AP 2019-2020 New Resources and Supports

Tikini Thompson

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College Board
Florida Partnership

It's exciting to see that educators are actually helping a bigger segment of a bigger population learn at the college level, We cannot rest in our quest to expand these opportunities until students ... are equitably represented.
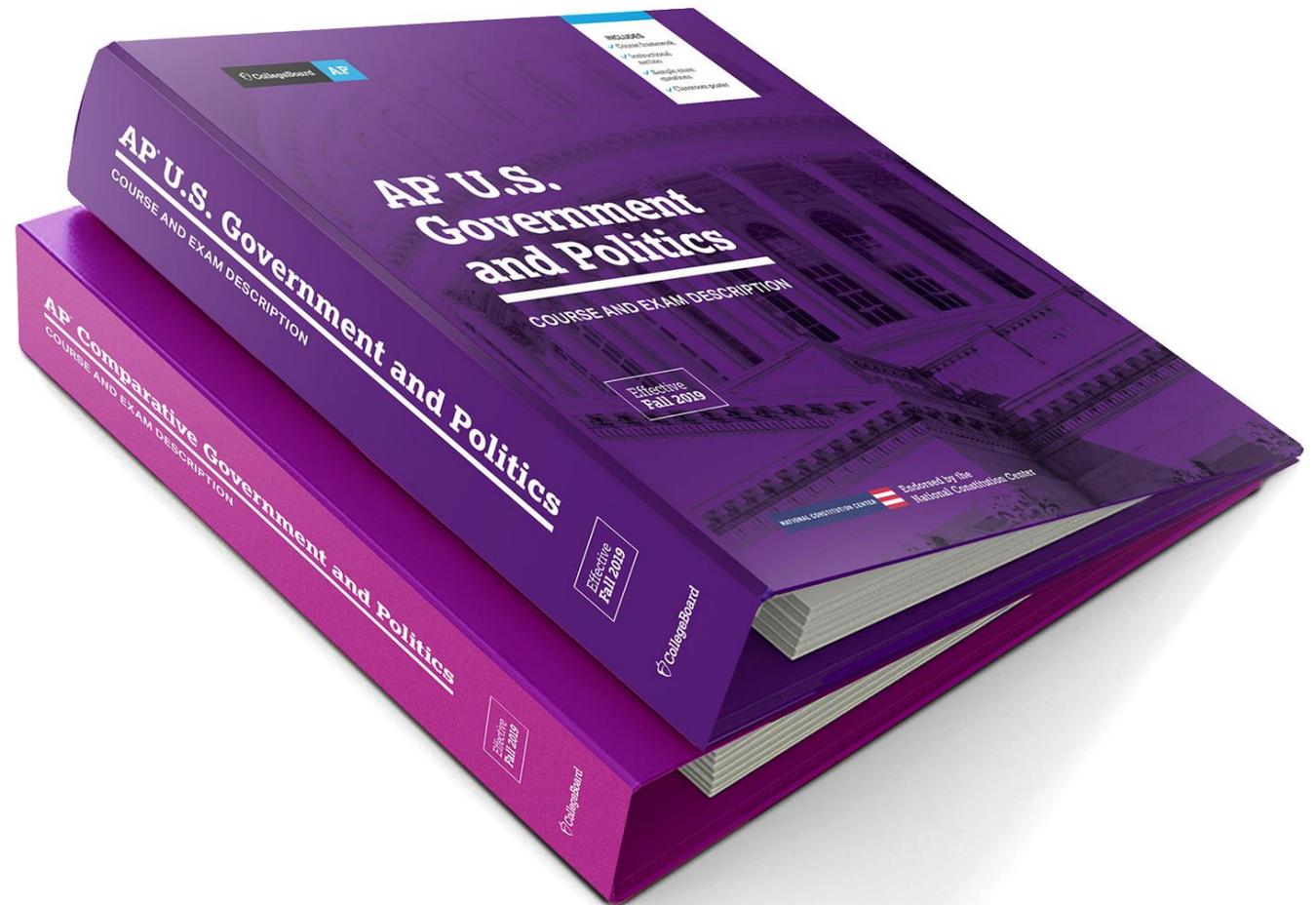
Trevor Packer

A "One-Stop Shop" for Teachers

Inside the Course and Exam Description (CED):

- About AP

- Implementing Your Course

- About the AP Course

- Curriculum Framework Overview

- Course-Specific Information

- Exam Information

New Additions:

- Course-at-a-Glance

- Unit Guides

- Instructional Approaches

Order Your CED!

It's free!

AP Central

AP Central / AP Courses & Exams /

AP Courses & Exams

Course & Exam Pages

CED Order Form

Collaborations with AP

Exam Dates & Fees

AP Course Audit

2019-20 Course and Exam Description Form

35 AP subjects will receive Course and Exam Description (CED) binders this year. These binders refine and clarify the scope of content that can be assessed on the AP Exam for college credit, and provide teachers with a suggested topic and skill sequence they can adapt to their needs rather than having to build from scratch. Order your free copy below.

AP teachers in the United States who have completed the AP Course Audit may request a free copy of the binder through January 31, 2020. New AP teachers should wait to request their binder until their Course Audit form for 2019-20 has been approved by their administrator. CED binders will be mailed beginning in June 2019 and continue to ship throughout the summer and fall.

Anyone, worldwide, can download these materials beginning late May 2019.

Note: CED binders aren't available for AP Computer Science Principles, AP Seminar, and AP Research, because those subjects follow a different curricular model than the other AP subjects.

*= Required

General Information

www.collegeboard.org/ced

CollegeBoard

Content in the Course Framework

**Understanding by Design®
terminology**

- The box to the right shows how elements of the course framework are laid out in the *Course and Exam Description.*

ENDURING UNDERSTANDING

LOR-1

A balance between governmental power and individual rights has been a hallmark of American political development.

LEARNING OBJECTIVE

LOR-1.A

Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

ESSENTIAL KNOWLEDGE

LOR-1.A.1

The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

LOR-1.A.2

The **Declaration of Independence**, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the **U.S. Constitution** drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the "Grand Committee," provides the blueprint for a unique form of political democracy in the U.S.

REQUIRED FOUNDATIONAL DOCUMENT

- Declaration of Independence

Task Verbs

Task Verbs Used in Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Compare: Provide a description or explanation of similarities and/or differences.

Define: Provide a specific meaning for a word or concept.

Describe: Provide the relevant characteristics of a specified topic.

Develop an argument: Articulate a claim and support it with evidence.

Draw a conclusion: Use available information to formulate an accurate statement that demonstrates understanding based on evidence.

Explain: Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain "how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain "why" typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. Government and Politics 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 semester.
- Progression of topics within each unit, including the location of required foundational documents or Supreme Court cases.
- Spiraling of the big ideas and practices across units.

DISCIPLINARY PRACTICES
Disciplinary practices spiral throughout the course.

BIG IDEAS
Big ideas spiral across topics and units.

CON	Constitutionalism	**PMI**	Competing Policy-Making Interests
LOR	Liberty and Order		
PRD	Civic Participation in a Representative Democracy	**MPA**	Methods of Political Analysis

⚖ Supreme Court Case

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.

This course and exam... feedback from teachers,... Government and Politics re...

- It details the required AP U.S. Gov... and succinctly.
- It offers optional pacing i... Government and Politics t... from scratch.
- It includes an exam infor... AP U.S. Government and P...
- It provides a variety of ins... strategies that teachers...

Teachers can visit AP... Personal Progress Ch... which lets them easily... they need to focus o...

UNIT 1 — Foundations of American Democracy

~7–9 Class Periods | **15–22% AP Exam Weighting**

LOR 1	1.1	Ideals of Democracy ⚖
LOR 4	1.2	Types of Democracy ⚖
CON 1	1.3	Government Power and Individual Rights ⚖
CON 4	1.4	Challenges of the Articles of Confederation ⚖
CON 1	1.5	Ratification of the United States Constitution ⚖
PMI 1	1.6	Principles of American Government ⚖
	1.7	Relationship Between States and the Federal Government ⚖
	1.8	Constitutional Interpretations of Federalism ⚖⚖
	1.9	Federalism in Action

UNIT 2 — Interactions Among Branches of Government

25–36% AP Exam Weighting

	2.1	...gress: The Senate ...the House of Representatives ⚖
	2.2	Structures, Powers, and Functions of Congress ⚖
	2.3	Congressional Behavior ⚖
	2.4	Roles and Powers of the President ⚖
	2.5	Checks on the Presidency
	2.6	Expansion of Presidential Power ⚖
PMI 1	2.7	Presidential Communication
	2.8	The Judicial Branch ⚖⚖
	2.9	Legitimacy of the Judicial Branch
	2.10	The Court in Action
	2.11	Checks on the Judicial Branch
	2.12	The Bureaucracy
	2.13	Discretionary and Rule-Making Authority
	2.14	Holding the Bureaucracy Accountable
PMI	2.15	Policy and the Branches of Government

Personal Progress Check 2
Multiple-choice: ~45 questions
Free-response: 3 questions
- Concept Application
- Quantitative Analysis
- SCOTUS Comparison

...e provided to prepare students for more ... Exam.

