



# Using College Board Programs to Inform Instruction and Support CCMR

Texas Assessment Conference 2024



# Agenda

- The SAT Suite of Assessments
  - Supporting Access to the SAT Suite of Assessments
  - Supporting Student Performance on the SAT Suite of Assessments
- The Student Experience Before Testing
  - Bluebook Testing App
  - Resources to Support Practice and Preparation
- The Student Experience After Testing
  - Accessing Scores – BigFuture School Mobile App
  - Customized Career Insights
  - Career Explorer
  - Connections – Hear from nonprofit institutions
- The SAT Suite of Assessments
  - Supporting Access to the SAT Suite of Assessments
  - Supporting Student Performance on the SAT Suite of Assessments

**Instruction,  
assessments, and  
future planning  
with a proven  
track record of  
success.**

## INSTRUCTION



### AP COURSES

An array of 40 college-level courses that allow students to pursue their interests and build skills for college and career.



### PRE-AP

Grade-level instruction designed to help students develop skills to succeed in AP and other courses.

## ASSESSMENT



### AP EXAMS

Corresponding exams that give students the opportunity to earn college credit, advanced placement, or both.



### SAT SUITE

An integrated system of tests that measure what students are learning in class and what they need to succeed in college and career.

## PLANNING



### BIGFUTURE

Free planning website that helps students explore careers, learn how to plan and pay for college, and rewards them with scholarships for their efforts.



### BIGFUTURE SCHOOL

Mobile app providing college and career insights based on students' SAT Suite of Assessment scores.

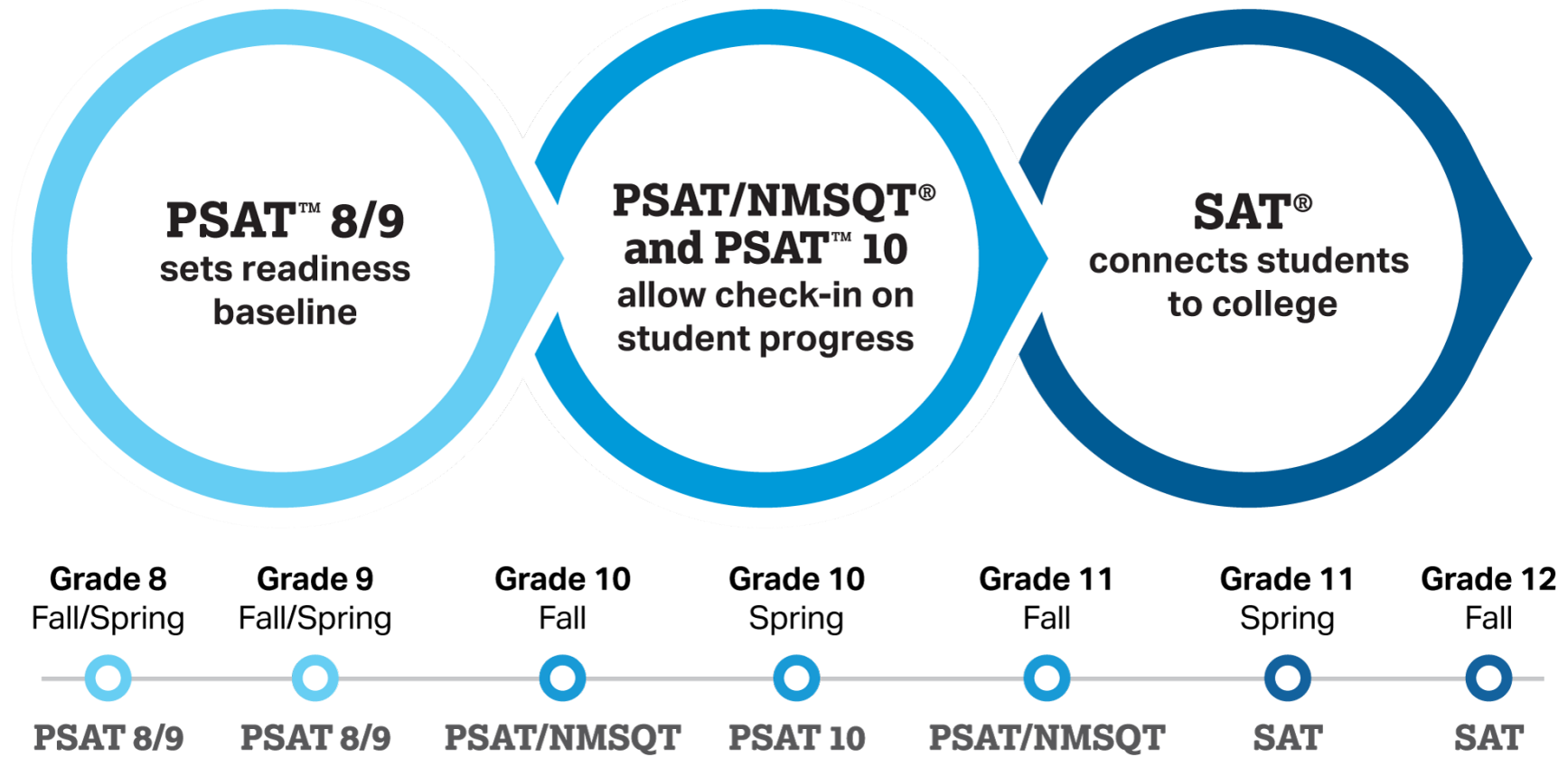


**SAT<sup>®</sup> Suite**

# The SAT Suite of Assessments



# The SAT Suite of Assessments



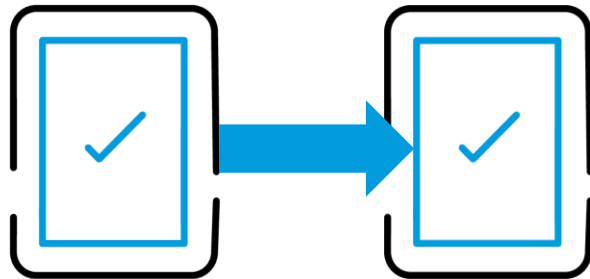
# SAT Assessment Overview

Total standard time is **2 Hours and 24 Minutes**, which includes a **10-minute break** between Reading & Writing and Math



## Reading & Writing

64 Minutes  
54 Questions

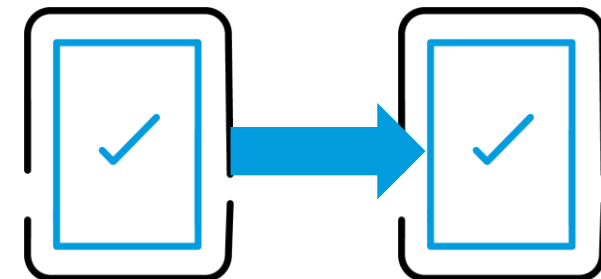


Module 1	Module 2
32 Minutes	32 Minutes
27 Questions	27 Questions



## Math

70 Minutes  
44 Questions



Module 1	Module 2
35 Minutes	35 Minutes
22 Questions	22 Questions



# Why Texas students take part in the SAT Suite of Assessments each year



## **CCMR: Meet TSI Criteria on SAT, ACT, and/or TSIA**

SAT Reading and  
Writing: 480

SAT Math: 530



## **CCMR Outcomes Bonus**

CCMR Outcomes  
Bonuses are paid for  
the accomplishments of  
graduates above a  
certain percentage  
threshold on SAT, ACT  
or TSIA, and if they  
enroll in postsecondary  
education



## **Accelerated Testers**

Fee waiver benefits

School Day reduces  
barriers and fosters  
college-going culture

Discounts for high-  
poverty schools



## **Performance Acknowledgements**

Earning National Merit  
commended or higher.

Identified for College Board's  
National Recognition Programs

Reaching certain SAT  
benchmarks (minimum of 1350  
score).

Outstanding performance on an  
Advanced Placement tests if  
they earn a 3 or higher.

# 2023-2024 SAT Suite Participation in Texas



**279,319**

Students in the Class of 2024 took the **SAT**

75% of the Class of 2024

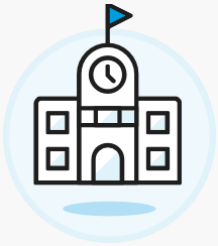


**484,825**

Students took the **PSAT/NMSQT or PSAT 10**

55% of the Class of 2025

59% of the Class of 2026



**234,656**

Students took the **PSAT 8/9**

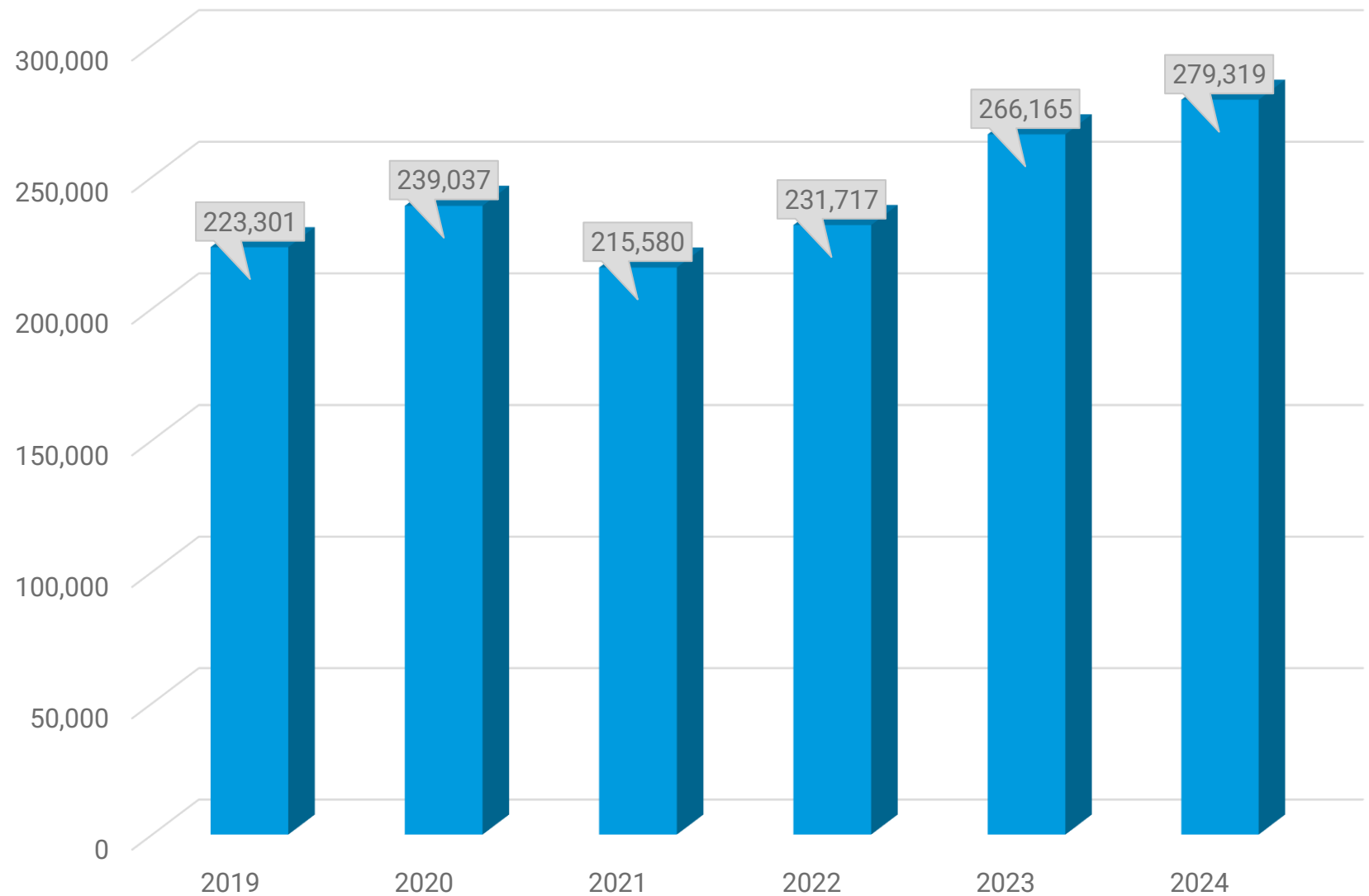
22% of the Class of 2027

32% of the Class of 2028

# Texas SAT Participation by Cohort

More Texas students are taking the SAT than ever before!

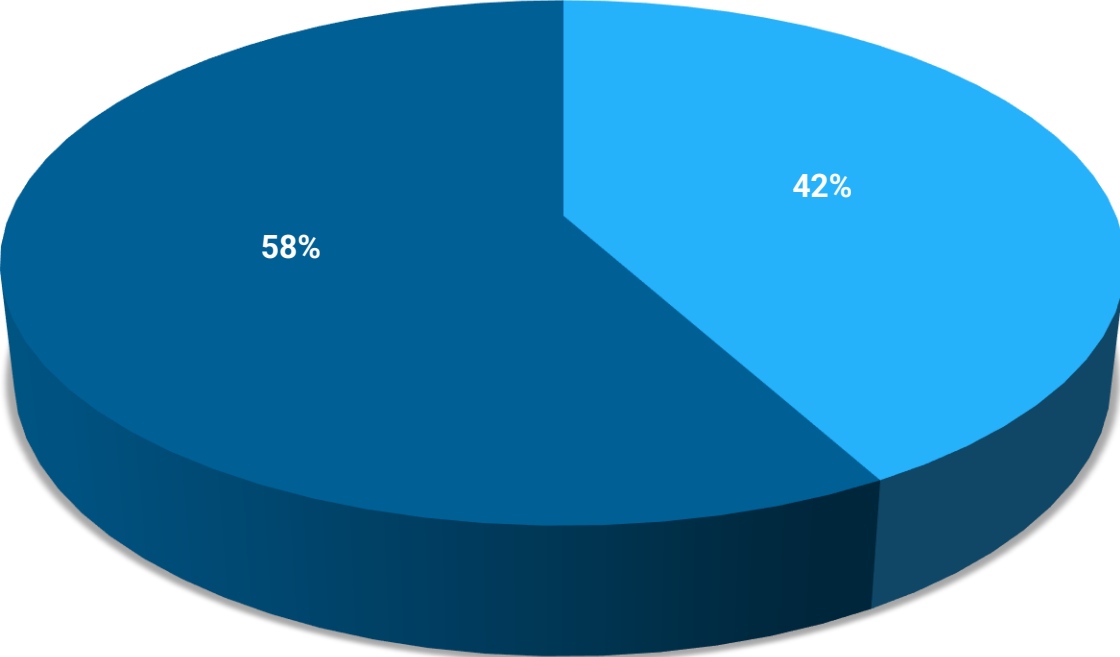
Since 2019, SAT participation has increased 25%





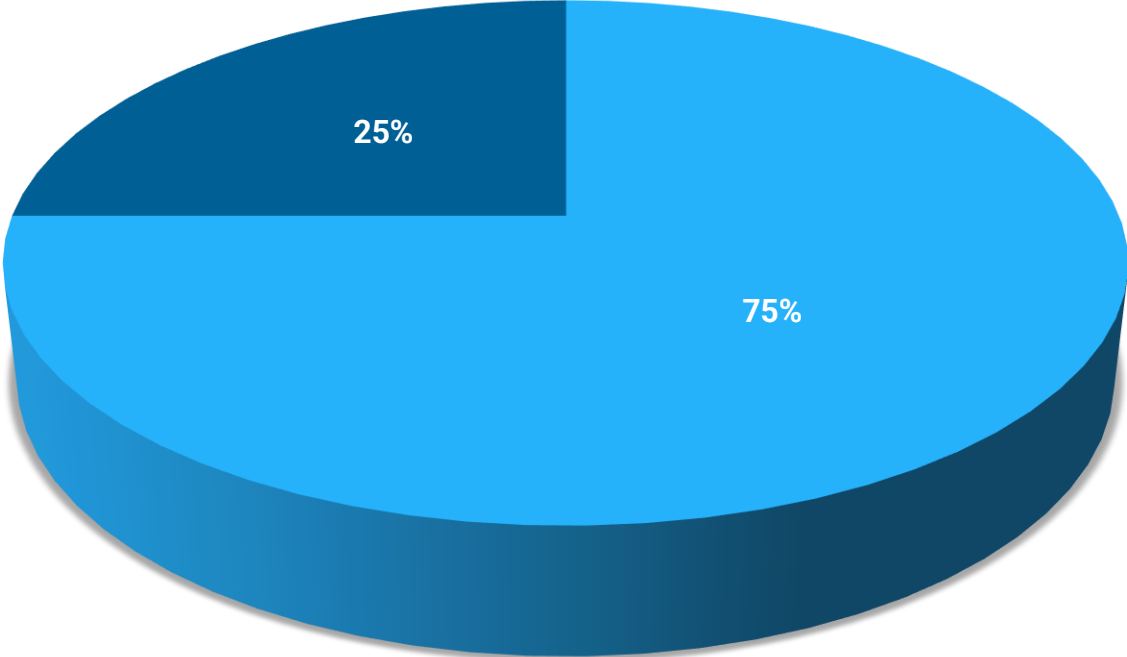
# Class of 2024 SAT Participation

### U.S Public Schools



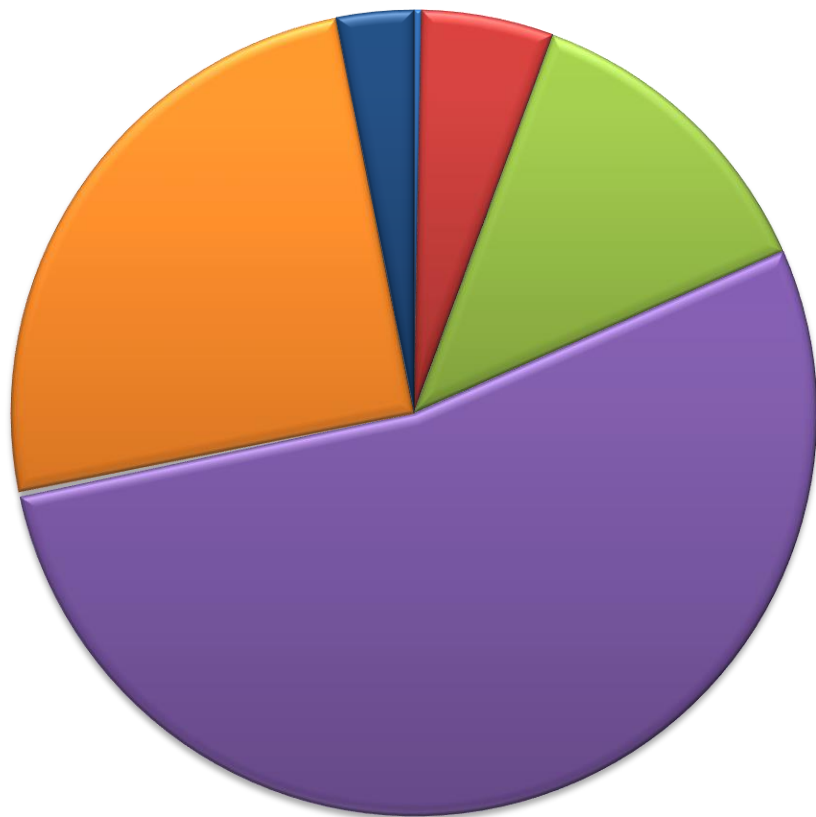
■ Took the SAT in HS   ■ Did not take the SAT

### Texas Public Schools

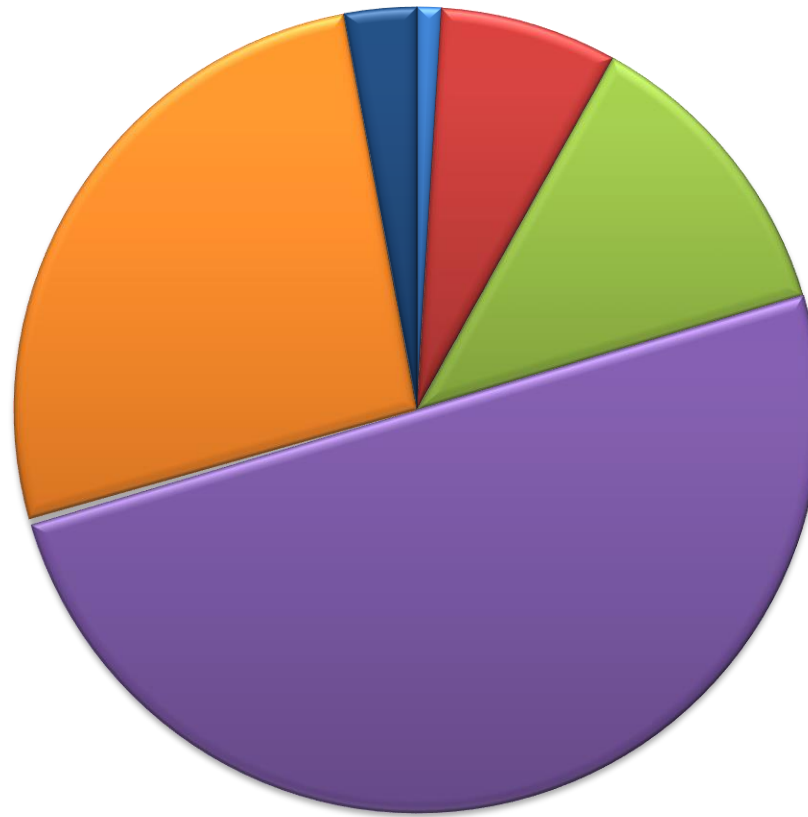


■ Took the SAT in HS   ■ Did not take the SAT

### Texas Public School Enrollment by Ethnicity

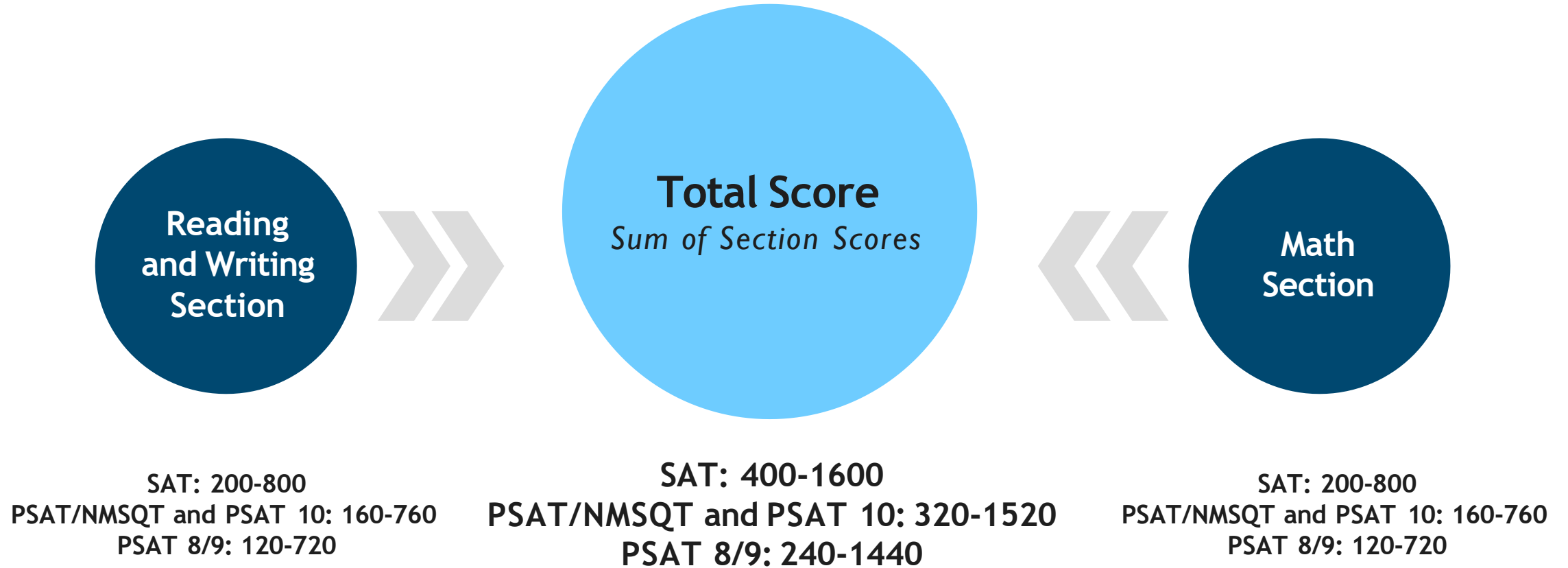


### Texas Public Schools 2024 SAT Participation by Ethnicity



- American Indian/Alaska Native
- Black/African American
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- Asian
- Hispanic Latino
- White

# Student Scores on the SAT Suite of Assessments



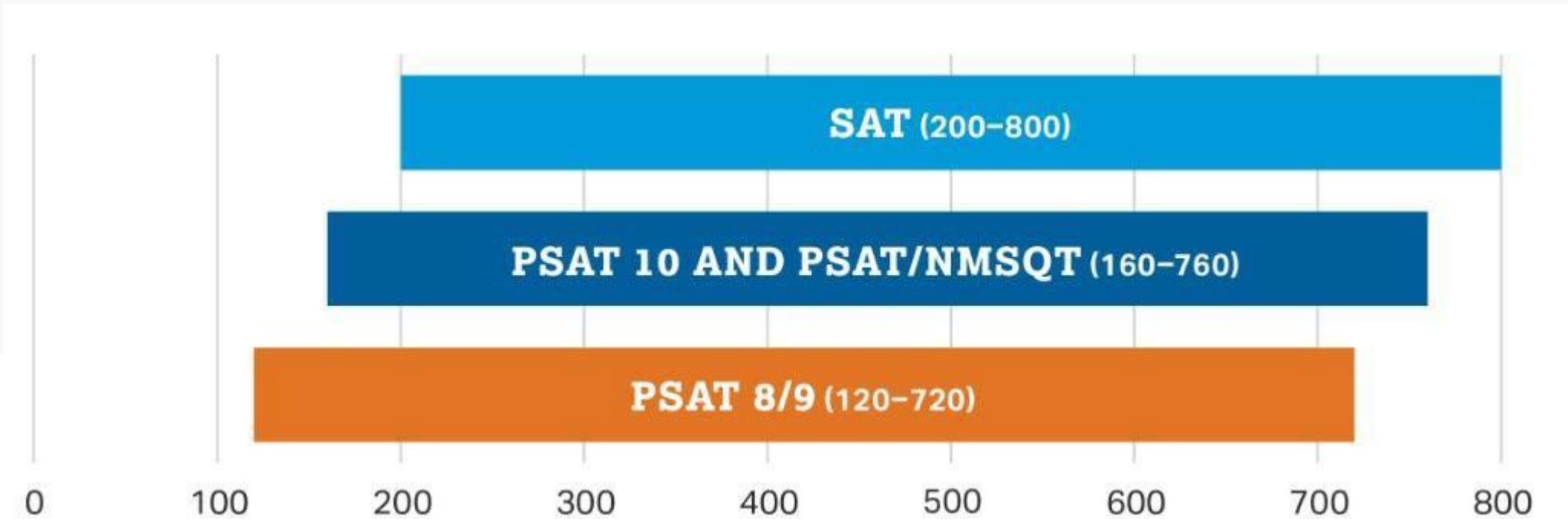
# SAT Mean Scores - Class of 2024 Texas Public School Students



*US Public Schools: 995 Total; 507 ERW; 488 Math*

# Vertical Score Scale

The SAT Suite uses a common score scale, providing consistent feedback across assessments to help educators and students monitor growth across grades and to identify areas in need of improvement.





