

CollegeBoard

AP

New supports.
Greater flexibility.
More training.

AP[®] 2020-21



August 2020

2021 AP Exams

- The 2021 **exams will match the traditional, published exam descriptions**—colleges expect the AP Exam to cover the full spectrum of the corresponding AP course.
- We'll support in-school testing in 2021 because **administering exams in schools maximizes access and opportunity**.
- Any school that needs to socially distance in May 2021 can **divide testing across two test dates**, reducing the number of students convening for any one exam.
- If schools close in May 2021 because of safety concerns, we'll share a **contingency testing** option—that contains full course content—in early 2021.

What's Included for 2020-21

Key Features



- 1 Resources Built for Any Learning Environment
- 2 Anytime, Anywhere Instruction
- 3 Continuous Practice and Feedback
- 4 Targeted Exam Preparation
- 5 Year-Round Teacher Support
- 6 No-Risk Registration
- 7 FAQs



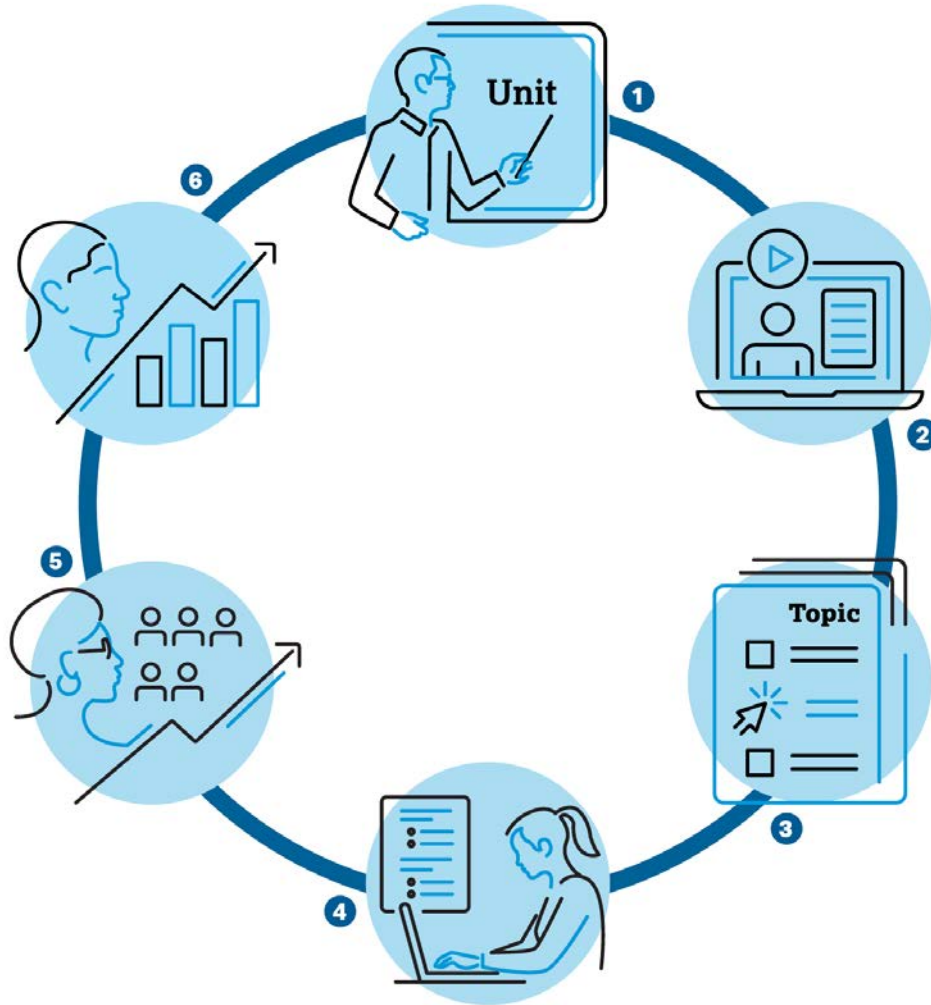
Resources Built for Any
Learning Environment

Resources for In-Person, Hybrid/Blended, and Online Learning

	In Person	Hybrid/Blended	Online
PLAN Course/Unit Planning Materials	✓	✓	✓
TEACH Daily Learning Videos	✓	✓	✓
PRACTICE Student Practice Assignments	✓	✓	✓
ASSESS Formative Unit Assessments	✓	✓	✓
GET FEEDBACK Class Progress Reports	✓	✓	✓
GIVE FEEDBACK Student Progress Reports	✓	✓	✓
PREPARE AP Exam Prep	✓	✓	✓
DEVELOP Teacher PD Opportunities	*	*	✓

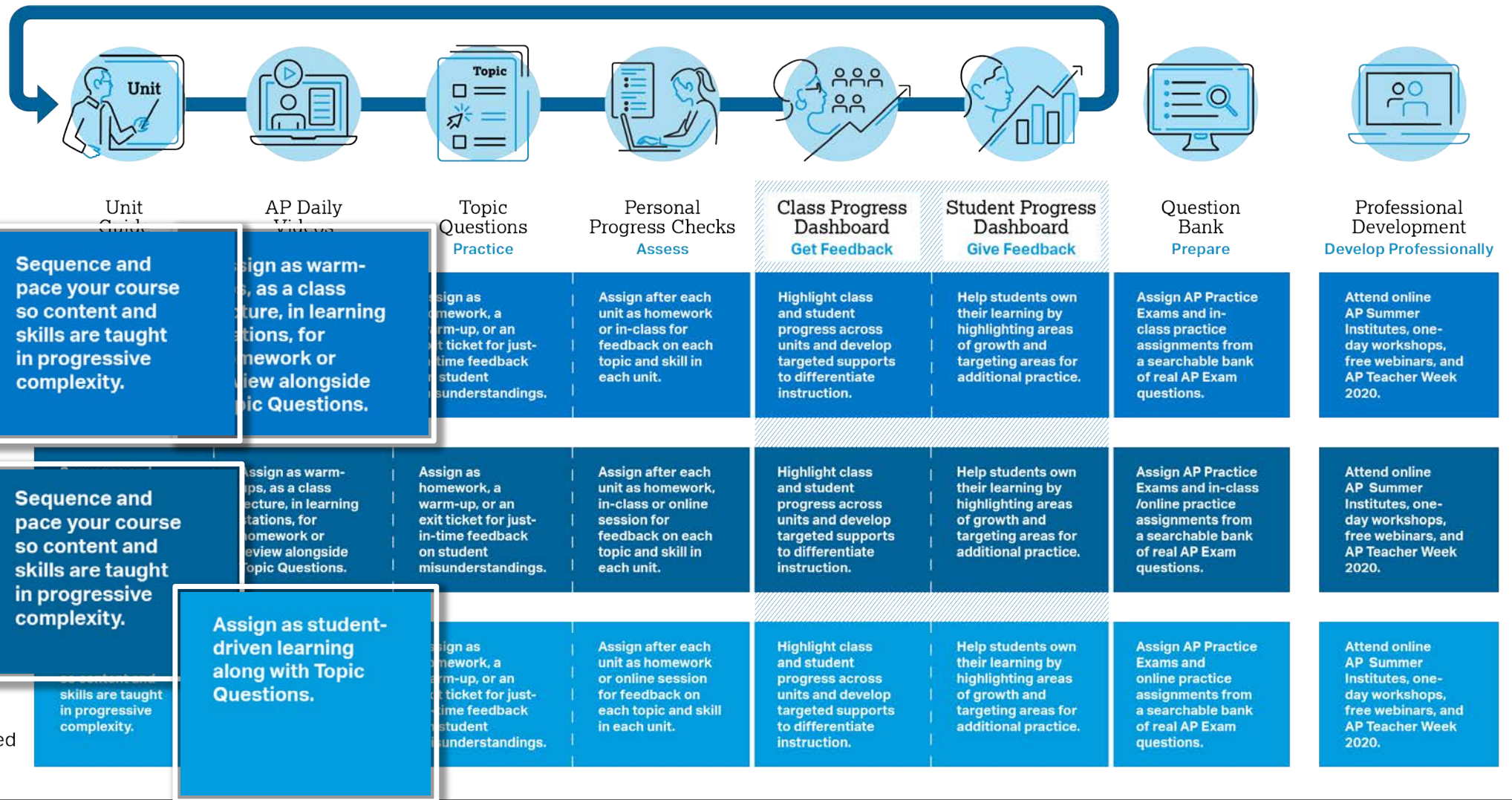
* In-person professional development may resume for summer 2021.

