



Scoring Guidelines

Sustained Investigation Rubric

General Scoring Note

When applying the rubric, the score for each row should be considered independently from the other rows. You should award the score for that row based solely upon the criteria indicated, according to the **preponderance of evidence**. Student work may receive different scores for each row. Each row includes decision rules and scoring notes used during the AP Art and Design Reading. Begin with score point 1 when applying the decision rules.

Row	Scoring Criteria		
A	Inquiry		
	Writing Prompt 1: Identify the inquiry that guided your sustained investigation.		
	1	2	3
	Written evidence does not identify an inquiry.	Written evidence identifies an inquiry AND Visual evidence demonstrates the inquiry.	Written evidence identifies an inquiry. AND Visual evidence demonstrates the inquiry. AND The inquiry guides the development of the sustained investigation.
	Decision Rules and Scoring Notes Read the student response to writing prompt 1 .		
	Does the <i>written</i> evidence identify an inquiry by describing discovery and exploration? (A question or a statement that merely identifies a theme or a topic is not an inquiry.) If no, award 1 point. If yes, move to criteria for score point 2.	Does the <i>visual</i> evidence demonstrate the inquiry? If no, award 1 point. If yes, move to criteria for score point 3.	Does the inquiry guide the development of the sustained investigation? If no, award 2 points. If yes, award 3 points.

B	Practice, Experimentation, and Revision		
	Writing Prompt 2: Describe ways your sustained investigation developed through practice, experimentation, and revision.		
	1	2	3
	Visual evidence of practice, experimentation, and revision does not relate to a sustained investigation.	Visual and written evidence of practice, experimentation, and revision relates to a sustained investigation.	Visual evidence of practice, experimentation, and revision demonstrates development of the sustained investigation. AND Written evidence describes ways the sustained investigation developed through practice, experimentation, and revision.
	Decision Rules and Scoring Notes Read the student response to writing prompt 2 .		
	Is there <i>visual</i> evidence of practice, experimentation, and revision? AND Does the <i>visual</i> evidence of practice, experimentation, and revision relate to a sustained investigation? If no (for either or both), award 1 point. If yes (for both), move to criteria for score point 2.	Does the <i>written</i> evidence of practice, experimentation, and revision relate to a sustained investigation? If no, award 1 point. If yes, move to criteria for score point 3.	Does the <i>visual</i> evidence of practice, experimentation, and revision demonstrate development of the sustained investigation? AND Does the <i>written</i> evidence describe ways the sustained investigation developed through practice, experimentation, and revision? If no (for either or both), award 2 points. If yes (for both), award 3 points.

C	Materials, Processes, and Ideas		
	1	2	3
	Little to no evidence of visual relationships among materials, processes, and ideas.	Visual relationships among materials, processes, and ideas are evident .	Visual relationships among materials, processes, and ideas are evident and demonstrate synthesis .
	Decision Rules and Scoring Notes <i>In this row, written evidence is not scored but reading student responses may inform the evidence of visual relationships.</i>		
	Is there evidence of visual relationships among materials, processes, and ideas? If no, award 1 point If yes, move to criteria for score point 2.	Do the visual relationships among materials, processes, and ideas demonstrate synthesis ? If no, award 2 points. If yes, award 3 points.	
D	2-D/3-D/Drawing Skills		
	1	2	3
	<i>Visual</i> evidence of rudimentary and moderate 2-D/3-D/Drawing skills.	<i>Visual</i> evidence of moderate and good 2-D/3-D/Drawing skills.	<i>Visual</i> evidence of good and advanced 2-D/3-D/Drawing skills.
	Decision Rules and Scoring Notes		
	Does the <i>visual</i> evidence include some works with good (proficient) skills? If no, award 1 point. If yes, move to criteria for score point 2.	Does the <i>visual</i> evidence include some works with advanced (highly developed) skills? If no, award 2 points. If yes, move to criteria for score point 3.	Does the <i>visual</i> evidence across all works include a range of good to advanced skills? If no, award 2 points. If yes, award 3 points.