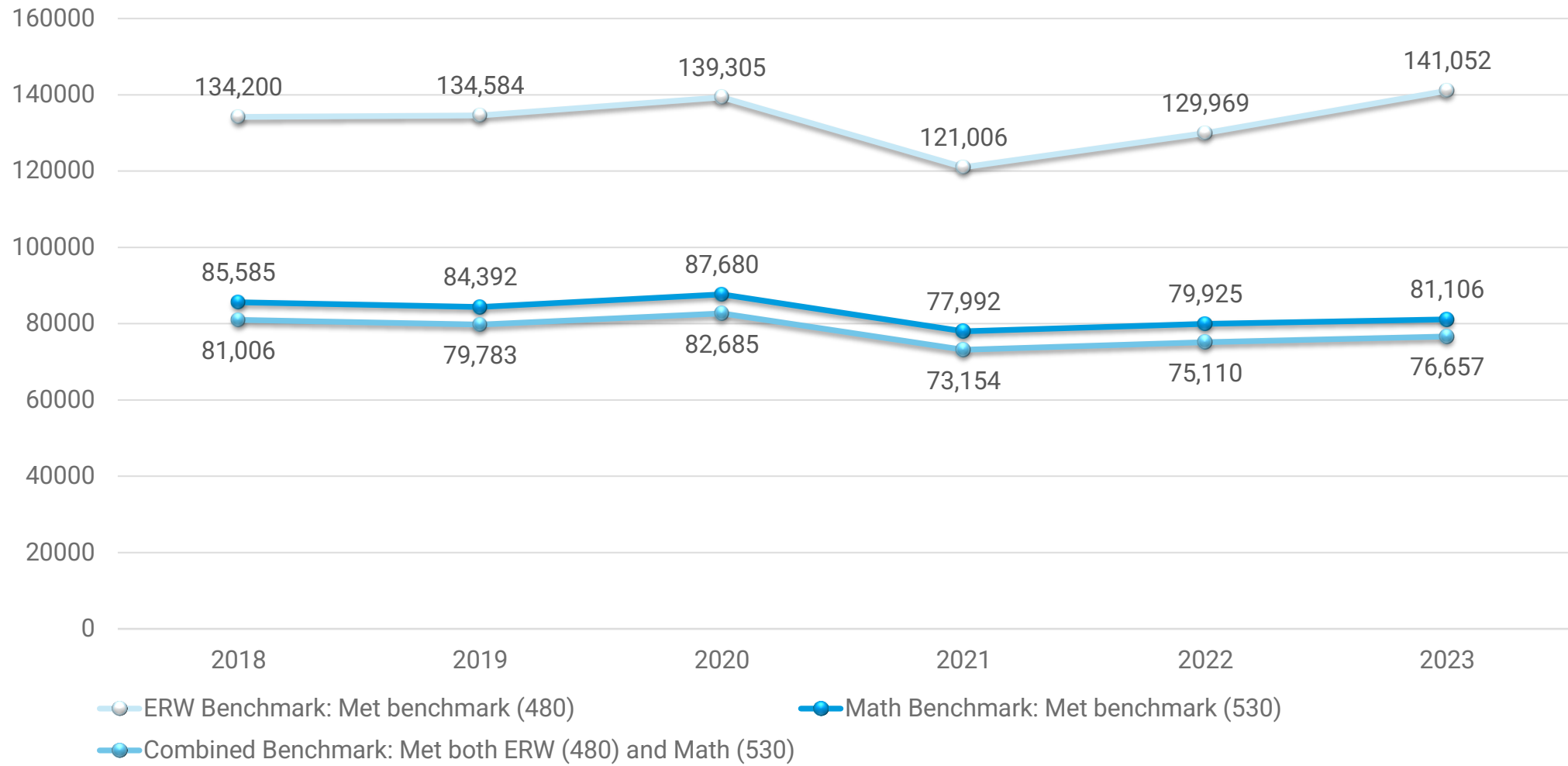
# College Readiness Benchmarks

- 75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject.
- Overall college and career readiness is defined as achieving both section-level benchmarks on a given assessment.
- Grade-level benchmarks are based on expected student growth toward the SAT Benchmarks.



Section	Grade 8	Grade 9	Grade 10	Grade 11	SAT
Reading and Writing	390	410	430	460	480
Math	430	450	480	510	530

## Texas Public Schools SAT Benchmark Data by Cohort



# College and Career Enrollment Choices

## *Texas Class of 2024*

Of the **279,319** public school students who took the SAT, **61%** designated their scores to be sent to institutions.

SAT Test-takers represented a wide variety of school locations:

- **City – 38%**
- **Suburb – 34%**
- **Town/Rural – 27%**

## Top Intended Majors

1. Health Professions & Rel. Clinical Sciences – **14%**
2. Business, Management, Marketing, and Related Support Services – **13%**
3. **Undecided – 13%**
4. Engineering – **9%**
5. Biological and Biomedical Studies – **9%**
6. Computer and Information Sciences – **5%**

## Top Institutions Receiving SAT Scores

1. Texas A&M – **28%**
2. University of Texas at Austin – **22%**
3. University of Houston – **16%**
4. Texas Tech University – **15%**
5. Texas State University – **11%**



**SAT Suite**

# Supporting Access to the SAT Suite of Assessments

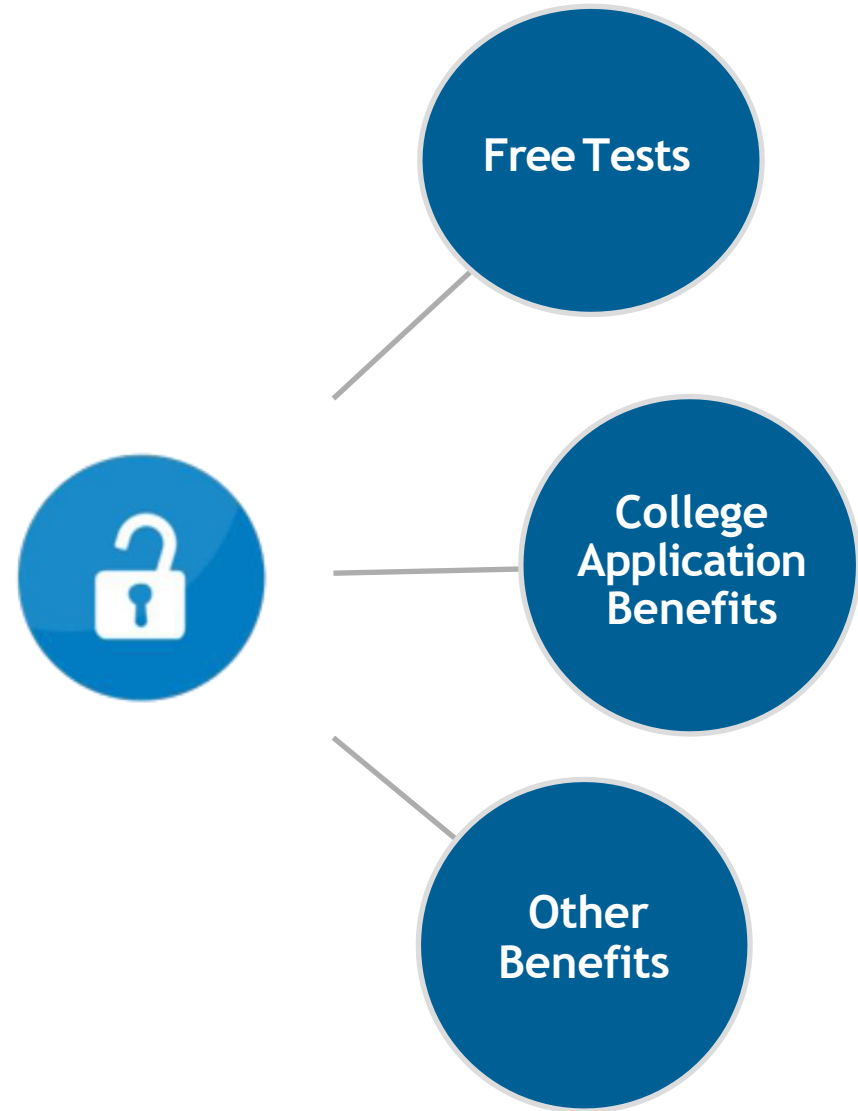


Administering the SAT to all students in school is a proven way to strengthen a college-going and career-ready culture and boost college enrollment among your students.

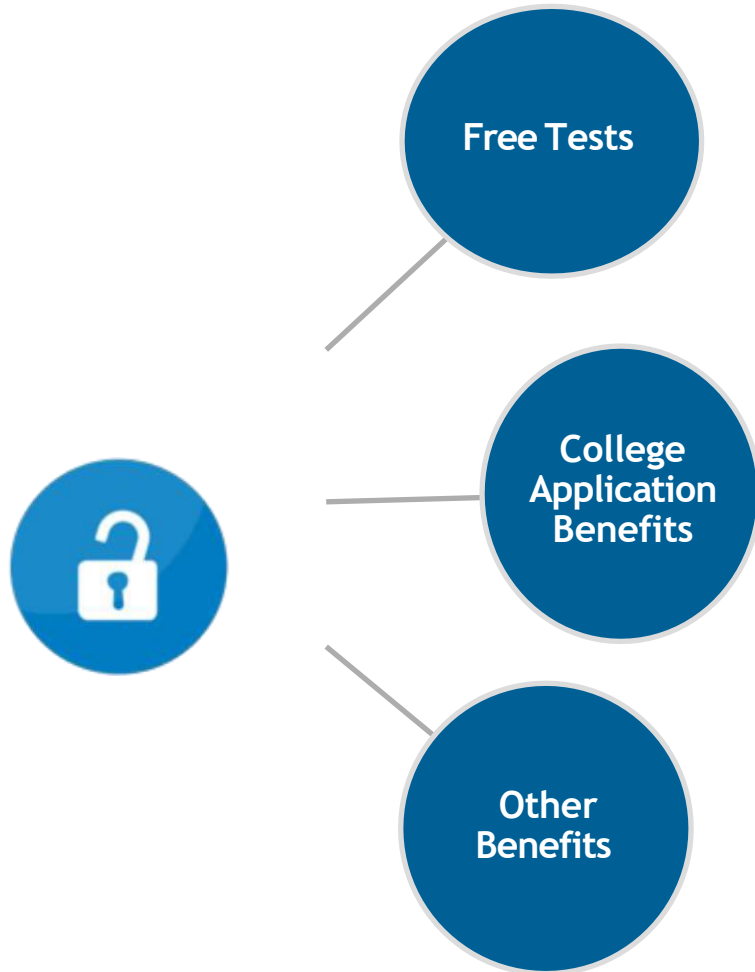


# SAT Fee Waivers

- Schools no longer need to submit **student-level, fee waiver requests** for in-school testing. Discounts are given at the school level.
- Counselors **still receive fee waiver codes** to distribute to eligible students.
- Students can **directly request a fee waiver** from College Board.



# SAT Fee Waiver Benefits



- 2 free SAT Weekend tests
- **No late registration fees** for free tests
- **Unlimited score reports** to send to colleges
- Waived application fee at participating colleges
- **Free CSS Profile® applications** to apply for financial aid from participating colleges
- Fee reductions for score verification reports

# Services for Students with Disabilities (SSD)

- College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on their tests.
- Each year, the College Board Services for Students with Disabilities (SSD) office receives over 200,000 requests for accommodations from students with disabilities, of which the vast majority are approved.
- SSD Resources:
  - [Services for Students with Disabilities](#) (website)
  - [Accommodations and Supports Handbook](#) (pdf)

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# Services for Students with Disabilities (SSD)

- English Learner supports now available for PSAT/NMSQT
- New Transfer Process
  - SSD coordinators can now add/delete transfer students from the dashboard when students change schools.
- New Process for Temporary Supports
  - For fall 2024, email SSD at [info.collegeboard.org](mailto:info.collegeboard.org) to get a secure link to upload requests for temporary supports.



New for  
2024-25



**SAT Suite**

# Supporting Student Performance on the SAT Suite of Assessments

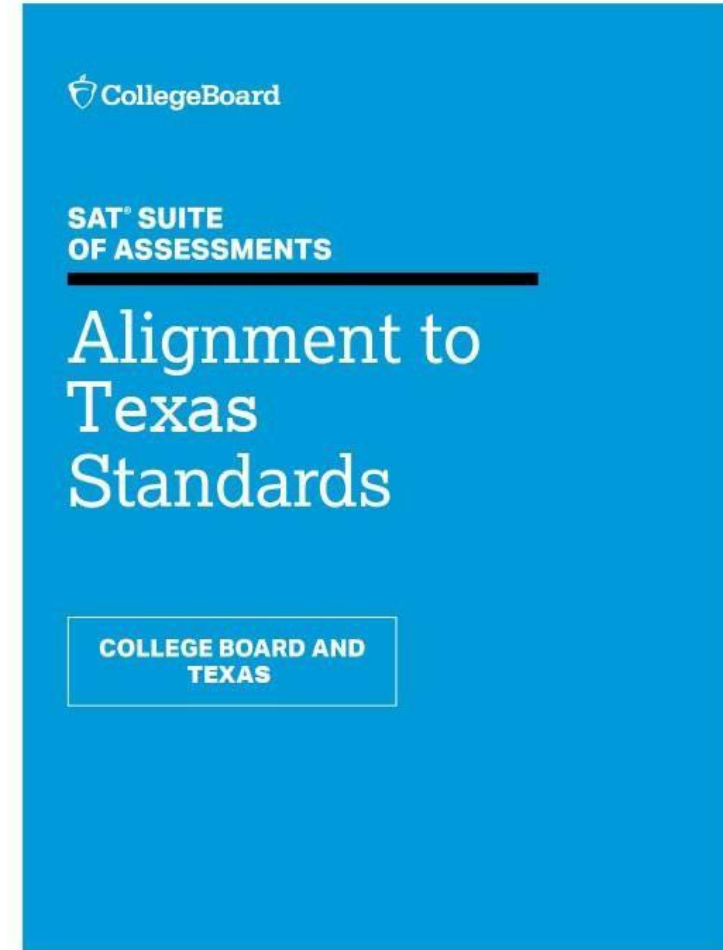


# Digital SAT Suite Alignment to Texas Standards Report

## Executive Summary:

Based on a thorough review of the Texas College and Career Readiness Standards (CCRS) and Texas Essential Knowledge and Skills (TEKS), College Board finds that the digital SAT Suite strongly aligns and thereby supports students' progress toward educational and workplace success.

<https://satsuite.collegeboard.org/media/pdf/tx-sat-suite-alignment-texas-standards.pdf>



# Digital SAT Suite Alignment to Texas Standards Report

The digital SAT Suite **strongly aligns** to Texas College and Career Readiness Standards (CCRS) and the TEKS

Texas CCRS and TEKS	College Board Assessment	Degree of Alignment
Grade 8 English Language Arts and Reading	PSAT 8/9	Strong
English I	PSAT 8/9	Strong
English II	PSAT/NMSQT and PSAT 10	Strong
English III	PSAT/NMSQT and PSAT 10 and SAT	Strong
English IV	SAT	Strong
CCRS for English / Language Arts	SAT	Strong
Grade 8 Mathematics	PSAT 8/9	Strong
Algebra I	SAT Suite	Strong
Geometry	SAT Suite	Strong
Algebra II	PSAT/NMSQT and PSAT 10 and SAT	Strong
CCRS for Mathematics	SAT Suite	Strong
CCRS for Science	SAT	Strong

# Digital SAT Suite Alignment to Texas College and Career Readiness Standards

The digital SAT Suite **strongly aligns** to Texas College and Career Readiness Standards (CCSS) and the TEKS

Table 17: ELA CCRS Aligned to Digital SAT Suite

TX Standards			Information and Ideas			Craft and Structure			Expression of Ideas		Standard English Conventions	
			Central Ideas and Details	Inferences	Command of Evidence	Words in Context	Text Structure and Purpose	Cross-Text Connections	Rhetorical Synthesis	Transitions	Boundaries	Form, Structure, and Sense
Writing	I.A.1	Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. 1. Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.							✓	✓		
Writing	I.A.2	Generate ideas, gather information, and manage evidence relevant to the topic and purpose.										
Writing	I.A.3	Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.							✓	✓		
Writing	I.A.4	Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.							✓	✓		
Writing	I.A.5	Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.									✓	✓
Reading	II.A.1	Identify, analyze, and evaluate information within and across texts of varying lengths and genres. 1. Use effective reading strategies to determine a written work's purpose and intended audience.					✓					
Reading	II.A.2	Use text features to form an overview of content and to locate information.										
Reading	II.A.3	Identify explicit and implicit textual information including main ideas and author's purpose.	✓	✓			✓					
Reading	II.A.4	Make evidence-based inferences about a text's meaning, intent, and values.		✓	✓		✓					
Reading	II.A.5	Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.	✓	✓	✓							

# Digital SAT Suite Alignment to Texas Standards the TEKS

The digital SAT Suite **strongly aligns** to Texas College and Career Readiness Standards (CCSS) and the TEKS

**Table 25: Algebra I TEKS Aligned to Digital SAT**

TX Standards			Algebra					Advanced Math		Problem Solving and Data Analysis					Geometry and Trigonometry					
			Linear equations in one variable	Linear functions	Linear equations in two variables	Systems of two linear equations in two variables	Linear equations in one or two variables	Equivalent expressions	Nonlinear equations in one variable and systems of equations in two variables	Nonlinear functions	Ratios, rates, proportional relationships, and units	Percentages	One variable data	Two-variable data	Probability and conditional probability	Inference from sample statistics and margin of error	Evaluating statistical claim	Area and volume	Lines, angles, and triangles	Right triangles and trigonometry
Linear functions, equations, and inequalities	1A.2(D)	write and solve equations involving direct variation;		✓						✓										
Linear functions, equations, and inequalities	1A.2(E)	write the equation of a line that contains a given point and is parallel to a given line;			✓															
Linear functions, equations, and inequalities	1A.2(F)	write the equation of a line that contains a given point and is perpendicular to a given line;			✓															
Linear functions, equations, and inequalities	1A.2(G)	write an equation of a line that is parallel or perpendicular to the x- or y-axis and determine whether the slope of the line is zero or undefined;		✓	✓	✓														
Linear functions, equations, and inequalities	1A.2(H)	write linear inequalities in two variables given a table of values, a graph, and a verbal description; and													✓					
Linear functions, equations, and inequalities	1A.2(I)	write systems of two linear equations given a table of values, a graph, and a verbal description.				✓														

# The following aggregate reports are available.

View more details about these reports [on our website](#).

Report	Brief Description
Performance by All Students	These reports provide score and benchmark performance aggregated for all students. You can also compare overall performance of a school to their district, state, and total group.
Performance by Demographics	These reports provide score and benchmark performance aggregated for different demographic groups.
Knowledge and Skills <i>(digital tests only)</i>	This report shows aggregate student performance across four content domains in Reading and Writing and four content domains in Math, aggregated across defined performance score bands. You can compare overall performance of a school to their district, state, and total group..
Engagement <i>(digital tests only)</i>	This report offers insights into students' engagement in BigFuture School, a free mobile app that launched in fall 2023 and was available to in-school digital PSAT/NMSQT, PSAT 10, and SAT School Day test takers that were 13 and older.
Connections Outreach <i>(digital tests only)</i>	This Report contains the list of nonprofit colleges/universities and scholarship organizations delivering messages through Connections <sup>™</sup> to your students in the BigFuture School mobile app.
Question Analysis <i>(paper tests only)</i>	This report provides aggregate and student-level data on each test question of their test. This is only available for the fall 2023 paper SAT.
Instructional Planning <i>(paper tests only)</i>	This report provides benchmark data indicating college- and career-readiness in Math and Evidence-Based Reading and Writing as well as strengths and weaknesses in other areas measured by the SAT Suite test.
Growth <i>(scheduled)</i>	This report helps you track the growth of a group of students from test to test and to project their performance on a future test. <b>Note:</b> This is a scheduled report and will be delivered in <b>Reports You Scheduled</b> of <b>Downloads</b> within 24 hours for download

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# The following student reports are available.

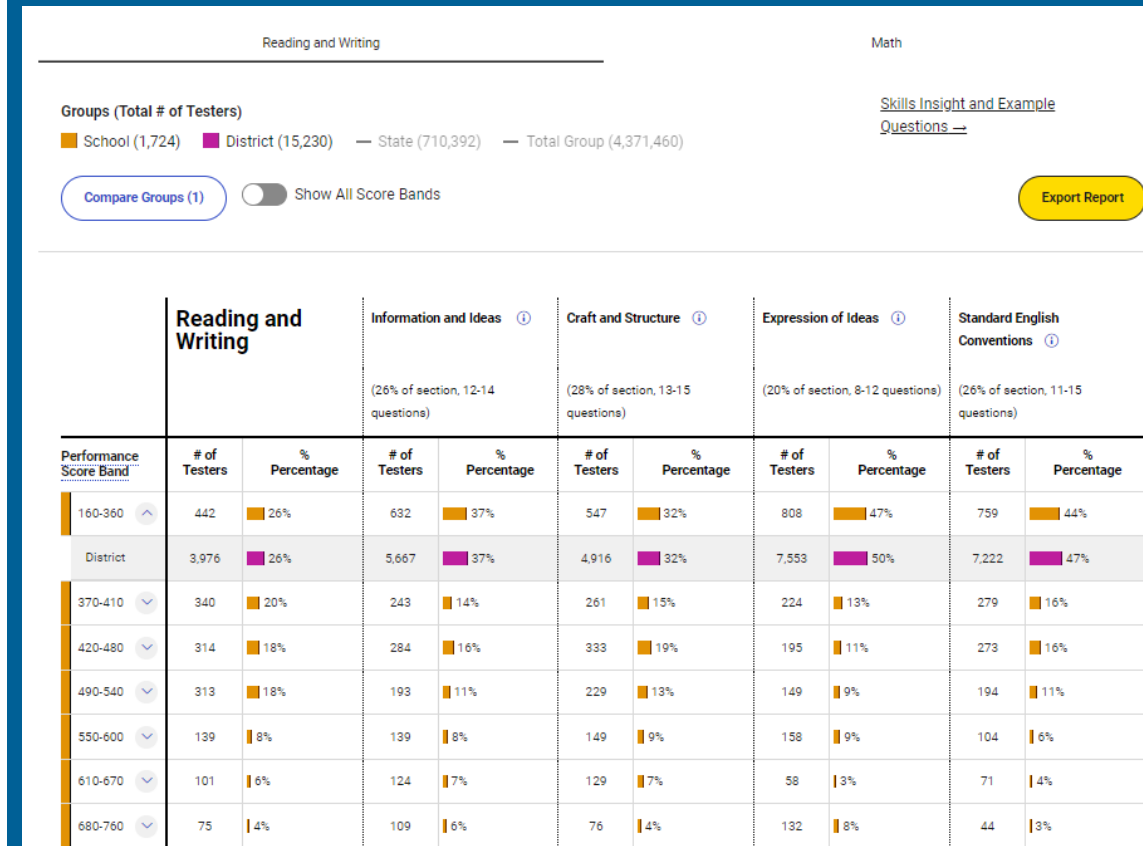
View more details about these reports [on our website](#).

Report	Brief Description
Student Roster	This report provides a student roster for students that completed an administration. You'll see details about their scores, benchmarks, knowledge and skills, and more. You can drill into students from this report to view their detailed scores and score insights online.
Batch Score Report PDFs <i>(scheduled)</i>	These reports generate individual student score report PDFs for students that completed a test administration. You can run this report for all testers that completed a test administration, or for specified grades.  <b>Note:</b> This is a scheduled report and will be delivered in <b>Reports You Scheduled</b> of <b>Downloads</b> within 24 hours for download.



# Knowledge and Skills Report

- View aggregate student knowledge and skill performance in 4 content domains in Reading and Writing and 4 content domains in Math.
- Review score comparisons:
  - Compare your overall performance to that of testers in your country and the total group of testers.
  - Schools can compare their performance to their district, state DOE, and all testers in the state (as applicable)
  - Districts can compare their performance to their state DOE and all testers in the state (as applicable)
- Districts and states can view their performance in the online report, as well as the performance of individual schools (and districts for states) using the export feature.
- Use this report to investigate where students are performing well and where they may need to make instructional adjustments.



Use this report alongside the Skills Insight Tool to make the most of this data!