AP Resources: Supporting Teaching and Learning




- 1. Plan**
Unit Guides
- 2. Teach**
AP Daily Videos
- 3. Practice**
Topic Questions
- 4. Assess**
Personal Progress Checks
- 5. Get Feedback**
Class Progress Dashboard
- 6. Give Feedback**
Student Progress Dashboard

AP Resources: Built for Any Learning Environment




AP Resources: Flexible for use across environments



In-Person Learning


HERE'S HOW AP TEACHERS CAN USE THE RESOURCES



<p>Plan <i>Key Resource:</i> Unit Guides</p>	<ul style="list-style-type: none"> • Full Use: Use the Unit Guides to sequence and pace the course so that all content and skills are taught in progressive complexity and covered with enough repetition of practice. • Modified Use: Use the Unit Guides as a checklist to ensure your syllabus covers the required content and skills.
<p>Teach <i>Key Resource:</i> AP[®] Daily Videos</p>	<ul style="list-style-type: none"> • Assign videos as warm-ups, as a class lecture, in learning stations, for homework, or for review along with Topic Questions.
<p>Practice <i>Key Resource:</i> Topic Questions</p>	<ul style="list-style-type: none"> • Assign Topic Questions before, during, or after each lesson as homework, a warm-up, or an exit ticket. • Just-in-Time Feedback: Use Topic Questions class results to identify common student misunderstandings and students who need additional help. • Just-in-Time Feedback: Students use Topic Questions rationales to understand correct and incorrect answers.
<p>Assess <i>Key Resource:</i> Personal Progress Checks</p>	<ul style="list-style-type: none"> • Assign the Personal Progress Check after each unit as homework or an in-class assessment. • Just-in-Time Feedback: Use Personal Progress Check class results to see which topics and skills are areas of strength and common areas for additional practice. • Just-in-Time Feedback: Students use their Personal Progress Check feedback on each topic and skill.
<p>Get Feedback <i>Key Resource:</i> Class Progress Dashboard</p>	<ul style="list-style-type: none"> • Use the Class Progress Dashboard course summary to see student learning over time and to differentiate instruction and develop targeted supports on a classwide, small group, or individual student level. • Use student results to target support.
<p>Give Feedback <i>Key Resource:</i> Student Progress Dashboard</p>	<ul style="list-style-type: none"> • Students use the Student Progress Dashboard to take ownership of their learning by focusing on areas for growth and areas where they may need additional practice. • Use class time to discuss student responses and common challenges.
<p>Prepare <i>Key Resource:</i> Question Bank</p>	<ul style="list-style-type: none"> • Assign AP practice exams in class as the exam approaches so students can practice demonstrating their knowledge and skills. • Use the Question Bank to search for or filter real AP Exam questions that can be used for in-class assessments.
<p>Develop <i>Teacher PD Opportunities</i></p>	<ul style="list-style-type: none"> <li style="width: 50%;">• Watch the "How To" videos in AP Classroom. <li style="width: 50%;">• Tune in to free webinars. <li style="width: 50%;">• Attend online AP Summer Institutes. <li style="width: 50%;">• Watch AP Teacher Week 2020. <li style="width: 50%;">• Sign up for one-day online workshops.


Learn more at collegeboard.org/ap

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Hybrid/Blended Learning


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<p>Plan <i>Key Resource:</i> Unit Guides</p>	<ul style="list-style-type: none"> • Full Use: Use the Unit Guides to sequence and pace the course so that all content and skills are taught in progressive complexity and covered with enough repetition of practice. • Modified Use: Use the Unit Guides as a checklist to ensure your syllabus covers the required content and skills.
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<p>Give Feedback <i>Key Resource:</i> Student Progress Dashboard</p>	<ul style="list-style-type: none"> • Students use the Student Progress Dashboard to take ownership of their learning by focusing on areas for growth and areas where they may need additional practice. • Use class or online session to discuss student responses and common challenges.
<p>Prepare <i>Key Resource:</i> Question Bank</p>	<ul style="list-style-type: none"> • Assign AP practice exams in class as the exam approaches so students can practice demonstrating their knowledge and skills. • Use the Question Bank to search for or filter real AP Exam questions that can be used for in-class or online assessments.
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Online Learning

HERE'S HOW AP TEACHERS CAN USE THE RESOURCES



<p>Plan <i>Key Resource:</i> Unit Guides</p>	<ul style="list-style-type: none"> • Full Use: Use the Unit Guides to sequence and pace the course so that all content and skills are taught in progressive complexity and covered with enough repetition of practice. • Modified Use: Use the Unit Guides as a checklist to ensure your syllabus covers the required content and skills.
<p>Teach <i>Key Resource:</i> AP[®] Daily Videos</p>	<ul style="list-style-type: none"> • Assign videos 1-3 as student-driven learning along with Topic Questions. • Assign videos as review for Personal Progress Checks.
<p>Practice <i>Key Resource:</i> Topic Questions</p>	<ul style="list-style-type: none"> • Assign Topic Questions before, during, or after each lesson as homework, a warm-up, or an exit ticket. • Just-in-Time Feedback: Use Topic Questions class results to identify common student misunderstandings and students who need additional help. • Just-in-Time Feedback: Students use Topic Questions rationales to understand correct and incorrect answers.
<p>Assess <i>Key Resource:</i> Personal Progress Checks</p>	<ul style="list-style-type: none"> • Assign the Personal Progress Check after each unit as homework. • Just-in-Time Feedback: Use Personal Progress Check class results to see which topics and skills are areas of strength and common areas for additional practice. • Just-in-Time Feedback: Students use their Personal Progress Check feedback on each topic and skill.
<p>Get Feedback <i>Key Resource:</i> Class Progress Dashboard</p>	<ul style="list-style-type: none"> • Use the Class Progress Dashboard course summary to see student learning over time and to differentiate instruction and develop targeted supports on a classwide, small group, or individual student level. • Use student reports to target online support.
<p>Give Feedback <i>Key Resource:</i> Student Progress Dashboard</p>	<ul style="list-style-type: none"> • Students use the Student Progress Dashboard to take ownership of their learning by focusing on areas for growth and areas where they may need additional practice. • Use online session to discuss student responses and common challenges.
<p>Prepare <i>Key Resource:</i> Question Bank</p>	<ul style="list-style-type: none"> • Assign AP practice exams online as the exam approaches so students can practice demonstrating their knowledge and skills. • Use the Question Bank to search for or filter real AP Exam questions that can be used for online assessments.
<p>Develop <i>Teacher PD Opportunities</i></p>	<ul style="list-style-type: none"> <li style="width: 50%;">• Watch the "How To" videos in AP Classroom. <li style="width: 50%;">• Tune in to free webinars. <li style="width: 50%;">• Attend online AP Summer Institutes. <li style="width: 50%;">• Watch AP Teacher Week 2020. <li style="width: 50%;">• Sign up for one-day online workshops.

USING THIRD-PARTY VIRTUAL LEARNING PROVIDERS

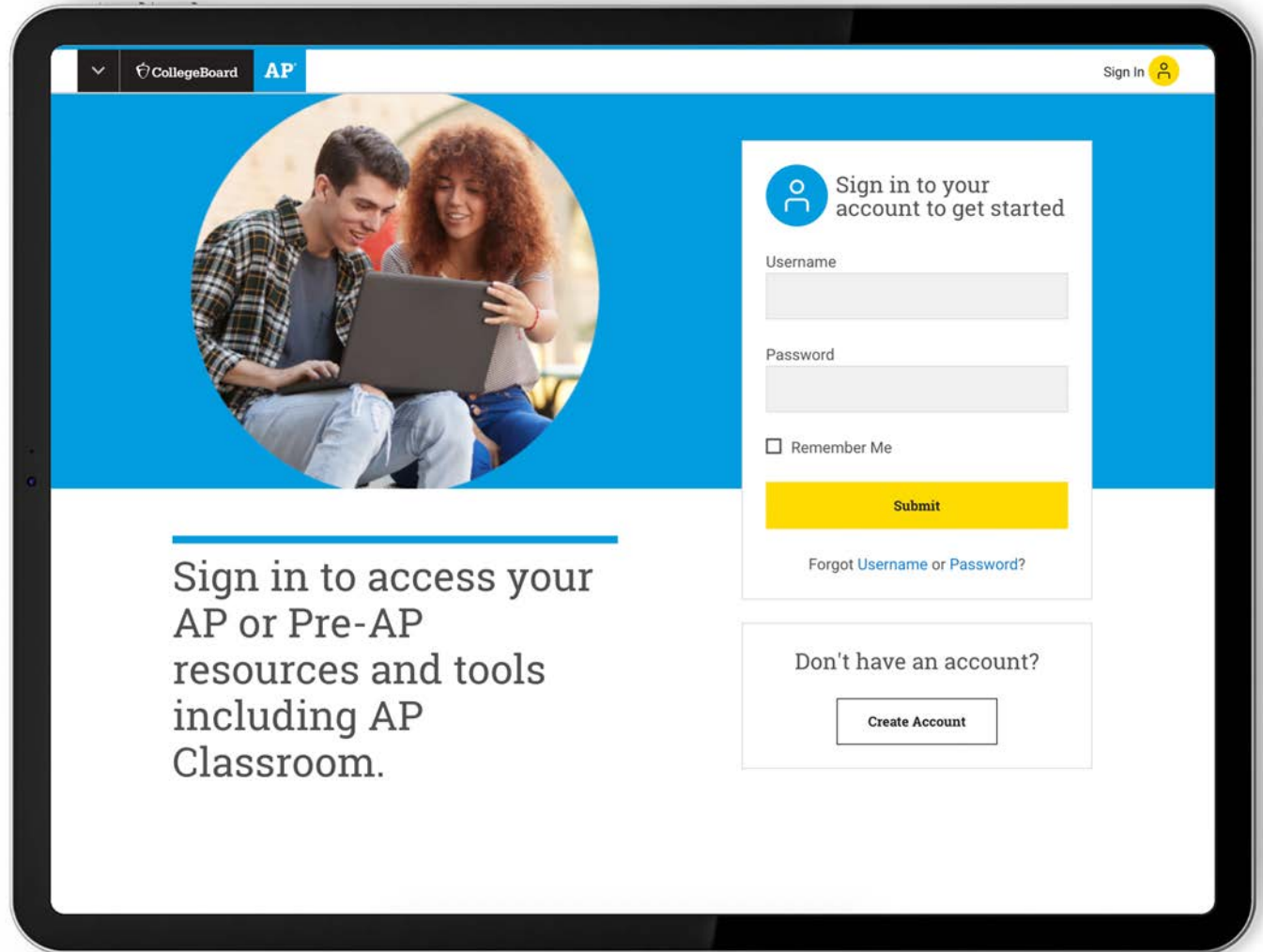
If you need to partner with a third-party virtual learning provider to deliver AP this year, we recommend that you look at their historic completion rates and choose a provider that gives your students the best opportunity to succeed in a virtual learning environment. For a list of providers that have completed the AP Course Audit, please call 877-APHELP-0 (274-3570); international users call +1-212-632-1781.

