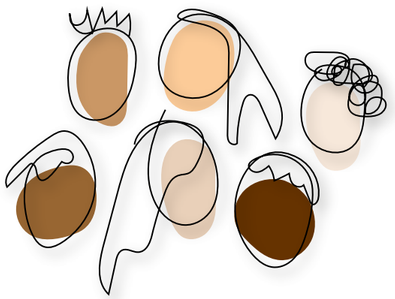
AP Seminar Workbook: Across CTE Pathways

An Open Education Resources (OER) book published by Downey Unified School District and authored by Stacy Cabrera.

AP Seminar for Career Technical Education (CTE) supports students by providing a step-by-step guide in building your inquiry-focused, college-level program and positioning your high schoolers as experts across special topics. Checkpoints throughout this workbook support framing learning around prompting students to ask critical questions, evaluate sources, mediate content across various platforms, and ultimately delve into a research question that addresses a real-time industry issue in a CTE pathway area of interest.

You are a thought partner in the AP Seminar experience as you practice connecting CTE skills to academic research in a building-block process that promotes trial and error and ongoing discovery over traditional content delivery models. Through practice skills aligned to each AP Seminar course task, this free and fully accessible OER serves as a support network for you, regardless of your pathway sector, to join a teacher community of practice. Whether students are pursuing futures in culinary arts, advanced manufacturing, mechatronics, audiovisual technologies, media arts, computer programming, biotechnology, alternative fuels and automotive, or any number of CTE project-based pathways, the goal is to advantage your learners and merge the practical applications of CTE skills with academia, eventually leading to your students citing AP peers' work and networking as research experts.

The AP for CTE teacher's workbook operates on an "embrace the chaos" perspective to promote student ownership over material, nurture adaptability when existing literature may not support initial ideas, and mentor reevaluation to strengthen student research. You will note creative license taking hold as your students bridge favorite hands-on discoveries in CTE to in-depth academic discovery, and the teacher-student barrier fades; you will become a learner alongside your students investigating their interests. Our approach to AP Seminar celebrates and acknowledges a constellation of student and teacher CTE experiences and work-based learning.



AP4CTE.ORG free resources include:

- Practice skills aligned to each course task
- CTE teacher collaborative community of practice
- Special topics review with examples of student projects
- Blueprints to align CTE pathways to AP Seminar opportunities

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AP4CTE
https://AP4CTE.ORG

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AP Seminar Workbook: Across CTE Pathways

Teacher's Edition

AP Seminar Workbook

Across CTE Pathways

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AUTHOR and PUBLISHING DIRECTOR

Downey Unified School District
PUBLISHER

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Publisher

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AP Seminar Workbook: Across CTE Pathways fully meets accessibility standards.

https://AP4CTE.ORG

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Downey Unified School District, Publisher

DUSD Vision

All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

DUSD Mission

Downey Unified School District is committed to developing all students to be self-motivated learners and productive, responsible, and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advance teaching and learning.

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About the Author

Stacy Cabrera teaches AP Capstone at Warren High School in Downey, CA, where she marries critical thinking, philosophy, student research, and practical skills applications. As her favorite writer Aldous Huxley said, "Nothing short of everything will really do." Stacy's main goal for students is learning how to analyze and interpret good writing and argumentation and create academic contributions of their own through active research designs and methodologies. Much of her approach has been influenced by her time as a chair member (July 2019-2022) with the American Philosophical Association's committee on Pre-college Philosophy Instruction and as a member/presenter with the Philosophy Learning and Teaching Organization. Stacy is a frequent contributing member of the Aspiring Thinkers and Pacific Partnership Critical Thinking Project with colleagues from UCLA, Pepperdine, the University of Queensland, and the Impact Centre, which seeks to advocate for successfully proven methods for the development of critical thinking and inquiry at the primary and secondary levels.

About the Publishing Director

Dara Ramos oversees content production and accessibility compliance for teacher and student versions of the text, the accompanying website AP4CTE, and the Canvas and Google Classroom shells for teachers to import content into their classrooms. Dara's experiences in pre-award grant application development, post-award grant management, and collecting and analyzing student-level data for achievement outcomes and equity gaps support developing content and classes meaningful to the student audience and supportive for teachers.

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AP Seminar Workbook Introduction and Author Notes

In the Spring of 2017, I approached my principal with a desire to build something "capstone-like" where seniors would complete an extended research project driven by their passions and interests. That first year was a challenging, frustrating experience of trial-by-error. I have since found deep satisfaction in the rewarding experience of guiding students to follow their personal, practical, and intellectual curiosities. Over the following years, I was fortunate to see students do more than memorize and categorize knowledge—I saw them contribute novel understandings about the world and make it a better place to be, whether that's testing the bacterial resistance of topical acne medications or writing a 150-page play aligned to the current scientific understanding of mental and behavioral sciences and clinical treatment practices.

As we continue to find ways to allow students the freedom to pick their passions on our campuses, we are incredibly excited to share some strategies and provide you with a template for engaging in similar explorations on your campus. We hope this Workbook delivers a solid foundation for beginning to align the AP curriculum through AP Seminar with your CTE pathways. CTE students contribute in meaningful, practical, and innovative ways to local economies and industries that significantly impact how we live, work, and experience our world today.

In the introduction to each section of the Workbook, you will find a list of suggested texts for the activities in that section. On the AP Seminar Content Archive page at AP4CTE.org, you will find additional sources to align text selections with your students' needs and CTE interests. If a section in the Teacher's Workbook corresponds to a section in the Student Workbook, the page number for the student version is noted to help you quickly direct students to the correct page.

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Online Module and Workbook Alignment Chart

The chart below shows how each section of the Workbook aligns with the online Modules available for Canvas and Google Classroom. All Canvas and Google Classroom materials are available for you to import some or all into your online classroom. All materials are also available as an Archive list of .pdf files for you to select for printing, sharing, or any other distribution.

Canvas/Google Classroom		Workbook	Pages
Online Module 1	Module 1 Introduction	Introduction to Capstone and AP Seminar	8
	Module 1.1	Introduction to the Course	9
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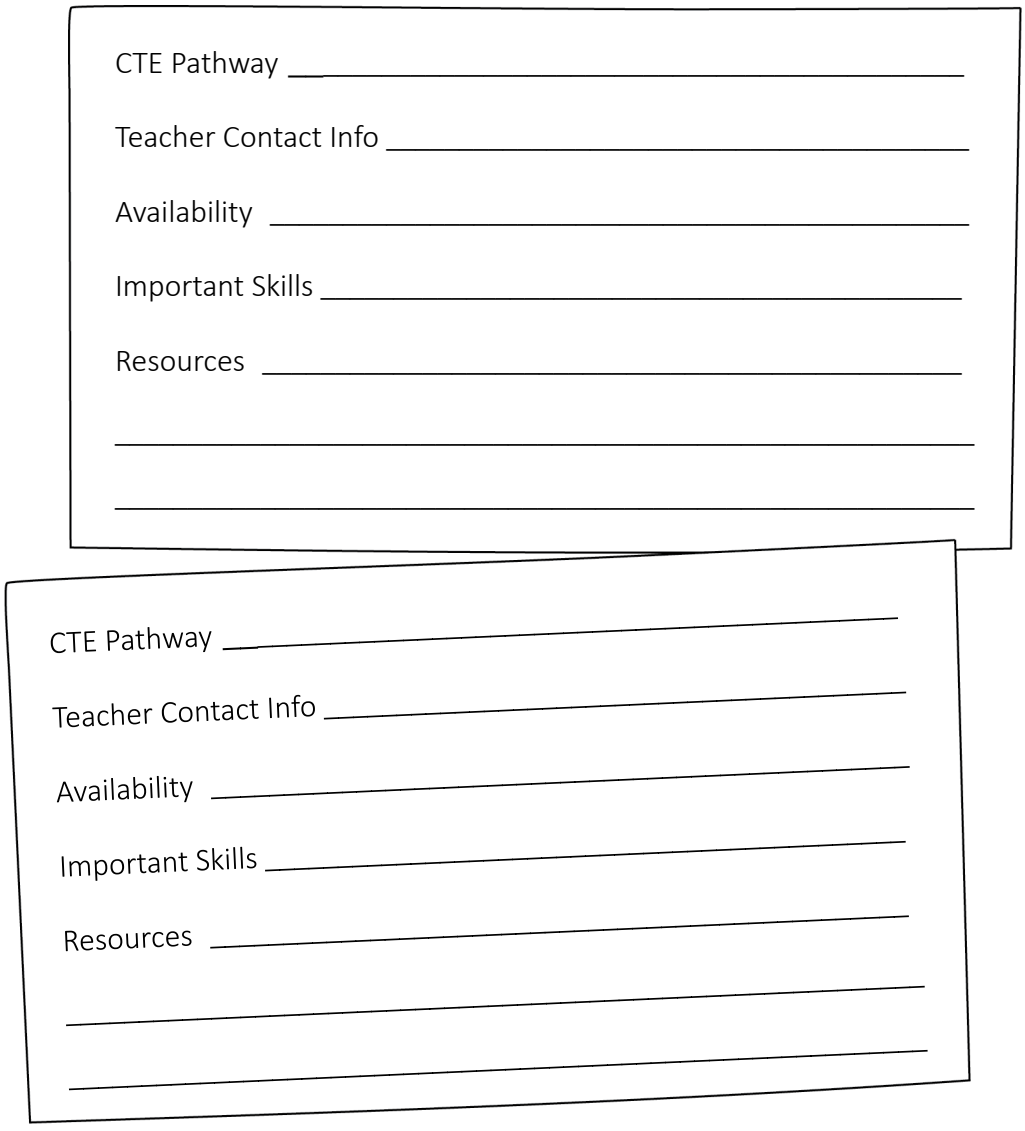
CTE Pathway Contacts and Connections

Meeting with the CTE teachers at your school and building good relationships is vital to your students' success. Doing so allows you to connect student CTE Pathways experiences with AP Seminar assignments and College Board priorities.



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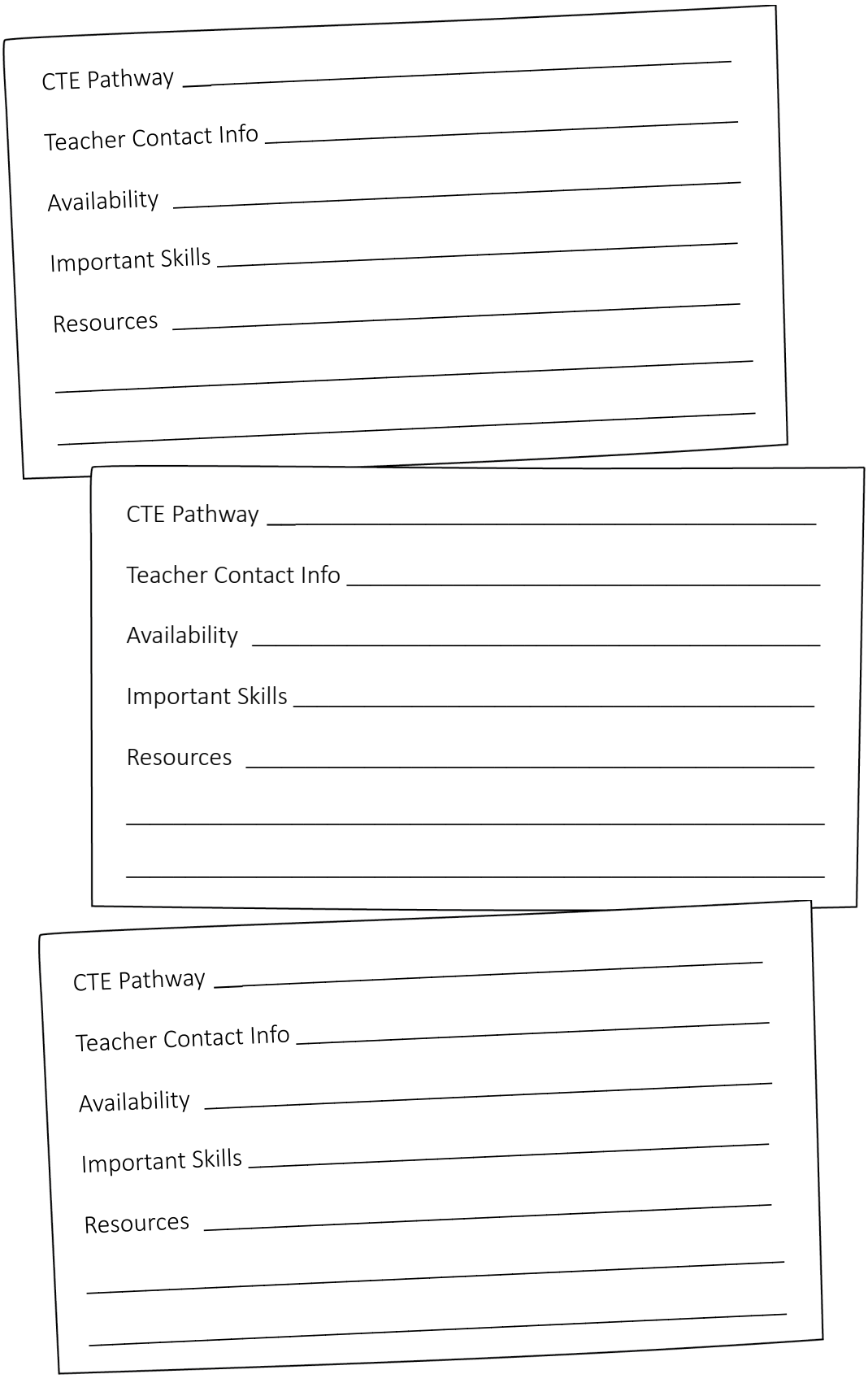
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Introduction to Capstone and AP Seminar

This first online Module introduces students to the basic breakdown of the program, with specific emphasis on year 1, AP Seminar objectives. Students will receive College Board official materials, course information and overviews, basic course design and goals, assignment and grading process, and overall discussion of the special topic.

Suggested Time: 1 week

Suggested Content: reflections on the American Dream and our relationship to Work

- poem, "To be of use"
- Aphorisms from Franklin's Poor Richard's Almanack
- John Steinbeck's "Paradox and Dream"

Assessments: theme brainstorming; personal research philosophy reflections, student portfolio creation (ongoing work throughout the school year).

Student Essential Questions

- What do I know, and what do I need to know, learn, or understand?
- What patterns or trends can be identified among the arguments about this issue?
- Why might the authors(s) view the issue this way? What biases might influence their perspective(s)?
- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?

Introduction to the Course

This online Module introduces students to The College Board's introductory information for AP Capstone, AP Seminar in particular, along with any school and teacher policies regarding the program and its relationship with school CTE pathways. The example course centers around the broad theme of the Dynamic Workforce to cast a wide net around various career technical educational models.

Content for the Dynamic Workforce theme adopts from multiple subject matter sources and information types for students to practice the related cross-curricular and interdisciplinary skills required by the official course tasks. The purpose of this emphasis is CTE-specific: to provide CTE students with the basic research strategies needed to do the work in their selected pathway and to innovate and problem solve within their industry sector.

Introduction to the Theme

Before diving into skills-based learning, students explore the broad idea of the Dynamic Workforce theme by reading each text in isolation and participating in guided classroom discussions. This may require you to do a basic review around the analysis of each type of text (poem vs. aphorisms vs. essay) in conjunction with a discussion of the content.

Piercy's poem "To be of use" was selected for its focus on productivity and the human desire to do meaningful work, highlighting the importance of utility. Aphorisms from Franklin's "Poor Richards" also stress the importance of utility, the inherent value of work, and our concept of functional success. Lastly, Steinbeck's "Paradox and Dream" provides a more modern critique of the "American Way of Life": his breakdown of what we do, want, and believe about success offers a place to reflect on those ideas of utility in the previous two sources.

You may choose to begin with the prompt in the description of the thematic focus overview and have students discuss how each piece contributes to the conversation about the culture of work in the United States (currently and historically). These discussions can serve as an informal assessment by participation, formalized as structured student-led discussions utilizing the question and reflection assessments, or assessed through the dynamic mind-mapping activity (whole class or small teams, each with a specific text or thematic focus). This sample course uses a small team mind-mapping activity to demonstrate these skills.

Ultimately, students are introduced to the types of reading, thinking, and discussion inherent to AP Seminar. CTE Teachers may also incorporate pathway-specific, career-focused articles to situate the research in relevant, content-specific knowledge.

Themes: Reflection

Use this space to reflect on the broad idea of the themes below as expressed in each text.

Thoughts on “To be of use”

Thoughts on “Poor Richard’s Almanac”

Thoughts on “Paradox and Dream”

(Student Workbook pg. 3)

Themes and Concepts Overlap: Reflection

Use the space on the next two pages to reflect on the intersection of all three texts.

What potential themes emerge?

What skills, traits, etc., do students and workers today need to be successful?

How do your site-specific pathways build into your reflections?

How do these sources support or challenge what you have identified?

Student Activity: Course Theme Mind Mapping

Mind mapping is a technique used across academic and professional spheres. It is a highly effective tool for creative, organic, stream-of-consciousness thinking in a traceable and physical way. Generally, mind mapping begins with a concept, topic, or question to be explored. Students build connections to other ideas, concepts, questions, etc., as they come to them. The goal of such an exercise is exploration and brainstorming.

This activity may be completed in student- or teacher-generated teams of around four individuals. Provide each team with a large writing surface to write the name of one of the three reading selections for online Module 1 as a heading. Students may choose to use markers or pens of various colors to organize and process their thinking.

As small teams, students will "map" their collective thinking. Their map begins by reflecting on the general prompt below; students should feel comfortable following tangents as they arise. Maps may include statements, questions, concepts or phrases, quotations from the work(s), images, or symbols, etc. Students may map with arrows to connect ideas or choose some form of organic color coding. Students do not need to overthink the poster organization; this is not a presentation. Aesthetics are not part of the process and concerns about "look" will veer focus away from the content.

Prompt: What does being a "worker" in America mean? How has the conception changed over this country's history? How is our belief about "work" tied into the concept of "self, " self-worth, and success?

Post-map Discussion

Toward the end of the activity, the team will collaborate to write a more logically cohesive and selective summary of their thinking, focusing on important or novel areas of their team exploration of the topic. Teams share these summaries with the class. After all teams give a report, a summative class discussion occurs.

Post-map Reflection

After all teams share their findings, students will individually reflect on the overall overlaps in the themes and concepts presented across all three texts. Students return to the general prompt with evidence from the discussion and the texts, highlighting areas of agreement and disagreement. Students also reflect explicitly on how workers in the field of their career-technical pathway define self-worth and success in the workplace.

Mapping activities in small teams may factor into the grading criteria as part of a participation grade. However, all class activities will reflect in the post-map reflection submitted to the assignment post in Canvas. You determine the grading criteria, this can be participation-based, or you may choose to grade the reflection on formal writing technique, grammar, organization, and logic.

Setting Up Portfolios and Initial Research Philosophy Reflections

After the introduction to the course themes and style, students will create their portfolios. You may decide to provide students with an outline for its contents and use the outline as a template throughout the course. This sample course uses a digital portfolio structure shared through Google Drive. Assignment direction can be adapted for Dropbox, other storage clients, or for a printed, physical portfolio. (See assignment details in online Module 1 for this assignment's implementation guide).

Maintaining recursive and reflective portfolios is a fundamental requirement of The College Board AP Capstone program. Students will house all process work, written reflections, paper drafts, and other related notes in an organized fashion; you can check portfolios for completion at regular intervals. Ultimately, the portfolio process provides students with a way to physically see and monitor progress and serves as an easy place to organize work and recall change over time—metacognitive activities are the foundation of active reflections.

Students complete an initial written reflection. This Research Philosophy Reflection asks students to provide an initial profile of their academic, CTE pathway, and career-based interests, topics of curiosity or talent, and the basis for lines of inquiry they may follow in the future. You may choose to have students revise this reflection over the year. They may also use it as a basis for discussion in the beginning classes of AP Research. This may be supplemented with broad introductions to lines of inquiry, epistemic worldviews, or other knowledge-based philosophies as they provide students with academic language for categorizing their curiosities. Doing so will lead students to methodological approaches and ethical research practices in the future. (See provided presentation and recorded lecture as potential resources for scaffolding this student reflection in online Module 1).

Researcher Philosophy Reflection Space

Students are asked to complete research profiles to activate the metacognition they will exercise during the entire program. Students may also benefit from a sample—an option is to share your responses to the questions below.

What are your discipline-specific academic areas of interest, expertise, or other personal research interests?

How do you gather information to know something in those areas of interest?

What kinds of biases do you hold, and how do you work to ensure they do not impact an objective approach to inquiry in your areas of interest?

How do you prove (or accept proof of) a truth in these areas of interest?
In other words, what is "quality" work in these areas?

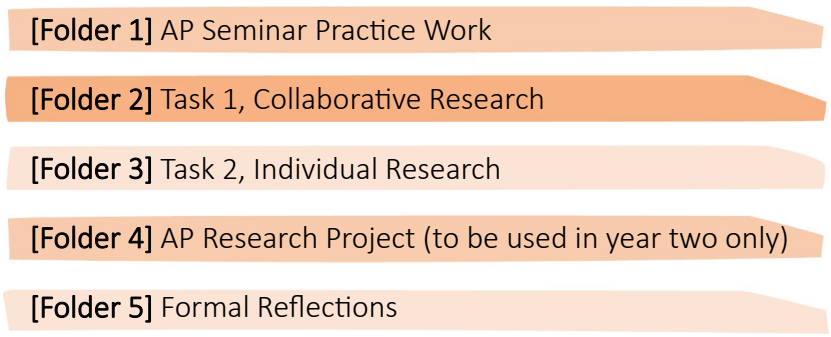
Do you believe one way of knowing is better (or more preferred or justified) than others?

Student Assignment: AP Capstone Portfolio and Initial Research Profile Reflection

As part of the general expectations of AP Capstone, the College Board requires students to keep comprehensive process portfolios for each program year. Over both years, students amass substantial notes, reflections, proposals, outlines, drafts, and presentation materials requiring organization and upkeep. Portfolio-keeping also provides students with a physical relic of understanding from which to reflect on personal development.

Digital Set-up

In Google Drive, you will create general portfolio folders named for each student and their year of program entry (Last name, First name, Year). You will share the folders (with editing capabilities) with the identified student. Within their general portfolio folder, students create the following infrastructure:



Folder 1: AP Seminar Practice Work

Folder 1 will house all formal practice works from online Modules 1-7 of AP Seminar. You will provide students with the proper submission format, document labeling, and any other folder organization process you may determine.

Folder 2: Task 1, Collaborative Research

Folder 2 will contain all research, notes, and official submissions for online Module 8, Task 1. To organize the task, students create subfolders corresponding to the following:

- Research Notes [unofficial notes, saved articles, and informal process reflections]
- IRR Process [proposals, annotated bibliographies, and drafts]
- Collaborative Presentation Work [response papers, collaborative statements, presentation slides, and oral defense preparation]

(Student Workbook pg. 5)

Folder 3: Task 2, Individual Research

Folder 3 will hold all research, notes, and official submissions for online Module 9, high-stakes Task 2. To organize this task, students create subfolders corresponding to the following:

- Research Notes [unofficial, unstructured notes, saved articles, and informal process reflections]
- IWA Process [proposals, annotated bibliographies, and drafts]
- Presentation Work [presentation slides and oral defense preparation]

Folder 4: AP Research Project

Folder 4 will be organized in year 2 of the program.

Folder 5: Formal Reflections

Folder 5 content will include formal reflections, including periodic self-evaluations (quarterly or per semester), task reflections, and end-of-course reflections. It will also contain the first submission, the initial Researcher Philosophy Reflection detailed below:

Student reflections are organized paragraphs, written with formal academic language, tone, and grammar. The submission guidelines include consistent, proper style guide formatting and around 500 words upon completion. Students will submit their reflection in the assigned folder for progress check by the deadline.

Students' reflections begin with a self-introduction that focuses on their worldview and considers their cultural background, to include:

- values instilled by family, environment, school, etc.
- beliefs about knowledge, understanding, and how they explore the world
- how those beliefs, values, etc. play into their areas of personal, academic, and future career interests.

Next, students consider how their views manifest a specific approach to those interests in addressing the following questions:

1. How do I gather data or information to "know" or "understand" something in those areas of interest?
2. How do I prove (or accept proof of) truth in these areas of interest? In other words, what is "quality" work in these areas?
3. Do I believe one way of knowing is better (or more preferred or justified) than others? Justify your thoughts here.
4. What kinds of biases do I hold, and how will I work to ensure they do not impact an objective approach to inquiry in my areas of interest?

Lastly, students reflect on their areas of strength and how those strengths will become an asset to their work in this program.

Classroom discussion during this assignment addresses the topics above and connects reflection with student areas of interest, CTE skills, pathways, etc., that may become avenues of student research for this program.

Introduction to Reading Complex Texts and Argument Analysis

In this online Module, students begin to interact with primary literature across publication types to identify major features of the argumentative structure. The focus is strictly on the first two skills tested by College Board: identifying major claims and supporting evidence as students learn basic forms of argumentative logic using processes and aides such as argument mapping; this will stop short of the third skill evaluation, which will be the focus of online Module 3.

Suggested time: 2 weeks

Suggested Content: Philosophy of Productivity in American Culture

- For Thematic Discussion:
  - Article, "Game over: Has gamification failed?" published by TechRepublic (July 2022)
  - Selections from Henry Ford's My Life and Work

- For Assessment:
  - Article, "Remote working is a "mixed bag" for employee well-being and productivity, study finds," by University of Cambridge

- Additional, Challenge Selections:
  - Selections from Richard Baxter's Christian Directory (on Labour, and on Time)
  - Selections from Adam Smith's Wealth of Nations

Assessments: Argument maps; Argument Analysis formal response (1-2)

Student Essential Questions

- What strategies will help you to comprehend a text?
- What is the argument's main idea, and what reasoning does the author use to develop it?

Identifying Course Skills: Argument Analysis

Argument analysis is one of the core foundational skills for success for students of AP Seminar (and thus, AP Research). For argument analysis, tested explicitly in Part A of the End-of-Course Exam, students will critically read complex materials with intention. They will learn to identify the target or terminus and the major features of argument structure. This online Module introduces language consistent with formal and informal logic and the development of argument identification through research-based methods. Students learn how to construct argument maps and structure the written analysis consistent with the expectations of the College Board End-of-Course Exam (Part A).

Complex Arguments and Argument Mapping

After introducing the basic concepts and terminology for argumentation and practicing with terminal arguments, students will develop further skills for argument identification with more complex, nuanced texts. To do so, students learn how to engage and construct argument maps as a potential tool for visualization. From this visual tool, students begin to structure the written analysis consistent with the College Board End-of-Course Exam expectations. This online Module stops short of the third element of the Part A analysis, the evaluation of the argument; the focus of online Module 3.

Teacher-led and small-team practice will use stimulus materials that provide historical views on the course theme of work. The article and selections from Ford’s Life and Work focus on productivity and technological shift as major recurrent themes. The additional challenge texts relay how the concepts of industry and success, in conjunction with productivity, have been manipulated throughout American history. Baxter's texts impress the importance, for religious reasons, of duty to work ethic and what constitutes success because of that ethic. At the same time, Adams provides one of the foundational philosophies for American Capitalism as a structure of society.