<https://satsuite.collegeboard.org/k12-educators/using-skills-insight>

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# Knowledge and Skills Content Domains

## Reading and Writing

Information and Ideas  
Craft and Structure  
Explanation of Ideas  
Standard English Conventions

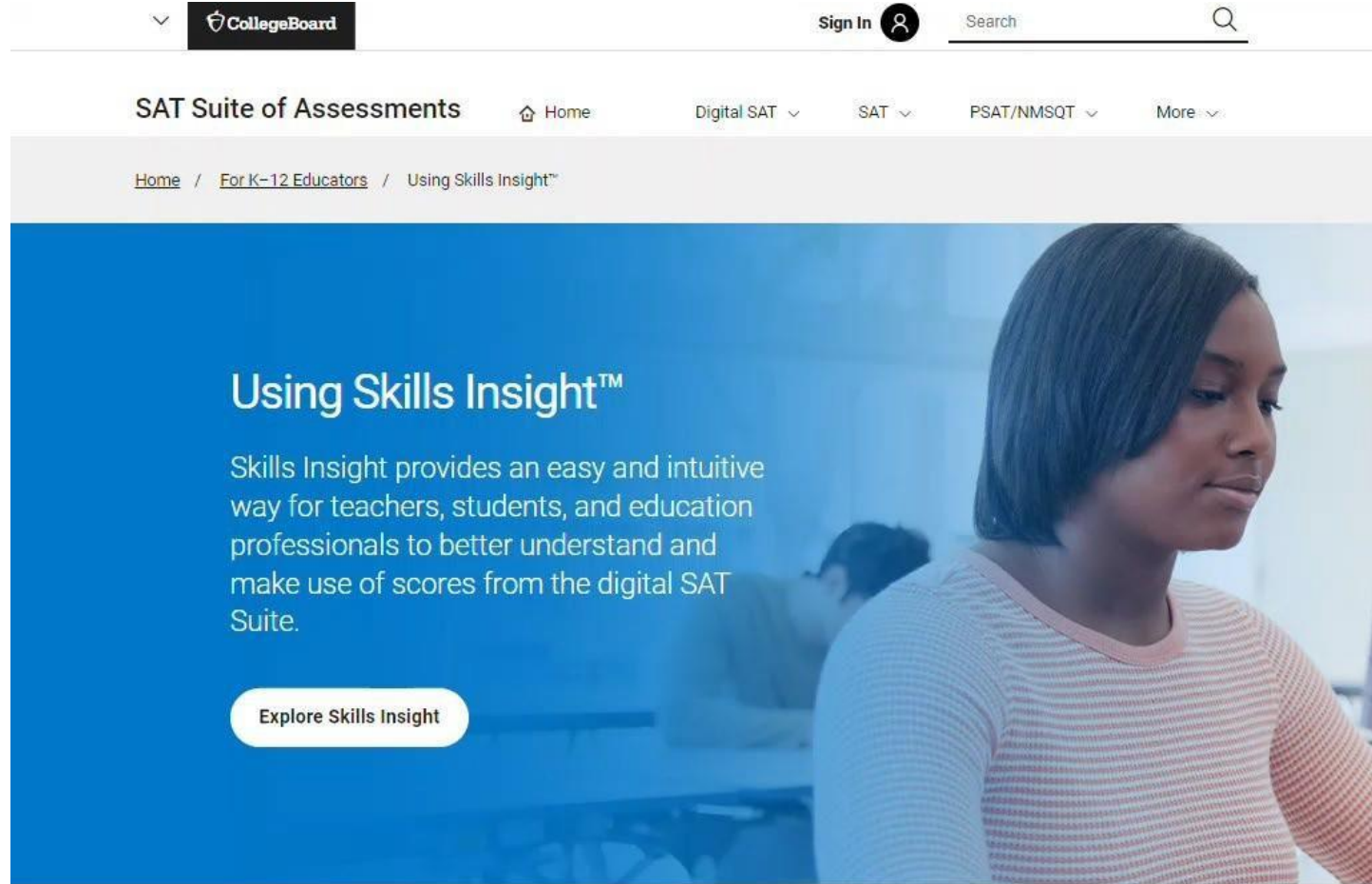
## Math

Algebra  
Advanced Math  
Problem Solving and Data  
Analysis  
Geometry and Trigonometry



# Skills Insight Tool

Describes the skills and knowledge that students scoring in particular ranges on digital SAT Suite assessments are likely able to demonstrate



The screenshot shows the top navigation bar of the CollegeBoard website. On the left is the CollegeBoard logo. On the right are 'Sign In' and a search bar. Below the navigation bar is a breadcrumb trail: 'Home / For K-12 Educators / Using Skills Insight™'. The main content area features a blue background with a photo of a young woman looking at a laptop. The text reads: 'Using Skills Insight™ Skills Insight provides an easy and intuitive way for teachers, students, and education professionals to better understand and make use of scores from the digital SAT Suite.' Below this text is a white button with the text 'Explore Skills Insight'.

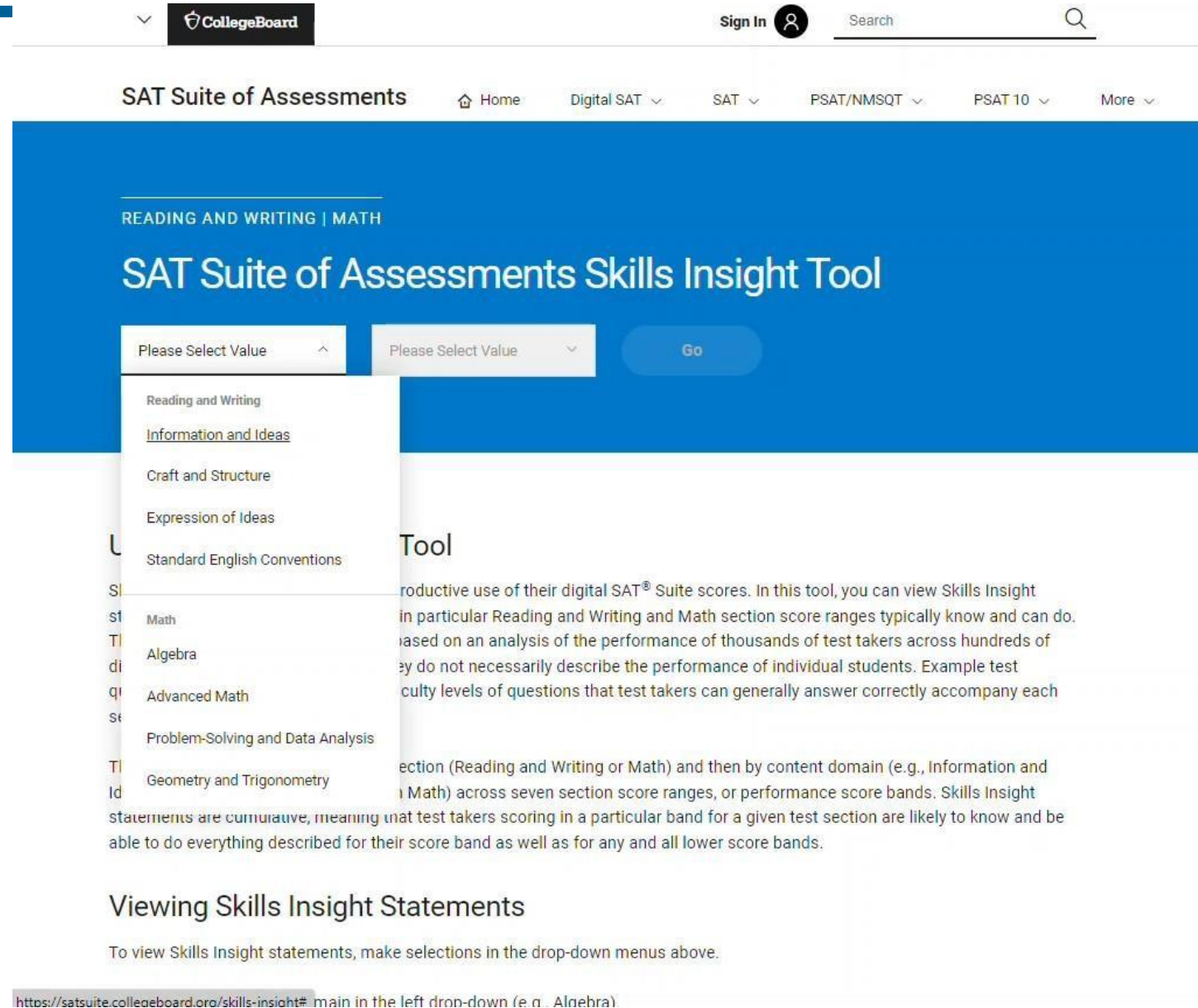
## What Is Skills Insight

Skills Insight describes the skills and knowledge that students scoring in particular ranges on digital SAT Suite assessments are likely able to demonstrate. Test takers receive Skills Insight information related to their performance levels as part of their online score reports.

# How to Use Skills Insight

Skills Insight consists of two main components:

- Skill/Knowledge Statements
- Exemplar Test Questions



CollegeBoard

Sign In

Search

SAT Suite of Assessments

Home

Digital SAT

SAT

PSAT/NMSQT

PSAT 10

More

READING AND WRITING | MATH

## SAT Suite of Assessments Skills Insight Tool

Please Select Value

Please Select Value

Go

Reading and Writing

Information and Ideas

Craft and Structure

Expression of Ideas

Standard English Conventions

Math

Algebra

Advanced Math

Problem-Solving and Data Analysis

Geometry and Trigonometry

Tool

productive use of their digital SAT<sup>®</sup> Suite scores. In this tool, you can view Skills Insight in particular Reading and Writing and Math section score ranges typically know and can do. based on an analysis of the performance of thousands of test takers across hundreds of by do not necessarily describe the performance of individual students. Example test culty levels of questions that test takers can generally answer correctly accompany each

ection (Reading and Writing or Math) and then by content domain (e.g., Information and Math) across seven section score ranges, or performance score bands. Skills Insight statements are cumulative, meaning that test takers scoring in a particular band for a given test section are likely to know and be able to do everything described for their score band as well as for any and all lower score bands.

### Viewing Skills Insight Statements

To view Skills Insight statements, make selections in the drop-down menus above.

<https://satsuite.collegeboard.org/skills-insight#main> in the left drop-down (e.g., Algebra)

# Skills Insight

READING AND WRITING | MATH

## SAT Suite of Assessments Skills Insight

Please Select Value

- Reading and Writing
  - Information and Ideas
  - Craft and Structure
  - Expression of Ideas
  - Standard English Conventions
- Math
  - Algebra

READING AND WRITING

## SAT Suite of Assessments Skills Insight

Craft and Structure 420 - 480

Below are the skills and knowledge that students in the content domain and performance score band selected above are typically able to...

## Skills

A student in this performance score band can typically demonstrate the following skills in this content domain:

- Determine the most logical and precise high-utility academic word or phrase to use in moderately simple contexts and when the focal words and phrases are encountered frequently in texts at the middle grades level
- Determine the meaning of a high-utility academic word or phrase in literary passages at the middle grades level
- Describe the main purpose of passages at the middle grades level

## Example Questions

Expand All

Collapse All

### Example Question 1

The following text is from Holly Goldberg Sloan's 2017 novel *Short*.

More than two years ago my parents bought a piano from some people who were moving to Utah. Mom and Dad gave it to my brothers and me for Christmas. I had to act really happy because it was such a big present, but I pretty much hated the thing from the second it was carried into the hallway upstairs, which is right next to my bedroom. The



# Example Question

While researching a topic, a student has taken the following notes:

- Gravitational waves are powerful ripples that originate in deep space and eventually pass through Earth.
- The Laser Interferometer Gravitational Wave Observatory (LIGO) is a physics study that began in 2002.
- LIGO's goal is to detect and analyze gravitational waves.
- LIGO uses a pair of massive gravitational wave detectors called interferometers that are thousands of miles apart.
- In 2015, for the first time in history, LIGO researchers detected a gravitational wave passing through Earth.

The student wants to present LIGO's aim and methodology. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A. In 2015, LIGO's massive interferometers detected a powerful ripple that originated in deep space and eventually passed through Earth.
- B. Though the physics study LIGO began in 2002, its massive interferometers didn't detect a gravitational wave until 2015.
- C. To achieve its aims, LIGO uses a pair of massive interferometers that are thousands of miles apart.
- D. A physics study designed to detect and analyze gravitational waves, LIGO uses a pair of massive interferometers that are thousands of miles apart.

- A. In 2015, LIGO's massive interferometers detected a powerful ripple that originated in deep space and eventually passed through Earth.
- B. Though the physics study LIGO began in 2002, its massive interferometers didn't detect a gravitational wave until 2015.
- C. To achieve its aims, LIGO uses a pair of massive interferometers that are thousands of miles apart.
- D. A physics study designed to detect and analyze gravitational waves, LIGO uses a pair of massive interferometers that are thousands of miles apart.

Key: D

## Key Explanation

**Choice D** is the best answer. The sentence effectively presents the LIGO study's aim, noting that it is designed to detect and analyze gravitational waves, and its methodology (it uses two interferometers to detect the waves).

## Distractor Explanations

**Choice A** is incorrect. The sentence describes a finding from the LIGO study; it doesn't effectively present the study's aim or its methodology. **Choice B** is incorrect. The sentence provides background information about the LIGO study's timeline; it doesn't effectively present the study's aim or its methodology. **Choice C** is incorrect. The sentence touches on LIGO's methodology, noting that it uses two interferometers, but doesn't indicate what the study's aims are.

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# SAT Question Bank

The SAT Suite Question Bank provide educators with access to over 3500 questions which can be exported for use in curricular and instructional planning.

Thousands of real test questions for all SAT Suite Assessments.


Filter to help you find the right questions.

PDF export functionality available.

SAT | PSAT/NMSQT | PSAT 10 | PSAT 8/9

## Educator Question Bank

Create custom, targeted question sets to improve instruction

 Find Questions

# Educator Question Bank

Digital

To creat

1. Use
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Your Search Criteria

New Search

Asse  
Test:  
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Please

<input checked="" type="checkbox"/>	ID #	Difficulty ?	Domain ?	Skill ?
<input type="checkbox"/>	afec1a70	■ ■ ■	Expression of Ideas	Rhetorical Synthesis
<input type="checkbox"/>	39ccb463	■ ■ ■	Expression of Ideas	Rhetorical Synthesis
<input type="checkbox"/>	b46e0c8a	■ ■ □	Expression of Ideas	Rhetorical Synthesis
<input type="checkbox"/>	48d0bb34	■ ■ □	Expression of Ideas	Rhetorical Synthesis
<input type="checkbox"/>	aa7e10d0	■ ■ □	Expression of Ideas	Rhetorical Synthesis
<input type="checkbox"/>	264e7415	■ □ □	Expression of Ideas	Rhetorical Synthesis
<input type="checkbox"/>	16621124	■ □ □	Expression of Ideas	Rhetorical Synthesis

## Question ID afec1a70

Assessment	Test	Domain	Skill	Difficulty
SAT	Reading and Writing	Expression of Ideas	Rhetorical Synthesis	■ ■ ■

**ID: afec1a70**

While researching a topic, a student has taken the following notes:

- As engineered structures, many bird nests are uniquely flexible yet cohesive.
- A research team led by Yashraj Bhosale wanted to better understand the mechanics behind these structural properties.
- Bhosale's team used laboratory models that simulated the arrangement of flexible sticks into nest-like structures.
- The researchers analyzed the points where sticks touched one another.
- When pressure was applied to the model nests, the number of contact points between the sticks increased, making the structures stiffer.

The student wants to present the primary aim of the research study. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Bhosale's team wanted to better understand the mechanics behind bird nests' uniquely flexible yet cohesive structural A. properties.
- The researchers used laboratory models that simulated the arrangement of flexible sticks and analyzed the points where B. sticks touched one another.
- After analyzing the points where sticks touched, the researchers found that the structures became stiffer when pressure C. was applied.
- D. As analyzed by Bhosale's team, bird nests are uniquely flexible yet cohesive engineered structures.

**ID: afec1a70 Answer**

**Correct Answer: A**

### Rationale

Choice A is the best answer. It describes the reason Bhosale's team wanted to study the structures of bird nests—that is to say, the study's primary aim.

Choice B is incorrect. This choice doesn't present the primary aim of the research study. It describes how the study worked, but not why it was done. Choice C is incorrect. This choice doesn't present the primary aim of the research study. It describes a result of the experiment, but not why it was carried out. Choice D is incorrect. This choice doesn't present the primary aim of the research study.

**Question Difficulty:** Hard

## Question ID afec1a70

Assessment	Test	Domain	Skill	Difficulty
SAT	Reading and Writing	Expression of Ideas	Rhetorical Synthesis	■ ■ ■

**ID: afec1a70**

While researching a topic, a student has taken the following notes:

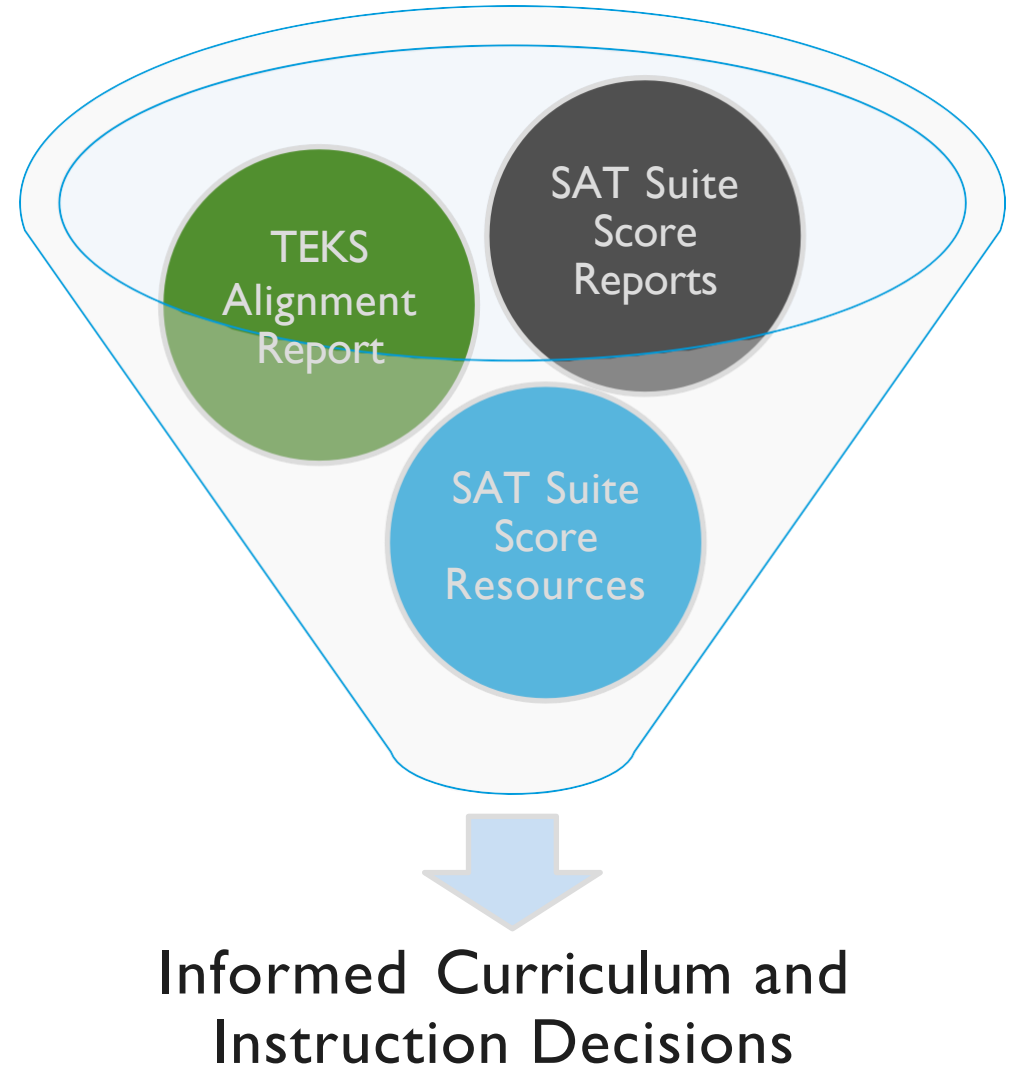
- As engineered structures, many bird nests are uniquely flexible yet cohesive.
- A research team led by Yashraj Bhosale wanted to better understand the mechanics behind these structural properties.
- Bhosale's team used laboratory models that simulated the arrangement of flexible sticks into nest-like structures.
- The researchers analyzed the points where sticks touched one another.
- When pressure was applied to the model nests, the number of contact points between the sticks increased, making the structures stiffer.

The student wants to present the primary aim of the research study. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Bhosale's team wanted to better understand the mechanics behind bird nests' uniquely flexible yet cohesive structural A. properties.
- The researchers used laboratory models that simulated the arrangement of flexible sticks and analyzed the points where B. sticks touched one another.
- After analyzing the points where sticks touched, the researchers found that the structures became stiffer when pressure C. was applied.
- D. As analyzed by Bhosale's team, bird nests are uniquely flexible yet cohesive engineered structures.

# Putting it All Together

Combine Data, Tools,  
and Resources to Support  
Student Success



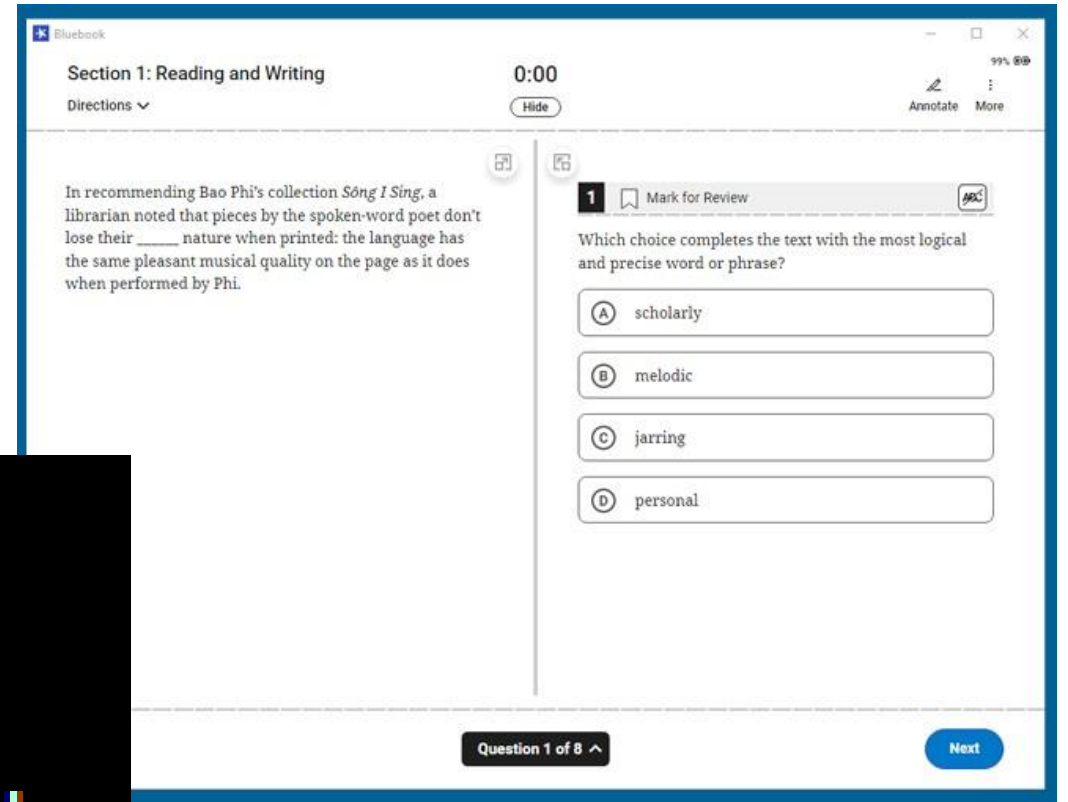




**SAT Suite**

# The Student Experience Before Testing

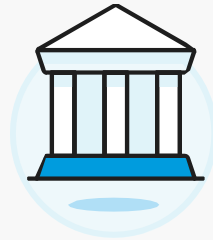
# Bluebook Digital Testing App



<https://bluebook.app.collegeboard.org>

---

# Digital SAT Practice in Bluebook



## Test Preview

A short set of untimed questions lets students experience digital testing and try out the tools. They won't receive scores or any feedback on their answers.



## Full-Length Practice Test

Full-length practice tests are timed like a real test and include all the tools available to students on the actual tests. Students are also scored just as they would on the real thing.

---

# How to Use Bluebook Practice Tests



**Figure out which test-taking strategies work best.**



**Pay attention to the pacing.**



**Try to duplicate testing conditions.**



**Get to know Bluebook.**



**Study with practice scores.**

# My Practice



After completing the full-length practice test, students can sign in to **My Practice** to view their results.

- View practice score results and practice exam questions, answers, and explanations.
- Access progress bars representing knowledge of all the content domains on the test.
- Use practice test scores to filter questions in the Question Bank by domain, skill, and difficulty, allowing targeted practice in areas with the most opportunity to grow.
- Generate a set of Practice Specific Questions based on practice test results to provide additional review in the areas with the greatest opportunities for improvement.



# Home screen – My Practice

## My Practice

Review your practice test scores, dig deeper into your performance, and learn your strengths before test day.

