

CollegeBoard

AP

MS Advanced Placement Update for School Administrators

Planning and Preparing for the 2020-21
School Year



Updates from the MDE & IHL

Wendy Clemons,

*Executive Director, Office of Secondary Education
and Professional Development, MDE*

Heather Morrison,

*Director P20 Partnerships / Student and Academic
Affairs, Mississippi Institutions of Higher Learning*

2020-21 AP Exams & What's Included for 2020-21 School Year

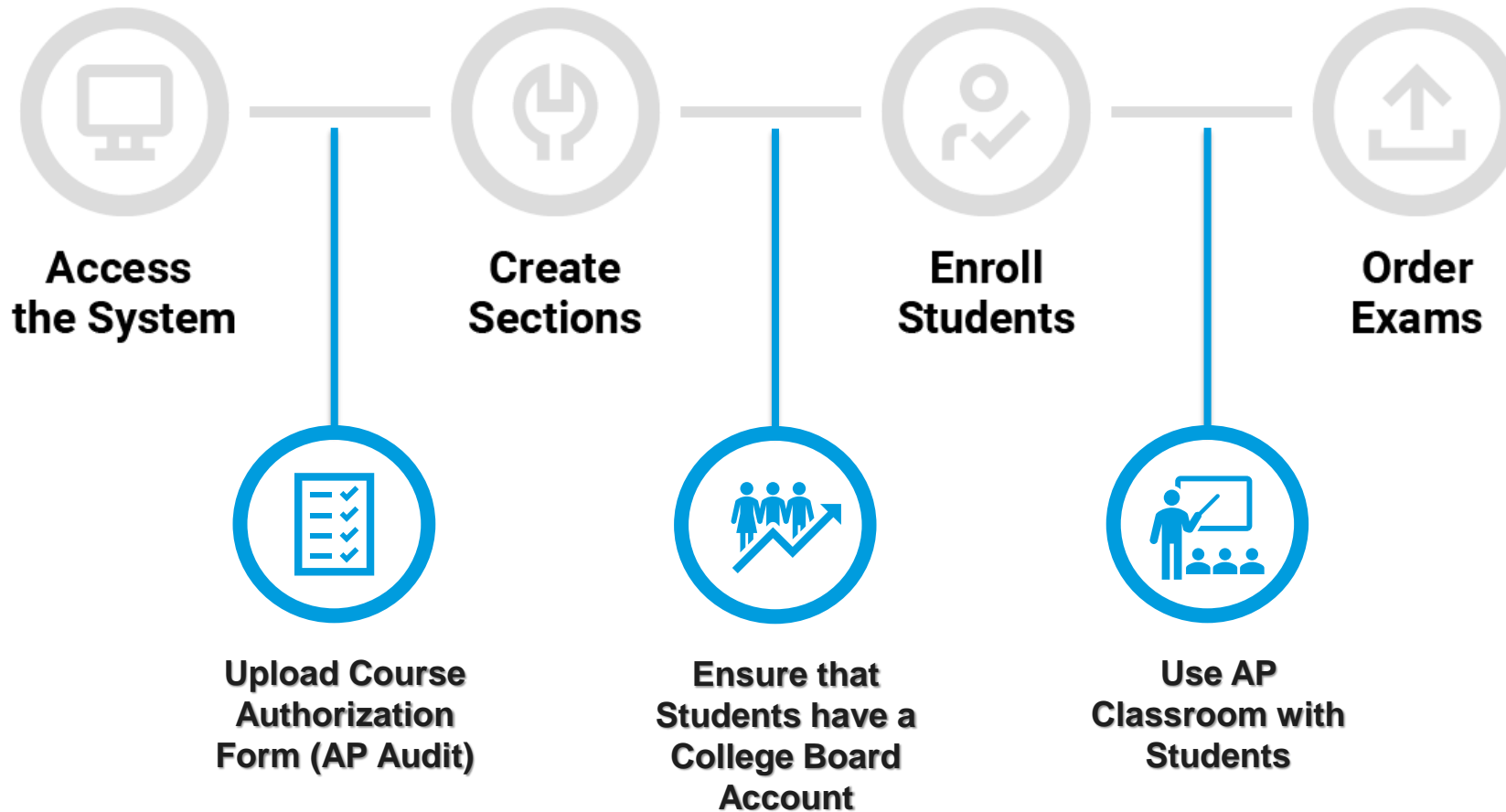
Cale Golden & Cassi Barker-Carr,

College Board, State & District Partnerships

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.

AP Coordinator & Teacher Processes



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



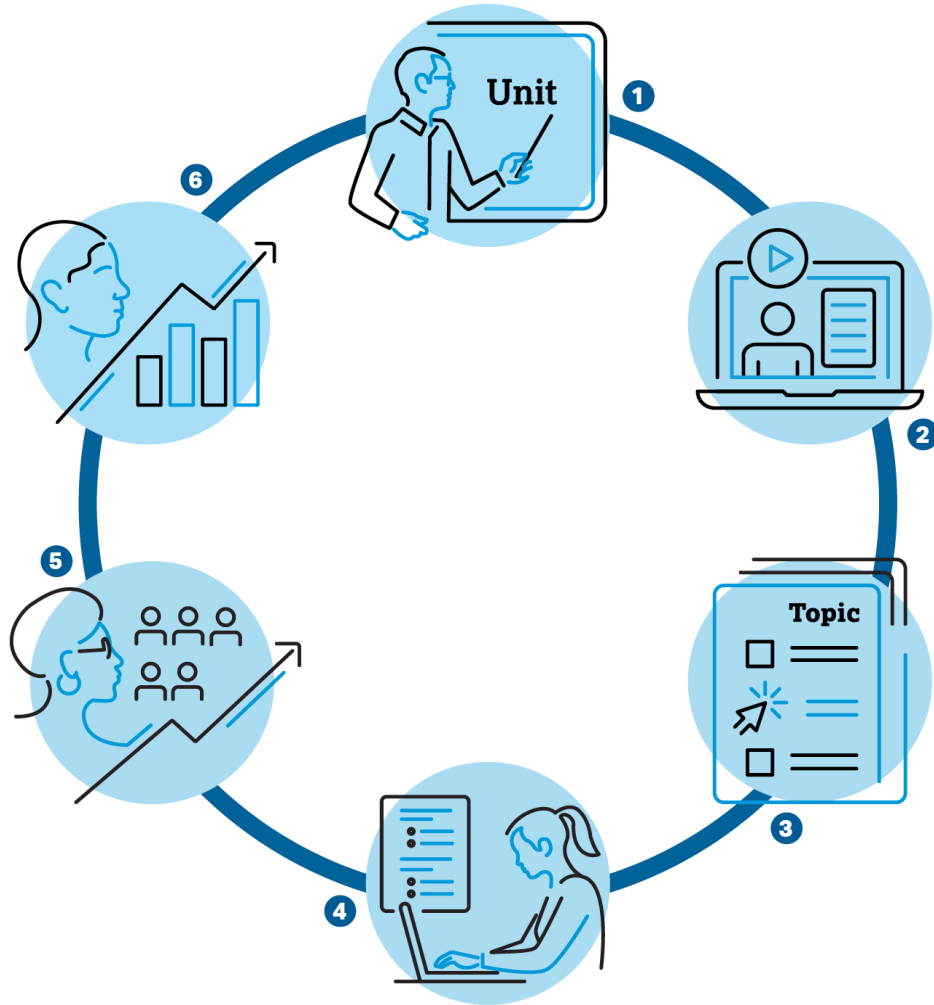
Resources Built for Any
Learning Environment

