

**AP CAPSTONE - RESEARCH**  
**Mrs. Andrea Green**

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**Welcome to AP Capstone: Research!**

AP Research allows students to thoroughly explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a focused research question. In the AP Research course, students maximize skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address their focused research question. Students will record work and collaboration in skill development, artifact research, and reflection in the development of their scholarly creation in an online digital portfolio. The course culminates in an Academic Paper (AP) of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a Presentation with an Oral Defense (POD).

**Goals**

Although the focused area of each research study will vary, the course requires students to plan and conduct a study or investigation. AP Research provides activities, assignments, and collaboration opportunities for students to:

- Understand principles of discipline-specific research methods
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student’s own interest, culminating in a 4000–5000 word paper.
- Present and defend the research design, approach, and findings to a panel.
- Document their processes and maintain a digital portfolio to preserve the development of their scholarly work.

**AP Equity and Access Policy**

The College Board encourages educators to make equitable access a guiding principle for AP programs by providing all willing and academically-prepared students the opportunity to participate in AP courses. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes students should have access to academically-challenging coursework before they enroll in AP courses, which can prepare them for AP success.

**Formative and Summative Assessments**

The AP Research course continues building upon AP Seminar skills to form new understandings of a topic selected by the student and approved by the AP Research Teacher. Students earn a course grade through a variety of formative and summative assessments done both in class and for homework. The AP score is comprised of the Academic Paper and the Presentation and Oral Defense. The academic paper is approximately 4,000–5,000 words and the presentation and oral defense takes approximately 15-20 minutes.

Academic Paper (AP)	75% of score
Presentation and Oral Defense (POD)	25% of score
In-class assignments, PREP portfolio, group work, individual assignments, time management, etc.	Course grade

The Academic Paper (AP) should include the following components: (1) Introduction; (2) Literature Review; (3) Gap in Professional Conversation and Research Question; (4) Method, Process, or Approach; (5) Results, Product, or Findings; (6) Discussion, Analysis, and/or Evaluation; (7) Conclusion, Final Directions, and Future Investigation; and (8) Bibliography.

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The AP Research Teacher and/or a consultant will provide guidance in the development of this paper, however it is the student's own work. Plagiarism will not be tolerated; any sources used by the student through direct quotations and/or paraphrasing, must be properly cited. Failure to do so will result in a ZERO grade for that component of the course (See "Academic Dishonesty" below).

The research process in AP Research is not simply about collecting evidence or facts and then piecing them together, it is not a research paper. This process is about inquiry, critical thinking, discussion, and reflection. The student researcher will use a variety of sources to develop an informed perspective built on the ideas in the examined material. Students will continually revisit ideas, seek new information when necessary, and reconsider and refine their research question and approach to research.

Students must archive their research process and are required to keep a digital Process and Reflection Portfolio (PREP), a formative assessment tool shared with the AP Research Teacher through Google Drive (See Appendix A). Students will continually use the PREP to track progression through the QUEST ideas, reflect on obstacles and achievements, record interaction with expert advisor(s), growing source references/notes/findings, on-going development of procedures and instruments, and graphic representations of in-class assignments. Monthly progress checks with the AP Research teacher will provide opportunities to discuss the PREP as well as discuss time management techniques.

Upon completion of the Academic Paper (AP), students will plan and deliver a Presentation and Oral Defense (POD) of their work. The presentation should utilize various media to support and enhance the Academic Paper, including key findings, description of the research approach, and a defense of their findings. Students will also answer questions posed by a panel that includes the AP Research Teacher and two additional adult panel members.

Prior to engaging in the research process, students must submit an Inquiry Proposal Form to the AP Research teacher. This form must clearly identify the area of study, research question(s), background/introductory research, ethical considerations, and research method. The research process begins only after the AP Research teacher has granted approval of research. If the proposed research requires additional consideration of ethics and potential harm, approval will not be granted until the Proposal has passed review by an Institutional Review Board (IRB).