### SAT Practice Tests

Practice	Date	YOUR TOTAL SCORE	Reading and Writing	Math
PRACTICE 6	March 14, 2024	610 480-1600	300 200-800	310 200-800
PRACTICE 3	March 5, 2024	400 400-1600	200 200-800	200 200-800

### PSAT-Related Practice Tests

Practice	Date	YOUR TOTAL SCORE	Reading and Writing	Math
PRACTICE 2	July 19, 2024	330 320-1520	170 160-760	160 160-760
PRACTICE 2	July 19, 2024	320 320-1520	160 160-760	160 160-760
PRACTICE 2	July 12, 2024	430 240-1440	150 120-720	280 120-720
PRACTICE 1	March 5, 2024	590 320-1520	290 160-760	300 160-760

### PSAT-Related Practice Tests

Practice	Date	YOUR TOTAL SCORE	Reading and Writing	Math
PRACTICE 2	August 6, 2024	1140 320-1520	600 160-760	540 160-760
PRACTICE 2	August 5, 2024	570 320-1520	160 160-760	410 160-760
PRACTICE 2	July 19, 2024	330 320-1520	170 160-760	160 160-760
PRACTICE 2	July 19, 2024	320 320-1520	160 160-760	160 160-760
PRACTICE 2	July 12, 2024	430 240-1440	150 120-720	280 120-720
PRACTICE 1	March 5, 2024	590 320-1520	290 160-760	300 160-760

# Content Domains and Students Practice

## Knowledge and Skills

### Reading and Writing

#### Information and Ideas

(26% of test section, 12-19 questions)



Difficulty level : [Hard](#)

#### Expression of Ideas

(26% of test section, 6-7 questions)



Difficulty level : [Easy](#)

#### Craft and Structure

(26% of test section, 12-14 questions)



Difficulty level : [Medium](#)

#### Standard English Conventions

(26% of test section, 12-14 questions)



Difficulty level : [Medium](#)

### Math

#### Algebra

(26% of test section, 12-14 questions)



Difficulty level : [Medium](#)

#### Advanced Math

(26% of test section, 12-14 questions)



Difficulty level : [Hard](#)

#### Problem Solving & Data Analysis

(26% of test section, 12-14 questions)



Difficulty level : [Medium](#)

#### Geometry & Trigonometry

(26% of test section, 12-14 questions)



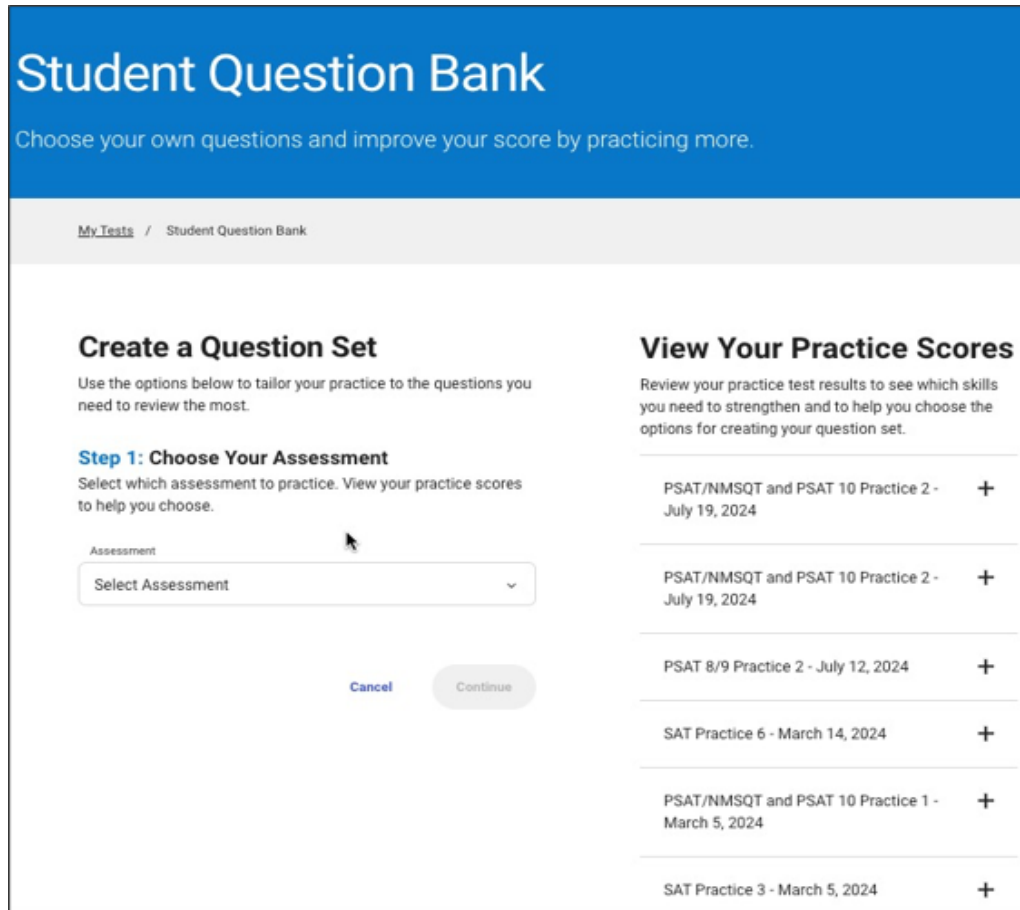
Difficulty level : [Easy](#)

**Progress bars** represent student performance in each domain on their practice score report.

Provides a **snapshot** of their strengths and challenge areas

# Student Question Bank (SQB)

Students can use the question bank to design their own practice with access to thousands of practice questions.



The screenshot shows the 'Student Question Bank' interface. At the top, there's a blue header with the title 'Student Question Bank' and a subtitle 'Choose your own questions and improve your score by practicing more.' Below this is a breadcrumb trail: 'My Tests / Student Question Bank'. The main content is divided into two columns. The left column is titled 'Create a Question Set' and contains a sub-section 'Step 1: Choose Your Assessment'. It includes a dropdown menu labeled 'Assessment' with the text 'Select Assessment' and a downward arrow. Below the dropdown are 'Cancel' and 'Continue' buttons. The right column is titled 'View Your Practice Scores' and contains a list of practice tests with their dates and a plus sign to the right of each entry. The list includes: 'PSAT/NMSQT and PSAT 10 Practice 2 - July 19, 2024', 'PSAT/NMSQT and PSAT 10 Practice 2 - July 19, 2024', 'PSAT 8/9 Practice 2 - July 12, 2024', 'SAT Practice 6 - March 14, 2024', 'PSAT/NMSQT and PSAT 10 Practice 1 - March 5, 2024', and 'SAT Practice 3 - March 5, 2024'.

Filter questions by:



Assessment



Test (Reading & Writing or Math)



Domain



Skill



Difficulty Level





# Student Question Bank: Example Question Set

## Your Search Criteria [New Search](#)

Assessment: SAT Section: Reading and Writing Domain: Information and Ideas Domain: Craft and Structure

Add Filters: Difficulty Skill  Exclude Active Questions [?](#)

[Export](#)

538 questions in results set.

Show **Selected Questions** | All

✓	ID #	Difficulty <a href="#">?</a>	Domain <a href="#">?</a>	Skill <a href="#">?</a>
<input type="checkbox"/>	<a href="#">79f027e4</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Central Ideas and Details
<input type="checkbox"/>	<a href="#">0f54ff39</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Central Ideas and Details
<input type="checkbox"/>	<a href="#">ee2fc423</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence
<input type="checkbox"/>	<a href="#">c8cd4811</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence
<input type="checkbox"/>	<a href="#">cbe37e3d</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence
<input type="checkbox"/>	<a href="#">e3b89da4</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence
<input type="checkbox"/>	<a href="#">0635344a</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Inferences
<input type="checkbox"/>	<a href="#">6e31db00</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence
<input type="checkbox"/>	<a href="#">f7d45deb</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence
<input type="checkbox"/>	<a href="#">e68df008</a>	<div style="width: 100%;"><div style="width: 100%;"></div></div>	Information and Ideas	Command of Evidence

< 1 2 3 ... 54 >

## → View Your Practice Scores

Review your practice test results to see which skills you need to strengthen and to help you choose the options for creating your question set.

PSAT/NMSQT and PSAT 10 Practice 2 - [+](#)  
August 6, 2024

PSAT/NMSQT and PSAT 10 Practice 2 - [+](#)  
August 6, 2024

PSAT/NMSQT  
July 19, 2024

PSAT/NMSQT  
July 19, 2024

PSAT 8/9 Practice

SAT Practice

PSAT/NMSQT  
March 5, 2024

SAT Practice

## Question ID 79f027e4

Assessment	Test	Domain	Skill	Difficulty
SAT	Reading and Writing	Information and Ideas	Central Ideas and Details	<div style="width: 100%;"><div style="width: 100%;"></div></div>

ID: 79f027e4

ID: 79f027e4 Answer

**Correct Answer:** A

### Rationale

Choice A is the best answer because it most accurately describes Gibson's approach to art. As the text explains, Gibson, who is Cherokee and Choctaw, transforms punching bags into art pieces by applying (or attaching) to them beadwork and elements of Native dressmaking, including leather fringe and the jingles of the jingle dress. The text goes on to say that in most Native communities, the art forms of beadwork and dressmaking are traditionally practiced by women. Therefore, Gibson's approach to art consists of creating original works by drawing from traditional Native art forms.

Choice B is incorrect. Because Gibson incorporates Native art forms into his own original artwork, it can be inferred that he has been influenced by other Native artists, but the text never suggests that non-Native artists have influenced him. Choice C is incorrect because the text doesn't indicate that Gibson designs dresses influenced by boxing but instead that he turns punching bags, which are used in boxing, into works of art by applying elements of Native dressmaking to them. Choice D is incorrect. Although Gibson does incorporate

Choctaw/Cherokee artist Jeffrey Gibson turns punching bags used by boxers into art by decorating them with beadwork and elements of Native dressmaking. These elements include leather fringe and jingles, the metal cones that cover the dresses worn in the jingle dance, a women's dance of the Ojibwe people. Thus, Gibson combines an object commonly associated with masculinity (a punching bag) with art forms traditionally practiced by women in most Native communities (beadwork and dressmaking). In this way, he rejects the division of male and female gender roles.

Which choice best describes Gibson's approach to art, as presented in the text?

- A. He draws from traditional Native art forms to create his original works.
- B. He has been influenced by Native and non-Native artists equally.
- C. He finds inspiration from boxing in designing the dresses he makes.
- D. He rejects conventional gender roles by incorporating

Cancel

Add to PDF

---

# Digital SAT Prep with Khan Academy

- Once students have identified the knowledge and skills they need the most support on **My Practice**, they can also start Official Digital SAT Prep on Khan Academy®.
- Includes thousands of practice questions, videos, lessons, and hints to help students build the skills needed.



Access additional practice questions, video lessons, quizzes and tests, and more.





**SAT Suite**

# The Student Experience After Testing

# Introducing the BigFuture School Mobile App

In-school assessments can propel millions of students toward their future goals and help them own their future.

BigFuture School meets students:

- **When** they are focused on what's next: In-school assessments
- **Where** they are comfortable consuming information: Mobile phones



# Giving Millions of Students Control Over their Planning



**It starts the moment  
students get their scores  
this fall...**

In the app, students can access PSAT/NMSQT, PSAT 10, and SAT School Day scores.

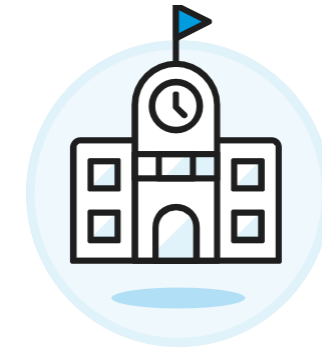
They can start exploring college and career options.



## Explore Customized College & Career Messages

Students receive college and career planning messages and tips.

These are based on grade, time of year, and more.



## Hear from Nonprofit Institutions

Students can opt in to Connections to discover more postsecondary options.

Messages are from nonprofit colleges, scholarship providers, and government agencies offering education programs.



# Student-Driven, Privacy-Forward

Available to in-school test takers (PSAT/NMSQT, PSAT 10, SAT School Day), age 13+

**3M+ Students**

Access to BigFuture School

**2M Students**

Opted in to Connections

“Amazing App!!! It has helped me so much to explore new colleges and career opportunities, AND it shows me my test scores along with my strengths and weaknesses! Highly recommend, you will not be disappointed.”

BigFuture School Student user



## Students are in Control

They choose whether to access BigFuture School and/or opt-in to Connections.

## No Personal Info is Shared

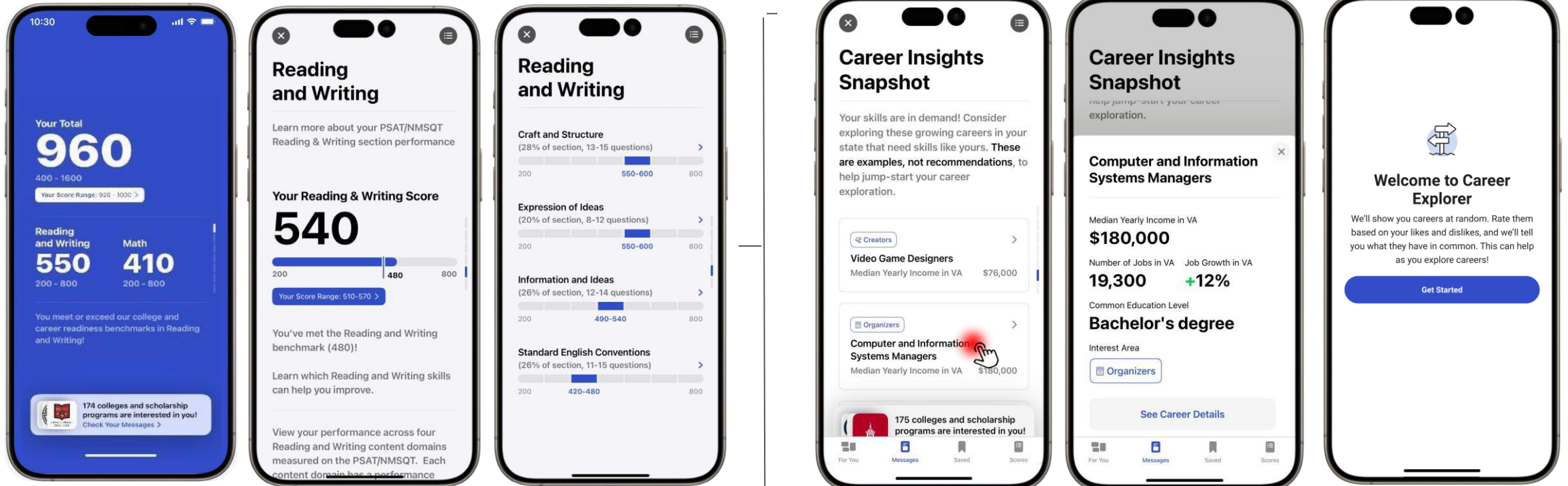
In Connections, no personal information is shared with institutions. A student chooses if and when to share information directly with an institution.

## It's Optional

Students can easily opt-out at any time.

# Students Can Check Their Score in the Mobile App

The moment students get their score and career insights is a launchpad to continue or start planning



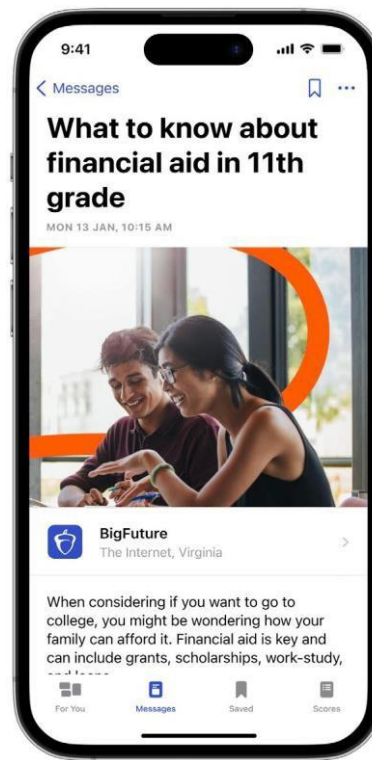
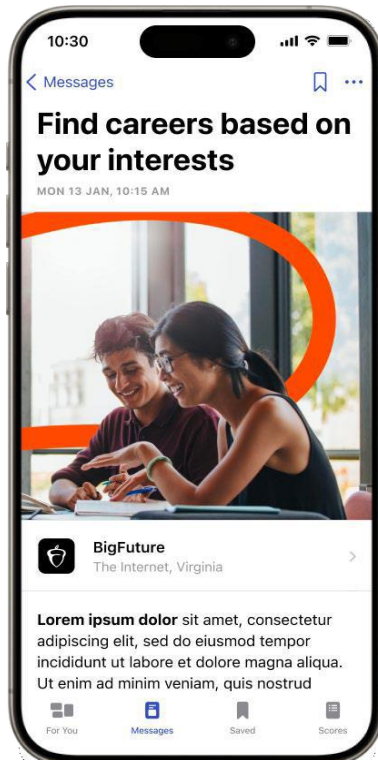
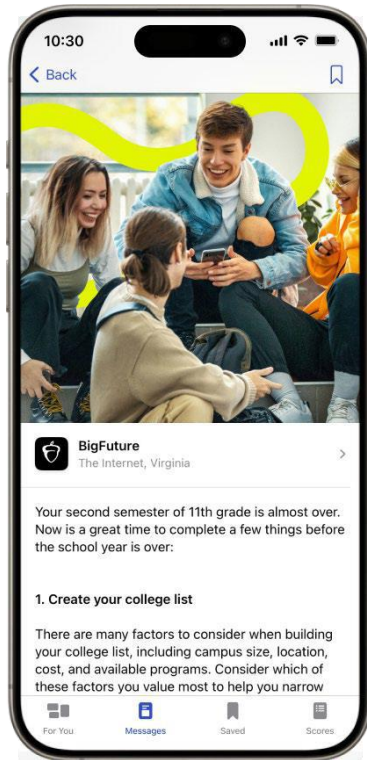
Score Report: PSAT/NMSQT, PSAT 10, SAT in school

Career Insights Snapshot

Career Explorer to discover more

# Customized Messages on Colleges, Careers and How to Pay for It

Students can discover guidance and tips based on time of year, grade level, and more.



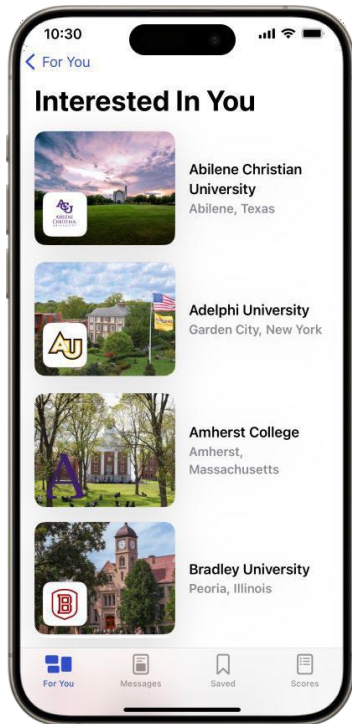
"The feature of saving messages is also a great tool because it will help students not lose important information they might forget about."

*BigFuture School student user*



# Connections™: Primary way in-school testers can be recruited

If a student opts in, they'll receive messages from nonprofit institutions—without sharing any personally identifiable information.



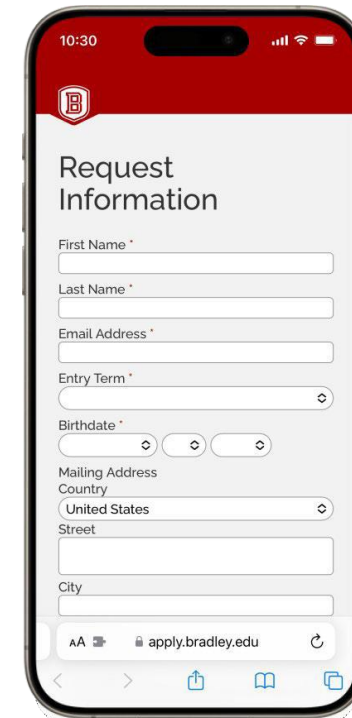
Institutions Interested in You

Example: View for a student who is opted in to Connections



Institution Message

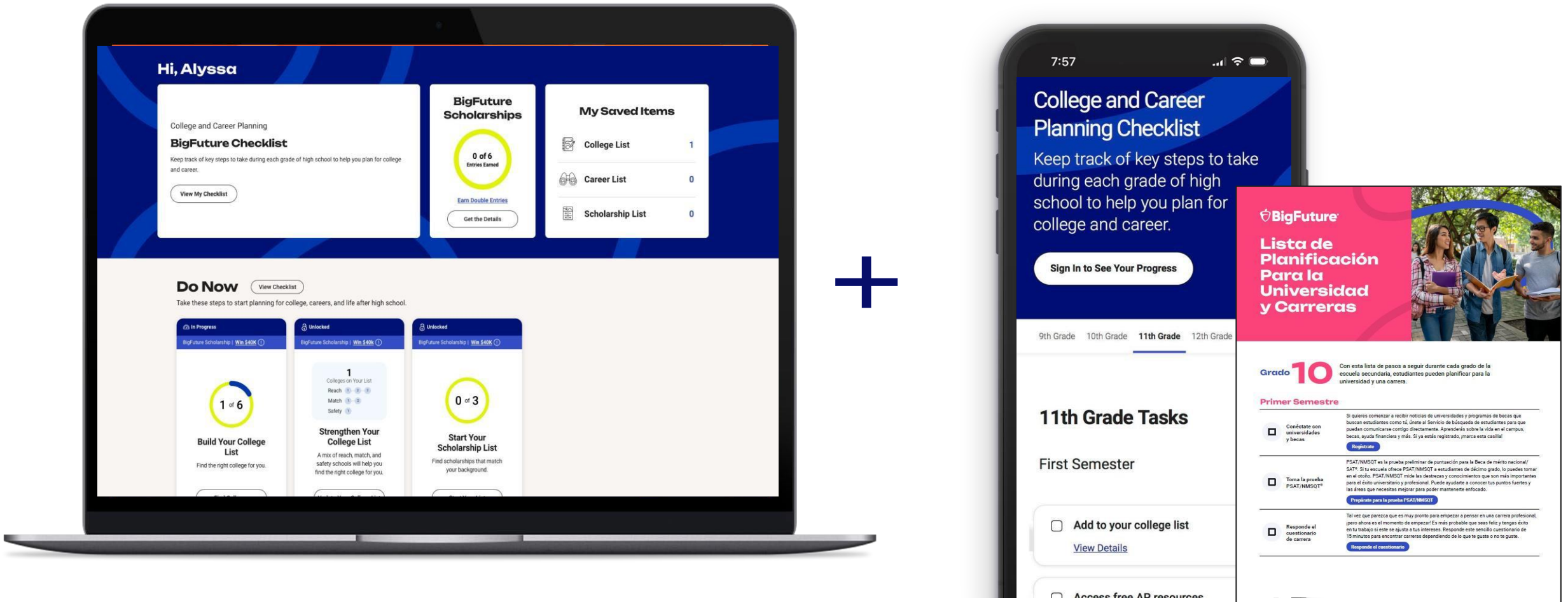
Example: Students can learn more and choose if to connect directly with an institution, outside of the BigFuture School app



Request Information

# BigFuture.org Continues to Be an Option

Free Planning Guide to Help Students Take the Right First Step After High School



# Using BigFuture School and bigfuture.org

## BigFuture School Mobile App



Control by in-school test takers over their college and career planning.



Primary way for in-school test takers to be recruited by nonprofit colleges, scholarship providers, and gov't agencies offering education programs—without sharing Personal Identifiable Information (PII).



Quick access to their scores and timely planning messages—right on their phone.



Access for YOU for info on your students' engagement in the app via the K-12 Reporting Portal.

## bigfuture.org



Free use for students at any time to access trusted, personalized guidance.



A personalized dashboard for students to plan for what's next



Access tools to explore careers, plan for college, and pay for college.

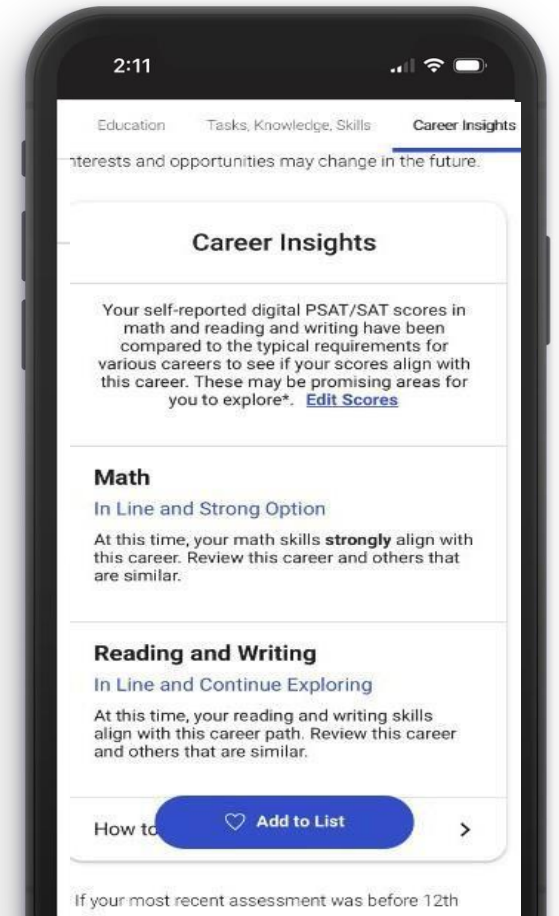
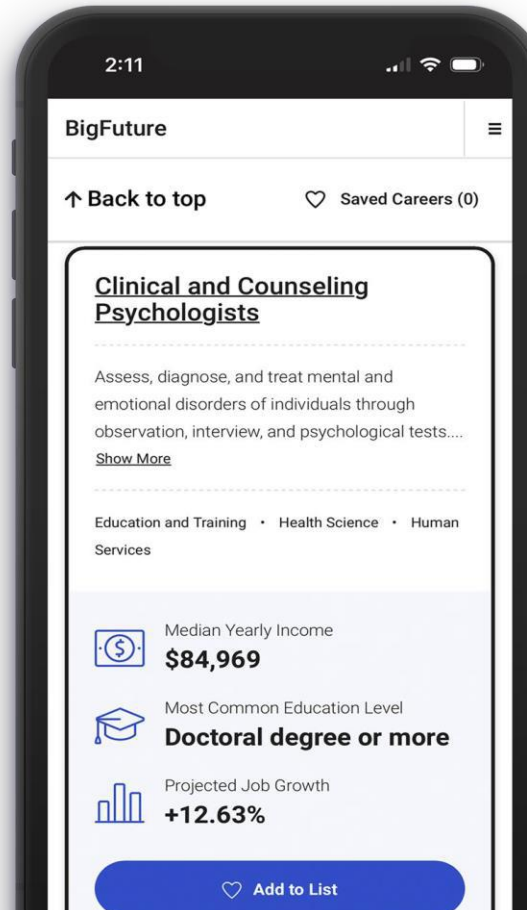


Hundreds of \$500 scholarship winners and two \$40,000 scholarship awarded monthly.

# BigFuture Career Exploration

Personalized guidance on college, career, and financial planning

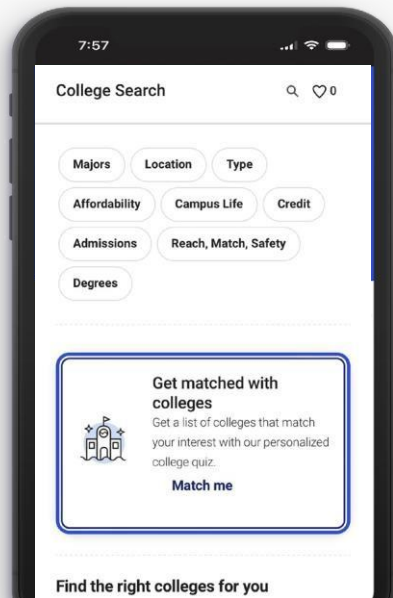
Nearly 1,000 careers to discover based on students' interests and skills.



