
AP Research

Presentation and Oral Defense

Scoring Guidelines

2017–18

NOTE: To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

ADDITIONAL SCORES: In addition to the scores represented on the rubric, teachers can also assign scores of 0 (zero).

- A score of 0 is assigned to a single row of the rubric when the presentation displays a below-minimum level of quality as identified in that row of the rubric.
- A score of 0 is assigned to row 5, 6, or 7 of the rubric when the response is off-topic.

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PERFORMANCE TASK RUBRIC: PRESENTATION AND ORAL DEFENSE

Content Area		Performance Levels				
1 RESEARCH DESIGN	The presentation states the research question/project goal OR method OR argument, conclusion or understanding.	1	The presentation states the research question/project goal AND method OR argument, conclusion or understanding.	2	The presentation states the research question/project goal AND method AND argument, conclusion or understanding.	3
2 ESTABLISH ARGUMENT	The presentation or additional scholarly work presents a generalized or oversimplified conclusion.	2	The presentation or additional scholarly work presents a logically organized argument and explains the connections between evidence and the conclusion.	4	The presentation or additional scholarly work presents an argument that identifies and explains the consequences and/or implications made in the conclusion.	6
3 REFLECT	The presentation states simplistic or overgeneralized connections between their initial assumption or hypothesis and the student's personal conclusion(s).	1	The presentation describes evidence that affirmed or refuted the student's initial assumption or hypothesis.	2	The presentation explains how steps in the research process led to the development of the student's personal conclusion(s).	3
4 ENGAGE AUDIENCE	The design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) hampers effective communication AND/OR severely limit the presentation's impact.	2	The delivery of performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) does not detract from the communication of the argument.	4	A careful selection, for a targeted audience, of design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement), coupled with a dynamic execution of those techniques, enhances the communication of the argument.	6
5 ESTABLISH ARGUMENT (RESEARCH/INQUIRY PROCESS DEFENSE QUESTION)	The oral defense identifies the inquiry choice in response to the question posed, but the explanation of the choice is superficial or illogical.	1	The oral defense provides a rationale by logically explaining why the choices made during the inquiry process were appropriate.	2		
6 ESTABLISH ARGUMENT (DEPTH OF UNDERSTANDING DEFENSE QUESTION)	The oral defense provides a simplistic response to the question posed with few, if any, details that would illuminate the new understanding.	1	The oral defense provides specific details to address the question posed and describes the relationship of those details to the new understanding.	2		
7 REFLECT (REFLECTION THROUGHOUT THE INQUIRY PROCESS DEFENSE QUESTION)	The oral defense makes a connection to personal learning in the context of the inquiry superficially, but does not necessarily answer the question posed.	1	The oral defense provides an explanation of how the project or process, in the context of the question posed, is significant for the student's own understanding, self-awareness, or personal learning.	2		