Use of the texts may be initially grounded in the skills learned and introduced as examples through which to analyze argumentation, or you may choose to provide different types of texts for similar results (speeches, lectures, visuals, etc.). To discuss the content and conceptual connections between the pieces and their relation to earlier works, organize this online Module's activities to best fit your students' needs. Activities include reading with students, hosting a whole class or small team discussions, assigning reading questions and reflections, etc. These activities provide students with conceptual practice in inquiry and manipulating texts, a feature of many of the required tasks of AP Seminar. Ultimately, you may choose to use one of the selections, or a CTE pathway-specific selection as guided practice in argument mapping; this practice facilitates the next step in assessing students' generated maps and argument analysis write-ups.

Argument Mapping

Before engaging with complex arguments across published texts, students will practice identifying important aspects of argumentation based on given terminal argument examples. For each argument example, students identify the following:

- The argument's claim
- The reasoning provided for the claim
- Support/evidence for the reasoning in support of the claim

For extra credit, students may also supply what warrants the argument. This approach helps students think about the implied aspects of the claim upon which the argument rests. This practice is a good skill to develop over the course of the online Modules, especially as students begin to evaluate arguments in support of their research or make their arguments.

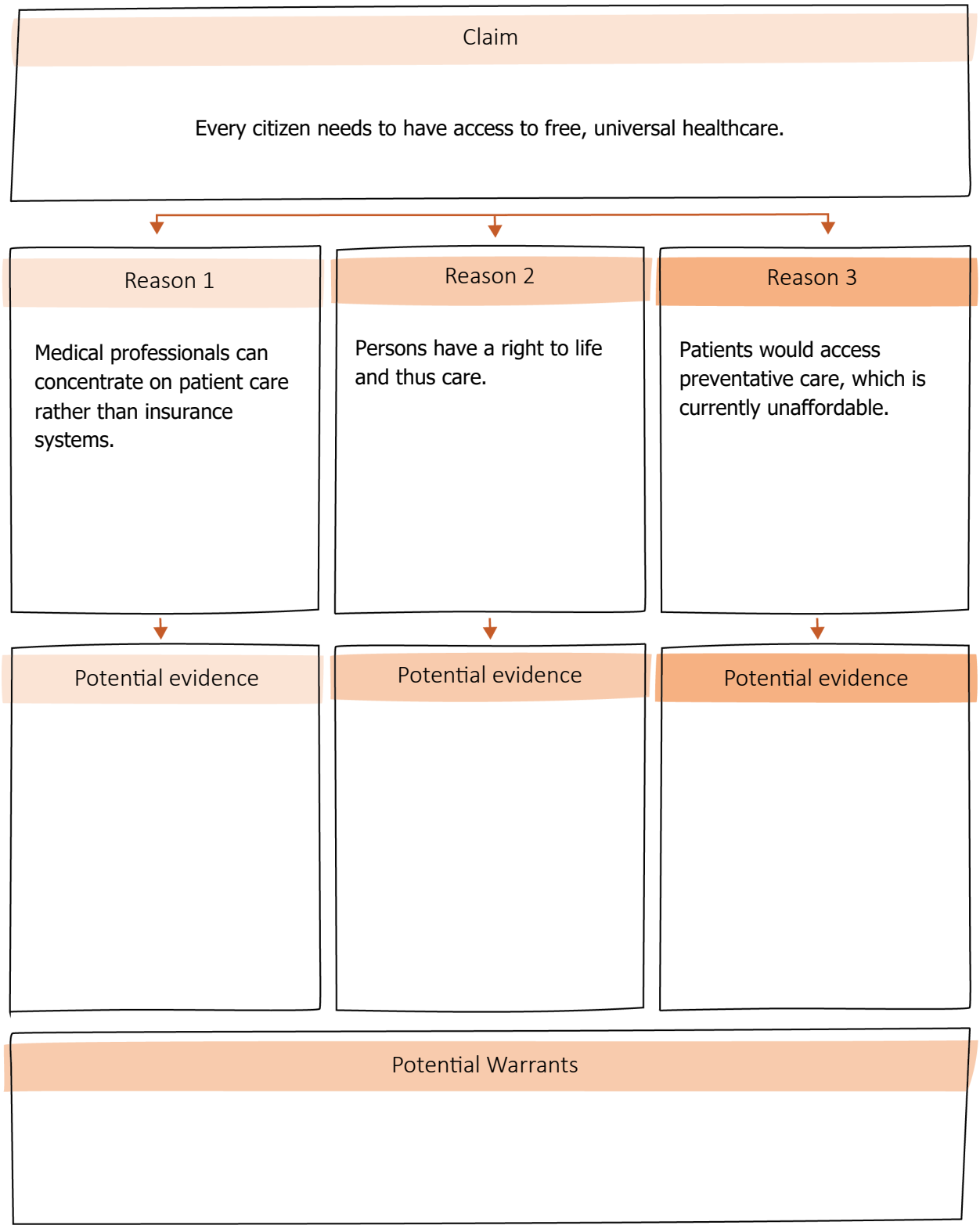
Note that the following sample arguments do not have evidence provided to support the reasoning. In the sample maps below, note the empty boxes where sample evidence may be provided. You may add this as an example of researching to find support—or you may have students do such research themselves and provide it in a class setting for shared discussion. In their Workbook, students have Sample Argument 1 and a blank argument map to work through as a whole class practice, a small team exercise, or an individual assignment. The Sample Argument 2 is only in the Teacher's Workbook and can be used for additional student practice. The two Practice Arguments are included in the PowerPoint presentation and are meant to be used as guided practice with class participation. They only appear in the teacher version of the Workbook.

Sample Argument 1:

"Every citizen should have access to a free, universal health care system. This would allow medical professionals to concentrate on healing their patients rather than dealing with insurance procedures and liability concerns. Each person has a right to be cared for, and having access to free medical services provides patients with the opportunity for regular checkups when otherwise they may not be able to afford them."

[example courtesy of Wilfrid Laurier University Library]

Example Map for Argument 1



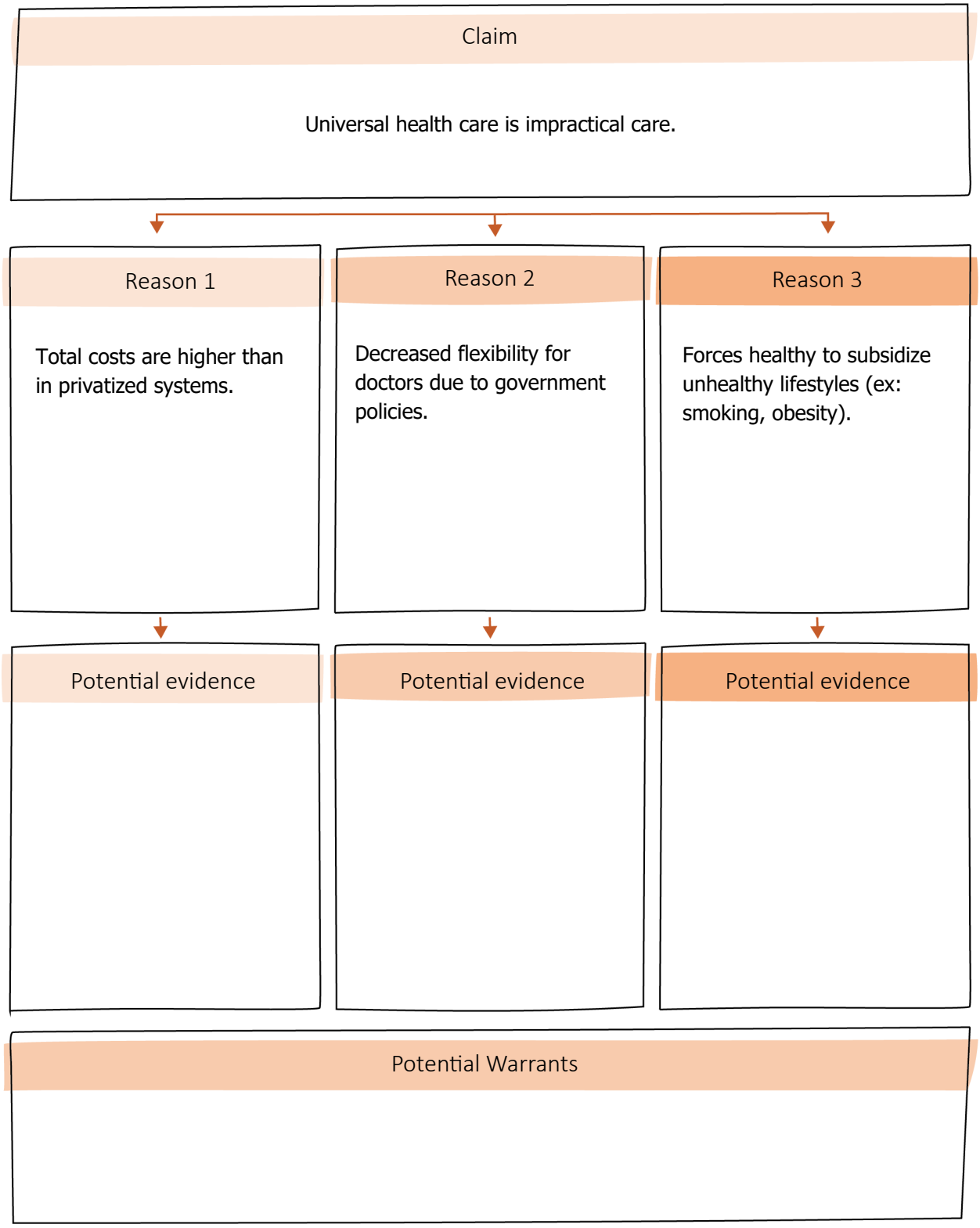
(Student Workbook pg. 10)

Sample Argument 2:

"Universal health care is an impractical system where total costs end up being much higher compared to privatized care. Doctor flexibility is decreased due to government policy, and healthy people are forced to subsidize the health benefits for smokers and those that are obese. Everyone should be given access to health care, but not in a publicly controlled system."

[example courtesy of Wilfrid Laurier University Library]

Example Map for Argument 2



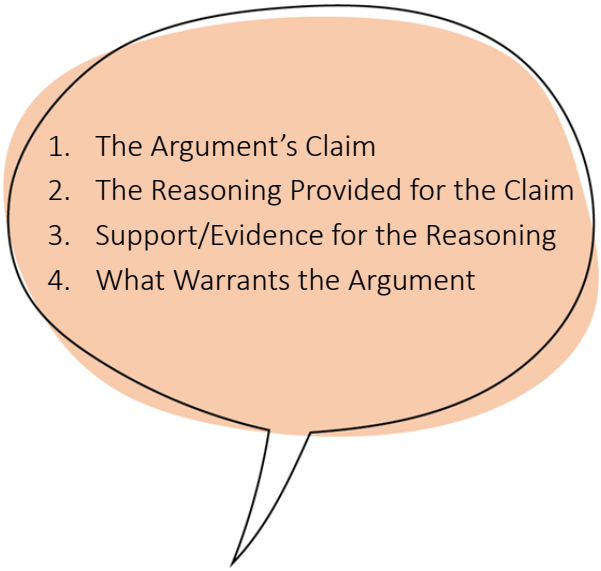
Practice Arguments

Here are two practice arguments. There is space for you to create your own argument maps and potential answer keys. You select which to use in your class discussions.

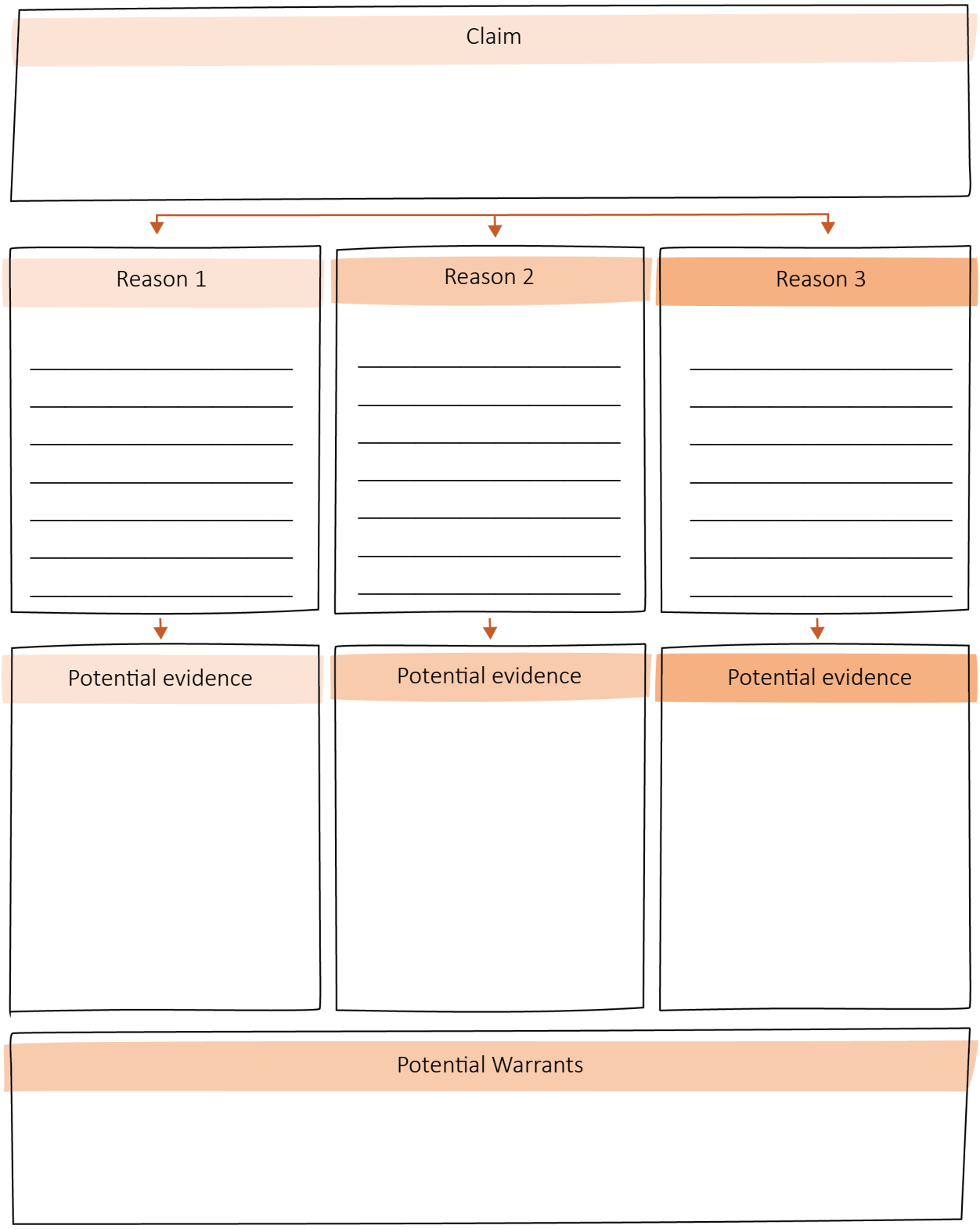
Practice Argument 1:

Though science fiction writers and fans would be disappointed, it is scientifically unlikely that extraterrestrial intelligent life exists in our galaxy. Dating studies and theories strongly suggest that the sun is about 4.6 billion years old, and that life took nearly that long to form and evolve from Earth's formation. Studies using the same dating methods also show that about half of the stars in the galaxy are even younger than our sun. So, if it takes 4-5 billion years to develop life, young stars cannot yet have intelligent life. To add further support, research finds that at least half of the stars in our galaxy are part of binary systems, and evidence concludes that life-supporting planets cannot withstand that kind of gravitational force. As a result, only a small percentage of stars in our galaxy could even suit intelligent life.

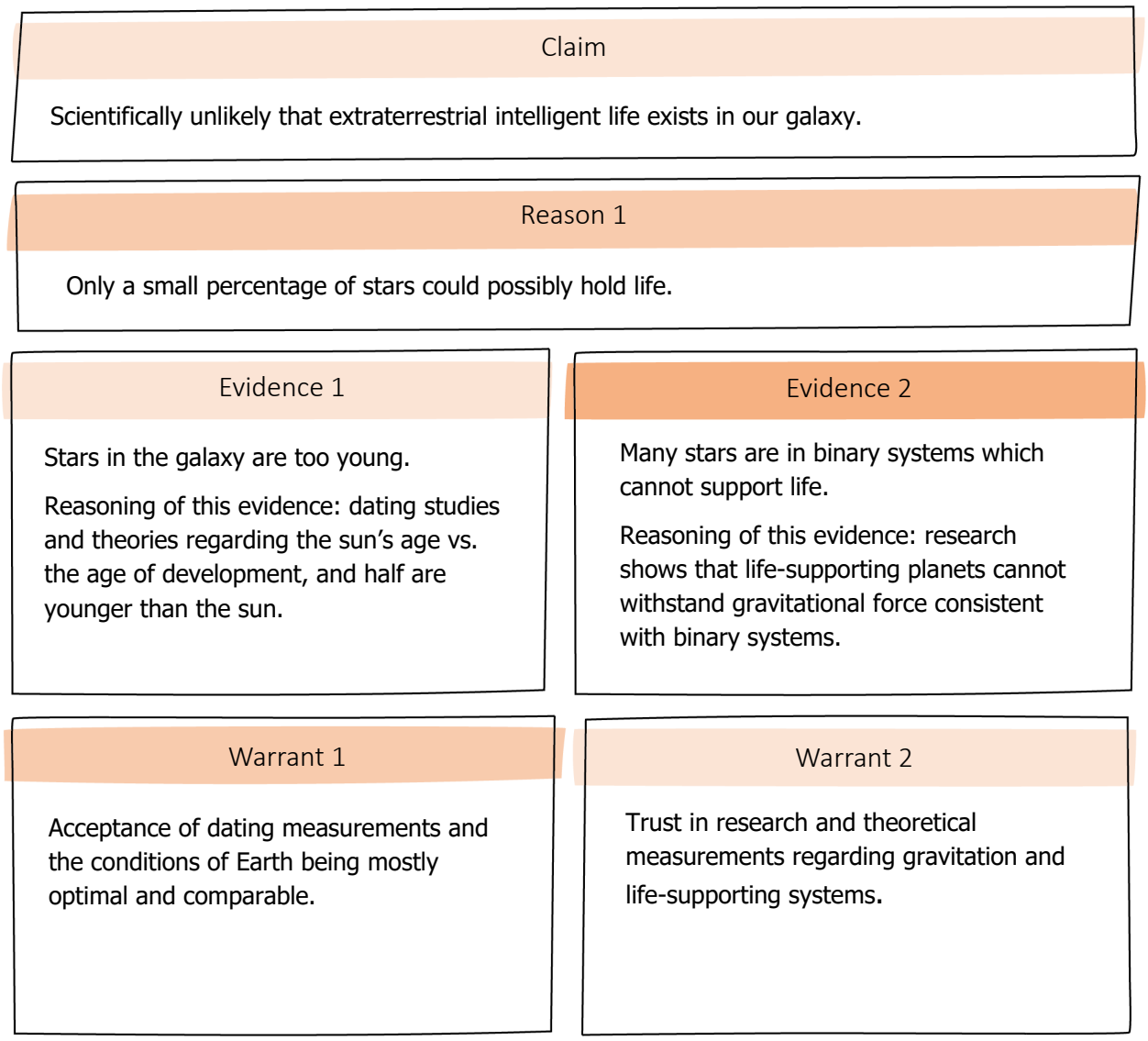
Create an Argument Map on the next page, identifying the following:



Argument Map



Potential Answer Key for Argument 1



Note: Practice Argument 1 is relatively straightforward, though some assumptions warrant acceptance of the reasons and why evidence is not provided mathematically (for simplicity). Students may ask about the evidence as labeled, especially if their consideration of the evidence is specific examples, data points, etc.

Argument 2 below, is *less* straightforward and "flips" the structure. Students have likely been taught that each paragraph starts with a claim and ends with a concluding statement which returns to it. In the argument below, they will find that the claim is not provided until after reasoning has been explored, making this a good example to follow up the above. This argument illustrates that arguments are not always linear or structured in the same way (thus, they cannot rely solely on paragraph structure to indicate the parts of the argument).

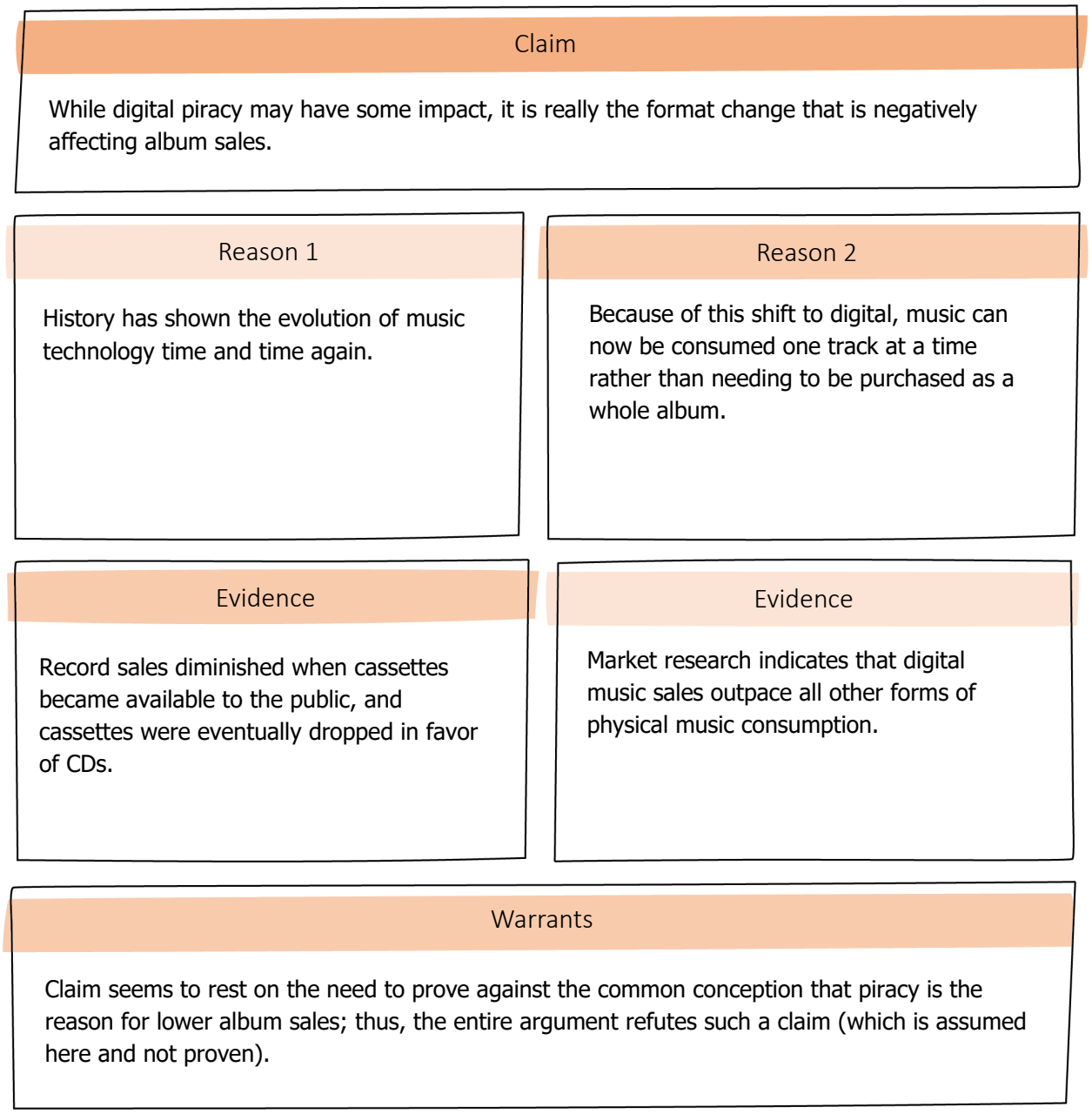
Practice Argument 2:

History has shown the evolution of music technology time and time again. Record sales diminished when cassettes became available to the public, and cassettes were eventually dropped in favor of CDs. Today, market research indicates that digital music sales outpace all other forms of physical music consumption. Because of this shift to digital, music can now be consumed one track at a time rather than needing to be purchased as a full album. While digital piracy may have some impact, it is the format change that is negatively affecting album sales.

Create an Argument Map on the next page, identifying the following:

1. The Argument's Claim
2. The Reasoning Provided for the Claim
3. Support/Evidence for the Reasoning
4. What Warrants the Argument

Potential Answer Key for Argument 2



For Argument 2, students may make the common mistake of identifying the first sentence regarding evolution over time as the claim. It is worth mentioning that such a thing isn't a claim—it is an observation and thus can't be the central claim. This needs to be especially clear when arriving at Reason 2, as it no longer talks about the evolution of technology but rather a change in the method of consumption.

Argument Mapping Resources

Articles with clear arguments for students to map as examples:

Resources for digital mapping:

Introduction to Source Evaluation

Students will add an interaction to their textual reading in this online Module beyond identifying argument structure. The focus is on evaluating the strength and effectiveness of an argument's provided evidence and the credibility and authority of the author or source citations.

This online Module introduces students to the expectations for evaluating different types of texts, using strategies such as RAVEN for expository arguments (built upon prior assessment text) and OPTIC for artistic representations (new assessment for this online Module).

You will provide a sample research question within the given source content and students will supply researched sources in annotated bibliography form, including a rationalized justification for source selection ("purposeful use") using evaluation techniques.

Suggested Time: 2-3 weeks

Suggested Content: Acknowledging the Criticisms of "Work"

- For Thematic Discussion:
  - Student-generated articles - pathway article "show and tell"
  - Selections from Aldous Huxley's Point Counter Point (walk-through text, with a discussion using selections from Brave New World and Island)

- For Assessment:
  - Art piece, Diego Rivera's 1928 mural "The Arsenal"

- Additional, Challenge Selections:
  - Selections from Max Weber's The Protestant Ethic and the Spirit of Capitalism
  - Selections from Erich Fromm's Sane Society
  - Selections from Hannah Arendt's Human Condition

Assessments: Argument Analysis formal responses (1-3) for artistic "text"; Sample Research Question Annotated Bibliographies (with source rationale)

Student Essential Questions

- How does the context of a problem or issue affect how it is interpreted or presented?
- Why might the author view the issue this way?
- What biases may the author have that influence their perspective?
- Does the argument acknowledge other perspectives?
- How do you determine if a source is trustworthy?
- From whose perspective is this information being presented, and how does that affect your evaluation?

Available Resources

Contacts	
Librarian	
IT Personnel	
Curriculum Admin	
College and Career Counselors	
Pathway Articulation Contacts	

Library Resources	
Physical Resources	
Physical Resources	
Digital Resources (Site and Logins)	
Digital Resources (Site and Logins)	

Other Resources	
Subscriptions	
Digital Resources to Recommend to Library	
Formatting Resources/Guides	
Notes (Tutoring Schedule, Library Scheduling Protocols, etc.)	

Argumentation in Context: Evaluating the Message

Sound, valid logic is essential to an effective argument; however, it is not the only element. Once students can identify basic argument structures, they begin to layer important nuances of communication. Various techniques lead students to examine what is argued and how and why an argument is made, what can be assumed about an argument, the context that inspires the argument, what is expected of the audience, and so on.

