



# Welcome to the 2019-20 AP<sup>®</sup> School Year

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**Link to presentation: [bit.ly/APChanges2019](https://bit.ly/APChanges2019)**



A blue-tinted photograph of a classroom. In the foreground, a young man sits at a desk, focused on his laptop. To his left, another student is also working on a laptop. In the background, a female teacher stands, observing the students. To her right, another student is visible, and on the far right, a young woman is seated at a desk, working. The classroom has large windows in the background and a bulletin board with various papers pinned to it.

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A commitment to success.

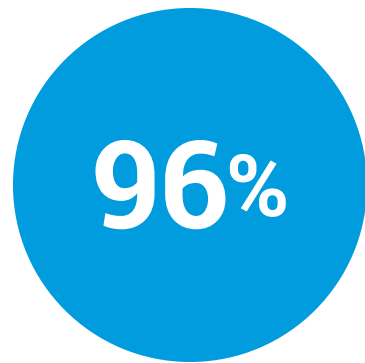
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Every AP<sup>®</sup> student deserves the chance to earn college credit, but not all pursue it.

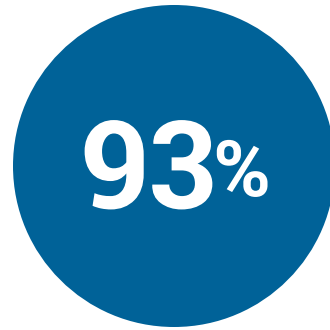
**So what stands in their way?**

# Nearly all students start the year with high expectations for themselves...

Fall: Percentage intending to take the AP Exam

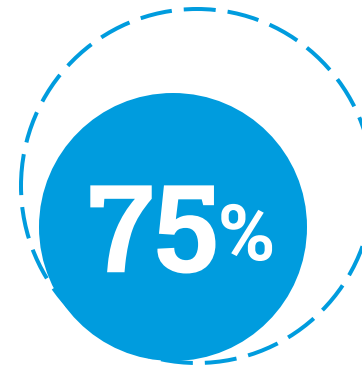


White Male

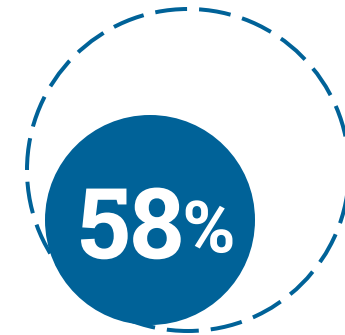


African American  
Female

Spring: Percentage who actually took the AP Exam



White Male



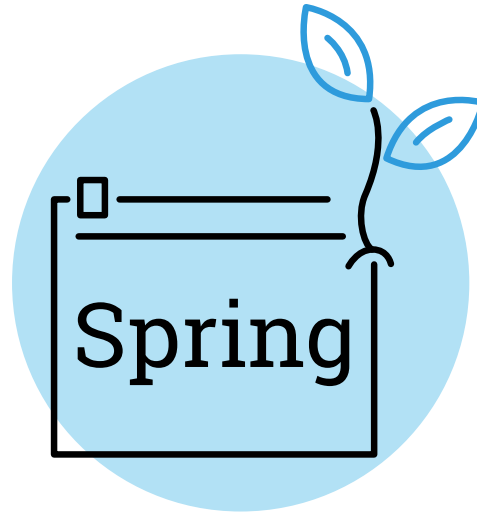
African American  
Female

## ...but confidence erodes over the course of the year.

## Fall Registration



More than half of AP schools already have fall registration.



Registration

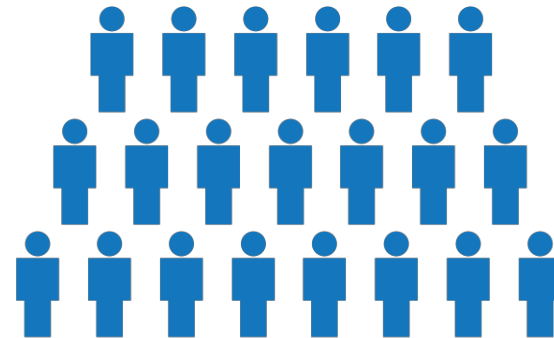


## Fall Registration



## 2017-18 AP Pilot Program

In the 2017-18 school year, we instituted fall exam registration in schools that displayed historically higher-than-average rates of AP students opting out of the exam.