Learn more at collegeboard.org/ap

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Sign in to access AP Resources

myap.collegeboard.org





Anytime, Anywhere
Instruction

Course and Exam Description binders with Unit Guides provide flexible instruction and pacing to reach all students.

How to Use

- The **units** organize content with sequence and pacing teachers adopt or modify.
- The **sequence** enables skill practice in progressive complexity from unit to unit.
- The **pacing** is ~140 classes (45 mins each), accounting for non-instruction days.
- **Instructional strategies** model how to effectively build knowledge and skills relevant to each unit topic.

The image displays three sample pages from the AP Human Geography Course and Exam Description binder, illustrating the structure and content of the unit guides.

Page 1: UNIT AT A GLANCE
 This page provides a comprehensive overview of Unit 2, "Population and Migration Patterns and Processes." It includes a table with columns for Topic, Suggested Skill, and Class Period. The topics listed are: 2.1 Population Distribution, 2.2 Consequences of Population Distribution, 2.3 Population Composition, 2.4 Population Dynamics, 2.5 The Demographic Transition Model, 2.6 Malthusian Theory, 2.7 Population Policies, 2.8 Women and Demographic Change, 2.9 Aging Populations, 2.10 Causes of Migration, 2.11 Forced and Voluntary Migration, and 2.12 Effects of Migration. A note at the bottom indicates that students should go to the AP Classroom to assign the Personal Progress Check for Unit 2.

Page 2: SAMPLE INSTRUCTIONAL ACTIVITIES
 This page offers sample activities for Unit 2, organized into a table with columns for Activity, Topic, and Sample Activity. The activities include: 1. Create Representations (Topic 2.3), 2. Making Connections (Topic 2.5), and 3. Jigsaw (Topic 2.12). Each activity description provides a brief overview of the task and its educational purpose.

Page 3: TOPIC 2.1 Population Distribution
 This page details the content for Topic 2.1. It includes sections for "Required Course Content," "Enduring Understanding" (with a description of understanding where and how people live), "Learning Objective" (PSO-2.A: Identify the factors that influence the distribution of human populations at different scales), and "Essential Knowledge" (PSO-2.A.1: Physical factors influence the distribution of population; PSO-2.A.2: Factors that illustrate patterns of population distribution vary according to the scale of analysis; PSO-2.B: The three methods for calculating population density are arithmetic, physiological, and agricultural; PSO-2.C: The method used to calculate population density reveals different information about the pressure the population exerts on the land).

Course at a Glance

Plan

The course at a glance provides a useful visual organization of the AP Biology curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year
- Progression of topics within each unit
- Spiraling of the big ideas and science practices across units

Teach

SCIENCE PRACTICES

Science practices are spiraled throughout the course:

- | | |
|--------------------------|---------------------------------------|
| 1 Concept Explanation | 4 Representing and Describing Data |
| 2 Visual Representations | 5 Statistical Tests and Data Analysis |
| 3 Questions and Methods | 6 Argumentation |

BIG IDEAS

The big ideas spiral across topics and units:

- | | |
|--------------------------------------|--------------------------|
| EVO Evolution | ENE Energetics |
| IST Information Storage and Transfer | SYI Systems Interactions |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT 1	Chemistry of Life	UNIT 2	Cell Structure and Function	UNIT 3	Cellular Energetics	UNIT 4	Cell Communication and Cell Cycle	UNIT 5	Heredity	UNIT 6	Gene Expression and Regulation	UNIT 7	Natural Selection	UNIT 8	Ecology								
~5-7	Class Periods	8-11%	AP Exam Weighting	~11-13	Class Periods	10-13%	AP Exam Weighting	~9-11	Class Periods	10-15%	AP Exam Weighting	~9-11	Class Periods	12-16%	AP Exam Weighting	~18-21	Class Periods	13-20%	AP Exam Weighting	~18-21	Class Periods	10-15%	AP Exam Weighting
SYI 2	1.1 Structure of Water and Hydrogen Bonding	SYI 1	2.1 Cell Structure: Subcellular Components	ENE 1	3.1 Enzyme Structure	IST 1	4.1 Cell Communication	IST 1	5.1 Meiosis	IST 1	6.1 DNA and RNA Structure	EVO 2	7.1 Introduction to Natural Selection	ENE 3	8.1 Responses to the Environment								
ENE 2	1.2 Elements of Life	SYI 6	2.2 Cell Structure and Function	ENE 3	3.2 Enzyme Catalysis	IST 1	4.2 Introduction to Signal Transduction	IST 3	5.2 Meiosis and Genetic Diversity	IST 2	6.2 Replication	EVO 1	7.2 Natural Selection	ENE 6	8.2 Energy Flow Through Ecosystems								
SYI 2	1.3 Introduction to Biological Macromolecules	ENE 5	2.3 Cell Size	ENE 6	3.3 Environmental Impacts on Enzyme Function	IST 6	4.3 Signal Transduction	EVO 6	5.3 Mendelian Genetics	IST 2	6.3 Transcription and RNA Processing	EVO 4	7.3 Artificial Selection	SYI 4	8.3 Population Ecology								
SYI 1	1.4 Properties of Biological Macromolecules	ENE 2	2.4 Plasma Membranes	ENE 6	3.4 Cellular Energy	IST 6	4.4 Changes in Signal Transduction Pathways	IST 6	5.4 Non-Mendelian Genetics	IST 6	6.4 Translation	EVO 3	7.4 Population Genetics	ENE 5	8.4 Effect of Density of Populations								
SYI 6	1.5 Structure and Function of Biological Macromolecules	ENE 3	2.5 Membrane Permeability	ENE 6	3.5 Photosynthesis	ENE 6	4.5 Feedback	SYI 1	5.5 Environmental Effects on Phenotype	IST 2	6.5 Regulation of Gene Expression	EVO 5	7.5 Hardy-Weinberg Equilibrium	ENE 6	8.5 Community Ecology								
IST 2	1.6 Nucleic Acids	ENE 3	2.6 Membrane Transport	ENE 4	3.6 Cellular Respiration	IST 4	4.6 Cell Cycle	IST 6	5.6 Chromosomal Inheritance	IST 6	6.6 Gene Expression and Cell Specialization	EVO 4	7.6 Evidence of Evolution	SYI 6	8.6 Biodiversity								
		ENE 6	2.7 Facilitated Diffusion	SYI 4	3.7 Fitness	IST 6	4.7 Regulation of Cell Cycle			IST 2	6.7 Mutations	EVO 3	7.7 Common Ancestry	EVO 6	8.7 Disruptions to Ecosystems								
		ENE 4	2.8 Tonicity and Osmoregulation							IST 6	6.8 Biotechnology	EVO 3	7.8 Continuing Evolution										
		ENE 1	2.9 Mechanisms of Transport									EVO 2	7.9 Phylogeny										
		ENE 6	2.10 Cell Compartmentalization									EVO 6	7.10 Speciation										
		EVO 6	2.11 Origins of Cell Compartmentalization									EVO 3	7.11 Extinction										
												SYI 6	7.12 Variations in Populations										
												SYI 3	7.13 Origin of Life on Earth										

Structured support to build skills each day, and by exam day

Personal Progress Check 1
 Multiple-Choice: ~20 questions
 Free-Response: 2 questions
 • Conceptual Analysis (partial)
 • Analyze Model or Visual Representation (partial)

Personal Progress Check 2
 Multiple-Choice: ~30 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results (partial)
 • Analyze Model or Visual Representation (partial)

Personal Progress Check 3
 Multiple-Choice: ~20 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results with Graphing (partial)
 • Scientific Investigation (partial)

Personal Progress Check 4
 Multiple-Choice: ~25 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results (partial)
 • Analyze Data

Personal Progress Check 5
 Multiple-Choice: ~25 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results with Graphing
 • Conceptual Analysis

Personal Progress Check 6
 Multiple-Choice: ~25 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results
 • Analyze Model or Visual Representation

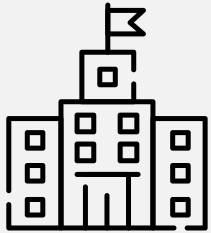
Personal Progress Check 7
 Multiple-Choice: ~40 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results with Graphing
 • Analyze Data

Personal Progress Check 8
 Multiple-Choice: ~20 questions
 Free-Response: 2 questions
 • Interpreting and Evaluating Experimental Results with Graphing
 • Scientific Investigation

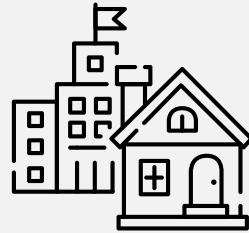
NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

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Unit Guides



In Person



Hybrid/Blended



Online

- **Full Use:** Use the Unit Guides to sequence and pace the course so that all content and skills are taught in progressive complexity and covered with enough repetition of practice.
- **Modified Use:** Use the Unit Guides as a checklist to ensure your syllabus covers the required content and skills.