Students are introduced to basic argument evaluation through RAVEN for written texts. You may lead students through an exploration using their pathway-specific articles of interest. Students will find an article on an area of interest to them and use the RAVEN process in reflection of the model.

For a challenge, you may use the provided additional texts, which weave a narrative around criticisms of work in the modern age. For these supplementals—Weber's piece, published in 1905, looks at how Protestant (Calvinist) influence played a pivotal role in conjunction with modern Capitalism in the Western ideals of "work. " Fromm's Sane Society (1955) builds upon these ideas to critique our alienation from our production and individuation, which Arendt's Human Condition (1958) seeks to remedy.

You may start with an introduction to the context of each writer, along with an analysis of the message's historical context, the intended readership at the time of publication, and the unintended readership context of students' lives and experiences. Students may consider all these details as they explore the various levels of effectiveness in communication across varying types of argumentative writing (research writing, journalism, philosophical writing, creative writing, etc.).

Student Assignment: Discussion Questions and Reflections

AP Seminar introduces students to academic and professional literature that is complex, argumentative, and methodological. Some texts may stretch students beyond the typical reading of their other courses' literary and textbook materials. As a result, students will need to develop strategies for expository reading while developing practice in generating inquiries. Technical Reading Questions and Reflections assignments ask students to record and further develop questions for discussion as they emerge in their active readings of the texts. Once they generate questions, students reflect and respond to them. These reflections can be informal and explore the depths of the reading; the difficulties emerging as they lead to the student's question(s); and note the complexities, relevant interpretations, and implications. These questions and reflections may be used as preparation for discussions of the texts in a class setting and serve as good practice for developing curiosity that leads to good research questions for later tasks.

You may choose to assign all students to each response or decide to equally divide students into teams focusing on only one of the three texts for this online Module. If teams are assigned, each text will have a set of focus-team leaders who will help lead and generate the discussion for their assigned reading during full class discussions. Students still read all materials and are only responsible for formal reflection on their given text.

Students craft 2-3 discussion questions from their assigned reading selection. Questions will not simply concern factual curiosities that arise while reading the text, nor will they be answerable by a simple internet search. Instead, student-generated questions demonstrate careful consideration of the reading. As students read the text closely, some parts may need clarification, or students may need help understanding how the author reaches conclusions or explores concepts through complex logic or evidence from secondary sources. These difficulties may motivate the questions and facilitate other inquiry-based approaches; the text may serve as a jumping-off point to explore relationships to other readings, concepts, studies, or real-world applications.

Students will give thoughtful reflections on their discussion questions, acknowledging their concerns, opinions, and biases. (a process necessary for good research, which will be utilized in formal activities in later online Modules). Questions generated from a lack of understanding need to be followed by reflections that justify the lack, explore the reason for the deficiency, and make educated assumptions about what might fill that deficiency.

(Student Workbook pg. 13)

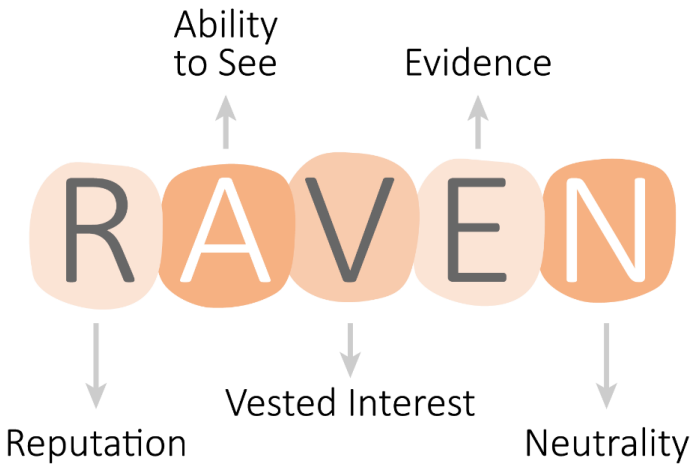
Sample Article Reflection (using RAVEN):

In the online Module 2 materials, students were provided an article by a contributor to the Wall Street Journal, "Become a More Productive, Empathetic, Creative Person With the Help of AI-Based Tools." Using the same article here would be beneficial since you and the students have already worked out diagramming and argument analysis with this article.

Online Module 2 focused on simply analyzing argument structure—here, online Module 3 builds upon that analysis, adding the layer of evaluation of effectiveness consistent with the third question of Part A of the end-of-course exam, and is an essential skill embedded in all areas of the official Tasks.

To practice, you may have students return to the article as a space for applying RAVEN, which is one tool for argument evaluation suggested by The College Board. Feel free to do some research into the source, its author, its publisher, and its context when considering its effectiveness as well.

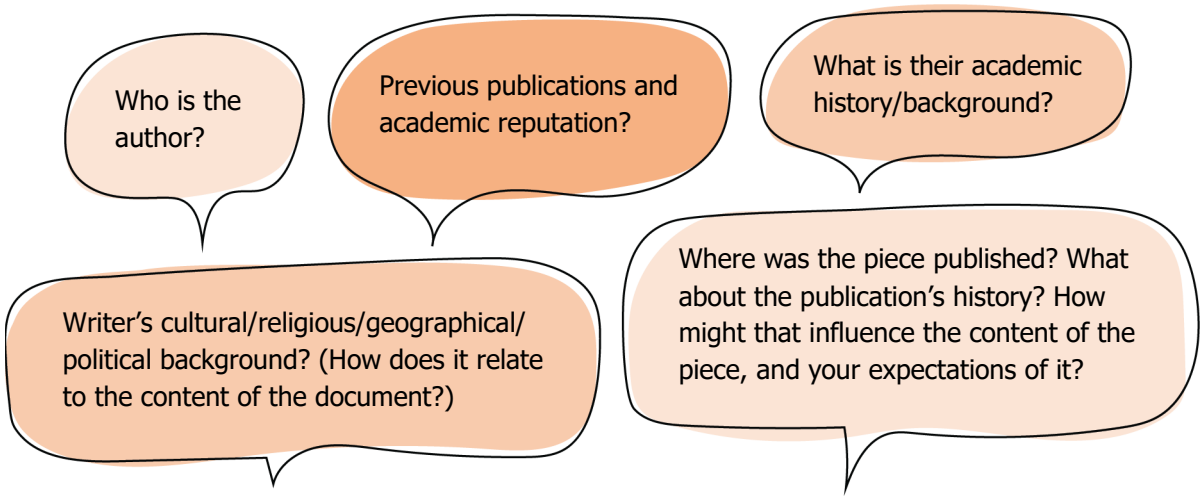
Use the article and identify the areas of RAVEN as shown on the following pages:



(Student Workbook pg. 16)

R = Reputation

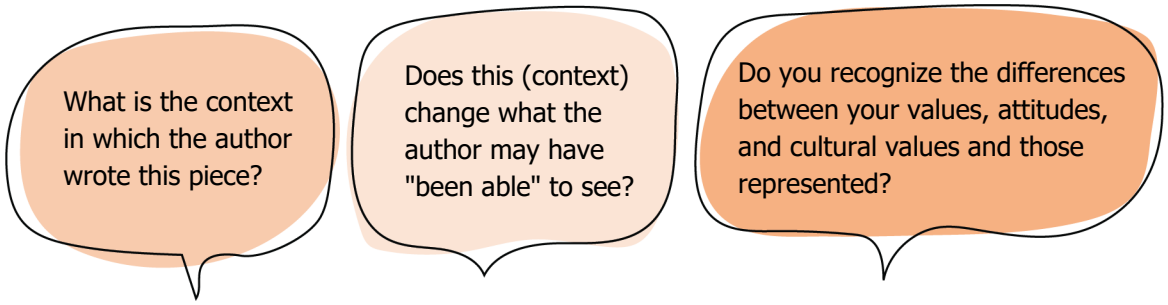
Does the source's history or status suggest reliability or unreliability?



(Student Workbook pg. 17)

A = Ability to See

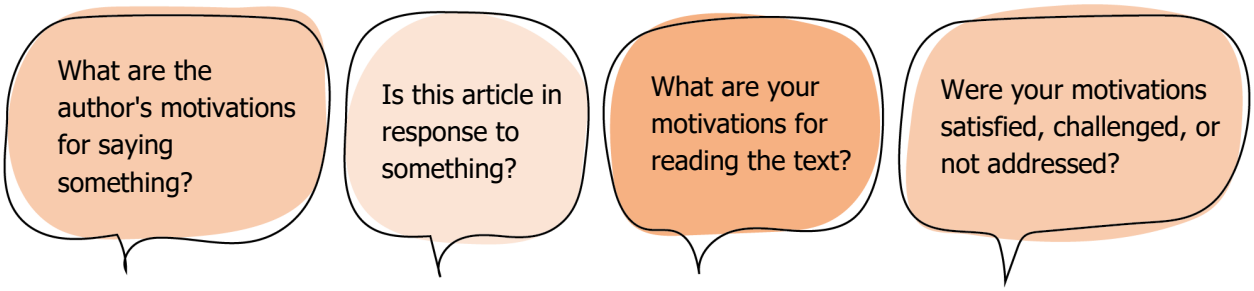
Is the source in a position to know what they're talking about? Can their observations be trusted??



(Student Workbook pg. 18)

V = Vested Interest

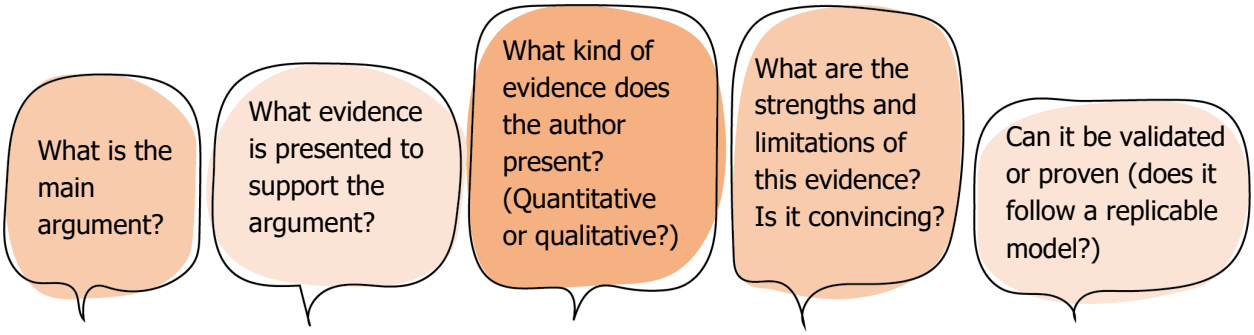
Does the source of information have anything personally at stake?



(Student Workbook pg. 19)

E = Evidence

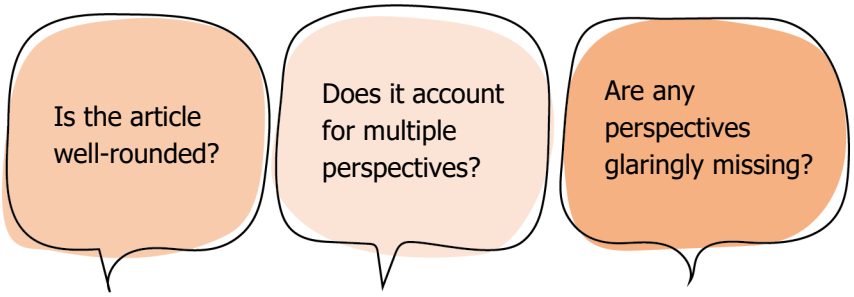
Does the source have specialized knowledge, and does the situation demand it?



(Student Workbook pg. 20)

N = Neutrality

Is the source predisposed to support a particular point of view for reasons other than vested interest?



(Student Workbook pg. 21)

Student Activity: Article Evaluation, Using RAVEN

For this activity, students will research and select an article based on their CTE interests. This article provides a foundation for applying the technique of RAVEN for argument and source evaluation which becomes the starting point for consideration of all student research as they advance.

Students' reflections aim for honesty regarding the merit of the source. It does not matter if chosen sources are academically or professionally credible or authoritative at this point; the key is recognition of issues if and where they arise. So long as students genuinely consider the information above, the source quality is not a significant consideration. This tool is to help students recognize that these questions need to be satisfied positively for sources they will use in the research process, which is essential in the final assessment for online Module 3.

Student Directions

Thinking about your career interests, select a problem that is known or emerging in the field of interest and select one article to provide as a "show and tell. " You will use this article as a space for practicing and applying *RAVEN* as a technique for source evaluation. Articles are academic in nature and argue for a position on an issue, problem, or topic. Please read, annotate, and reflect on your thoughts regarding the article, your interest, and its argumentation.

Next, for the article, provide a reflective paragraph (100-200 words) addressing the questions under each of the RAVEN categories.

OPTIC: Art as Argument

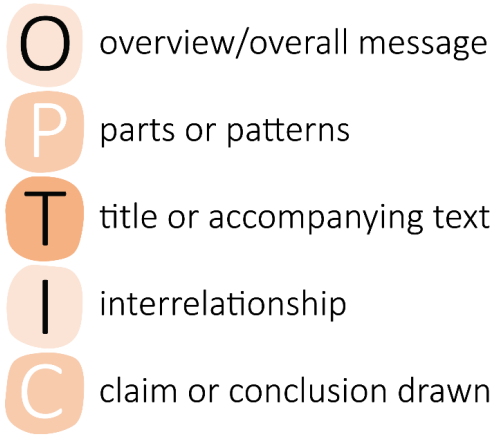
As will be demonstrated in official course documents per The College Board's Task 2 stimulus materials, not all arguments are expository in form. Students may encounter artistic materials—paintings, music lyrics, poems, short passages of chapters in novels, graphic designs, and so on. Given some students' inclination toward hermeneutic and artistic studies, it is beneficial that they are comfortable analyzing the argument of more abstract resources. In this unit, students learn the basis for OPTIC—a technique for analyzing the argument of artistic media while also evaluating the effectiveness of its message given its different form and presentation to the audience.

You may lead students through artistic pieces within the scope of the same contextual message provided in previous texts as explored through RAVEN. Provided materials include selections from Aldous Huxley's corpus, which criticize the nature of work and individualism and offer some exploration of remedy. The first selection is from his 1928 novel, Point Counter Point, in which one of the main characters—a relativist—explains his belief in the approach 'we' take to modern living and work. Huxley provides an extreme view of work in his critical dystopia, Brave New World (1932), the selection of which comes from explanations of the "utopian" society's structure under Mustafa Mond. Finally, Huxley provides something of an answer in his final novel, Island (1963), explored in this passage from the utopian society of Pala's philosophical treatise, The Notes on What's What. The analysis of these texts may start with an introduction to the context of the writer, an introduction to the historical context and intended readership, and the additional layers of literary analysis necessary for compelling artistic argument and representation.

Once students are comfortable analyzing the context of written and artistic works and applying OPTIC as a strategy for analysis and evaluation, they explore audio and visual media. You may select art pieces, songs, and visual media as walk-through samples before students move on to the assessment. A work of art by Diego Rivera in 1928—his mural "The Arsenal"— is provided for assessment. Students will respond to the basic argument analysis questions of the AP Seminar End-of-course Exam Part A and answer all three questions applying OPTIC to the analysis and evaluation. Per usual procedure, provide students with a small introduction to the artist and the basic context of the piece to use in their evaluations.

Sample Argument Analysis

Reminder: OPTIC is one approach to analyzing a more creative piece that could potentially serve an argumentative purpose, where each letter stands for an important element in that analysis. It is a strategy approved by The College Board:



When students complete the argument analysis and evaluation questions of Part A of the end-of-course exam, they are not explicitly asked to provide the identified aspects of OPTIC. However, it can be a fantastic tool embedded in those questions, as follows:

Question 1: the main argument, thesis, or claim = C

Question 2: the argument's structure (how question 1 is achieved) = O, P, T, and I

Question 3: evaluating the effectiveness of the evidence = students' assessments of how well O, P, T, and I achieve C

(Student Workbook pg. 23)

Credited to Banksy, *Cave Painting Removal* May 2008 in Leake Street Tunnel, London, England

Use the space on the following page to build a practice argument analysis of the Banksy artwork above. The student Workbook does not include the sample response.

1. Identify the author's argument, main idea, or thesis. C

2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them. O P T I

3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. (How well O, P, T, and I achieve C)

(Student Workbook pg. 24)

Sample Response for Banksy Piece:

Question 1 Response

Banksy's 2008 street painting, "Cave Painting Removal," comments simultaneously on the still dominant mindset that art in common spaces is less valuable or deserving of the label of "art, " while also commenting on the dangers of social erasure. Together, these comments argue that certain cultural forms or art contribute less meaningfully to the world of Art and that these beliefs might lead us to dangerous areas of reduction, stereotyping, and revisionism.

Question 2 Response

Banksy's work utilizes the interplay of background and foreground to communicate spatial superiority. The background depicts what looks to be cave paintings, as given by the work's title, of various wild animals being hunted by seemingly primitive men. The background images are generally flat, two-dimensional, and plainly colored—the men holding weapons especially so, lacking distinctive features and dimensions such as identifiable faces, intricate or even realistic proportions, or distinctions from their weaponry. The simplicity of design and structure provides a contrast that signals age, while the foreground's more detailed and contemporary elements, the man in current clothing, with proper proportions, and modern machinery signal what has been commonly viewed as "progress. " However, this positive comment on evolution is eclipsed by the major action depicted in the work. The contemporary man is shown power-washing the images, which are bleeding away with the water, as shown in the bottom left quadrant of the work. The actor's orange vest symbolizes civil service, projecting the actor's actions as simply one of duty to his occupational role. The comment is achieved as it forces one to reckon a man "just doing his job" with what that job means for the understanding of history, as a stable background upon which man’s growth and progress would not be able to be measured without it, and the value of the cultures that are most known for the kinds of primitive paintings depicted in the partially erased background. The interplay raises questions about the importance of history today, a social comment about contemporary man’s value of the past (or lack thereof), and a reminder of the kind of hubris inherent in believing in social and technological superiority. The man’s job is easily recognized as an allusion to the necessity of such service in urban spaces, as it alludes to graffiti and the general public’s deeming of such as a "nuisance" and "public menace." Thus, Banksy equates ancient forms of art with graffiti and erases them in the same manner.

Question 3 Response

Banksy's "Cave Painting Removal" successfully brings discomfort in juxtaposing images. Society seems to believe that street art is a lesser form of art, and that graffiti may not even be "art" at all; neighborhoods and cities go to great lengths to continually remove it in favor of clean walls and objects. The fact that the work of art itself is street art painted on the side of an urban wall further reinforces its effectiveness; the work would be less impactful on a canvas in a removed, sterile, and designated space like a museum. Its existence in an urban space as such calls for almost a challenge to erase it in a similar fashion, almost equating itself with the historical and social-artistic importance as the ancient cave paintings it recreates.

While it does make a substantial physical leap here—it feels like a big logical jump from the historical importance of cave paintings as to today's graffiti—but this may itself illustrate the point; those cave paintings may have served a different, practical, or even destructive function in ancient times as graffiti serves in contemporary society. It is only because of historical distance and human adaptation that the need for calling it "art" at all is possible. It provides, again, that stable backdrop for comparison, but that is bestowed upon it by generations well beyond itself; a problem that almost any "art" has in being defined as valuable (someone or some team with contemporary future importance looks at works that have been created recently or well in the past and says "this is art" and if they have enough influence, society follows suit—the "art" rarely gets to bestow the label on itself, making it relatively arbitrary). Banksy successfully provides space to question whether today's graffiti couldn't serve the same function for future generations as remnants of past, more primitive peoples by which to measure progress. The inclusion of the action in the painting successfully evokes a sense of loss and fear of loss, in that erasure of history is an erasure of identity, if not for all man, certainly for the cultures whose ancestors produced the artwork. While this probably also has discriminatory undertones, it certainly gets us to successfully question whether we are able to be so "stingy" with our defining anything as "not art" and that limiting forms from past, or present may do a massive disservice to our continually evolving understanding of ourselves.

Sample Student Argument Analysis Using OPTIC with the *Arsenal* Painting

Question 1 Response

The author's argument in the painting is that the proletarian revolution needs to happen and will succeed in Mexico and will additionally free the people. Rivera's argument also argues that the revolution will make the people of Mexico, in this case, the workers, stronger and more united. The revolution occurred during the 1920s. Because Diego Rivera was a member of the Mexican Communist Party, he was very interested in amplifying his message of the power that the revolution would bring.

Question 1 Response

To lead to the conclusion that Rivera is arguing that the Revolution will succeed and help the people of Mexico, the author makes several claims and provides evidence in support. His first claim is that the revolution will help liberate the people and the land, which will therefore help the people. Evidence of this is the "Tierra Libertad" flag that shows the people fighting for free land so they can be freed from class oppression. The second claim used to support Rivera's argument is that the revolution involving communism will help empower the people, specifically the poor workers. Evidence of this is the man in the center holding a communist flag with his arms in the air and the rest of the people raising their arms with him as an act of resistance.

Additionally, Frida Kahlo is dressed in red, Tina Modotti is dressed in red, and the red banner is draped at the top of the painting. The small but significantly noticeable use of red throughout the painting symbolizes power. The last claim that Rivera used to support his argument is that they all, as workers, will be able to be represented through communism and overthrow the government. The evidence used by her is the appearance of the people in the painting. The workers are all dressed in blue worker overalls and have worker machinery. There is a black machine in the back, a silver machine in the front, and even people doing labor in the front. All of it connects to show the workers of Mexico that need to join the revolution, and the image helps appeal to the audience, in this case, the workers. In addition, Frida Kahlo, an activist who became a symbol to the Mexican people as an act of resistance, is even handing out rifles to the workers to show that they need to become involved NOW.

Question 3 Response

I believe the effectiveness of the argument was powerful and firmly set up. The evidence was planned out precisely, with every detail crafted in a certain way to grab the audience's attention. First, the use of red and communist symbols is perhaps the strongest evidence used to help make this argument so powerful. The workers' symbol and the flag preaching land resistance help draw attention to the fact that the communist revolution will help the workers of the people. In addition, the depiction of the people in the painting, including the worker in blue overalls and the people in the back waving their arms in the air, helps show the people that they can be them and can be freed if they join the revolution. The author proved their point through how they showed the people in the painting as strong, united, and all against the capitalism that would keep them down. The painting is obviously made from the view of a communist as it shows communism in a positive light, so it is biased. However, it is biased in how it represents the people and will convince them to become part of the revolution and how it will ultimately succeed, make Mexico better, and unite and free people altogether.

Applying Skills: Basic Research, Source Selection, and "Purposeful Use"

Students will now begin applying argument analysis and evaluation techniques to research-based activities to demonstrate an understanding of "purposeful use," which is highly emphasized by the College Board in the AP Capstone curriculum. Students learn how to use available resources (print and digital library resources, internet resources, etc.) and techniques for navigating the research process (reading abstracts and bibliographies, understanding paywalls, the general publication process, reaching out to authors, using search terms and Boolean shortcuts, etc.).

Student Final Assessment: Annotated Bibliographies and Source Rationales

This final assessment for online Module 3 aims to cultivate an awareness of the research process, focusing on source choice and analysis for "purposeful use" concerning a provided research question. Students engage with various textual forms, arguments, resources, and searchable information systems; doing so helps acquaint students with their school's available resources and sources on the internet, with proper assessment for merit, credibility, and authority.

Students will need multiple class periods of sustained time to search, read, and focus on available resources. Students need consistent access to physical materials and texts and digital resources, databases, and websites for the duration of the assignment.

Students collectively discuss and brainstorm the given research questions:

- What role does the media play in negative trends in social attitudes toward scientific inquiry?
- Is it responsible, ethical, and/or economically good for billionaires to exist?
- What roles have micro-transactions in video games played in development and/or player enjoyment?

After brainstorming, students individually choose one question to research and select at least three sources that address responses and provide context, scope, limitations, or relevant answers to the above question. References are chosen with intention, driven by purposeful use, credibility, and authority on the issue. Documents will follow a teacher-prescribed professional format, and each source includes the following:

1. Proper bibliography, including all author, document, and publication information
2. Annotations of at minimum 250 words each, covering the following:
    a. The main argument, idea, or thesis of the source or source selection (if using a chapter or subheading from an extended work)
    b. The line of reasoning, identified claims, and evidence provided in support of the main idea or thesis
    c. The evidence's effectiveness and contribution to the overall research question, including the rationale for its purposeful use, type of document and relation to the question, authority, and credibility

Introduction to Engaging in Inquiry

Online Module 4 begins to simulate the stimulus material process anchored in AP Seminar formal tasks (specifically, Task 2 and Exam Part B). The College Board stimulus materials for AP Seminar generally center around a broad theme. However, more focused and nuanced thematic connections can be synthesized between the 4-7 given sources. Previous online Modules provide the theme, and you provide the scaffolding leading students through each selection and explicitly weaving the narrative for students. Here, students will build deeper narrative connections themselves.

Online Module 4 provides students with the basis for in-class ownership in textual and artistic analysis. Module 4 asks them to collaboratively brainstorm inquiry questions inspired by and situated in the provided stimulus materials. This online Module will expand to building and evaluating questions, engaging lenses and perspectives for further inquiry, and eventually building research purpose statements and informal research plans. It stops short of fully engaging the research process.

Suggested Time: 2 weeks

Suggested Content: Workplace Dynamics

- For Practice Part A (sample below, or take directly from studies specific to CTE Pathways):
    - Article, "The cult of compulsory happiness is ruining our workplaces," opinion piece published by The Guardian (2016)

- For Assessment:
    - Selections from Upton Sinclair's The Jungle
    - Film, Fritz Lang's Metropolis (1927)
    - Poem by W.H. Auden, "The Unknown Citizen"
    - Article, "Impact of workplace displacement during a natural disaster on computer performance metrics: A 2-year interrupted time series analysis," published by the IOS Press (August 2021)

- Additional, Challenge Selections:
    - Selections from Karl Marx's and Friedrich Engels's Communist Manifesto

Note that articles on this subject matter need to be updated often, mainly as major political, economic, and social shifts occur, or as significant events impact the theme. Also, note that these texts are suggestions; you can shift them to align specifically with CTE pathways and skills.

Assessments: Timed Practice Part A Argument Analysis; Mock Individual Research Proposal (with identification of stimulus themes, justification, evaluated and revised purpose statement, and research plan justification—includes argument analysis of chosen source from stimulus materials).

Student Essential Questions

- What patterns or trends can I identify among the arguments about this issue?
- How can I connect the multiple perspectives? What are other related issues, questions, or topics?
- What questions have yet to be asked?
- How does my research question shape how I try to answer it?
- What information do I need to answer my question?
- What keywords would I use to search for information about this topic?
- How might others see the problem of issues differently?

Identifying Broad Themes Across Source Variety

Online Modules 1-3 focused on the quality and relevance of information and provided limited experience with inquiry thus far. Students have largely been provided materials and class discussions have focused on individual sources and their argumentation and context. Discussions of their intersection have not yet been formalized. Online Module 4 begins to do so by building students' skills for inquiry, which will be deepened over subsequent Modules before students are required to actively demonstrate such proficiency throughout the official high-stakes tasks. To begin, students receive a mock version of stimulus materials simulating those they will receive from the College Board for Task 2 and as abridged in Exam Part B.

