

- The scoring guidelines for the AP portfolios contain score points from 6 (EXCELLENT) through 5 (STRONG), 4 (GOOD), 3 (MODERATE), 2 (WEAK) and 1 (POOR).
- Each score point is characterized by a variety of descriptors of work that would receive that score.
- Because there are only six different points on the scale, each score point represents a band or range of accomplishment.
- Some of the descriptors may seem to contradict each other because the range of possibilities for work at a given score point is so great.
- The descriptors are examples; it is not expected that all the descriptors for a scale point will apply to any one particular portfolio.
- The descriptors intentionally discuss general aspects of artwork at each score point; there is no preferred (or unacceptable) content or style.
- The descriptors (taken as a whole) capture characteristics of work that merits each score.
- This is a living document — one that evolves over time. Though these are the scoring guidelines that were used in 2010, they are always open to subsequent revision.

### What is your Concentration:

A concentration is defined as “a body of work unified by an underlying idea that has visual coherence.” In scoring concentrations, there are four major areas of concern.

- Coherence and/or development — is the work presented actually a concentration?
- Quality of the concept/idea represented — is there evidence of thinking and of focus?
- Degree of development and investigation that is evident in the work — including the amount of work or number of pieces represented.
- Quality of the work in both concept and technique.

Note: These four areas will necessarily appear in shifting relationships of relative strength and weakness. Where the four are not even in the level of achievement they represent, they will be considered as a whole to arrive at the score for the section. Because this section is concerned with a process of growth and discovery, the work presented may span a range of levels of achievement. If this is the case, the higher level that is reached should be acknowledged in the score that is given.

Principles of 2-D Design:

- Unity/Variety
- Balance/Emphasis/Contrast
- Rhythm
- Repetition
- Proportion/Scale
- Figure/Ground Relationships

#### Key Scoring Descriptors:

- A. Integration of the Topic of the Concentration and the Work Presented

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- B. Decision Making and Discovery through Investigation

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- C. Originality and Innovative Thinking

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- D. Evocative Theme and Engagement of the Viewer

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- E. Understanding and Application of 2-D Design Principles

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- F. Technical Competency and Skill with Materials and Media

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- G. Growth and Transformation

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- H. Appropriation and the Student’s “Voice”

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- I. Image Quality (for weak and poor concentrations only)

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- J. Overall Accomplishment and Quality

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In applying these descriptors, consider the content, style and process of the work.

**CONCENTRATION SECTION:**

#	SCORE	A.	<b>Integration of the Topic of the Concentration and the Work Presented</b>
	EXCELLENT	6.A	The concentration topic and the work presented are unmistakably and coherently integrated.
	STRONG	5.A	The concentration topic is successfully integrated with most of the work presented.
	GOOD	4.A	The concentration topic and the work presented are closely related.
	MODERATE	3.A	The connection between the concentration topic and the work is evident but erratic.
	WEAK	2.A	There is a sense of a concentration, but integration of the topic and the work is inadequately
	POOR	1.A	There is very little or no evidence of a concentration topic in the work presented, or there is not enough work to represent a concentration.

RATIONALE:

#	SCORE	B.	<b>Decision Making and Discovery through Investigation</b>
	EXCELLENT	6.B	The investigation of the concentration topic provides convincing evidence of informed decision making and discovery.
	STRONG	5.B	The investigation of the concentration topic provides evidence of thoughtful decision making and of discovery in many works.
	GOOD	4.B	Some clear decision making and discovery are evident in the investigation of the concentration.
	MODERATE	3.B	Decision making is sporadic, and the work demonstrates little sense of investigation or discovery.
	WEAK	2.B	Decision making is lacking; the work appears inadequately thought out and insufficiently explored.
	POOR	1.B	There is little or no evidence of decision making or investigation.

RATIONALE:

#	SCORE	C.	<b>Originality and Innovative Thinking</b>
	EXCELLENT	6.C	The concentration clearly demonstrates an original vision and innovative ideas and/or risk taking.
	STRONG	5.C	The work for the concentration generally demonstrates original and innovative ideas.
	GOOD	4.C	The concentration demonstrates some originality, and the work shows some innovative thinking.
	MODERATE	3.C	An idea for a concentration is presented, and some original ideas or attempts at innovation with materials and techniques seem to be emerging.

