2025

AP® Art and Design
Sustained Investigation and Selected Works
Scoring Guidelines

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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.

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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 *written* 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 *visual* 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 *visual* evidence of practice, experimentation, and revision? **AND** Does the *visual* 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 *written* 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 *visual* evidence of practice, experimentation, and revision **demonstrate development** of the sustained investigation? **AND** Does the *written* 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.

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Row	Scoring Criteria		
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 *In this row, written evidence is not scored but reading student responses may inform the evidence of visual relationships.*		
	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**
	Visual evidence of **rudimentary and moderate** 2-D/3-D/Drawing skills.	*Visual* evidence of **moderate and good** 2-D/3-D/Drawing skills.	*Visual* evidence of **good and advanced** 2-D/3-D/Drawing skills.
	Decision Rules and Scoring Notes		
	Does the *visual* evidence include **some** works with **good** (proficient) skills? If no, award 1 point. If yes, move to criteria for score point 2.	Does the *visual* 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 *visual* evidence across **all** works include **a range of good** to **advanced** skills? If no, award 2 points. If yes, award 3 points.

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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 Not present or unclear	**2** Emerging and undeveloped	**3** Adequate	**4** Proficient	**5** Highly Developed
C. Read the written evidence and then evaluate the visual relationships among materials, processes, and ideas:				
1 Little to none	**2** Little to none	**3** Evident, but unclear or inconsistently demonstrated	**4** Evident	**5** Evident and demonstrates synthesis

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AP Art and Design 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 **i**nquiry leads the process of making works of art and design
Ideas: concepts used to make works of works 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
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
Proponderance: more than half
Practice: the repeated use of materials, processes, and/or ideas
Processes: physical <u>and</u> 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
Selected Works: works of art that demonstrate synthesis of materials, processes, and ideas using 2-D/3-D/ Drawing skills
Sustained Investigation: an inquiry-based and in-depth study of materials, processes, and ideas over time
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
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

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