**40,000+**  
students



**100+**  
schools

**What happened next?**

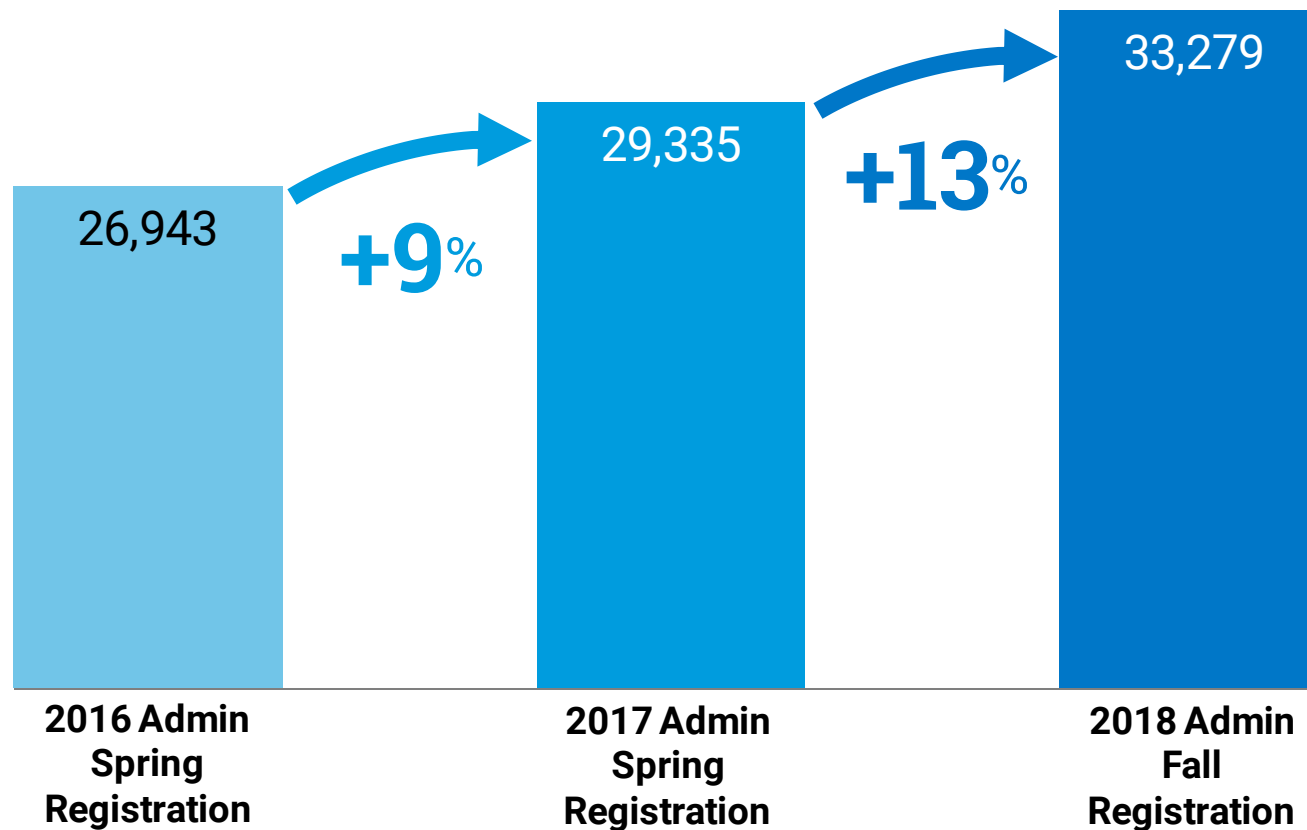
## Fall Registration



# Student participation increased.

Nearly 1.5 times the growth in the number of students taking exams, compared to the previous year.