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	*	*	✓

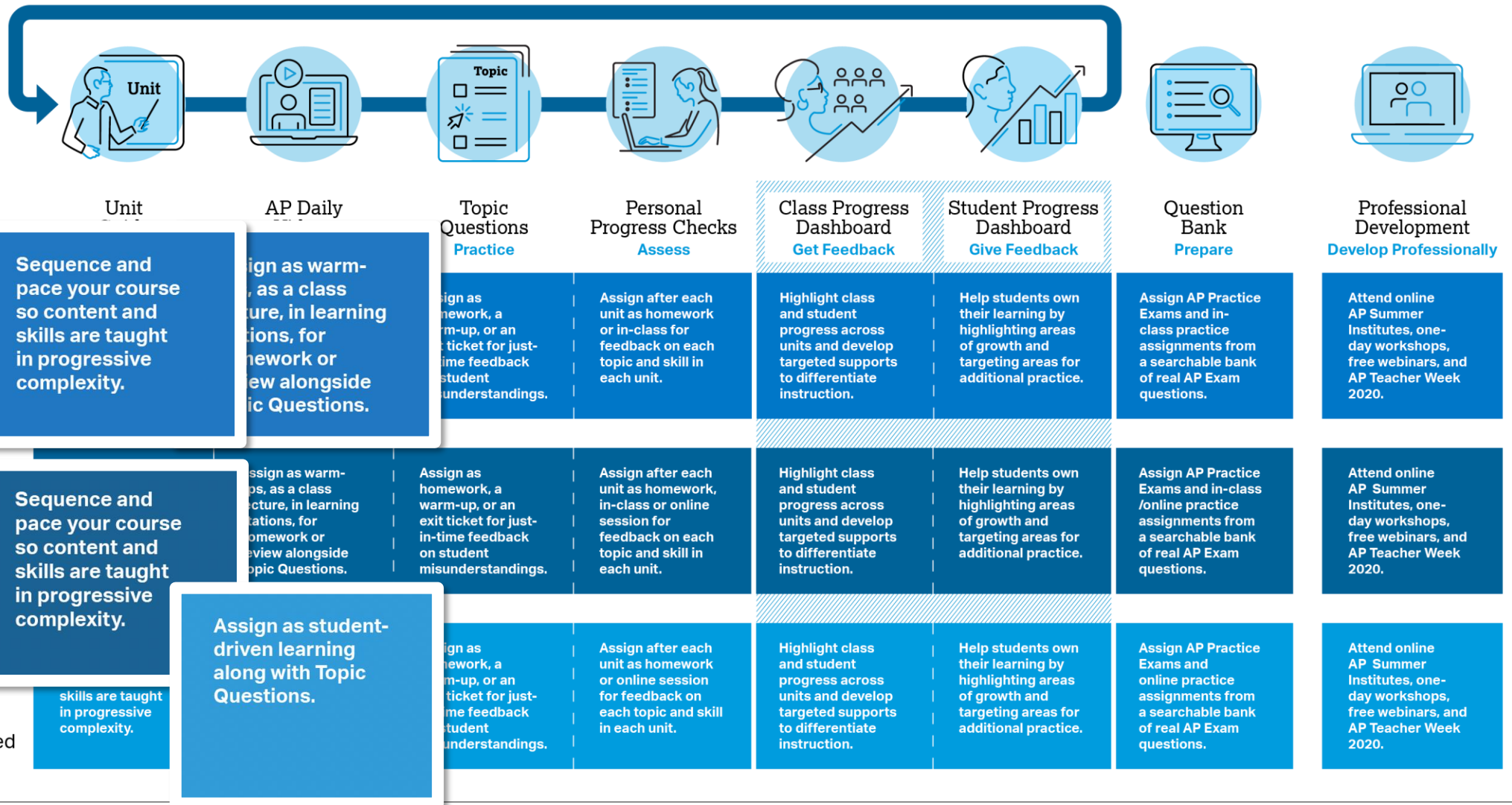
* In-person professional development may resume for summer 2021.

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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Online Learning



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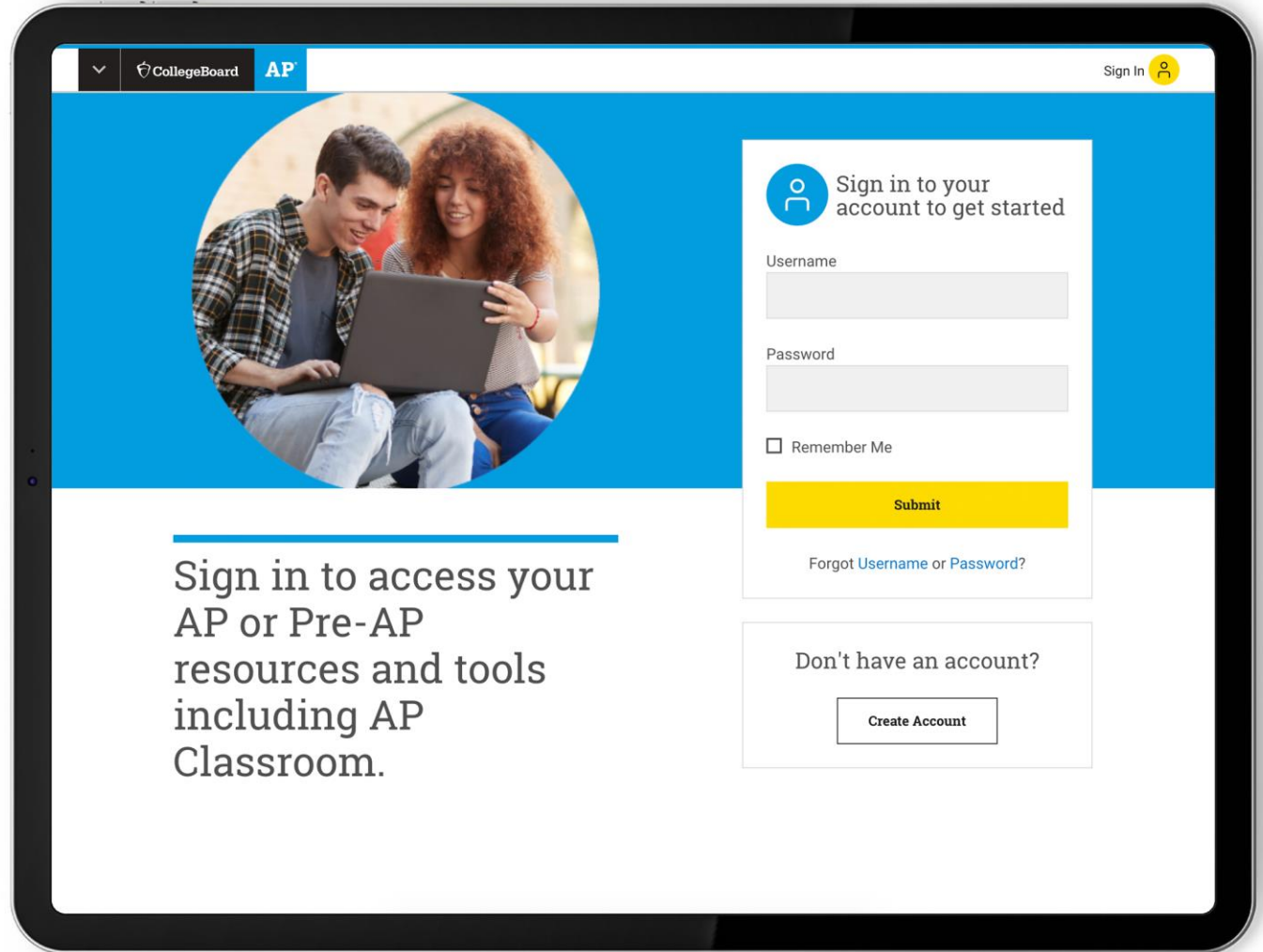
USING THIRD-PARTY VIRTUAL LEARNING PROVIDERS
If you need to partner with a third-party virtual learning provider to deliver AP this year, we recommend that you look at their historic completion rates and choose a provider that gives your students the best opportunity to succeed in a virtual learning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



CollegeBoard AP

- INCLUDES**
- ✓ Course framework
 - ✓ Instructional section
 - ✓ Sample exam questions
 - ✓ Create performance task guidelines

AP Computer Science Principles

COURSE AND EXAM DESCRIPTION

Effective Fall 2020

CollegeBoard AP

- INCLUDES**
- ✓ Curriculum framework
 - ✓ Instructional section
 - ✓ Assessment overview
 - ✓ Student handouts

AP Seminar

COURSE AND EXAM DESCRIPTION

Effective Fall 2020

CollegeBoard AP

- INCLUDES**
- ✓ Curriculum framework
 - ✓ Instructional section
 - ✓ Assessment overview
 - ✓ Student handouts

AP Research

COURSE AND EXAM DESCRIPTION

Effective Fall 2020

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 overlapping pages from the AP Human Geography Course and Exam Description binder, specifically focusing on Unit 2: Population and Migration Patterns and Processes.

Left Page: UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
PSO-2	2.1 Population Distribution	2.A Identify the different types of data presented in maps and in quantitative and geospatial data.	~19–20 CL
	2.2 Consequences of Population Distribution	2.B Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	2.3 Population Composition	2.A Describe spatial patterns, networks, and relationships.	
IMP-2	2.4 Population Dynamics	2.A Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	2.5 The Demographic Transition Model	2.A Describe spatial patterns presented in maps and in quantitative and geospatial data.	
IMP-2	2.6 Malthusian Theory	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	2.7 Population Policies	2.B Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
SPS-2	2.8 Women and Demographic Change	2.A Describe spatial patterns presented in maps and in quantitative and geospatial data.	
	2.9 Aging Populations	2.B Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
IMP-2	2.10 Causes of Migration	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	2.11 Forced and Voluntary Migration	2.A Describe a relevant geographic concept, process, model, or theory in a specified context.	
	2.12 Effects of Migration	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	

Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.