UNIT 3 — Civil Liberties and Civil Rights

~12–14 Class Periods | **13–18% AP Exam Weighting**

LOR 1	3.1	The Bill of Rights ⚖
LOR 2	3.2	First Amendment: Freedom of Religion ⚖⚖
LOR 5	3.3	First Amendment: Freedom of Speech ⚖⚖
LOR 4	3.4	First Amendment: Freedom of the Press ⚖⚖
LOR 4	3.5	Second Amendment: Right to Bear Arms ⚖
LOR 8	3.6	Amendments: Balancing Individual Freedom with Public Order and Safety ⚖
LOR 2	3.7	Selective Incorporation ⚖⚖
LOR 5	3.8	Amendments: Due Process and the Rights of the Accused ⚖⚖
LOR 2	3.9	Amendments: Due Process and the Right to Privacy ⚖⚖
PRD 4	3.10	Social Movements and Equal Protection ⚖
PMI 2	3.11	Government Responses to Social Movements
CON 2	3.12	Balancing Minority and Majority Rights ⚖
1	3.13	Affirmative Action

Personal Progress Check 3
Multiple-choice: ~30 questions
Free-response: 3 questions
- SCOTUS Comparison
- Argument Essay (partial)
- Argument Essay (partial)

UNIT 4 — American Political Ideologies and Beliefs

~10–12 Class Periods | **10–15% AP Exam Weighting**

MPA 1	4.1	American Attitudes About Government and Politics
MPA 3	4.2	Political Socialization
MPA 3	4.3	Changes in Ideology
MPA 3	4.4	Influence of Political Events on Ideology
MPA 4	4.5	Measuring Public Opinion
MPA 4	4.6	Evaluating Public Opinion Data
PMI 4	4.7	Ideologies of Political Parties
MPA 4	4.8	Ideology and Policy Making
MPA 3	4.9	Ideology and Economic Policy
MPA 1	4.10	Ideology and Social Policy

Personal Progress Check 4
Multiple-choice: ~30 questions
Free-response: 3 questions
- Concept Application
- Quantitative Analysis
- Quantitative Analysis

UNIT 5 — Political Participation

~8–10 Class Periods | **20–27% AP Exam Weighting**

1	5.1	Voting Rights and Models of Voting Behavior ⚖
	5.2	Voter Turnout
PMI 1	5.3	Political Parties
PMI	5.4	How and Why Political Parties Change and Adapt
PMI 3	5.5	Third-Party Politics
PMI 3	5.6	Interest Groups Influencing Policy Making
PMI 1	5.7	Groups Influencing Policy Outcomes
PRD 5	5.8	Electing a President
PRD 5	5.9	Congressional Elections
PRD 5	5.10	Modern Campaigns
PRD 2	5.11	Campaign Finance ⚖
PRD 5	5.12	The Media
PRD 2	5.13	Changing Media

Personal Progress Check 5
Multiple-choice: ~30 questions
Free-response: 3 questions
- Quantitative Analysis
- Argument Essay
- Argument Essay

Course Skills

What practitioners in a specific field or discipline do

- can have specific names by course: e.g., Disciplinary Practices, Historical Thinking Skills, Science Practices, Course Skills

- describe what students should be able to do while exploring course concepts

- form the basis of tasks students are asked to perform on the AP Exam

- students often need multiple opportunities with progressive scaffolding to develop mastery

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

UNIT 1 Chemistry of Life

~5-7 Class Periods | 8-11% AP Exam Weighting

SYI 2

1.1 Structure of Water and Hydrogen Bonding

Macromolecules

SYI 1 **1.4** Properties of Biological Macromolecules

SYI **1.5** Structure and Function of Biological

2.5 Membrane Permeability
2.6 Membrane Transport
2.7 Facilitated Diffusion
2.8 Tonicity and Osmoregulation
2.9 Mechanisms of Transport
2.10 Cell Compartmentalization
2.11 Origins of Cell Compartmentalization

SCIENCE PRACTICES
Science practices are spiralled throughout the course:

1 Concept   **4** Representing and

BIG IDEAS
The big ideas spiral across topics and units:

EVO Evolution   **ENE** Energetics

IST Information Storage Tran

UNIT 3 Cellular Energetics

~14-17 Class Periods | 12-16% AP Exam Weighting

ENE 1 **3.1** Enzyme Structure
ENE 2 **3.2** Enzyme Catalysis
ENE 3 **3.3** Environmental Impacts on Enzyme Function
ENE 3 **3.4** Cellular Energy
ENE 3 **3.5** Photosynthesis
ENE 3 **3.6** Cellular Respiration
SYI **3.7** Fitness

UNIT 4 Cell Communication and Cell Cycle

~9-11 Class Periods | 10-15% AP Exam Weighting

IST 1 **4.1** Cell Communication
IST 3 **4.2** Introduction to Signal Transduction
IST 3 **4.3** Signal Transduction
IST 3 **4.4** Changes in Signal Transduction Pathways
ENE 3 **4.5** Feedback
IST 4 **4.6** Cell Cycle
IST 3 **4.7** Regulation of Cell Cycle

UNIT 5 Heredity

~9-11 Class Periods | 8-11% AP Exam Weighting

IST 1 **5.1** Meiosis
IST 3 **5.2** Meiosis and Genetic Diversity
EVO IST **5.3** Mendelian Genetics
IST 4 **5.4** Non-Mendelian Genetics
SYI **5.5** Environmental Effects on Phenotype
SYI **5.6** Chromosomal Inheritance

UNIT 6 Gene Expression and Regulation

~18-21 Class Periods | 12-16% AP Exam Weighting

IST 1 **6.1** DNA and RNA Structure
IST **6.2** Replication
IST 2 **6.3** Transcription and RNA Processing
IST 2 **6.4** Translation
IST 2 **6.5** Regulation of Gene Expression
IST **6.6** Gene Expression and Cell Specialization
IST **6.7** Mutations
IST 2 **6.8** Biotechnology

UNIT 7 Natural Selection

~20-23 Class Periods | 13-20% AP Exam Weighting

EVO 2 **7.1** Introduction to Natural Selection
EVO 1 **7.2** Natural Selection
EVO 4 **7.3** Artificial Selection
EVO 4 **7.4** Population Genetics
EVO 4 **7.5** Hardy-Weinberg Equilibrium
EVO 4 **7.6** Evidence of Evolution
EVO 4 **7.7** Common Ancestry
EVO 4 **7.8** Continuing Evolution
EVO 2 **7.9** Phylogeny
EVO 2 **7.10** Speciation
EVO **7.11** Extinction
SYI **7.12** Variations in Populations
SYI **7.13** Origin of Life on Earth

Personal Progress Check 1
Multiple-Choice: ~20 questions
Free-Response: 2 questions
- Conceptual Analysis (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

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.

CED pp. 22-24

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9

Course Skills

What biologists do

- Course skills describe **what students should be able to do** while exploring course concepts.

- Course skills also **form the basis of tasks** students are asked to perform on the AP Exam.

- Students will benefit from **multiple opportunities** to develop course skills in a scaffolded manner.

AP BIOLOGY
Science

Science Practice 1

Concept Explanation 1
Explain biological concepts, processes, and models presented in written format.

SKILLS

1.A Describe biological concepts and/or processes.

1.B Explain biological concepts and/or processes.

1.C Explain biological concepts, processes, and/or models in applied contexts.

AP BIOLOGY
Science Practices *(cont'd)*

Science Practice 4

Representing and Describing Data 4
Represent and describe data.

SKILLS

4.A Construct a graph, plot, or chart (X,Y; Log Y; Bar; Histogram; Line, Dual Y; Box and Whisker; Pie).
a. Orientation
b. Labeling
c. Units
d. Scaling
e. Plotting
f. Type
g. Trend line

4.B Describe data from a table or graph, including
a. Identifying specific data points.
b. Describing trends and/or patterns in the data.
c. Describing relationships between variables.

Science Practice 5

Statistical Tests and Data Analysis 5
Perform statistical tests and mathematical calculations to analyze and interpret data.

5.A Perform mathematical calculations, including
a. Mathematical equations in the curriculum.
b. Means.
c. Rates.
d. Ratios.
e. Percentages.

5.B Use confidence intervals and/or error bars (both determined using standard errors) to determine whether sample means are statistically different.

5.C Perform chi-square hypothesis testing.

5.D Use data to evaluate a hypothesis (or prediction), including
a. Rejecting or failing to reject the null hypothesis.
b. Supporting or refuting the alternative hypothesis.

Science Practice 6

Argumentation 6
Develop and justify scientific arguments using evidence.

6.A Make a scientific claim.

6.B Support a claim with evidence from biological principles, concepts, processes, and/or data.

6.C Provide reasoning to justify a claim by connecting evidence to biological theories.

6.D Explain the relationship between experimental results and larger biological concepts, processes, or theories.

6.E Predict the causes or effects of a change in, or disruption to, one or more components in a biological system based on
a. Biological concepts or processes.
b. A visual representation of a biological concept, process, or model.
c. Data.

CED pp. 14-15

Discussion: Explore the course plan and skills for your course

How do the identified skills and course plan compare to your current course syllabus?

- Is the suggested course plan different from how you currently teach the course? How?

- How have the changes to the new course plan influenced you in your classroom?

Resources and Supports for AP

Unit Guides
Planning guides that outline content and skills for commonly-taught units within a course

Personal Progress Checks
Formative AP questions that provide students with feedback on the areas where they need to focus

AP Question Bank
A library of real AP Exam questions that teachers can access which can be used to create customized practice and tests

Progress Dashboard
Interactive reports that help teachers understand student progress on learning critical concepts and skills
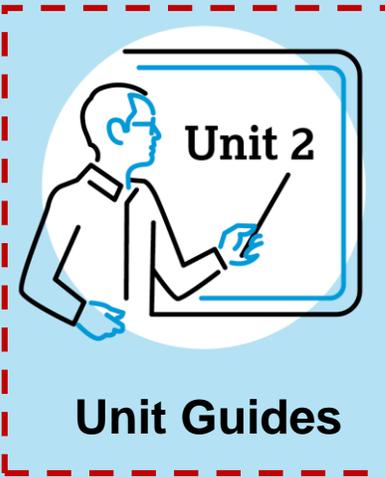
Unit Guides

Personal Progress Checks

AP Question Bank

Progress Dashboard

This course and exam...
feedback from teachers, le...
Government and Politics re...

- It details the required **AP U.S. Gov**...
  and succinctly.
- It offers optional **pacing informat**...
  Government and Politics teachers...
  from scratch.
- It includes an **exam information**...
  AP U.S. Government and Politics E...
- It provides a variety of **instruction**...
  strategies that teachers may draw...

AP Teachers can visit **AP Classro**...
Personal Progress Checks fo...
which lets them easily see ho...
they need to focus on.