AP Research students will be held to high standards of academic honesty and ethics. Students MUST plan in advance and use time management skills to prepare effectively for the completion of the paper and presentation tasks. Students are more likely to make errors in citation and rush to completion, relying on others' work that may result in issues with plagiarism. *AP Research work will be submitted to Turnitin.com.*

### **Academic Dishonesty Plagiarism Policy**

College Board policy on Plagiarism and Falsification or Fabrication of Information

(Revised from 2014-2015 AP Capstone Implementation Guide; AP Seminar Course and Exam Description, Effective Fall 2015; AP Research Course and Exam Description, Effective Fall 2017).

*Participating teachers shall instruct students to ethically use and acknowledge the ideas and work of others, as well as the consequences of plagiarism. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.*

*A student who fails to acknowledge (i.e., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of 0 on that particular component of the AP seminar and/ or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.*

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*A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.*

#### Course Textbook and Resources

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4<sup>th</sup> ed.). Chicago, IL: The University of Chicago Press.
- Kennedy, X.J., Kennedy, D. M., & Aaron, J. E. (2016). *The Bedford reader* (13<sup>th</sup> ed.). Bedford/St. Martin's.
- Leedy, P. D., & Ormrod, J. E. (2018). *Practical research: Planning and design* (12<sup>th</sup> ed.). New York, NY: Pearson.
- AP Capstone Research Course and Exam Description. (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2017). New York: College Board.
- AP student work, with permission, for examples and discussion pieces

#### Required Course Supplies:

- 3-ring binder
- Composition notebook/provided
- Pens/Pencils/Highlighters
- Agenda planner, 2022-2023
- Google email account
- Home computer/Internet access

#### Curriculum Framework

AP Research is not tied to a specific content area. Rather, it emphasizes, and strives for competency in, core academic skills. Students gain Essential Knowledge (EK) (“What students will know...”) and develop and apply distinct skills identified in the Learning Objects (LO’s) (“What students will demonstrate...”) of the Enduring Understandings (EU’s) (“What students will remember in the long-term...”) within the following five Big Ideas, represented by the acronym **QUEST** (p. 9, Course and Exam Description).

**Question:** Read critically; pose questions and identify issues that compel you to want to explore further.

**Understand & Analyze Arguments:** Use specific tools to break down an idea of argument into parts that make sense to you. These tools include re-reading, questioning in the text, considering multiple perspectives.

**Evaluate Multiple Perspectives:** Identifying the variety of perspectives/POV/arguments of an issue. Consider any bias to determine the validity of that point of view.

**Synthesize Ideas:** Creating new perspectives after evaluating other varying perspectives. Establishing a unique position or claim using a variety of resources designed for a specific audience.

**Team, Transform, Transmit:** A collaborative endeavor communicated clearly and effectively so as to transform both participants and audience.

#### Overview of Reasoning Processes (p. 7, Course and Exam Description)

The AP Capstone program encourages students to develop and practice reasoning processes that help them make intentional, strategic decisions. These reasoning processes are embedded within the following learning objectives:

- Situating—being aware of the context of one’s own as well as others’ perspectives, realizing individual bias can lead to unfounded assumptions
- Choosing—making intentional and purposeful choices, realizing choices have both intended and unintended consequences
- Defending—being able to explain and justify personal choices, logic, line or reasoning, and conclusions

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- Connecting—seeing similarities within and across disciplines, concepts, and cultures that may at first seem disparate

### Employing Research and Inquiry Methods (p. 9, Course and Exam Description)

In the classroom and independently (as well as possible consulting with a mentor or expert), students learn and utilize research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following:

1. Introduction
2. Literature Review
3. Gap in Professional Conversation and Research Question
4. Method, Process, or Approach
5. Results, Product, or Findings
6. Discussion, Analysis, and/or Evaluation
7. Conclusion and Future Directions
8. Bibliography