Middle Page: SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.3	Create Representations Although population pyramids are most often used to illustrate the population composition of countries, they may also be used to illustrate the age-sex population of subnational units. Provide students with scenarios regarding the characteristics of different subnational units. Then have the students draw a population pyramid based on the scenarios and explain their thinking.
2	2.5	Making Connections Give students this list of terms: crude birth rate, crude death rate, rate of natural increase, and total population. Allow students a few minutes to gather and recall information about the terms or concepts and then pair students to discuss how the relationships among the terms are represented in the demographic transition model. Then, ask students to take different population pyramids and place them at the appropriate stage of the demographic transition model. Have them justify their choice of stage.
3	2.12	Jigsaw Assign students different countries, some with negative net migration rates and others with positive net migration rates, and have them use a variety of resources to examine the effects of migration on their assigned country. Then, create two groups—one with countries with positive net migration rates and one with countries with negative net migration rates—and have them discuss and compile information gathered on migration effects. Lastly, create groups with mixed positive and negative net migration rate countries and have students summarize and present information on the impacts for these different countries.

Unit Planning Notes
Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

Right Page: TOPIC 2.1 Population Distribution

Required Course Content

ENDURING UNDERSTANDING
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE
PSO-2.A Identify the factors that influence the distribution of human populations at different scales.

ESSENTIAL KNOWLEDGE
PSO-2.A.1 Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) 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 Define methods geographers use to calculate population density.
PSO-2.B.1 The three methods for calculating population density are arithmetic, physiological, and agricultural.
PSO-2.C Explain the differences between and the impact of methods used to calculate population density.
PSO-2.C.1 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		~14-17 Class Periods 12-16% AP Exam Weighting		~9-11 Class Periods 10-15% AP Exam Weighting		~9-11 Class Periods 8-11% AP Exam Weighting		~18-21 Class Periods 12-16% AP Exam Weighting		~20-23 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 3	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 6	6.5 Regulation of Gene Expression	EVO 5	7.5 Hardy-Weinberg Equilibrium	ENE 5	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 6	3.7 Fitness	IST 6	4.7 Regulation of Cell Cycle			IST 3	6.7 Mutations	EVO 6	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 2	7.11 Extinction		
												SYI 3	7.12 Variations in Populations		
												SYI 6	7.13 Origin of Life on Earth		
												SYI 3			

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

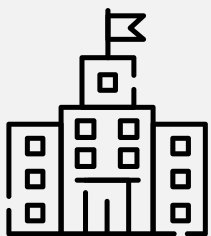
Multiple-Choice: ~20 questions
Free-Response: 2 questions

- 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

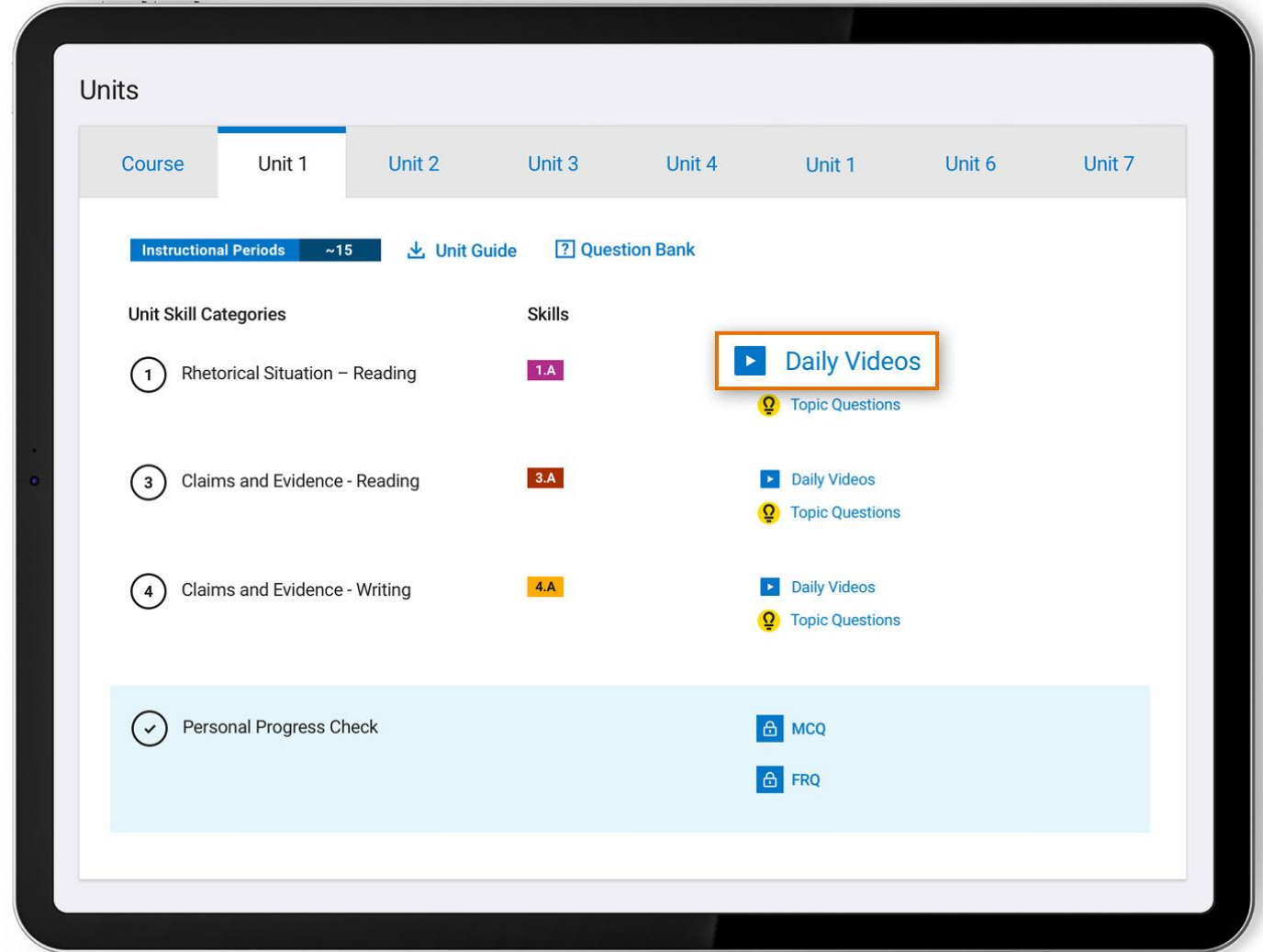
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- **Modified Use:** Use the Unit Guides as a checklist to ensure your syllabus covers the required content and skills.

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.

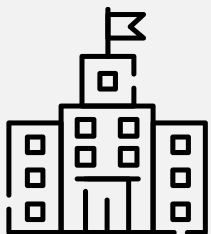
Starting on September 1, AP Daily videos will be available in AP Classroom. We'll launch Unit 1 videos first and continue to release on a rolling basis.



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 options 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, 3 Claims and Evidence - Reading, and 4 Claims and Evidence - Writing. Each item has a corresponding skill icon (1.A, 3.A, 4.A) and a Daily Videos button. Below these items is a Personal Progress Check section with MCQ and FRQ options.

Unit Skill Categories	Skills	Resources
1 Rhetorical Situation - Reading	1.A	Daily Videos, Topic Questions
3 Claims and Evidence - Reading	3.A	Daily Videos, Topic Questions
4 Claims and Evidence - Writing	4.A	Daily Videos, Topic Questions
Personal Progress Check		MCQ, FRQ

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

A How many blue cars are in the lot?
 B What are the gas mileages, in miles per gallon, of the cars in the lot?
 C What are the weights, in pounds, of the cars in the lot?
D What is the number of cars in the lot with out-of-state license plates? ✖
 E What are the colors of the cars in the lot? ✔

Answer D
 Incorrect. To answer this question, a single numerical value (number of cars) will be recorded.

AP Statistics

Home Progress Checks Progress Dashboard Question Bank

Question Bank

Questions Assessments Results

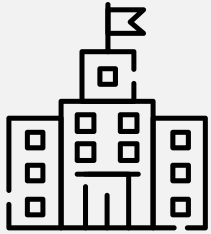
Topic 1.2 Variables Quiz Start Date: 7/27/2020 Due Date: --

