thesis. I can provide a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them.	In addition to demonstrating proficiency, I can also evaluate the validity and effectiveness of an author's argument. For example, I can identify logical fallacies, consider how well the author deals with counterarguments, and consider the implications and/or limitations of the author's conclusions.

Evaluate Sources and Evidence

I can evaluate the credibility and relevance of sources and the evidence they present.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
4. Evaluate Sources and Evidence	I identify little evidence when reading or writing OR I misidentify evidence relevant to the author's argument, main idea, or thesis. Misunderstandings may result from encounters with unfamiliar vocabulary, casual reading errors, and/or a tendency to over-generalize or oversimplify information.	I can identify various pieces of relevant evidence AND I can use an appropriate template for analyzing its credibility or relevance (e.g., RAVEN, PAACE) but may do so inconsistently or unevenly.	I consistently identify various pieces of relevant evidence and use an appropriate template (e.g., RAVEN, PAACE) to analyze its credibility or relevance. When asked, I can provide some commentary that explains how well an author uses evidence to support their overall argument.	I can thoroughly evaluate the relevance and credibility of the evidence and can provide commentary that fully explains how well the author uses evidence to support their overall argument.



Establish Argument

I can develop a well-reasoned argument clearly connecting the thesis, claims, and evidence.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
5. Establish Argument	I can summarize information or report on a problem, but have trouble making an argument or offering a solution/resolution. In place of an argument, I may offer a series of unsubstantiated opinions that are not academic in nature. I often employ inadequate reasoning by making only minimal or tangential connections between claims and evidence.	I can make an argument or offer a solution/resolution, but struggle with organization or reasoning. Either 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.	I can make a clear argument that is logically organized and well-developed. I consistently explain evidence and connect it to my claims and thesis. In my conclusion, I can offer specific solutions/resolutions that are at least partially related to the broader research question or thesis.	I can make a clear and complex argument that is logically organized, well-developed, and persuasive. I consistently connect thesis, claims, and evidence, leading to a plausible, well-aligned conclusion. In addition, I consider the limitations and implications of any solution/resolution I suggest.

Select and Use Evidence

I can strategically choose evidence to effectively support claims.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
6. Select and Use Evidence	I rely too much on sources that are not academic in nature (e.g., news publications, magazines, non-academic websites), not obviously credible, and/or not clearly relevant to my argument. When using evidence, I simply quote or paraphrase information from sources, rather than using it to support my own argument.	I reference on a small collection of academic sources to support my argument. The information from these sources is generally relevant, although it may not fully support my claims. When using evidence, I still rely too much on quotes or paraphrase. I struggle to integrate quotes into my own speech or writing.	I draw on a variety of credible academic sources that fully support my argument. When the credibility of a source isn't easily apparent, I can provide a brief explanation to establish it. Unless it's obvious, I consistently explain how information from the source connects to my argument, or to another source. I can integrate quotes into my own speech or writing, but it may not be seamless.	I can synthesize a wide range of credible academic sources that support my argument from a variety of perspectives. I fully explain the credibility and relevance of my sources when it's not immediately clear. In addition, I can seamlessly integrate quotes into my own speech or writing.



Engage Audience

I can choose and employ effective written and oral communication techniques, considering audience, context, and purpose.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
7. Engage Audience	I am aware of good public speaking techniques but have trouble executing them effectively and with confidence. I often speak in monotone, mumble, and use filler words (e.g., “um,” “ah,” “like”); I look at notes or slides instead of other people; and I sit/stand with a defensive posture.	I make good choices when speaking or presenting but am inconsistent with my execution and continue to struggle with speaking confidently. I am stiff or awkward when speaking and I sometimes lapse into reading notes or slides instead of making eye contact with my audience.	I consistently make good and effective use of public speaking techniques. I deliver information in a controlled, well-paced manner; I maintain eye contact with the audience; and I employ vocal variety and gestures to emphasize important information and keep my audience engaged.	I make sophisticated use of public speaking techniques and speak with a relaxed, confident, and professional demeanor. In addition to demonstrating proficiency, I can adapt my use of public speaking techniques depending on the reaction of my audience.
	I can create a multimedia presentation, but make ineffective design choices that impede the audience’s ability to follow my argument. Slides or other visuals are distracting, confusing, or difficult to read (e.g., too much text, font is too small, colors are harsh or faint).	I can create a multimedia presentation, but make design choices that limit its effectiveness. The presentation contains some instances of information overload, or not enough information. Visuals may be simply decorative, or may contain noticeable, significant errors.	I can create a multimedia presentation that makes effective use of design elements. Visuals serve as signposts that guide the audience through my argument. Well-chosen words and images highlight key points. In general, design elements enhance rather than compete with my message.	I can create a multimedia presentation that makes sophisticated use of design elements. In addition to demonstrating proficiency, my presentation displays a cohesive, consistent use of design that suits the audience, situation, and medium.