AP Daily Videos

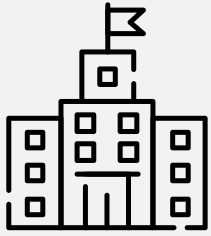
How to Use

- Daily support for AP teachers and students on each topic and practice applying relevant skills in every unit.
- Short segments enable in-person, online, and hybrid/blended learning.

Starting on September 1, AP Daily videos will be available in AP Classroom. We'll launch Unit 1 videos first and continue to release on a rolling basis.

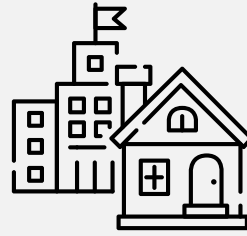
The screenshot displays the AP Classroom interface for Unit 1. At the top, there are tabs for Course, Unit 1 (selected), Unit 2, Unit 3, Unit 4, Unit 1, Unit 6, and Unit 7. Below the tabs, there are links for Instructional Periods (~15), Unit Guide, and Question Bank. The main content area is divided into Unit Skill Categories and Skills. Under Unit Skill Categories, there are three items: 1 Rhetorical Situation - Reading (Skill 1.A), 3 Claims and Evidence - Reading (Skill 3.A), and 4 Claims and Evidence - Writing (Skill 4.A). Each item has a 'Daily Videos' button and a 'Topic Questions' button. At the bottom, there is a 'Personal Progress Check' section with 'MCQ' and 'FRQ' buttons. The 'Daily Videos' button for the first item is highlighted with an orange border.

AP Daily Videos



In Person

- Assign videos:
 - as warm-ups,
 - as a class lecture,
 - in learning stations,
 - for homework, or
 - for review.



Hybrid/Blended

- Assign videos as warm-ups, as a class lecture, in learning stations, for homework, or for review.
- Assign videos as student-driven learning along with Topic Questions.



Online

- Assign videos as student-driven learning along with Topic Questions.
- Assign videos as review for Personal Progress Checks.



Continuous Practice and Feedback

Topic Questions: Insight into student misunderstandings

How to Use

Teachers have thousands of formative questions they can:

- Combine on their own custom quizzes
- Assign students online or on paper
- Use to check understanding as they teach

Keep in Mind

- Topic questions are scaffolded AP questions that get progressively harder and more like AP exam questions as the exams approach.

Units

Course Unit 1 Unit 2 Unit 3 Unit 4 Unit 1 Unit 6 Unit 7

Instructional Periods ~15 Unit Guide Question Bank

Unit Skill Categories Skills

1 Rhetorical Situation - Reading 1.A

3 Claims and Evidence - Reading 3.A

4 Claims and Evidence - Writing 4.A

Personal Progress Check

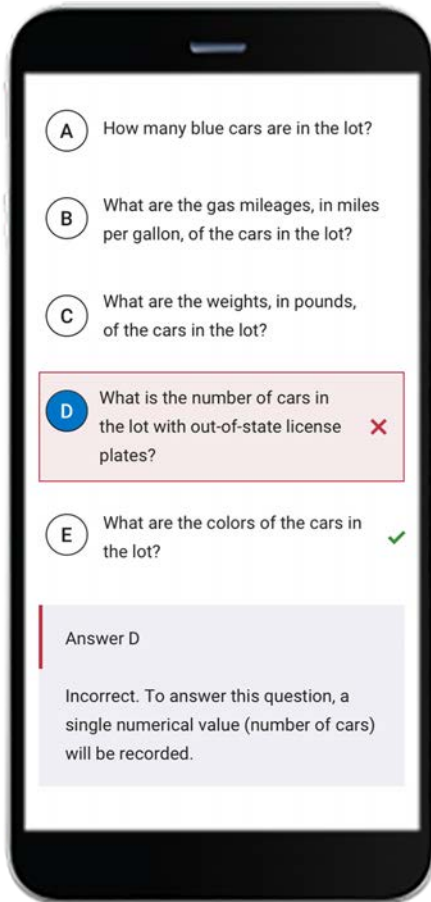
Daily Videos Topic Questions

Daily Videos Topic Questions

Daily Videos Topic Questions

MCQ FRQ

Topic Feedback: Common misunderstandings explained



AP Statistics

Home Progress Checks Progress Dashboard Question Bank

Question Bank

Questions Assessments Results

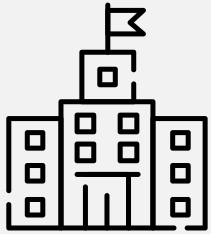
Topic 1.2 Variables Quiz Start Date: 7/27/2020 Due Date: --

Questions Students

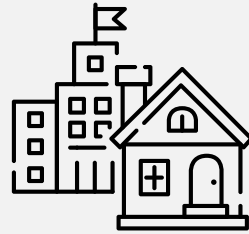
Period 1

Name	Points Earned (of 3)	Submitted	Roller coasters	School parking lot	US pennies
Jeffrey Dorschner	3	07/27 12:31 PM	B	E	B
Pauline Hutchinson	3	07/27 12:31 PM	B	E	B
Minnie Padilla	3	07/27 12:31 PM	B	E	B
Rosemarie Ulberg	3	07/27 12:31 PM	B	E	B
Rebecca Adams	2	07/27 12:31 PM	B	E	E
Alicia Cate	2	07/27 12:31 PM	B	E	C
David Haley	2	07/27 12:31 PM	B	E	A
Joseph Hawkins	2	07/27 12:31 PM	C	E	B
Sharon Johns	2	07/27 12:31 PM	B	E	A
David Tussey	2	07/27 12:31 PM	C	E	B
Josefina Bass	1	07/27 12:31 PM	B	B	C
Erin Jimenez	1	07/27 12:31 PM	B	B	E
Paul Mcrae	1	07/27 12:31 PM	B	B	D
Dean Moyer	1	07/27 12:31 PM	A	E	D
Wesley Pasquale	1	07/27 12:31 PM	C	B	B
Mary Rushton	1	07/27 12:31 PM	A	D	B

Topic Questions for Just-in-Time Feedback



In Person



Hybrid/Blended



Online

- Assign Topic Questions before, during, or after each lesson as homework, a warm-up, or an exit ticket.
- Teachers use class results to identify common misunderstandings and students who need additional help.
- Students use personal results including rationales to understand every correct and incorrect answer.