### General Timeline

August/September:	Create and share digital PREP portfolio; discuss course expectations and the Performance Tasks using sample papers; choose a topic/issue; carry out preliminary research; develop an annotated bibliography; and finalize research question(s) and proposals.
September/October:	Present a preliminary inquiry proposal; work on proposals and reflect on feedback; continue with preliminary research, continue working on annotated bibliography; work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; finalize Discourse Paper. <b><i>Discourse Paper due October 7, 2022.</i></b>
October/November:	Finalize choice and design of inquiry method, as well as research question(s), with careful consideration of ethical issues that may arise; engage in one-on-one meetings with AP Research teacher and peer review activities; work in PREP, finish annotated bibliography. Develop information from Annotated Bibliography into a Review of the Literature. Work on research methods. <b><i>Inquiry Proposal Form and IRB application due November 7, 2022.</i></b>
November/December:	Work on research methods; Conduct research (interviews, surveys, additional projects, products, performances) needed to support paper; initial analysis; work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; finish introduction and literature review. <b><i>Introduction, Literature Review, and Methods sections (First ½ of final paper) due December 21, 2022. (Semester Exam Grade)</i></b>
December/January:	Continue collecting data; work in PREP; work on literature review to ensure synthesis of what has already been done.
January/February:	Finalize Results, Analysis and Conclusions sections. Continue work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities.
February/March:	<b><i>First rough draft of ENTIRE paper due March 10, 2023.</i></b> Work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; continue working on paper and reflecting on feedback; <b><i>at least two peer reviews prior to submission of second rough draft on March 31, 2023.</i></b>
March/April:	Finalize paper. Work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; plan Presentation and Oral Defense.
April:	Academic Papers loaded into AP Capstone/Research Digital Portfolio prior to <b><i>Presentation and Oral Defense</i></b> <b><i>All Academic Papers, Presentations and Oral Defenses must be uploaded by AP</i></b>

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*Research student and scored by the AP Research Teacher to the College Board by May 1, 2023.*

May: Finish and submit PREP; promote Capstone to underclass; complete AP Exams for other subject areas to qualify for the AP Capstone Diploma.

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**Unit One (Weeks 1-4): Introduction AP Research, Review of AP Seminar Skills, Narrowing Your Topic**

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**Learning Objectives and Essential Knowledge:**

EK: 1.1C1, 1.1C2, 1.1C3, 1.1D1, 1.1D2, 1.1D3, 1.1E1, 1.1E2, 2.1B1, 2.1C1, 2.1C2, 2.2A2, 2.2B1, 2.2B2, 2.2B3, 2.2B4, 2.2B5, 2.2B6, 4.1B1, 4.1B2, 4.1B3, 4.1B4  
LO: 1.1C, 1.1D, 1.1E, 2.1B, 2.1C, 2.2A, 2.2B, 4.1B

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**Enduring Understandings:**

- 1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
- 2.1: Authors express their ideas, perspectives, and/or arguments through tier works. The first step in evaluation an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.
- 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.
- 4.1: Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

**Assessments:**

**Formative:**

- Ways of Knowing activity
- Understanding terms associated with research
- Graphic representations of processes
- Library/search skills and tools
- Create problem statements and research questions

• Teacher-student conferences  
**Summative:**

- PREP entries
- Preliminary problem statements
- Preliminary and finalized research questions
- Inquiry Proposal Form
- Annotated bibliography entries

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**Unit 2 (Weeks 5-8): Literature Review, Research, and Methods**

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**Learning Objectives and Essential Knowledge:**

EK: 1.1D3, 1.1E1, 1.1E2, 1.2A1, 1.2A2, 1.2A3, 1.3A1, 1.3A2, 1.3A3, 1.3A5, 1.3A6, 1.3A7, 2.1B1, 4.1B1, 4.1B2, 4.1B3, 4.3A1, 4.3A2, 4.3A3, 4.3A4, 4.3A5, 5.1E2, 5.1F1, 5.3A2, 5.3A3, 5.4A1, 5.4B1, 5.4B2  
LO: 1.1B, 1.1E, 1.1A, 1.2A, 1.3A, 1.3B, 1.3C, 2.1A, 2.1B, 2.2A, 2.2B, 2.3A, 2.3B, 3.1A, 3.2A, 4.1A, 4.2A, 4.2C, 4.3A, 4.4A, 5.1A, 5.1B, 5.1E, 5.1F, 5.3A, 5.4A, 5.4B

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**Enduring Understandings:**

- 1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
- 1.2: Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.

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1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.