Questions Students

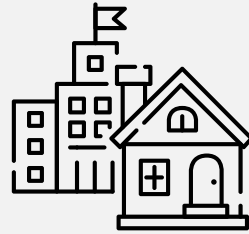
Period 1

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

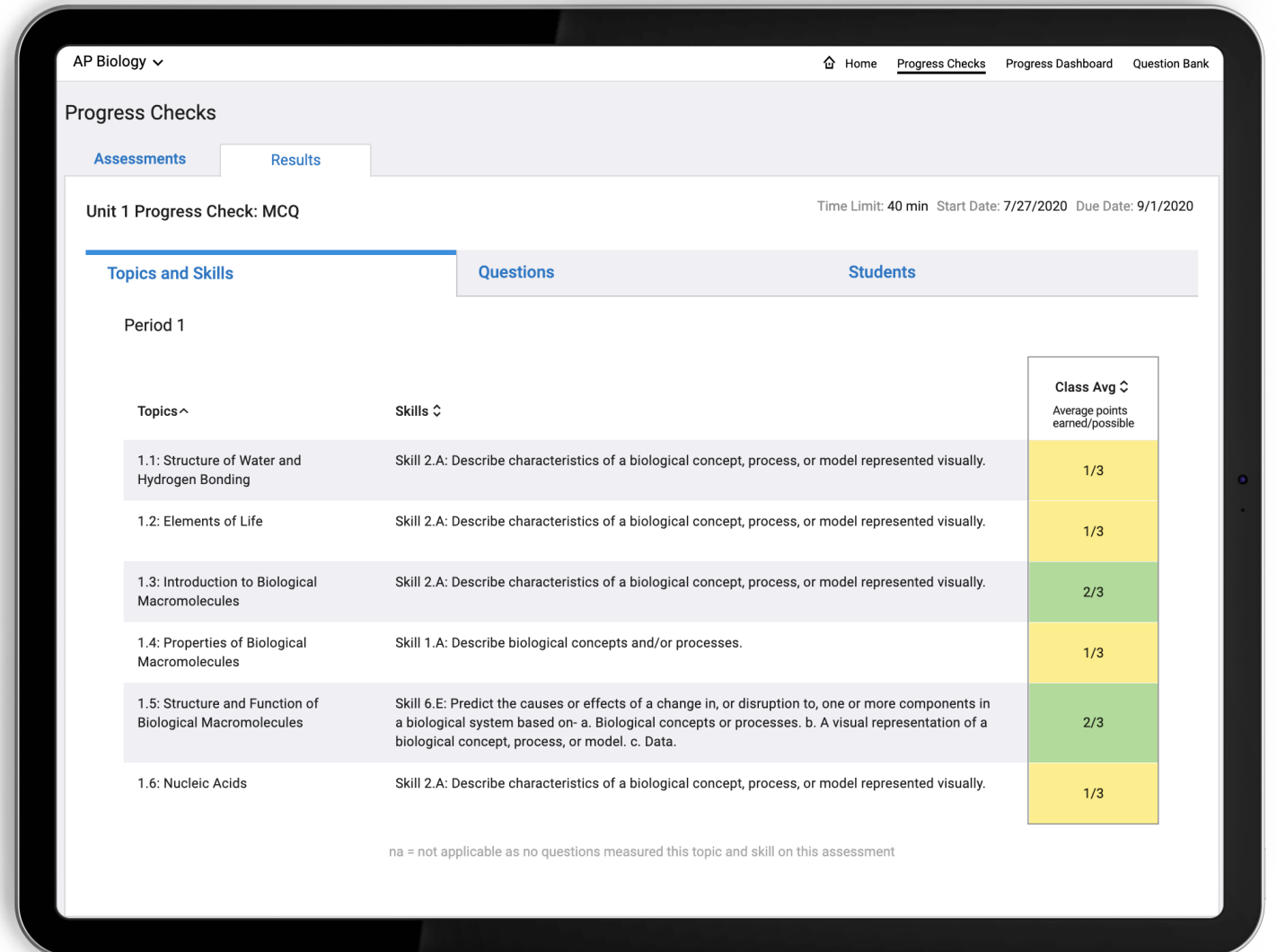
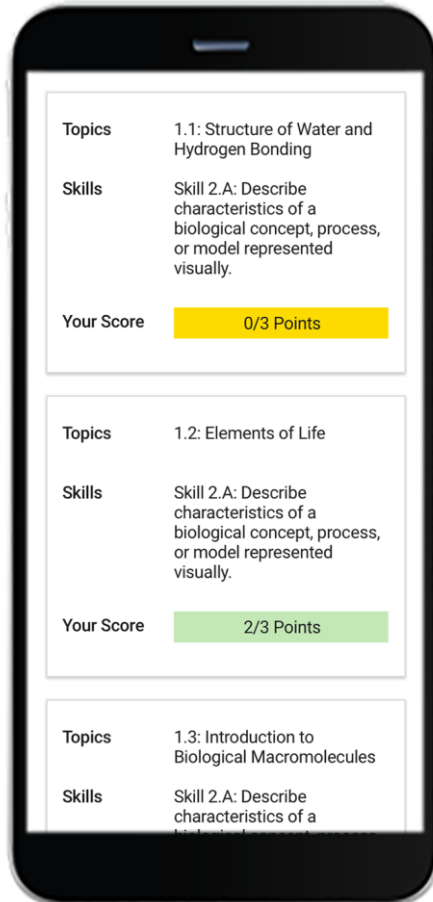
- Teachers assign after students have learned each unit's topics and skills to:
 - gauge progress and improvement
 - highlight areas of strength, and
 - pinpoint areas for additional practice.

Keep in Mind

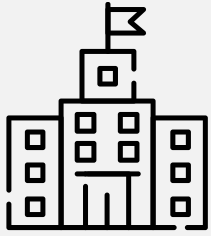
- Personal Progress Checks are formative assessments of college-level knowledge and skills. ***They shouldn't be used to assign letter grades nor to monitor teacher effectiveness.***

The screenshot displays the 'Units' page for a course, with 'Unit 1' selected. The interface includes a navigation bar with tabs for 'Course', 'Unit 1', 'Unit 2', 'Unit 3', 'Unit 4', 'Unit 1', 'Unit 6', and 'Unit 7'. Below the navigation bar, 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', '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. To the right of each skill code, there are 'Topic Questions' icons. At the bottom of the page, there is a light blue box containing a 'Personal Progress Check' icon and two assessment types: 'MCQ' and 'FRQ'.

Progress Check Feedback: Signals for every topic, skill

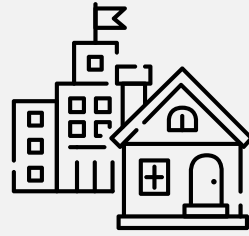


Personal Progress Checks for Just-In-Time Feedback



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.

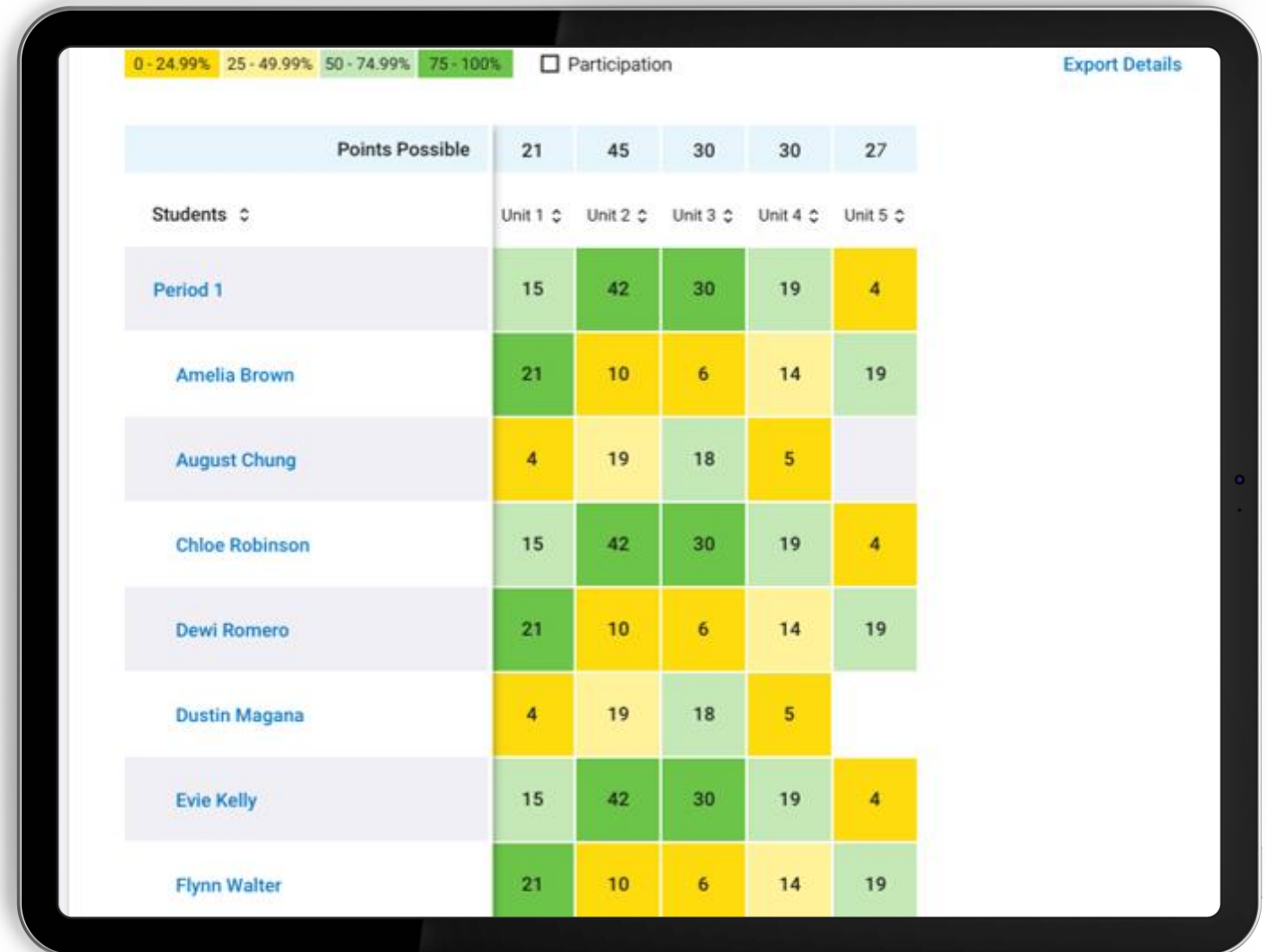
Class Progress Dashboard: Prioritize additional practice

How to Use

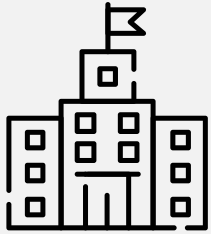
- Educators chart school, class, and student progress from unit to unit.
- Highlight strengths to expand upon and target practice as the exam approaches.