# BigFuture College and Career Planning

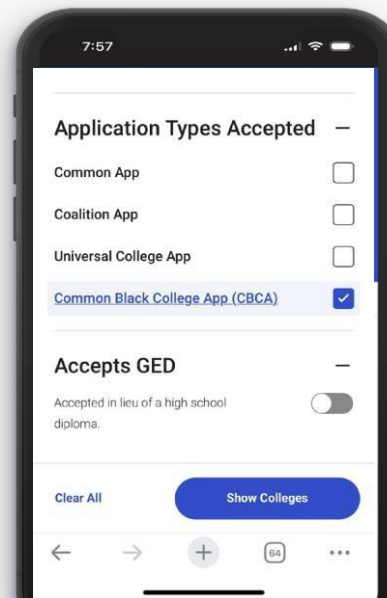
## College Search

Explore over 2,400 4-year colleges and over 1,600 2-year and certificate programs



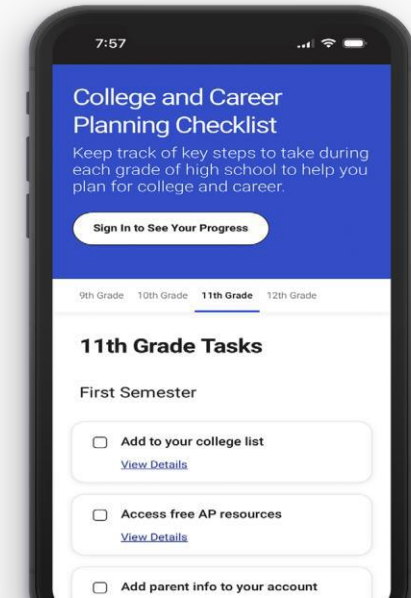
## Common Black College Application

Filter and learn about 60+ Historically Black Colleges and Universities



## Planning Checklists

Keep track of key tasks to complete in each grade of high school





# National Recognition Programs

## Celebrating Student Success

Students can submit in 10<sup>th</sup> or 11<sup>th</sup> grade based on:

1. Earning a cumulative GPA of B+ or higher by the time of submissions.
2. Identifying as Black or African American, Hispanic or Latino, Indigenous or Native, and/or attend school in a rural area or small town.

## AND

- 3a. Take the Fall PSAT/NMSQT (10<sup>th</sup> or 11<sup>th</sup>) or Spring PSAT 10 (10<sup>th</sup>) and score in the top 10% of test takers from their award program in their state.

## OR

- 3b. Earn a 3+ on 2 or more AP Exams in 9<sup>th</sup> and/or 10<sup>th</sup> grade.



# BigFuture Scholarships

## Qualify for BigFuture Scholarships

Starting in 10th grade students earn entries for monthly drawings completing steps on their dashboard.

Two **\$40,000** scholarships and hundreds of **\$500** scholarships are awarded each month!





# BigFuture Scholarships

Qualify for BigFuture Scholarships



## Start Your College List

Opens: December of Sophomore Year. Closes: June of Junior Year.

Start



## Strengthen Your College List

Opens: July Before Senior Year. Closes: October of Senior Year.

Strengthen



## Start Your Career List

Opens: December of Sophomore Year. Closes: February of Senior Year

Start



## Complete the FAFSA®

Opens: October of Senior Year. Closes: February of Senior Year.

Complete



## Start Your Scholarship List

Opens: July Before Senior Year. Closes: February of Senior Year.

Start

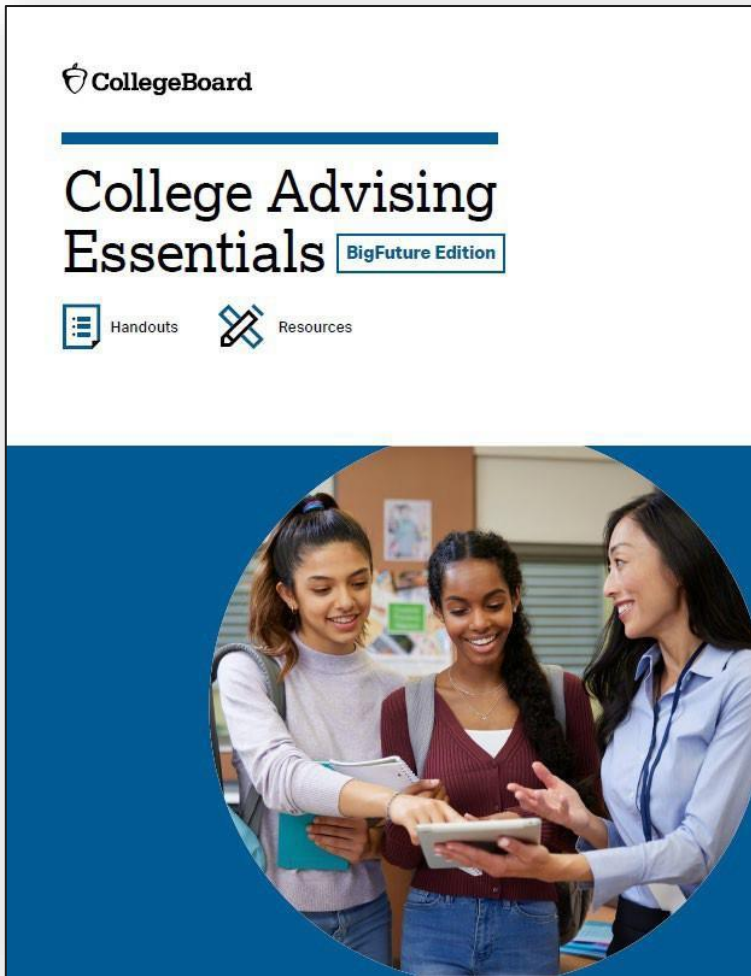


## Apply to Colleges

Opens: October of Senior Year. Closes: February of Senior Year.

Apply

# College Advising Essentials: BigFuture Edition



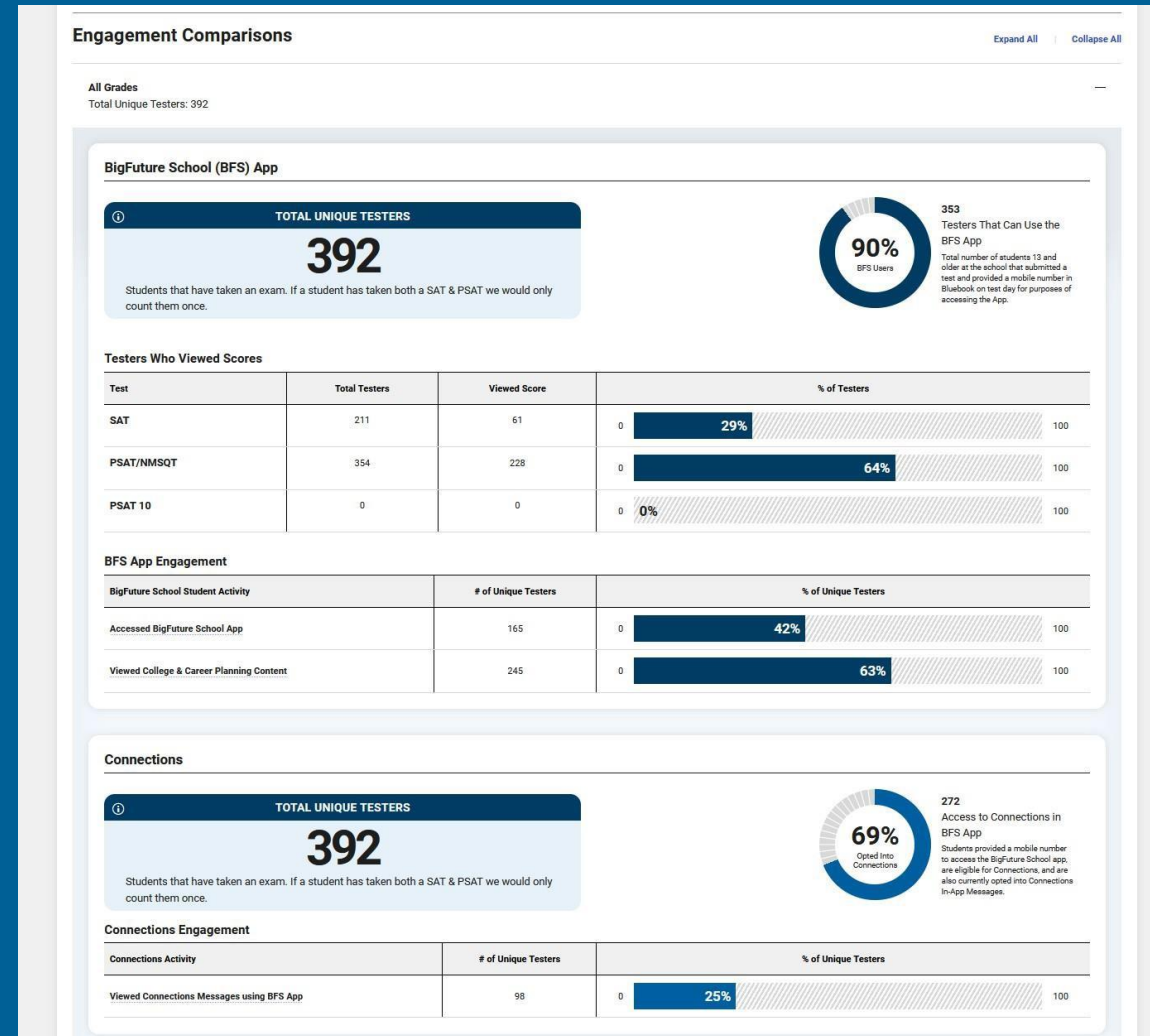
- Sixth installment to the **College Advising Essential** series
- **Handouts and resources** available for **counselors** and for use with students and families.
- **Featuring:** BigFuture School handouts, College and Career Planning checklists, and a BigFuture Scholarships worksheet

<https://counselors.collegeboard.org/media/pdf/College%20Advising%20Essentials%20BigFuture%20Edition.pdf>

# Engagement Report

Use this report to:

- View overall and grade-level Aggregate data on your students' use and participation in the BigFuture and Mobile App and Connections.
- BigFuture School (BFS) App Engagement: View the number of student that have accessed the BFS app and viewed test scores and college and career planning content.
- Connections: View the number of students opted into connections who have viewed connections messages using the BFS App.
- Districts can view engagement at the district as well as at each of their schools.



# Connections Outreach Report

- View a list of nonprofit colleges, universities and scholarship organizations that have delivered messages through Connections to their students in the Bigfuture School mobile app.
- You can view the total number of students each organization has made outreach to.

## BigFuture School and Connections: Connections Outreach Report

Florida Atlantic University High School  
Total Testers

[View Engagement Report](#) | [Excel Export](#)

College/University

Scholarship Organization

Total Testers ▾

Total Colleges/Universities (132)

Show 10 | 20 | 50 | 100

Name	Location	# of Students Contacted
Adelphi University	Garden City, NY	1
AdventHealth University	Orlando, FL	2
Albion College	Albion, MI	3
American Musical and Dramatic Academy College and Conservatory of the Performing Arts: New York City Campus	New York, NY	1
Amherst College	Amherst, MA	2
Arizona State University	Tempe, AZ	3
Bard College	Annandale On Hudson, NY	2
Bard College at Simon's Rock	Great Barrington, MA	4
Barry University	Miami, FL	2
Baylor University	Waco, TX	6

Show 10 | 20 | 50 | 100

< 1 2 3 4 ... 14 >



# Advanced Placement



# Advanced Placement

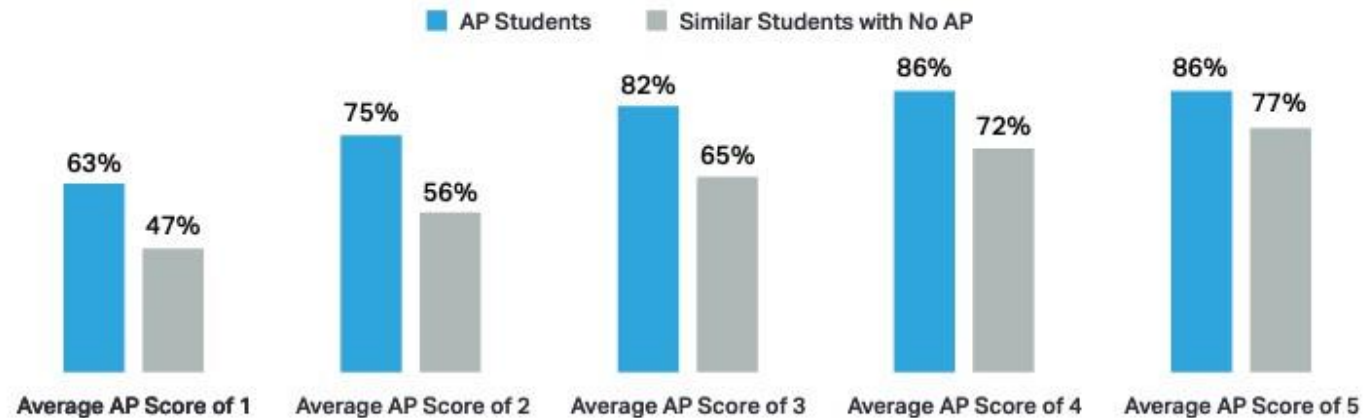
AP gives students the chance to tackle college-level work in high school and earn college credit and placement..



# Participation Matters

New findings on the AP experience show that regardless of the score, completing an AP Exam has benefits.

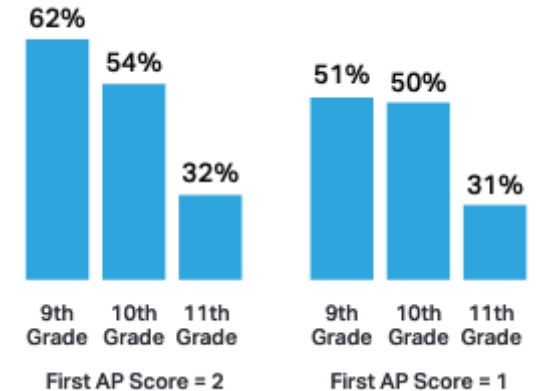
### FOUR-YEAR COLLEGE ENROLLMENT PROBABILITIES, BY AVERAGE AP SCORE



NOTES: Probability of enrollment immediately after high school graduation is calculated for 1,560,229 students who graduated high school in 2017. Probabilities are calculated separately for the average student in each AP score sample conditional on gender, ethnicity, first-generation status, SAT score, and HSGPA.

AP students, including those with average scores of 1 or 2, are more likely to enroll in a four-year college compared to academically similar students who did not take AP in high school.

### PERCENTAGE EARNING A HIGHER SCORE ON A SUBSEQUENT AP EXAM



Many students who first earn an AP Exam score of 1 or 2 will then earn a higher score on the subsequent AP Exams they take.



# Why Texas students take part in Advanced Placement each year



## CCMR: Meet TSI Criteria on AP Exams

A graduate meeting the criterion score of 3 or higher on an AP Exam.



## Performance Acknowledgements

A graduate meeting the criterion score of 3 or higher on an AP Exam.



## Stand Out and Get Ahead

Stand out in the college application process.

Texas AP Credit Policy

Tuition and Book Savings

More likely to enroll in year 2 at a postsecondary institution.



## Texas Supports AP Access

AP Exam Subsidies

ESC Partnerships

Teacher Training  
Reimbursement (TTR)

# 2024 AP Exam Results Texas

**361,162 Texas Public School Students took an AP Exam.**

- This reflects an 8% increase over 2023.

**Texas public school students took 672,552 AP Exams.**

- This reflects a 12% increase over 2023.

**357,292 AP Exams taken by Texas public school students achieved a score of 3 or higher.**

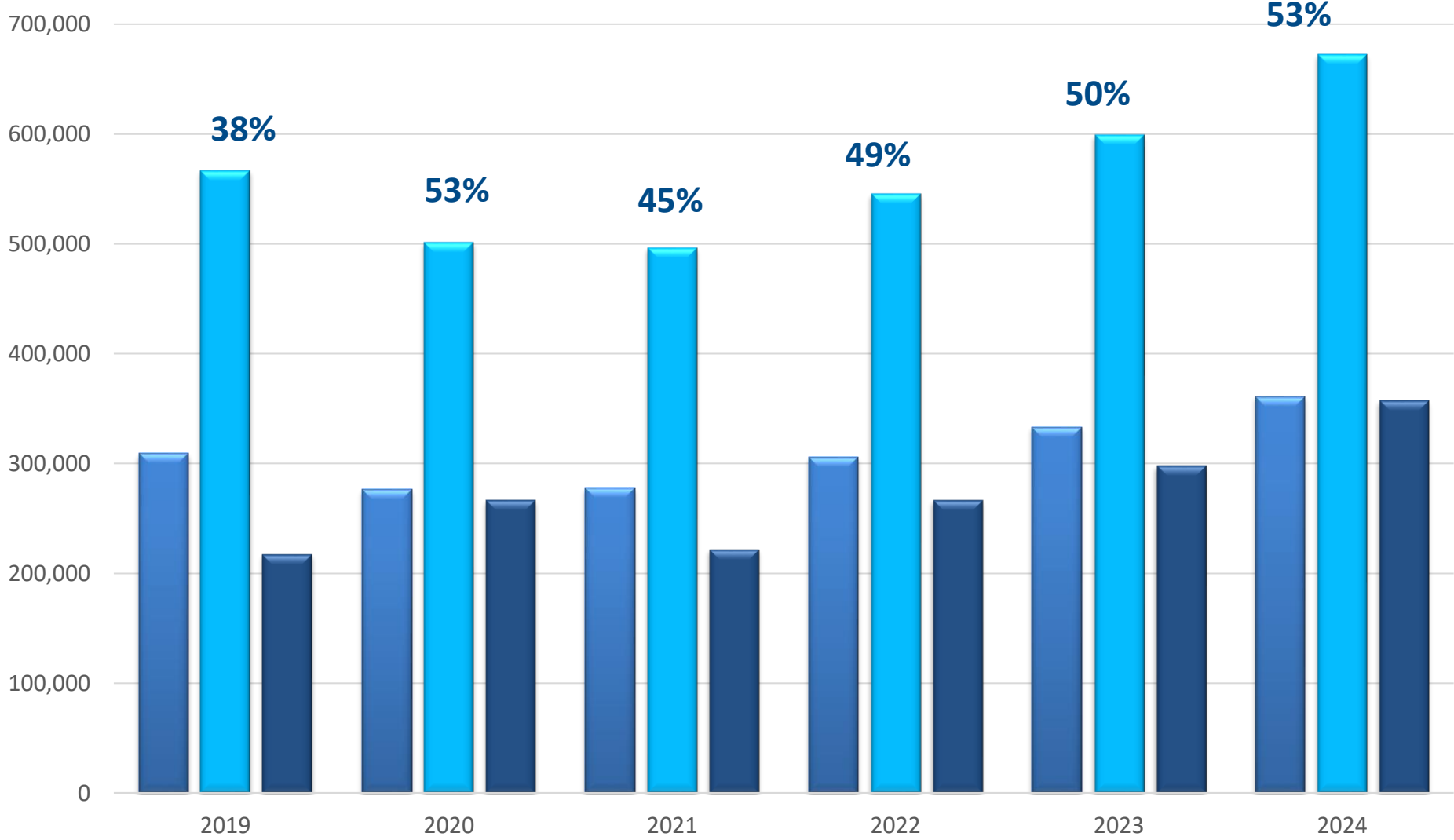
- This represents 53% of Exams taken.
- This reflects a 20% increase over 2023.

**151,850 AP Examinees from Texas public schools qualified for a College Board fee reduction and TEA subsidy.**

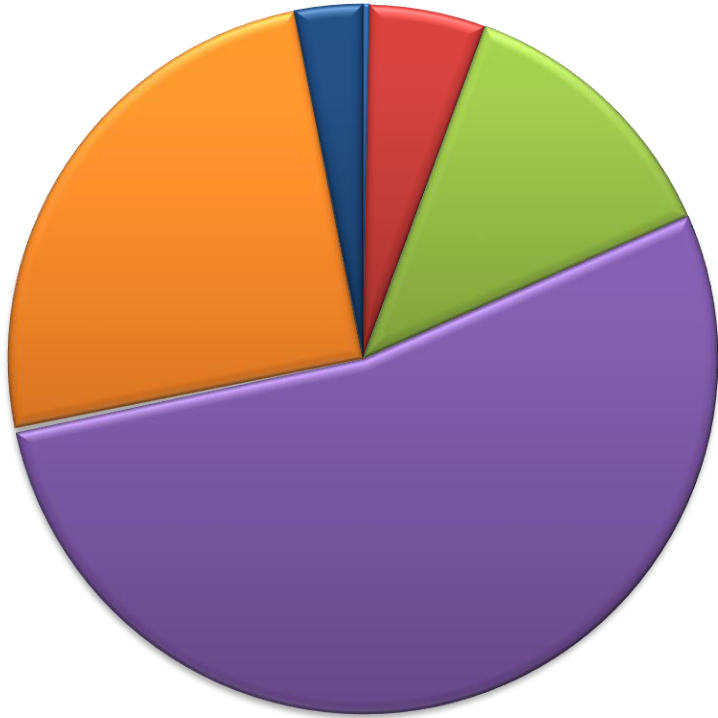
- This reflects 42% of Texas examinees, a 2% increase over 2023.



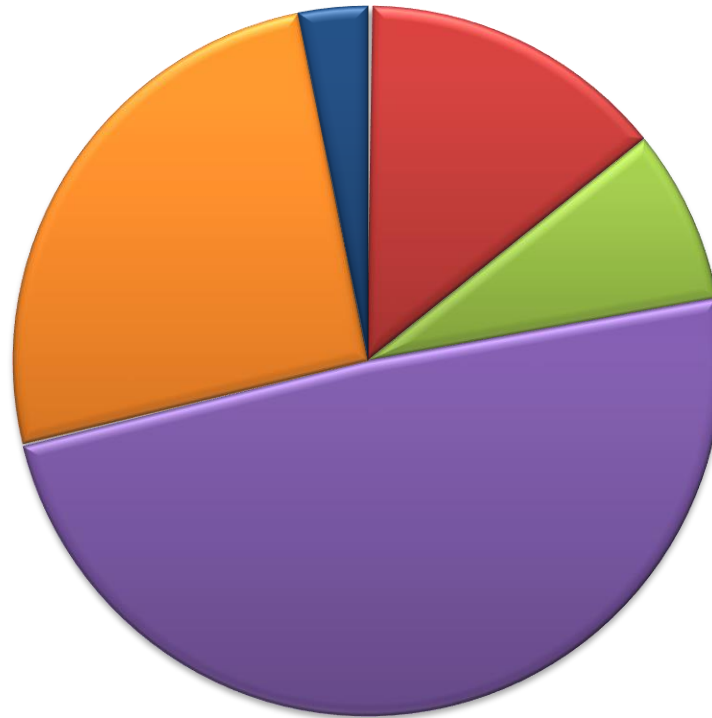
# Advanced Placement Trends in Texas



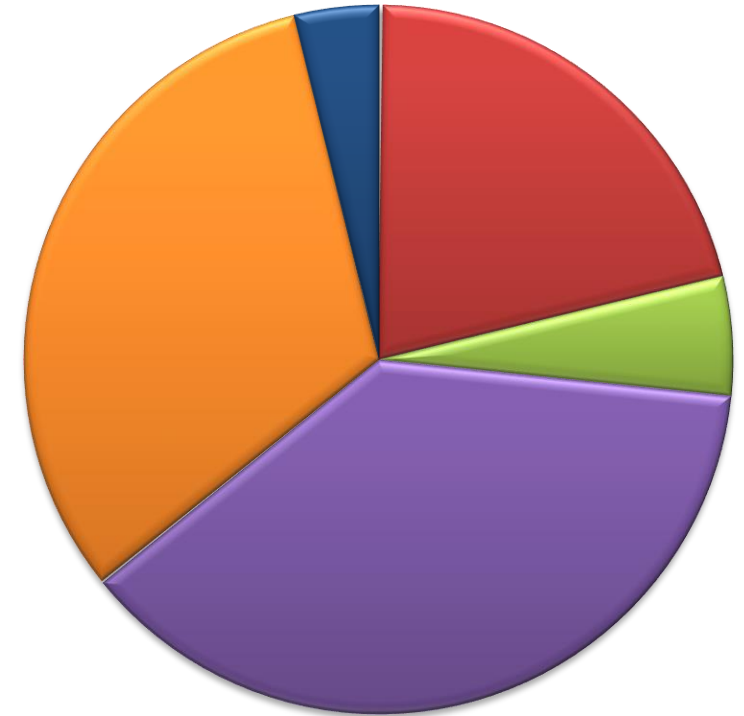
Texas Public Schools Enrollment by Ethnicity



Texas Public Schools 2024 AP Participation by Ethnicity



Texas Public Schools 2024 AP Score of 3+ by Ethnicity



- American Indian/Alaska Native
- Black/African American
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- Asian
- Hispanic Latino
- White

# 2024 AP Exam Participation and Performance

## U.S. and Texas Public Schools

Group	Number of AP Test Takers	% Change in AP Test Takers from Prior Year	Number of AP Examinees who qualified for a fee reduction	Percent of AP Examinees who qualified for a fee reduction	Number of Exams Taken	% Change in Number of Exams Taken from Prior Year	Number of Exams Scoring 3+	Percent of Exams Scoring 3+	% Change in Scores of 3+ from Prior Year
Nation (public)	2,648,896	7.2%	767,751	29%	4,865,144	10.6%	3,160,531	64.9%	19.4%
Texas (public)	361,162	<b>8.4%</b>	151,850	<b>42%</b>	672,552	<b>12.2%</b>	357,292	53.1%	<b>19.9%</b>

# 2025 AP Exam Schedule



# 2025 AP Exam Administration

May 2025						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
	STANDARD ADMIN					
11	12	13	14	15	16	17
	STANDARD ADMIN					
18	19	20	21	22	23	24
	LATE ADMIN					
25	26	27	28	29	30	31

- Schools must begin the morning exam administration between 8 and 9 a.m. local time and the afternoon exam administration between 12 and 1 p.m. local time.
- Late-testing dates are available for students who cannot test during the first two weeks of May.
- Exams taken during late testing will be in the same format as exams taken during standard testing.

