

7.6 Understanding the Scoring Guidelines

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build toward the published **scoring guidelines** 评分标准.

You must be able to:

- know the SI and Selected Works rubric rows
- aim at the *advanced* descriptor
- understand **preponderance of evidence** 证据的总体倾向
- self-score each term

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The rows

SI rows: inquiry; practice/experimentation/revision; materials/processes/ideas; skills; synthesis. Selected Works: writing; skills; synthesis.

■ The ladder

Rudimentary -> moderate -> good -> advanced. Aim at the top descriptors.

■ Preponderance

Scores are given by the overall weight of evidence, not a checklist.

2 Practice

2.1 AP portfolios are scored by

[1]

- **A** a strict checklist of every criterion
 - **B** preponderance of evidence
 - **C** the teacher's grade only
 - **D** the fastest finish
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2.2 Why read the scoring guidelines in September, not April? [2]

2.3 Name two rows of the Sustained Investigation rubric. [1]

3 Studio & portfolio tasks

3.1 Self-score a mock portfolio against the rubric.

(a) For each SI row, mark rudimentary / moderate / good / advanced with a reason. [3]

(b) Turn the lowest row into one concrete to-do. [2]

3.2

() Write what 'advanced' synthesis would look like in your own work. [2]

4 Go further

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- work through the **0706 Understanding the Scoring Guidelines** lesson on the **Learn** page;
 - read the **Present: Communication and the AP Drawing Portfolio** section of the AP Drawing handout on the **Know** page.

Solutions

2.1 B. preponderance of evidence, not all-or-nothing.

2.2 you cannot build toward a target you have not seen; early reading lets you self-score and fix gaps in time.

2.3 any two of: inquiry; practice/experimentation/revision; materials/processes/ideas; skills; synthesis.

3.1 every row scored with a reason; honest, evidence-based levels; the weakest row identified; a concrete action to raise it.

3.2 describes inseparable material/process/idea; specific to the student's own inquiry.