Keep in Mind

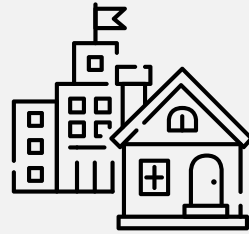
- The Progress Dashboard summarizes Personal Progress Check results.
- Use this feedback to help students stay motivated and continuously improve—***not as a grading tool.***



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.

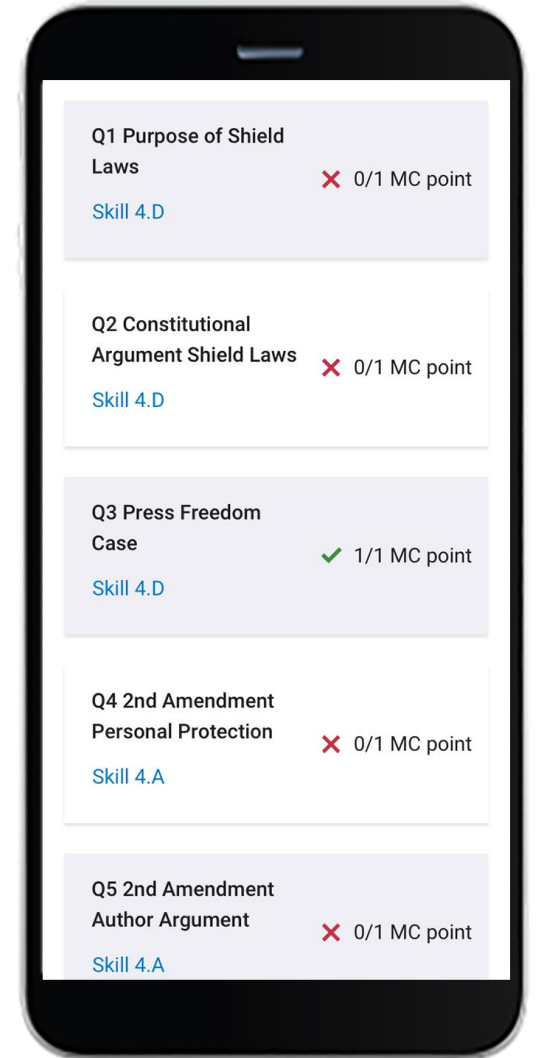
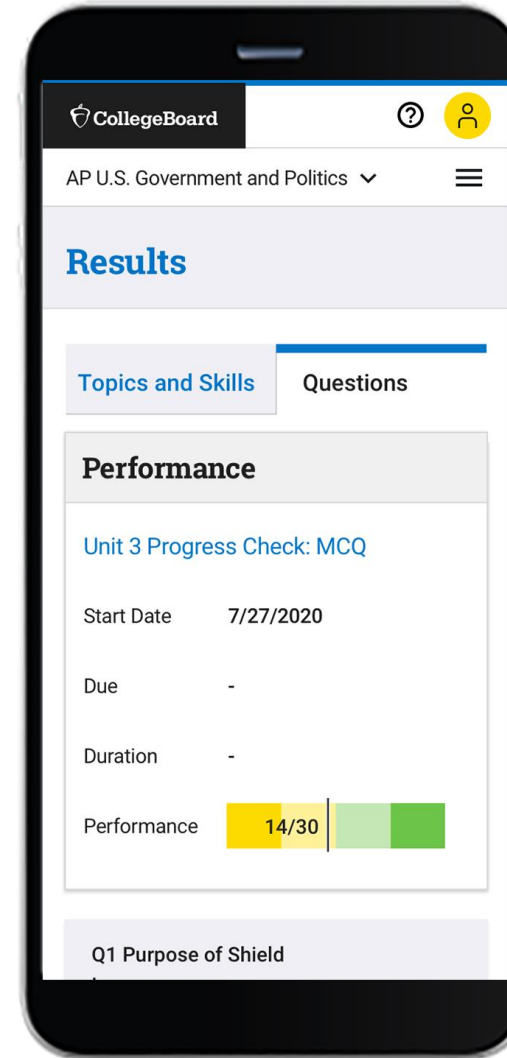
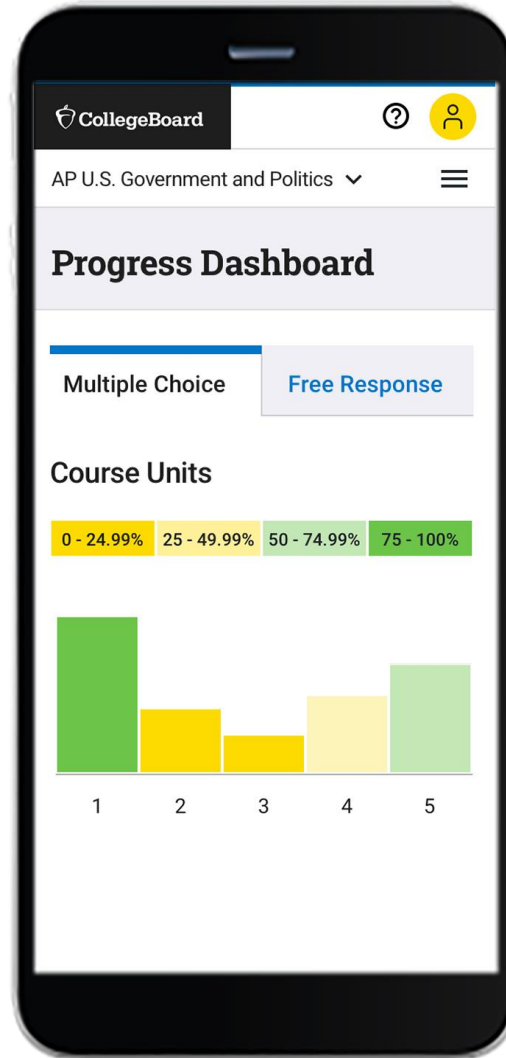
Student Progress Dashboard: Motivate students

How to Use

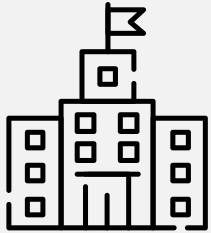
- Students view their own progress, unit by unit.
- Students use their personal progress check results, and optional teacher feedback, to target additional practice.

Keep in Mind

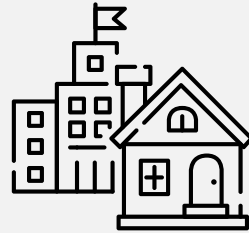
- Use this feedback to help students stay motivated and continuously improve—***not as a grading tool.***



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.