Progress Checks: Gauge progress unit by unit

How to Use

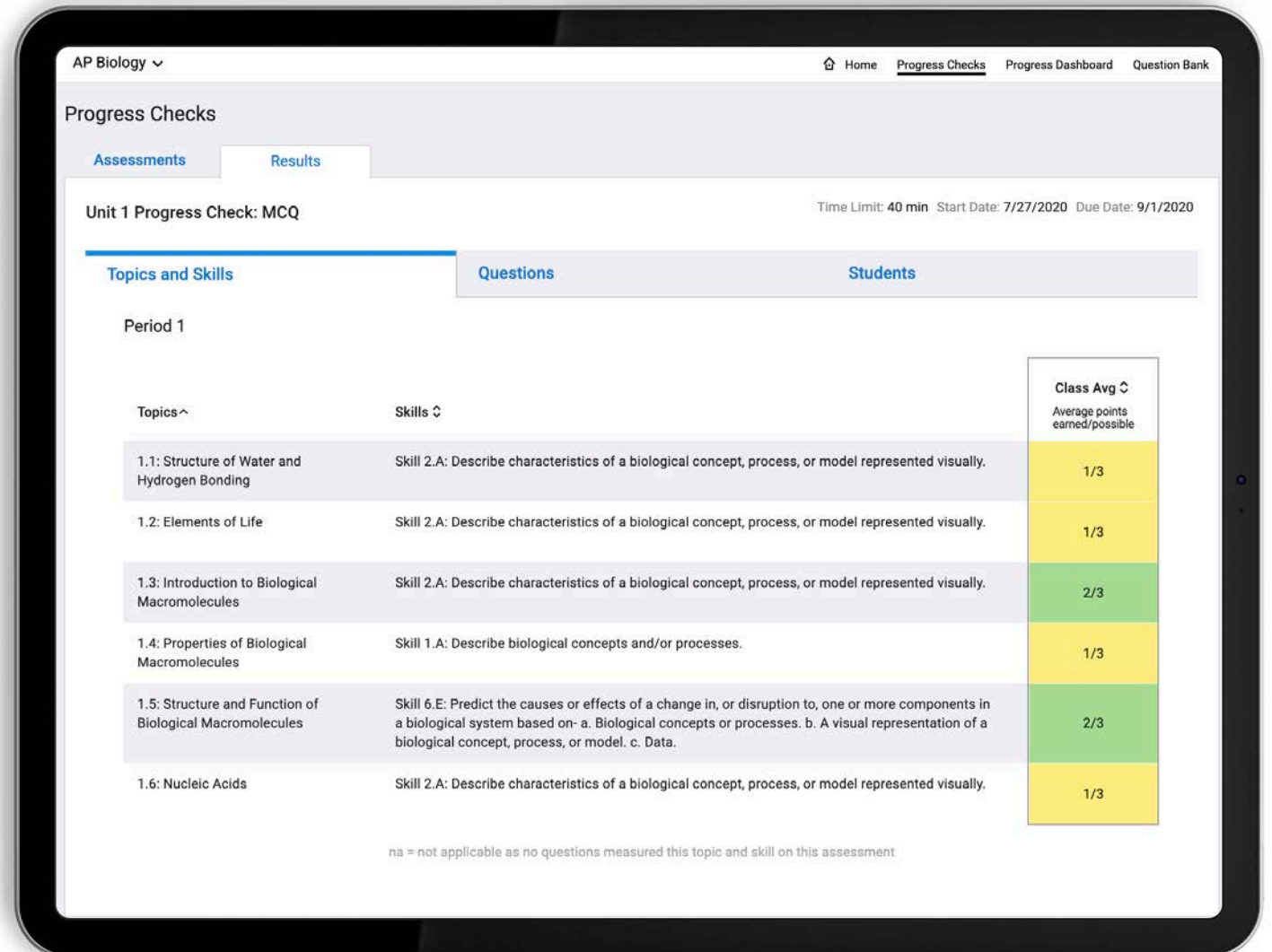
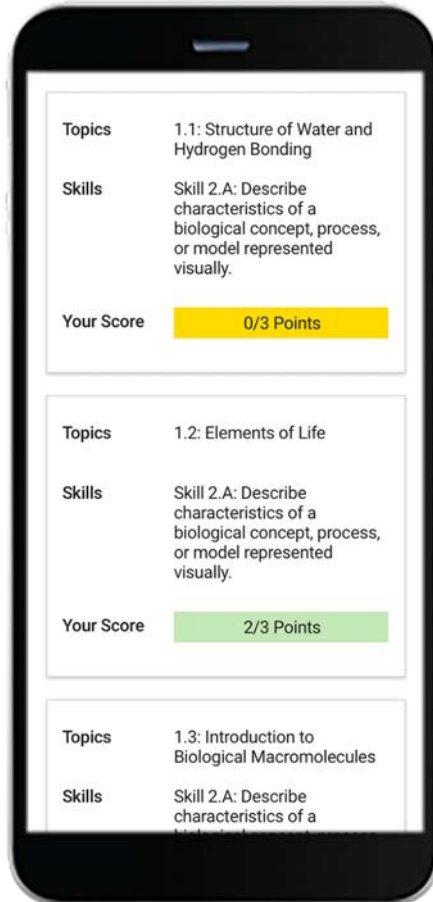
- Teachers assign after students have learned each unit's topics and skills to:
 - gauge progress and improvement
 - highlight areas of strength, and
 - pinpoint areas for additional practice.

Keep in Mind

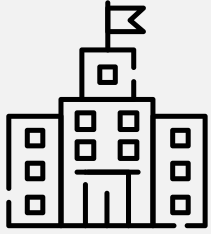
- Personal Progress Checks are formative assessments of college-level knowledge and skills. ***They shouldn't be used to assign letter grades nor to monitor teacher effectiveness.***

The screenshot displays the 'Units' interface for Unit 1. At the top, there are tabs for 'Course', 'Unit 1', 'Unit 2', 'Unit 3', 'Unit 4', 'Unit 1', 'Unit 6', and 'Unit 7'. Below the tabs, there are links for 'Instructional Periods ~15', 'Unit Guide', and 'Question Bank'. The main content is organized into two columns: 'Unit Skill Categories' and 'Skills'. Under 'Unit Skill Categories', there are three items: '1 Rhetorical Situation - Reading', '3 Claims and Evidence - Reading', and '4 Claims and Evidence - Writing'. Each item has a corresponding skill code (1.A, 3.A, 4.A) and a 'Daily Videos' icon. Under 'Skills', there are three items: '1.A', '3.A', and '4.A', each with a 'Daily Videos' icon and a 'Topic Questions' icon. At the bottom, there is a 'Personal Progress Check' section with a checkmark icon and two assessment types: 'MCQ' and 'FRQ'.

Progress Check Feedback: Signals for every topic, skill

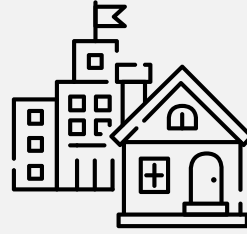


Personal Progress Checks for Just-In-Time Feedback



In Person

- Assign after each unit as homework or an in-class assessment.



Hybrid/Blended

- Assign after each unit as homework, an in-class, or online assessment.



Online

- Assign after each unit as homework or an online assessment.

- Teachers use class results to view which topics and skills are areas of strength or need additional practice.
- Students use personal results to view personalized feedback on each topic and skill.

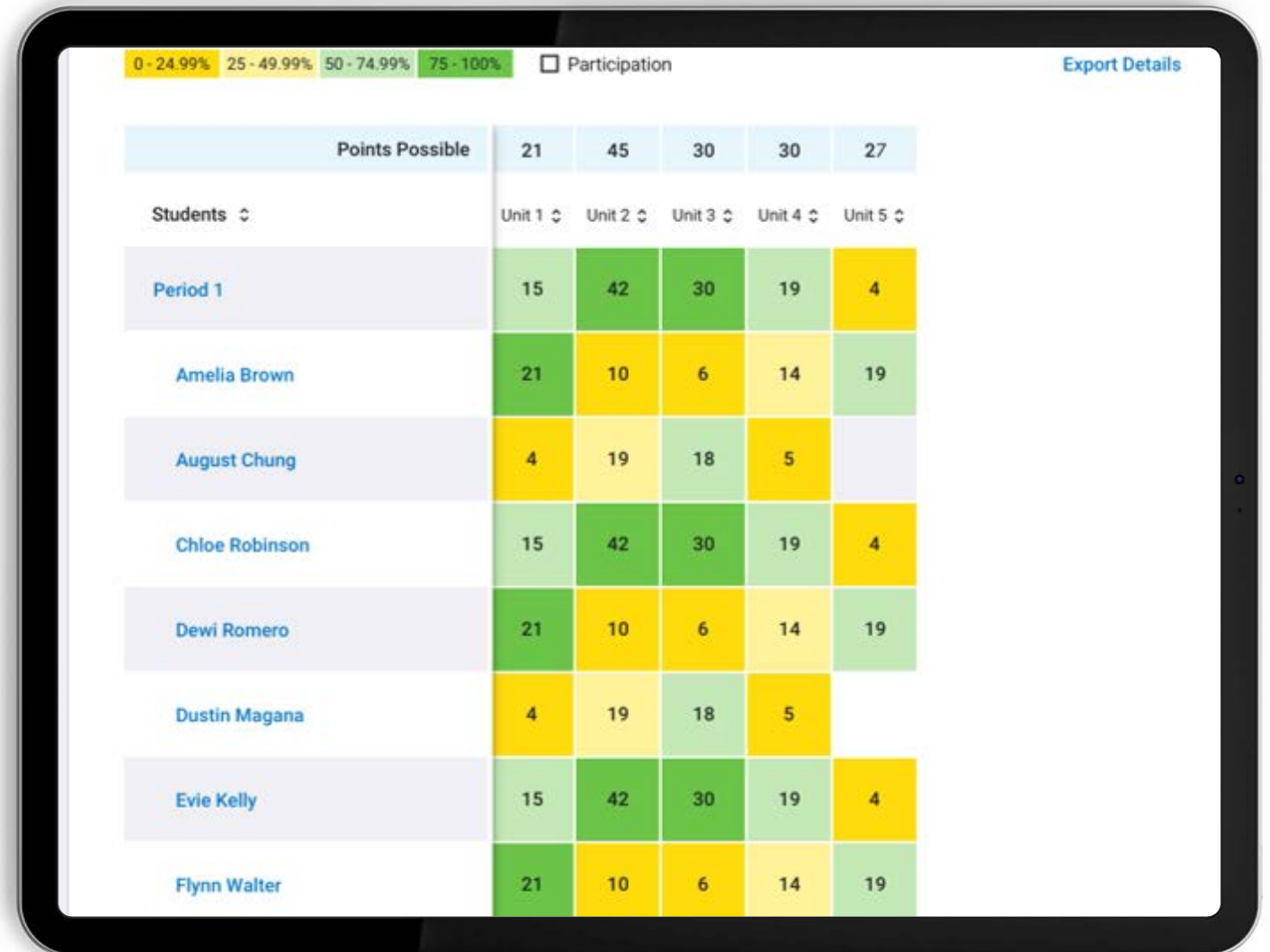
Class Progress Dashboard: Prioritize additional practice

How to Use

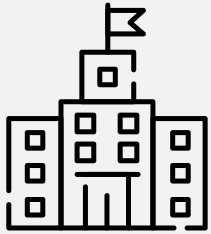
- Educators chart school, class, and student progress from unit to unit.
- Highlight strengths to expand upon and target practice as the exam approaches.