You may engage sources in isolation like in previous Modules or decide to do a more hands-off, student-led version of theme building. Either way, students will engage with each source provided, looking for broadly connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more sources. Students may share their thoughts in a full class brainstorming activity. They have likely engaged in this kind of thinking in previous Modules; this time they will be expected to explicitly discuss sources as a synthesis rather than as isolated pieces of a conversation. Source context is less of a focus here, as they provide a springboard for inquiry rather than the focus of analysis.

Student Assignment: Discussion Questions and Reflections

You may apply the assignment in this online Module as in online Modules 2 and 3 or use the following suggestion for online Module 4. Unlike previous online Modules which discussed sources fully in isolation, online Module 4 focuses on synthesizing conversation across sources. Students will take notes individually for each source to prepare for full-class discussion and brainstorming of the broad themes of the provided materials. Once they engage all texts separately, they will look for broadly connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more sources and provide commentary in their notes. Students can reference these notes in the full-class discussion that follows this exercise.

At the end of the class discussion, students will follow standard protocol by crafting 2-3 discussion questions concerning the synthesis of materials as discussed in class. Questions do not simply concern factual curiosities arising from engaging with or discussing the materials, nor are they answerable by a simple internet search. Instead, student-generated questions will demonstrate careful consideration of the materials, which serve as a jumping-off point in facilitating other inquiry-based approaches, concepts, studies, or real-world applications. Students will give thoughtful reflections on their discussion questions, acknowledging their concerns, opinions, and biases (a process necessary for good research, which will be utilized in formal activities in later online Modules). Questions generated from a lack of understanding will justify the lack, explore the reason for the deficiency, and make educated assumptions about what might fill that deficiency.

(Student Workbook pg. 25)

Asking and Evaluating Relevant and Focus Research Questions

Using the materials and previous discussions as a starting point, you will lead students in developing inquiry skills. Students have some connections and thematic statements synthesizing various sources within the sample materials and will now move from topics to research questions. Using the "Q-matrix" as a resource, students will develop preliminary questions as practice. You will lead students through resources focusing on question formulation and evaluation, discussing scope and delimitation to narrow or broaden the focus. You may provide students with sample questions to assess so they can practice applying skills for evaluating questions before turning to their questions formulated using the Q-matrix. Students will also receive materials regarding research approaches—namely, the types of lenses to help focus the preliminary research process and the different perspectives to seek. Students have a blank Q-matrix in their Workbooks. The sample on the following pages is for your reference, and you may choose to use a different broad topic with your class.

Sample Q-Matrix on Broad Topic of AI Technology

	Event What…	Situation Where… / When…	Alternatives Which…
Present …is…	What is the impact on employment practices currently regarding AI integration in manufacturing?	Where is the significance of AI-generated content most deeply felt in secondary education?	Which is the most effective method for integrating AI technology in robot-assisted surgery?
Past …did/was…	What did previous public industries do to address technological shifts in the past so that we may benefit from those adaptation models as we move toward further integration of AI?	When did AI-generated content reach and possibly surpass the "Turing Test"?	Which was the most important factor in determining outcomes for safety in AI-integrated vehicles?
Possibility …can…	How can programmers ensure public trust in the integrity and reliability of AI program usage in 21st banking systems?	Where can AI technology most benefit health professionals seeking to provide care for transgender individuals?	To which meta-ethical approach should self-driving cars' AI algorithms be programmed to ensure the safest outcomes?
Probability …would…	What would be the harmful effects of long-term social conversation solely with AI-chat bots be for the individual's social integration in more natural spheres?	When would the ethical line be crossed in using AI to enhance digital imaging for individuals seeking companionships on dating sites?	Which population would be most helped by integrating AI technology in health screenings for cancer, diseases, or other illnesses?
Prediction …will…	What will happen to social outlooks of human value when AI technology occupies enough jobs, thus bringing job scarcity to new light?	When will current AI technology be advanced enough to force a reconsideration of current approaches to testing and standards-based education?	Which industries or services will be *least* likely to see the replacement of human workers by AI?
Imagination …might…	What might machine learning do for military operations in areas of cyber security?	Where might machine learning or AI technology play an important role in cancer screening or detection?	Which teams might be best suited to supervise an ethical, humane integration of machine learning in local or federal government programs?
Responsibility …should…	What should be the definition and value of "art" now that AI can produce works that are identical in quality to those created by humans?	Where should private companies start when looking to integrate machine learning technologies into data and record keeping?	Which machine learning model should be used for the best predictor of retail investment behavior in crypto markets?

(Student Workbook pg. 29)

	People Who…	Reasons Why…	Means How…
Present …is…	Who is most disadvantaged by the integration of AI technology in the workplace?	Why is AI technology often portrayed negatively in the last three decades of Hollywood films?	How is using AI-generated content accelerating unhealthy body image perspectives in young adults on social media?
Past …did/was…	Who was the most influential philosopher regarding the nature of consciousness as it impacts understanding of the personhood of artificial intelligence today?	Why did inherent racial biases continue to emerge in AI-generated data in health systems, despite programming that was intended to produce objective results?	How did AI technology factor into perspectives about the integrity of voting systems in the 2020 US Elections?
Possibility …can…	Who can benefit most from AI-generated data used for ad targeting, and how can the playing feel thus be better leveled?	Why can AI-generated algorithms be both beneficial and harmful to individual viewing behaviors on social media platforms like TikTok or YouTube?	How can clothing companies use AI to collect and interpret data on trends and buying patterns to optimize offerings for maximum profit in coming seasons?
Probability …would…	Who would benefit most from AI's integration into social welfare programs such as Alcoholics Anonymous?	Why would legislation aimed at banning algorithmic social media platforms be detrimental to freedom of information values?	How would chatbots' views of self-evolve over time with sustained human effort to force it to such a confrontation?
Prediction …will…	Who will be responsible and accountable for moral differences that may arise from AI-generated responses, especially in legally protected fields such as medicine?	Why will AI singularity continue to interest us despite its clear difficulty in being achieved?	How will progressing AI technology impact financial inequality and concentrated wealth?
Imagination …might…	Who might play a pivotal role in developing and utilizing machine learning to aid and enhance human creativity?	Why might AI provide the best answer to our push toward renewable energies?	How might the environment and vulnerable ecosystems be protected through machine learning?
Responsibility …should…	Whom should artificial intelligence in self-driving cars be programmed to preserve in case of an unavoidable accident—the driver or the individual *least* likely to be killed in the collision?	Why should AI not limit itself to biologically observable methods?	How should humanoid robots programmed with artificial intelligence be built aesthetically to best avoid invoking the "uncanny valley"?

(Q-Matrix developed by Peter Ellerton and colleagues at the University of Queensland)

Sample Research Question Analysis Exercise

The Sample Research Question Analysis is included in the assignment materials in Canvas for students to complete. We recommend you consider the statements and provide your rationale before reviewing it with the class.

Students will evaluate the following research questions in the form of a quiz, selecting whether it is "problematic" or "fitting" for a scope like an assignment scope they will complete in the tasks of this course. Space is provided below each for your notetaking and rationalizing. Consider what makes the problematic ones so and what potential alterations might be made to better them.

What business strategies has Google used since it started?

What has been the economic impact of deregulating the airline industry on business-travel consumers in the U.S. leading into and out of pandemic closures?

What was the effect of the vaccination rate on total COVID cases in the U.S. during the height of the pandemic?

Who needs to be held responsible for the Recession of 2008?

What is the most significant impact of increasing heat waves in northern Europe on people of low socio-economic status over the past few years?

What is the most important story-telling technique for developing VR-gaming user satisfaction?

How should TikTok address the harm they cause to users?

What are the effects of AI technology on life-saving emergency surgeries?

How effective are reintegration programs for persons who were incarcerated as minors in the state of California's prison system?

How can genetic testing companies like 23 and Me provide useful information for health research without impeding user privacy?

Student Final Assessment: Research Proposal and Planning

In online Module 3, students were given a research question to use as a starting place for source selection. In online Module 4, students will reverse, seeking to create a variety of research questions, narrow it to a single question of individual interest, evaluate and revise the question, and hypothetically consider a research plan in light of that inquiry (stopping short of actually finding, analyzing, and evaluating sources in connection). This assessment provides students the necessary practice for topic-to-question generation, which will be the start of The College Board's Tasks 1 and 2 processes. It also gives students practice in narrowing the scope of their questions and consideration for the next steps (students will act upon the next steps in subsequent online Modules and do so in the high-stakes Tasks themselves).

This is an individual assignment, though much of the discussion will happen in a full team setting before the beginning of this assessment. Before the assignment, students have already deeply engaged with the following sources (or similar sources from AP4CTE.org):

- Selections from Karl Marx's and Friedrich Engels's Communist Manifesto
- Selections from Upton Sinclair's The Jungle
- Film, Fritz Lang's Metropolis (1927)
- Poem, W.H. Auden's "Unknown Citizen"
- "Impact of workplace displacement during a natural disaster on computer performance metrics: A 2-year interrupted time series analysis," published by the IOS Press (August 2021)

These sources mimic the kinds of "stimulus materials" students will receive from The College Board for Task 2 and in Part B of the end-of-course exam. Students will make a note of and discuss themes that come from the intersection of the sources. These themes become a springboard for research question formulation.

Students will create research questions and select, evaluate, and revise their individual questions based on techniques learned in the online Module. This research question forms the basis for the requirements of this assessment, detailed below.

Assignment Requirements

Students will create hypothetical Formal Proposals and Research plans for the research question of their choosing, evaluated and revised in light of connection to the online Module's provided stimulus materials. Students develop well-written and properly-formatted documents, following teacher directions regarding official format and includes the following:

Research Question and Introduction

In 100-150 words, state your research question. Include a discussion of the stimulus materials broadly, particularly how your question is inspired by themes that arise between the sources. Next, reflect on what is at stake in answering your research question by considering the intended audience (who or what gains from solving the question), the broader relevance, and what can be gained from an answer.

Research Plan

- **Lens:** in 50-100 words, discuss the lens you would use to pursue this research question and justify your choice (in other words, why would that lens be a good one to pursue for your question? What would you expect to gain from applying that lens specifically?)
- **Perspectives:** in 100-150 words, consider the kinds of perspectives you would expect to find on this issue (make a bit of projection); you may consider a hypothesis here and reflect on what potential problems might exist, what alternatives might be available or worth considering, or where issues of disagreement might arise.
- **Personal Bias:** in around 50 words, consider your own bias on the question—what values do you hold as a person and a researcher that might contribute to how you approach this question? What can you set aside to ensure you objectively approach your research question?
- **Secondary Questions:** in a bulleted list, create 3-5 additional research questions that derive from your overall question—think about questions that can help lead you to areas of inquiry that might provide you more perspectives as you search for sources related to the inquiry.
- **Search Terms:** create a list of at minimum five search terms or phrases that you would use to begin finding sources related to your inquiry (consider evaluating them in light of the knowledge of database and internet searching, Boolean logic, etc.). Next, in around 50 words, reflect on where you would best find information related to your inquiry (i.e., what kinds of sources—scientific journals, observations of live experiences, journalistic or media works, art pieces, etc.). Justify why those kinds of sources would best relate to your inquiry.

Stimulus Material

In a simulation of Task 2, students will select one of the provided materials to use as part of their research for their inquiry. Students select the material that best connects to the line of reasoning in their chosen topic and will include a 250-word annotation of the material, addressing:

- The main argument, idea, or thesis of the work or source selection
- The line of reasoning, identified claims, and evidence provided in support of the main idea or thesis
- The effectiveness of the evidence and contribution to the overall research question, including the rationale for its purposeful use, type of document and relation to the question, authority, and credibility

You may also choose to have students complete a structured peer review to practice providing peer feedback on question relevance and question evaluation and provide additional sub-topic questions, search terms, and feedback regarding the analysis and evaluation of the use of the stimulus materials concerning inquiry questions.

Introduction to Foundations for Collaborative Research - Research Reporting

In online Module 5, students will begin to engage in research collaboration, setting and establishing team norms and responsibilities, recognizing the process of discussion and compromise in team research that goes beyond simple task delineation. Teams will discuss their strengths and weaknesses, establish expectations, collaborate on an inquiry question based on the given stimulus materials, and select unique lenses and perspectives for each unique team member. Students will individually investigate their lens, seeking out multiple perspectives in completing annotated bibliographies. This task serves to practice research skills from the guided practice of online Module 3 and adds the dynamics of collaboration and further narrowing in online Module 4. Online Module 5 extends to new skills, including an introduction to literature reviews and publication formatting (MLA, APA, Chicago), and culminates in response reflections looking for areas of agreement and disagreement across lenses and perspectives in the team. This exercise provides scaffolding for a single collaborative statement, which will be the first step of online Module 7 when students return to this content for team argumentation and presentation building (thus, completing a full practice of Task 1 and many of the overlapping skills of Task 2).

Suggested Time: 4-5 weeks

Suggested Content: Humanity and Technology—Good, Bad, Ugly

- Selections from Henry David Thoreau's Walden
- Study, "Design and Development of Virtual Reality-Based Mobility Training Game for People With Parkinson's Disease," published in Frontiers in Neurology (2021)
- TEDx lecture, "The danger of AI is weirder than you think" (2019)
- Article, "Computers Do Not Make Art, People Do," published by the Association for Computing Machinery (2020)
- Article, "Beyond Asimov: The Three Laws of Responsible Robotics," published by Human-centered Computing (2009)
- Audio news (with transcript), "A Ukrainian Twitch influencer's community rallied around him when Russian invaded," aired by NPR (2022)
- Study, "The collaborative work experience of robotics and human workers in the automobile industry in South Africa," published in the African Journal of Science, Technology, Innovation, and Development (2020)
- Can substitute sample texts of articles and studies specific to CTE pathway(s)

Assessments: Team Formal Research Proposal (with inquiry question, research plan, and collection of individual annotated bibliographies); Individual Literature Review (with rubric feedback)

Student Essential Questions

- What do I want to know, learn, or understand?
- What questions have yet to be asked?
- What contributions can I offer to a team?
- How does my research question shape how I try to answer it?
- What information do I need to answer my question?
- What keywords would I use to search for information about this topic?
- What patterns or trends can I identify among the arguments about this issue?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- How can I explain contradictions within or between arguments?
- What are the implications of these arguments?
- What are the implications and consequences of accepting or rejecting a particular argument?
- How does this conclusion impact my community and me? Or my research?
- How can I benefit from reflecting on my work?
- What is the best way to acknowledge and attribute the work of others used to support my argument?
- How can I avoid committing plagiarism?

Engaging Stimulus Materials

Online Module 5 will simulate almost all of College Board's Task 1 skills, including team research and individual research report writing. Module 5 stops short of presentation skills. Student teams will return to those skills using the materials from this online Module in the final practice Module, online Module 7. Please note that The College Board's Task 1 does not include stimulus materials. For the sake of time and to give students an easy starting place to practice Task 1 skills, practice online Modules provide students with materials for beginning inquiry.

Before team collaboration begins, students will read and engage the materials for this online Module, taking notes, creating questions, and reflecting on the intersections as they did in online Module 6. Full-class formal discussion of the stimulus materials may be held at your discretion, or you may choose to move discussions of the materials specifically to task teams for the collaboration aspect of this online Module exclusively.

Student Assignment: Discussion Questions and Reflections

You may apply the assignment in this online Module as in online Modules 2 and 3 or use the following suggestion for online Module 5.

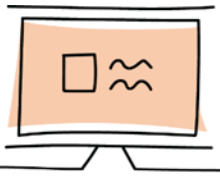
Like online Module 4, online Module 5 focuses on synthesizing conversation across sources. Students will take notes individually for each source to prepare for full-class discussion and brainstorming of the broad themes of the provided materials. Once students engage all sources separately, they will look for broadly connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more sources and provide commentary in their notes. At the end of their notes, students will have 2-3 inquiry questions that could be starting points for team research discussion. Each created question must include a short reflection, noting which sources inspired the question and why and the relevance of the question (considering the intended audience, what's at stake in the answer, etc.). Students will reference these notes in small team discussions that follow this exercise (see mind-mapping activity later in the online Module).

(Student Workbook pg. 31)

Engaging Stimulus Material: Video Notes

(Student Workbook pg. 33)

notes



Goal Setting and Expectations in Collaborative Research

The College Board Task 1 Team Project and Presentation requires students to exercise a key feature of research—working within a team setting for a shared, common outcome. Unlike many projects, which can be completed through pure task delineation, Task 1 must truly be a team effort, and the project's success lies in all members' shared responsibility, accountability, and willingness to share and discuss findings. The best projects show recognition of each team member's strengths, a willingness to fulfill necessary roles, and a healthy amount of compromise. Communication facilitates this kind of outcome, especially when all members are aware of the desires of the team as a whole. By establishing norms and expectations, members clearly communicate and thus can help each other to achieve goals with clear accountability.

Student Notes: Shared Norms and Expectations

Working Process

Who will organize and maintain team notes, written work, shared files, and materials? Where will they be stored, and what will the process be for changing or adding materials?

Where and when will collaborative meetings happen (especially if/when they are necessary outside class time?

What are the expectations for team members who miss a meeting or a class period? Who will be responsible for catching team members "up to speed," and what will that process look like? What will missing members need to accomplish, and in what time frame?

(Student Workbook pg. 38)

Add any other team-specific expectations or agreements.

Roles and Responsibilities

Doing a bit of metacognitive awareness: what are the strengths each member brings to the team effort?

What will be specifically expected of each team member considering the assigned task?

Consider key roles in a collaborative enterprise – who will be the team leader/manager, the working editor, compiler, etc., and how will the overall workload be distributed fairly?

Add any other team-specific expectations or agreements.

Team Dynamics

What are the team expectations for participation in the project? How will it be ensured that everyone participates fairly? What will the procedures be for members whose participation may be lacking?

How will the team interact? What are the expected meeting dynamics? How should meetings begin and end? What are the behavioral expectations during meetings?

How will the team resolve conflicts? What conflicts can be anticipated from the beginning?

Add any other team-specific expectations or agreements.

Team Collaborative Research

Once norms and expectations are set and clearly articulated to all members, teams begin brainstorming their topics of interest. To do this, student teams may participate in shared mind-mapping activities, including preliminary research to help get a feel for the topic. They can begin generating research questions and evaluating them for scope, limitation, and relevance using techniques practiced in online Module 4. Once teams select a question, they will assign each member a different lens through which to pursue the question—this will likely lead them to secondary questions, one per individual, in line with skills practiced in online Module 4. Teams will begin to compile their Team Formal Research Proposal, which includes formal write-ups of the above process, including an introduction to the team question and its relevance, assignment of lenses, and ultimately, each member will begin to include their own preliminary research in the form of annotated bibliographies.

Student Activity: Mind Mapping

This activity may be completed in student- or teacher-generated teams of around 3-5 individuals, simulating the high-stakes situation of The College Board's Task 1 project. Each team will be provided a large writing surface to begin thinking "out loud" while brainstorming potential research topics and subtopics related to online Module 5 stimulus materials. Students may also choose to use markers or pens of various colors to organize and process their thinking.

Small teams will "map" their collective thinking. Their map will begin with reflecting on the provided stimulus materials for this online Module; students should also feel comfortable following their tangents as they arise. Maps can include statements, questions, concepts or phrases, quotations from the work(s), images, or symbols, and so on; there are few limits. Students may map with arrows to connect ideas or choose some form of organic color coding. However, students do not need to overthink the organization; this is not a presentation poster. Aesthetics are not part of the process, and concerns about "look" will take the focus away from the content.

The exercise aims to explore potential topics and research questions inspired by the readings. Students may use their discussion questions generated earlier in the online Module as a starting place and look for areas of agreement, consensus, and shared interest within their team. They will focus on one or two of their generated topics, forming narrow questions and exploring various lenses applied to the topic to develop relevant sub-topics and questions. Ultimately, teams will look for areas of inquiry and lines of reasoning that can be ascribed to each team member uniquely. Individual lenses, as applied, will generate potential varying perspectives, research key terms, and areas for students to begin seeking credible sources.

This mind-mapping activity sets the stage for discussions leading to the team formal proposals and annotated bibliographies. See the next section of online Module 5 for specific details. Mapping activities in small teams occur in a physical class and may factor into the grading criteria as part of a participation grade. You will determine the grading criteria.

Team Information and Intervention Form

For Task 1, students collaborate in teams of 3-5. As part of the lessons for online Module 5, students are introduced to best practices and get a feel for true collaboration above simple task delineation and completion. For many students, this will be their first true collaboration; there will be a need for teacher-directed intervention and encouragement, especially in the practice Modules.

Below is an example of how you can keep note of the helps provided, interventions, and observations of team dynamics, which needs to be clearly communicated to students and considered again when students form teams for the high stakes Task. This kind of direction and teacher scaffolding of process is some of the only feedback you can give once tasks begin. Having running notes helps mediate issues as they arise. A full set of team intervention forms is found in the Appendix on page 2.

Team 1 Information	
Research Topic/Question	
Member's Name	Research Lens and Team Role

Team 1 Observations, Communications, and Interventions	
Date:	Notes:

Student Final Assessment: Research Writing and Reporting

Once teams compile their research proposals and resources, students will be introduced to research writing and reporting. You will lead students through materials for synthesizing literature reviews, paying particular attention to the difference between narrating annotated bibliographies or listing resources and formal literature review writing, which provides more synthesis and moderation of the professional resources. Students will also be more formally introduced to proper publication formatting and instructed to select a format based on the subject matter of their research (MLA, Chicago, APA, etc.). Students will apply these skills to complete an outline draft of a literature review integrating the respective sources found in their research process as compiled in the Team Formal Research Proposal. Though these are drafts, students may receive instruction on The College Board's Task 1 Individual Research Report (IRR) rubric and teacher feedback for this practice using it as applied to student work. You may also show student samples from past years' submissions, with rubric scoring commentary, as found in the AP Classroom materials from The College Board.

Once students complete their individual literature review outlines and receive feedback, they will take their work back to their teams and begin synthesizing areas of overlap in the lenses. To practice the collaborative reflection necessary for the Oral Defense focus of The College Board's Task 1 Presentation skills (see online Module 7), students will complete informal reflection response papers for at least one other team member. To do this, students will share their outlines with another team member. Next, they will respond, noting the major perspectives, conclusions, and implications, and react to how the information interacts with the findings of their lens. Once all team members complete a response, they will read and share them with the rest, facilitating full-team discussion of all lenses and all intersections of information in addressing the original team inquiry. Ultimately, this will lead students to complete a formal collaborative statement, which becomes the basis for their argumentative presentations (this step will be saved for the opening of online Module 7 after students are taught basic argument structures in online Module 6).

Online Module 5 enacts students' first full implementation of research and writing skills consistent with The College Board's Task 1 process. In teams of 3-5, students will work through research question creation, task coordination, project management, and research writing. This will culminate in a team conclusion based on collective findings (in online Module 7).

Before the assignment, students must have already deeply engaged with the following sources (or similar sources from AP4CTE.org):

- Selections, from Henry David Thoreau's Walden
- Study, "Design and Development of Virtual Reality-Based Mobility Training Game for People With Parkinson's Disease," published in Frontiers in Neurology (2021)
- TEDx lecture, "The danger of AI is weirder than you think" (2019)
- Article, "Computers Do Not Make Art, People Do," published by the Association for Computing Machinery (2020)
- Article, "Beyond Asimov: The Three Laws of Responsible Robotics," published by Human-centered Computing (2009)
- Audio news story (with transcript), "A Ukrainian Twitch influencer's community rallied around him when Russian invaded," aired by NPR (2022)

- Study, "The collaborative work experience of robotics and human workers in the automobile industry in South Africa," published in the African Journal of Science, Technology, Innovation, and Development (2020)

These sources mimic the kinds of "stimulus materials" students will receive from The College Board for Task 2 and in Part B of the end-of-course exam. Students will note and discuss themes from the sources' intersection. These themes become a springboard for research question formulation.

Students engage in the sources, mapping topics, questions, and ultimately sub-questions through various applied lenses, aiming for multiple researchable perspectives. Teams will have already discussed their working dynamics and process and set clear expectations for accountability and task responsibility based on the necessary steps in the procedure outlined below.

Teams will create research questions and select, evaluate, and revise their personal question based on techniques learned in previous online Modules. This research question will form the basis for the requirements of this assessment, enumerated in the following steps.

Step 1: Team Formal Research Proposal

Assignment Requirements:

Teams will create hypothetical Formal Proposals and Research plans for the research question of their choosing, evaluated and revised in light of connection to the online Module's provided stimulus materials. Teams will create well-written and properly formatted documents (please refer to teacher directions regarding which official format to follow), which will include, as organized, the following (one submission for all members of the team, representative of team discussion, collaboration, and consensus):

1. Research Question and Introduction

In 100-150 words, state your team research question. Include a broad discussion of the stimulus materials, particularly how the themes between the sources inspire your question. Next, reflect on what is at stake in answering your research question—consider the intended audience, the broader relevance, and what can be gained from an answer.

2. Individual Contributions

Each team member needs to contribute individually, with the help of the team at large. In 150-200 words for each team member, address:

- **Lens:** choose an academic, professional lens through which to pursue your greater team question and phrase a lens-specific question, which will ultimately be narrower in scope and focus from the team research question. (See the requirements for the Literature Review below for the length to address in scope). Discuss personal motivation and inspiration for this specific lens and question what you expect to gain from this approach, etc.
- **Perspectives:** include what perspectives you expect to find in the process of searching (you may do some preliminary research to brainstorm here), what problems might exist, what alternative approaches or values, what areas of disagreement, etc.
- **Personal Bias:** consider your own bias toward your question—what values do you hold as a person and researcher that might contribute to how you approach this lens? What can you do to ensure you objectively approach your research on this topic?

Lastly, each team member needs to include a list of keywords and phrases they will use to pursue information about their specific lens/perspectives.

3. Preliminary Research

Team members individually read and collect research regarding their inquiries. Each team member provides at least three sources exploring at least two different perspectives on their individual lens/sub-question (students will need more than three sources for writing successful literature reviews and may add them to their total body of evidence in the next step). Students will create a proper bibliography, including all author, document, and publication information for each source, organized within the team document (subheadings per team member, with sources alphabetized by bibliography entry). Under source information, students include annotation of the following:

- The main argument, idea, or thesis of the work or source selection
- The line of reasoning, identified claims, and evidence provided in support of the main idea or thesis
- How the source contributes meaningfully to the individual's lens/sub-question, making a note of important information and quotations

These annotations do not need to be as detailed as annotations for previous assignments. As students have been practicing these skills (and will continue to use them in subsequent online Modules and high-stakes Tasks), it is expected that any source included in annotated bibliographies has been properly evaluated and selected for proper use. Students will likely read several times more sources than they select for these practice assignments and thus have made necessary, rational choices regarding source materials they intend to use to represent their inquiry.

It is important to note that students do not need to use all parts of their sources but may choose certain sections, chapters, areas of a conclusion or methodological process, parts of an argument, etc., for their research. However, they need to understand and be able to articulate how the part they are using fits the broader scope of its context while justifying the narrowing of their usage.

Team Formal Research Proposal Rubric

This is an abridged version of the team formal research proposal rubric. A full version of the rubric can be found in the Appendix on page 8.