2.1: Authors express their ideas, perspectives, and/or arguments through tier works. The first step in evaluation an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.

4.1: Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.

5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

5.4: Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and benefit from the scholarly community through thoughtful engagement with the opinions and critiques of others.

**Assessments:**

**Formative:**

- Research terminology review/application
- Evaluate credibility of sources (PAARC test)
- Create problem statements and research questions
- Speed-dating
- Rubric exploration with sample papers
- Presentation peer-reviews
- Refining search skills and creating an annotated bibliography

- Synthesize data to form a new perspective
- Teacher-student conferences

**Summative:**

- PREP entries
- CRAAP test analysis
- Annotated bibliography entries
- Elevator speech/poster presentation
- Inquiry Proposal Form

**Unit 3 (Weeks 9-13): Plagiarism, Literature Review, Methods of Research**

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**Learning Objectives and Essential Knowledge:**

EK: 1.1C2, 1.1E2, 1.4B1, 1.4B2, 1.4B3, 1.4B4, 1.4B5, 1.4B6, 1.4B7, 1.4B8, 1.4B9, 1.4D1, 1.4D3, 5.4A1, 5.4B1, 5.4B2

LO: 1.1C, 1.1E, 1.4B, 1.4D, 5.4A, 5.4B

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**Enduring Understandings:**

1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

1.4: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.

5.4: Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and benefit from the scholarly community through thoughtful engagement with the opinions and critiques of others.

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**Assessments:**

**Formative:**

- Plagiarism policies and instruction
- Rubric exploration with sample papers
- Presentation peer-reviews
- One-on-one interviews
- Speed-dating
- Refining search skills and creating an annotated bibliography

- Examine ethical research practices
- Teacher-student conferences

**Summative:**

- PREP entries
- Annotated bibliography
- Elevator speech/poster presentation

**Unit 4 (Weeks 14-20): Methods and Conducting Research**

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**Learning Objectives and Essential Knowledge:**

EK: 1.1D1, 1.4B1, 1.4B2, 1.4B3, 1.4B4, 1.4B5, 1.4B6, 1.4B7, 1.4B8, 1.4B9, 1.4C1, 1.4C2, 1.4C3, 1.4D1, 1.4D2, 1.4D3, 2.1B1, 2.1B2, 2.1C1, 2.1C2, 2.2A1, 2.2A2, 2.2A3, 2.2B1, 2.2B2, 2.2B3, 2.2B4, 2.2B5, 2.2B6, 2.2C2, 2.2D1, 3.1A1, 3.1A2, 3.1A3, 3.2A1, 3.2A2, 4.4A1, 4.5A1

LO: 1.1D, 1.4B, 1.4C, 1.4D, 2.1B, 2.1C, 2.2A, 2.2B, 2.2C, 2.2D, 3.1A, 3.2A, 4.4A, 4.5A

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**Enduring Understandings:**

1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

1.4: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.

2.1: Authors express their ideas, perspectives, and/or arguments through tier works. The first step in evaluation an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.

2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

3.1: Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.

3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own argument can be situated within a larger conversation.

4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.

4.5: Arguments, choices, and solutions present intended and unintended opportunities, consequences, and implications.

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**Assessments:**

**Formative:**

- One-on-one interviews
- Rubric exploration with sample papers
- Peer writing groups
- Presentation peer-reviews
- Speed-dating
- Rubric exploration/application with sample videos of oral presentations

- Teacher-student conferences

**Summative:**

- PREP entries, Presentations (Lit Review overview, Methods overview)
- Introduction with Literature Review

**Unit 5 (Weeks 21-25): Complete Research, Write up Findings, Conduct Peer-review**

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**Learning Objectives and Essential Knowledge:**

EK: 2.3A1, 2.3B1, 4.1A1, 4.1A2, 4.1A3, 4.1A4, 4.1A5, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.1A10, 4.1A11, 4.1A12, 4.2A1, 4.2A2, 4.2A3, 4.2B1, 5.1A1[R], 5.1A2, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.1C2, 5.13, 5.1D1, 5.1D2, 5.1E1, 5.1E2, 5.1E3, 5.1F1, 5.1F2

LO: 2.3A, 2.3B, 4.1A, 4.2A, 4.2B, 5.1A[R], 5.1B, 5.1C, 5.1D, 5.1E, 5.1F

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**Enduring Understandings:**

2.3: Arguments have implications and consequences.