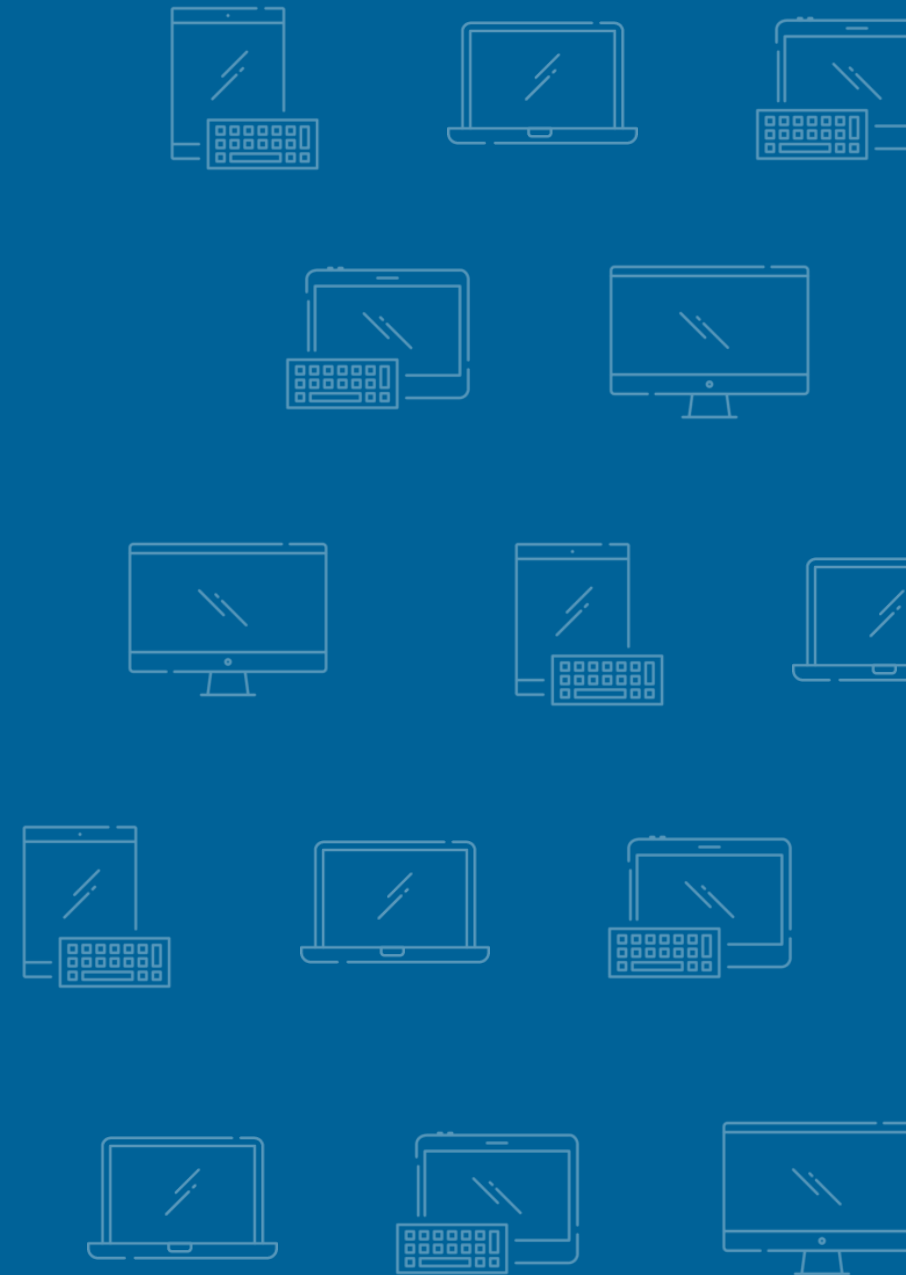




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# 28 Exams Will Move to the Bluebook™ Digital Testing Application

2025 AP Exam Administration



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# Here's What's Happening

- Starting in May 2025, standard paper will be discontinued for 28 exams.
- All schools, including schools and test centers outside of the United States, must administer the 28 AP Exams digitally.
- Students will take digital exams in Bluebook, the same platform used for the SAT Suite of Assessments.
- AP coordinators and proctors will administer digital exams using the Test Day Toolkit web application.
- For math, science, and economics exams that require graphing or symbolic notation, students will view free-response questions and prompts in Bluebook and write their answers in paper exam booklets.

# Digital Exams



**Fully  
Digital  
Exams**

**16 Exams**

**Hybrid  
Digital  
Exams**

**12 Exams**

**AP Digital  
Portfolio**

**6 Exams**

**Chinese &  
Japanese  
Exam  
Application**

**2 Exams**

Remaining  
**Paper Exams**  
Require  
Secure Audio

**Language &  
Music  
Exams with  
Audio Files**

**6 Exams**

# Fully Digital Exams

Students complete multiple-choice and free-response questions in Bluebook, with all responses automatically submitted at the end of the exam.



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# Fully Digital AP Exams

Students complete multiple-choice and free-response questions in Bluebook, with all responses automatically submitted at the end of the exam.

- AP African American Studies
- AP Art History
- AP Comparative Government and Politics
- AP Computer Science A
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP Human Geography
- AP Latin
- AP Psychology
- AP Seminar
- AP U.S. Government and Politics
- AP United States History
- AP World History: Modern



# Hybrid Digital Exams

Students complete multiple-choice questions and view free-response questions in Bluebook.

They hand write their free-response answers in paper exam booklets that are returned for scoring.



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# Hybrid Digital AP Exams

Students complete multiple-choice questions and view free-response questions in Bluebook. They hand write their free-response answers in paper exam booklets that are returned for scoring.

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Macroeconomics
- AP Microeconomics
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics
- AP Precalculus
- AP Statistics



# Other Digital AP Exams



## AP Digital Portfolio

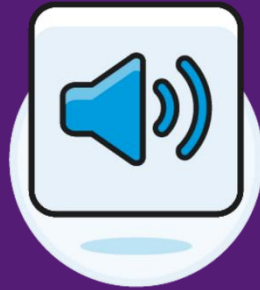
- AP 2-D Art and Design
- AP 3-D Art and Design
- AP Computer Science Principles
- AP Drawing
- AP Research
- AP Seminar



## Chinese & Japanese Exam App

- AP Chinese Language and Culture
- AP Japanese Language and Culture

# All 6 Remaining Paper Exams Require Secure Audio



## Exams with Audio Files

- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Music Theory
- AP Spanish Language and Culture
- AP Spanish Literature and Culture



# Supporting Student Access To Advanced Placement

# AP Computer Science Principles starts a path to STEM.

Students are better prepared for today's fields of study and tomorrow's job market.



Employment in computer and information technology occupations is **projected to grow 11% from 2019 to 2029, much faster than the average for all occupations.**



These occupations are projected to add about **531,200 new jobs.**

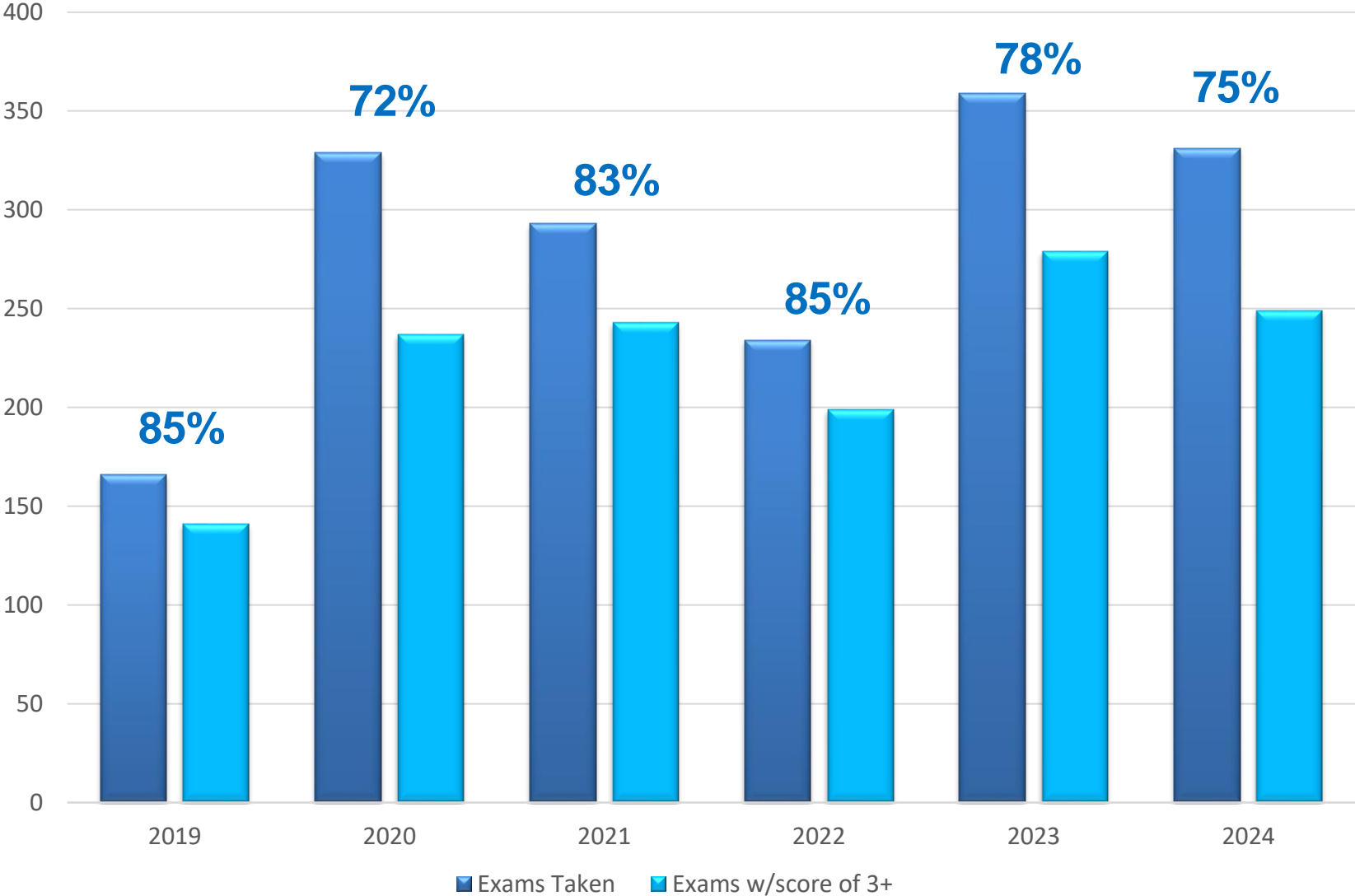


Demand for these workers will result from a greater emphasis on **cloud computing**, the collection and storage of **big data**, and **information security.**



In total, **11+ million STEM jobs** are anticipated to be available in the next decade. Half will require a computer science degree, and **all will require computer science skills.**

# CFISD AP CSP



# TEA AP CSP Grant

LASO Cycle 3 Opens  
10/15/2024



## LASO Cycle 3

Strategy	Grant	Estimated Funding	Source of Funds	Tentative Award Range	Tentative Number of Awards
	<b>Strong Foundations Planning</b>	\$24M	Rider 76 (SF) Rider 94 (HB 1605)	\$120K to \$320K	100 - 200 LEAs
	<b>Strong Foundations Implementation</b>	\$58M	Rider 76 (SF) Rider 94 (HB 1605)	\$200K to \$1.61M	100 - 200 LEAs
	<b>Strong Foundations Implementation School Improvement PLC Supports Grant</b>	\$14M	Title 1	\$75K - \$150K per campus	100-180 LEAs
	<b>Instructional Leadership</b> (Includes Product and TIL Supports)	\$41M	Title 1	\$50K - \$215K per campus	Up to 200 LEAs
	<b>Technology Lending</b>	\$5M	Rider 8	Up to \$225K	50-100 LEAs
	<b>Blended Learning</b>	\$6M	Rider 68	Planning - up to \$275K Strategic Operations- up to \$370K	10-14 LEAs
	<b>AP Computer Science Principles</b>	\$1.292M	Rider 74	Up to \$100K	Up to 130 LEAs
	<b>Additional Days School Year PEP Summer</b>	\$750K	Rider 39	Up to \$125K	6-10 LEAs
	<b>School Action Fund</b> (with Additional Days School Year Full Year Redesign)	\$8M	Title 1	\$185K - \$375K (per campus)	Up to 36 campuses
	<b>Early College High School</b>	\$800K	Rider 58	Up to \$800K	10 LEAs
	<b>Pathways in Technology Early College High School</b>	\$1M	Rider 58	Up to \$100K	10 LEAs



# AP Seminar.

A course focused on building foundational skills in writing, collaboration, research, and presentation.

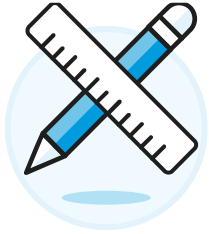


**Higher First-Year GPAs:** AP Seminar students were shown to outperform peers who didn't take AP in first-year college GPA.



**Greater Second-Year Retention:** AP Seminar students have higher likelihood of persisting to the second year of college than peers who didn't take AP.

# What's So Special About AP Seminar?



1

**Focuses on essential skills that matter most for college, career, and life.**



2

**Encourages students to explore topics that interest them.**



3

**Brings real-world relevance to the classroom.**



4

**Aligns closely with the skills taught in English II classes.**

# Focuses on essential skills that matter most for college, career, and life

- Communication
- Collaboration
- Teamwork
- Responsibility
- Interpersonal Skills
- Intrapersonal Skills
- Leadership
- Synthesis
- Analysis
- Critical Thinking
- Time Management
- Organization
- Planning
- Computing Skills



Lyons, M. (2023). 5 Essential Soft Skills to Develop in Any Job. Harvard Business Review. Retrieved from: <https://hbr.org/2023/02/5-essential-soft-skills-to-develop-in-any-job>.



# Transforms English II classrooms



**84% of TX students**

earned a qualifying score of 3 or higher.

**AP Seminar** transforms English II classrooms by focusing on:

- Content-agnostic approach
- Project-based assessments
- Student choice
- Teacher flexibility

---

# Aligns closely with the skills taught in English II classes

## Key Skills Emphasized in AP Seminar:

- Reading and analyzing a wide range of texts, both literary and informational texts
- Extended explanatory and argumentative writing
- Conducting effective research, and synthesizing relevant and credible evidence
- Designing and delivering of oral/multimedia presentations (both individual and team)



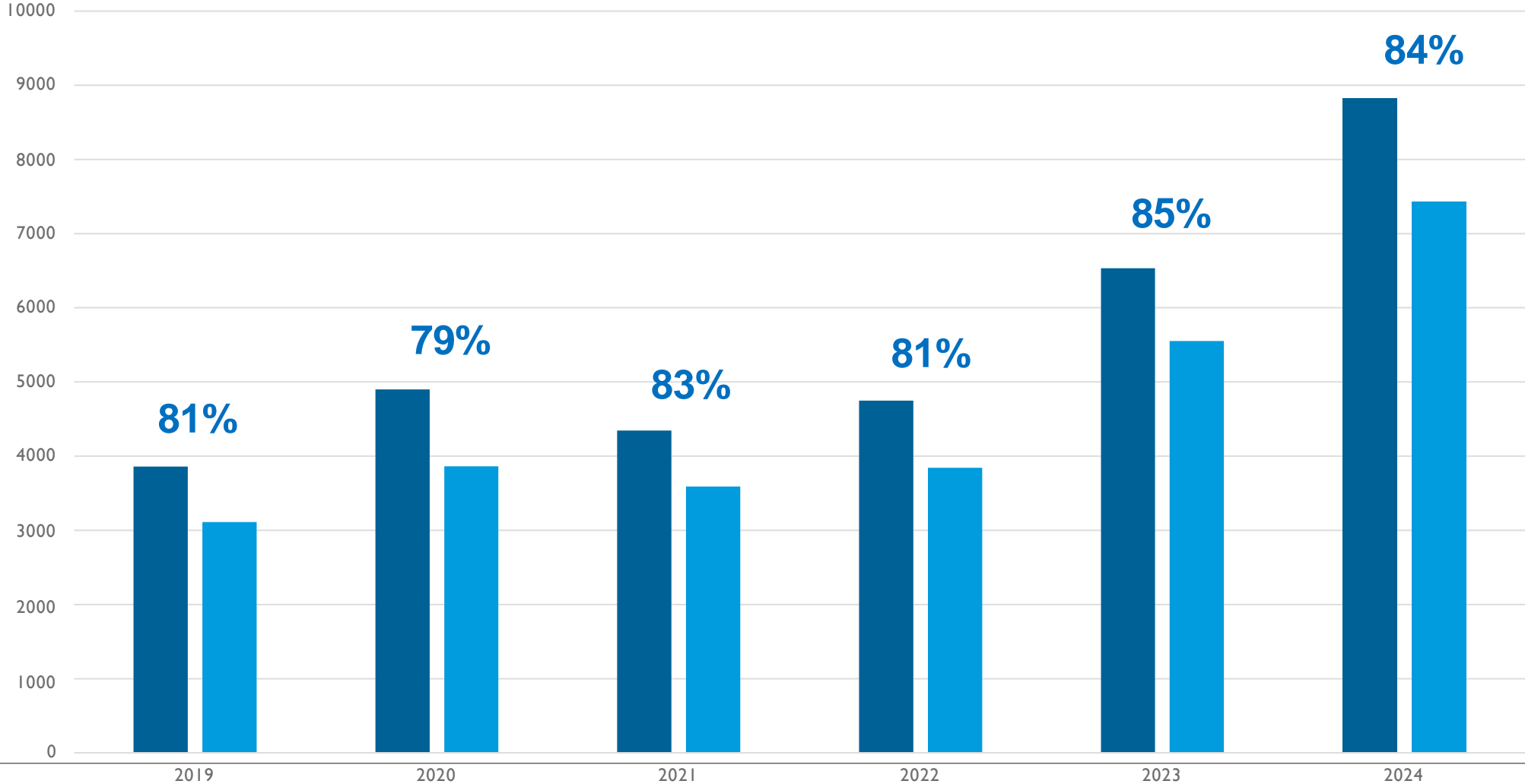
## Texas

Essential Knowledge and Skills (TEKS) for English Language Arts and Reading  
Alignment to AP Seminar

State Standards Crosswalk for AP Seminar  
December 2023

State Standards Crosswalk for AP Seminar

# AP Seminar in Texas





# Boosts academic performance in future coursework

**6%** Higher Performance in AP English (Lang., Lit.)

**7%** Higher Performance in AP History (Art, Euro, U.S., World)

**8%** Higher Performance in AP Politics (U.S., Comp.)



## Higher First-Year GPAs:

AP Seminar students were shown to outperform non-AP students in first-year college GPA.



## Greater Second-Year Retention:

AP Seminar students have higher likelihood of persisting to the second year of college than their non-AP peers.

Source: <https://files.eric.ed.gov/fulltext/ED603711.pdf>

# AP African American Studies: foster dialogue, celebrate lived experiences.

Daily encounters with sources from fields such as literature, the arts and humanities, political science, and geography.

## Students who take AP African American Studies are thriving.



### More likely to take and succeed in college-level courses.

- 84% of students indicated they are more likely to enroll in future college-level courses.
- For 29% of students this was their first experience taking AP.



### Deep dive into relevant interests

- Students spend 3 full weeks on an interdisciplinary project on a related topic of their choice.



### Preparation for a wide range of careers

- Students gain knowledge and skills that prepare them for professions like:
  - Author
  - Journalist
  - Diplomat
  - Lawyer
  - Teacher
  - Filmmaker



# AP African American Studies in Texas (2024)



**1,300+**  
**Students Enrolled**



**924**  
**Exams Taken**



**64%**  
**Exams Scored 3+**

# AP Precalculus keeps opportunities open.

Taking precalculus in high school increases a student's likelihood of completing a bachelor's degree by 155%.

Schools are choosing AP Precalculus for their students.



More than 175,000 students took the AP Precalculus Exam in 2024.



**Students are succeeding.** 3 out of 4 students scored 3 or higher.



**Seniors earned their first college math credit.** 1 out of 2 seniors scored 3 or higher.



# AP Precalculus in Texas (2024)



**27,500+**  
**Students Enrolled**



**21,689**  
**Exams Taken**



**63%**  
**Exams Scored 3+**



# AP Potential

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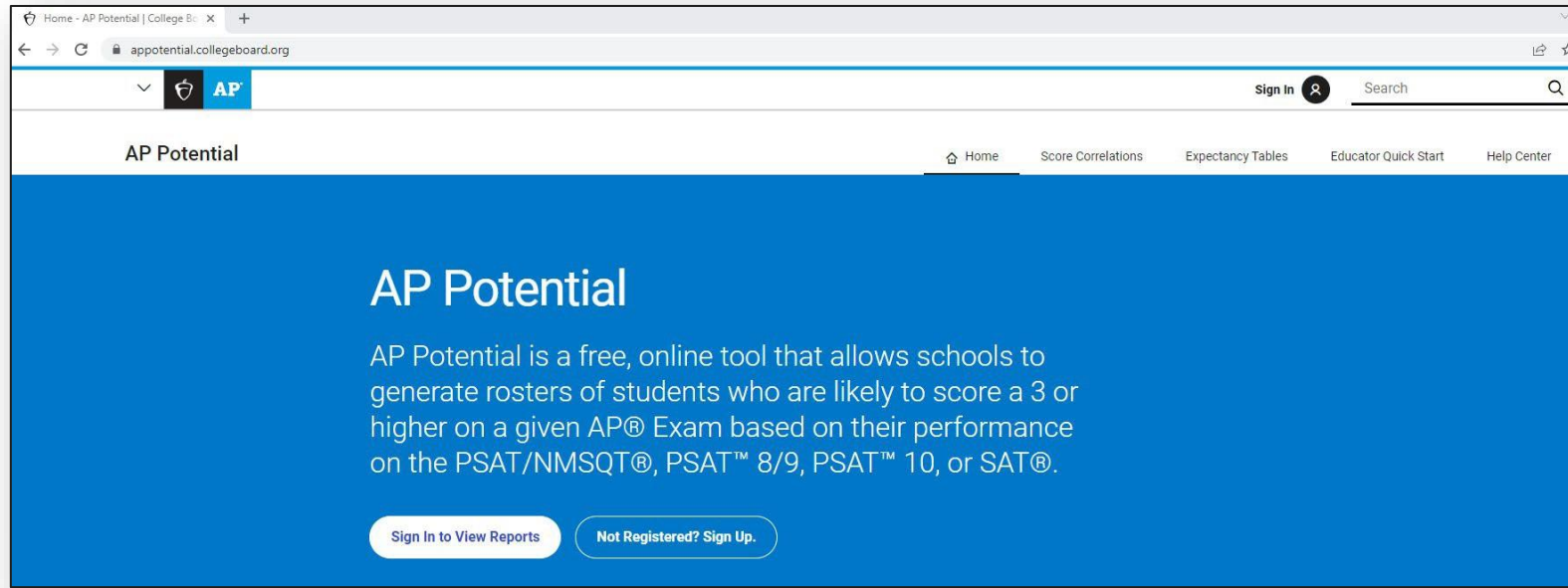
AP Potential is a research-driven, free online tool designed to help schools expand access to their AP Programs based on likely student outcomes.

It has two primary purposes for schools:

- Generate rosters of students who are likely to score a 3 or higher on a given AP Exam based on their performance on the PSAT/NMSQT, PSAT8/9, PSAT10, or SAT.
- Help schools better plan their master schedules by allowing them to determine which new courses to consider adding, and which existing courses to expand, given their students' potential to succeed.



# Logging in to the AP Potential Tool

A login form titled 'Welcome back. Please sign in.' It contains the following elements: a 'Username' input field with the text 'laceybonner'; a 'Password' input field with masked characters '.....'; a checkbox labeled 'Remember me'; a blue 'Next' button; a link for 'Forgot username or password?'; a dashed horizontal line; and a link for 'Don't have an account? Create Account'.

- Navigate to [appotential.collegeboard.org](https://appotential.collegeboard.org)
- Enter your College Board professional account username and password



# AP Potential Student Pools

## Student Pools

Adjust the percentages below to increase or decrease the number of students included on the rosters you want to generate. You may select a different percentage for each AP subject. [Learn about student pools](#)

Threshold %	Subject	2023-2024 Students with AP Potential	2022-2023 AP Students	
			Total Exams Taken	Exams Scored 3 or Higher
60	Art History	5966	60	49
60	Biology	6629	288	196
60	Calculus AB	2497	298	154
60	Chemistry	7028	194	147
60	Comparative Government and Politics	4960	0	0
60	Computer Science A	3023	385	295
60	Computer Science Principles	6629	361	280
60	English Language and Composition	5966	576	380

This is sample data for presentation purposes.

# AP Potential

## Generate a Student Roster

Generate Sample Letters

Download Data

Name	Grade	Art Hist	Biol	Calc AB	Chem	Comp Gov Pol	Comp Sci A	Comp Sci Prin	Eng Lang Comp	Eng Lit Comp	Env Sci	Euro Hist	Hum Geog	Macr Eco
		Pool: 60												
Student 1 (ID: 12345)	9th Grade													
Student 2 (ID: 12345)	10th Grade	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student 3 (ID: 12345)	10th Grade	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student 4 (ID: 12345)	9th Grade									✓				
Student 6 (ID: 12345)	9th Grade	✓	✓			✓		✓	✓	✓	✓	✓	✓	

This is sample data for presentation purposes.

# AP Potential Generate Letter

Parent or Guardian of [REDACTED]  
27369 Palmer Blvd  
Madison Heights, MI 48071-3243

Dear Parent or Guardian of [REDACTED]

We are very happy to share with you that [REDACTED] has been identified as a student with potential to succeed in Advanced Placement® (AP®) courses and exams. We believe that [REDACTED] should strongly consider taking, specifically, one or more of the following AP course(s):

## Seminar

[REDACTED] 2022-2023 PSAT/SAT Suite of Assessments scores indicate the potential for success in the challenging AP course work in the subject(s) listed above. Research has shown that PSAT/NMSQT® scores, and by extension SAT® scores, are strong predictors of AP Exam success.

AP gives students the opportunity to take college-level courses while still in high school. Taking AP courses can help students achieve their college goals. Not only do the challenging courses better prepare students for college, but after taking an AP course, students can take the corresponding AP Exam, which could earn them valuable college credit and placement, and help reduce college costs. In addition, studies have shown that students who succeed in AP perform better in college and are much more likely than their peers to graduate from college in five years or less.

We encourage you and [REDACTED] to talk about [REDACTED] participating in AP. Visit [www.collegeboard.org/apstudents](http://www.collegeboard.org/apstudents) to find information about how to get started, including a Conversation Starter for discussing AP with [REDACTED] counselor or teacher. Feel free to contact us to discuss this important opportunity. Contact Principal Taylor Swift at 555-555-1313 for more information.

Sincerely,

Taylor Swift

Learn more about AP

[apstudent.collegeboard.org](http://apstudent.collegeboard.org)

# AP Potential

## Student Detail Report

- Gender
- Student ID
- Date of Birth
- Assessment Participation
- Ethnicity
- AP Potential

[← Back to Student Roster](#)

### Sample Student 1

Student ID 12345	Ethnicity Hispanic/Latino
Date of Birth 10/27/2005	High School Sample High School
Gender Male	District Sample School District

### 2022-2023 PSAT/SAT Suite of Assessments

Grade 11th Grade	Reading Score 29
Month October	Math Score 520
Total Score 1060	Writing & Language Score 25

### Potential Results

Subject	Selected Pool Criteria	Meets Criteria	Students with Same Score Who Received AP Score of 3+
Art History	60		50%
Biology	60	✓	60%
Calculus AB	60		30%
Chemistry	60		20%
Comparative Government and Politics	60		50%
Computer Science A	60		30%
Computer Science Principles	60	✓	60%
English Language and Composition	60		50%
English Literature and Composition	60	✓	70%
Environmental Science	60		40%
European History	60		50%

This is sample data for presentation purposes.

