



# 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	<b>Inquiry</b>		
	<b>Writing Prompt 1:</b> Identify the inquiry that guided your sustained investigation.		
	<b>1</b>	<b>2</b>	<b>3</b>
	Written evidence <b>does not identify</b> an inquiry.	Written evidence <b>identifies</b> an inquiry <b>AND</b> Visual evidence <b>demonstrates</b> the inquiry.	Written evidence <b>identifies</b> an inquiry. <b>AND</b> Visual evidence <b>demonstrates</b> the inquiry. <b>AND</b> The inquiry <b>guides</b> the development of the sustained investigation.
	<b>Decision Rules and Scoring Notes</b> <i>Read the student response to <b>writing prompt 1</b>.</i>		
	Does the <i>written</i> evidence <b>identify</b> 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 <b>demonstrate</b> the inquiry?  If no, award 1 point.  If yes, move to criteria for score point 3.	Does the inquiry <b>guide</b> the development of the sustained investigation?  If no, award 2 points.  If yes, award 3 points.

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

<b>C</b>	<b>Materials, Processes, and Ideas</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
	<b>Little to no</b> evidence of <b>visual relationships</b> among materials, processes, and ideas.	<b>Visual relationships</b> among materials, processes, and ideas are <b>evident</b> .	<b>Visual relationships</b> among materials, processes, and ideas are <b>evident</b> and <b>demonstrate synthesis</b> .
	<b>Decision Rules and Scoring Notes</b> <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 <b>visual relationships</b> among materials, processes, and ideas? If no, award 1 point If yes, move to criteria for score point 2.	Do the <b>visual relationships</b> among materials, processes, and ideas <b>demonstrate synthesis</b> ? If no, award 2 points. If yes, award 3 points.	
<b>D</b>	<b>2-D/3-D/Drawing Skills</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
	<i>Visual</i> evidence of <b>rudimentary and moderate</b> 2-D/3-D/Drawing skills.	<i>Visual</i> evidence of <b>moderate and good</b> 2-D/3-D/Drawing skills.	<i>Visual</i> evidence of <b>good and advanced</b> 2-D/3-D/Drawing skills.
	<b>Decision Rules and Scoring Notes</b>		
	Does the <i>visual</i> evidence include <b>some</b> works with <b>good</b> (proficient) skills? If no, award 1 point. If yes, move to criteria for score point 2.	Does the <i>visual</i> evidence include <b>some</b> works with <b>advanced</b> (highly developed) skills? If no, award 2 points. If yes, move to criteria for score point 3.	Does the <i>visual</i> evidence across <b>all</b> works include <b>a range of good to advanced</b> 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
<b>A. Written evidence may identify</b> materials, processes, and ideas.  <b>B. Little to no</b> visual evidence of 2-D/3-D/Drawing skills.  <b>C. Little to no</b> evidence of <b>visual relationships</b> among materials, processes, and ideas.	<b>A. Written evidence may identify</b> materials, processes, and ideas.  <b>B. Visual evidence of rudimentary</b> 2-D/3-D/Drawing skills.  <b>C. Little to no</b> evidence of <b>visual relationships</b> among materials, processes, and ideas.	<b>A. Written evidence identifies</b> materials, processes, and ideas.  <b>B. Visual evidence of moderate</b> 2-D/3-D/Drawing skills.  <b>C. Visual relationships</b> among materials, processes, and ideas are <b>evident</b> but <b>may be unclear</b> or <b>inconsistently demonstrated</b> .	<b>A. Written evidence identifies</b> materials, processes, and ideas.  <b>B. Visual evidence of good</b> 2-D/3-D/Drawing skills.  <b>C. Visual relationships</b> among materials, processes, and ideas are <b>evident</b> .	<b>A. Written evidence identifies</b> materials, processes, and ideas.  <b>B. Visual evidence of advanced</b> 2-D/3-D/Drawing skills.  <b>C. Visual relationships</b> among materials, processes, and ideas are <b>evident</b> and <b>demonstrate synthesis</b> .

#### 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

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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