2017-18 AP Research Academic Paper Rubric

The response…

Score of 1	Score of 2	Score of 3	Score of 4	Score of 5
Report on Existing Knowledge	**Report on Existing Knowledge with Simplistic Use of a Research Method**	**Ineffectual Argument for a New Understanding**	**Well-Supported, Articulate Argument Conveying a New Understanding**	**Rich Analysis of a New Understanding Addressing a Gap in the Research Base**
• Presents an overly broad topic of inquiry.	• 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.	• 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.	• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.	• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.
• 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.	• 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.	• Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.	• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives **AND** logically explains how the topic of inquiry addresses a gap.	• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.
• Describes a search and report process.	• Describes an oversimplified or nonreplicable research method, with questionable alignment to the purpose of the inquiry.	• Describes a replicable research method, with questionable alignment to the purpose of the inquiry.	• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.	• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.
• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	• Conveys a new understanding or conclusion, with an underdeveloped line of reasoning **OR** insufficient evidence.	• 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.	• 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.
• Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	• Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	• Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	• Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	• 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/OR** attributes sources (in bibliography/works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	• 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.	• Cites **AND** attributes sources, using a discipline-specific style (in both bibliography/works cited AND in-text), with few errors or inconsistencies.	• 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.	• 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.