

AP Seminar Questions

1. What is the A.P. Capstone Program?

Developed in response to feedback from higher education, AP Capstone™ is a College Board (CB) program comprised of two AP courses: AP Seminar and AP Research. The program is designed to complement and enhance the discipline specific study in other AP courses and encourages students to master argument based writing skills. Equipping students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges, it cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence based decisions. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross curricular connections.

Students who successfully complete AP Seminar should register for AP Research the following year. Students who earn scores of 3 or higher in both AP Seminar and AP Research, and also earn a score of 3 or higher on four additional AP Exams of their choosing, receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research, but not on four additional AP Exams, receive the AP Seminar and Research Certificate™. Students who score a 1 or 2 on the AP Seminar End of Course Exam are still eligible to enroll in AP Research but might need additional support and guidance during throughout that course.



2. What is AP Seminar?

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework (QUEST), students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to create and communicate evidence-based arguments.

3. What does the AP Seminar exam look like?

Through the College Board, students are assessed with two course performance assessment tasks and one End of Course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar. Assessment items include:

Performance Task 1 (20%): Team Project & Presentation (PT1)

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.

- Individual Research Report (**IRR**) (50% of 20%)
- Team Multimedia Presentation & Defense (**TMP**) (50% of 20%)

Performance Task 2 (35%): Individual Research & Presentation (PT2)

The College Board's AP program will annually release cross curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; 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 incorporate at least one of the provided sources.

- Individual Written Argument (**IWA**) (70% of 35%)
- Individual Multimedia Presentation (**IMP**) (20% of 35%)
- Oral Defense (10% of 35%)

End of Course Exam (45%): College Board AP Seminar Exam (EOC)

In May, students will take the AP Seminar exam that consists of three short answer questions (SAQ) that assess analysis of an argument in a single source or document. Additionally, there is one essay question to assess students' skills in synthesizing and creating an evidence based argument.

- Argument Analysis 3 SAQ (30% of 45%) Time: 30 Minutes
- Evidence based argument essay (70% off 45%) Time: 90 minutes

The presentations in Performance Tasks 1 and 2 are graded internally by the teacher and then externally validated by the College Board. Multimedia Presentations will be recorded by video and a copy is uploaded to the Digital Portfolio for the College Board. The written reports will be uploaded to the College Board, and scored by them in April.

4. What supplies will be needed for class?

It is recommended to have a 3 ring binder for worksheets and notes we take mainly during 1st semester. If you are able to, you should have 4-5 different colored highlighters for article annotation and essay self-edits.

5. How much homework is involved?

Homework in AP Seminar is not as frequent as other AP courses. Due to the nature of the course, most of the work is done in class so I can provide immediate feedback and have discussions. Outside work will pick up during second semester when students begin the AP Exam process.

6. How are students graded in class?

- ✓ Writing 35%: annotated bibliographies, rough draft papers, and End of Course practice
- ✓ Readings and Analysis (30%): assigned articles with annotations, CRAAP and RAVEN worksheets
- ✓ Papers and Presentations (20%): practice PT1 IRR & TMP, practice PT2 IWA & IMP
- ✓ End of Course (EOC) Practice (15%): article analysis, practice EOCs