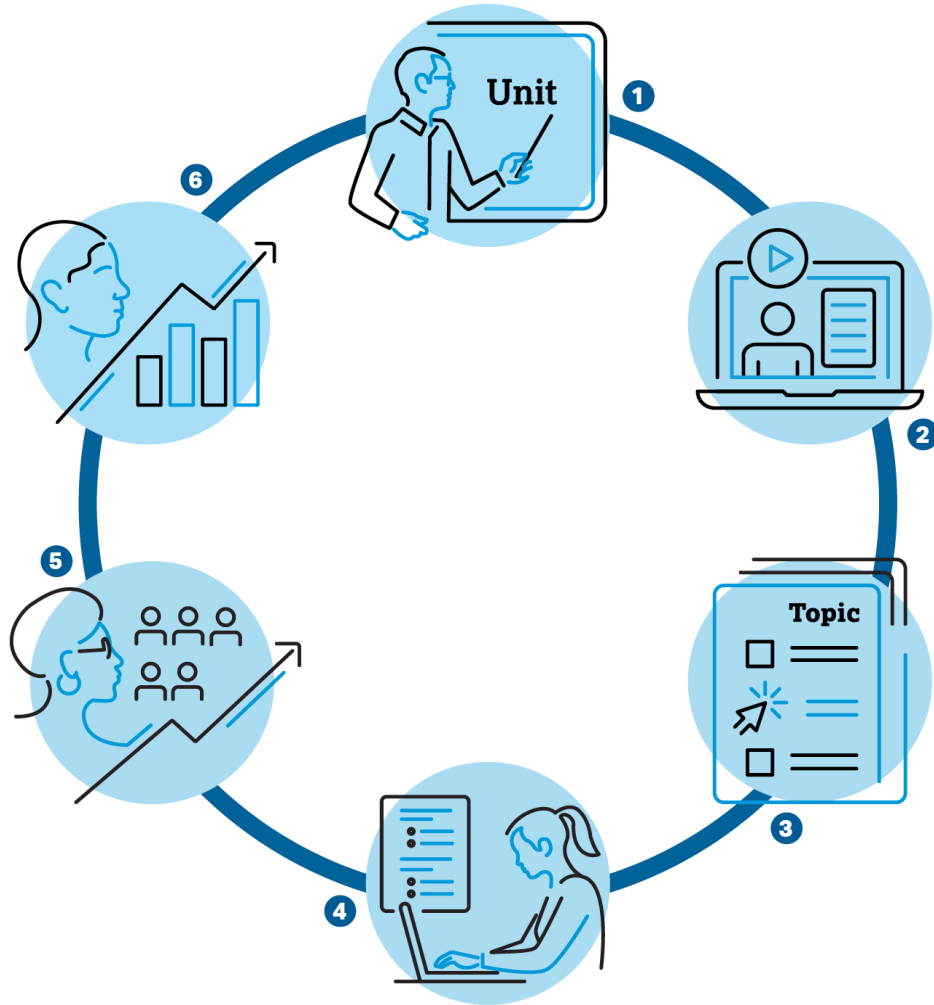
Keep in Mind

- 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 two main buttons: 'Browse Questions' and 'Build Quiz'. A search bar contains the text '"Skill 3.A"' and a dropdown menu is set to 'All'. To the right of the search bar are 'Hide Filters' and 'Reset Filters' buttons. Below the search bar, there are two rows of filter buttons: 'Unit and Topic', 'Skill Category and Skill', 'Assessment Purpose and Source', and 'Exam Alignment' in the first row; 'Big Idea and Learning Objective', 'Stimulus Type', 'Question Type', and 'Security' in the second row. Below the filters, it states '290 questions match your search for ""Skill 3.A""' and provides a pagination control showing '1', '2', '3', and '10' with arrows. A green 'Author New Question' button is also present. Below this 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

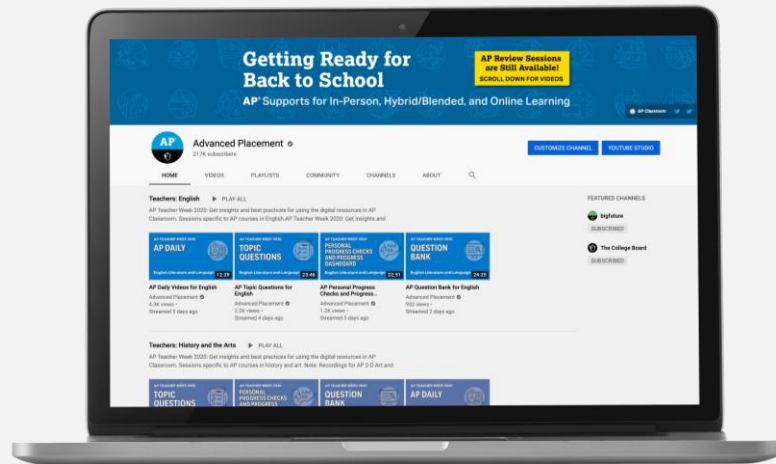


Participate in your AP Teacher Community

apcentral.collegeboard.org/learning-development

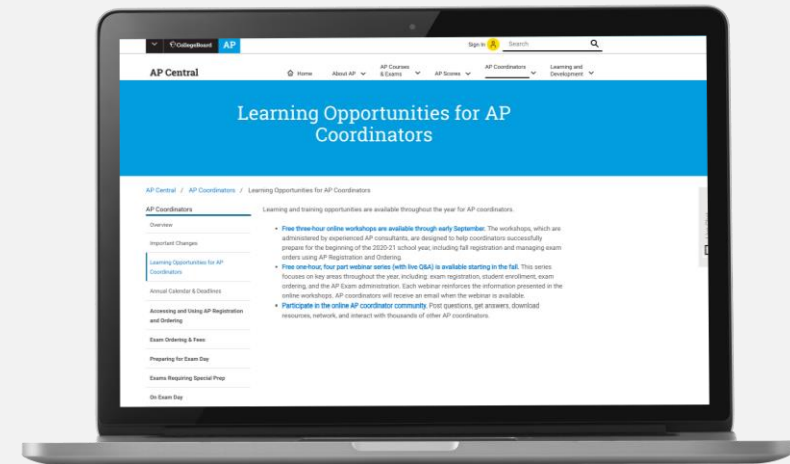
Learn More: Getting Ready for Back to School

For AP Teachers



youtube.com/advancedplacement

For AP Coordinators

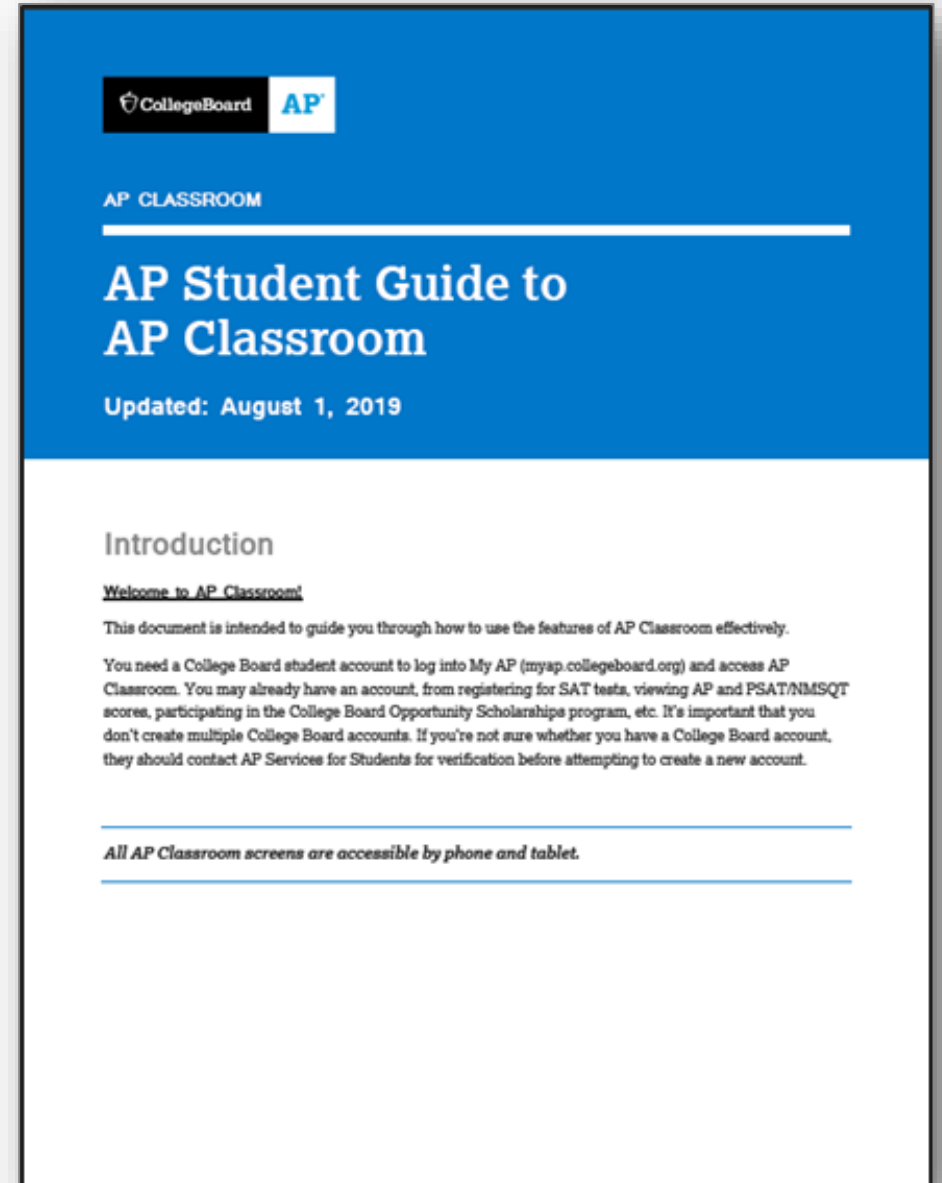


[apcentral.collegeboard.org/
ap-coordinators/learning-development](https://apcentral.collegeboard.org/ap-coordinators/learning-development)

AP Student Guide to AP Classroom

A guide to help school leaders support AP teachers

- Guides users through **how the AP Classroom works from a student perspective**
- Supports students through AP Classroom student experience – from **joining a class to accessing/taking online assessments to reviewing results/progress throughout their AP Course**



AP Teacher Guide to AP Classroom

Updated: September 30, 2019

Introduction

Welcome to AP Classroom!

