

AP Seminar Rubric 2016-17: Performance Task 2

Component 2 of 3: Individual Presentation and Oral Defense

Presentation

		Performance Levels			
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	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	The presentation makes general statements about the context of the research question, including how it is connected to the stimulus materials. 4	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	6
2	Establish Argument	The presentation summarizes information instead of offering an argument. 2	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	The presentation is logically organized, well-reasoned, and complex. It persuasively connects the evidence to claims to clearly and convincingly establish an argument. 6	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	The presentation incorporates evidence from various perspectives to develop and support the argument. 4	The presentation incorporates and synthesizes relevant evidence from various perspectives to develop and support the argument. 6	6
4	Establish Argument	The presentation offers information without offering specific resolutions, conclusions, and/or solutions OR they are unsubstantiated or oversimplified. 2	The presentation offers specific resolutions, conclusions, and/or solutions that at least partially address the research question. 4	The presentation offers detailed, plausible resolutions, conclusions and/or solutions, and considers the limitations and implications of any suggested solutions. 6	6

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Presentation (continued)

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
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).	The presentation's design aligns with the information and selects and emphasizes key information.	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
		2	4	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.	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.	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
		2	4	6	

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Component 3 of 3: Individual Presentation and Oral Defense

Oral Defense

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
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	The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process. 4	The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence. 6	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	The oral defense responds to the question asked and provides some evidence that may be general rather than specific. 4	The oral defense explains the significance of the inquiry (using relevant and specific details) to the context of the question posed. 6	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.