

2017-18

AP  **CollegeBoard**

AP Research Academic Paper

Scoring Guidelines

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2017-18 AP Research Academic Paper Rubric

The response...

Score of 1 Report on Existing Knowledge	Score of 2 Report on Existing Knowledge with Simplistic Use of a Research Method	Score of 3 Ineffectual Argument for a New Understanding	Score of 4 Well-Supported, Articulate Argument Conveying a New Understanding	Score of 5 Rich Analysis of a New Understanding Addressing a Gap in the Research Base
<ul style="list-style-type: none"> Presents an overly broad topic of inquiry. Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works. Describes a search and report process. Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry. Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader. Cites AND/OR attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style. 	<ul style="list-style-type: none"> Presents a topic of inquiry with limited scope or focus, that is NOT carried through either in the method or in the overall line of reasoning. Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works. Describes an oversimplified or nonreplicable research method, with questionable alignment to the purpose of the inquiry. Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry. Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader. Cites AND/OR attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style. 	<ul style="list-style-type: none"> Carries the focus or scope of a topic of inquiry through the method AND overall line of reasoning, even though the focus or scope might be limited. Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear. Describes a replicable research method, with questionable alignment to the purpose of the inquiry. Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence. Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization. Cites AND attributes sources, using a discipline-specific style (in both bibliography/works cited AND in-text), with few errors or inconsistencies. 	<ul style="list-style-type: none"> Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion. Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap. Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry. Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified. Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization. Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors. 	<ul style="list-style-type: none"> Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion. Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap. Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry. Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice. Uses design elements, conventions of grammar, style, mechanics, and word precision to organize and enhance the communication of the student’s ideas, with few to no errors. Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.