Apply Conventions

I can choose and consistently apply an appropriate citation style and effective conventions of writing.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
8. Apply Conventions	My writing frequently contains flaws in grammar that often interfere with my reader's ability to understand my ideas. I write in a style that is generally inappropriate for an academic audience.	My writing is generally clear, but contains some flaws in grammar that occasionally interfere with my reader's ability to understand my ideas. I write in a style that is not always appropriate for an academic audience.	My writing is clear, effective, and consistently appropriate for an academic audience, although it may not be free of errors in grammar and style.	In addition to demonstrating proficiency, my writing illustrates a sophisticated use of language that is virtually free of errors. For instance, I can use word choice, sentence structure, and imagery to express tone, draw emphasis, or generate interest.
	I frequently make errors in attribution and citation when writing research reports or academic papers. Errors might include using an inconsistent citation style, omitting in-text citations, or omitting entries from the bibliography/works cited page.	I always attribute or cite sources used in my research report or academic paper, but I don't always do so using an accurate or consistent style.	I always attribute or cite sources used in my research report or academic paper AND I employ a consistent citation style (e.g., MLA, Chicago, APA) with virtually no errors.	I always attribute or cite sources used in my research report or academic paper and I can employ a consistent citation style that changes depending on the conventions of the academic discipline within which I am writing. There are no errors in my citations.



Collaborate

I can work constructively with others to accomplish a team goal or task.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
9. Collaborate	I complete my own work, but rarely contribute when asked to work in a group (for example, I rarely speak during group discussions, even though I might be prepared). I mostly rely on other members to complete the project or task, and need frequent reminders to stay on task. I may display a negative attitude towards group work.	I positively contribute to group work by taking responsibility for completing one or more project tasks and by contributing to group discussions. Group members can generally count on me, but might need to remind me to stay on task. I treat others with respect (e.g., I actively listen to them), but am often unwilling to compromise or negotiate when conflicts emerge.	I positively contribute to group work by taking responsibility for project tasks, contributing to group discussions AND making sure that all group members have an opportunity to participate (e.g., I ask clarifying questions or follow up that extends conversations). Group members can always count on me and don't need to remind me to stay on task. I treat others with respect and am willing to compromise.	In addition to demonstrating proficiency, I also try to ensure that responsibility for group work is shared <i>equally</i> among group members. Moreover, I try to ensure that the group's decisions are based on consensus and input from all group members.

Reflect

I can articulate challenges, successes, and moments of insight that occur throughout the inquiry process.

	Beginning (1)	Developing (2)	Proficient (3)	Approaching Mastery (4)
10. Reflect	I make superficial attempts to reflect on my learning. I provide descriptions that are vague or so general that they can be applied to any situation.	I attempt to reflect on my learning, but struggle to provide more than limited descriptions of learning experiences OR analyses that lack specific examples of evidence.	I can provide thorough descriptions of my learning experiences AND analysis consisting in specific, relevant examples of what learning occurred, how it occurred, and how it changed/deepened my knowledge about a topic or issue.	In addition to demonstrating proficiency, I can also articulate challenges or gaps in knowledge and can brainstorm ways to overcome them. Moreover, I can identify and question biases, stereotypes, preconceptions, and/or assumptions about a topic or issue.