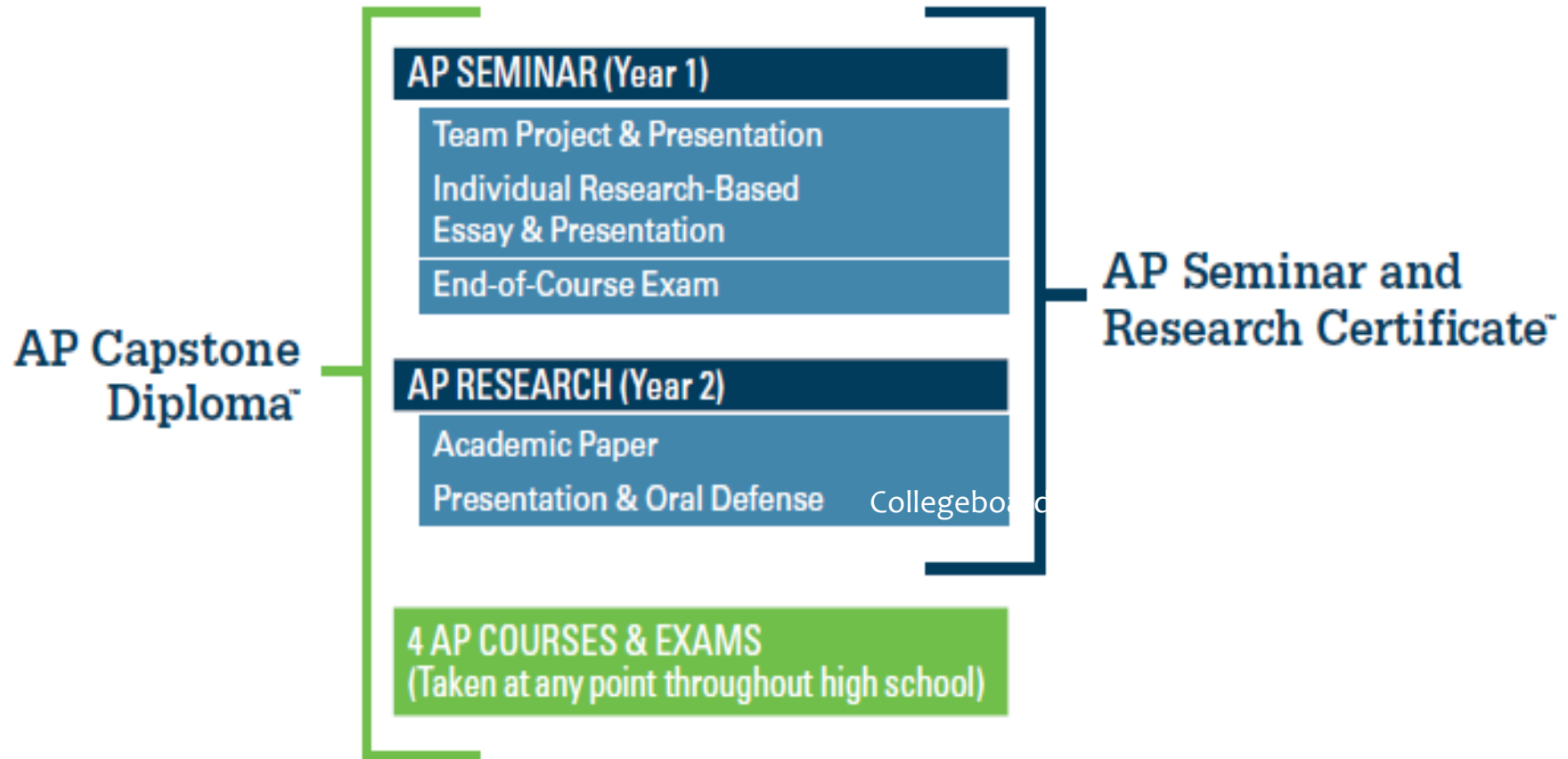


# WHAT IS THIS CLASS?

## ... SEMINAR? ... CAPSTONE?



# About the AP Capstone™ Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

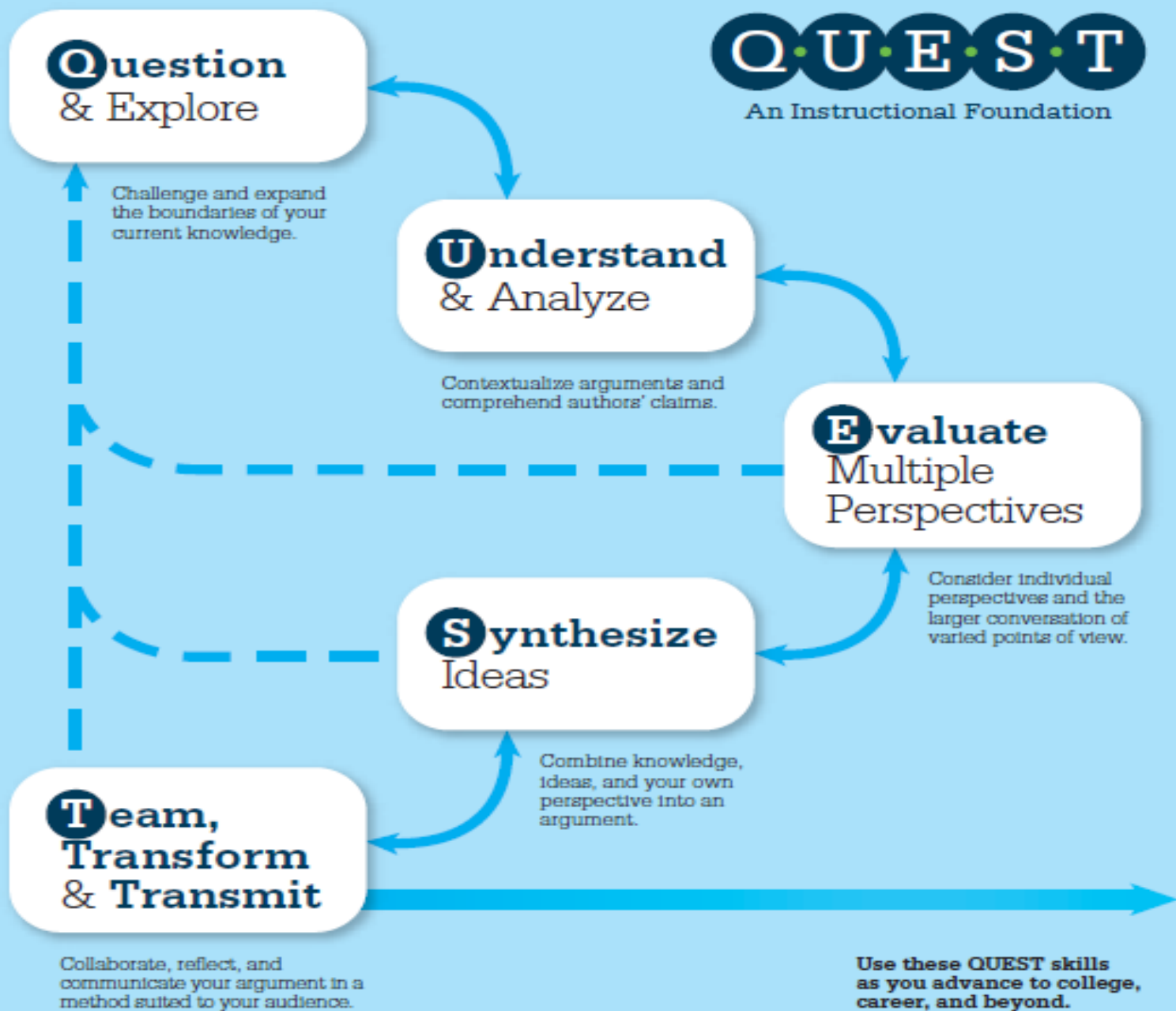
In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

The AP Capstone program aims to empower students by:

- ▶ engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- ▶ extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- ▶ enabling them to collect and analyze information with accuracy and precision;
- ▶ cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- ▶ providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

# Q·U·E·S·T

An Instructional Foundation



# PERFORMANCE TASKS

During the AP Seminar Course, you will complete the following performance assessments: **two through-course performance tasks** and an **end-of-course exam**, while adhering to AP College Board policies to ensure the validation of your scores. Both performance tasks will be completed during the second semester.

# **PERFORMANCE TASK 1:** ***TEAM PROJECT AND PRESENTATION***

Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

# **PERFORMANCE TASK 1:** ***TEAM PROJECT AND PRESENTATION***

Students work in teams of 4 or 5 to identify, investigate, and analyze an academic or real-world problem or issue.

Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher.

# **PERFORMANCE TASK 1:** ***TEAM PROJECT AND PRESENTATION***

- Individual Research Report (1,200 words): Internally Scored, Externally Validated
- Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions): Internally Scored

**Weight:** 20% of AP Seminar score

We will complete a “mock” Performance Task 1 during first semester. Your final Performance Task 1 will be due in early February.