# AP Potential

## Best Practices

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Download the data to a .csv file for easy sorting and sharing with:

- Department Chairs and AP Teachers
- Teachers of Pre-AP/prerequisite courses
- Instructional Leaders
- Counselors

Sort AP Potential data to view students who have potential in AP Courses currently offered at your school.

Sort the data to help decide which AP courses to add to your school.

Generate AP Potential letters that can be sent home to parents/guardians and students.





# Supporting Student Performance in Advanced Placement

# AP Resources: Support Teaching and Learning

There's an AP resource for each stage of the instructional cycle.



## Plan

- Unit Guides
- Professional Learning Videos



## Teach

- AP Daily Videos
- Course-Specific Resources



## Practice

- Topic Questions



## Assess

- Progress Checks

## Formative



## Get and Give Feedback

- All Assignments Report
- Progress Check Report
- Content & Skills Performance Report

## Using Student Data

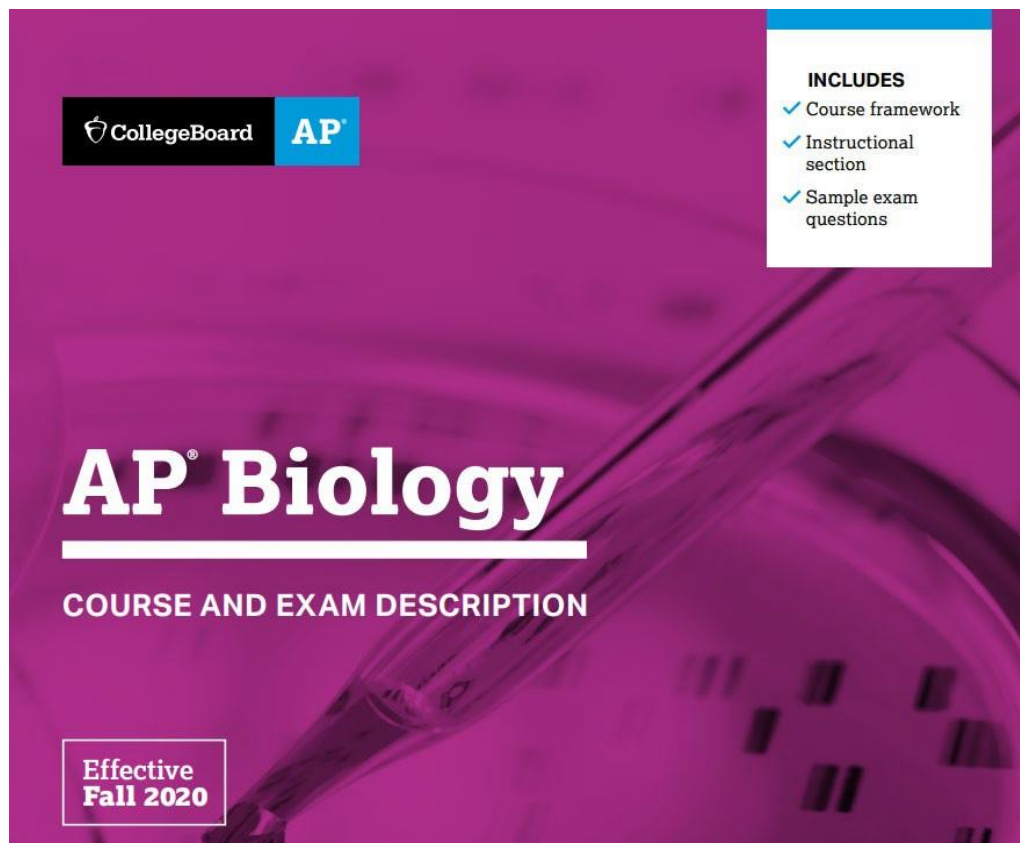


## Review and Prepare

- Question Bank
- Practice Exams
- AP Daily Review Videos

## Summative

# AP Course and Exam Description



## Course Framework Components

### Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success; it specifies what students must know, be able to do, and understand to qualify for college credit or placement.

**The course framework includes two essential components:**

#### 1 SCIENCE PRACTICES

The science practices are central to the study and practice of biology. Students should develop and apply the described practices on a regular basis over the span of the course.

#### 2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and skills colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are crosscutting concepts that build conceptual understanding and spiral throughout the course.



# 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 spiralled throughout the course:

<b>1</b> Concept Explanation	<b>4</b> Representing and Describing Data
<b>5</b> Visual Representations	<b>6</b> Statistical Tests and Data Analysis
<b>3</b> Questions and Methods	<b>2</b> Argumentation

### BIG IDEAS

The big ideas spiral across topics and units:

<b>EVO</b> Evolution	<b>ENE</b> Energetics
<b>IST</b> Information Storage and Transfer	<b>SVI</b> 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

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

<b>SVI</b> 2	<b>1.1</b> Structure of Water and Hydrogen Bonding
<b>ENE</b> 2	<b>1.2</b> Elements of Life
<b>SVI</b> 2	<b>1.3</b> Introduction to Biological Macromolecules
<b>SVI</b> 1	<b>1.4</b> Properties of Biological Macromolecules
<b>SVI</b> 3	<b>1.5</b> Structure and Function of Biological Macromolecules
<b>IST</b> 2	<b>1.6</b> Nucleic Acids

### Personal Progress Check 1

Multiple-Choice: ~20 questions

- Free-Response: 2 questions
- Conceptual Analysis (partial)
  - Analyze Model or Visual Representation (partial)

## UNIT 2 Cell Structure and Function

~11-13 Class Periods | 10-13% AP Exam Weighting

<b>SVI</b> 1	<b>2.1</b> Cell Structure: Subcellular Components
<b>SVI</b> 3	<b>2.2</b> Cell Structure and Function
<b>ENE</b> 5 2	<b>2.3</b> Cell Size
<b>ENE</b> 2	<b>2.4</b> Plasma Membranes
<b>ENE</b> 3	<b>2.5</b> Membrane Permeability
<b>ENE</b> 3	<b>2.6</b> Membrane Transport
<b>ENE</b> 3	<b>2.7</b> Facilitated Diffusion
<b>ENE</b> 4	<b>2.8</b> Tonicity and Osmoregulation
<b>ENE</b> 1	<b>2.9</b> Mechanisms of Transport
<b>ENE</b> 3	<b>2.10</b> Cell Compartmentalization
<b>EVO</b> 3	<b>2.11</b> Origins of Cell Compartmentalization

### Personal Progress Check 2

Multiple-Choice: ~30 questions

- Free-Response: 2 questions
- Interpreting and Evaluating Experimental Results (partial)
  - Analyze Model or Visual Representation (partial)

## UNIT 3 Cellular Energetics

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

<b>ENE</b> 1	<b>3.1</b> Enzyme Structure
<b>ENE</b> 3	<b>3.2</b> Enzyme Catalysis
<b>ENE</b> 3	<b>3.3</b> Environmental Impacts on Enzyme Function
<b>ENE</b> 3	<b>3.4</b> Cellular Energy
<b>ENE</b> 3	<b>3.5</b> Photosynthesis
<b>ENE</b> 4	<b>3.6</b> Cellular Respiration
<b>SVI</b> 3	<b>3.7</b> Fitness

### Personal Progress Check 3

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

- Interpreting and Evaluating Experimental Results with Graphing (partial)
- Scientific Investigation (partial)

## UNIT 4 Cell Communication and Cell Cycle

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

<b>IST</b> 1	<b>4.1</b> Cell Communication
<b>IST</b> 1	<b>4.2</b> Introduction to Signal Transduction
<b>IST</b> 3	<b>4.3</b> Signal Transduction
<b>IST</b> 3	<b>4.4</b> Changes in Signal Transduction Pathways
<b>ENE</b> 3	<b>4.5</b> Feedback
<b>IST</b> 4 5	<b>4.6</b> Cell Cycle
<b>IST</b> 3	<b>4.7</b> Regulation of Cell Cycle

### Personal Progress Check 4

Multiple-Choice: ~25 questions  
Free-Response: 2 questions

- Interpreting and Evaluating Experimental Results (partial)
- Analyze Data

## UNIT 5 Heredity

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

<b>IST</b> 1	<b>5.1</b> Meiosis
<b>IST</b> 3	<b>5.2</b> Meiosis and Genetic Diversity
<b>EVO</b> <b>IST</b> 3 5	<b>5.3</b> Mendelian Genetics
<b>IST</b> 5	<b>5.4</b> Non-Mendelian Genetics
<b>SVI</b> 1	<b>5.5</b> Environmental Effects on Phenotype
<b>SVI</b> 3	<b>5.6</b> Chromosomal Inheritance

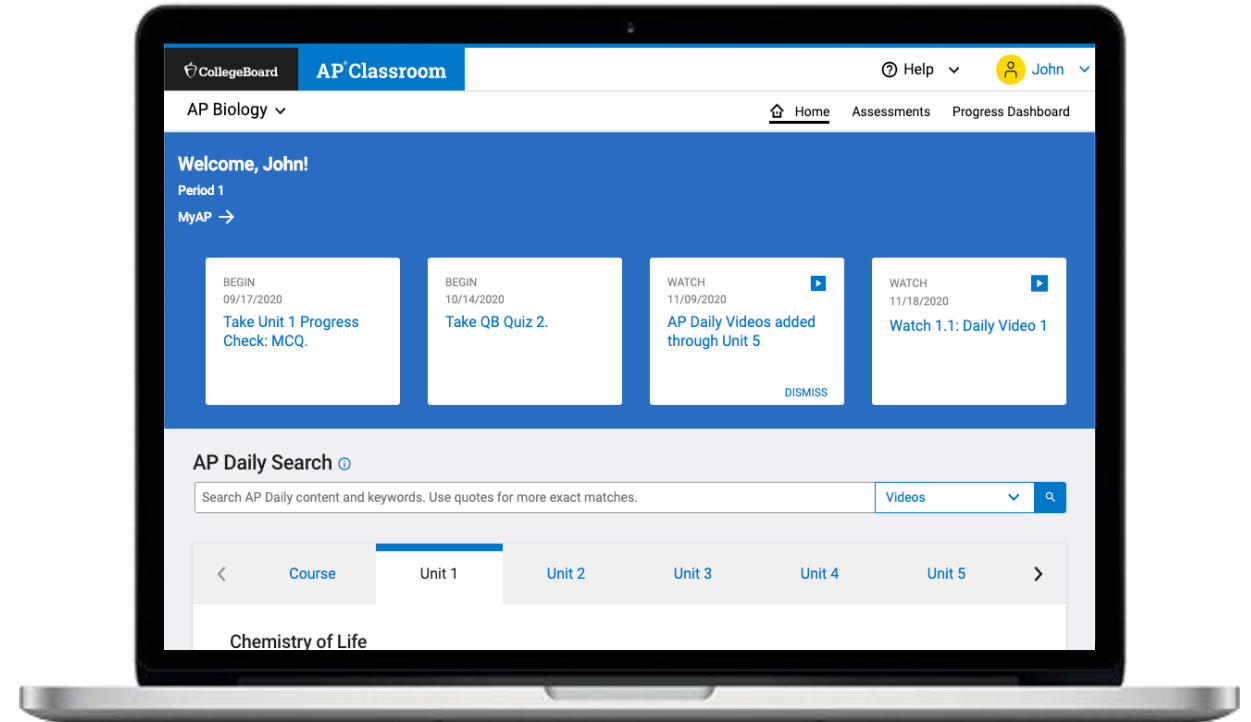
### Personal Progress Check 5

Multiple-Choice: ~25 questions  
Free-Response: 2 questions

- Interpreting and Evaluating Experimental Results with Graphing
- Conceptual Analysis

# AP Daily Videos

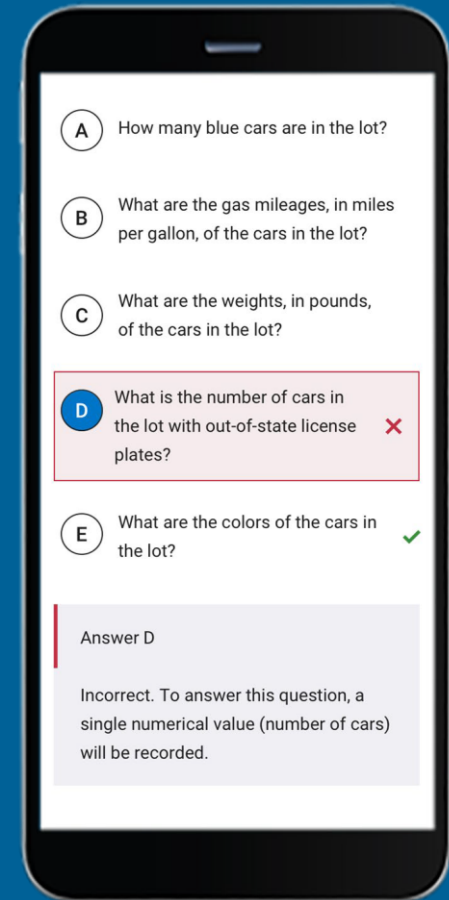
- Short learning videos on every topic in every unit for targeted support to help students build knowledge and skills
- Roughly 8-10 minutes in length
- Up to 3 videos for every topic and skill pairing within a given unit
- Recorded by expert AP teachers
- Accessible anytime, anywhere, so students can get answers to questions the moment they have them



# Topic Questions

(Low-stakes practice)

- Topic questions provide students with practice applying the content and skills for each topic within a unit.
- Topic questions give teachers and students just-in-time feedback and insights into student misunderstandings.
- Students can complete these quick checks for understanding from their cell phone, a tablet, or computer.
- Responses give students and their teachers insights into how they're progressing in the course.

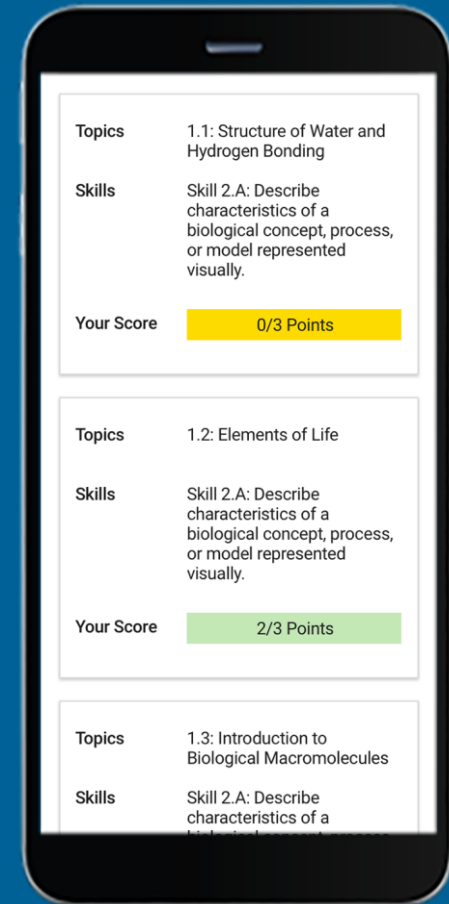




# Personal Progress Checks

(Low-stakes practice)

- Real-time feedback on the topics and skills in each unit as the teacher unlocks progress checks
- Formative assessments of college-level knowledge and skills designed to:
  - gauge student progress over time
  - highlight areas of strength
  - identify areas students need to work on or get support for
- Personal Progress Checks are assigned at the end of each unit, after students have learned the unit's topics and skills



# 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

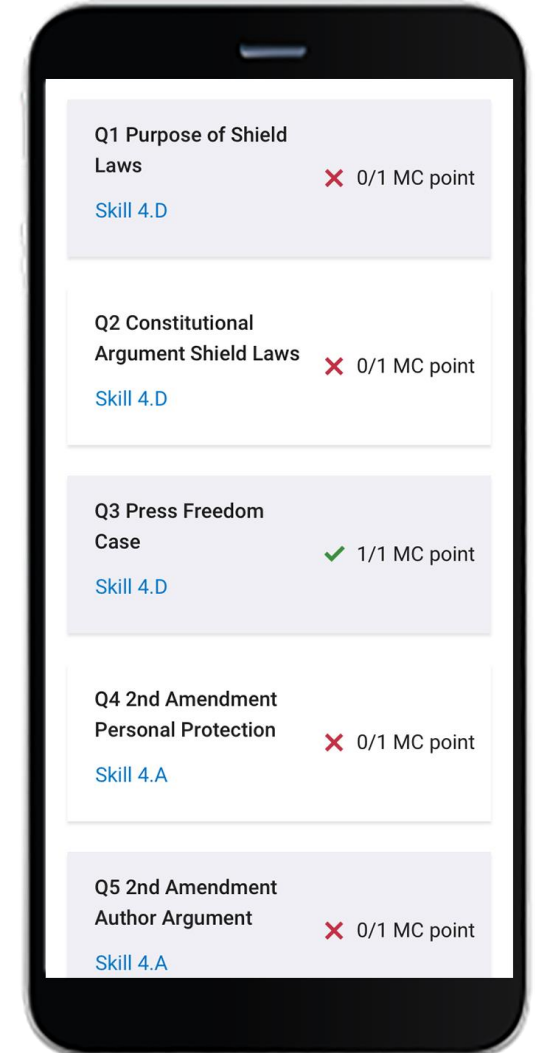
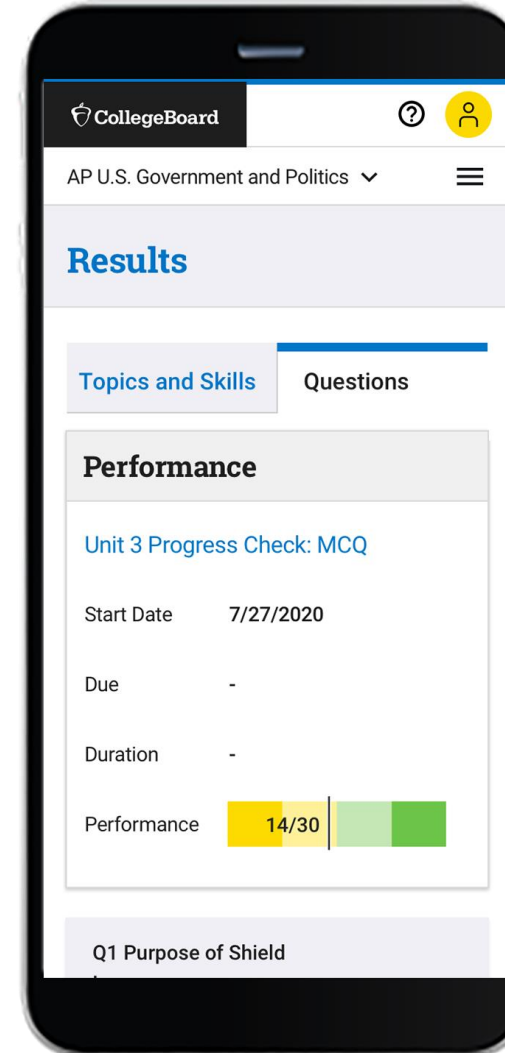
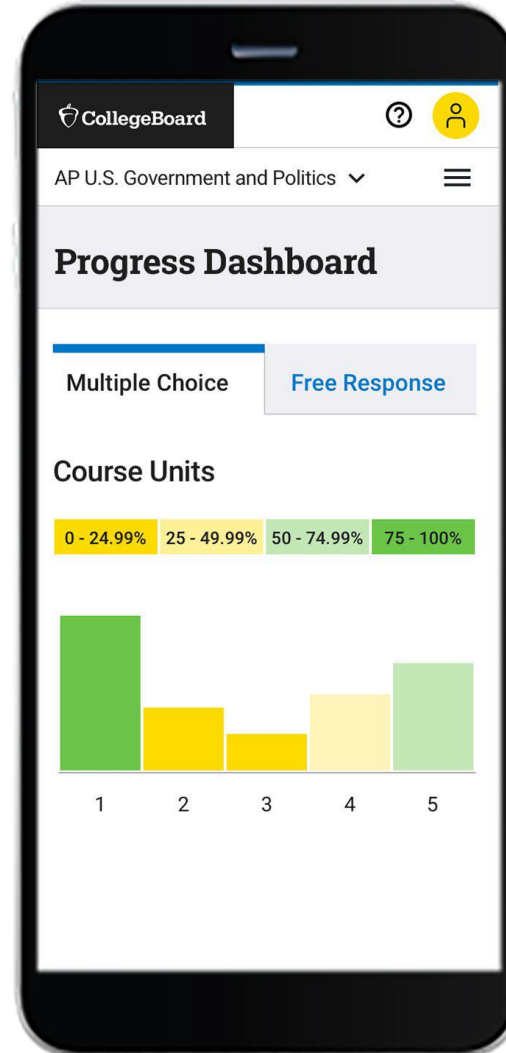
- Teachers create custom practice in-class or as homework assignments.
- Students only see questions assigned by their teacher.

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 'Hide Filters' and 'Reset Filters' buttons. 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"'. There is a pagination control showing '1', '2', '3', and '10' with arrows, and an 'Author New Question' button. 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

# Student Progress Dashboard

- Enables students to view their progress unit by unit
- Allows students to celebrate successes and focus on areas of growth



# Topic Feedback: Common misunderstandings explained

## Student View

(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 **Teacher View**

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

## Exam Format

The AP Biology Exam has question types and point values that remain stable and consistent from year to year, so you and your students know what to expect on exam day.

### Section I: Multiple Choice

**60 Questions | 1 hour 30 Minutes | 50% of Exam Score**

- Individual questions
- Sets of questions with 4–5 questions per set

### Section II: Free Response

**6 Questions | 1 hour 30 Minutes | 50% of Exam Score**

- There are 2 long questions and 4 short questions. Long questions are worth 8–10 points each; short questions are worth 4 points each.
- The long questions ask students to:
  - Interpret and evaluate experimental results
  - Interpret and evaluate experimental results with graphing
- The short-answer questions assess students' understanding of the following:
  - Scientific investigation
  - Conceptual analysis
  - Analysis of a model or visual representation
  - Data analysis

Most AP Exams are divided into 2 Sections.

- Section I: Multiple Choice
- Section II: Free Response

# AP Biology Past Exam Questions

Expand All

Collapse All

2022: Free-Response Questions

2022: Free-Response Questions

Questions	Scoring	Samples and Commentary
<a href="#">Free-Response Questions</a>	<a href="#">Scoring Guidelines</a> <a href="#">Chief Reader Report</a> <a href="#">Scoring Statistics</a> <a href="#">Score Distributions</a>	<a href="#">Sample Responses Q1</a> <a href="#">Sample Responses Q2</a> <a href="#">Sample Responses Q3</a> <a href="#">Sample Responses Q4</a> <a href="#">Sample Responses Q5</a> <a href="#">Sample Responses Q6</a>

Each year, the Operational AP Free-Response Exam Questions are released several days after the AP exam. You can use these with students as practice items!

In July/August following the AP exam, **Scoring Guidelines** are released showing how each Free-Response question was scored by AP Readers

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# AP Instructional Planning Reports

# Instructional Planning Report

## How you can use this report:

- To identify skill gaps in your group of students.
- To identify differences in performance between the 2 sections of the exam.
- To gain an understanding of your students' performance relative to state and global peers.
- As a professional development tool to start a discussion about instructional planning with your teachers, AP coordinators, and other school and district staff.

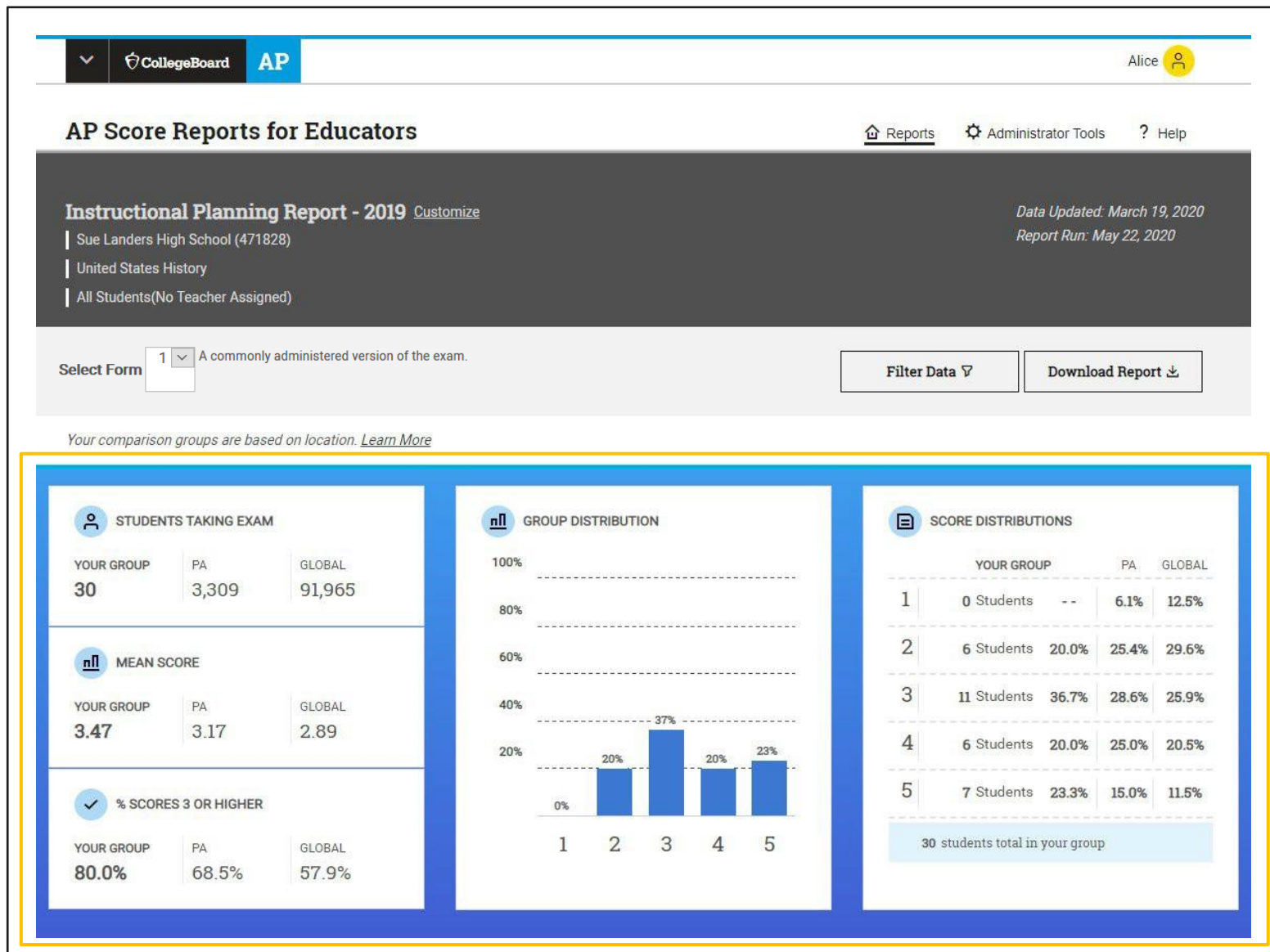
A subject-specific report that compares the performance of your students against that of their peers, helping you target areas for increased attention and focus in the curriculum

The screenshot displays the 'AP Score Reports for Educators' interface for Sue Landers High School. The page features a blue header with the title 'AP Score Reports' and a navigation menu with 'Reports' and 'Help'. Below the header, there is a section for 'Administration Year' with buttons for 2019, 2018, 2017, 2016, and 2015. A message indicates that 2020 AP Subject Score Reports and Student Score Rosters will be available on July 15, while AP Instructional Planning Reports will not be available for the 2020 AP Exams. A link is provided to learn how the organization is supporting schools during the coronavirus (COVID-19) pandemic. At the bottom, there are two main sections: 'Roster and Student Reports' and 'Instructional Reports'. The 'Instructional Reports' section is highlighted with a yellow box and includes a sub-header 'Identify areas in which to improve curriculum & instruction.' and a list of subjects: United States History, European History, and World History: Modern.