UNIT 1

Foundations of American Democracy

AP **15–22%**
AP EXAM WEIGHTING

~7–9
CLASS PERIODS

PROJECT GUIDE

ONAL APPROACHES

EXAM INFORMATION

UNIT AT A GLANCE

LOR-1

This course and exam
feedback from teachers, le
Government and Politics re

- It details the required **AP U.S. Gov**
  and succinctly.

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  strategies that teachers may draw

AP Teachers can visit AP Classro
Personal Progress Checks for
which lets them easily see how
they need to focus on.

	Topic		**Class Periods**
			PERIODS
	1.2 Types of Democracy 📖	**4.A** Describe the author's claim(s), perspective, evidence, and reasoning.	
	1.3 Government Power and Individual Rights 📖	**1.A** Describe political principles, institutions, processes, policies, and behaviors.	
CON-1	**1.4** Challenges of the Articles of Confederation 📖	**4.B** Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
	1.5 Ratification of the U.S. Constitution 📖	**1.E** Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
PMI-1	**1.6** Principles of American Government 📖	**4.B** Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
	1.7 Relationship Between the States and Federal Government 📖	**5.A** Articulate a defensible claim/thesis.	
CON-2	**1.8** Constitutional Interpretations of Federalism 📖 ⚖️	**2.A** Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
	1.9 Federalism in Action	**6.B** Support the argument using relevant evidence.	

The callout box over the table reads:

1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

AP Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 1.
Review the results in class to identify and address any student misunderstandings.

📖 Required Foundational Document   ⚖️ Required Supreme Court Case

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching the content and skills in this unit. Please refer to the Instructional Approaches section beginning on p. 139 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2 and 1.3	**Close Reading** When students are reading the required foundational documents, such as *Federalist No. 10* and *Brutus No. 1*, have them highlight relevant words and passages that support the authors' claims. Ask students to connect ideas outlined in the documents to the Federalist and Antifederalist views of how our government was founded.
2	1.3 and 1.6	**Think-Pair-Share** Give students a question that requires them to connect Madison's argument in *Federalist No. 51* to a) the structure of the three branches of government established in the Constitution and b) his argument about factions in *Federalist No. 10*.
3	1.8	**Case Notes** Have students create case notes for *McCulloch v. Maryland* and *United States v. Lopez* that include the following information: facts of the case, majority opinion, and the reasoning (constitutional question) for the majority opinion. Make sure students focus on the constitutional reasoning behind the Court's decision.
4	1.9	**Making Connections** Write concepts related to one of the course big ideas on index cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term, and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.

✏️ **Unit Planning Notes**

Use the space below to plan your approach to the unit. Consider how to introduce your students to the required documents, including the Constitution, and its development and principles.

PROJECT GUIDE

ONAL APPROACHES

EXAM INFORMATION

14

Topic Pages

- Each page is intended to represent a teachable **topic** or "chunk" of content – a chunk that might take anywhere from slightly less that a single class period to several class periods.

UNIT
1

TOPIC 1.1
Ideals of Democracy

Required Course Content

ENDURING UNDERSTANDING

LOR-1

A balance between governmental power and individual rights has been a hallmark of American political development.

LEARNING OBJECTIVE

LOR-1.A

Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

ESSENTIAL KNOWLEDGE

LOR-1.A.1

The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

LOR-1.A.2

The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the **U.S. Constitution** drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the "Grand Committee," provides the blueprint for a unique form of political democracy in the U.S.

REQUIRED FOUNDATIONAL DOCUMENT
- *Declaration of Independence*

SUGGESTED SKILL

✕ *Concept Application*

81D
Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

OPTIONAL READINGS
- Thomas Hobbes's definition of an anarchic "state of nature" in the absence of government, as in the failed state of Somalia
- The Mayflower Compact (1620)
- John Locke's *Second Treatise of Civil Government* (1690)
- Baron de Montesquieu's ideas about separating powers in government found in *The Spirit of the Laws* (1748)

AVAILABLE RESOURCE
- AP Professional Development > Reading Skills Practice (Declaration of Independence)

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Questions?

Formative Assessments

Topic Questions
Check for understanding as
you teach each topic and skill.

Topic Questions

Teachers can assign topic questions to students online or on paper.

- Topic question links in each unit show MCQ and FRQ for each topic

- Teachers preview and decide which questions to add to their own quizzes in the Question Bank
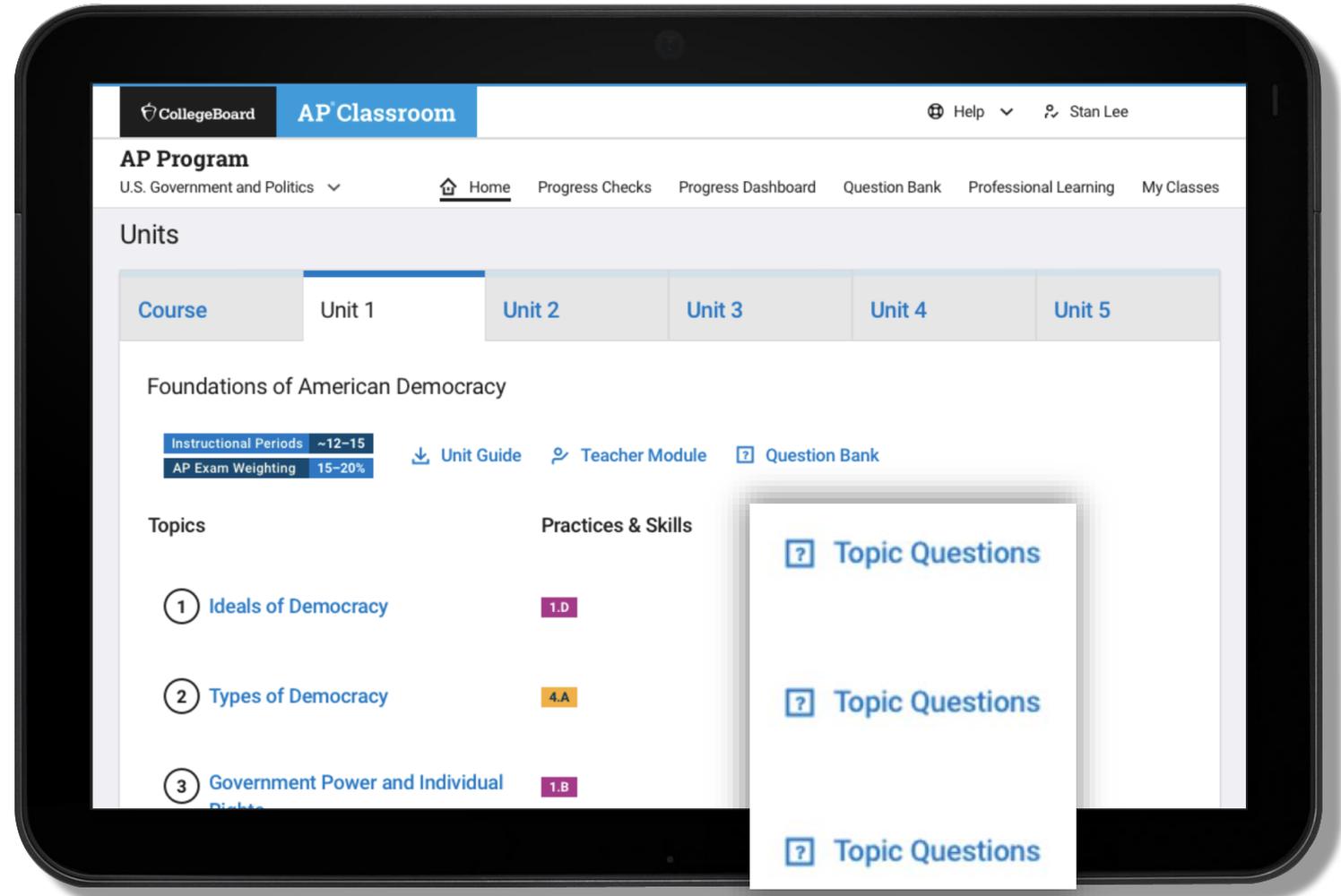
Question Analysis

Feedback for every formative AP question explains the correct answer and every incorrect answer to help students reflect and improve.

Resources and Supports for AP

Unit Guides
Planning guides that outline content and skills for commonly-taught units within a course

Personal Progress Checks
Formative AP questions that provide students with feedback on the areas where they need to focus

AP Question Bank
Library of formative, released, and secure AP practice questions teachers can use to assign online and paper tests to students

Progress Dashboard
Interactive reports that help teachers understand student progress on learning critical concepts and skills

Unit Guides

Personal Progress Checks

AP Question Bank

Progress Dashboard

Personal Progress Checks
As students complete each unit, assign for feedback on the areas for additional focus or practice.

Personal Progress Checks Overview

PPC information provided at the bottom of the Course at a Glance.

Personal Progress Check Questions

Questions assess every content area and skill on the Unit at a Glance.

CONTENT

SKILL

Units and Personal Progress Checks

When ready, teachers can unlock Personal Progress Checks to assess the content and skills in each unit.