# **PERFORMANCE TASK 2:**

## ***INDIVIDUAL RESEARCH-BASED ESSAY AND PRESENTATION***

Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.



# **PERFORMANCE TASK 2:** ***INDIVIDUAL RESEARCH- BASED ESSAY AND PRESENTATION***

The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources.

# **PERFORMANCE TASK 2:** ***INDIVIDUAL RESEARCH- BASED ESSAY AND PRESENTATION***

- Individual Written Argument (2,000 words): internally scored, externally validated
- Individual Multimedia Presentation (6-8 minutes): internally scored
- Oral Defense (two questions from the teacher): internally scored

**Weight:** 35% of AP Seminar score

# **PERFORMANCE TASK 2:** ***INDIVIDUAL RESEARCH- BASED ESSAY AND PRESENTATION***

We will complete a “mock” Performance Task 2 during first semester. Your final Performance Task 2 will be due in mid-April.

# PERFORMANCE TASK 3:

## *WRITTEN EOC*

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors' arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.

### *AP Seminar End-of-Course Exam Format*

Section I		
Question Type	Number of Questions	Timing
Part A: Short Answer	3	90 minutes
Part B: Essay	1	
Section II		
Question Type	Number of Questions	Timing
Essay	1	90 minutes

# AP Research

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

## *Components*

The following components are formally assessed:

Component	Scoring Method	Weight
<b>Academic Paper</b> 4,000–5,000 words	Teacher scored, College Board validated	75%
<b>Presentation and Oral Defense</b> (15–20 minutes for presentation followed by three or four questions from a panel of three evaluators)	Teacher scored	25%

# AP Research

In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.