## AP Exam Takers





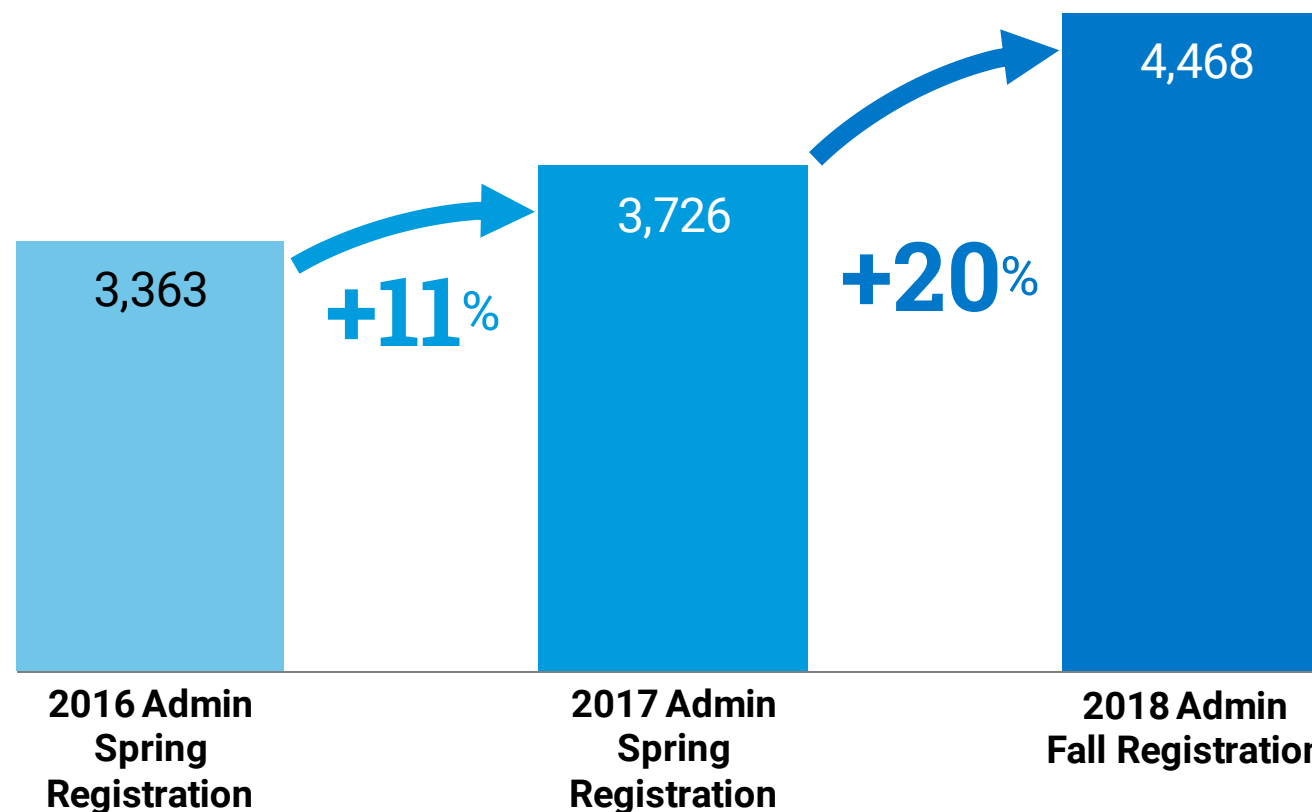
## Fall Registration



# The number of scores of 3+ increased.

Nearly double the growth in the number of scores of 3+ earned by low-income students, compared to the previous year.

## AP Exams Taken by Low-Income Students: Scores of 3+



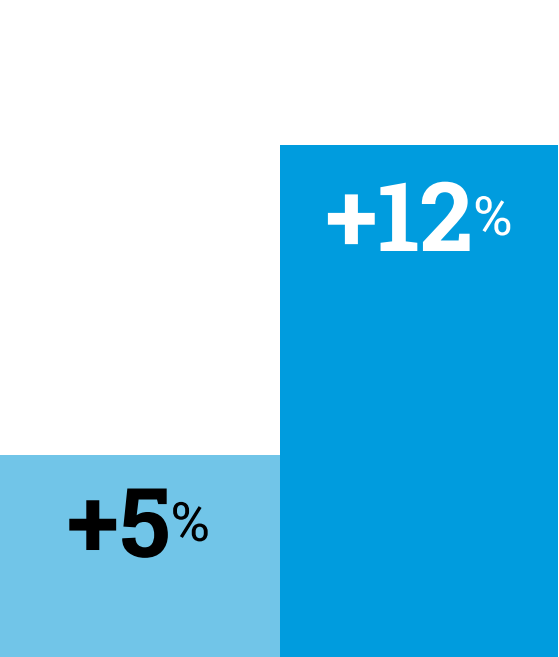
Underrepresented students in pilot schools saw larger increases in the number of scores of 3+ scores earned.

# Fall Registration



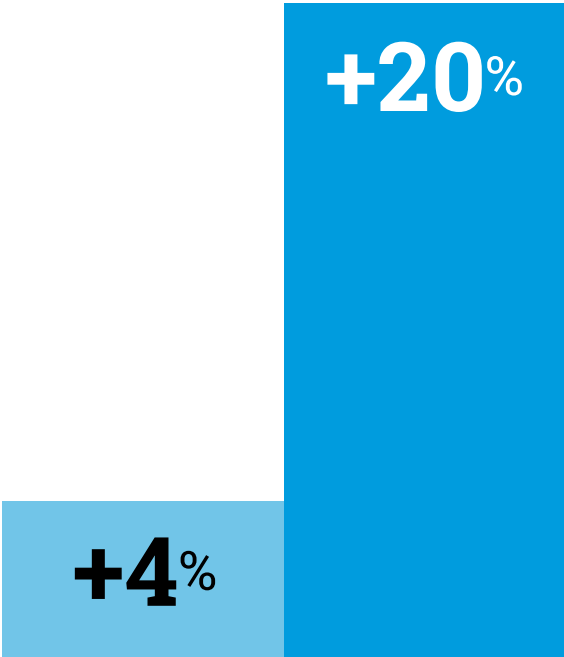
Scores of 3+ increased across student groups.