	WEAK	2.C	An idea for a concentration is presented, but the ideas in the work are unoriginal or rely mostly on appropriation.
	POOR	1.C	An idea for a concentration may be presented, but the work comprises trite, simplistic or appropriated solutions that are poorly executed.
RATIONALE:			

#	SCORE	D.	<b>Evocative Theme and Engagement of the Viewer</b>
	EXCELLENT	6.D	An evocative, engaging theme is sustained through most of the work within the concentration.
	STRONG	5.D	An evocative, engaging concentration theme is clearly present in much of the work.
	GOOD	4.D	A clear theme that engages the viewer with some of the work is discernible.
	MODERATE	3.D	A potentially engaging theme is somewhat discernible but is inadequately considered.
	WEAK	2.D	A potentially engaging theme is present but is largely unsuccessful.
	POOR	1.D	A theme that could engage the viewer with the work is absent.
RATIONALE:			

#	SCORE	E.	<b>Understanding and Application of 2-D Design Principles</b>
	EXCELLENT	6.E	The work shows a thorough understanding and effective application of 2-D design principles.
	STRONG	5.E	Overall the work shows understanding and effective application of design principles; there may be some less successful pieces.
	GOOD	4.E	The work is inconsistent in quality, but overall the understanding and application of design principles is good.
	MODERATE	3.E	Some development is evident, but only a moderate understanding and superficial application of design principles are demonstrated.
	WEAK	2.E	A concentration is evident, but the work shows a weak understanding or random application of design principles.
	POOR	1.E	The work shows very little or no understanding of design principles and their application.
RATIONALE:			

#	SCORE	F.	<b>Technical Competency and Skill with Materials and Media</b>
	EXCELLENT	6.F	In general, the work is technically excellent; materials and media are used effectively to express ideas.
	STRONG	5.F	The work is technically strong; materials and media are used well to express ideas.
	GOOD	4.F	The work demonstrates good technical competence and use of materials and media; technical aspects and articulation of ideas do not always work together.
	MODERATE	3.F	Though uneven, the work demonstrates emerging technical competence and some knowledgeable use of materials and media.
	WEAK	2.F	Overall the work demonstrates marginal technical competence and awkward use of materials and media.
	POOR	1.F	The work shows very little technical competence; it is naive and lacks skill.
RATIONALE:			

#	SCORE	G.	<b>Growth and Transformation</b>
	EXCELLENT	6.G	The work conveys a sense of transformation and most works demonstrate a distinct measure of success.
	STRONG	5.G	The work generally exhibits transformation and many works demonstrate a measure of success.
	GOOD	4.G	Apparent transformation is noticeable, but the scope of the work is limited or repetitive.
	MODERATE	3.G	Some transformation is discernible, but the scope of the work is narrow and/or repetitive.
	WEAK	2.G	The work is mostly repetitive; only a few pieces suggest growth or show slight signs of transformation.
	POOR	1.G	Overall the work shows no indication of growth or transformation.
RATIONALE:			

#	SCORE	H.	<b>Appropriation and the Student's "Voice"</b>
	EXCELLENT	6.H	Any apparent appropriation of published or photographic sources of the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent.
	STRONG	5.H	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images.
	GOOD	4.H	With the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.

	MODERATE	3.H	If published or photographic sources or the work of other artists are appropriated, the work appears to be nearly direct reproductions; even if skillfully rendered, the student's "voice" and the individual transformation of the images are minimal.
	WEAK	2.H	The works appear to be direct copies of published or photographic sources or the work of other artists; there is little discernible student "voice" or individual transformation.
	POOR	1.H	The works are obviously direct copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation.

RATIONALE:

#	SCORE	I.	Image Quality (for weak and poor concentrations only)
	WEAK	2.I	The images are difficult to see properly because they are too small, unfocused or poorly lighted.
	POOR	1.I	The images are impossible to see properly because they are too small, unfocused or poorly lighted.

RATIONALE:

#	SCORE	J.	Overall Accomplishment and Quality
	EXCELLENT	6.J	Accomplishment among the works may vary, but overall the work reaches a level of excellent quality.
	STRONG	5.J	There may be varying levels of accomplishment among the works, but overall the work is of strong quality.
	GOOD	4.J	There may be uneven levels of accomplishment among the works, but overall the work is of good quality
	MODERATE	3.J	There may be an emerging level of accomplishment among the works; overall the work is of moderate quality.
	WEAK	2.J	Little evidence of accomplishment is demonstrated; overall the work is of weak quality.
	POOR	1.J	Overall the work lacks accomplishment and is of poor quality.