Keep in Mind

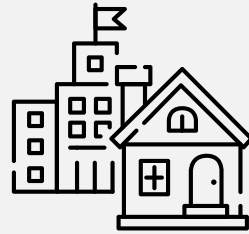
- The Progress Dashboard summarizes Personal Progress Check results.
- Use this feedback to help students stay motivated and continuously improve—***not as a grading tool.***



Class Progress Dashboard



In Person



Hybrid/Blended



Online

- Teachers use the course summary to see student learning over time, to differentiate instruction, and develop targeted supports for the class or by small groups.
- Teachers can also use every student's personal progress dashboard to target individual support.

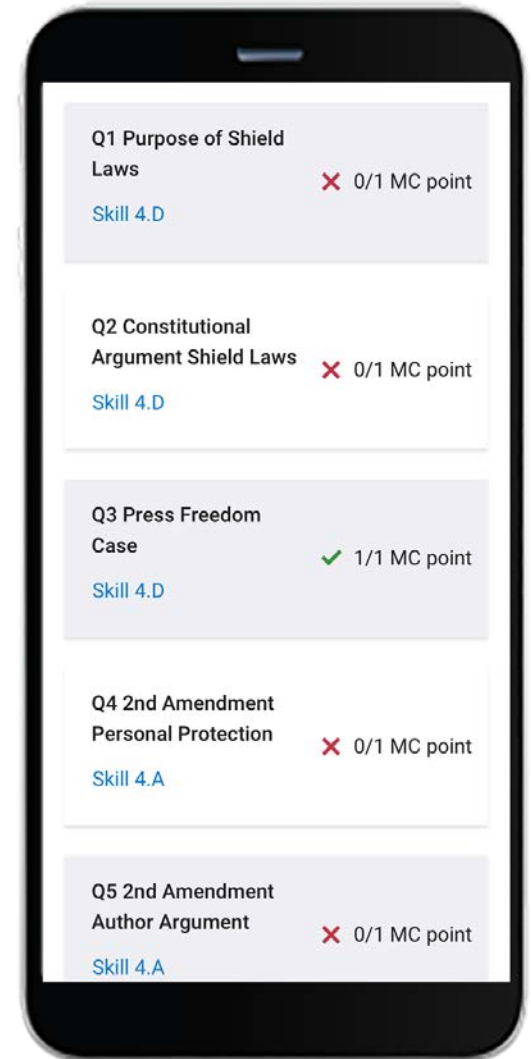
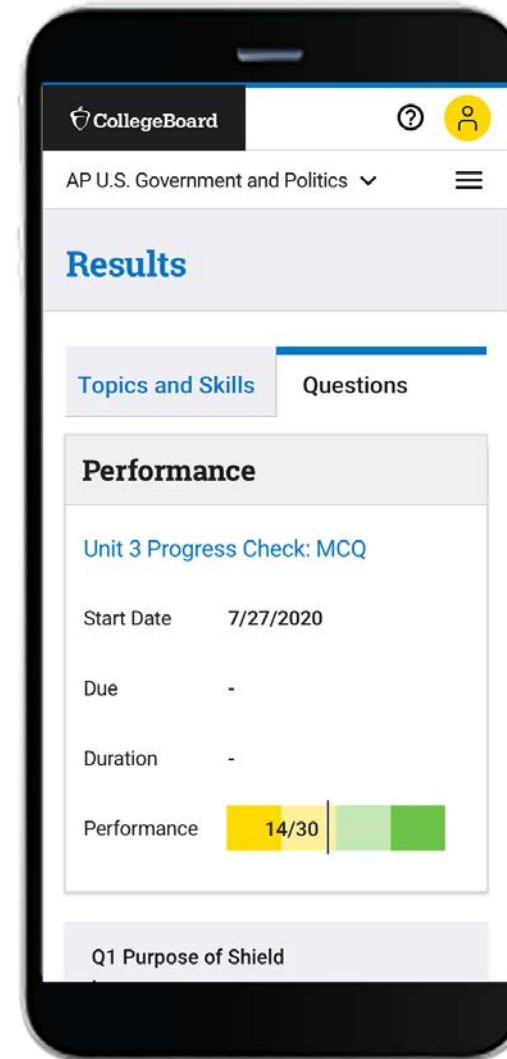
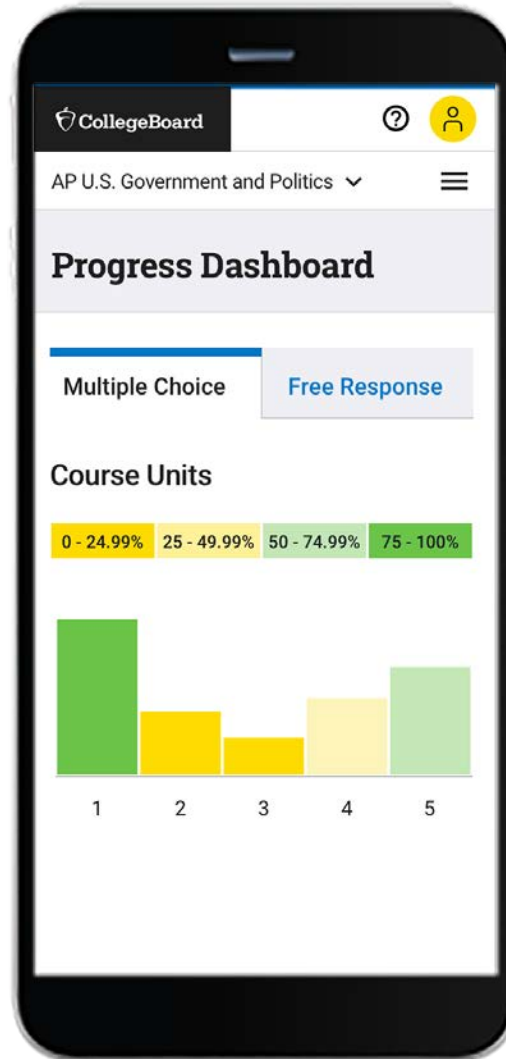
Student Progress Dashboard: Motivate students

How to Use

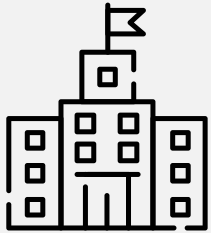
- Students view their own progress, unit by unit.
- Students use their personal progress check results, and optional teacher feedback, to target additional practice.

Keep in Mind

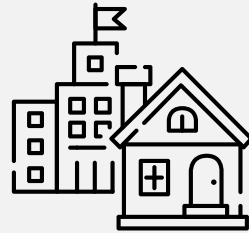
- Use this feedback to help students stay motivated and continuously improve—***not as a grading tool.***



Student Progress Dashboard



In Person



Hybrid/Blended



Online

- Teachers can encourage students to monitor their progress, celebrate success, and target additional practice.
- Students use their Progress Dashboard to take ownership of their learning by focusing on areas of growth and areas where they may need additional practice.



Targeted Exam Preparation

Question Bank: Targeted and customizable practice

How to Use

- **Practice Exams** are ready-made for online or paper assignment as the exam approaches.
- **Thousands of real AP questions** are easily searched by unit, topic and skill to create targeted, custom practice.

