

AP Research Performance Task Rubric: Academic Paper

Content Area		Performance Levels		
1 Understand and Analyze Context	The paper identifies the topic of inquiry. 2	The paper identifies the topic, purpose, and focus of the inquiry and explains why further investigation of the topic is needed. 4	The paper articulates the significance of the topic of inquiry by connecting it to the larger discipline, field, and/or scholarly community. It defines its scope by specifying the parameters, limits, or requirements of the inquiry. 6	
2 Understand and Analyze Argument	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	
3 Evaluate Sources and Evidence	The paper uses evidence, but it is unsubstantiated as credible. 2	The paper substantiates the credibility of cited evidence. 4	The paper explains the relevance and significance of the cited evidence by connecting it to the student's topic of inquiry. 6	
4 Research Design	The paper presents a summary of the inquiry approach, method, or process, but the summary is oversimplified. 3	The paper describes a detailed inquiry approach, method, or process. 5	The paper provides a rationale for the chosen inquiry approach, method, or process of the research question/project goal. 7	
5 Establish Argument	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	
6 Select and Use Evidence	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 interprets and synthesizes the evidence and describes its relevance and significance. 6	
7 Engage Audience	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	
8 Apply Conventions	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	

9 Apply Conventions	<p>The paper is grammatically correct, but the style may be simplistic and does not create variety, emphasis, or interest.</p> <p>OR</p> <p>The paper's style and/or word choice creates variety and interest, but the errors interfere with communication and/or credibility.</p> <p style="text-align: center;">1</p>	<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> <p style="text-align: center;">2</p>	<p>The paper's word choice and syntax enhances communication through variety, emphasis, and precision.</p> <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.