RATIONALE:

CONCENTRATION

<b>SCORE</b>	<b>SCORING DESCRIPTOR</b>	
	A.	Integration of the Topic of the Concentration and the Work Presented
	B.	Decision Making and Discovery through Investigation
	C.	Originality and Innovative Thinking
	D.	Evocative Theme and Engagement of the Viewer
	E.	Understanding and Application of 2-D Design Principles
	F.	Growth and Transformation
	G.	Technical Competency and Skill with Materials and Media
	H.	Appropriation and the Student's "Voice"
	I.	Image Quality (for weak and poor concentrations only)
	J.	Overall Accomplishment and Quality
	TOTAL	

The scoring guidelines for the AP portfolios contain score points from 6 (EXCELLENT) through 5 (STRONG), 4 (GOOD), 3 (MODERATE), 2 (WEAK) and 1 (POOR).

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A-, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B-, C+, and C in college.

*FINAL SCORE REFLECTION:*

The Breadth Sections is a variety of works demonstrating understanding of the principles of design. Look for engagement with a range of design principles:

*Unity/Variety*

*Balance/Emphasis/Contrast*

*Rhythm*

*Repetition*

*Proportion/Scale*

*Figure/Ground Relationship*

**Key Scoring Descriptors:**

- A. Broad Investigation of 2-D Design Principles

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- B. Originality and Innovative Thinking

---

- C. Application of 2-D-Design Principles to Broad Range of Design Problems

---

- D. Purpose and Intention in the Compositional Use of the Elements and Principles of Design

---

- E. Confident, Evocative Work That Engages the Viewer

---

- F. Technical Competence and Skill with Materials and Media

---

- G. Appropriation and the Student's "Voice"

---

- H. Image Quality (for weak and poor breadth sections only)

---

- I. Overall Accomplishment and Quality

---

In applying these descriptors, consider the content, style and process of the work.

**BREADTH SECTION:**

#	SCORE	A.	Broad Investigation of 2-D Design Principles
	EXCELLENT	6.A	The work shows an informed investigation of a broad range of 2-D design principles.
	STRONG	5.A	The work shows a thoughtful investigation of a range of 2-D design principles.
	GOOD	4.A	The work shows a good investigation of a variety of 2-D design principles.
	MODERATE	3.A	The work shows superficial decision making or discovery, with little sense of an extended investigation into 2-D design principles.
	WEAK	2.A	The work shows very little evidence of investigation of a range of 2-D design principles.
	POOR	1.A	The work shows negligible investigation of a range of 2-D design principles.
RATIONALE:			

#	SCORE	B.	<b>Originality and Innovative Thinking</b>
	EXCELLENT	6.B	The work clearly demonstrates original vision, a variety of innovative ideas and/or risk taking and inventive articulation of a broad range of the elements and principles of 2-D design.
	STRONG	5.B	The work demonstrates a range of original, innovative ideas and effective manipulation of the elements and principles of 2-D design.
	GOOD	4.B	The work demonstrates some originality, some innovative thinking and purposeful manipulation of the elements and principles of 2-D design.
	MODERATE	3.B	Some original ideas seem to be emerging or some attempt at innovation with the elements and principles of 2-D design is evident.
	WEAK	2.B	The ideas in the work are unoriginal or rely mostly on appropriation; the work does not show inventive use of the elements and principles of 2-D design.
	POOR	1.B	There is no original or imaginative ideation in the work in regard to the elements and principles of 2-D design; the work is comprised of trite, simplistic or appropriated solutions.

RATIONALE:

#	SCORE	C.	<b>Application of 2-D-Design Principles to Broad Range of Design Problems</b>
	EXCELLENT	6.C	The work shows an excellent application of 2-D design principles to a broad range of design problems.
	STRONG	5.C	The work shows strong application of 2-D design principles to a range of design problems.
	GOOD	4.C	The work shows good application of 2-D design principles to an acceptable range of design problems.
	MODERATE	3.C	The work shows superficial application of 2-D design principles to a limited range of design problems.
	WEAK	2.C	The work shows a weak application of 2-D design principles to a very limited range of design problems.
	POOR	1.C	The work shows little or no useful application of 2-D design principles, regardless of the number of problem-solving attempts.

RATIONALE:

#	SCORE	D.	<b>Purpose and Intention in the Compositional Use of the Elements and Principles of Design</b>
	EXCELLENT	6.D	The work clearly demonstrates a broad range of intentions or purposes; it articulates multiple insights.
	STRONG	5.D	The work demonstrates a variety of intentions or purposes; a range of insights is apparent.
	GOOD	4.D	The work shows a variety of intentions and purposes although they may not be clearly articulated.