Criteria	Points
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.	/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.	/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]	/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.	/6
Total Points	**/24**

Step 2: Individual Research Report, Literature Review

In this project, three to five students collaborate to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the team in a well-written individual report. Working collaboratively, the team considers all the research and analyses from the individual team members to propose one or more solutions or resolutions.

For this practice of the Individual Research Report (IRR), students craft outlines for a 1,200-word focused literature review that takes a detailed look at the perspectives and arguments available to their individually selected lens or sub-question related to the broader team inquiry. These individual outlines may follow given resource templates and will draw upon various well-vetted sources and assess their reasoning, evidence, and validity. They also need to use the resources purposefully to provide a range of perspectives on the specific subtopic of the team's research question and synthesize and mediate the sources as a conversation on the issues. Lastly, outlines must be well written and use consistent source attribution techniques (per teacher directive). Resource templates can be found in online Module 5 materials in the Canvas course shell, Google Classroom shell, and at AP4CTE.org in the Content Archive section.

Students utilize resources from previous and current online Modules' lessons, handouts, and presentations. Students also elicit peer feedback as they write, especially with formal meetings of their team, so that team members' individual works correlate and complement the full team inquiry as a whole. For this practice, students will receive formal rubric feedback and meet individually with the teacher during the process to troubleshoot and revise for the sake of learning the skills to be utilized directly in the high-stakes projects of Tasks 1 and 2 (features which will not be available in online Modules 8-9).

Individual Research Report Rubric

This is an abridged version of the rubric for the individual research report. A full version of the rubric can be found in the Appendix on page 14.

1. Understand and Analyze Context

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
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.	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 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.	Response scores below minimum requirements on this line of the rubric.

2. Understand and Analyze Argument

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
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.	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 restates or misstates information from sources. It doesn't address reasoning in the sources, or it does so in a very simplistic way.	Response scores below minimum requirements on this line of the rubric.

3. Evaluate Sources and Evidence

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
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.	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 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.	Response scores below minimum requirements on this line of the rubric.

4. Understand and Analyze Perspective			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.	The report identifies multiple perspectives from sources, making some general connections among those perspectives.	The report identifies few and/or oversimplified perspectives from sources.	Response scores below minimum requirements on this line of the rubric.

5. Apply Conventions			
3 pts - High	2 pts - Medium	1 pts - Low	0 pts
The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.	The report includes many errors in attribution and citation, OR the bibliography is inconsistent in style and format and/or incomplete.	Response scores below minimum requirements on this line of the rubric.

6. Apply Conventions			
3 pts - High	2 pts - Medium	1 pts - Low	0 pts
The report communicates clearly to the reader (although it may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience.	The report is generally clear but contains some flaws in grammar that occasionally interfere with communication with the reader. The written style is inconsistent and not always appropriate for an academic audience.	The report contains many flaws in grammar that often interfere with communication with the reader. The written style is not appropriate for an academic audience.	Response scores below minimum requirements on this line of the rubric.

Total Points	**/30**

Step 3: Response Reflections

Response Reflections are less formal in nature than formal literature reviews; instead, these reflections provide a space for students to understand, analyze, interact, and synthesize the work of their peers with their individual research. Students will trade papers with another member of their collaborative team and read through their literature review outline. Students will first give feedback for peer reviewing, paying attention to the assignment rubric, and providing tips for organization, language clarity, source integration, etc. Next, students will complete their response reflections. Responses follow the format outlined below, using appropriate academic language and structure.

Paragraph 1: Analysis

Paragraph 1 aims to demonstrate a basic understanding of the content of the team member's literature review outline. This paragraph can follow a similar structure to argument analysis assignments, identifying the central theme or topic and how the outline explores that topic. Remember these outlines are primarily reviews and not arguments, so a shift is necessary, given the purpose. This paragraph highlights the critical evidence given and areas of perspectival agreement or disagreement.

Paragraph 2: Synthesis

Paragraph 2 seeks to address the following questions:

1. In what ways does this paper connect to your personal work? In other words, how does this challenge or compare/contrast your personal work?
2. What questions does this paper raise that your work could address?
3. What changes or revisions to your work may need to be made after reading this paper?

Paragraph 3: Expansion

Paragraph 3 seeks to address the following questions:

1. In what way does this team member’s work relate to and enhance the overall team inquiry?
2. What questions are raised by their paper that may require more research for your team?
3. What additional questions, topics, perspectives, etc., need to be made in this paper for it to be a strong representation of the team inquiry?
4. What potential answer can you see forming in relation to your team inquiry question due to both of your research efforts so far? (Begins projection toward a potential argument).

Introduction to Building Arguments

You will introduce students to formal argumentation to engage the skills of the Task 1 team presentation for an argument to their central question, Task 2 argument papers, and Part B of the Final Exam. Online Module 6 will give students four sources around a broad theme, engaging various minor perspectives and subject matters. Students will engage in class discussion of each source, and you will guide them through building research questions using methods learned in online Modules 4 and 5. Students will be introduced to various argument structures (e.g., Toulmin, Rogerian, and Classical) and strategies for selecting a structure based on the argument's claims and supporting evidence. For practice, the whole class will be guided through producing an outline of the class-generated sample argument built on the provided stimulus.

After practice, students will complete a similar process during a timed exercise, giving them a direct experience of the end-of-course exam. This online Module will fall just short of full engagement with Task 2, which repeats the additional research skills practiced in previous online Modules (for Task 2, students will engage in further research, which will be synthesized into the stimulus materials provided by The College Board during the high-stakes task—see online Module 9). However, students will have already sufficiently engaged in practice research by this time. They will utilize the argumentation structures in online Module 7 for their practice team presentations based on the research done in Task 1 practice teams in online Module 5.

Suggested Time: 2 weeks

Suggested Content: Boredom—Human Creativity or Destructiveness

- For Thematic Discussion:
    - Selections from Albert Camus' The Myth of Sisyphus
    - article, "Why Neuroscientists Say, 'Boredom Is Good For Your Brain's Health'" published by Forbes(2020)
    - TEDx lecture, "The 4 superpowers of design" (2017)

- For Assessment:
    - [sample Source A] Selections from William Sheldon's The Varieties of Human Physique
    - [sample Source B] Article, "The Gamification of EdTech: Virtual Learning On The Road To The Metaverse," published in Forbes(2022)
    - [sample Source C] Robert Frost's "The Road Not Taken"
    - [sample Source D] Article, "We All Have 'Main-Character come home Energy' Now," published in The New Yorker(2021)

- Additional Challenge Selections:
        - Selections from Søren Kierkegaard's Either/Or (from "The Rotation Method")

Assessments: Practice Part B (timed) Argumentative Essay

Student Essential Questions

- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How do I connect and analyze the evidence to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions to consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- How can I benefit from reflecting on my work?
- What is the benefit of revision?

Introduction to Argument Structure

Students have engaged in question-building and evaluation, preliminary research strategies, and began building literature reviews synthesizing, analyzing, and evaluating relevant and diverse perspectives related to lines of inquiry. This online Module introduces students to a few common argument forms, giving them a foundation for advocating logically for conclusions drawn from the perspectives of their research. Each argument form provides a different focus point, the choice of which will be dependent on the student's choices of inquiry, the perspectives engaged, and the type of conclusion they wish to draw. This approach may begin with a guided practice using provided sample sources, starting with reading and team discussion, and a full-class topic and question-building exercise. Next, you can move the practice to small teams or keep the activity in the whole class; students will need to take a position and use at least two of the practice sources for evidence collection.

Source materials provided for practice in this online Module center on various responses to human boredom, a staple element of experience (both in and out of work environments). Selections from Camus's Myth of Sisyphus provide the basis for the famous myth in which Sisyphus is tasked with pushing a boulder to the top of the hill, only for it to return to the base—an iconic existential metaphor for the task-completion experience of mundane human life. The challenge piece by Kierkegaard includes selections from his work, Either/Or, in which his pseudonymous narrator "A" advocates for a rotation of mindsets to mitigate boredom in a more productive, less violent way, showing man's tendency toward "boredom-as-creative" or "boredom-as-destructive. " The Forbes article, "Why Neuroscientists Say, 'Boredom Is Good For Your Brain's Health'" provides a follow-up argument, advocating for the positive effects of boredom on brain health. Finally, the TEDx lecture, "The 4 superpowers of design," applies the mindset of creative energies in the workforce, specifically advocating for designers' talents in the business sector.

Once students (or small teams or the full-class team) collect evidence, you guide them through the basics of each argument structure: Classical, for a more theoretical-type argument where determining definitions of concepts is central to the logic; Toulmin, for arguments that are strongly aligned to a particular position and secondary perspectives are given and refuted (most general arguments may work with this form); and Rogerian, where students are compromising or consensus-building from a variety of perspectives. For the sake of the practice, starting with the team's argumentative position and applying evidence through the Toulmin method is suggested. You may guide the full class through a sample Toulmin outline, using student suggestions for the thesis and supporting evidence. This guided practice will prepare students for the formal assessment of this online Module.

Student Assignment: Discussion Questions and Reflections

You may apply the assignment in this online Module as in online Modules 2 and 3 or use the following suggestion for online Module 6.

Like online Modules 4 and 5, online Module 6 focuses on synthesizing conversation across sources. Students will take notes individually for each source to prepare for full-class discussion and brainstorming of the broad themes of the provided materials. Once they separately engage all texts, they look for broadly connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more sources and provide commentary in their notes. At the end of their notes, students will have 2-3 inquiry questions that could be starting points for team research discussion. Each created question needs a short reflection, noting which sources inspired the question and why and what the question's relevance might be (considering the intended audience, what's at stake in the answer, etc.). Students reference these notes in full-class discussions that follow this exercise.

(Student Workbook pg. 50)

Sample Toulmin Method Template

Work through the template below with your class to prepare students for their practice of Part B Argumentative Essay. Remind them that this template only provides the structure for the body of the argument, and the written argument also includes an introduction giving context and relevance and a conclusion addressing general implications and areas for additional research.

Claim

Position on an issue; that which the author will aim to make true for the intended audience.

Grounds

That which supports the claim above; includes reasoning, facts, data, etc. – general evidence supporting the claim.

Warrant

Justification for the logical connection between grounds and claim (can also come before grounds to set the context)- can be built implicitly on assumptions about what the intended audience may know or already believe.

(Student Workbook pg. 53)

Backing

Context, body of knowledge, and/or additional support for the claim relating to other perspectives, concepts, etc.; further discussion of the reasoning used in the warrant.

*Qualifier

The qualifier can come at any point within the structure of this argument, though it generally follows the initial claim or additional reasoning and often aids in counterclaim and rebuttal.

Limitations of the original claim; acknowledgment of anything that inhibits the original claim, such as frequency, strength, broader application, or other limiting factors (e.g., other variables, the conditions of the experiments such as sample size, margin of error, etc.).

Counterclaim

Can follow qualifiers but generally acknowledges the larger issues in relation to the claim or part of the reasoning – acknowledge multiple perspectives and divergent positions on the original problem or issue; counterclaim(s) addressed in the argument should be compelling and not trivial or anecdotal.

Rebuttal

Should address opposing view acknowledged and reasoned in the counterclaim and should do so with sincerity, honesty, and integrity of position (may mean acknowledging the truly problematic aspect of the counterclaim) – see qualifiers above; should provide additional reasoning or evidence that warrants continuing to hold the original claim.

Student Final Assessment: Practice Part B Argumentative Essay

Students will utilize argument structures in two places in the formal coursework: Task 2 and Part B of the End-of-course Exam. So far, students have practiced Part A of the Exam, which focused on analyzing and evaluating single arguments. Now, students will build their arguments by synthesizing information selected from four given sources in the same structural fashion as Part B (part B is a simplified version of Task 2, which goes a step further as students add their own research to the stimulus materials). Students will be timed in this activity: they have 90 minutes to engage the given source materials, identify a central theme presented between multiple sources in the stimulus materials, build a central claim, collect evidence from at least two sources, and organize and write a logical argument using the argument structures. It is strongly recommended that students utilize Toulmin for timed arguments because of its accessibility and applicability, though it is not required.

All students will be provided materials that mimic the Part B section of the AP Exam, including general directions and provided materials. Students will address the one required question in demonstration of argument synthesis and construction, foundational skills of AP Seminar.

For the sake of timing, students may be provided the materials in physical form to analyze and annotate during the allotted time available to answer the question.

Students will engage the provided materials by identifying an over-arching theme between multiple sources in the stimulus. They will select and organize evidence supporting their central claim based on that theme. College Board suggests that Part B of the AP Seminar Exam takes around 90 minutes.

Introduction to Presenting to Peers

Students return to the collaborative research collected in online Module 5 and use what they learned about argument structures in online Module 6 to build an audience-centered presentation of their team findings for this online Module. Students learn about audience-centered design, which introduces students to the dynamics of tailoring the claims and evidence to an audience of (educated but not expert) peers. To do so, students will be led through the process of creating an audience profile and engage in selection strategies based on the profile. Students make slide decks requiring a choice of content and organization. They learn design and delivery techniques through modeling. Students complete a practice run of their presentation (in the spirit of both Tasks 1 and 2) of 8-10 minutes, with rubric feedback. Students are also introduced to oral defense and prepare response reflections before the practice presentation in class.

Suggested Time: 2 weeks

Suggested Content: Return to the theme, assigned texts, and compiled research of online Module 5

Assessments: presentation slides; in-class practice presentation delivery (with rubric feedback); oral defense reflections

Student Essential Questions

- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can we connect the multiple perspectives? To what other issues, questions, or topics do they relate?
- How can we explain contradictions within or between arguments?
- How do we connect and analyze the evidence to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support our argument? Is our reasoning logical?
- Are there other conclusions to consider?
- What are we taking for granted? How do we acknowledge and account for our own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support our argument?
- How can we best appeal to and engage our audience?
- What is the best medium or genre through which to engage our audience?
- What common misconceptions might our audience have?
- How can we adapt our argument for different audiences and situations?
- How might our communication choices affect our credibility with our audience?

Collaborative Statements: Introducing the Presentations of Tasks 1 and 2

For this online Module, no additional materials are given. Students will refer to materials provided as the stimulus in online Module 5 and research collected by each individual in their practice teams, written literature reviews, and response reflections. Students will be provided basic information about the presentation parts of Tasks 1 and 2 as provided by The College Board, which becomes the basis for practice in online Module 7, using the research collected and formalized for practice in online Module 5.

In reconvening online Module 5 practice research teams, students revisit their written works and discuss potential arguments that can be made from the total of their team evidence. Students recognize that they can only make a single claim, and the argument they begin to build must be selective enough to take place in a presentation of 8-10 minutes while still being strongly supported and logically articulated. To do so requires students to be discerning about what to include and what not to include in their argument, meaning they will likely need to narrow their original team inquiry question further and engage only part of their total body of evidence. Students will recognize that due to time constraints, they cannot include all evidence and need to be cautious of the desire to provide a balanced use of each member's contributions (especially if they find that specific inquiries deviate from the narrowed claim, they will present within the time limit of the presentation).

Teams can return to online Module 6 materials and select one of the three argument templates to build an outline of their team argument. They will compile evidence and make proper decisions about logical support and reasoning. These templates will become the basis for building presentation slides later in the online Module.

Student Assignment: Collaborative Statement Outline

Online Module 7 provides students with the final practice of necessary skills before beginning the official high-stakes tasks of AP Seminar. Each step in online Module 7 process leads students toward the last skill to be learned: audience-centered presentation design and performance. Presentations play a pivotal role in both Task 1 and 2 and demonstrate students' ability to translate their research conclusions to a different audience and form. While papers are a more formal and generally more nuanced and complete form of argument dissemination, presentations are often more narrow and focused, though still academic. Students must rely on understanding the intended audience, expectation, tone, and clarity of position in this final research skill.

First Step: Collaborative Statement Outline

This first step in the online Module 7 process leading to a practice team presentation, requires students to reconvene teams from online Module 5. Students will revisit their online Module 5 assignment submissions and feedback and share their team findings in collaborative discussion. This activity prepares students to outline the basic argument derived from their collective findings, leading them to presentation slides and, ultimately, to presentation performance and oral defense.

Students will not receive additional materials but will instead revisit materials from online Module 5. They may desire to supplement their team's total body of evidence with further research, specifically noting areas of weakness in the argument they intend to pursue. Students will need access to databases and their submitted materials from online Module 5. As this is a team project, only one team member will select an argument template to complete and submit, though all team members will share the document and work on it together.

Teams may choose to follow this task flow:

- **Individually:** revisit the materials from online Module 5, reviewing submitted practice Literature Reviews and Response Reflections to reacquaint with the content
- **As a Team:** formally meet to share and discuss individual findings (this can be a formal share-around, or students may reread each other's papers, including written Response Reflections, noting areas of significant overlap and potential central claims that could be supported)
- **Selecting a Claim, Evidence**: specify a central claim to support and choose evidence from the collective research (students must recognize that they do not need to use all evidence from all team members; they will be discerning and make only a claim that can be supported with sound reasoning and evidence in 8-10 minutes)
- **Argument Outline, Template:** choose and complete one of the three argument templates available: Classical, Toulmin, or Rogerian (all team members contribute to completing this outline. Only one team member needs to submit it for the team, in subsequent steps, these outlines provide the basis for creating slides to support the audience-centered presentation).

Argument templates are available in online Module 7 materials in the Canvas course shell, Google Classroom shell, and at AP4CTE.org in the Content Archive section.

Assignment feedback is provided via the language of the Task 1 Presentation Rubric, rows 1-2. This is an abridged version of the rubric. A full version of the rubric can be found in the Appendix on page 16.

Collaborative Statement Outline Rubric

Criteria	Points
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.	/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.	/4
Total Points	**/10**

Audience-Centered Design

Students will use the collaborative statement argument outlines they created as the basis for practicing the building of audience-centered presentations per the requirements and suggestions of The College Board for both Tasks 1 and 2. Students will be introduced to the dynamics for tailoring their arguments' collected evidence and reasoning to an audience of (educated) peers. To do so, teams begin by building an audience profile, complete with acknowledgment of assumptions regarding the topic of their argument. Teams use this profile to create a tailored slide deck, using selection strategies for content, organization, and design and delivery. Sample presentations can be shown to students, along with sample scoring notes and commentary, and a walk-through of the presentation and oral defense rubric for Task 1, which students may also reflect upon as part of the revision process for their team slides and practice performances.

Students will review rubrics and materials and practice the oral defense questions for Task 2 as part of the process of completing the task embedded in online Module 9. Many reflection techniques are like the components found throughout the reflection processes practiced in online Modules 1-7 and those specifically engaged here as preparation for Task 1. Sample presentations, with official commentary and rubric walk-through, are accessible to teachers (and some for students) in their AP Classroom materials through The College Board.

Student Assignment: Audience-Centered Presentation Slides

Online Module 7 provides students with the final practice of necessary skills before beginning the official high-stakes tasks of AP Seminar. Each step in the online Module 7 process leads students toward the last skill to be learned: audience-centered presentation design and performance. Presentations are pivotal in Tasks 1 and 2 and demonstrate students' ability to translate their research conclusions to different audiences and forms. While papers are a formal and generally more nuanced and complete form of argument dissemination, presentations are often more narrowed and focused, though still academic. Students must rely on understanding the intended audience, expectation, tone, and clarity of position in this final research skill.

Second Step: Audience-Centered Presentation Slides

This second step of skills practice and preparation for online Module 7 builds upon what students, in teams, narrowed for their research claim, evidence, and argument structure. Teams will utilize previous work, particularly templates finalized for the first step, in addition to teacher-provided feedback, to create slide decks that will supplement their presentation performance and oral defense.

You can access tutorials and samples in The College Board's AP Classroom materials. You may show these materials to the whole class as walk-through lectures give students a full explanation of the rubric and feedback for sample presentations. You may have students grade a sample presentation using copies of the Task 1 Presentation rubric, which can be discussed as a whole class. This approach gives students a good foundation for the assessment expectations as they build their presentations and practice their performance skills.

Teams will create presentation slides focused on audience-centered design techniques with the resources provided before these preparation activities. Teams will have 8-10 minutes (maximum) to give a central claim, context, relevance of the problem, and evidence to support the team position while acknowledging varying perspectives, implications, and limitations of the problem, argument, and real-world setting. Presentation information is well integrated and logical and not divided by team member contribution (i.e., by lens and perspectives).

Aesthetic design is consistent, including proper organization of signposting, visual backgrounds that provide legibility, and integrated visuals that enhance the presentation information. Graphs, if used, must be clear and fully explained in the performance. Text is limited, featuring important focal points rather than speaker notes.

For this preparation submission, only one team member needs to provide access to the presentation slides. Feedback provided may be considered in slide revisions and for scripting the performance at the end of this online Module.

Assignment feedback is provided via the language of the Task 1 Presentation rubric, row 4. This is an abridged version of the rubric. A full version of the rubric can be found in the Appendix on page 22.

Presentation Slides Rubric	
Criteria	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.	/4
Total Points	**/4**

Oral Defense Preparation

Students will return to their Response Reflections from online Module 5, which will set the stage for the Oral Defense. At this time, students will only practice the team oral defense questions provided by The College Board for Task 1. Students will be given the list of The College Board's provided Oral Defense questions, accessible in the official course and exam description handbook. You may opt to require students to informally respond to the sample questions concerning one individual in their team (such as the team member to whom they responded in the reflection of online Module 5 or a different team member) or to all team members for thorough preparation.

Student Assignment: Oral Defense Responses

Online Module 7 provides students with the final practice of necessary skills before beginning the official high-stakes tasks of AP Seminar. Each step in the online Module 7 process leads students toward the last skill to be learned: audience-centered presentation design and performance. Presentations play a pivotal role in Task 1 and 2 and demonstrate students' ability to translate their research conclusions to a different audience and form. While papers are a formal and generally more nuanced and complete form of argument dissemination, presentations are often more narrow and focused, though still academic, so students must rely on an understanding of the intended audience, expectation, tone, and clarity of position in this final research skill.

Third Step: Oral Defense Preparation

This third step finalized skills practice leading to students' practice presentation performance for the final assessment of this unit and the last practice activity before students embark on the official high-stakes tasks. To complete the preparation for online Module 7, students will reflect on all of their team's individual and collective work in preparing their argument and presentation design, reflecting on the choices made, the contributions to the outcome, the collaborative compromises, etc., that led to their final product. Students have already engaged in some practice of this in the final products of online Module 5 but will now explicitly address the skills asked of them by the Task 1 Team Project and Presentation's oral defense.

You may choose from a couple of options:

1. Give students all questions, and have them respond to all questions using the paper they read for their Response Reflection in online Module 5
2. Give students all questions, and have them respond to another person's literature review from online Module 5 (distinct from whom they initially responded to in online Module 5)
3. Give students all questions, and have them respond to all questions, noting the individual contributions of all members in their team.

Please note that students will not know what oral defense questions they will be asked for the online Module 7 Final Assessment, nor are they allowed to know the specific oral defense questions they will be asked spontaneously on the day of scheduled presentations for either of The College Board's high-stakes Tasks.

This preparation will occur individually. You will provide students with the specifics of their individual tasks per the Oral Defense questions provided by The College Board (below). They will consider their responses considering all questions regarding the contributions of each team member. Refer to the teacher's specific directions for submission. This preparation will be used in a spontaneous, live sense during practice presentations for the online Module 7 Final Assessment and graded in the final row of the official rubric. For now, students will submit responses to the questions assigned in the manner indicated by you.

The College Board Provided Oral Defense Questions

Task 1, Team Project and Presentation

1. Describe how the team's presentation content was changed due to team discussion.
2. Student A, how did the team decide to include Student B's perspective/lens/conclusions in the overall presentation?
3. Student A, give one specific way that your thinking changed as a result of learning about Student B's individual findings.
4. What change would you make to your team norms in the future, 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 team identified?
6. How did you improve your ability to work with a team due to 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 individual research?
9. What was the strongest counterargument 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 solution?

(Student Workbook pg. 61)

Student Final Assessment: Practice Audience-Centered Design Presentation and Oral Defense

Finally, teams will practice and formally perform their practice presentations—you will make this activity an official setting as the high-stakes presentations of online Modules 8 and 9. Teams will have 8-10 minutes to present their findings, demonstrating proper organization and selection techniques for content and academic delivery techniques for each team member. After the presentation, each student in the team will be asked an oral defense question. Students prepare for the question, though they do not know which question they will be asked or to whom in their team the question will refer, providing a proper practice for the spontaneous element consistent with the high-stakes tasks. At the conclusion, you may give the teams rubric feedback. They may also elicit rubric feedback or commentary from other students in the class as an additional layer of reflection throughout the process.

Online Module 7 Final Assessment presents students with the final practice and performance feedback opportunity before they begin the high-stakes tasks that will comprise two-thirds of their AP score per The College Board. By the end of this activity, students have acquired all the knowledge and skills necessary to complete the formal tasks. Thus, students will use this opportunity to elicit and internalize feedback to those ends, as they cannot seek specific teacher-provided feedback on the work specific to their tasks.

You may choose to record presentations for peer review and reflection activities or full-class discussion of feedback; recordings may provide samples or playback capabilities. Students will need access to screen-sharing to present to a room of their peers and may use other aids, including clickers, note cards, or anything else pertinent and available. Students are cautious of relying too heavily on note cards and refrain from reading from a script (and avoid teleprompters). Presentation performance is sincere and organic and demonstrate preparation and mastery of their argument. Students may also choose to have a timer to keep track of their pacing. It is recommended not to interrupt presentations to announce the time, and if teams talk past the 10-minute maximum, they are allowed to finish, though you must stop scoring at the 10-minute mark.

Presentation Performance Requirements per the College Board Course Description Handbook:

Working collaboratively, the team considers all of the research and analyses from individual team members to propose one or more solutions or resolutions. The team:

- collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue
- considers potential solutions or resolutions and conducts additional research to evaluate different solutions within the context of the problem
- proposes one or more solutions or resolutions and prepares an argument to support their proposal

The team develops an 8-10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team ensures the claims made are supported by evidence that is attributed or cited (orally or visually). They ensure they have considered different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation consider audience, context, and purpose.

Following the presentation, the team will defend its argument, with each student responding to a question posed by you.

Per the College Board requirements for Task 1 presentations, teams may only be scored up to the 10-minute mark maximum. Teams may present beyond 10 minutes in real-time; however, only the information provided before the 10-minute mark will count toward scoring. Students are aware of this requirement and will practice staying within the time limit. Oral defense responses do not count toward the time constraints; students may use as much time as they need to respond to their oral defense question.

Task 1 Presentation and Oral Defense Rubric

This is an abridged version of the rubric for the team multimedia presentation and oral defense. A full version of the rubric can be found in the Appendix on page 28.

1. ESTABLISH ARGUMENT

6 pts – HIGH	4 pts – MEDIUM	2 pts – LOW	0 pts
Logical use of evidence to identify a problem and support a solution.	Claims and evidence, but not always effective.	Problem identified, but no justified solution.	Unsubstantiated, non-academic opinions.

2. UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)

4 pts – HIGH	2 pts – LOW	0 pts
Evaluation of options, support for selected solution, and depth of limitations and implications.	Some evaluation of potential solutions lacks the depth of discussion of limitations and implications.	Little to no evaluation of potential solutions, limitations, and implications.

