

**AP Research Performance Task Rubric: Academic Paper (v. 1.0)**

Content Area	Performance Levels		
<b>1 Understand and Analyze Context</b>	The paper identifies the topic of inquiry.  2	The paper identifies the topic, and describes the purpose and focus of the inquiry.  4	The paper explains the topic, purpose, and focus of the inquiry and why further investigation of the topic is needed by connecting it to the larger discipline, field, and/or scholarly community.  6
<b>2 Understand and Analyze Argument</b>	The paper identifies or cites previous works and/or summarizes a single perspective on the student's topic of inquiry.  2	The paper summarizes, individually, previous works representing multiple perspectives about the student's topic of inquiry.  4	The paper explains the relationships among multiple works representing multiple perspectives, describing the connection to the student's topic of inquiry.  6
<b>3 Evaluate Sources and Evidence</b>	The paper uses sources/evidence that are unsubstantiated as relevant and/or credible for the purpose of the inquiry.  2	The paper uses credible and relevant sources/evidence suited to the purpose of the inquiry.  4	The paper explains the relevance and significance of the used sources/cited evidence by connecting them to the student's topic of inquiry.  6
<b>4 Research Design</b>	The paper presents a summary of the approach, method, or process, but the summary is oversimplified.  3	The paper describes in detail the approach, method, or process.  5	The paper provides a logical rationale by explaining the alignment between the chosen approach, method, or process and the research question/project goal.  7
<b>5 Establish Argument</b>	The paper presents an argument, conclusion or understanding, but it is simplistic or inconsistent, and/or it provides unsupported or illogical links between the evidence and the claim(s).  3	The paper presents an argument, conclusion, or new understanding that the paper justifies by explaining the links between evidence with claims.  5	The paper presents an argument, conclusion or new understanding that acknowledges and explains the consequences and implications in context.  7
<b>6 Select and Use Evidence</b>	Evidence is presented, but it is insufficient or sometimes inconsistent in supporting the paper's conclusion or understanding.  2	The paper supports its conclusion through the compilation of relevant and sufficient evidence.  4	The paper demonstrates a compelling argument through effective interpretation and synthesis of the evidence and through describing its relevance and significance.  6
<b>7 Engage Audience</b>	Organizational and design elements are present, but sometimes distract from communication or are superfluous.  1	Organizational and design elements convey the paper's message.  2	Organizational and design elements engage the audience, effectively emphasize the paper's message and demonstrate the credibility of the writer.  3
<b>8 Apply Conventions</b>	The paper cites and attributes the work of others, but does so inconsistently and/or incorrectly.  2	The paper consistently and accurately cites and attributes the work of others.  4	The paper effectively integrates the knowledge and ideas of others and consistently distinguishes between the student's voice and that of others.  6

<b>9 Apply Conventions</b>	The paper's use of grammar, style and mechanics convey the student's ideas; however, errors interfere with communication and/or credibility.  <p style="text-align: center;">1</p>	The paper's word choice and syntax adheres to established conventions of grammar, usage and mechanics. There may be some errors, but they do not interfere with the author's meaning.  <p style="text-align: center;">2</p>	The paper's word choice and syntax enhances communication through variety, emphasis, and precision.  <p style="text-align: center;">3</p>
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**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, readers can also assign scores of **0** (zero).

- A score of **0** is assigned to a single row of the rubric when the paper displays a below-minimum level of quality as identified in that row of the rubric.