Designed to fit in 45-minute periods or homework assignments, with sections that can be assigned separately:

- **Multiple Choice Questions (MCQ)** for online test taking

- **Free Response Questions (FRQ)** for online or paper test taking
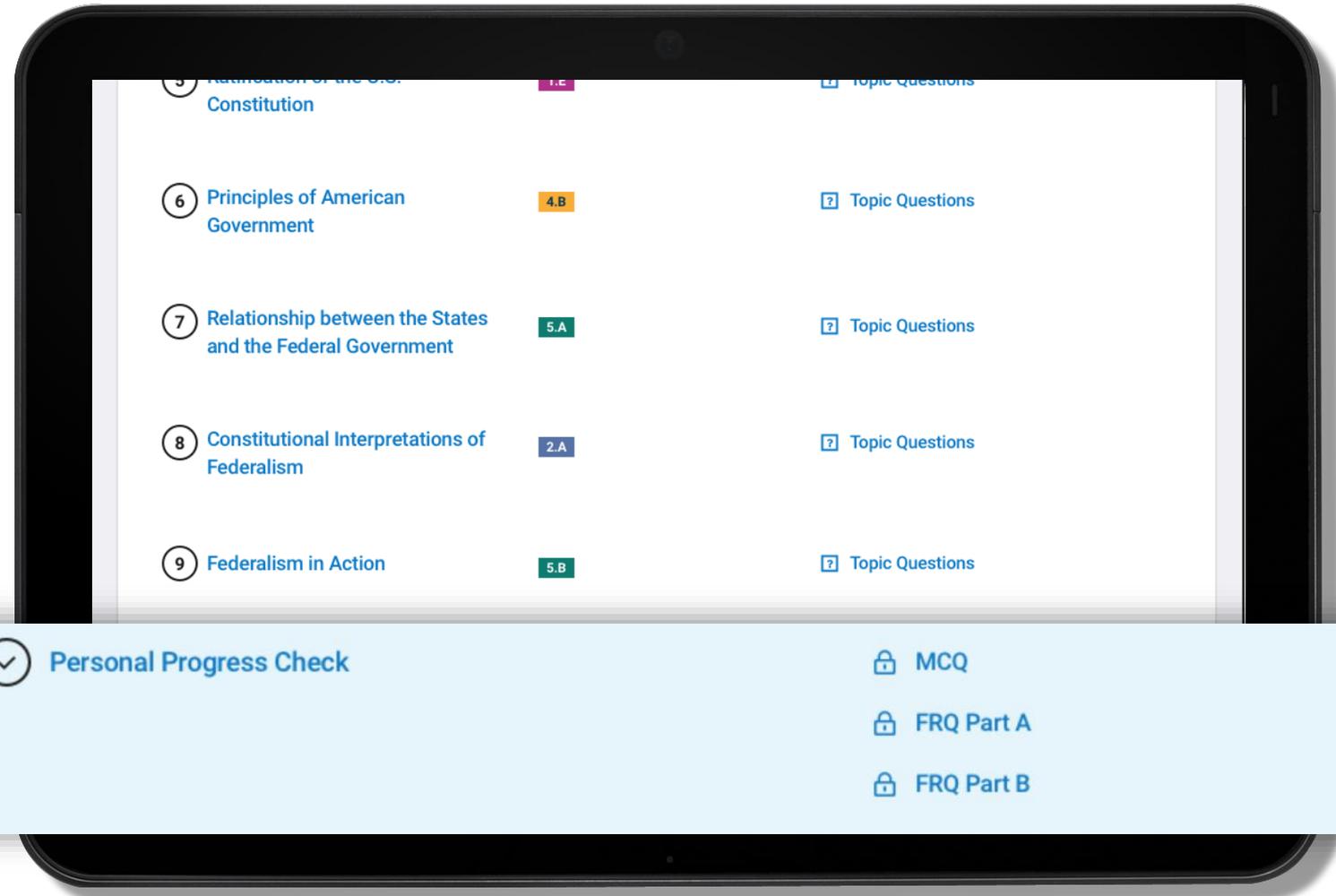
Discussion: Explore personal progress checks for your content

- Assuming you have access to AP Classroom, how comfortable are you with navigating the site?

- How are you currently using this tool in your classroom?

Class Progress Report by Skill

Teachers can easily compare any topics paired with the same skill.

Results display on a simple 25% scale:

- Dark yellow: 0 – 24.99%

- Light yellow: 25 – 49.99%

- Light green: 50 – 74.99%

- Dark green: 75 – 100%

As formative assessments, the score is not important but using the feedback is.
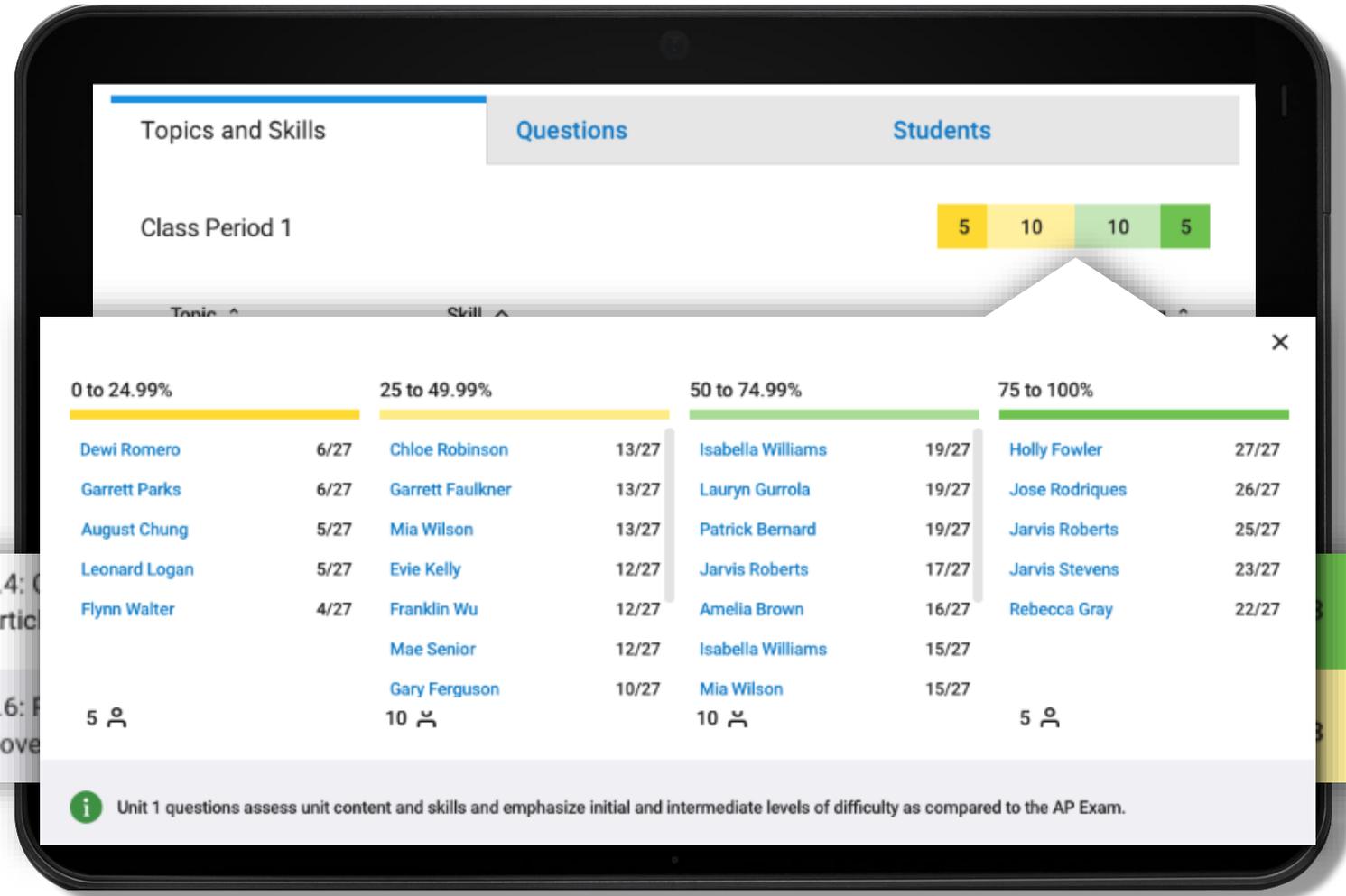
Class Progress Report by Student

Teachers can identify trends in student responses to each question.

Dynamic Teacher Homepage

As students complete their personal progress checks, their latest progress will elevate for teachers.
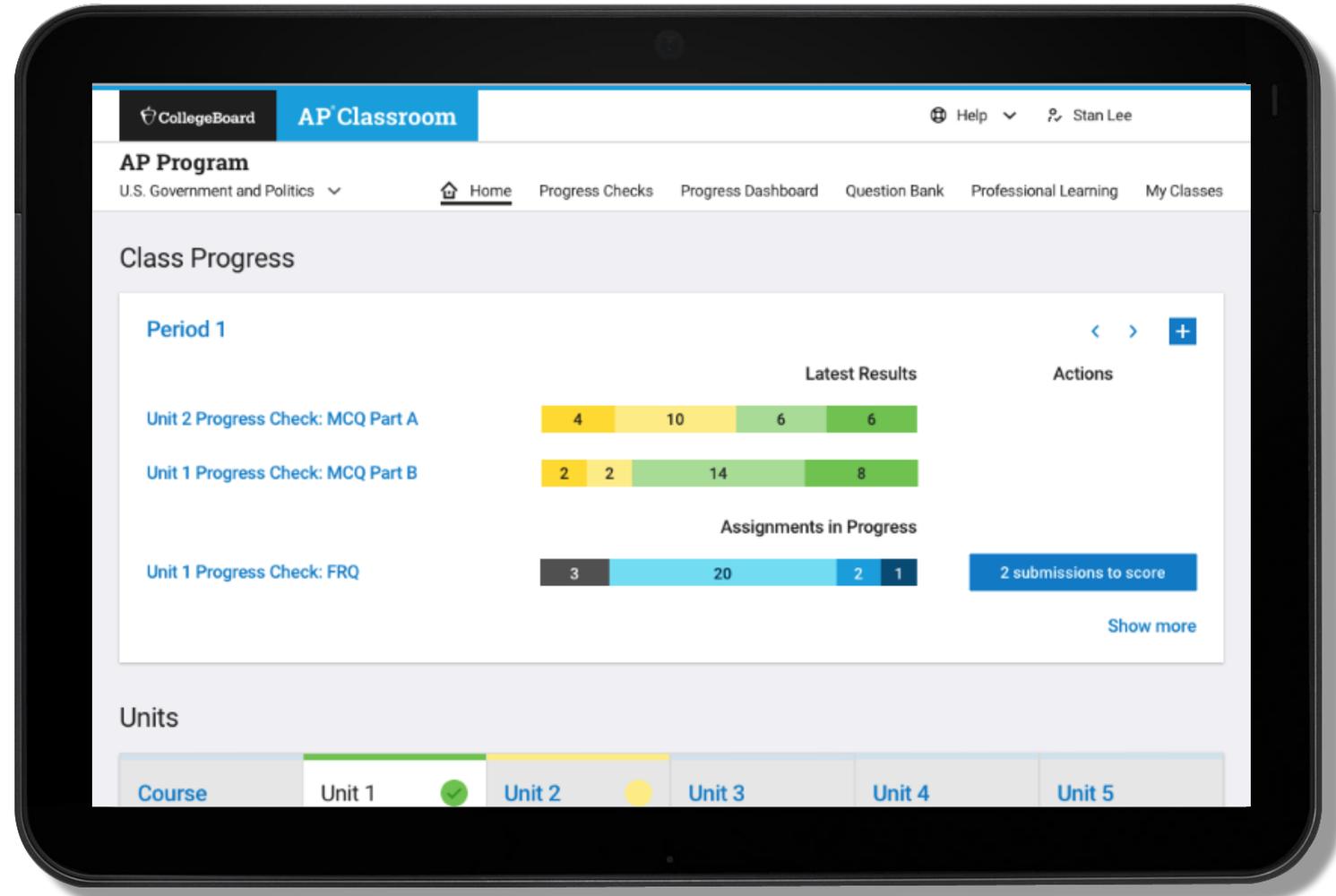
Putting It Together