The AP Classroom enables you to use resources aligned to your AP courses which will help you maximize the performance of your students. These resources include:

Topic Questions. Topic question links in each unit show multiple-choice and free response questions that check student understanding of each topic. Teachers preview and decide which questions to add to their own quizzes in the Question Bank.

Personal Progress Checks. Made up of formative AP questions, progress checks are meant to measure student progress through each unit and throughout the year. They measure content and skills in each unit of the AP course.

Progress Dashboard. The progress dashboard helps you recognize student achievement and prioritize areas for additional support by pinpointing strengths and weaknesses on AP content and skills, charting class and student progress throughout the school year and equipping students to monitor their own progress and take steps to improve.

Question Bank. You have access to a database of more than 15,000 AP questions, some of which have never been released before, that can be used to create customized practice and tests.

Professional Learning. Videos and interactive exercises to improve your teaching and assessing of your AP course. Currently professional learning is available for AP U.S. History, AP World History, AP European History, AP Calculus, AP U.S. Government and Politics and AP Computer Science Principles.

This document is intended to guide you through how to perform all the steps necessary to use the AP Classroom effectively. There is an accompanying Student Guide that you can consult to see how the AP Classroom works from a student perspective.

AP Teacher Guide to AP Classroom

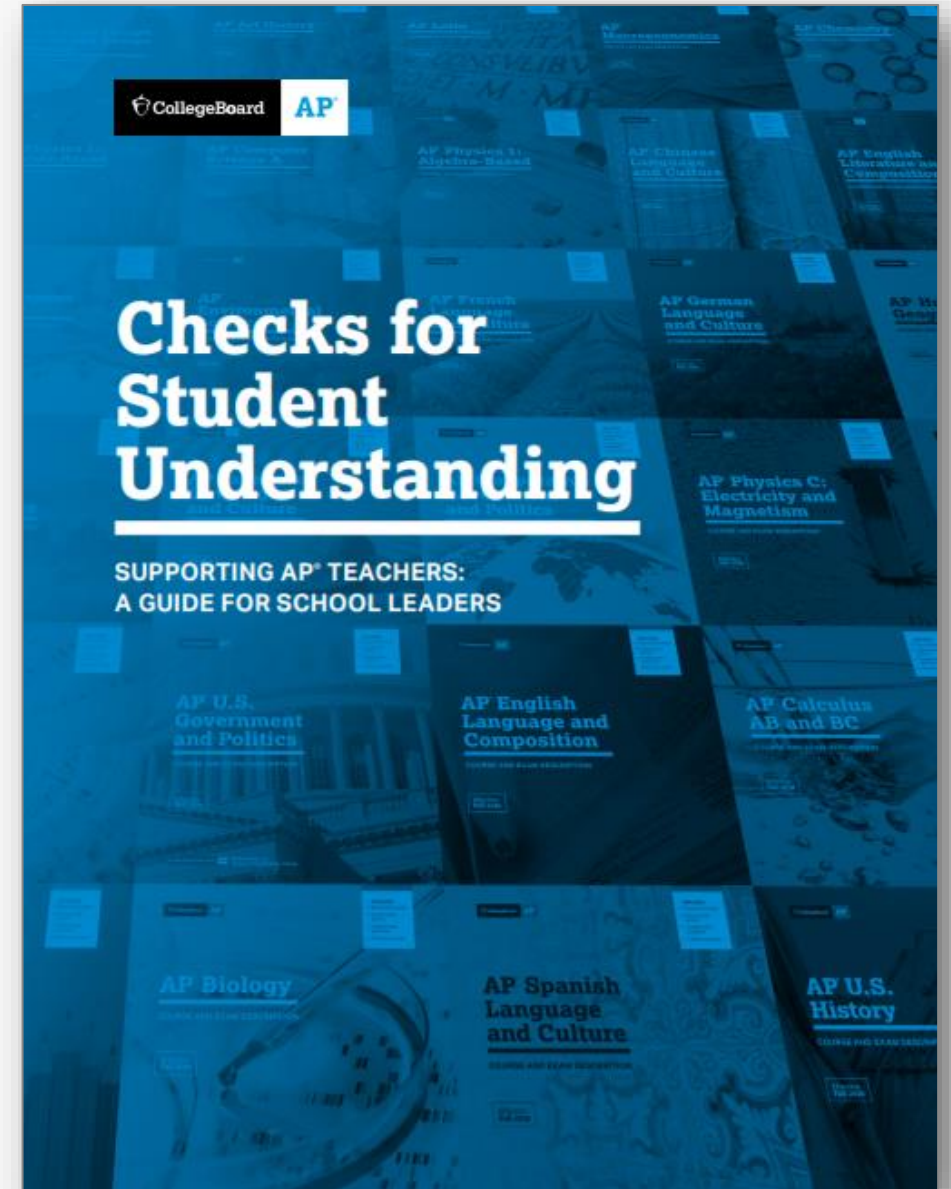
A guide to help school leaders support AP teachers

- Guides teachers through how to perform all the steps necessary to **use the AP Classroom effectively**
- Helps educators identify and utilize the available resources (including **Process Checks, Progress Dashboard, and Question Bank**) in an AP classroom
- Leads AP teachers to additional learning opportunities through **Professional Development Modules**, including a new FRQ item and scoring guidelines, teacher handouts and student handouts

Checks for Student Understanding

A guide to help school leaders support AP teachers

- Companion guide to the **new AP course and exam descriptions**
- Helps school leaders identify the “**look-fors**” in an AP classroom
- Can be used to help AP teachers see the **extent to which learning activities focus on what students should know and be able to do** to succeed in an AP course



Focus on Content and Skills

Checks for Student Understanding is a school leader's companion guide to the new AP® course and exam descriptions. Designed to help focus instructional conversations on the content and skills students need for success in an AP course and on an AP Exam, this guide purposefully emphasizes *know and be able to do* as the "look-fors" during

This guide is neither a manual on how to be a great teacher nor a checklist to be used for teacher evaluation. Local communities decide what their students need from their teachers.

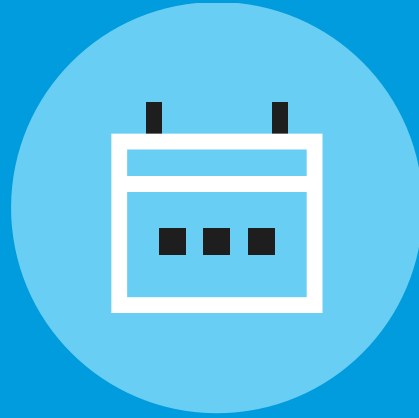
Instead, this guide offers resources for school leaders to help AP teachers keep focus on the content and skills students will need to succeed in an AP course and on an AP Exam.

Special Reminder: AP teachers now have additional ways to check student understanding throughout the year, including Personal Progress Checks. Because Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing authorization to offer AP courses.

This guide was designed to help focus instructional **conversations** on the **content and skills** students need for success in an AP course and on an AP Exam.

This guide is neither a manual on how to be a great teacher nor a checklist to be used for teacher evaluation. Local communities decide what their students need from their teachers.

Instead, this guide offers resources for school leaders to help AP teachers keep focus on the content and skills students will need to succeed in an AP course and on an AP Exam.



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.