# Summary and Score Distributions

This part of the report displays your students' performance and score distribution on the 1–5 score scale compared to their state and global peers for the version of the exam they took.

It also includes key metrics such as the mean scores and % of students who scored a 3 or higher.



# Detailed Performance Breakdown – Multiple Choice

This part of the report provides detailed performance data on each portion of the exam and/or course that makes up the overall score for the multiple-choice section.

- Identify areas where your group exceeded the state and global means to help highlight your strengths.
- Find areas for high impact growth by looking at relative difference between your group and peer means.
- Drill down into subsets of students using section(s) and filters such as score and grade level. For example, select a score of 2 to see a profile of all students who scored a 2 on the exam. Compare this to a report filtered to only show students who scored a 3 or higher to identify areas for improvement.
- Filters will apply to the data for your group of students as well as any aggregate peer data at the state and global levels in your report.

The screenshot shows a user interface for a performance report. At the top, there are two tabs: "Multiple-Choice Performance" (active) and "Free-Response Performance". Below the tabs, there is a "Refine by" section with three buttons: "UNITSX", "SKILLS+", and "STIMULUS TYPES+", and a "CLEAR ALLX" button. Below that is a "Sort Table by" section with a dropdown menu set to "Reporting Category" and a help icon. The main part of the interface is a table with the following data:

Reporting Category Type	Reporting Category	# of Questions	Mean Number of Correct Answers			Notes
			Group	State	Global	
UNITS	1: FAMILIES IN DIFFERENT SOCIETIES	12	5.3	5.3	3.2	🟢 Above Global
UNITS	2: THE INFLUENCE OF LANGUAGE AND CULTURE ON IDENTITY	15	7.7	7.7	4.6	🟢 Above Global
UNITS	3: INFLUENCES OF BEAUTY AND ART	15	8.7	8.7	5.4	🟢 Above Global
UNITS	4: HOW SCIENCE AND TECHNOLOGY AFFECT OUR LIVES	8	5.3	5.3	3.4	🟢 Above Global
UNITS	5: FACTORS THAT IMPACT QUALITY OF LIFE	11	3.7	3.7	2.2	🟢 Above Global
UNITS	6: ENVIRONMENTAL, POLITICAL, AND SOCIAL CHALLENGES	9	4.3	4.3	2.6	🟢 Above Global
	SUMMARY		36.0	36.0	22.0	🟢 Above Global

# Detailed Performance Breakdown – Free Response

This part of the report provides detailed performance data on the free-response section.

- You will see the maximum possible raw (i.e. unweighted) score, your students' group means, the state means, and the global means for each question.
- Additional subject specific information is included such as science practice mappings for individual questions on the science exams, and student essay choice selections for the history exams.
- Courses with performance tasks or a portfolio component provide performance details across content areas, tasks, and end-of-course exams where applicable. This includes AP Seminar, AP Research, AP Computer Science Principles, and the three AP Art and Design courses.

Multiple-Choice Performance		Free-Response Performance			
Question	Max Score	Mean			Notes
		Group	State	Global	
QUESTION 1: SYNTHESIS	6	2.8	2.8	4.1	
SYNTHESIS ROW A: THESIS	1	0.5	0.5	0.7	
SYNTHESIS ROW B: EVIDENCE AND COMMENTARY	4	1.8	1.8	2.7	
SYNTHESIS ROW C: SOPHISTICATION	1	0.5	0.5	0.7	
QUESTION 2: RHETORICAL ANALYSIS	6	2.8	2.8	4.1	
RHETORICAL ANALYSIS ROW A: THESIS	1	0.5	0.5	0.7	
RHETORICAL ANALYSIS ROW B: EVIDENCE AND COMMENTARY	4	1.8	1.8	2.7	
RHETORICAL ANALYSIS ROW C: SOPHISTICATION	1	0.5	0.5	0.7	
QUESTION 3: ARGUMENT	6	2.8	2.8	4.1	
ARGUMENT ROW A: THESIS	1	0.5	0.5	0.7	
ARGUMENT ROW B: EVIDENCE AND COMMENTARY	4	1.8	1.8	2.7	
ARGUMENT ROW C: SOPHISTICATION	1	0.5	0.5	0.7	
SUMMARY		25.2	25.2	38.0	

# Filter by Score

Multiple-Choice Performance				Free-Response Performance			
Refine by							
Reporting Category Type							
Reporting Category Type	Reporting Category	# of Questions	Mean Number of Correct Answers			Notes	
			Group	TX	Global		
UNITS	1: LIMITS AND CONTINUITY	5	2.0	2.1	2.2		
UNITS	2: DIFFERENTIATION: DEFINITION AND FUNDAMENTAL PROPERTIES	5	1.6	1.7	1.6		
UNITS	3: DIFFERENTIATION: COMPOSITE, IMPLICIT, AND INVERSE FUNCTIONS	5	1.9	2.0	2.0		
UNITS	4: CONTEXTUAL APPLICATIONS OF DIFFERENTIATION	6	2.3	2.2	2.2	↑ Above TX and Global ✓	
UNITS	5: ANALYTICAL APPLICATIONS OF DIFFERENTIATION	8	2.5	2.5	2.5		
UNITS	6: INTEGRATION AND ACCUMULATION OF CHANGE	8	2.9	2.9	2.8	↑ Above Global ✓	
UNITS	7: DIFFERENTIAL EQUATIONS	3	⊖	⊖	⊖	⊖ <5 questions in content area	
UNITS	8: APPLICATIONS OF INTEGRATION	5	1.7	2.0	2.0		
BIG IDEAS	1: CHANGE	14	5.4	5.5	5.5		
BIG IDEAS	2: LIMITS	7	2.8	3.1	3.1		
BIG IDEAS	3: ANALYSIS OF FUNCTIONS	24	8.1	7.9	7.9	↑ Above TX and Global ✓	



# Filter by Score

## Multiple-Choice Performance

## Free-Response Performance

Question	Max Score	Mean			Notes
		Group	TX	Global	
QUESTION 1: MODELING - RATE OF CHANGE, RIEMANN SUM, AVERAGE VALUE - AB & BC	9	2.0	2.8	2.9	
QUESTION 2: PARTICLE MOTION - ACCELERATION, POSITION, DISTANCE	9	1.1	1.5	1.5	
QUESTION 3: MODELING WITH DIFFERENTIAL EQUATION - SEPARATION OF VARIABLES - AB & BC	9	1.6	1.4	1.5	↑ Above TX and Global ✓
QUESTION 4: GRAPHICAL ANALYSIS WITH FTC - AB & BC	9	1.4	1.3	1.4	↑ Above TX ✓
QUESTION 5: IMPLICIT DIFFERENTIATION WITH RELATED RATES	9	1.0	0.7	0.9	↑ Above TX and Global ✓
QUESTION 6: AREA-VOLUME	9	3.0	1.8	1.9	↑ Above TX and Global ✓
SUMMARY		10.1	9.6	10.1	↑ Above TX ✓

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# Analyze the Data

- Identify areas where your group exceeded the district, state, and global means to help highlight your strengths.
- Identify areas where there are opportunities to improve when compared to district, states, and global groups.
  - When and how are these Big Ideas and Skills addressed in your syllabus/planning?
  - How does that compare to the recommended organization in the Course and Exam Description (CED)
  - What AP Classroom resources can you use to support teaching and learning of these Skills and Big Ideas?

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# Desired Student Outcomes

## What we want for our students and their learning

We all want students to find success; however, that might look different from student to student.

- Realistic Goals for Desired Student Outcomes:
  - ❖ Move your 1's to 2's → Research shows students who make a 2 on an AP exam have better post-secondary outcomes than those students who don't.
  - ❖ Move your 2's to 3's → There is something that is preventing them from getting over the hump. What is that? Identify and target your efforts there.
  - ❖ Compare your 2's to 3's → What skills are your 2's lacking that your 3's have? Which big ideas are the 2's not quite getting? How can you figure this out?

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# Next

- Drill down into subsets of students using section(s) and filters such as score and grade level. For example, select a score of 2 to see a profile of all students who scored a 2 on the exam. Compare this to a report filtered to only show students who scored a 3 or higher to identify areas for improvement.
- Share your findings with other teachers who teach the same subject. Is there an opportunity to share best practices and discuss how challenges are addressed in the classroom?
- Prioritize usage of Topic Questions, AP Daily Videos, and Progress Checks when teaching content and skills where students might have struggled in the past.

# AP IPR Self-Analysis

## AP Instructional Planning Report Self-Analysis



AP Subject (Year) \_\_\_\_\_

	District	Group	State	Global
# of Students				
Mean Score				
% Scores 3 +				

Score
1
2
3
4
5

What does my APIPR tell me?	Multiple Choice				
	Reporting Category:				Qu
	# of Questions:				Ma
	District Mean:				Distri
	Group Mean:				Grou
	State Mean:				Stat
	Global Mean:				Glob
	+ / -				

Multiple Choice (MC)				
	Reporting Category	How do I address this in my class? Where is this in the CED?	Resources I used in AP Classroom	
Reflection	Successes		<input type="checkbox"/> Daily Video	<input type="checkbox"/> PPC MC
			<input type="checkbox"/> Topic Question	<input type="checkbox"/> Question Bank
			<input type="checkbox"/> Daily Video	<input type="checkbox"/> PPC MC
	Opportunity for Growth		<input type="checkbox"/> Topic Question	<input type="checkbox"/> Question Bank
			<input type="checkbox"/> Daily Video	<input type="checkbox"/> PPC MC
			<input type="checkbox"/> Topic Question	<input type="checkbox"/> Question Bank
Free Response (FR)				
	Question	How do I address this in my class? Where is this in the CED?	Resources I used	
Reflection	Successes		<input type="checkbox"/> Unit Guides	<input type="checkbox"/> District/Campus Matl
			<input type="checkbox"/> PPC FR	<input type="checkbox"/> Other:
			<input type="checkbox"/> Unit Guides	<input type="checkbox"/> District/Campus Matl
	Opportunity for Growth		<input type="checkbox"/> PPC FR	<input type="checkbox"/> Other:
			<input type="checkbox"/> Unit Guides	<input type="checkbox"/> District/Campus Matl
			<input type="checkbox"/> PPC FR	<input type="checkbox"/> Other:

# To the CED!

## Course at a Glance

### Plan

The Course at a Glance provides a useful visual organization of the AP Calculus AB and AP Calculus BC 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 mathematical practices across units.

### Teach

**MATHEMATICAL PRACTICES**  
Mathematical practices spiral throughout the course.

- 1 Implementing Mathematical Processes
- 2 Justification
- 3 Connecting Representations
- 4 Communication and Notation

**BIG IDEAS**  
Big ideas spiral across topics and units.

- CHA Change
- LIM Limits
- FUN Analysis of Functions

**BC ONLY**  
The purple shading represents BC only content.

### 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	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<b>Limits and Continuity</b> AP EXAM WEIGHTING: 10–12% AB, 4–7% BC CLASS PERIODS: ~22–23 AB, ~13–14 BC	<b>Differentiation: Definition and Basic Derivative Rules</b> AP EXAM WEIGHTING: 10–12% AB, 4–7% BC CLASS PERIODS: ~13–14 AB, ~9 BC	<b>Differentiation: Composite, Implicit, and Inverse Functions</b> AP EXAM WEIGHTING: 9–13% AB, 4–7% BC CLASS PERIODS: ~10–11 AB, ~8–9 BC	<b>Contextual Applications of Differentiation</b> AP EXAM WEIGHTING: 10–15% AB, 6–9% BC CLASS PERIODS: ~10–11 AB, ~6–7 BC	<b>Analytical Applications of Differentiation</b> AP EXAM WEIGHTING: 15–18% AB, 8–11% BC CLASS PERIODS: ~15–16 AB, ~10–11 BC
<b>CHA</b> 1.1 Finding Calculus: Can Change be an Instant? <b>LIM</b> 1.2 Defining Limits and Using Limit Notation <b>LIM</b> 1.3 Estimating Limit Values from Graphs <b>LIM</b> 1.4 Estimating Limit Values from Tables <b>LIM</b> 1.5 Determining Limits Using Algebraic Properties of Limits <b>LIM</b> 1.6 Determining Limits Using Algebraic Manipulation <b>LIM</b> 1.7 Selecting Procedures for Determining Limits <b>LIM</b> 1.8 Determining Limits Using the Squeeze Theorem <b>LIM</b> 1.9 Connecting Multiple Representations of Limits <b>LIM</b> 1.10 Exploring Types of Discontinuities <b>LIM</b> 1.11 Defining Continuity at a Point <b>LIM</b> 1.12 Confirming Continuity over an Interval <b>LIM</b> 1.13 Removing Discontinuities <b>LIM</b> 1.14 Connecting Infinite Limits and Vertical Asymptotes <b>LIM</b> 1.15 Connecting Limits at Infinity and Horizontal Asymptotes <b>FUN</b> 1.16 Working with the Intermediate Value Theorem (IVT)	<b>CHA</b> 2.1 Defining Average and Instantaneous Rates of Change at a Point <b>CHA</b> 2.2 Defining the Derivative of a Function and Using Derivative Notation <b>CHA</b> 2.3 Estimating Derivatives of a Function at a Point <b>FUN</b> 2.4 Connecting Differentiability and Continuity: Determining When Derivatives Do and Do Not Exist <b>FUN</b> 2.5 Applying the Power Rule <b>FUN</b> 2.6 Derivative Rules: Constant, Sum, Difference, and Constant Multiple <b>FUN</b> 2.7 Derivatives of $\cos x$ , $\sin x$ , $e^x$ , and $\ln x$ <b>FUN</b> 2.8 The Product Rule <b>FUN</b> 2.9 The Quotient Rule <b>FUN</b> 2.10 Finding the Derivatives of Tangent, Cotangent, Secant, and/or Cosecant Functions	<b>FUN</b> 3.1 The Chain Rule <b>FUN</b> 3.2 Implicit Differentiation <b>FUN</b> 3.3 Differentiating Inverse Functions <b>FUN</b> 3.4 Differentiating Inverse Trigonometric Functions <b>FUN</b> 3.5 Selecting Procedures for Calculating Derivatives <b>FUN</b> 3.6 Calculating Higher-Order Derivatives	<b>CHA</b> 4.1 Interpreting the Meaning of the Derivative in Context <b>CHA</b> 4.2 Straight-Line Motion: Connecting Position, Velocity, and Acceleration <b>CHA</b> 4.3 Rates of Change in Applied Contexts Other Than Motion <b>CHA</b> 4.4 Introduction to Related Rates <b>CHA</b> 4.5 Solving Related Rates Problems <b>CHA</b> 4.6 Approximating Values of a Function Using Local Linearity and Linearization <b>LIM</b> 4.7 Using L'Hospital's Rule for Determining Limits of Indeterminate Forms	<b>FUN</b> 5.1 Using the Mean Value Theorem <b>FUN</b> 5.2 Extreme Value Theorem, Global Versus Local Extrema, and Critical Points <b>FUN</b> 5.3 Determining Intervals on Which a Function is Increasing or Decreasing <b>FUN</b> 5.4 Using the First Derivative Test to Determine Relative (Local) Extrema <b>FUN</b> 5.5 Using the Candidates Test to Determine Absolute (Global) Extrema <b>FUN</b> 5.6 Determining Concavity of Functions over Their Domains <b>FUN</b> 5.7 Using the Second Derivative Test to Determine Extrema <b>FUN</b> 5.8 Sketching Graphs of Functions and Their Derivatives <b>FUN</b> 5.9 Connecting a Function, Its First Derivative, and Its Second Derivative <b>FUN</b> 5.10 Introduction to Optimization Problems <b>FUN</b> 5.11 Solving Optimization Problems <b>FUN</b> 5.12 Exploring Behaviors of Implicit Relations
<b>Personal Progress Check 1</b> Multiple-choice: ~45 questions Free-response: 3 questions (partial)	<b>Personal Progress Check 2</b> Multiple-choice: ~30 questions Free-response: 3 questions (partial)	<b>Personal Progress Check 3</b> Multiple-choice: ~15 questions Free-response: 3 questions (partial/full)	<b>Personal Progress Check 4</b> Multiple-choice: ~15 questions Free-response: 3 questions	<b>Personal Progress Check 5</b> Multiple-choice: ~35 questions Free-response: 3 questions

**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.



UNIT 1

AP EXAM WEIGHTING 10–12% AB 4–7% BC  
CLASS PERIODS ~22–23 AB ~13–14 BC

## Limits and Continuity

## UNIT OPENERS

**Developing Understanding** provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **big ideas** serve as the foundation of the course and help

**Developing Understanding**

**BIG IDEA 1**  
Change  
Limits introduce what value  $f(x)$  approaches as  $x$  approaches a value. Consider a function  $f(x)$  and a value  $c$ . Consider a sequence of values  $x_1, x_2, x_3, \dots$  that approaches  $c$ . Consider the corresponding sequence of values  $f(x_1), f(x_2), f(x_3), \dots$ . How does knowing the value of a limit, or that a limit does not exist, help you to understand the behavior of a function and its graph?

**BIG IDEA 2**  
Limits  
How does knowing the value of a limit, or that a limit does not exist, help you to understand the behavior of a function and its graph?

**BIG IDEA 3**  
Analysis of Functions  
How does knowing the value of a limit, or that a limit does not exist, help you to understand the behavior of a function and its graph?

**Building Mathematics**

Mathematical or presented graphically, or both, to compare these concepts from one representation to the next, including the graphical development of what is present in a sentence and a graph for visualization. That shows the building their analytical and will be not a matter of proficiency graphing calculator these correct. Mathematics and justify conclusions, and understand to write relevant drawing the of

AP Calculus AB and BC Course and Exam Description

UNIT 3 Differentiation: Composite, Implicit, and Inverse Functions

## UNIT AT A GLANCE

Topic	Suggested Skill
3.1 The Chain Rule	Use rule of a plane to a function
3.2 Implicit Differentiation	App. process
3.3 Differentiating Inverse Functions	Con. approach
3.4 Differentiating Inverse Trigonometric Functions	App. process
3.5 Selecting Procedures for Calculating Derivatives	Use rule of a plane to a function
3.6 Calculating Higher-Order Derivatives	App. or process

Go to **AP Classroom** to assign the Personal Review the results to class to identify and add

The **Unit at a Glance** table shows the topics, related enduring understandings, and suggested skills. The class periods

UNIT 1 Limits and Continuity

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the class. These activities or instructional approaches and are those that they were developed in partnership with teachers from that they approach teaching some of the topics in this unit. Approaches section beginning on p. 189 for more examples.

Activity	Topic	Sample Activity
1	1.2	<b>Notation Read Ahead</b> Begin by writing a limit expression about the car. Do this same for 1–2 activities selected for analysis. Then, limit expressions to compare.
2	1.3 1.4	<b>Create Representations</b> Present students with a limit and then have them consider creating a graph, a table. Then have students check it.
3	1.7	<b>Work Backward</b> Present students with a limit and have them make a list of the big, factoring, multiplying by something that is not a complex problem, and investigating with another pair of students.
4	5.11	<b>Discussion Groups</b> Give each group of students a list of $x$ -values. Have them determine if the function is continuous or discontinuous at each $x$ -value. Have them discuss and show that all $x$ have students observe which.
5	5.16	<b>Think Ahead</b> In small groups, have students think about real-world applications. Have groups post their ideas.

The **Sample Instructional Activities** page includes optional activities that can help teachers tie together the content and skill for a particular topic.

UNIT 1 Limits and Continuity

## TOPIC 1.2 Defining Limits and Using Limit Notation

## Required Course Content

ENDURING UNDERSTANDING	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
<b>LIMIT</b> Reasoning with definitions, theorems, and properties can be used to justify claims about limits.	<b>LIMIT-1</b> Represent limits analytically using correct notation.	<b>LIMIT-1.A</b> Given a function $f$ , the limit $\lim_{x \rightarrow c} f(x)$ as $x$ approaches $c$ is a real number $L$ if $f(x)$ can be made arbitrarily close to $L$ by taking $x$ sufficiently close to $c$ (but not equal to $c$ ). If the limit exists and is a real number, then the correct notation is $\lim_{x \rightarrow c} f(x) = L$ .
<b>LIMIT-2</b> Interpret limits expressed in analytic notation.	<b>LIMIT-2.A</b> A limit can be expressed in multiple ways, including graphically, numerically, and analytically.	<b>EXCLUSION STATEMENT</b> The question of whether a limit exists is not assessed on the AP Calculus AB or BC Exam. However, teachers may include this topic in the course if time permits.

## TOPIC PAGES

The **suggested skill** offers a possible skill to pair with the topic.

Where possible, **available resources** are provided that might help address a particular topic. Some of these resources may have titles that refer to different topics, but those resources are listed for various units because they also model strategies that are applicable across multiple topics.

**Enduring understandings** are the long-term takeaways related to the big ideas that leave a lasting impression on students.

**Essential knowledge** statements describe the knowledge required to perform the learning objective.

**Learning objectives** define what a student needs to be able to do with content knowledge in order to progress toward the enduring understandings.

**Exclusion statements** identify topics that may be covered in a first-year college calculus course but are not assessed on the AP Calculus AB or BC Exam. Although these topics are not assessed, the AP Calculus courses are designed to support teachers who wish to introduce these topics to students.

# AP Daily Videos

- Short learning videos on every topic in every unit for targeted practice to build knowledge

- Roughly 8-10 videos per unit

- Up to 3 videos per topic within a given unit

- Recorded by AP teachers

- Accessible on mobile devices so students can get answers and have them

## Topic Questions (Low-stakes practice)

- Topic questions are designed for applying the concepts in a unit.
- Topic questions provide immediate feedback on misunderstandings.
- Students can use these questions on a computer.
- Responses go into how they

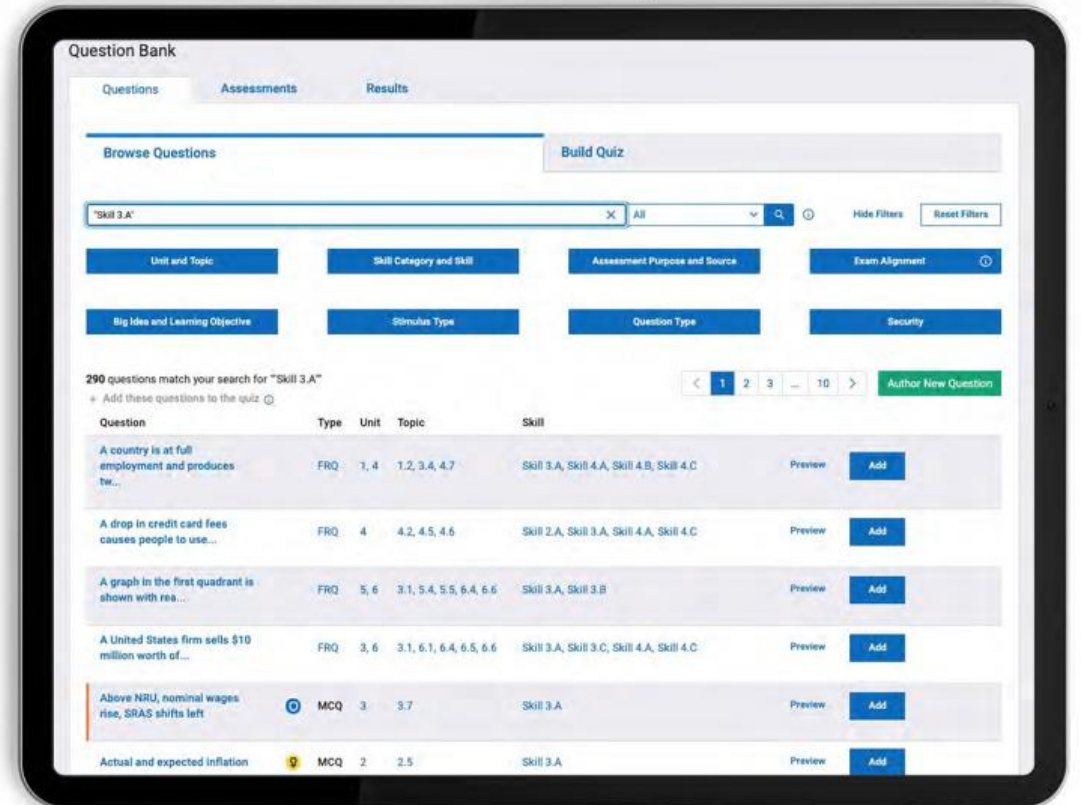
## Question Bank: Targeted and customizable practice

### 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.



# AP Resources: Support Teaching and Learning

There's an AP resource for each stage of the instructional cycle.



## Plan

- Unit Guides
- Professional Learning Videos



## Teach

- AP Daily Videos
- Course-Specific Resources



## Practice

- Topic Questions



## Assess

- Progress Checks

Formative



## Get and Give Feedback

- All Assignments Report
- Progress Check Report
- Content & Skills Performance Report

Using Student Data



## Review and Prepare

- Question Bank
- Practice Exams
- AP Daily Review Videos

Summative

# Thank You!

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