Accessing
Online
Resources

My AP

Educators and students will access the new resources by logging into myap.collegeboard.org on August 1
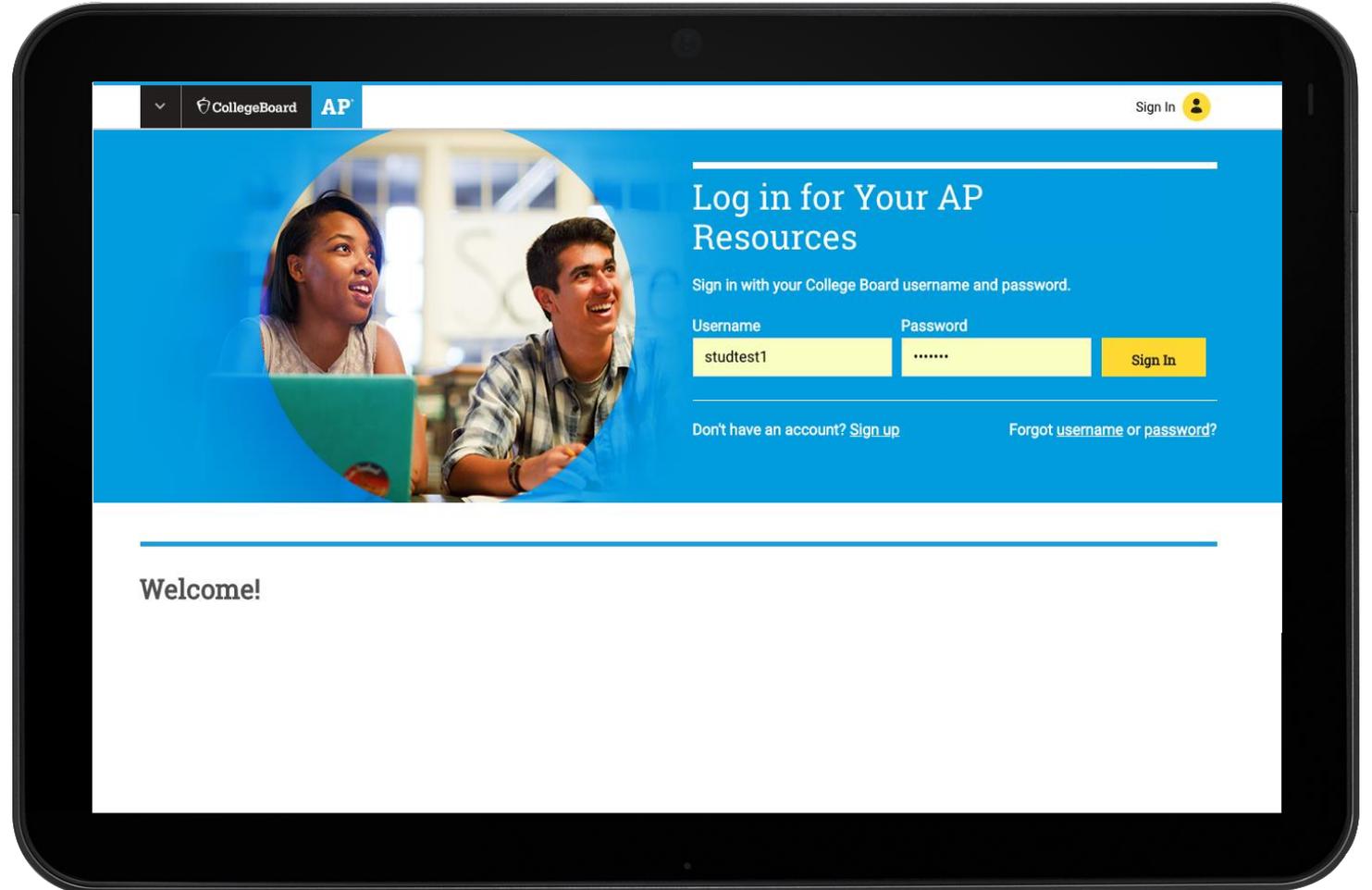
My AP

Educators who log into AP Central will have a new personalized homepage.

- AP courses taught at their school(s)

- Dynamic timeline, tasks, and data

- Easy access to all relevant tools, including:
    - AP Classroom
    - AP Course Audit
    - AP Digital Portfolio
    - AP Scores
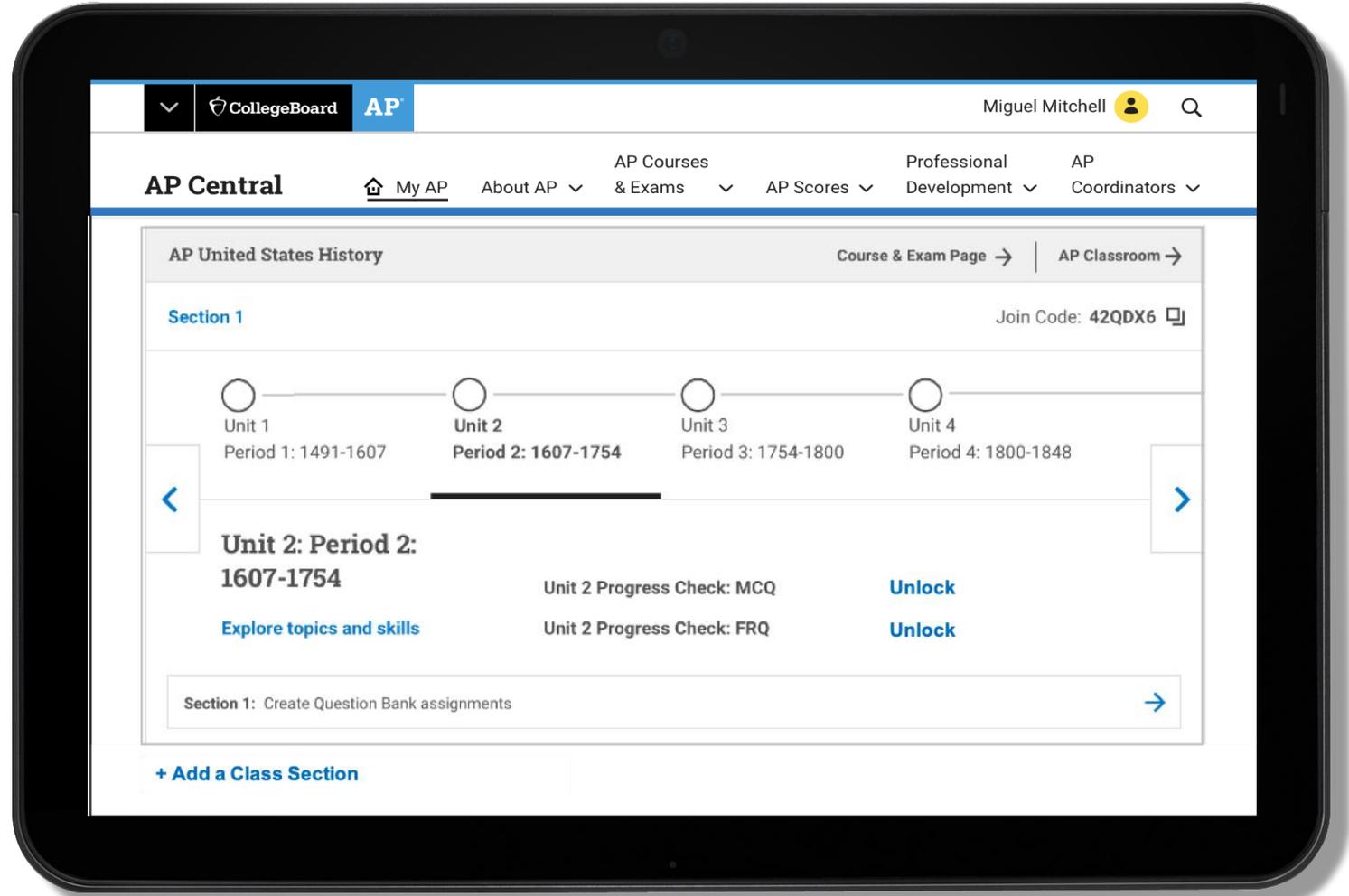
AP Classroom