	MODERATE	3.D	The work shows a limited range of intention and purpose.
	WEAK	2.D	The work does not clearly articulate a range of intentions or purposes.
	POOR	1.D	The work is repetitive in regard to intentions or purposes.

RATIONALE:

#	SCORE	E.	<b>Confident, Evocative Work That Engages the Viewer</b>
	EXCELLENT	6.E	The work as a whole is confident and evocative; it engages the viewer with visual qualities (for example, verve or nuanced subtlety).
	STRONG	5.E	Most of the work engages the viewer with expressive and evocative qualities; the work suggests confidence.
	GOOD	4.E	Some of the work has discernible evocative or engaging qualities, though confidence is not strongly apparent; conversely, the work may display confidence but not be engaging.
	MODERATE	3.E	The work is emerging in terms of potentially engaging qualities; confidence is questionable.
	WEAK	2.E	There is little about the work that engages the viewer; the work lacks confidence.
	POOR	1.E	The work does not engage the viewer; there is no confidence evident in the work.

RATIONALE:

#	SCORE	F.	<b>Technical Competence and Skill with Materials and Media</b>
	EXCELLENT	6.F	The work is technically excellent; materials and media are used effectively to express ideas.
	STRONG	5.F	The work is technically strong; materials and media are used well to express ideas.
	GOOD	4.F	The work demonstrates good technical competence and use of materials and media; technical aspects and articulation of ideas do not always work together.
	MODERATE	3.F	The work demonstrates moderate technical competence and some knowledgeable use of materials and media.
	WEAK	2.F	The work is generally awkward; it demonstrates marginal technical competence and awkward use of materials and media.
	POOR	1.F	The work is generally inept; use of materials and media is naive and lacks skill or technical competence.

RATIONALE:

#	SCORE	G.	<b>Appropriation and the Student's "Voice"</b>
	EXCELLENT	6.G	Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent.
	STRONG	5.G	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images.
	GOOD	4.G	Within the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.
	MODERATE	3.G	If published or photographic sources or the work of other artists are appropriated, the work appears to be nearly direct reproductions; even if skillfully rendered, the student's "voice" and the individual transformation of the images are minimal.
	WEAK	2.G	The works appear to be direct copies of published or photographic sources or the work of other
	POOR	1.G	The works appear as direct copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation.

RATIONALE:

#	SCORE	H.	<b>Image Quality (for weak and poor breadth sections only)</b>
	WEAK	2.H	The images are difficult to see properly because they are too small, unfocused or poorly lighted.
	POOR	1.H	The images are impossible to see properly because they are too small, unfocused or poorly lighted; there may too few images to constitute investigation of breadth.

RATIONALE:

#	SCORE	I.	<b>Overall Accomplishment and Quality</b>
	EXCELLENT	6.I	There may be a varying range of accomplishment among the works, but overall the work reaches a
	STRONG	5.I	There may be varying levels of accomplishment among the works, but overall the work is of strong breadth and quality.

	GOOD	4.I	There may be uneven levels of accomplishment among the works, but overall the work is of good breadth and quality.
	MODERATE	3.I	There may be an emerging level of accomplishment among the works; overall the work is of moderate breadth and quality.
	WEAK	2.I	There is little evidence of accomplishment demonstrated in the works; overall the work is of weak breadth and quality.
	POOR	1.I	Overall the work lacks accomplishment and is of poor breadth and quality.

RATIONALE:

BREADTH

<b>SCORE</b>	<b>SCORING DESCRIPTOR</b>	
	A.	Broad Investigation of 2-D Design Principles
	B.	Originality and Innovative Thinking
	C.	Application of 2-D-Design Principles to Broad Range of Design Problems
	D.	Purpose and Intention in the Compositional Use of the Elements and Principles of Design
	E.	Confident, Evocative Work That Engages the Viewer
	F.	Technical Competence and Skill with Materials and Media
	G.	Appropriation and the Student's "Voice"
	H.	Image Quality (for weak and poor breadth sections only)
	I.	Overall Accomplishment and Quality
	TOTAL	

The scoring guidelines for the AP portfolios contain score points from 6 (EXCELLENT) through 5 (STRONG), 4 (GOOD), 3 (MODERATE), 2 (WEAK) and 1 (POOR).

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FINAL SCORE REFLECTION:

	CONCENTRATION	BREADTH	TOTAL
STUDENT			
TEACHER			