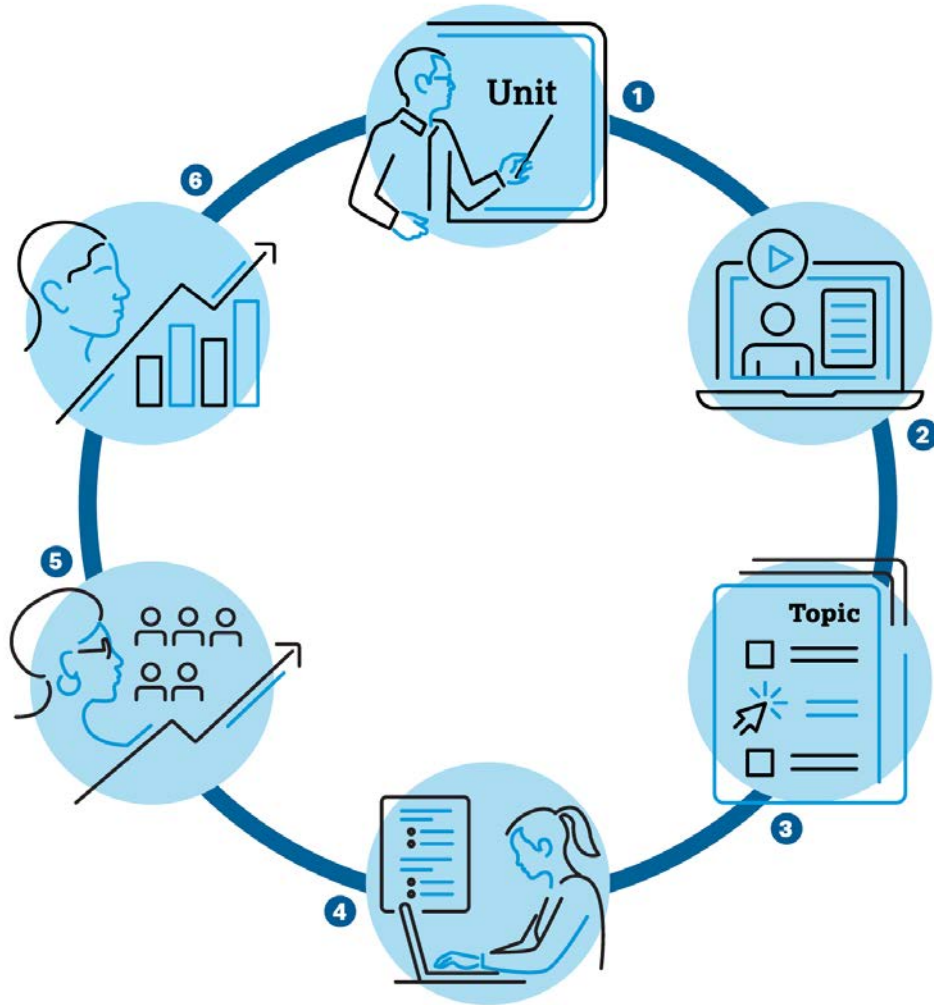
Keep in Mind

- Teachers create custom practice in-class or as homework assignments.
- Students only see questions assigned by their teacher.

The screenshot displays the 'Question Bank' interface. At the top, there are tabs for 'Questions', 'Assessments', and 'Results'. Below these, there are buttons for 'Browse Questions' and 'Build Quiz'. A search bar contains the text '"Skill 3.A"' and a dropdown menu is set to 'All'. There are also buttons for 'Hide Filters' and 'Reset Filters'. Below the search bar, there are several filter categories: 'Unit and Topic', 'Skill Category and Skill', 'Assessment Purpose and Source', 'Exam Alignment', 'Big Idea and Learning Objective', 'Stimulus Type', 'Question Type', and 'Security'. Below the filters, it says '290 questions match your search for ""Skill 3.A""' and provides a pagination control showing '1', '2', '3', and '10'. There is also a green button labeled 'Author New Question'. Below this, there is a table of questions with columns for 'Question', 'Type', 'Unit', 'Topic', 'Skill', 'Preview', and 'Add'.

Question	Type	Unit	Topic	Skill	Preview	Add
A country is at full employment and produces tw...	FRQ	1, 4	1.2, 3.4, 4.7	Skill 3.A, Skill 4.A, Skill 4.B, Skill 4.C	Preview	Add
A drop in credit card fees causes people to use...	FRQ	4	4.2, 4.5, 4.6	Skill 2.A, Skill 3.A, Skill 4.A, Skill 4.C	Preview	Add
A graph in the first quadrant is shown with rea...	FRQ	5, 6	3.1, 5.4, 5.5, 6.4, 6.6	Skill 3.A, Skill 3.B	Preview	Add
A United States firm sells \$10 million worth of...	FRQ	3, 6	3.1, 6.1, 6.4, 6.5, 6.6	Skill 3.A, Skill 3.C, Skill 4.A, Skill 4.C	Preview	Add
Above NRU, nominal wages rise, SRAS shifts left	MCQ	3	3.7	Skill 3.A	Preview	Add
Actual and expected inflation	MCQ	2	2.5	Skill 3.A	Preview	Add

AP Resources: Supporting Teaching and Learning



- 1. Plan**
Unit Guides
- 2. Teach**
AP Daily Videos
- 3. Practice**
Topic Questions
- 4. Assess**
Personal Progress Checks
- 5. Get Feedback**
Class Progress Dashboard
- 6. Give Feedback**
Student Progress Dashboard



Year-Round Teacher Support

24/7 Teacher Support

For all AP Teachers



Tune in to free webinars.

- Getting Started: Teachers New to AP
- Instructional Resources



Watch AP Classroom Quick Start Videos

By AP Course



Attend online AP Summer Institutes.



Sign up for online one-day workshops.



Watch AP Teacher Week 2020.

- New Video Resources: AP Daily
- Topic Questions
- Progress Checks and Dashboard
- Question Bank

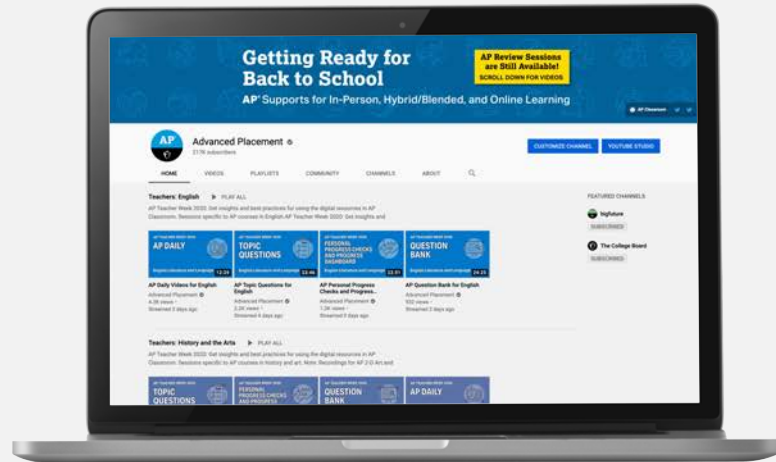


Participate in your AP Teacher Community

apcentral.collegeboard.org/learning-development

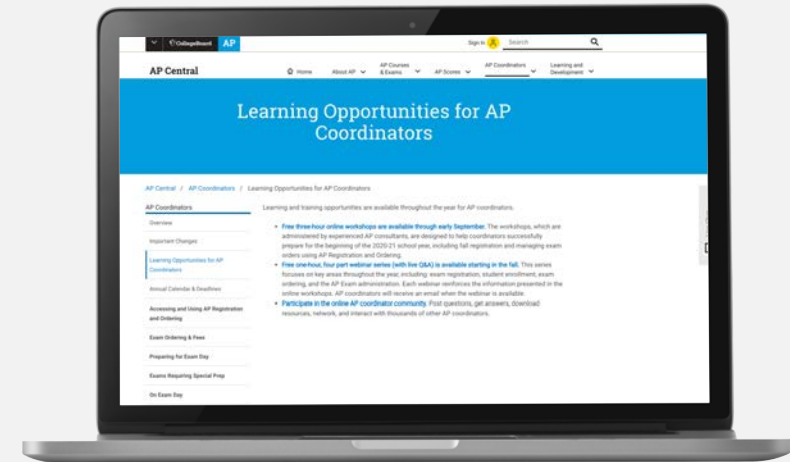
Learn More: Getting Ready for Back to School

For AP Teachers

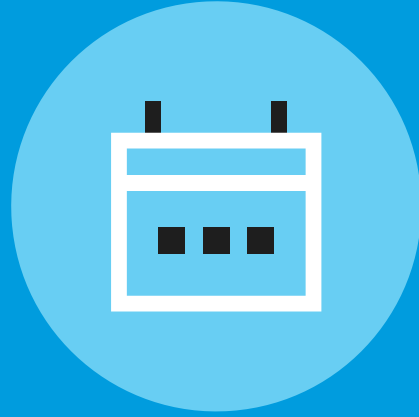


youtube.com/advancedplacement

For AP Coordinators



apcentral.collegeboard.org/ap-coordinators/learning-development



No-Risk Registration

No-Risk Registration*

	Description	Cost/exam
Fall registration	Exam ordered by Nov. 13, 2020	\$95
Late registration	Ordered Nov. 14, 2020 – March 12, 2021	\$95 + \$40 fee
Unused/canceled exam	No fees for unused/canceled exams	\$0

- Every AP student should register for the exam before November 13 because there is no risk to do so: given this year's unusual circumstances, we'll waive the \$40 per exam cancellation or unused exam fee for any student who decides not to test.
- Students who don't register by November 13 and then decide they want to test will incur the usual \$40 per exam late order fee.

Important Dates for Your School Community

1

AP teachers plan lessons and start setting up class sections to take advantage of AP resources when the school year begins.

Summer

2

AP Coordinators should ensure that all students are enrolled in their course and every class section created.

By the second day of class

3

All schools submit their 2020-21 exam orders for full-year and first-semester courses.