Race/Ethnicity



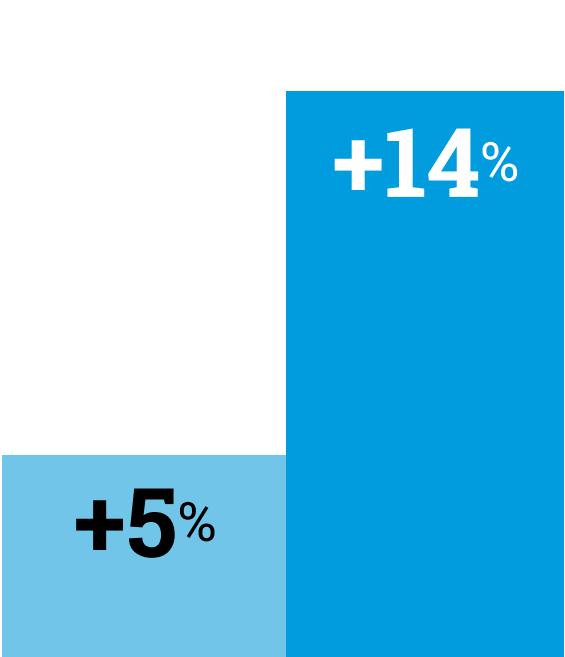
- White and Asian students
- Underrepresented minority students

Socioeconomic



- Moderate/high-income students
- Low-income students

STEM



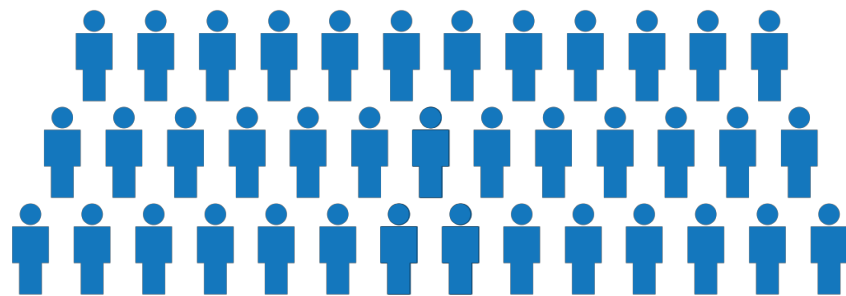
- Male STEM Students
- Female STEM Students

## Fall Registration

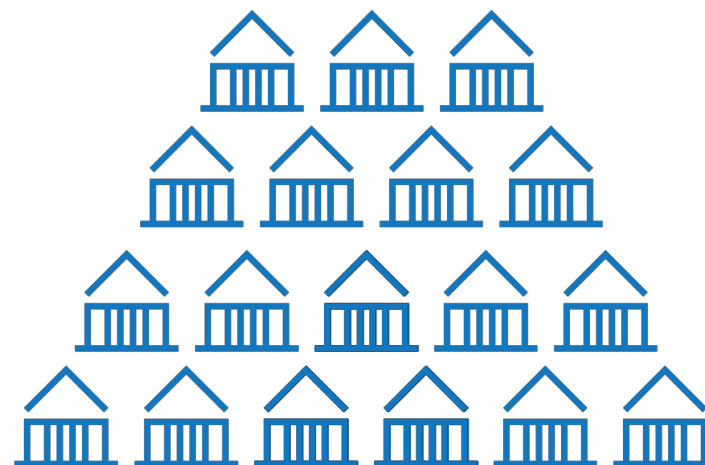


## Expanding fall registration

In the 2018-19 school year, we expanded the number of schools that implemented fall registration.



