

AP Seminar Performance Task 1: Team Project and Presentation

Student Version

Weight: 20% of the AP Seminar score

Task Overview

You will work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue; consider options and alternatives; and present and defend your proposed solution(s) or resolution(s). The components that comprise this task are the Individual Research Report and the Team Presentation and Defense. These components are made up of the following elements, each of which you will need to complete in order to fulfill the task requirements:

Task Elements	Length	Date Due (fill in)
Individual Research Report	1200 words	1/30-31
Team Presentation	8-10 minutes	2/13-16
Oral Defense (part of Team Presentation)	Each student responds to 1 question	2/13-16

dependent upon A/B rotation and team deadlines as set by Mr. Benton on the third quarter schedule

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes, or footnotes, and/or through bibliographic entry. You must avoid plagiarizing (see the attached AP Capstone Policy on Plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. Team Coordination

- ▶ **As a team**, collaborate to identify an academic or real-world problem or issue (e.g., local, national, global, academic/theoretical/philosophical).
- ▶ Develop a team research question that can be viewed from multiple perspectives.
- ▶ Conduct preliminary research to identify possible approaches, perspectives, or lenses.
- ▶ Divide responsibilities among group members for individual research that will address the team's research question.

2. Individual Research Report (1200 words)

- ▶ Work with your team to decide and clarify your individual approach to the team question.
- ▶ Throughout your research and as a team, continually revisit and refine your original team research-question to ensure that the evidence you gather addresses your collective purpose and focus.

2. (continued)

- ▶ **On your own**, investigate your assigned approach, range of perspectives or lens on the problem or issue of your team research question.
- ▶ Identify a variety of sources that relate to your particular approach to the team research question.
- ▶ Analyze and evaluate the relevance and credibility of sources and evidence.
- ▶ Synthesize the perspectives you have gathered and chose which ones would be most valuable to share with your team in your individual report.
- ▶ Consult with your peers to get feedback and refine your approach throughout.
- ▶ Ensure that the report that you submit is entirely your own work.
- ▶ Present your findings and analysis to your group in a well-researched and well-written report in which you:
 - › Identify an area of investigation and explain its relationship to the overall problem or issue.
 - › Summarize, explain, analyze and evaluate the main ideas and reasoning in the chosen sources.
 - › Evaluate the credibility of chosen sources and relevance of evidence to the inquiry.
 - › Identify, compare and interpret a range of perspectives about the problem or issue.
 - › Cite all sources that you have used, and include a list of works cited or a bibliography.
 - › Use correct grammar and style.
- ▶ Do a word count and keep under the 1200-word limit (excluding footnotes, bibliography, and text in figures or tables).
- ▶ Remove any references to your name, school, or teacher.
- ▶ Upload your document to the AP Digital Portfolio.

3. Team Collaboration and Argument Construction

- ▶ Read all team members' reports.
- ▶ Teach other team members what you learned so that all team members understand all perspectives presented in the reports (in the Oral Defense, you may be asked about any team member's work)
- ▶ Collaboratively synthesize and evaluate individual findings and perspectives to create a collective understanding of different approaches to the problem or issue.
- ▶ Consider potential solutions or resolutions to your team's problem or issue.
- ▶ Conduct additional research on solutions or resolutions.
- ▶ Evaluate different solutions in relation to context and complexity of the problem.
- ▶ Propose a solution or resolution to your problem or issue.
- ▶ Develop an argument to support your proposed solution.

4. Team Multimedia Presentation and Defense (8–10 minutes)

Together with your team, develop a presentation that presents a convincing argument for your proposed solution or resolution. Your claims should be supported by evidence and you should show you have considered different perspectives and the limitations and implications of your proposed solution or resolution.

When preparing your presentation:

- ▶ Develop and prepare a multimedia presentation that will present your argument for your proposed solution or resolution.
- ▶ Plan each team member's role in the presentation design and delivery.
- ▶ Design your oral presentation with supporting visual media, and consider audience, context, and purpose.
- ▶ Prepare to engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).
- ▶ Prepare notecards or an outline that you can quickly reference as you are speaking so that you can interact with supporting visuals and the audience.
- ▶ Rehearse your presentation in order to refine your design and practice your delivery.
- ▶ Check that you can do the presentation within the 8- to 10-minute time limit.
- ▶ Practice asking each other questions about the process and product of this project to prepare for your oral defense.
- ▶ Deliver an 8–10 minute multimedia presentation in which you:
 - › Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by different perspectives considered by your team by considering their implications and consequences.
 - › Present a well-reasoned argument that links claims and evidence about why you chose your proposed solution or resolution.
 - › Identify and explain objections, implications, and limitations of competing perspectives.
 - › Engage the audience with an effective and clearly organized presentation design.
 - › Engage the audience with effective techniques of delivery and performance.
 - › Demonstrate equitable participation and engagement of all team members.
- ▶ Following the presentation, your team will defend its argument. Your teacher will ask each individual team member a question in which you will:
 - › Reflect on experiences of collaborative effort and defend your team's work. Each team member should be prepared to answer questions about any part of the presentation or research process (including information that others in your team have researched and/or presented).