Online platform where teachers and students can access all the instructional resources.
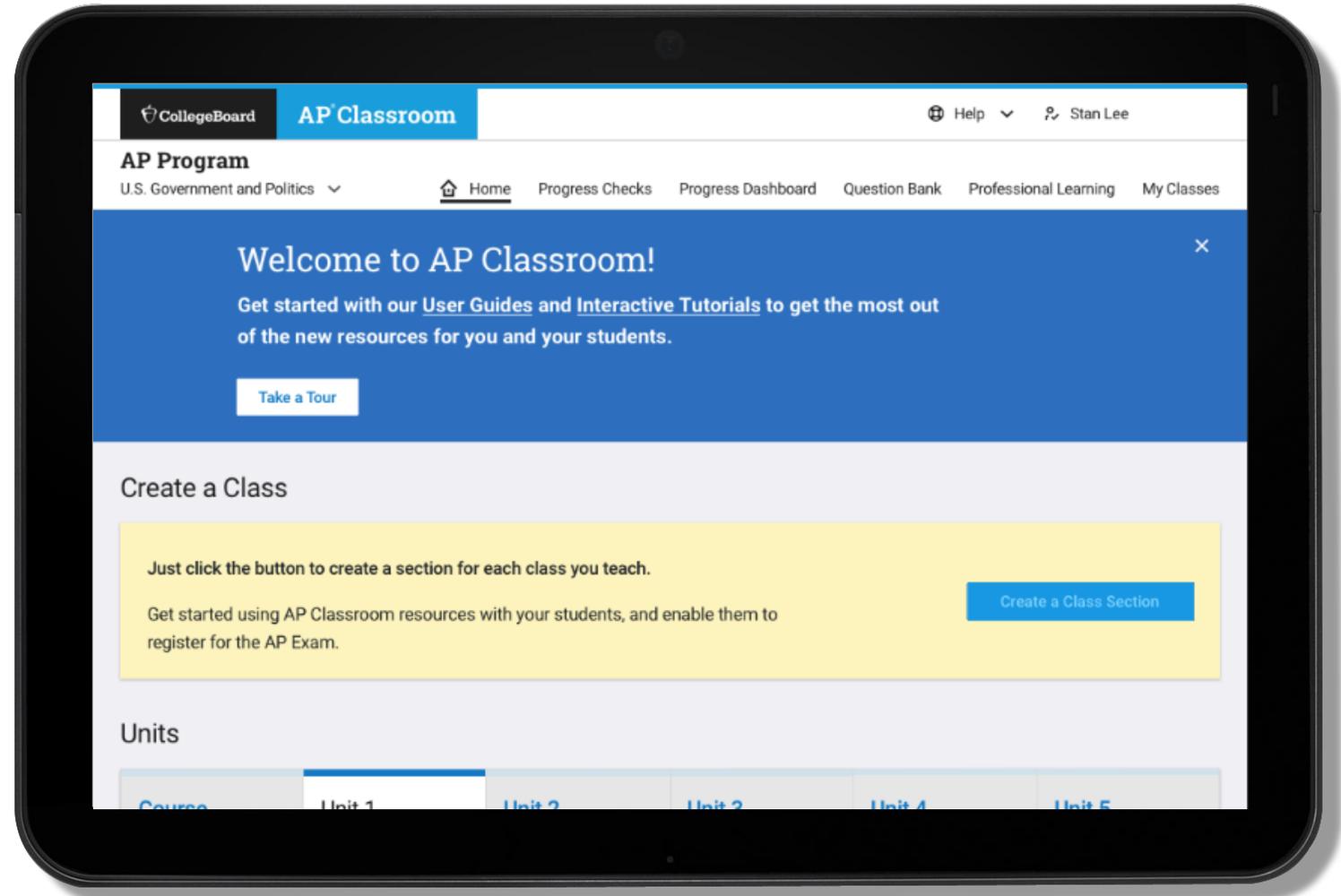
Integrated Digital Experience

The Unit Guides are digitized in a new daily classroom tool: AP Classroom.

- **Unit** tabs for every unit include relevant resources aligned to the CED

- **Unit Guide** links provide easy access to instructional strategies and details

- **Topic** links provided details for every topic (if relevant to your course)

- **Skills** are color coded just like in the CED to help you spiral across units

Progress
Dashboard

Resources and Supports for AP

Unit Guides
Planning guides that outline content and skills for commonly-taught units within a course

Personal Progress Checks
Formative AP questions that provide students with feedback on the areas where they need to focus

AP Question Bank
Library of formative, released, and secure AP practice questions teachers can use to assign online and paper tests to students

Progress Dashboard
Interactive reports that help teachers understand student progress on learning critical concepts and skills

Unit Guides

Personal Progress Checks

AP Question Bank
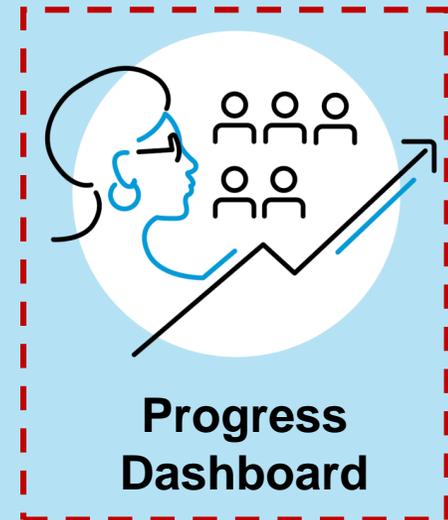
Progress Dashboard
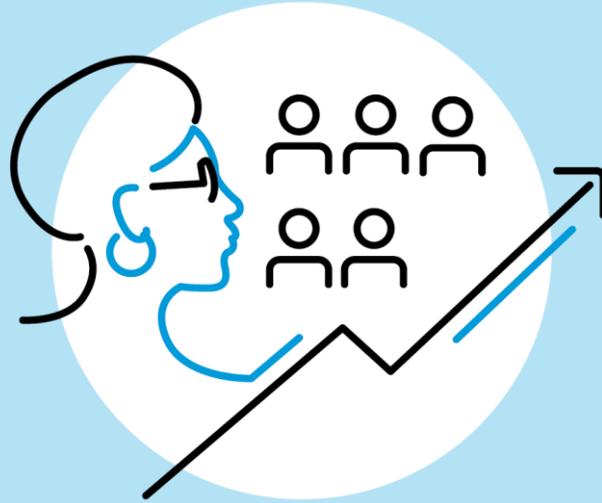
Progress Dashboard
Interactive reports highlight
student progress as they learn
critical concepts and skills.

Progress Dashboard Preview

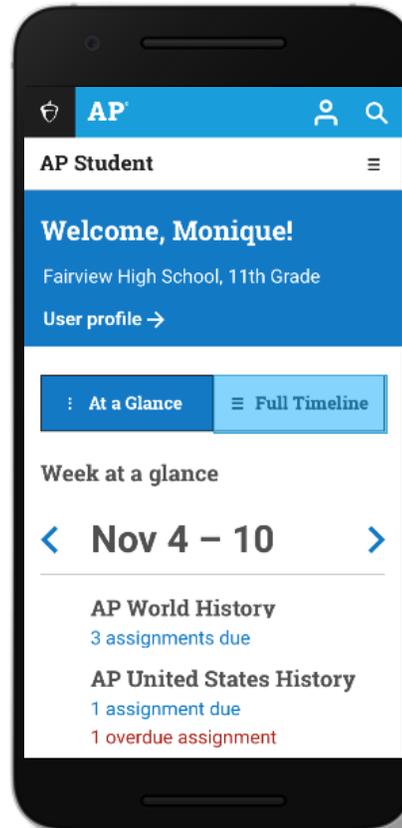**View progress for every student and class across AP units and skills.**
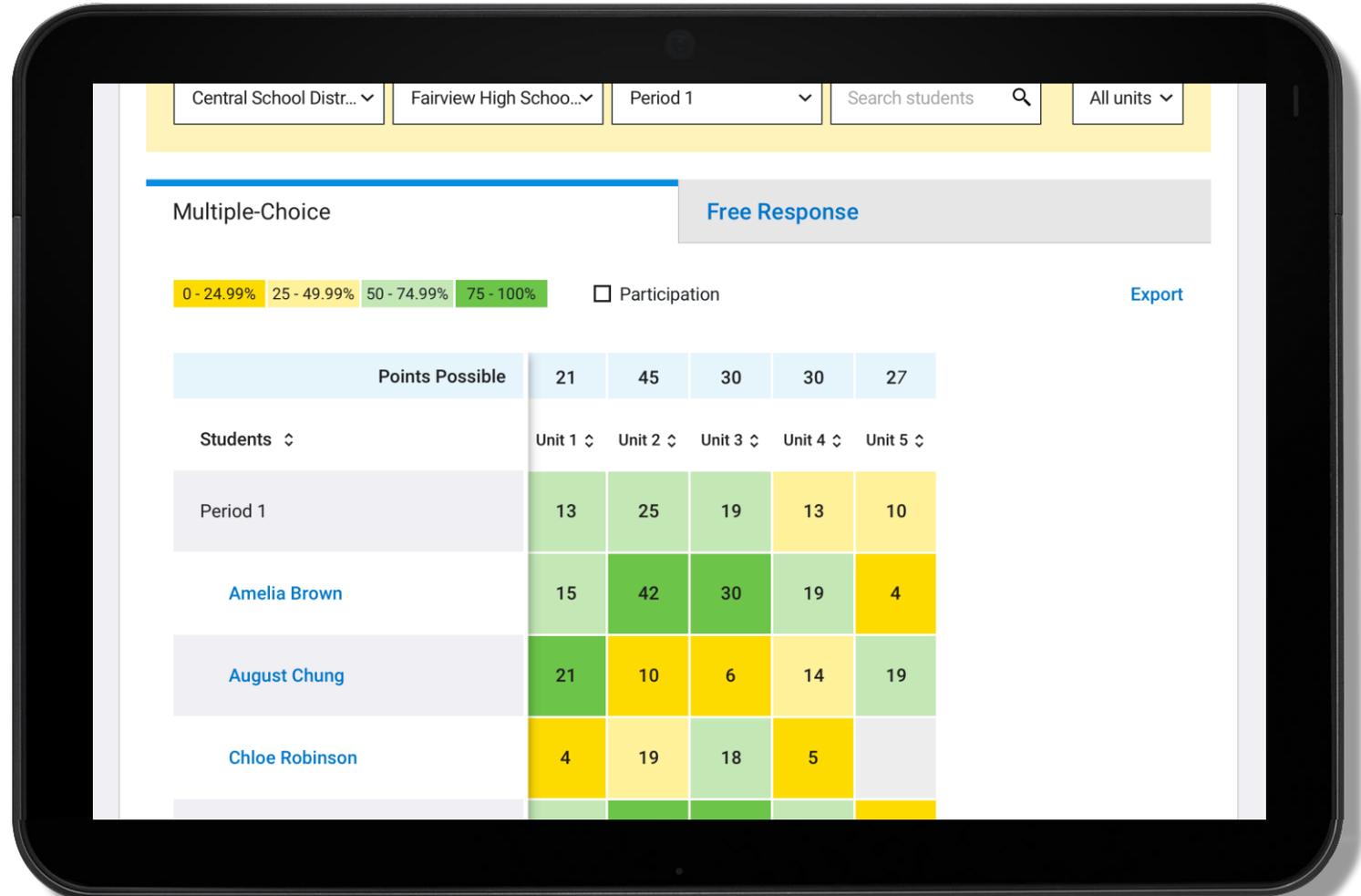
Student Digital Experience