**180,000+**  
students



**800+**  
schools

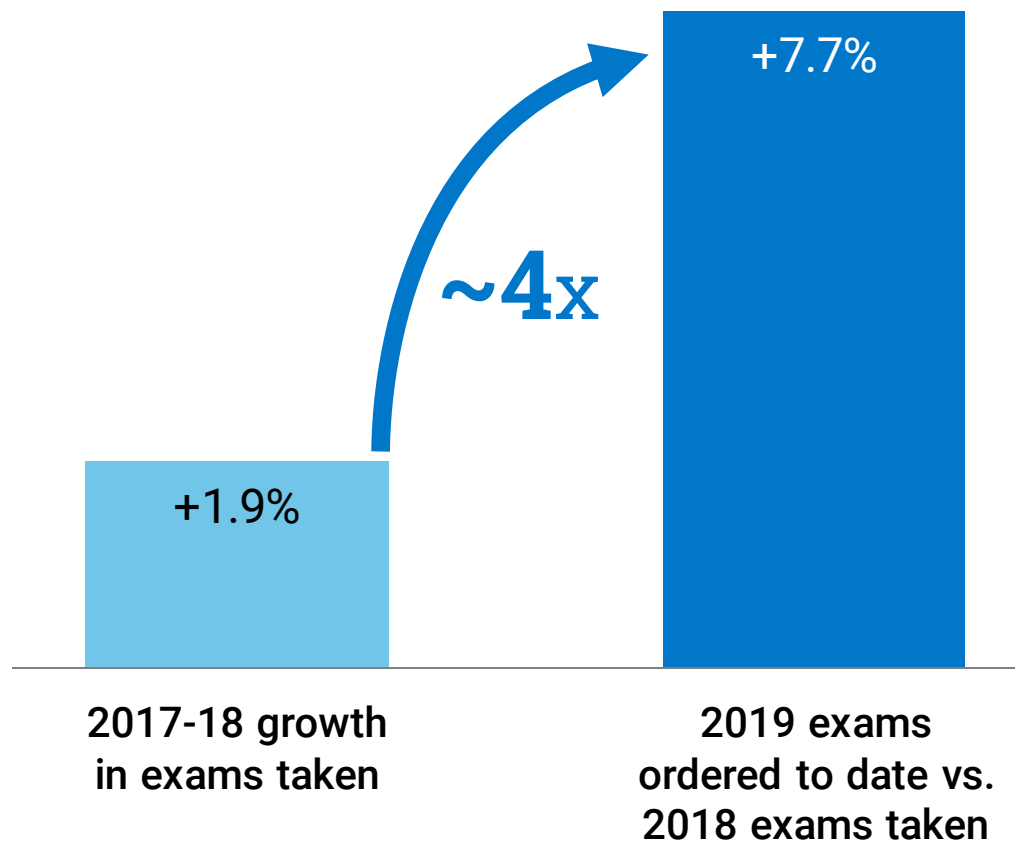
**What's happening now?**

## Fall Registration



# Student participation accelerated.

Overall growth in AP Exams taken/ordered

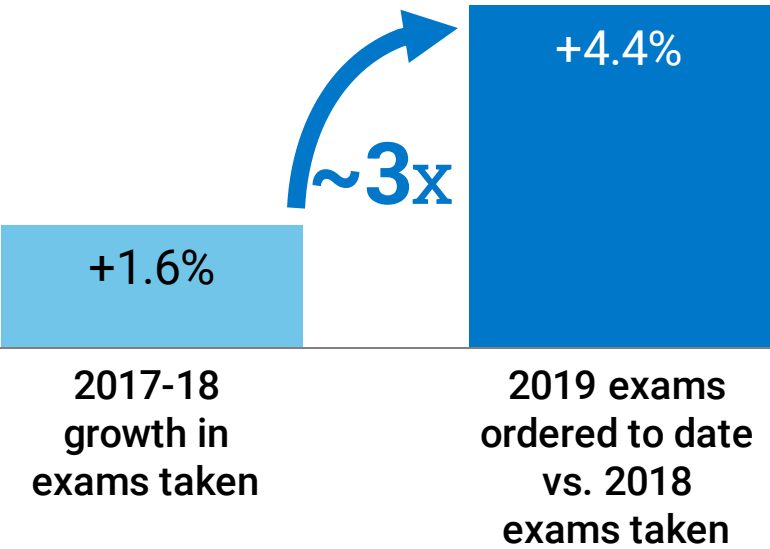


# Fall Registration

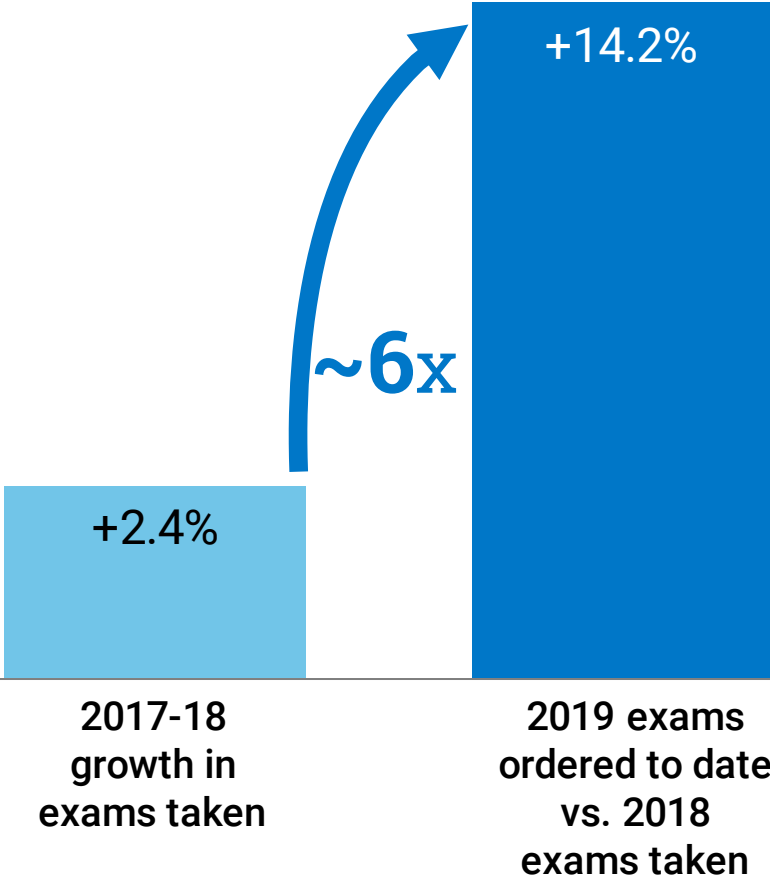


## More students participated.

Growth in AP Exams taken/ordered:  
White and Asian students



Growth in AP Exams taken/ordered:  
Underrepresented minority students

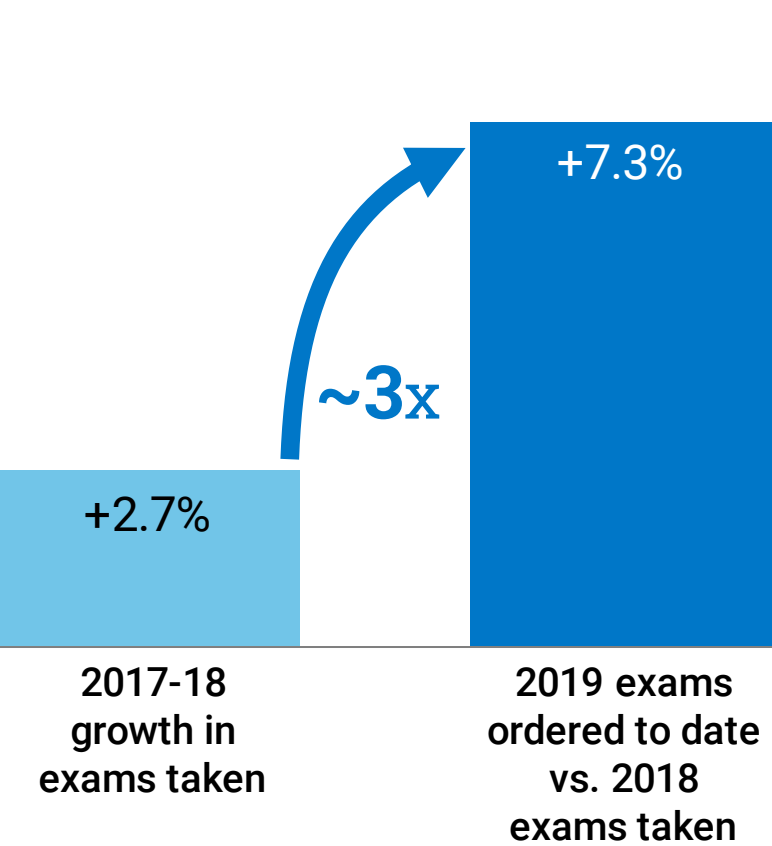