3. ENGAGE AUDIENCE (PERFORMANCE)

6 pts – HIGH	4 pts – MEDIUM	2 pts – LOW	0 pts
All presenters effectively use engaging techniques.	At least two presenters use effective techniques, but not all, all of the time.	One presenter might effectively use engaging techniques.	Inappropriate for audience, purpose, and context.

4. ENGAGE AUDIENCE (DESIGN)

4 pts – HIGH	2 pts – LOW	0 pts
Effective design enhances performance and audience understanding.	Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	No design or minimal design with significant errors.

5. COLLABORATE, REFLECT

4 pts – HIGH	2 pts – LOW	0 pts
All presenters give a related, specific answer.	At least two presenters give a related, specific answer.	One or none of the presenters give a related, specific answer.

Total Points /24

(Student Workbook pg. 64)

Oral Defense Question Selection and Presentation Notes

This is an example of the form to note which oral defense question is assigned to each team member and to take notes during the presentation. A full version of the form can be found in the Appendix on page 34.

Team 1

Presenter's Name	Oral Defense Question

Team Presentation Notes

Student Assignment: Collaboration and Performance Reflections

After all presentations, feedback, and class discussion of the activities, students complete quick reflections on their experience with the skills of this activity. Note that all skills in online Modules 1-7 built upon each other to this end. This final reflection will leave students with a critical awareness of their learning, improvements, and areas they can continue to work on as they apply their knowledge and skills to the high-stakes tasks which begin in the next online Module.

Students will answer the following questions genuinely and honestly in the teacher-specified format:

1. What was your role once you reconvened as a team to combine your research and design the problem-solution presentation?
2. What were the most significant challenges?
3. How did you communicate information to each other about what would and would not be put into the presentation?
4. How did you divide responsibilities? Were you a leader in your team? Why/Why not? What can you do to take a more active role in your team the next time?
5. What skills do you need to focus on for the next project to function well in a team?
6. Evaluate your team's final product—did it represent your team's collaborative efforts regarding content and the time allocated to each presenter?
7. Evaluate your collective line of reasoning—how clearly did your team take your audience from explaining the problem to your proposed solution? Did you incorporate multiple perspectives and counterarguments? Did you make a strong case for your solution? What changes would you make going forward to deliver a better team presentation?
8. What presentation skills do you need to improve (for design, delivery, or both)?

Student responses will be thorough, specific, detailed, and sincerely reflective of their work, learning, and application of this reflection moving forward.

Introduction to High-Stakes Task 1

Online Module 8 begins students' official high-stakes tasks per The College Board requirements and for official scoring. Students start making decisions, planning, and executing the skills learned and developed over the first seven online Modules. This online Module provides a timeline and process for completing AP Seminar's official Task 1: Team Project and Presentation. Students will not receive direct feedback or rubric scores for the tasks as you submit these to the College Board for scoring. Instead, the process is to help student teams manage their project and account for developing the skills necessary for success.

At this point, your role shifts from the content provider to project manager and mentor, as you no longer provide direct and specific feedback, per the College Board regulations. See the teachers' roles and responsibilities in the course and exam description handbook for what is allowed or prohibited once the tasks begin. You may offer some or all provided checkpoints as suggested or modify them for time and student needs.

Task 1 is collaborative. Students collaborate in teams of 3-5 to generate their inquiry topics and overall research question before exploring individual lenses and perspectives more narrowly, engaging the team inquiry. Students write literature reviews for their IRR (Individual Research Report) of 1,200 words in a formal standard format, integrating research on the topic lens. Students compile all research for the team to synthesize an argumentative perspective on the original (or revised) team inquiry question, which will be argued and supported in an 8-10 minute presentation of audience-centered design and reflected in students' oral defenses. Students will submit the IRR to The College Board digital portfolio; you will receive training and certification to submit scores for the team presentations. This task, overall, is worth 20% of students' composite score for AP Seminar.

Suggested Time: 6 – 8 weeks

Suggested Content: must be student-generated (though it can be inspired by previous online Modules)

Assessments: Task 1 IRR and Collaborative Presentations (20% of formal AP Seminar Score)

Student teams collaborate to complete the online Module steps. Each team member will meet the individual steps, and collaborative sharing and discussion will intermittently happen throughout the process. This collaboration ensures that all team members are on the same page, sharing information and contributing to the team inquiry and subsequent focused argument. The College Board suggests that this task be allotted about 30 school days of dedicated time to this process.

Student Essential Questions

- What do we want to know, learn, or understand?
- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem differently?
- What questions have yet to be asked?

- What contributions can I offer to a team?
- How does our research question shape how we try to answer it?
- What information do we need to answer our question?
- What keywords do I use to search for information about this topic?
- What patterns or trends can be identified among arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? To what other issues, questions, or topics do they relate?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- What voices or perspectives are missing from my research?
- How can I avoid committing plagiarism?
- What is the benefit of revision?
- How can I benefit from reflecting on my work?
- How do we connect and analyze the evidence to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support our argument? Is our reasoning logical?
- Are there other conclusions to consider?
- What are we taking for granted? How do we acknowledge and account for our own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others we used to support our argument?
- How can we best appeal to and engage our audience?
- What is the best medium or genre through which to engage our audience?
- What common misconceptions might our audience have?
- How might we adapt our argument for different audiences and situations?
- How might our communication choices affect our credibility with our audience?

Task 1 Team Project and Presentation Official Language

Task Overview

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides an oral defense to questions posed by you.

Components

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Research Report (IRR) (1,200 words)	College Board scored (individual score)	50% of 20%
Team Multimedia Presentation and Defense (TMP) (8–10 minutes, plus oral defense questions)	Teacher scored (team score)	50% of 20%

Task Guidelines

In this project, three to five students collaborate to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical.) Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Part 1: Individual Research Report (IRR, 50% of Task 1 Score)

"Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the team in a well-written individual report that:

- identifies the area of investigation and its relationship to the overall problem or issue
- summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources
- identifies, compares, and interprets a range of perspectives about the problem or issue
- cites all sources used and includes a list of works cited or bibliography

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper, including a bibliography or works cited (see the AP Capstone Policy and Plagiarism and Falsification or Fabrication of information)."

(Student Workbook pg. 65)

Part 2: Team Multimedia Presentation (TMP, 50% of Task 1 Score)

Working collaboratively, the team considers all of the research and analyses from individual team members to propose one or more solutions or resolutions. The team:

- collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue
- considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem
- proposes one or more solutions or resolutions and prepares an argument to support their proposal

The team develops an 8-10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team ensures they consider different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation consider audience, context, and purpose.

Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher.

Teacher's Role in Performance Task 1

DO	DO NOT
Make sure students are aware of the timeline, assessment task components, and scoring criteria/rubrics.	Assign, provide, distribute, or generate research questions for students.
Hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress. Direct the students to the areas of the rubrics where their work may need improvement.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment.
Engage in whole class teaching of skills pertinent to the performance tasks as students are working on their research and/or presentations.	Provide specific, directive feedback to individuals or teams (teachers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional databases, local expert advisers, library assistance) so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles, or evidence for students.
Provide effective guidelines for peer-to-peer review and feedback. Coordinate opportunities for students to engage in peer review.	Proofread or copyedit work for students.
Provide students with a list of possible oral defense questions.	Identify the exact questions a student will be asked prior to his or her defense. Students should be prepared to answer every one of the oral defense questions.

FOR PERFORMANCE TASK 1	
Oversee the formation of teams.	Allow students to switch teams or change team formation after the start of the project without permission.
Check AP deadline and monitor student submissions in the digital portfolio. Ensure students meet deadlines, work is submitted to the correct place for the IRR and has been checked for plagiarism.	Leave students to submit work unsupervised.
Score Team Multimedia Presentations and submit the scores in the AP Digital Portfolio prior to the April 30 at 11:59 pm ET submission deadline.	Release the scores to students.

Preliminary Research Activities

You may assign teams for this online Module or allow students to choose their teams. Students are dedicated to teamwork and collaboration for the rest of this Module; it is important to emphasize this point.

Teams begin with informal discussions, mind-mapping activities, preliminary database research, and information collecting. They start to set up shared documentation of their resource list and short annotations to get a physical picture of the possible directions for team inquiry. These activities happen organically and are intertwined.

Students will begin a mind map, break off to read some preliminary research, reconvene with the map, etc., until they have a clear and narrow idea from which to begin to solidify the direction of their team inquiry. Once teams have a preliminary research question agreed upon by all team members, they will review their question using proper evaluation techniques, as explored in online Module 4. Where issues arise in the evaluation, they continue preliminary research and work on revising their initial question.

You may have student teams submit mind maps or preliminary research notes and collected resources to use as checkpoints for the project and as accountability for progress.

Task 1 Team Information and Intervention Form

Below is an example of how you can keep note of the helps provided, interventions, and observations of team dynamics. This kind of direction and teacher scaffolding of process is some of the only feedback you can give once tasks begin; having running notes can help mediate issues as they arise later. A full set of team intervention forms is found in the Appendix on page 40.

Team 1 Information
Research Topic/Question

Member's Name	Research Lens and Team Role

Team 1 Observations, Communications, and Interventions	
Date:	Notes:

Student Checkpoint 1: Task 1 Mind-Mapping and Preliminary Research Notes

In Task 1 teams, students "map" their collective thinking. Maps begin with topics of general interest and questions that derive from them (students may use the Q-matrix to help formulate various questions to pursue). Maps can include statements, questions, concepts or phrases, quotations from preliminary research, images, or symbols, and so on; there are few limits. Students may map with arrows to connect ideas or choose some form of organic color coding. However, students do not need to overthink the organization; this is not a presentation poster. Thus, aesthetics does not play into the process, as doing so will take the focus away from the content.

This process takes some time since students engage in preliminary research as they help complete the mind-mapping activity. Teams use a shared document to collect sources, notes, quotations, information, etc., informally to help them with mapping. These exercises aim to explore potential topics and research questions inspired by their interests, academic and career goals, or real-world problems of personal investment. Students may use information, activities, readings, or their previous submissions as potential starting places.

Teams submit a copy of their mind map and preliminary research notes to show adequate progress for this checkpoint.

Student Checkpoint 2: Preliminary Team Question and Evaluation

Once students feel comfortable with their preliminary research and brainstorming progress, they select a single question from which to research. Students take the material of their notes and mind map and formulate specific, actionable research questions. Teams reach a consensus and select a single question to build the rest of Task 1. Teams complete the Question Evaluation chart below and make any necessary revisions before beginning checkpoint 3; teams submit these charts as a time management tool for checking progress.

Student Assignment: Formal Proposal and Annotated Bibliographies

Once teams select their research question, they will begin to discuss and formalize team norms and expectations for the duration of their project. Teams, if different from online Module 5, will complete the Team Norms and Expectations chart. Suppose teams are the same as in online Module 5. In that case, students will return to their previously submitted form and revise or update it with new specifications, as this is a new inquiry with a longer timeline. Here, students will begin to select the lens through which they will view their team inquiry and devise more narrowed research questions utilizing those lenses. From this question, students start a preliminary investigation to see what perspectives are most pertinent to their lens. They will submit this information in the formal proposal, following the structure of the proposal the teams completed in online Module 5.

After teams submit their formal proposal, they begin collecting research related to their individual lens. In doing so, they will account for the varying perspectives in the professional literature on that topic, consider purposeful use, and evaluate the source for credibility, authority, and relevance. All team members will contribute to a team annotated bibliography, following a format like the assessments in online Modules 3 and 5. It is worth reminding students that they are reading and engaging far more sources than they ultimately select. They will be discerning and using techniques for evaluating sources for credibility and relevance without wasting too much time (all skills they practiced in earlier online Modules).

Student Checkpoint 3: Task 1 Team Norms and Expectations

Considering their brainstorming activities and the selection of the initial form of their research question, teams begin to set the explicit expectations of each team member. These expectations are professional, driving interactions and accountability for the task's duration. Students start considering what role they will take on in the team setting and what lens and perspectives they may decide to pursue in addressing the team question. Teams submit the Team Norms and Expectation chart as a time management and accountability tool for checking progress. Members may refer to it periodically to reestablish or revise expectations.

Student Checkpoint 4: Task 1 Formal Proposal

Once a question is selected and evaluated, and teams establish their expectations for accountability for the rest of the process, teams begin to formalize the content choices for their Task 1 approach. Teams create well-written and properly formatted documents. One copy per team is submitted, representing team discussion, collaboration, and consensus. Submissions include the following:

1. Research Question and Introduction: State the revised question from the evaluation activity of Checkpoint 2. Next, provide 100 words of context, justifying the background of the problem and the relevance to a professional audience (what is at stake in answer to your team research question) as established by preliminary research done in the first few checkpoints of this online Module.

2. Individual Contributions: Each team member needs to contribute individually, with the help of the team at large. In 150-200 words for each team member, address:
    a. Lens: choose an academic, professional lens through which to pursue your greater team question and phrase a lens-specific question, which will be narrower in scope and focus from the team research question. Discuss personal motivation and inspiration for this specific lens and question what you expect to gain from this approach, etc.
    b. Perspectives: include what kinds of perspectives you expect to find in the process of searching (you may do some preliminary research to brainstorm here), what problems might exist, what alternative approaches or values, what areas of disagreement, etc.
    c. Personal Bias: consider your bias toward your question. What values do you hold as a person and researcher that might contribute to how you approach this lens? What can you do to ensure you objectively approach your research on this topic?
    d. Lastly, each team member will include a list of keywords and phrases they will use to pursue information about their specific lens and perspectives.

Student Checkpoint 5: Task 1 Team Annotated Bibliographies

At this point, students begin collecting research relevant to their individual lenses and perspectives. There are constant, regular discussions and sharing activities happening within the team, especially as students come across sources that may not be pertinent to their research but may be helpful to other team members. The team annotated bibliographies allow students to recognize areas of overlap and shared consequences. Students use these intersections to build the team presentation. Students are careful to ensure that each member contributes novel information. Doing so will avoid having two or more team members focus on too-closely related material, potentially leading to gaps that need to be filled later in the presentation-building stage.

For this progress submission, teams open, share, and work collectively on a single document. The document follows the official format (provided by the teacher) and is titled "Annotated Bibliographies." There is no specific requirement for the number of entries. Students recognize that these listed sources require evaluation for relevance and purposeful use and include far more than will eventually be used in their literature reviews or presentation arguments. However, sources not used for the individual report may become helpful to the team question.

Each entry includes a proper bibliography, including all author, document, and publication information for each source. Entries are organized within the team document using subheadings for each team member, with respective sources alphabetized by bibliography entry.

Under source information, students include annotation of the following:

- The main argument, idea, or thesis of the work or source selection
- The line of reasoning, identified claims, and evidence provided in support of the main idea or thesis
- How the source contributes meaningfully to the individual's lens/sub-question, making a note of important information and quotations

Student Assignment: Formal Assessment, Part 1- Individual Research Report

Once students sufficiently collect relevant and credible sources, they will begin to compile their literature reviews—the first formal submission to the College Board Digital Portfolio, which is 50% of the score for Task 1 (and 10% of the score overall). You may create draft checkpoints throughout this task and have students do formal peer reviewing before the final submission of their papers. It is also an excellent time to provide students with the AP Classroom videos created to supplement instruction. Students can benefit from broader review sessions to remind them of the skills necessary to do well in this part of the task. Although you cannot give direct feedback; students can refer to online Module 5 for relevant materials and internalize and apply feedback provided on the practice work of that online Module.

Students may continue to revise their Task 1 paper after these initial internal class due dates; they have until the April/May deadlines set by the College Board to submit formally. Therefore, it is optional for students to have a complete and fully revised draft of their IRR before contributing to the Team Presentation and Defense. They may continue to revise their paper once the class has moved on to Task 2. However, a sufficient draft with sound sources and a nuanced synthesis of perspectives drastically helps the team product of the presentation, which is finalized and scored during these internal class deadlines as set by the teacher. It's wise for students' drafts to be as complete as possible, only needing polishing and not substantial revision, additional research, etc.

Individual Research Report (IRR, 50% of Task 1 score)

Per the College Board Course and Exam Description Requirements for the Individual Research Report:

"Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the team in a well-written individual report that:

- identifies the area of investigation and its relationship to the overall problem or issue
- summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources
- identifies, compares, and interprets a range of perspectives about the problem or issue
- cites all sources used and includes a list of works cited or bibliography

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper, including a bibliography or works cited (see the AP Capstone Policy and Plagiarism and Falsification or Fabrication of information)."

Student Checkpoint 6: IRR Outline

Before beginning narrative drafts of the Individual Research Reports, students consider the following reflection questions, using an informal but organized outline based on lessons from online Module 5:

1. What lens are you pursuing? What perspectives are you searching for in pursuit of that lens? Justify and consider the implications of those choices.
2. What specific paths are you pursuing? Why are you choosing to narrow in those ways rather than others? What do you project will be the usefulness of doing so?
3. How has your lens evolved as you have engaged in formal research?
4. What patterns, areas of overlap, or major claims are emerging from your research? What is generally recognized as valid by the professional community? What areas are currently under dispute? What are the major areas of disagreement?
5. What significant gaps still exist? In other words, what questions are emerging from the professional community regarding your topic, and how might other sources work to address those gaps?
6. Of the perspectives you justified not pursuing, which could fill the gaps identified above? What could the next steps in the research process be? (Others in your team may already be pursuing these gaps or perspectives, allowing you to acknowledge overlaps in your team inquiry).

Students individually submit their informal responses to the questions above and an informal, rough outline of their IRR draft based on resources in online Module 5 lectures and practice activities. Submissions are only for a progress check and project accountability.

Student Checkpoint 7: IRR Draft, for Peer Review

Students produce a rough draft of their Task 1 Individual Research Report (IRR) for this checkpoint. The IRR is a 1,200-word focused literature review that looks at the perspectives and arguments available to their lens or sub-question related to the broader team inquiry. Students enact, adapt, and revise according to their outlines from Checkpoint 6. As a reminder, these individual papers draw upon various well-vetted sources and assess the reasoning, evidence, and validity of those sources. They use the resources purposefully to provide a range of perspectives on the specific subtopic of the team's research question and synthesize and mediate the sources as a conversation on the issues. Lastly, they are correctly formatted, well written, and use consistent source attribution techniques (per your directive). Students utilize resources from previous and current online Modules' lessons, handouts, and presentations.

Once individuals submit their drafts, students engage in a formal peer review activity, providing feedback on grammar and language conventions, organization and logical clarity, and strength of evidence. They may indicate areas where more information is necessary regarding concepts, definitions, or evidence to help warrant the reasoning. Once commentary has been added directly to the reviewee's draft, reviewers respond to the following with specific details:

1. What is the research question central to the inquiry? What is the established relevance (academically, historically, practically, etc.)? Does it do a good job of establishing relevance to the intended audience? Are there areas that need to be improved upon or clarified?
2. In the literature review, what are the incorporated perspectives? Given the scope of the assignment, are enough perspectives considered and thoroughly explored? Are there too many perspectives to provide sufficient depth and nuance? Are there any glaring omissions?
3. Do the resources do a good job of establishing the authority, credibility, or purposeful use of their primary and secondary resources?
4. Do the resources do a good job of establishing areas of agreement and disagreement and acknowledge any gaps in understanding related to the established inquiry question?
5. Does the draft acknowledge its limitations? Are there any significant limitations not yet addressed? Provide help here.

For this checkpoint, students will have two submissions: their draft (submitted first) and the reflection of another student's draft (submitted second).

You may choose to have students peer review more than one paper. They will also decide between assigning students to peer review members of their team, which is advantageous since students know the content and can provide additional resources from a place of knowledge and shared experience. Or they can assign peer reviews of another team, which has the advantage of providing fresh eyes from a different audience, and issues in clarity will be more readily apparent. Students complete informal peer reviews organically throughout the completion of the tasks and can lean on each other for support and help even when not required by formal progress checks.

Student Checkpoint 8: IRR Revised Draft

This checkpoint is the students' final revision submission in class for their IRR and will be in a polishing stage by the time students begin drafting presentation slides. This revision is not the final submission submitted to the College Board Digital Portfolio, as students may continue to polish their Task 1 IRR until the final due date for these submissions. This submission is a check of progress and accountability. This draft shows progress, a significant revision from the Checkpoint 7 submissions, and consideration for the feedback in the peer review.

Student Assignment: Formal Assessment, Part 2- Team Multimedia Presentation and Defense

Once students finish and revise at least a preliminary draft of their lens-specific literature reviews, teams reconvene to share, discuss, and create a plan for the Team Presentation and Defense. To ensure that students critically read, engage, and analyze the works of their team members, you may assign informal response reflections as practiced in online Module 5 or a formalized peer review activity. The peer review allows for personal reflections as students note areas where their team member's paper interacts with their own or where areas of strength and weakness noticed in their team member's work can help them build better habits.

After completing the activity, teams return to their initial inquiry question and make any revisions needed to create a complete and logical argument. Suppose teams recognize substantial holes or areas of weakness in their findings regarding their question. In that case, they will find additional sources and add them to their team's annotated bibliographies for this task's presentation. Note that these holes or weaknesses identified are for the overall argument only and, as such, do not need to be added to students' literature review unless the flaw also exists in one of the team member's individual lenses.

Finally, students will build toward the final presentation of their argument. Students complete one of the argument structure templates provided in online Module 6, focusing on selection techniques and establishing ethos in an 8–10 minute presentation as was practiced in online Module 7. You may have teams submit their argument templates or collaborative statements, preliminary drafts of team slides or visuals, and informal reflection responses to the oral defense questions they may face in the formal presentation.

You will set a presentation schedule. Students will perform for final scoring (also worth 50% of the Task 1 score and 10% overall), utilizing audience-centered design, organization, and performance techniques. You do not share this task's rubric or scoring notes with students; you will input scores directly into the College Board Digital Portfolio. Students will not have access to their team's scores for any task components for the sake of security.

Team Multimedia Presentation (TMP, 50% of Task 1 Score)

Per the College Board Course and Exam Description Requirements for the Team Multimedia Presentation:

"Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- collaboratively synthesized and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue
- considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem
- proposes one or more solutions or resolutions and prepares an argument to support their proposal

The team develops an 8-10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team ensures they consider different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation consider audience, context, and purpose.

Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher."

Each year, AP Seminar teachers are required to pass official certification tests to access the submission forms for both Tasks 1 and 2 presentations and oral defenses. The College Board's AP Classroom interface, provided to teachers at the beginning of the school year, gives you access to various training workshops, seminars, and training videos through which to practice before certification. You will need to complete three elements: the Plagiarism and Falsification certification, Task 1 Presentation certification, and Task 2 Presentation certification. You have three chances to pass before another school staff member must pass and score students' presentations for that school year. Presentation certification tests generally consist of two recorded samples; you submit rubric scores for the samples. Certification is usually awarded soon after submission.

You can access training videos via AP Classroom that provide detailed explanations of each row of the rubric, complete with samples and practice scoring, and detailed scoring notes. See the Appendix on pg. 62 for space to take notes while watching training videos and simplified versions of the detailed rubric so that you can take scoring notes during the certification.

Student Checkpoint 9: Task 1 Team Argument Outline

After completing individual literature review drafts, teams begin to formally consider their total body of evidence, using the syntheses and mediated perspectives of all lenses to address and come to a conclusion about the initial or revised inquiry question. Students begin reflecting informally on each other's contributions and further narrow and select specific pieces of evidence to generate a thorough and coherent argument within the scope of an 8-10 minute presentation. For this progress check, teams decide on one of the three argument templates initially provided in online Module 6 and collaborate to complete it for team submission.

Student Checkpoint 10: Presentation Visuals Draft

Using the argument built in Checkpoint 9, teams will create visuals (slides) focused on audience-centered design techniques per the resources provided before these preparation activities. Teams have 8-10 minutes to give a central claim, context, relevance of the problem, and evidence supporting the team's position. Students acknowledge varying perspectives and the implications and limitations of the argument to the problem and real-world setting. Presentation information is well integrated, logical, and not divided by team member contribution (i.e., by lens and perspectives).

Aesthetic design is consistent, including proper organization, legible backgrounds, and integrated use of visuals that enhance the presentation. Graphs, if used, are clear and fully explained in the performance. Text is limited, featuring important focal points rather than speaker notes.

Teams will submit a progress draft of visuals leading into formally scheduled presentations. Students will consider seeking feedback from other peer teams for revision before their scheduled presentation date.

You encourage teams to practice giving presentations to each other for feedback. Practice is essential to success on this part of the task, as consideration for timing, logistics, and performance techniques significantly impact the official scoring.

Student Checkpoint 11: Oral Defense Preparation

At this point in the process, team members have regularly spent time collaborating and discussing their contributions. They experienced formal peer-reviewing activities within their team that established easy answers to the oral defense questions provided by the College Board. To complete the preparation process of Task 1, each student will submit a reflection on their collaboration by answering the following required questions (Student A is the reflector, and they will consider all other team members for Student B):

1. Describe how the content of the team presentation was changed because of team discussion.
2. Student A, how did the team decide to include Student B's perspective/lens/conclusions in the overall presentation?
3. Student A, give one specific way your thinking changed because of learning about Student B's individual findings.
4. What change would you make to your team norms in the future, 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 team identified?
6. How did you improve your ability to work with a team because 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 individual research?
9. What was the strongest counterargument 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 solution?

(Student Workbook pg. 81)

Task 1 Oral Defense Question Selection and Presentation Notes

This is an example of the form to note which oral defense question is assigned to each team member and to take notes during the presentation. A full version of the form can be found in the Appendix on page 46.

Team 1

Presenter's Name	Oral Defense Question

Team Presentation Notes

Task 1 Presentation and Oral Defense Rubric

This is an abridged version of the presentation and oral defense rubric. A full version of the rubric can be found in the Appendix on page 52, where you can log your rubric scores for each team before officially translating them into the digital portfolio.

1. ESTABLISH ARGUMENT

6 pts – HIGH	4 pts – MEDIUM	2 pts – LOW	0 pts
Logical use of evidence to identify a problem and support a solution.	Claims and evidence, but not always effective.	Problem identified, but no justified solution.	Unsubstantiated, non-academic opinions.

2. UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)

4 pts – HIGH	2 pts – LOW	0 pts
Evaluation of options, support for selected solution, and depth of limitations and implications.	Some evaluation of potential solutions lacks the depth of discussion of limitations and implications.	Little to no evaluation of potential solutions, limitations, and implications.

3. ENGAGE AUDIENCE (PERFORMANCE)

6 pts – HIGH	4 pts – MEDIUM	2 pts – LOW	0 pts
All presenters effectively use engaging techniques.	At least two presenters use effective techniques, but not all, all of the time.	One presenter might effectively use engaging techniques.	Inappropriate for audience, purpose, and context.

4. ENGAGE AUDIENCE (DESIGN)

4 pts – HIGH	2 pts – LOW	0 pts
Effective design enhances performance and audience understanding.	Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	No design or minimal design with significant errors.

5. COLLABORATE, REFLECT

4 pts – HIGH	2 pts – LOW	0 pts
All presenters give a related, specific answer.	At least two presenters give a related, specific answer.	One or none of the presenters give a related, specific answer.