Sample Oral Defense Questions

Here are some examples of the types of questions your teacher might ask you during your oral defense. These are *examples only*; your teacher may ask you different questions.

1. Describe how the content of the team presentation was changed as a result of group discussion.
2. Student A, how did the group decide to include Student B's perspective/lens/conclusions into the overall presentation?
3. Student A, give one specific way that your thinking changed as a result of learning about Student B's findings.
4. In the future, what change would you make to your group norms, and how would you expect that to improve the team presentation.
5. Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your group identified?
6. In what way did you improve your ability to work with a group as a result of this project?
7. What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?
8. What is a way in which your team's resolution makes you think differently about your own individual research?
9. What was the strongest counter argument to the solution or conclusion your team identified and why?
10. Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion?
11. Having finished your project, what if anything do you consider to be a gap in your team's research that, if addressed, would make you feel more confident about your conclusion?

AP Seminar Rubric 2016-17: Performance Task 1

Component 1 of 2: Individual Research Report

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	Understand and Analyze Context	The report identifies an overly broad or simplistic area of investigation and/or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue.	The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue.	The report situates the student's investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context.	6
2	Understand and Analyze Argument	The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way.	The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently).	The report demonstrates an understanding of the reasoning and validity of the sources' arguments. * This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions.	6
3	Evaluate Sources and Evidence	The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry.	The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently).	The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use.	6
4	Understand and Analyze Perspective	The report identifies few and/or oversimplified perspectives from sources.**	The report identifies multiple perspectives from sources, making some general connections among those perspectives.**	The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**	6

AP Seminar Rubric 2016-17: Performance Task 1

Component 1 of 2: Individual Research Report (continued)

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
5	Apply Conventions	The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.	The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.	3
6	Apply Conventions	The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience.	The report is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience.	The report communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience.	3

*For the purposes of AP Seminar, "validity" is defined in the glossary of the CED as "the extent to which an argument or claim is logical."

** For the purposes of AP Seminar, "perspective" is defined in the glossary of the CED as "a point of view conveyed through an argument."

Additional Scores

In addition to the scores represented on the rubrics, readers can also assign scores of **0** (zero) and **NR** (No Response).

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. For rows 1 to 4, if there is no evidence of any research (i.e. it is all opinion and there is nothing in the bibliography, no citation or attributed phrases in the response) then a score of **0** should be assigned.
- Scores of **0** are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

A score of **NR** is assigned to responses that are blank.

AP Seminar Rubric 2016-17: Performance Task 1

Component 2 of 2: Team Multimedia Presentation

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
1	Establish Argument	The presentation is disjointed and offers little argument or makes minimal, unsupported connections (if any) between evidence and claims. It offers a solution unsupported by evidence (or does not offer any clear solution or resolution).	The presentation offers an argument that is logically organized, generally connecting claims and evidence (but shows a tendency towards oversimplification) AND the solution proposed is largely supported by the evidence.	The presentation offers a coherent argument with claims consistently supported by evidence and linked to the overall thesis. The argument illustrates the complexity of the problem or issue AND demonstrates an understanding of implications and limitations of the proposed solution.	6
2	Understand and Analyze Context	The presentation identifies potential solutions but does not consider their consequences or implications.	The presentation offers superficial or simplistic consideration of implications or consequences of potential solutions.	The presentation offers a thorough evaluation of potential solutions by considering their implications and consequences.	6
3	Engage Audience	The presentation's design does little to effectively convey the information.	The presentation's design aligns with the information.	The presentation's design aligns well with and effectively contextualizes or emphasizes key information.	3
4	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.	3

AP Seminar Rubric 2016-17: Performance Task 1

Component 2 of 2: Team Multimedia Presentation (continued)

		Performance Levels			Points (Max)
Row	Content Area/ Proficiency	Low	Medium	High	
5	Collaborate	The overall presentation is comprised of a series of separate presentations of each individual's work, or the presentation AND/OR the oral defense demonstrates strong disparity in the participation levels of specific team members.	The presentation of each individual's work is somewhat connected to work of the team. The presentation AND/OR the oral defense demonstrates some imbalance in the participation of team members.	The presentation is cohesive, clearly connecting the work of each individual to that of the team. The presentation AND/OR the oral defense demonstrates complete support and equal participation from all team members.	3
6	Reflect	The oral defense responds to the questions in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question.	The oral defense responds to the questions asked and provides some evidence that may be general rather than specific about the team's collaborative work.	The oral defense articulates detailed responses to the questions posed, supported by relevant and specific evidence about the team's collaborative work.	3

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.

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

Role of Teacher

Teachers

- ▶ must ensure students are aware of the task, timeline, components, and scoring criteria
- ▶ may explore issues, discuss topics and perspectives, and/or question students as necessary
- ▶ oversee the formation of groups
- ▶ may continue whole-class teaching of skills pertinent to the performance task as students are working on their research and/or presentations
- ▶ may share the rubric with students
- ▶ may encourage students to review each other's work

Teachers may not

- ▶ assign, provide, distribute, or generate research questions for students
- ▶ conduct or provide research/articles/evidence for students
- ▶ write, revise, amend, or correct student work
- ▶ give specific, directive feedback to individual groups
- ▶ reveal defense questions to students prior to the presentation