# Fall Registration

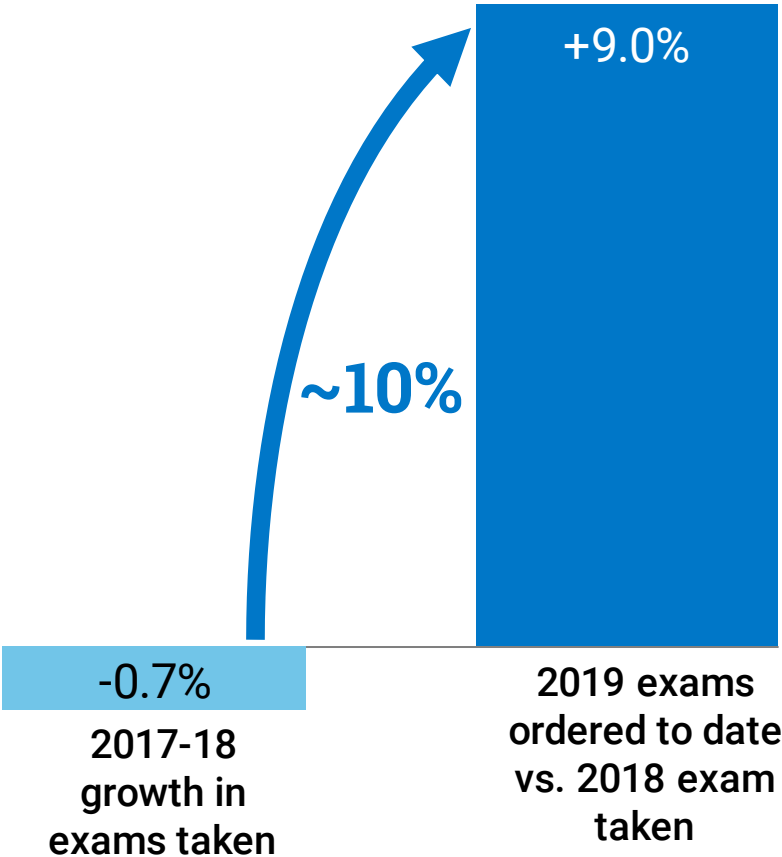


# Students were more engaged.

Growth in AP Exams taken/ordered:  
Moderate/high-income students



Growth in AP Exams taken/ordered:  
Low-income students





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**Fall registration dramatically accelerates equity and access.** In just one year of fall registration, schools sped up the work of AP equity – the share of AP exam registrations for students of color – by seven years.