By November 13, 2020

Tools for AP Coordinators

Downloads: collegeboard.org/apdownloads

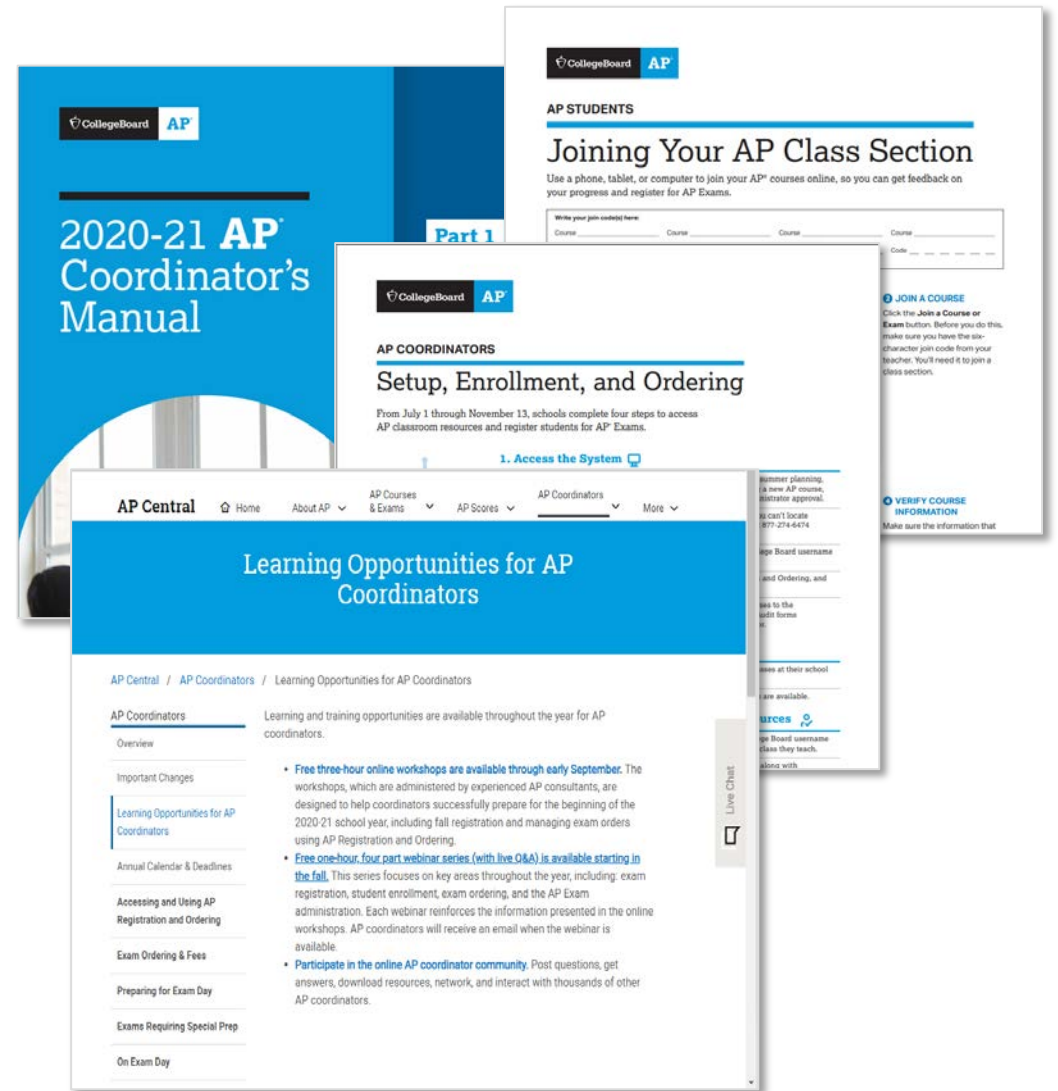
- The AP Coordinator's Manual – Part 1
- Guides for setup, enrollment, and ordering

Trainings: collegeboard.org/apcoordinatortraining

- Online tutorials (available now)
- Online workshops (now through September 10)
- Online webinars (beginning August 18)

Discussion Groups: apcommunity.collegeboard.org

- AP Coordinator Community





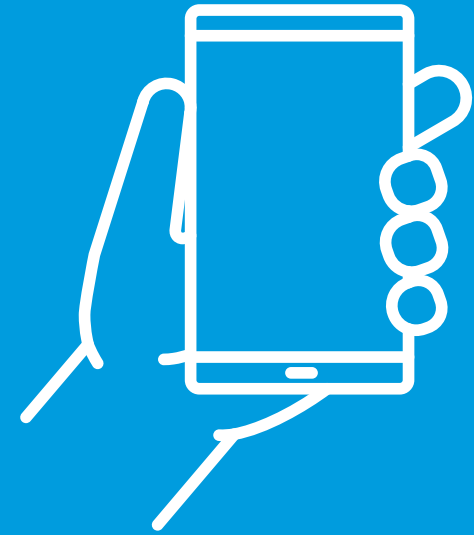
FAQs

Virtual Providers,
Course-Specific Recommendations

Third-Party Virtual Providers

If you need to partner with a third-party virtual learning provider to deliver AP this year, we recommend that you look at their historic completion rates and choose a provider that gives your students the best opportunity to succeed in a virtual learning environment.

- What is the delivery model for AP?
- Fully synchronous? Fully asynchronous? Combination of both?
- Is it taught fully remote or is it a blended model of virtual teacher and home school facilitator/teacher support?
- Does the provider follow the National Standards for Quality Online Teaching and the National Standards for Quality Online Programs?
- Is the AP course an approved AP course (i.e., has it gone through the AP Course Audit process)?
- What is the average class size?
- What is the data on persistence and participation in AP?
- Can students take a single course from the provider or do they need to fully enroll in an online school?



The AP Program can provide you with a list of virtual providers that have completed the AP course audit.

To request this list please call 877-APHELP-0 (274-3570); international users call 212-632-1781.



Course Specific Recommendations: Lab Courses

- In 2020-21, if the coronavirus pandemic is preventing your school from providing onsite access to a laboratory environment, instruments, and materials, the 25% instructional time spent on the hands-on lab requirement can be met in the following ways:
 - Virtual labs
 - Simulations accompanied by student work (data collection, data analysis, etc.)
 - Labs that can be safely conducted at home
- Regardless of the way the hands-on laboratory requirement is met, all student laboratory experiences must continue to be supervised by a science educator. As outlined in the curricular requirements, these experiences must be recorded and maintained by the student.
- The AP Program is providing a list of recommend digital resources for each AP subject, available later this summer.

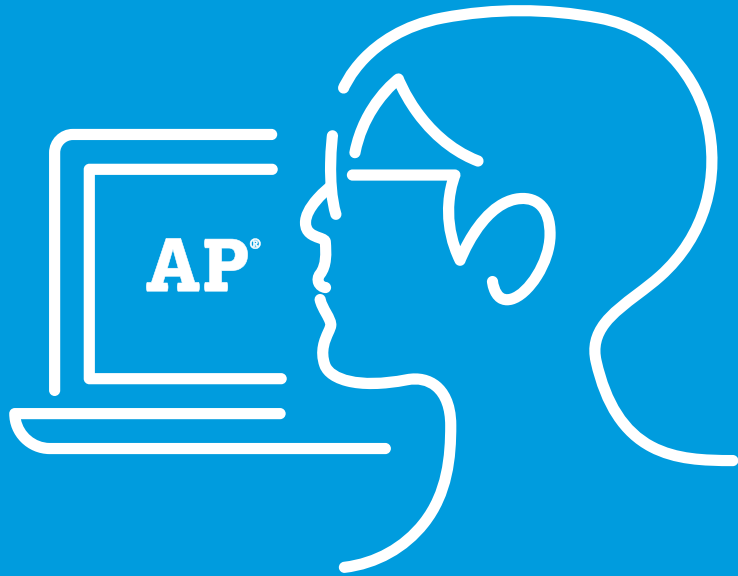
Course Specific Recommendations: Art & Design

Online AP Art and Design courses require art-making that can be conducted safely in the home. There are many possibilities for teachers to work with students from home.

- The AP teacher can utilize the Remote Learning Toolkit developed by the National Art Education Association to enhance existing curriculums and connect students with artists, Art and Design curriculum is a student-centered curriculum based on inquiry. As such, students will determine what supplies they need, and should be encouraged to consider non-traditional materials and processes as they develop their AP Art and Design portfolios.
- Many digital resources are available for teachers and students can work digitally or a combination of digital and physical art-making.
- Teachers across the country are working with local and regional art supply companies to create 'art kits' that can be mailed to student homes (particularly for those that have school or district art fees).
- Although times are uncertain, there is opportunity for high creativity. We encourage all teachers to share ideas and develop community through the Online Teacher Community page (<https://apcommunity.collegeboard.org/>).



Course Specific Recommendations: Third Party Tools



- Earlier this summer, AP teachers were surveyed about the resources they found most helpful for online instruction.
- The AP Program compiled these responses into lists by subject. These lists are not meant to be comprehensive, or an endorsement of these resources by College Board.
- AP Course Leads reviewed these lists to ensure accuracy of recommendations.
- All recommendations will be available on the Online Teacher Community page (<https://apcommunity.collegeboard.org/>).

Thank You

 CollegeBoard

AP[®]