My AP

**Students who log into AP Students will have a new personalized homepage:**

- AP courses taken

- Dynamic timeline, tasks, and data

- Easy access to all relevant tools, including:
  - AP Classroom
  - AP Digital Portfolio
  - AP Scores
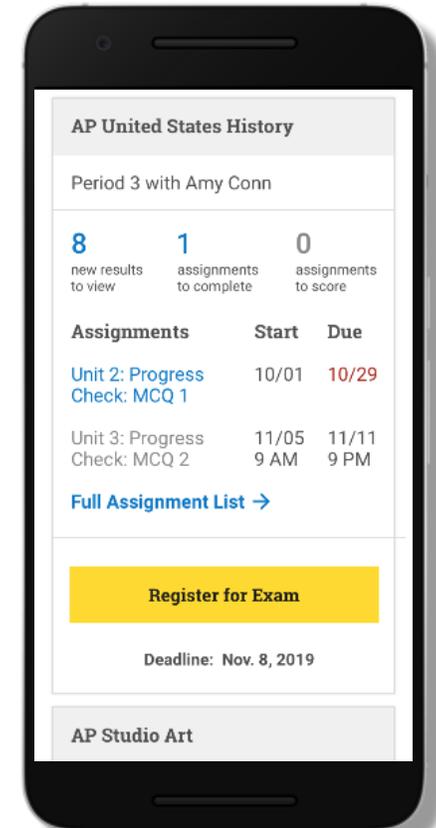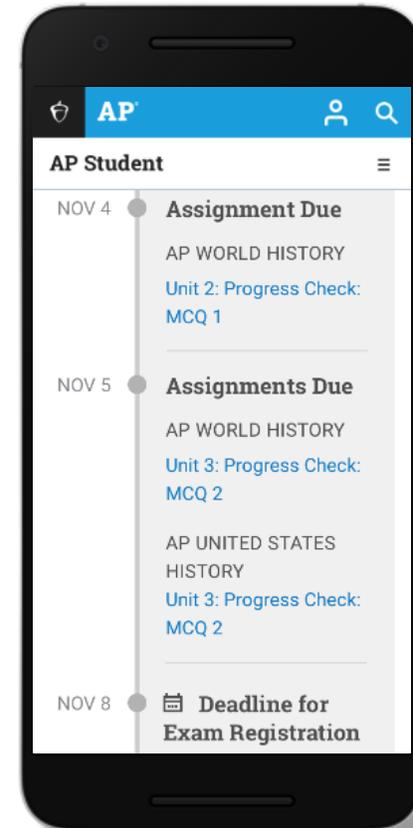
AP Classroom

Students will use AP Classroom for:

- Unit outlines and resources

- Personal Progress Checks

- Progress Dashboard
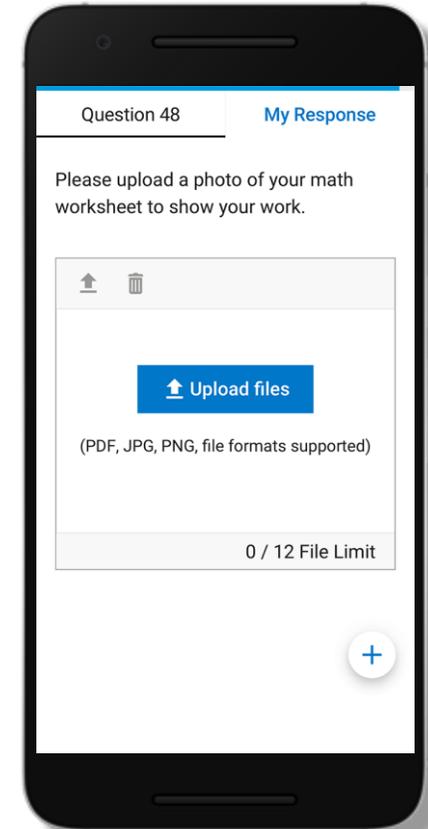
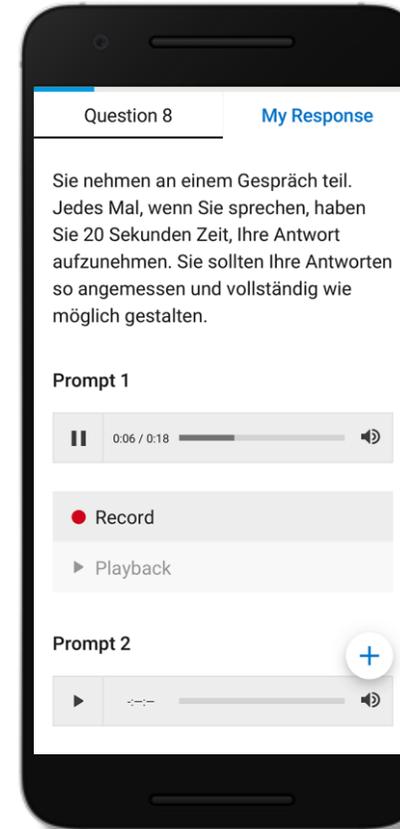- Question Bank Assignments
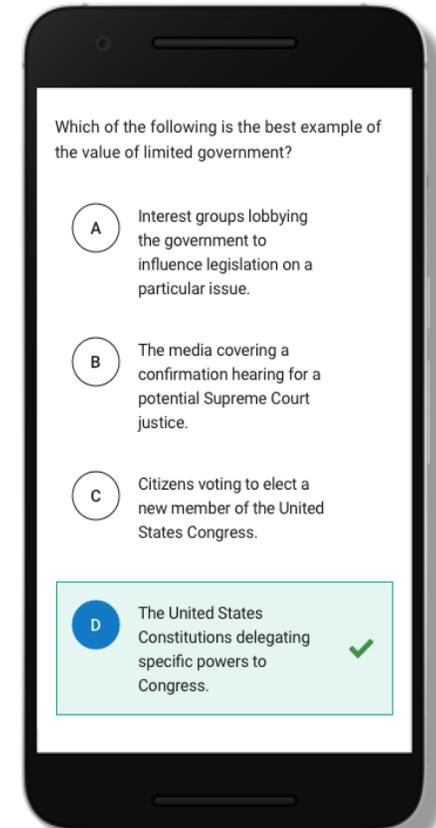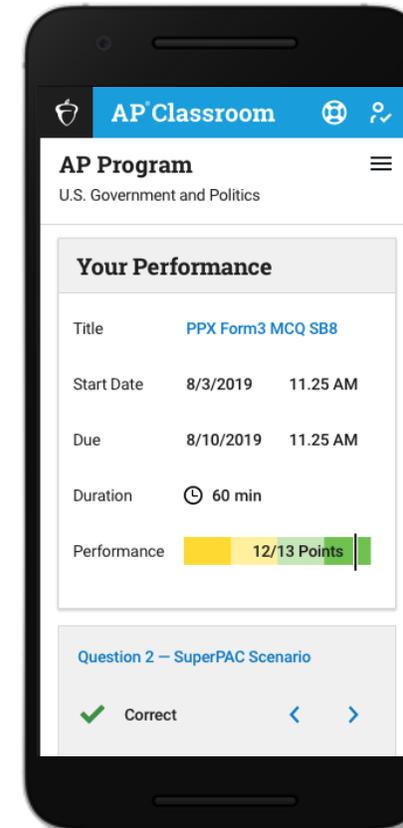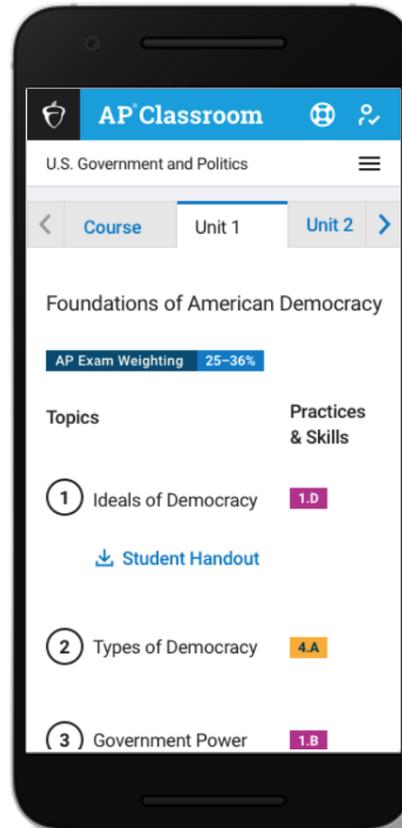
AP Classroom Test Player

Students can use phones, tablets or laptops to answer most AP questions:

- **Multiple Choice**

- **Free Response**
  - Text
  - Audio (speaking and listening)
  - Photo or file upload
   - Use paper and take a picture
    - Save digital work and upload

Teachers can also assign Free Response questions by downloading our custom paper test booklets.

Phone 1:

< 8 of 40 >   🔖   🕐 43:28   ☰

Question 8 | My Response

Roman fresco depicting the ship *Isis Giminiana* loading grain to be shipped to the Port of Ostia, the harbour for the City of Rome, 2nd or 3rd Century C.E.

