

- #1 **Q**uestion and E xplore
- #2 **U**nderstand and A nalyze
- #3 **E**valuate Multiple Perspectives
- #4 **S**ynthesize Ideas
- #5 **T**eam, Transform, and Transmit

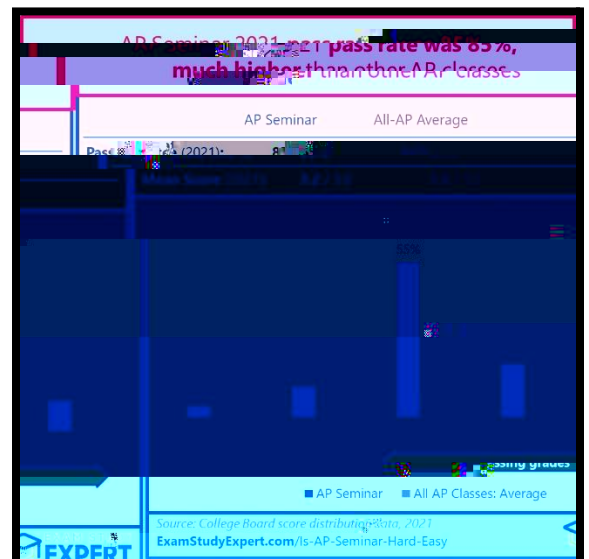
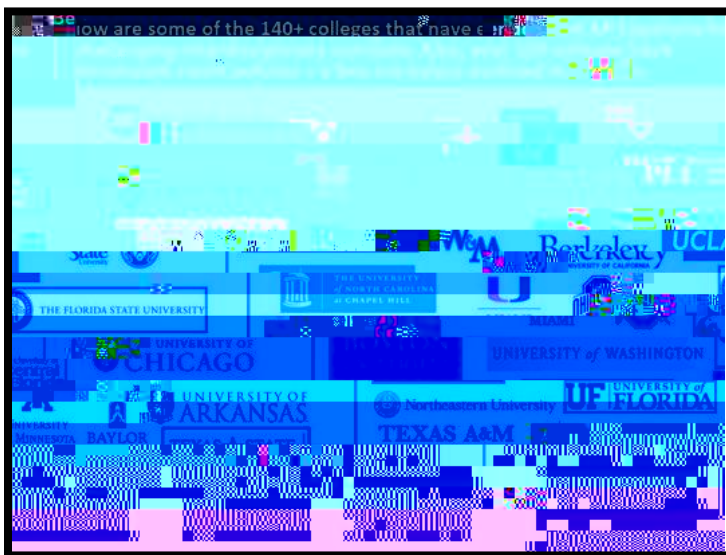


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Skills

- Identify and conceptualizing a problem or issue
- Accessing information using effective strategies
- Using technology to access and manage information
- Evaluating the relevance and credibility of information from source data
- Employing appropriate reading strategies and reading critically for specific purpose
- Identifying and interpreting multiple perspectives or arguments on an issue
- Working both as an individual and with a team to plan, produce, and present a cohesive argument
- Communicate an argument in an engaging oral presentation that uses effective techniques of design delivery.
- Evaluating the validity of argument
- Formulating a complex and well-rounded argument
- Proposing resolutions and/or solutions based on evidence, considering consequences and implications

Communicating an argument in a research-based written essay
 Evaluating the merits, implications, and limitations of an alternative point of view



During quarters 3 and 4 of the AP Seminar course, students complete the following performance assessments: two through-course performance tasks and end-of-course exam, while adhering to the AP College Board policies to ensure the validation of their scores. Both performance tasks will be completed after Quarter 2. [CR5] [CR6]

[CR5] – Students work collaboratively with a team to identify, investigate, analyze, and evaluate, a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

[CR6] – Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

The following assessments are summative and are used to calculate a final AP Score (using a 1-5 scale).

[CR5] – Students work collaboratively with a team to identify, investigate, analyze, and evaluate, a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

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 a defense to questions posed by the teacher.

Scoring:

Individual Research Report (IRR) / 1,200 word report { 10% }

Team Multimedia Presentation and Defense (8-10 Minutes, plus defense questions) { 10% }

Weight: 20% of AP Score

[CR6] – Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students use these texts (stimulus documents) to identify 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 refer to and incorporate at least one of the provided sources.

Scoring:

Individual Written Argument (IWA) / 2,000 word research based essay { 24.5% }

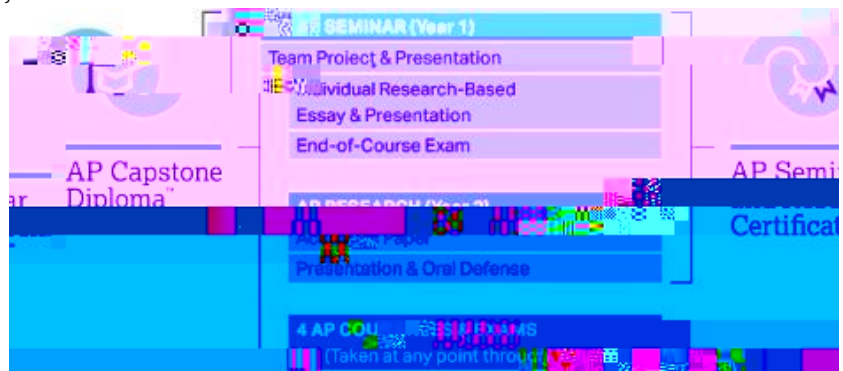
Individual Multimedia Presentation (6-8 Minutes, plus defense questions) { 10.5% }

Weight: 35% of AP Score

Part A: Analyze an argument { 13.5% }

Part B: Construct an evidence-based argument { 31.5% }

Weight: 45% of AP Score



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If re-assessment is approved, the student will complete another assessment addressing the same learning targets. The assessment to be retaken may be in the same format or a different format and will be at the same difficulty level. The higher of the two scores will be entered in the gradebook.

To earn a retake opportunity, a student must complete all of the following:

- Consult with the teacher within 5 school days of the assessment score being posted.
 - Teacher and student create a reassessment plan, if required by the teacher
 - The reassessment plan may include all formative coursework related to the content/skill assessed
- In-class assignments may be due by the end of the class





AP Seminar



I have read and understand all of the guidelines set forth in the syllabus for AP Seminar. I consent to allowing my child to read the books outlined in the syllabus and I understand the grad