Total Points /24

Introduction to High-Stakes Task 2

Online Module 9 guides students through the second official high-stakes task per the College Board requirements and official scoring. Students can find Task 2 stimulus materials posted in AP Classroom or the digital portfolio for students. This task requires students to view and consider the provided materials collected around major broad themes. Although students may broadly discuss the materials and themes, they will select a narrower theme that advanced strongly between at least two of the provided materials. This narrowed theme becomes the basis of inquiry, in which students will continue further investigating and researching. Students will complete the IWA (Individual Written Argument) of 2,000 words in the formal standard format, which will go a step further than the Task 1 paper.

Task 2 considers literature, advances a claim, and uses the research to support it. Students will deeply integrate at least one of the stimulus material sources in their collected research and argument. Students will individually share their findings in a 6–8-minute audience-centered presentation and reflective oral defense. As in online Module 8, students submit their written work to the College Board digital portfolio, and you submit presentation scores. This task, overall, is worth 35% of the student's composite score for AP Seminar.

Note: the end-of-course exam is worth 45% and relies heavily on the skills developed throughout the course and demonstrated by the official tasks.

This online Module provides a timeline and process for completing AP Seminar's official Task 2: Individual Research-based Essay and Presentation. Students will not receive direct feedback or rubric scores for the tasks, as you will submit them to the College Board for scoring. Instead, the online Module will help students manage their projects and account for developing the necessary skills for success.

Suggested Time: 8 weeks (The College Board requires a minimum of 30 school days for Task 2 writing and planning; presentations must take place outside of the 30 days)

Suggested Content: stimulus materials provided by the College Board

Assessments: Task 2 IWA and Individual Presentations (35% of formal AP Seminar Score)

As was true of Task 1, your role in Task 2 is that of project manager and mentor, as you no longer provide direct and specific feedback, per the College Board regulations. See the teachers' roles and responsibilities in the course and exam description handbook for what is allowed or prohibited once the tasks begin. You will base student evaluation and grading on progress and project management, as you did in online Module 8, Task 1.

Student Essential Questions

- What strategies will help me comprehend a text?
- What is the argument's main idea, and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?

- Does this argument acknowledge other perspectives?
- What questions have yet to be asked?
- How does my research question shape how I try to answer it?
- What information do I need to answer my question?
- What keywords do I use to search for information about this topic?
- How do I determine if a source is trustworthy?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications of these arguments?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? To what other issues, questions, or topics do they relate?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- What voices or perspectives are missing from my research?
- How do I connect and analyze the evidence to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions to consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- How does this conclusion impact my community and me? Or my research?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- What is the benefit of revision?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument to different audiences and situations?
- How can I benefit from reflection on my own work?
- How might my communication choices affect my credibility with my audience?

Task 2 Individual Research-Based Essay and Presentation Official Language

Task Overview

College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students read and analyze these stimulus materials to identify thematic connections among them and possible areas for inquiry. Their inquiry must be based on a thematic connection between at least two stimulus materials. Students compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must integrate at least one of the provided stimulus materials as part of the response.

Components

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Written Argument (IWA) (2,000 words)	College Board scored	70% of 35%
Individual Multimedia Presentation (IMP) (6-8 minutes)	Teacher scored	20% of 35%
Oral Defense (OD) (two questions from the teacher)	Teacher scored	10% of 35%

Task Guidelines

Cross-curricular stimulus materials supplied by College Board are released to teachers in early January each year through the AP Digital Portfolio. You decide when to release these materials to students. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window.

You engage students with in-class activities to explore issues and discuss topics and perspectives emerging from the stimulus materials. Students must address the current year's stimulus material in their responses.

Individual Written Argument

Students read and analyze the provided stimulus materials to identify thematic connections among them and possible areas for inquiry. Their inquiry must be based on a thematic connection between at least two of the stimulus materials. Students compose a research question prompted by their analysis of the

(Student Workbook pg. 84)

stimulus materials; gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must integrate at least one of the stimulus materials as part of the response.

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography or works cited (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information).

Note: You and the student will check work for plagiarism prior to final submission.

Individual Multimedia Presentation

Each student develops a 6- to 8-minute presentation to convey their perspective and present their conclusions from their individual written argument. Students use and attribute, either orally or visually, evidence to support their claims and situate their perspective in a larger context rather than merely summarizing their research. The presentation and the media used to enhance the presentation consider audience, context, and purpose.

You will determine the exact size and composition of the audience for the presentation. Typically, this is an audience of students' peers. Students design their presentations appropriately for an educated, non-expert audience.

Note: You collect presentation media from all students in the school's AP Seminar course(s) before any individual student delivers the oral presentation. You also arrange to video record the presentations/oral defenses and store the recordings for one academic year.

Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions you will ask them.

The Oral Defense

Following the presentation, you will ask two questions of the student. This component is designed to assess the student's response to and understanding of the two criteria below, and a question must be asked to address each of them. You may select questions from the list or formulate more specific questions appropriate to a student's presentation as long as the questions posed address the two criteria below. You may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.

Reflection on the Research Process

- ✓ How did some preliminary information you gathered inform your research?
- ✓ What evidence did you gather that you didn't include? Why did you choose not to include it?
- ✓ How did your research question evolve as you moved through the research process?
- ✓ Did your research go in a different direction than you initially expected?
- ✓ What information did you need that you couldn't find or locate?
- ✓ How did you approach and synthesize the differing perspectives to reach a conclusion?

Extending Argumentation through Effective Questioning and Inquiry

- ✓ What additional questions emerged from your research? Why are these questions important?
- ✓ What are the implications of your findings for your community?
- ✓ How is your conclusion in conversation with the body of literature or other research sources you examined?
- ✓ How did you use the conclusions or questions of others to advance your own research?

(Student Workbook pg. 86)

Teacher's Role in Performance Task 2

DO	DO NOT
Make sure students are aware of the timeline, assessment task components, and scoring criteria/rubrics.	Assign, provide, distribute, or generate research questions for students.
Hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress. Direct the students to the areas of the rubrics where their work may need improvement.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment.
Engage in whole class teaching of skills pertinent to the performance tasks as students are working on their research and/or presentations.	Provide specific, directive feedback to individuals or teams (teachers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional databases, local expert advisers, library assistance) so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles, or evidence for students.
Provide effective guidelines for peer-to-peer review and feedback. Coordinate opportunities for students to engage in peer review.	Proofread or copyedit work for students.
Provide students with a list of possible oral defense questions.	Identify the exact questions a student will be asked prior to his or her defense. Students should be prepared to answer every one of the oral defense questions.

FOR PERFORMANCE TASK 2	
Engage in class discussions with students to explore issues and discuss topics and perspectives emerging from the stimulus materials.	Release the stimulus materials to students without discussion or guidance.
Check AP deadline and monitor student submissions in the digital portfolio. Ensure students meet deadlines, work is submitted to the correct place for the IWA and has been checked for plagiarism.	Leave students to submit work unsupervised.
Score IMP and OD and submit the scores in the AP Digital Portfolio prior to the April 30 at 11:59 pm ET submission deadline.	Release the scores to students.

Preliminary Research Activities

Task 2 follows a similar project process as Task 1. However, there are some crucial differences—unlike Task 1, Task 2 begins from a less open-ended place. Every January, the College Board releases the official stimulus materials for the year, consisting of 6-7 sources selected around a few broad themes and across media types, subject matter, and academic/career interests. While this is a limitation not experienced in Task 1, it is consistent with the nature of Part B of the end-of-course exam. Generally, it provides students with various ways to engage the theme from things they are interested in or for which they have an affinity.

First, students will engage the stimulus materials much as they did in previous online Modules. They read and create discussion questions and reflections, that will help them formulate the basis for individual mind mapping and preliminary research activities. Students eventually select a single research question to evaluate and revise. They complete an argument analysis for the stimulus material(s) they choose to integrate throughout this official task.

Per the official task, students only need to integrate one of the provided stimulus sources fully. Still, they need to generate a research question out of the intersection of at least two sources. As a result, it's best when students submit argument analyses for each of the two sources from which they generated their research question.

Student Checkpoint 1: Task 2 Stimulus Materials Discussion Questions/Reflections

The College Board provides students with 6-7 stimulus materials in January that serve as the foundational starting place of Task 2. Students take notes individually for each source to prepare for full-class discussion and brainstorming of the broad themes of these provided materials. Once they engage all sources individually, students will look for broadly connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more sources. They will provide commentary for such in their notes. At the end of their notes, students will have 2-3 inquiry questions that could be starting points for their research. Each created question needs a short reflection, including which sources inspired the question and why and what the question's relevance might be (considering the intended audience, what's at stake in the answer, etc.). Students will reference these notes in the full-class discussions that follow this exercise.

Use the charts on the following pages to take notes on the provided sources for Task 2. Students have these same charts in their Workbooks.

SOURCE 1

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

(Student Workbook pg. 87)

SOURCE 2

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 3

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 4

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 5

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 6

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 7

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

Student Checkpoint 2: Preliminary Research Question and Stimulus Argument Analyses

After discussing the broader themes and brainstorming, students will begin to generate their related lines of inquiry, using mind-mapping activities and preliminary research to help guide their choices. Ultimately students select a research question to evaluate and submit their question, along with argument analyses of the two sources in the stimulus material from which they generated their topic. The document will follow teacher-specified formatting rules (MLA, APA, Chicago, etc.). The assignment title is at the top of the paper, and the content begins with the research question. Next is the bibliographic information for the first source of the stimulus materials, in alphabetical order and properly formatted. The annotation follows (about 250 words each), answering the questions below (repeat for the second source):

- What is the main argument, idea, or thesis of the work or source selection?
- What is the line of reasoning, identified claims, and evidence provided in support of the main idea or thesis?
- Why is the evidence effective? What is its contribution to the research question? (Include the rationale for its purposeful use, type of document, relation to the question, authority, and credibility)?

Annotated Bibliographies

Now that students practiced the externalized, formal process of proposing their research question, lenses, and perspectives, Task 2 only requires that this happens informally on the way to students' annotated bibliographies. As students have a place to begin with the stimulus materials, annotated bibliographies reflect that starting place and will continue investigating narrow aspects of the topic or theme. Students will include a quick introduction in their bibliography submission, including a revised research question, its relevance and intended audience, and the students' hypothesis before full investigation.

Student Checkpoint 3: Task 2 Annotated Bibliographies

At this point, students begin collecting research relevant to their inquiry. For this progress submission, students will complete the following requirements in a document in the official format per the teacher's directive.

Research Question and Introduction

In 100-150 words, state your research question. Include a broad discussion of the stimulus materials, particularly how your question is inspired by themes that arise between the sources. Next, reflect on what is at stake in answering your research question by considering the intended audience (who or what gains from solving the question), the broader relevance, and what can be gained from an answer.

Annotated Bibliographies

Students will use the two stimulus material entries they submitted in checkpoint 2. For each entry, students include proper bibliography, including all author, document, and publication information for each source. Individual sources will be alphabetized by bibliography entry. Under source information, students must include annotation of the following:

- The main argument, idea, or thesis of the work or source selection
- The line of reasoning, identified claims, and evidence provided in support of the main idea or thesis
- How the source contributes meaningfully to the individual's lens/sub-question, making a note of important information and quotations

There is no specific requirement for the number of entries. Listed sources require evaluation for relevance and purposeful use and include far more than will eventually be used in students' arguments.

Student Assignment: Formal Assessment, Part 1- Individual Written Argument

Once students sufficiently collect relevant and credible sources, they will begin to draw conclusions and synthesize a coherent, well-reasoned argument in support. The Individual Written Argument (IWA) is 70% of the score for Task 2 (which comprises 35% of the final composite score). Students upload their papers to the College Board Digital Portfolio.

Students will select one of the three argument forms (or may create an adaptation evolved from them) as the basis for constructing this paper, as dictated by the question and their findings (see online Module 6 materials). You may create draft checkpoints throughout this task in the project and can assign students to do formal peer reviewing before the final submission of their papers. You can also provide students with the AP Classroom videos created to supplement instruction and have broader review sessions reminding students of the skills necessary to do well in this part of the task. However, you cannot give any direct feedback (students will refer to online Module 6 for relevant materials and internalize and apply input provided on the practice work of that online Module).

Again, fully polished and completed final drafts are due only to the College Board Digital Portfolio by the external deadline. Students may also continue revising and polishing Task 1 papers throughout this online Module. However, only peer reviewers can supply feedback (teacher feedback is prohibited on all student work during the official tasks).

(Student Workbook pg. 98)

Student Checkpoint 4: Preliminary Argument Outline

Before beginning narrative drafts of the Individual Written Argument, students consider the following reflection questions, addressing them in an informal, organized outline based on lessons from online Module 6. Students will take specific details directly from sources included in their annotated bibliographies from Checkpoint 5:

1. What lens are you pursuing? What perspectives are you searching for in pursuit of that lens? Justify and consider the implications of those choices.
2. What specific paths are you pursuing? Why are you choosing to narrow in those ways rather than others? What do you project will be the usefulness of doing so?
3. What patterns, areas of overlap, or major claims are emerging from your research? What is generally recognized as valid by the professional community? What areas are currently under dispute? What are the major areas of disagreement?
4. What position is emerging in your research that could be made into an argument? What evidence do you have that best supports this? What might you still need to find to strengthen it?
5. Do you have any personal biases or hypotheses that could get in the way of due diligence in your research or in making your argument? What can you do to ensure that you have looked at all the relevant perspectives and information so that you can be confident in your argument?

Students will submit their informal responses to the questions above along with an informal, rough outline of their IWA draft based on resources in online Module 6. They can use one of the three argument templates or adapt any of them to fit their research. Submissions are only for a progress check and project accountability.

Student Checkpoint 5: IWA Draft, for Peer Review

Students will produce a rough draft of their Task 2 Individual Written Argument (IWA) for this checkpoint. This 2,000-word focused argument supports a claim from evidence accumulated in their research, inspired by at least two stimulus materials, and fully integrating at least one in the argument. Students enact, adapt, and revise, considering their outlines from Checkpoint 4. As a reminder, these individual papers draw upon various well-vetted sources and assess the reasoning, evidence, and validity. They use the resources purposefully to support a perspective while acknowledging its limitations and the existence of other views that serve as counterarguments. Lastly, they are properly formatted, well written, and use consistent source attribution techniques (per teacher directive). Students utilize resources from previous and current online Modules' lessons, handouts, and presentations.

Once individuals submit their drafts, students will engage in a formal peer review activity, providing feedback on grammar and language conventions, organization and logical clarity, and strength of evidence. They may indicate areas where more information is necessary regarding concepts, definitions, or evidence to help warrant the reasoning. Once commentary has been added directly to the reviewee's draft, reviewers will respond to the following with specific details:

1. What is the central claim made in the inquiry? What is the established relevance (academically, historically, practically, etc.)? Does it do a good job of establishing relevance to the intended audience? Are there areas that need to be improved upon or clarified?
2. What perspectives are considered and ultimately advocated for in the paper? Is there strong support for the chosen view and acknowledgment of refuted alternatives? Are there any glaring omissions?
3. Do the resources do a good job of establishing the authority, credibility, or purposeful use of their primary and secondary resources?
4. Apply argument analysis techniques to the paper. Is the evidence sufficient? Is reasoning clear and valid, and is it warranted? Are there assumptions made that are problematic? What biases need to be addressed?
5. Does the draft acknowledge its own limitations? Are there any meaningful limitations not yet addressed? Provide help here.

For this checkpoint, students will have two submissions: their draft (submitted first) and the reflection of another student's draft (submitted second).

Student Checkpoint 6: IWA Revised Draft

This checkpoint is the students' final revision submission in class for their IWA and will be in a polishing stage by the time students begin drafting presentation slides. However, this is not the final submission submitted to the College Board Digital Portfolio, as students may continue to polish their Task 1 IRR and Task 2 IWA until the final due date set by the College Board for these submissions. This submission is a check of progress and accountability. However, this draft shows progress, a significant revision from the Checkpoint 5 submissions, and consideration for the feedback in the peer review.

Student Assignment: Formal Assessment, Part 2- Individual Multimedia Presentation and Defense

Task 1 requires collaboration to build an argument from literature reviews. However, Task 2 has the benefit of already being based on an argument. As a result, students are provided more time for the paper-writing process where the argument is central rather than for the presentation, which will be easier to derive for this task than in Task 1. Students will distill their argument papers into 6-8 minute presentations, selecting either a specific perspective, a particular aspect of the larger argument, or a simplified version of their argument to provide an audience-centered visual and performance design. Unlike in Task 1, students present their work the entire time and can rely a lot more heavily on their papers to generate the content of their presentations (as the purpose is more aligned).

This task assesses students' ability to translate their message across different forums—papers are far more nuanced and academic and require an extra level of explanation. In contrast, presentations will require more consideration of the audience to whom the message is being transmitted, consideration for time and clarity of communication, and choice in the organization, discussion, and engagement (a meta-cognitive exercise). Once students complete the performance of their presentation, they will be asked two oral defense questions regarding their work. Questions will be provided ahead of time so students may reflect and prepare, but they will not know which two questions they will have to answer during their presentation.

Online Module 9 provides a timeline and process for completing AP Seminar's official Task 2: Individual Research-based Essay and Presentation. Students will not receive direct feedback or rubric scores for the tasks; they will be submitted to The College Board for scoring. The process detailed below for this online Module helps students manage their projects and account for developing the necessary skills for success.

Student Checkpoint 7: Presentation Visuals Draft

Using the argument built in the IWA and evidence collected in the research, students will create visuals (slides) focused on audience-centered design techniques per the resources provided before these preparation activities. Presenters will have 6-8 minutes (maximum) to give a central claim, context, relevance of the problem, and evidence to support the argument's position while acknowledging varying perspectives and the implications and limitations of the argument to the problem and real-world setting. Presentation information is well-integrated and logical while still engaging and relevant to an audience of peers.

Aesthetic design is consistent, including proper organization, legible backgrounds, and integrated use of visuals that enhance the presentation. Graphs, if used, are clear and fully explained in the performance. Text is limited, featuring important focal points rather than speaker notes.

Students will submit a progress draft of visuals leading into formally scheduled presentations. However, students will consider seeking feedback from other peer teams for revision before their scheduled presentation date.

You will consider encouraging (or formally scheduling) students to practice performing presentations to each other for feedback as well—practice is essential to success on this part of the task, as consideration for timing, logistics, and performance techniques significantly impact the official scoring.

Student Checkpoint 8: Oral Defense Preparation

To complete the preparation process of Task 2, students will submit a reflection of their process by answering the following required questions, two of which will be spontaneously chosen by the teacher at the time of the official presentation:

Reflection on the Research Process

1. How did some preliminary information you gathered inform your research?
2. What evidence did you gather that you didn't include? Why did you choose not to use it?
3. How did your research question evolve as you moved through the research process?
4. Did your research go in a different direction than you initially expected?
5. What information did you need that you couldn't find or locate?
6. How did you approach and synthesize the differing perspectives to reach a conclusion?

Extending Argumentation Through Effective Questioning and Inquiry

1. What additional questions emerged from your research? Why are these questions important?
2. What are the implications of your findings for your community?
3. How is your conclusion in conversation with the body of literature or other research sources you examined?
4. How did you use the conclusions or questions of others to enhance your research?

(Student Workbook pg. 101)

Task 2 Presentation Rubric

This is an abridged version of the rubric for the multimedia presentation. A full version of the rubric can be found in the Appendix on page 58.

Student:

1. Understand and Analyze Context			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Effectively situates research question and tightly linked to stimulus materials.	Context of question and use of stimulus materials is general.	Missing or lacking rationale for question; missing or lacking use of stimulus materials.	The response displays a below-minimum level of quality as identified in this row of the rubric.

2. Establish Argument			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Argument is logically organized, convincing, and sufficiently detailed in complexity.	Argument given, but may be unclear, oversimplified, or lacking control.	All or mostly summary, or given argument is weak or unsubstantiated (or not a debatable issue).	The response displays a below-minimum level of quality as identified in this row of the rubric.

3. Select and Use Evidence			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Relevant and credible evidence from multiple perspectives tightly woven to support complex argument.	Evidence in presented, but not consistently credible, articulated; multiple perspectives given, but broadly linked.	Evidence does not support argument (not relevant or credible), is summarized, or dominated by a single perspective.	No evidence is provided.

4. Establish Argument			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Resolution, conclusion, solution is realistic, fully aligned to research question, and considers implications, limitations.	Resolution, conclusion, or solution offered, but lacking detail, plausibility, alignment to full research question.	Does not offer resolution, conclusion, or solution, or is oversimplified, unsubstantiated.	The response displays a below-minimum level of quality as identified in this row of the rubric.

5. Engage Audience (Design)			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Design effectively guides audience through the argument, enhances the presentation's message and delivery.	Design guides audience through argument, but may be confusing, ineffective in places, or overloaded.	Design is ineffective, unreadable, full of errors, or misaligned to the purpose (list of key words, walls of text, unnecessary visuals).	The response displays a below-minimum level of quality as identified in this row of the rubric.

6. Engage Audience (Performance)			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Performance techniques varied, engaging and effectively support the impact of the presentation.	Performance techniques sometimes effective, but not always controlled.	Performance techniques lacking, severely limit the impact of the presentation.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

Task 2 Oral Defense Rubric

This is an abridged version of the rubric for the oral defense presentation. A full version of the rubric can be found in the Appendix on page 60.

Student:

Selected Question 1

REFLECT

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Provides relevant and specific details in context of the question, with rationale.	Provides evidence related to specific project but lacks specific examples or rationale.	Does not answer the question or could be so general as to apply to any project.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

Selected Question 2

ESTABLISH ARGUMENT

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Provides relevant and specific details in context of the question, with rationale.	Provides evidence related to specific project but lacks specific examples or rationale.	Does not answer the question or could be so general as to apply to any project.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

APPENDIX

In this section, you will find the full unabridged versions of the forms and rubrics mentioned throughout the workbook. Please note that some of the forms are to be used for individual scoring or notes and you will need to make copies for each student in your class. See AP4CTE.org for .pdf versions of these forms for easy printing.

A list of all the College Board videos for students and teachers is also included along with suggestions for aligning the videos to classroom sessions. There is also space to take notes while watching the videos and rubrics to use while taking the certification test.

Student Team Notes, Observations & Interventions

Team 1 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 1 Observations, Communications, and Interventions

Date:	Notes:

Team 2 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 2 Observations, Communications, and Interventions

Date:	Notes:

Team 3 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 3 Observations, Communications, and Interventions

Date:	Notes:

Team 4 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 4 Observations, Communications, and Interventions

Date:	Notes:

Team 5 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 5 Observations, Communications, and Interventions

Date:	Notes:

Team 6 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 6 Observations, Communications, and Interventions

Date:	Notes:

Team Formal Research Proposal Rubric

Team 1		
Criteria	**Ratings**	**Points**
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.		/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.		/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]		/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.		/6
	Total Points	**/24**

Team 2

Criteria	Ratings	Points
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.		/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.		/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]		/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.		/6
	Total Points	**/24**

Team 3

Criteria	Ratings	Points
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.		/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.		/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]		/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.		/6
	Total Points	**/24**

Team 4		
Criteria	**Ratings**	**Points**
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.		/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.		/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]		/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.		/6
	Total Points	**/24**

Team 5

Criteria	Ratings	Points
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.		/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.		/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]		/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.		/6
	Total Points	**/24**

Team 6

Criteria	Ratings	Points
Research Question and Introduction Team response must be within 100-150 words. To receive full credit, teams must include a focused research question, with a discussion of the connected theme as inspired by the provided stimulus materials. To receive full credit, teams must also provide a sophisticated reflection on context, relevance, intended audience, and stakes.		/6
Individual Contributions Each team member's response must be 100-150 words of reflection on lens, perspectives, and reflection on personal bias. To receive full credit, students must select and justify a lens to investigate their individual approach to the team inquiry that makes sense and narrows the project's scope. Each team member must insightfully project relevant perspectives, acknowledging areas of disagreement and potential research keywords and phrases. Each team member must show sophisticated awareness of their positionality in relation to their inquiry, acknowledging important values and biases and ways to mitigate their effects on objective research.		/6
Preliminary Research Each team member must contribute at least four sources specific to their individual sub-questions related to their chosen lens. Chosen sources provide context, scope and limitation, or relevant answers to the research question. The source is selected with intention, driven by purposeful use and credibility, and authority on the issue. [Teachers may look at the online Module 3 breakdown for sources 1-5 of the annotated bibliography in the assignment rubric for the scoring guide to this row.]		/6
Written Expression and Formatting Teams utilize proper, formal, and academic language conventions in annotations. The general page structure follows a teacher-selected publication format.		/6
	Total Points	**/24**

Individual Research Report Rubric

Please make a copy to use for each student in your class.