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## The results are clear.

Leaving exam registration in the spring ignores the clear benefits of committing early. **That's why we're moving it to the fall.**

## Fall Registration



# AP Exam Fees: The base exam fee is not changing.

### Fall Registration

No additional fee

### Late Registration

+\$40

### Unused/Canceled

\$40

### What's new?

There will be a \$40 fee for late exam registrations and unused or canceled exams.

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## Supporting student success

Students are more likely to stay engaged in class and tackle challenging topics head-on when they register in the fall. **Fees for late registration and exam cancellation ensure that students don't wait until the last minute to make a decision. This has helped teachers create a classroom culture where students are "all in."** During the pilot, few students registered late or canceled their exams.

The best outcome we can imagine is to finish each school year without collecting a single late or cancellation fee.

## Fall Registration



## Exam fees for 2019-20

	Description	Cost/Exam
<b>Fall registration</b>	Exam ordered by Nov. 15	\$94
<b>Late registration</b>	Ordered Nov. 16–Mar 13	\$94 + \$40 fee
<b>Unused/ canceled exam</b>	Exam that is canceled or not taken by the student	\$40 fee

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## Actions for the school community

1

**Coordinators**  
activate the  
online system.

Before School Year

2

**Coordinators or  
Teachers**  
create online sections  
and generate join  
codes.

Before School Year

3

**Students**  
use a College Board  
account and join  
code to enroll in a  
section.

Start of School Year

4

**Coordinators**  
submit an order.

October/November



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**To support year-long engagement,**  
we're providing new resources for  
students, teachers, and coordinators.

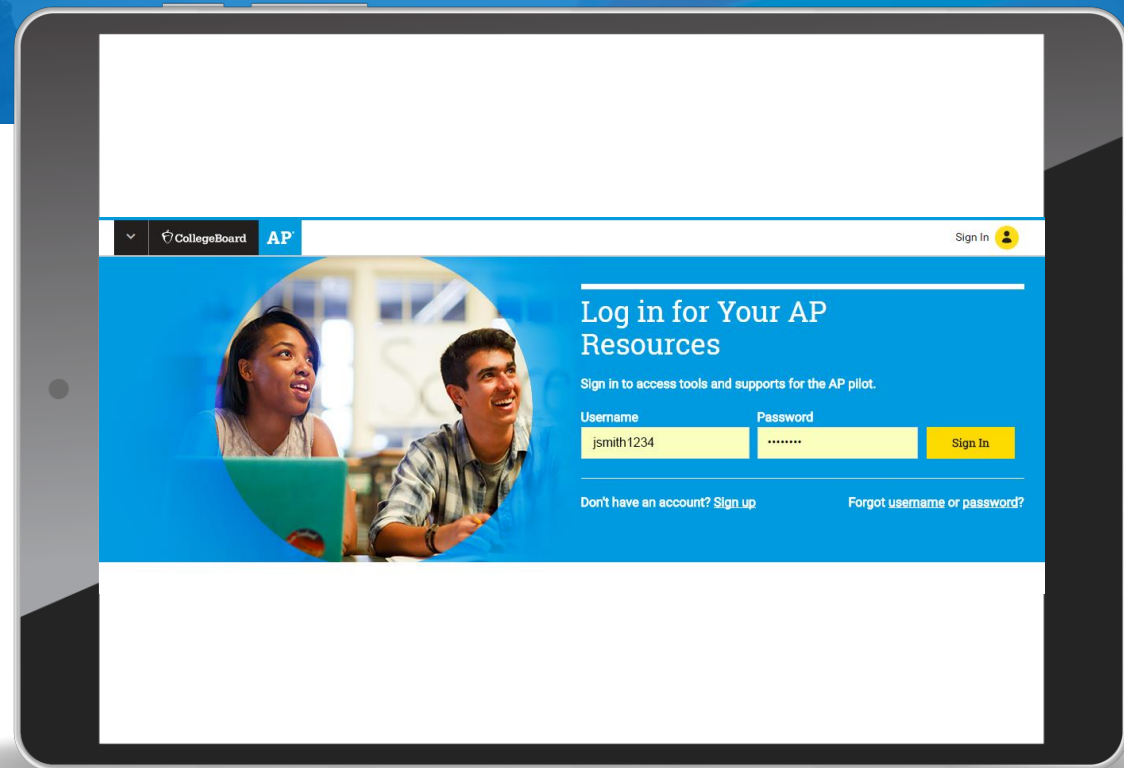
These resources were designed and tested by  
AP teachers and coordinators to provide  
focused content, greater efficiency, and more  
flexibility.

