

Module 8 Formal Assessment, Part 1: Individual Research Report (IRR)

For Teachers

Once students have sufficiently collected relevant and credible sources, they will begin to compile their literature reviews—the first formal submission to the College Board Digital Portfolio, which is 50% of the score for Task 1 (and 10% of the score overall). You may create draft checkpoints throughout this task and have students do formal peer reviewing before the final submission of their papers. It is also an excellent time to provide students with the AP Classroom videos created to supplement instruction. Students can also benefit from broader review sessions to remind them of the skills necessary to do well in this part of the task. However, you cannot give direct feedback; students can refer to Module 5 for relevant materials and internalize and apply feedback provided on the practice work of that module.

Students may continue to revise their Task 1 papers after these initial internal class due dates, as they have until the April/May deadlines set by the College Board to submit formally. Therefore, it is optional for students to have a complete and fully revised draft of their IRR before contributing to the Team Presentation and Defense. They may continue to revise their paper once the class has moved on to Task 2. However, a sufficient draft with sound sources and a nuanced synthesis of perspectives drastically helps the team product of the presentation, which is finalized and scored during these internal class deadlines as set by the teacher. It would be wise for students' drafts to be as complete as possible, only needing polishing and not substantial revision, additional research, etc.

Introduction

Individual Research Report (IRR, 50% of Task 1 score)

Per the College Board Course and Exam Description Requirements for the Individual Research Report:

“Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the team in a well-written individual report that:

- identifies the area of investigation and its relationship to the overall problem or issue;
- summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
- identifies, compares, and interprets a range of perspectives about the problem or issue; and

- cites all sources used and includes a list of works cited or bibliography.

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper, including a bibliography or works cited (see the AP Capstone Policy and Plagiarism and Falsification or Fabrication of information).”