
AP Research

Academic Paper

Scoring Guidelines

2017–18

2017–18 AP Research Academic Paper Rubric

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4	SCORE OF 5
Report on Existing Knowledge	Report on Existing Knowledge with Simplistic Use of a Research Method	Ineffectual Argument for a New Understanding	Well-Supported, Articulate Argument Conveying a New Understanding	Rich Analysis of a New Understanding Addressing a Gap in the Research Base
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Presents a topic of inquiry with limited 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 an oversimplified or nonreplicable research 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. 	<ul style="list-style-type: none"> • 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 be limited. • Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear. • Describes a 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Uses design elements, conventions of grammar, style, mechanics, and word precision to organize and enhance the communication of the student’s ideas, 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.