

2018 AP Research Academic Paper Rubric v1.0

The response...

Score of 1

Report on Existing Knowledge

- 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.

Score of 2

Report on Existing Knowledge with Simplistic Use of a Research Method

- Presents a topic of inquiry with narrowing 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 a nonreplicable research method **OR** provides an oversimplified description of a 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.

Score of 3

Ineffectual Argument for a New Understanding

- 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 still be narrowing.
- Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.

- Describes a reasonably 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.

Score of 4

Well-Supported, Articulate Argument Conveying a New Understanding

- 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.

Score of 5

Rich Analysis of a New Understanding Addressing a Gap in the Research Base

- 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.

- Enhances the communication of the student's ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, 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.