AP Art and Design Sustained Investigation Rubric Terminology (in alphabetical order)

2-D Art and Design Skills: the application of two-dimensional elements and principles—point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy

3-D Art and Design Skills: the application of three-dimensional elements and principles—point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, hierarchy

Advanced: highly developed

Demonstrate: to clearly show

Describe: using words to communicate relevant information

Development: the furthering or advancing of an inquiry in a sustained investigation (through in-depth exploration of materials, processes, and ideas)

Discovery: to learn something through the process of making

Drawing Skills: the application of mark-making, line, surface, space, light and shade, composition

Experimentation: testing materials, processes, and/or ideas

Exploration: a journey of experimentation and discovery directed by inquiry

Evidence: to make obvious, seen, or understood

Good: proficient

Guides: the inquiry leads the process of making works of art and design

Ideas: concepts used to make works of art and design (evident visually or in writing)

Identify: indicate or provide information

Inquiry: the intentional process of questioning to guide exploration and discovery over time

Intent: the purpose or reason for exploring an idea

Materials: physical substances used to make works of art and design

Moderate: adequate

Practice: the repeated use of materials, processes, and/or ideas

Processes: physical and conceptual activities including applications involved with making works of art and design

Questioning: purposeful investigation and discovery in relationship to an idea

Reimagine: reinterpret with imagination; rethink

Relate: having a relationship and/or connection between

Revision: to modify, clarify, or reimagine works and ideas

Rudimentary: emerging or undeveloped

Sustained Investigation: an inquiry-based and in-depth study of materials, processes, and ideas over time

Synthesis: coalescence/integration of materials, processes, and ideas

Visual Evidence: the visual components that make up the student's works of art and design

Visual Relationships: connections between the visual components included in a student's works of art and design

Ways: a series of actions or events leading in a direction or toward an objective

Written Evidence: the written components that accompany the student's works of art and design

Selected Works Rubric

General Scoring Note

When applying the rubric, you should award the score according to the **preponderance of evidence**; the response may not meet all three criteria indicated. However, if the written evidence is completely unrelated to the works, the **maximum** possible score is 2.

Scoring Criteria

A. Written Evidence

B. 2-D/3-D/Drawing Skills

C. Materials, Processes, and Ideas

The Selected Works demonstrate

1	2	3	4	5
A. Written evidence may identify materials, processes, and ideas. B. Little to no visual evidence of 2-D/3-D/Drawing skills. C. Little to no evidence of visual relationships among materials, processes, and ideas.	A. Written evidence may identify materials, processes, and ideas. B. Visual evidence of rudimentary 2-D/3-D/Drawing skills. C. Little to no evidence of visual relationships among materials, processes, and ideas.	A. Written evidence identifies materials, processes, and ideas. B. Visual evidence of moderate 2-D/3-D/Drawing skills. C. Visual relationships among materials, processes, and ideas are evident but may be unclear or inconsistently demonstrated .	A. Written evidence identifies materials, processes, and ideas. B. Visual evidence of good 2-D/3-D/Drawing skills. C. Visual relationships among materials, processes, and ideas are evident .	A. Written evidence identifies materials, processes, and ideas. B. Visual evidence of advanced 2-D/3-D/Drawing skills. C. Visual relationships among materials, processes, and ideas are evident and demonstrate synthesis .

Decision Rules and Scoring Notes

A. Review written evidence:

- If the written evidence does not identify materials, processes, and ideas, the portfolio is only eligible for score points 1 and 2.
- If the written evidence identifies materials, processes, and ideas, the portfolio is eligible for all five score points.

B. Review the application of 2-D/3-D/Drawing art and design skills to determine accomplishment level:

1	2	3	4	5
Not present or unclear	Emerging and undeveloped	Adequate	Proficient	Highly Developed

C. Read the written evidence and then evaluate the visual relationships among materials, processes, and ideas:

1	2	3	4	5
Little to none	Little to none	Evident, but unclear or inconsistently demonstrated	Evident	Evident and demonstrates synthesis

AP Art and Design Selected Works Rubric Terminology (in alphabetical order)

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3-D Art and Design Skills: the application of three-dimensional elements and principles—point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, hierarchy

Advanced: highly developed

Demonstrate: to clearly show

Drawing Skills: the application of mark-making, line, surface, space, light and shade, composition

Evidence: to make obvious, seen, or understood

Good: proficient

Ideas: concepts used to make works of art and design (evident visually or in writing)

Identify: indicate or provide information

Inconsistent: not demonstrated in the same way or to the same degree across works of art and design

Materials: physical substances used to make works of art and design

Moderate: adequate

Processes: physical and conceptual activities involved with making works of art and design

Rudimentary: emerging or undeveloped

Selected Works: works of art that demonstrate synthesis of materials, processes, and ideas using 2-D/3-D/Drawing skills

Synthesis: coalescence/integration of materials, processes, and ideas

Unclear: not easily observable, discernable, or legible

Visual Evidence: the visual components that make up the student's works of art and design

Visual Relationships: connections between the visual components included in a student's works of art and design

Written Evidence: the written components that accompany the student's works of art and design