Biblioteca Apostolica Vaticana, VaticanCity/ Bridgeman Images

The fresco shows the ship's captain looking on as three port officials co- the grain as slaves carry grain bags to the ship.

Phone 2:

Question 8 | My Response

Sie nehmen an einem Gespräch teil. Jedes Mal, wenn Sie sprechen, haben Sie 20 Sekunden Zeit, Ihre Antwort aufzunehmen. Sie sollten Ihre Antworten so angemessen und vollständig wie möglich gestalten.

Prompt 1

⏸ 0:06 / 0:18 ———————— 🔊

● Record

▶ Playback

Prompt 2

▶ –:– ———————— 🔊

Phone 3:

Question 48 | My Response

Please upload a photo of your math worksheet to show your work.

⬆ 🗑

⬆ Upload files

(PDF, JPG, PNG, file formats supported)

0 / 12 File Limit
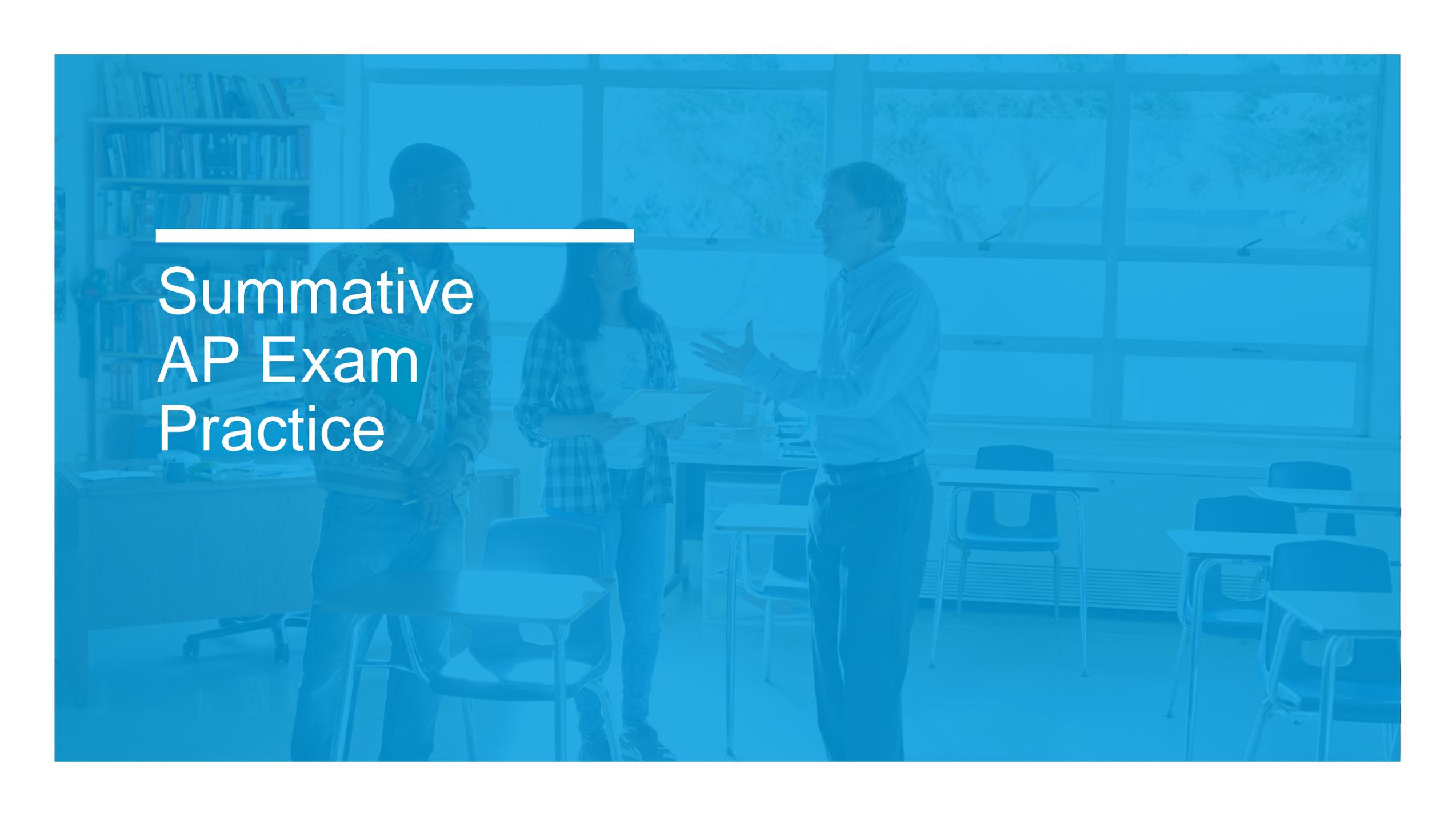
AP Classroom Feedback

Students will get feedback:

- **On every topic and skill**

- **On every question**:
  - correct and incorrect answers,
  - rationales for formative questions

- **On their own dashboard** so they can see their own progress over time

- **From teachers**, who can provide personlized feedback to each student
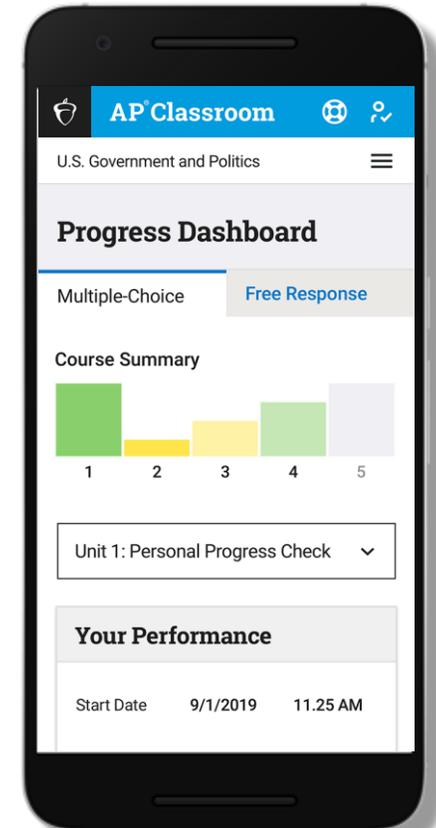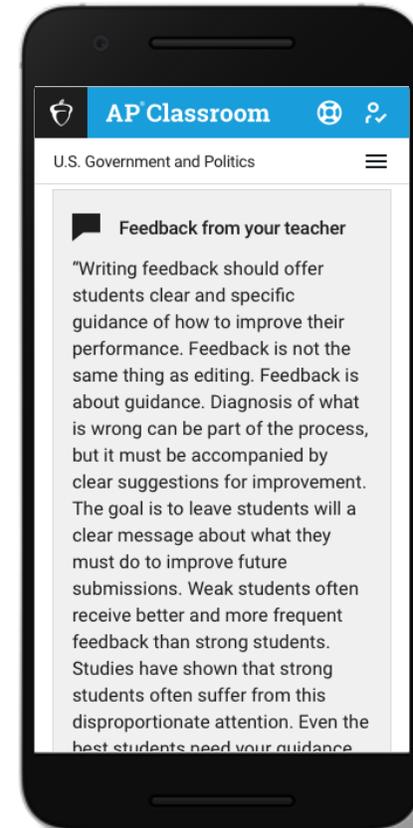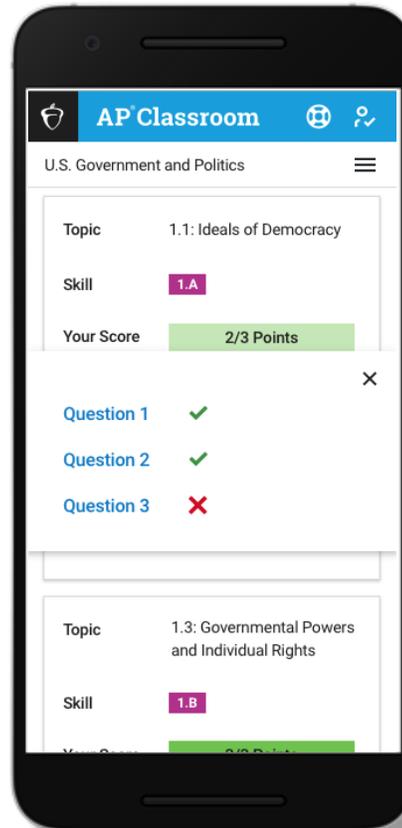
Questions?

Summative
AP Exam
Practice

Resources and Supports for AP

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Interactive reports that help teachers understand student progress on learning critical concepts and skills

Unit Guides

Personal Progress Checks

AP Question Bank

Progress Dashboard

AP Question Bank
Teachers access this library of real
AP questions to create customized tests
for students to take on paper or online.

AP Question Bank

Boosts student practice with every available AP question in one place.

- Indexed by content and skills

- Create customized practice and tests that can be assigned online or on paper as in-class assignments or homework

- Create new questions or edit existing questions

- Enables students to practice on assignments from teachers and get detailed results

AP Question Bank

Boosts student practice with every available AP question in one place.

- Previously used questions are indicated (in orange)

- Assessment Builder helps teachers create and customize assignments for students

AP Assessments to Guide Instruction

Topic Questions
Use when you teach each topic and skill

Personal Progress Checks
Use when students complete each unit based on Topic Questions

Practice Questions & Practice Exams
Use when students prepare for Exam and as scaffolded instruction

AP Exam

- Teachers assign as homewo
- Question results reveal mis
  - Teachers target con
  - Students understan

FORMAL

- More than 15K AP Exam questions are indexed by content and skills in the AP Question Bank.
- Summative AP questions are best used to help students understand AP exam expectations and as prep towards the end of the year, as they assess content and skills from throughout the course.
- If administered online, or scores entered online, teachers and students view results by question.
- Scoring guidelines from the AP Reading help teachers score free response questions.

Discussion: Explore the AP Question Bank for your content

- How do you envision or how are you currently using this tool in your classroom? Will it be strictly summative for you?

Questions?