Student:

	Ratings				Points
Understand and Analyze Context	6 pts - High 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.	4 pts - Medium 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.	2 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.	/6
Understand and Analyze Argument	6 pts - High The report demonstrates an understanding of the reasoning and validity of the sources' arguments. This can be evidenced by direct explanation or though purposeful use of the reasoning and conclusions.	4 pts - Medium 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.	2 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.	/6
Evaluate Sources and Evidence	6 pts - High 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.	4 pts - Medium 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).	2 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.	/6

	Ratings				Points
Understand and Analyze Perspective	6 pts - High The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.	4 pts - Medium The report identifies multiple perspectives from sources, making some general connections among those perspectives.	2 pts - Low The report identifies few and/or oversimplified perspectives from sources.	0 pts Response scores below minimum requirements on this line of the rubric.	/6
Apply Conventions	3 pts - High The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.	2 pts - Medium The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.	1 pts - Low The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.	0 pts Response scores below minimum requirements on this line of the rubric.	/3
Apply Conventions	3 pts - High 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.	2 pts - Medium 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.	1 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.	/3
				Total Points	**/30**

Collaborative Statement Outline Rubric

Team 1		
Criteria	**Ratings**	**Points**
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.		/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		/4
	Total Points	**/10**

Team 2

Criteria	Ratings	Points
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.		/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		/4
	Total Points	**/10**

Team 3		
Criteria	**Ratings**	**Points**
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.		/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		/4
	Total Points	**/10**

Team 4		
Criteria	**Ratings**	**Points**
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.		/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		/4
	Total Points	**/10**

Team 5		
Criteria	**Ratings**	**Points**
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.		/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		/4
	Total Points	**/10**

Team 6		
Criteria	**Ratings**	**Points**
1 ESTABLISH ARGUMENT The presentation conveys a convincing argument for the team's solution or resolution by strategically selecting supporting evidence. The logic of the argument is made clear through the strategic selection of key claims and relevant supporting evidence; Contains only relevant material sufficient to successfully make the argument within the given time limit (any repetition is effective); Viable and convincing solution is tightly connected to the argument and illustrates the complexity of the issue; Demonstrates mostly consistent, logical connection among speakers.		/6
2 UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS) The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		/4
	Total Points	**/10**

Presentation Slides Rubric

Team 1		
Criteria	**Ratings**	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.		/4
	Total Points	**/4**

Team 2		
Criteria	**Ratings**	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.		/4
	Total Points	**/4**

Team 3		
Criteria	**Ratings**	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.		/4
	Total Points	**/4**

Team 4		
Criteria	**Ratings**	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.		/4
	Total Points	**/4**

Team 5		
Criteria	**Ratings**	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.		/4
	Total Points	**/4**

Team 6		
Criteria	**Ratings**	**Points**
4 ENGAGE AUDIENCE (DESIGN) Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. Overall, visuals serve a clear purpose in organizing or advancing the team argument (such as signposting, emphasis); Throughout, well-chosen words and images highlight key points or information; The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps"; Cohesion is created through the consistency of design across the team throughout.		/4
	Total Points	**/4**

Task 1 Presentation and Oral Defense Rubric

	TEAM 1				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	**4 pts - High** The report demonstrates an understanding of the reasoning and validity of the sources' arguments. This can be evidenced by direct explanation or though purposeful use of the reasoning and conclusions.	**2 pts - Low** 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.	**0 pts** Response scores below minimum requirements on this line of the rubric.		/4
ENGAGE AUDIENCE (PERFORMANCE)	**6 pts - High** All presenters effectively engage audience through strategic intentional use of performance techniques most of the time.	**4 pts - Medium** At times, some presenters effectively engage the audience. As a team, the presenters demonstrate uneven delivery or performance techniques.	**2 pts - Low** All or all but one of the presenters make little or no use of techniques to engage the audience.	**0 pts** The presenting is entirely inappropriate for the audience, purpose, or context.	/6
ENGAGE AUDIENCE (DESIGN)	**4 pts - High** Overall, design clearly guides viewers through the presentation and demonstrates strategic selection of media & design elements that help clarify the argument for the team's solution.	**2 pts - Low** The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message or does so inconsistently.	**0 pts** No design or minimal design with significant errors.		/4
COLLABORATE, REFLECT	**4 pts - High** All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project. AND The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members.	**2 pts - Low** Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project.	**0 pts** All or all but one team member offers generic responses that could apply to any collaborative project. Or the answers may be unacceptably brief.		/4
				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	6 pts - High The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	4 pts - Medium The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	2 pts - Low The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	0 pts The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High The report demonstrates an understanding of the reasoning and validity of the sources' arguments. This can be evidenced by direct explanation or though purposeful use of the reasoning and conclusions.	2 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.		/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively engage audience through strategic intentional use of performance techniques most of the time.	4 pts - Medium At times, some presenters effectively engage the audience. As a team, the presenters demonstrate uneven delivery or performance techniques.	2 pts - Low All or all but one of the presenters make little or no use of techniques to engage the audience.	0 pts The presenting is entirely inappropriate for the audience, purpose, or context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Overall, design clearly guides viewers through the presentation and demonstrates strategic selection of media & design elements that help clarify the argument for the team's solution.	2 pts - Low The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message or does so inconsistently.	0 pts No design or minimal design with significant errors.		/4
COLLABORATE, REFLECT	4 pts - High All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project. AND The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members.	2 pts - Low Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project.	0 pts All or all but one team member offers generic responses that could apply to any collaborative project. Or the answers may be unacceptably brief.		/4
			Total Points		**/24**

	TEAM 3				Points
ESTABLISH ARGUMENT	6 pts - High The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	4 pts - Medium The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	2 pts - Low The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	0 pts The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High The report demonstrates an understanding of the reasoning and validity of the sources' arguments. This can be evidenced by direct explanation or though purposeful use of the reasoning and conclusions.	2 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.		/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively engage audience through strategic intentional use of performance techniques most of the time.	4 pts - Medium At times, some presenters effectively engage the audience. As a team, the presenters demonstrate uneven delivery or performance techniques.	2 pts - Low All or all but one of the presenters make little or no use of techniques to engage the audience.	0 pts The presenting is entirely inappropriate for the audience, purpose, or context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Overall, design clearly guides viewers through the presentation and demonstrates strategic selection of media & design elements that help clarify the argument for the team's solution.	2 pts - Low The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message or does so inconsistently.	0 pts No design or minimal design with significant errors.		/4
COLLABORATE, REFLECT	4 pts - High All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project. AND The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members.	2 pts - Low Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project.	0 pts All or all but one team member offers generic responses that could apply to any collaborative project. Or the answers may be unacceptably brief.		/4
			Total Points		**/24**

	TEAM 4				Points
ESTABLISH ARGUMENT	6 pts - High The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	4 pts - Medium The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	2 pts - Low The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	0 pts The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High The report demonstrates an understanding of the reasoning and validity of the sources' arguments. This can be evidenced by direct explanation or though purposeful use of the reasoning and conclusions.	2 pts - Low 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.	0 pts Response scores below minimum requirements on this line of the rubric.		/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively engage audience through strategic intentional use of performance techniques most of the time.	4 pts - Medium At times, some presenters effectively engage the audience. As a team, the presenters demonstrate uneven delivery or performance techniques.	2 pts - Low All or all but one of the presenters make little or no use of techniques to engage the audience.	0 pts The presenting is entirely inappropriate for the audience, purpose, or context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Overall, design clearly guides viewers through the presentation and demonstrates strategic selection of media & design elements that help clarify the argument for the team's solution.	2 pts - Low The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message or does so inconsistently.	0 pts No design or minimal design with significant errors.		/4
COLLABORATE, REFLECT	4 pts - High All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project. AND The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members.	2 pts - Low Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project.	0 pts All or all but one team member offers generic responses that could apply to any collaborative project. Or the answers may be unacceptably brief.		/4
			Total Points		**/24**

	TEAM 5				Points
ESTABLISH ARGUMENT	6 pts - High The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	4 pts - Medium The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	2 pts - Low The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	0 pts The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
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			Total Points		**/24**

	TEAM 6				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
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				Total Points	**/24**

Oral Defense Question Selection and Presentation Notes

Team 1

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 2

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 3

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 4

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 5

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 6

Presenter's Name	Oral Defense Question

Team Presentation Notes

High-Stakes Task 1 Student Team Notes, Observations & Interventions

Team 1 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 1 Observations, Communications, and Interventions

Date:	Notes:

Team 2 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 2 Observations, Communications, and Interventions

Date:	Notes:

Team 3 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 3 Observations, Communications, and Interventions

Date:	Notes:

Team 4 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 4 Observations, Communications, and Interventions

Date:	Notes:

Team 5 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 5 Observations, Communications, and Interventions

Date:	Notes:

Team 6 Information

Research Topic/Question

Member's Name	Research Lens and Team Role
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:
	Lens:
	Role:

Team 6 Observations, Communications, and Interventions

Date:	Notes:

Task 1 Oral Defense Question Selection and Presentation Notes

Team 1

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 2

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 3

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 4

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 5

Presenter's Name	Oral Defense Question

Team Presentation Notes

Team 6

Presenter's Name	Oral Defense Question

Team Presentation Notes

Task 1 Presentation and Oral Defense Rubric

	TEAM 1				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
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ENGAGE AUDIENCE (DESIGN)	**4 pts - High** Overall, design clearly guides viewers through the presentation and demonstrates strategic selection of media & design elements that help clarify the argument for the team's solution.		**2 pts - Low** The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message or does so inconsistently.	**0 pts** No design or minimal design with significant errors.	/4
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				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	**4 pts - High** The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.	**2 pts - Low** The presentation describes pros and/or cons of potential options related to the topic. OR The presentation describes limitations or implications of the solution proposed by the team, but in an inconsistent, illogical, overly broad, or otherwise unconvincing manner.	**0 pts** The presentation doesn't identify or only minimally identifies solutions, (e.g., a list of solutions with brief annotations).		/4
ENGAGE AUDIENCE (PERFORMANCE)	**6 pts - High** All presenters effectively engage audience through strategic intentional use of performance techniques most of the time.	**4 pts - Medium** At times, some presenters effectively engage the audience. As a team, the presenters demonstrate uneven delivery or performance techniques.	**2 pts - Low** All or all but one of the presenters make little or no use of techniques to engage the audience.	**0 pts** The presenting is entirely inappropriate for the audience, purpose, or context.	/6
ENGAGE AUDIENCE (DESIGN)	**4 pts - High** Overall, design clearly guides viewers through the presentation and demonstrates strategic selection of media & design elements that help clarify the argument for the team's solution.	**2 pts - Low** The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message or does so inconsistently.	**0 pts** No design or minimal design with significant errors.		/4
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	TEAM 3				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	**4 pts - High** The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.	**2 pts - Low** The presentation describes pros and/or cons of potential options related to the topic. OR The presentation describes limitations or implications of the solution proposed by the team, but in an inconsistent, illogical, overly broad, or otherwise unconvincing manner.	**0 pts** The presentation doesn't identify or only minimally identifies solutions, (e.g., a list of solutions with brief annotations).		/4
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	TEAM 4				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	**4 pts - High** The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. AND The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications.		**2 pts - Low** The presentation describes pros and/or cons of potential options related to the topic. OR The presentation describes limitations or implications of the solution proposed by the team, but in an inconsistent, illogical, overly broad, or otherwise unconvincing manner.	**0 pts** The presentation doesn't identify or only minimally identifies solutions, (e.g., a list of solutions with brief annotations).	/4
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	TEAM 6				Points
ESTABLISH ARGUMENT	**6 pts - High** The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence.	**4 pts - Medium** The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation.	**2 pts - Low** The presentation describes the existence of a problem or reports on a problem but does not argue for a team solution or resolution.	**0 pts** The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	/6
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				Total Points	**/24**

Task 2 Presentation Rubric & Oral Defense Rubric

Please make a copy to use for each student in your class.

Student:

1. Understand and Analyze Context

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Effectively situates research question and tightly linked to stimulus materials.	Context of question and use of stimulus materials is general.	Missing or lacking rationale for question; missing or lacking use of stimulus materials.	The response displays a below-minimum level of quality as identified in this row of the rubric.

2. Establish Argument

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Argument is logically organized, convincing, and sufficiently detailed in complexity.	Argument given, but may be unclear, oversimplified, or lacking control.	All or mostly summary, or given argument is weak or unsubstantiated (or not a debatable issue).	The response displays a below-minimum level of quality as identified in this row of the rubric.

3. Select and Use Evidence

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Relevant and credible evidence from multiple perspectives tightly woven to support complex argument.	Evidence in presented, but not consistently credible, articulated; multiple perspectives given, but broadly linked.	Evidence does not support argument (not relevant or credible), is summarized, or dominated by a single perspective.	No evidence is provided.

4. Establish Argument

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Resolution, conclusion, solution is realistic, fully aligned to research question, and considers implications, limitations.	Resolution, conclusion, or solution offered, but lacking detail, plausibility, alignment to full research question.	Does not offer resolution, conclusion, or solution, or is oversimplified, unsubstantiated.	The response displays a below-minimum level of quality as identified in this row of the rubric.

5. Engage Audience (Design)

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Design effectively guides audience through the argument, enhances the presentation's message and delivery.	Design guides audience through argument, but may be confusing, ineffective in places, or overloaded.	Design is ineffective, unreadable, full of errors, or misaligned to the purpose (list of key words, walls of text, unnecessary visuals).	The response displays a below-minimum level of quality as identified in this row of the rubric.

6. Engage Audience (Performance)

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Performance techniques varied, engaging and effectively support the impact of the presentation.	Performance techniques sometimes effective, but not always controlled.	Performance techniques lacking, severely limit the impact of the presentation.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

Student:

Selected Question 1

REFLECT

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Provides relevant and specific details in context of the question, with rationale.	Provides evidence related to specific project but lacks specific examples or rationale.	Does not answer the question or could be so general as to apply to any project.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

Selected Question 2

ESTABLISH ARGUMENT

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Provides relevant and specific details in context of the question, with rationale.	Provides evidence related to specific project but lacks specific examples or rationale.	Does not answer the question or could be so general as to apply to any project.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

AP Classroom Video Suggested Alignment

Most of the videos below are made for students and are beneficial for teachers. The teacher professional development modules and certification training are also listed. It is recommended teachers do them early and upfront (even optional ones) to help with teaching practice modules and giving students proper feedback along the way.

Online Module 2: Reading Complex Texts

Teacher Professional Learning Module

- End-of-Course Part A (Optional)

Student Videos

- UAA Video 1, Critical Reading Strategies
- UAA Video 2, Basic Argument Terms
- UAA Video 3, Annotating Texts and Summarizing the Main Idea
- UAA Video 4, Line of Reasoning Part 1
- UAA Video 5, Line of Reasoning Part 2
- UAA Video 11, Analyzing the Line of Reasoning, Part 1
- UAA Video 12, Analyzing the Line of Reasoning, Part 2

Online Module 3: Source Evaluation

Student Videos

- End-of-Course Exam Video 1: Preparing for Part A
- UAA Video 6, Everything's an Argument
- UAA Video 7, Analyzing Visual Texts
- UAA Video 9, Evaluating Arguments—Problems with Logic
- UAA Video 10, Evaluating Arguments—Effectiveness of Evidence
- ESE Video 1, Not All Sources are Equal
- ESE Video 5, Digging for (Scholarly) Work
- ESE Video 6, Screening Sources for Credibility
- SUE Video 1, Doing Better Online Searches
- SUE Video 2, Using EBSCO
- SUE Video 3, Finding Experts in the Field
- SUE Video 5, Creating an Annotated Bibliography

Online Module 4: Engaging in Inquiry

Student Videos

- UAC Video 1, Finding an Area of Interest to Research
- UAC Video 2, Refining Your Question Part 1
- UAC Video 3, Refining Your Question Part 2
- UAC Video 4, Focusing Your Question
- UAC Video 5, Situating Your Question in a Wider Context—The "so what"?
- UAP Video 1, Introducing Lenses and Perspectives
- UAP Video 3, Identifying Perspectives

Online Module 5: Foundations for Collaborative Research

Teacher Professional Learning Module

- Individual Research Report (Optional)

Student Videos

- COL Video 1, Setting Ground Rules for Teamwork
- COL Video 2, Some Advice for your Team Project
- COL Video 3, Nuts and Bolts of Teamwork
- UAA Video 8, Reading Research Studies
- ESE Video 2, Evaluating Internet Sources Part 1
- ESE Video 3, Evaluating Internet Sources Part 2
- ESE Video 4, Evaluating Internet Sources Part 3
- SUE Video 4, Organizing Your Research
- SUE Video 6, Relevance and Credibility
- SUE Video 7, Establishing Your Own Credibility
- UAP Video 2, Comparing Perspectives
- UAP Video 4, Unpacking Perspectives
- UAP Video 5, Entering the Conversation
- APC Video 1, What is a Style Sheet
- APC Video 2, Building Your Bibliography or Works Cited
- APC Video 3, Writing in an Academic Voice
- APC Video 4, Quoting and Paraphrasing
- APC Video 5, Delineating Your Ideas in Writing, Part 1 (Paragraphs)
- APC Video 6, Delineating Your Ideas in Writing, Part 2 (semicolons and commas)
- REF Video 1, Reviewing an Individual Research Report (IRR)
- REF Video 2, Process of Peer Review
- REF Video 3, Using Turnitin Effectively

Online Module 6: from Evaluating to Enacting

Teacher Professional Learning Modules

- End-of-Course Exam Part B (Optional)
- Individual Written Argument (Optional)

Student Videos

- ESA Video 1, Types of Arguments
- ESA Video 2, Structuring Your Argument According to Your Purpose
- ESA Video 3, Organizing Your Ideas to Shape Your Argument
- ESA Video 4, Adding Your Voice to the Conversation
- ESA Video 5, Using Transitions to Connect Ideas to Build to Your Conclusion
- ESA Video 6, Considering Objections and Limitations
- ESA Video 7, Considering Consequences and Implications
- ESA Video 8, Establishing a Thematic Connection to Frame Your Argument
- ESA Video 9, Ways to Use Stimulus Material in Your Argument
- ESA Video 10, Using Details to Ensure Plausibility
- REF Video 4, Reviewing an Individual Written Argument (IWA)
- End-of-Course Exam Video 2: Preparing for Part B

Online Module 7: Presenting to Peers

Teacher Professional Learning Module,

- Creating Audience-Centered Presentations in AP Capstone (Optional)
- **Team Multimedia Presentation Instruction (required)**
    - Overview of task and scoring training
    - Interpretation and application of the rubric
    - Scoring and training samples
    - Scoring practice and Certification test (must pass to submit Presentation scores)
- **Individual Multimedia Presentation/Oral Defense Instruction (required)**
    - Overview of task and scoring training
    - Interpretation and application of the rubric
    - Scoring and training samples
    - Scoring practice and Certification test (must pass to submit Presentation scores)

Student Videos

- ENA Video 1, Outlining Your Argument for Presentations
- ENA Video 2, Developing Your Visual Media
- ENA Video 3, Engaging Your Audience

Online Module 8: High-Stakes Task 1

Student Videos

- Performance Task 1 Video 1, The Task Directions
- Performance Task 1 Video 2, Determining a Team Topic
- Performance Task 1 Video 3, The Team Research Question
- Performance Task 1 Video 4, Dividing Up the Work
- Performance Task 1 Video 5, Building Your Individual Research Report (IRR)
- Performance Task 1 Video 6, Reviewing Your Individual Research Report (IRR)
- Performance Task 1 Video 7, Moving from IRRs to Construct Your Team's Argument
- Performance Task 1 Video 8, Evaluating Solutions in Your Team Multimedia Presentation (TMP)
- Performance Task 1 Video 9, Preparing for the Oral Defense

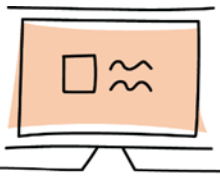
Online Module 9: High-Stakes Task 2

Student Videos

- Performance Task 2 Video 1, The Task Directions
- Performance Task 2 Video 2, The Stimulus Material (Part 1)
- Performance Task 2 Video 3, The Stimulus Material (Part 2)
- Performance Task 2 Video 4, The Stimulus Material (Part 3)
- Performance Task 2 Video 5, Using the Stimulus Materials in Your Argument
- Performance Task 2 Video 6, Developing a Research Topic
- Performance Task 2 Video 7, Developing a Research Question
- Performance Task 2 Video 8, Building Your Argument (Part 1)
- Performance Task 2 Video 9, Building Your Argument (Part 2)
- Performance Task 2 Video 10, Aligning the Purpose of Your Argument
- Performance Task 2 Video 11, Selecting Effective Evidence
- Performance Task 2 Video 12, Integrating Evidence into Your Argument
- Performance Task 2 Video 13, Citations, Writing Style, and Peer Review
- Performance Task 2 Video 14, Submitting Y our Individual Written Argument (IWA)
- Performance Task 2 Video 15, Transitioning to the Individual Multimedia Presentation (IMP)
- Performance Task 2 Video 16, Doing an Effective IMP and Oral Defense

Training Module Notes

notes



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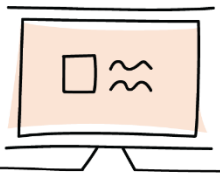

Team Multimedia Presentation Instruction Module Rubric

Use the rubrics below to take scoring notes during the scoring practice and certification test.

	TEAM 1				Points
ESTABLISH ARGUMENT	6 pts - High Logical use of evidence to identify a problem and support a solution.	4 pts - Medium Claims and evidence, but not always effective.	2 pts - Low Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High Evaluation of options, support for selected solution, and depth of limitations and implications.		2 pts - Low Some evaluation of potential solutions lacks depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, implications.	/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively use engaging techniques.	4 pts - Medium At least two presenters use effective techniques, but not all, all of the time.	2 pts - Low One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Effective design enhances performance and audience understanding.		2 pts - Low Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	0 pts No design or minimal design with significant errors.	/4
COLLABORATE, REFLECT	4 pts - High All presenters give related, specific answer.		2 pts - Low At least two presenters give related, specific answers.	0 pts One or none of the presenters gave related, specific answer.	/4
				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	6 pts - High Logical use of evidence to identify a problem and support a solution.	4 pts - Medium Claims and evidence, but not always effective.	2 pts - Low Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High Evaluation of options, support for selected solution, and depth of limitations and implications.		2 pts - Low Some evaluation of potential solutions lacks depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, implications.	/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively use engaging techniques.	4 pts - Medium At least two presenters use effective techniques, but not all, all of the time.	2 pts - Low One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Effective design enhances performance and audience understanding.		2 pts - Low Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	0 pts No design or minimal design with significant errors.	/4
COLLABORATE, REFLECT	4 pts - High All presenters give related, specific answer.		2 pts - Low At least two presenters give related, specific answers.	0 pts One or none of the presenters gave related, specific answer.	/4
				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	6 pts - High Logical use of evidence to identify a problem and support a solution.	4 pts - Medium Claims and evidence, but not always effective.	2 pts - Low Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High Evaluation of options, support for selected solution, and depth of limitations and implications.		2 pts - Low Some evaluation of potential solutions lacks depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, implications.	/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively use engaging techniques.	4 pts - Medium At least two presenters use effective techniques, but not all, all of the time.	2 pts - Low One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, context.	/6
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COLLABORATE, REFLECT	4 pts - High All presenters give related, specific answer.		2 pts - Low At least two presenters give related, specific answers.	0 pts One or none of the presenters gave related, specific answer.	/4
				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	6 pts - High Logical use of evidence to identify a problem and support a solution.	4 pts - Medium Claims and evidence, but not always effective.	2 pts - Low Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High Evaluation of options, support for selected solution, and depth of limitations and implications.		2 pts - Low Some evaluation of potential solutions lacks depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, implications.	/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively use engaging techniques.	4 pts - Medium At least two presenters use effective techniques, but not all, all of the time.	2 pts - Low One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Effective design enhances performance and audience understanding.		2 pts - Low Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	0 pts No design or minimal design with significant errors.	/4
COLLABORATE, REFLECT	4 pts - High All presenters give related, specific answer.		2 pts - Low At least two presenters give related, specific answers.	0 pts One or none of the presenters gave related, specific answer.	/4
				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	6 pts - High Logical use of evidence to identify a problem and support a solution.	4 pts - Medium Claims and evidence, but not always effective.	2 pts - Low Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High Evaluation of options, support for selected solution, and depth of limitations and implications.		2 pts - Low Some evaluation of potential solutions lacks depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, implications.	/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively use engaging techniques.	4 pts - Medium At least two presenters use effective techniques, but not all, all of the time.	2 pts - Low One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Effective design enhances performance and audience understanding.		2 pts - Low Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	0 pts No design or minimal design with significant errors.	/4
COLLABORATE, REFLECT	4 pts - High All presenters give related, specific answer.		2 pts - Low At least two presenters give related, specific answers.	0 pts One or none of the presenters gave related, specific answer.	/4
				Total Points	**/24**

	TEAM 2				Points
ESTABLISH ARGUMENT	6 pts - High Logical use of evidence to identify a problem and support a solution.	4 pts - Medium Claims and evidence, but not always effective.	2 pts - Low Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.	/6
UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)	4 pts - High Evaluation of options, support for selected solution, and depth of limitations and implications.		2 pts - Low Some evaluation of potential solutions lacks depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, implications.	/4
ENGAGE AUDIENCE (PERFORMANCE)	6 pts - High All presenters effectively use engaging techniques.	4 pts - Medium At least two presenters use effective techniques, but not all, all of the time.	2 pts - Low One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, context.	/6
ENGAGE AUDIENCE (DESIGN)	4 pts - High Effective design enhances performance and audience understanding.		2 pts - Low Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	0 pts No design or minimal design with significant errors.	/4
COLLABORATE, REFLECT	4 pts - High All presenters give related, specific answer.		2 pts - Low At least two presenters give related, specific answers.	0 pts One or none of the presenters gave related, specific answer.	/4
				Total Points	**/24**

Individual Multimedia Presentation & Oral Defense Instruction Module Rubric

Use the rubrics below to take scoring notes during the scoring practice and certification test.

Student 1:

1. Understand and Analyze Context

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Effectively situates research question and tightly linked to stimulus materials.	Context of question and use of stimulus materials is general.	Missing or lacking rationale for question; missing or lacking use of stimulus materials.	The response displays a below-minimum level of quality as identified in this row of the rubric.

2. Establish Argument

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Argument is logically organized, convincing, and sufficiently detailed in complexity.	Argument given, but may be unclear, oversimplified, or lacking control.	All or mostly summary, or given argument is weak or unsubstantiated (or not a debatable issue).	The response displays a below-minimum level of quality as identified in this row of the rubric.

3. Select and Use Evidence

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Relevant and credible evidence from multiple perspectives tightly woven to support complex argument.	Evidence in presented, but not consistently credible, articulated; multiple perspectives given, but broadly linked.	Evidence does not support argument (not relevant or credible), is summarized, or dominated by a single perspective.	No evidence is provided.

4. Establish Argument

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Resolution, conclusion, solution is realistic, fully aligned to research question, and considers implications, limitations.	Resolution, conclusion, or solution offered, but lacking detail, plausibility, alignment to full research question.	Does not offer resolution, conclusion, or solution, or is oversimplified, unsubstantiated.	The response displays a below-minimum level of quality as identified in this row of the rubric.

5. Engage Audience (Design)

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Design effectively guides audience through the argument, enhances the presentation's message and delivery.	Design guides audience through argument, but may be confusing, ineffective in places, or overloaded.	Design is ineffective, unreadable, full of errors, or misaligned to the purpose (list of key words, walls of text, unnecessary visuals).	The response displays a below-minimum level of quality as identified in this row of the rubric.

6. Engage Audience (Performance)

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Performance techniques varied, engaging and effectively support the impact of the presentation.	Performance techniques sometimes effective, but not always controlled.	Performance techniques lacking, severely limit the impact of the presentation.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes:

Student 2:

1. Understand and Analyze Context			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Effectively situates research question and tightly linked to stimulus materials.	Context of question and use of stimulus materials is general.	Missing or lacking rationale for question; missing or lacking use of stimulus materials.	The response displays a below-minimum level of quality as identified in this row of the rubric.

2. Establish Argument			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Argument is logically organized, convincing, and sufficiently detailed in complexity.	Argument given, but may be unclear, oversimplified, or lacking control.	All or mostly summary, or given argument is weak or unsubstantiated (or not a debatable issue).	The response displays a below-minimum level of quality as identified in this row of the rubric.

3. Select and Use Evidence			
6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Relevant and credible evidence from multiple perspectives tightly woven to support complex argument.	Evidence in presented, but not consistently credible, articulated; multiple perspectives given, but broadly linked.	Evidence does not support argument (not relevant or credible), is summarized, or dominated by a single perspective.	No evidence is provided.

4. Establish Argument

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Resolution, conclusion, solution is realistic, fully aligned to research question, and considers implications, limitations.	Resolution, conclusion, or solution offered, but lacking detail, plausibility, alignment to full research question.	Does not offer resolution, conclusion, or solution, or is oversimplified, unsubstantiated.	The response displays a below-minimum level of quality as identified in this row of the rubric.

5. Engage Audience (Design)

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Design effectively guides audience through the argument, enhances the presentation's message and delivery.	Design guides audience through argument, but may be confusing, ineffective in places, or overloaded.	Design is ineffective, unreadable, full of errors, or misaligned to the purpose (list of key words, walls of text, unnecessary visuals).	The response displays a below-minimum level of quality as identified in this row of the rubric.

6. Engage Audience (Performance)

6 pts - High	4 pts - Medium	2 pts - Low	0 pts
Performance techniques varied, engaging and effectively support the impact of the presentation.	Performance techniques sometimes effective, but not always controlled.	Performance techniques lacking, severely limit the impact of the presentation.	The response displays a below-minimum level of quality as identified in this row of the rubric.

Grader Notes: