**AP Seminar Standards Grading**

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| **STANDARD** | **Developing** (1) | **Proficient** (2) | **Accomplished** (3) | **Distinguished** |
| **QUESTION AND EXPLORE** |  |  |  |  |
| 1) **Identify** a problem or issue. |  |  |  |  |
| 2) Use multiple sources to place the problem or issue in **context**. |  |  |  |  |
| 3) Pose complex research questions in order to seek out answers that reflect multiple, divergent, or contradictory perspectives. |  |  |  |  |
| 4) **Identify** and **Access** relevant and useful information for your research using effective strategies. |  |  |  |  |
| 5) Use technology effectively to access and manage information |  |  |  |  |
| 6) Evaluate the **relevance** of the sources of information and data in relation to the inquiry. |  |  |  |  |
| 7) Evaluate the **credibility** of the sources of information and data in relation to the inquiry. |  |  |  |  |
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| **UNDERSTAND AND ANALYZE ARGUMENTS** |  |  |  |  |
| 8) **Summarize** the main idea of an author’s argument |  |  |  |  |
| 9) **Analyze** and **Explain** the logic and line of reasoning of an argument. |  |  |  |  |
| 10) **Identify** the supporting details of an argument, while avoiding generalizations and oversimplification. |  |  |  |  |
| 11) **Analyze** and **explain** the **relevance** and **credibility** of evidence used to support an argument, taking **context** into consideration. |  |  |  |  |
| 12) **Evaluate** the validity of an argument by **analyzing** the **relationship** of the evidence used to support claims. |  |  |  |  |
| 13) **Connect** an argument to broader issues (i.e. real world connections) by examining the **implications** of the author’s claim. |  |  |  |  |
| 14) **Evaluating** potential resolutions, conclusions, or solutions to problems or issues raised by an author’s argument. |  |  |  |  |
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| **EVALUATE MULTIPLE PERSPECTIVES** |  |  |  |  |
| 15) **Identify** multiple perspectives on or arguments about an issue. |  |  |  |  |
| 16) **Interpret** and **Analyze** multiple perspectives on or arguments about an issue. |  |  |  |  |
| 17) **Evaluate** objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments relating to an issue. |  |  |  |  |
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| **SYNTHESIZE IDEAS** |  |  |  |  |
| 18) **Construct** an argument which uses a **coherent** line of reasoning. |  |  |  |  |
| 19) Attribute knowledge and ideas accurately and ethically, using an appropriate citation style. |  |  |  |  |
| 20) **Interpret**, use, and **synthesize** qualitative and/or quantitative data/information from various perspectives and a variety of sources (e.g., primary, secondary, print, non-print) to develop and support an argument. |  |  |  |  |
| 21) Provide **insightful** and **cogent** commentary that links evidence with claims. |  |  |  |  |
| 22) Offering resolutions, and/or solutions based on evidence. |  |  |  |  |
| 23) Consider the consequences and implications of a proposed resolution, and/or solutions. |  |  |  |  |
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| **TEAM, TRANSFORM, AND TRANSMIT** |  |  |  |  |
| 24) Writing adheres to established conventions of grammar usage, style, and mechanics. |  |  |  |  |
| 25) Provide individual contribution to overall collaborative effort |  |  |  |  |
| 26) Foster a constructive team climate, resolving conflicts, and facilitating equal contributions of all team members to address complex, open-ended problems. |  |  |  |  |
| 27) Communicate with a presentation that uses effective techniques of design. |  |  |  |  |
| 28) Engage an audience by employing effective techniques of delivery and performance. |  |  |  |  |
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| **REFLECTION** |  |  |  |  |
| 29) **Reflect** upon the individual learning process for a given performance task by identifying both successes and areas for improvement. |  |  |  |  |
| 30) **Reflect** upon group dynamics, roles, allocation of tasks, and identify both successes and areas for improvement. |  |  |  |  |
| 31) **Reflect** upon biases and their impact on learning process, research, and final products. |  |  |  |  |
| 32) **Reflect** upon the process of using lenses and perspectives as complementary tools for expanding inquiry. |  |  |  |  |
| 33) **Reflect** upon your effectiveness with time-management toward the satisfaction of meeting your goal. |  |  |  |  |