Pre-planning

2

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

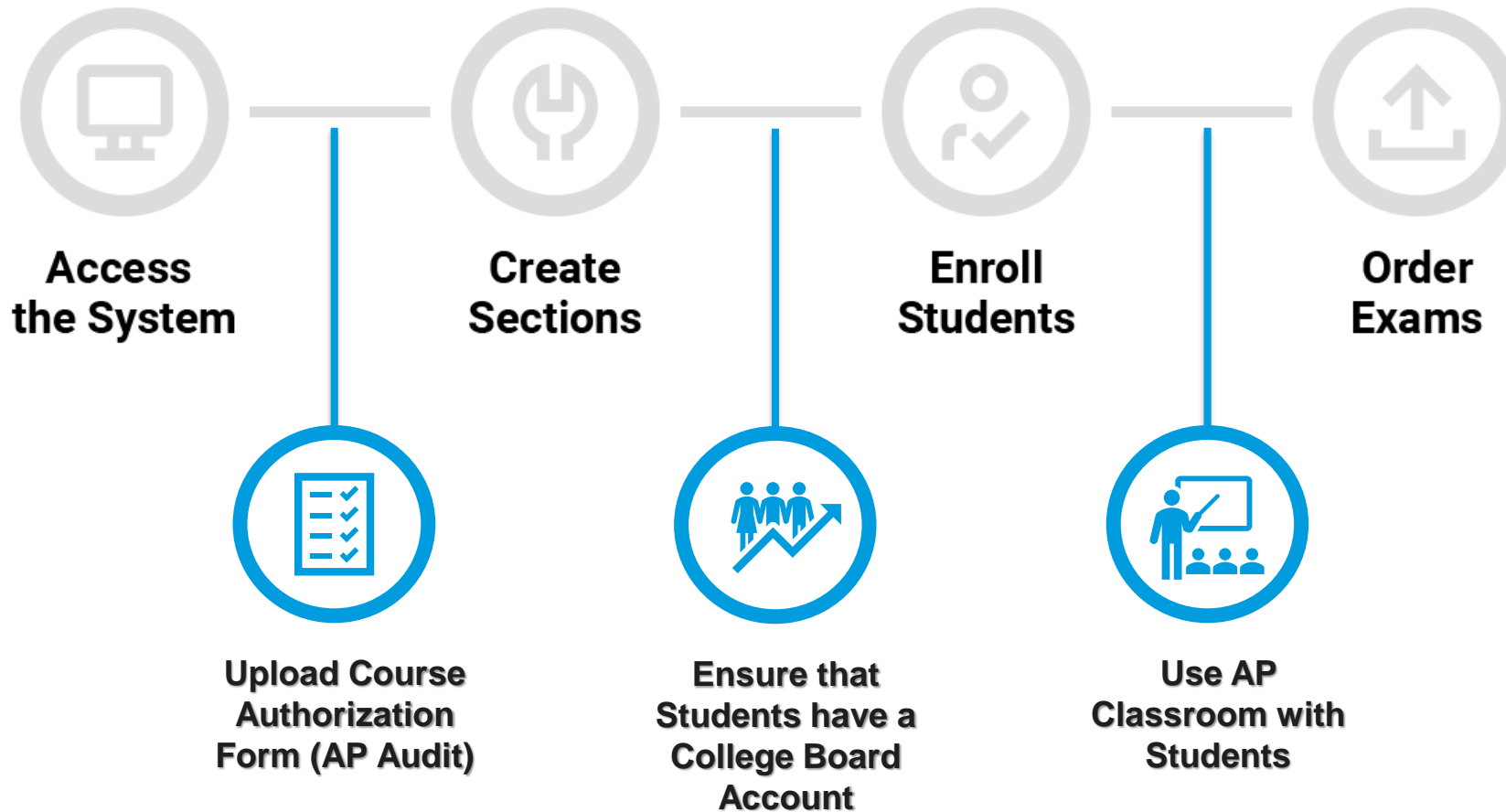
By the end of
first week of
classes

3

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

By November 13, 2020

AP Coordinator & Teacher Processes



Tools for AP Coordinators

Downloads: collegeboard.org/apdownloads

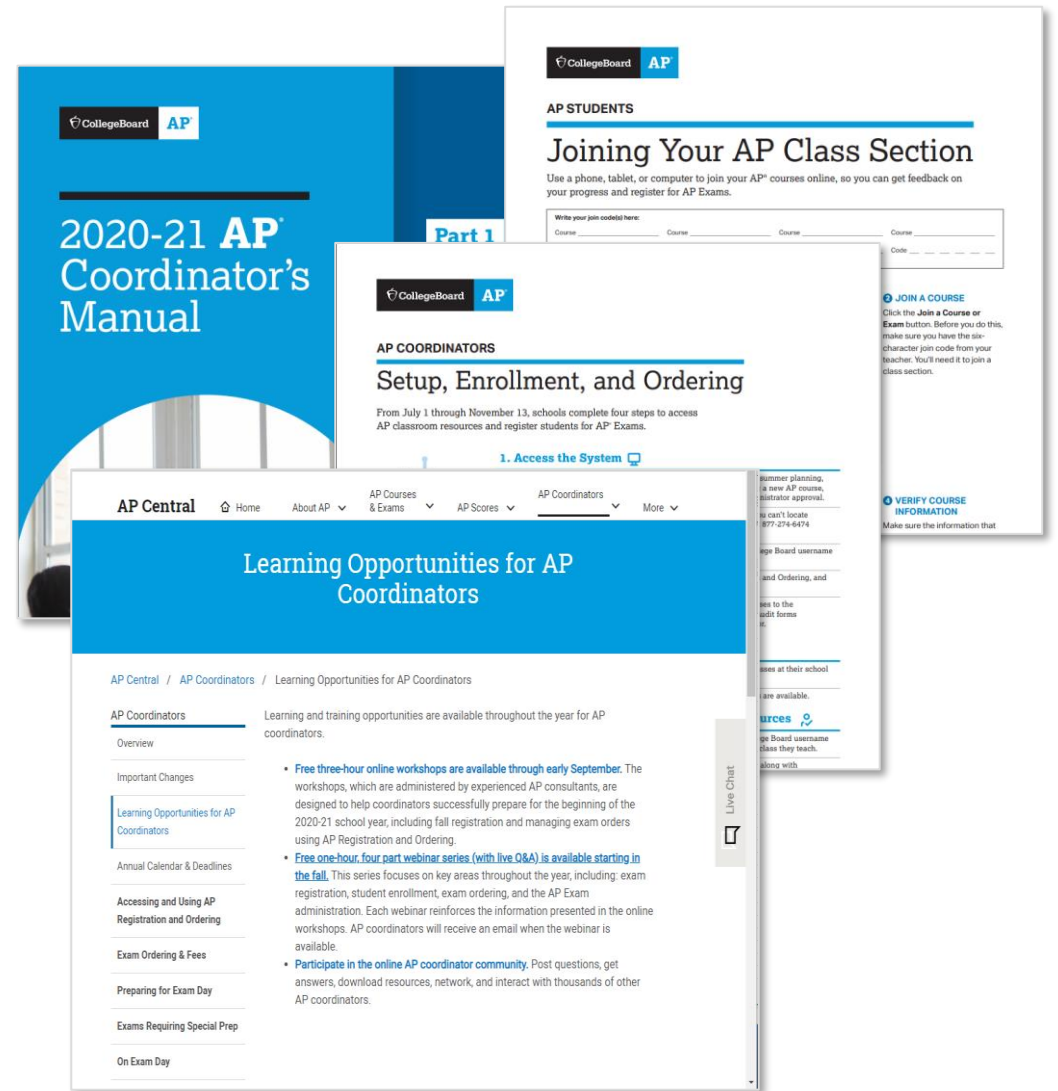
- The AP Coordinator's Manual – Part 1
- Guides for setup, enrollment, and ordering

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



24/7 Teacher Support

For all AP Teachers

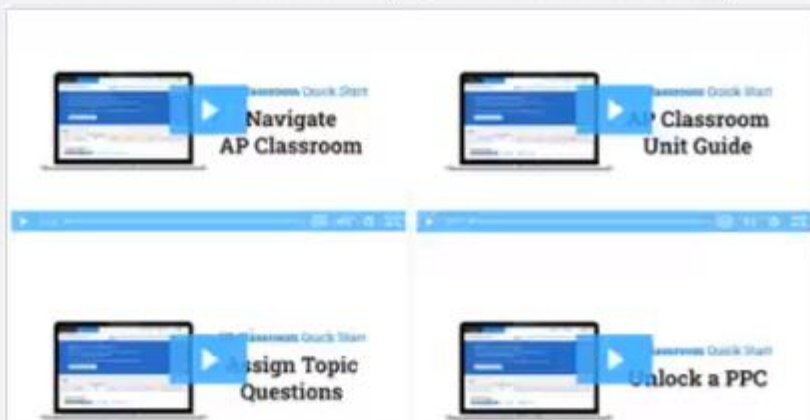


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- Topic Questions
- Progress Checks and Dashboard
- Question Bank

Participate in your AP Teacher Community

apcentral.collegeboard.org/learning-development

Questions?

Visit apcentral.collegeboard.org for more information and to view the new CEDs

[AP Services for K-12 Educators](#)

877-274-6474

Email: apexams@info.collegeboard.org

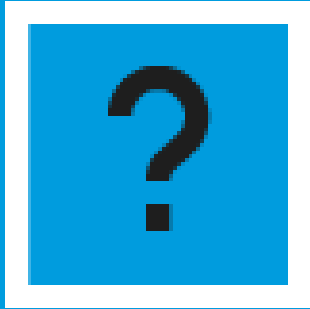
[AP Services for Students & Parents](#)

888-225-5427

Email: apstudents@info.collegeboard.org

[Account Help for All College Board Programs](#)

866-315-6068



**The updated will be
made on the MDE AP
page:**

<https://www.mdek12.org/ESE/Accelerated-Programs>

Follow-up from Today...

- A posted recording of this presentation
- A copy of today's presentation
- The handouts shared in the presentation today regarding the AP Instructional resources and how they can be used in various environments
- The Administrator's *Checks for Understanding* digital binder
- The teacher and student guides to AP Classroom

Thank You!

Have a wonderful start of
your school year!

 CollegeBoard

AP[®]