4.1: Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.

5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

**Assessments:**

**Formative:**

- One-on-one interviews
- Presentation peer-reviews
- Peer writing groups
- Speed-dating
- Rubric exploration/application with sample videos of oral presentations
- Mock presentations
- Teacher-student conferences

**Summative:**

- PREP entries
- Presentations (Results overview, Discussion overview, Conclusion/Future Directions overview)
- Results, Products, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusions and Future Directions



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**Unit 6 (Weeks 26-32): AP Research Course Assessment: Academic Paper, Presentation and Oral Defense**

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**Learning Objectives and Essential Knowledge:**

EK: 2.3A1, 2.3B1, 4.1A1, 4.1A2, 4.1A3, 4.1A4, 4.1A5, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.1A10, 4.1A11, 4.1A12, 4.2A1, 4.2A2, 4.2A3, 4.2B1, 5.1A1[R], 5.1A2, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.1C2, 5.1C3, 5.1D1, 5.1D2, 5.1E1, 5.1E2, 5.1E3, 5.1F1, 5.1F2

LO: 2.3A, 2.3B, 4.1A, 4.2A, 4.2B, 5.1A[R], 5.1B, 5.1C, 5.1D, 5.1E, 5.1F

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**Enduring Understandings:**

2.3: Arguments have implications and consequences.

4.1: Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.

5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

**Assessments:**

**Formative:**

- One-on-one interviews
- Presentation peer-reviews
- Peer writing groups
- Speed-dating
- Rubric exploration/application with sample videos of oral presentations

- Mock presentations
- Teacher-student conferences

**Summative:**

- PREP entries
- Academic Paper (AP)
- Presentation and Oral Defense (POD)

**Unit 7 (Weeks 33-End of Year): Beyond AP Research**

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**Learning Objectives and Essential Knowledge:** (All previous skills, with particular focus on):

EK: 5.3A1, 5.3A2, 5.3A3, 5.3A4, 5.3C1, 5.3C2

LO: 5.3A, 5.3C

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**Enduring Understandings:**

5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

**Assessments:**

**Formative:**

- One-on-one interviews
- Mentor AP Seminar students
- Adjusted AP Research class activity
- Teacher-student conferences

**Summative:**

- PREP entries (Portfolio due date TBA, end of May)
- Research posters
- Student proposal for improvements for next year's AP Research class

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I have read and understood the details of this syllabus, including requirements and the plagiarism policy.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Phone

\_\_\_\_\_  
Student Email Address

\_\_\_\_\_  
Parent/Guardian Name (print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Phone

\_\_\_\_\_  
Parent/Guardian Email Address

\_\_\_\_\_  
Parent/Guardian Relationship to Student

\_\_\_\_\_  
Other Number(s)-please specify

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**Appendix A: Process and Reflection Portfolio (PREP)**

A digital portfolio used to document students' development as they investigate their research questions, thereby providing evidence that students have demonstrated a sustained effort during the entire inquiry process.

This portfolio will include:

1. Table of Contents
2. Completed and approved Inquiry Proposal Form
3. IRB Completion Certificate
4. Reflection responses to questions which address all 5 big ideas in the QUEST curriculum framework
5. Annotated Bibliography
6. Photographs, charts, spreadsheets, and/or links to videos or other visual research or project artifacts
7. Draft versions of selected sections of the AP Research paper
  - a. Introduction
  - b. Method, Process, Approach
  - c. Results, Product, or Findings
  - d. Discussion, Analysis, and/or Evaluation
  - e. Conclusion and Future Directions
8. Reflection responses to feedback from AP Research Teacher, peers, and/or expert
9. Notes in preparation for Presentation and Oral Defense
10. Attestation signed by the student which states, "I hereby affirm that the work contained in this Process and Reflection Portfolio is my own and that I have read and understand the AP Capstone policy on Plagiarism."