# A few clicks unlock the new tools and resources.

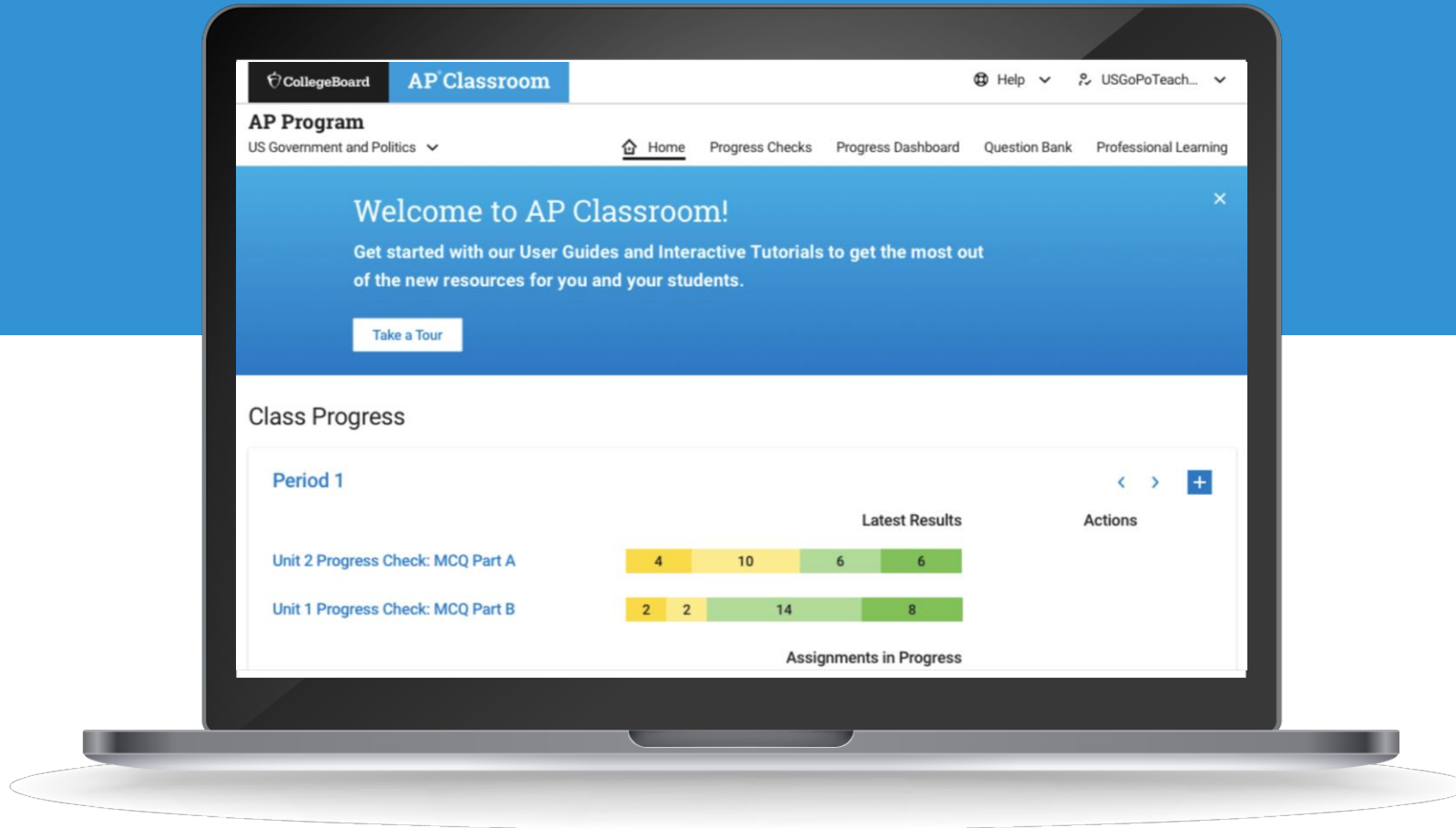
AP educators and students sign in and activate the new AP Classroom system at the start of the school year.

## Digital activation will:

- Give students and teachers access to the new resources throughout the school year
- Allow teachers to organize their AP students by the sections they teach
- Allow students to register for exams



# AP Classroom: A powerful resource for teachers and students



# AP Teachers

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Powerful resources,  
empowering you



**Unit Guides**



**Personal  
Progress Checks**



**AP Question  
Bank**

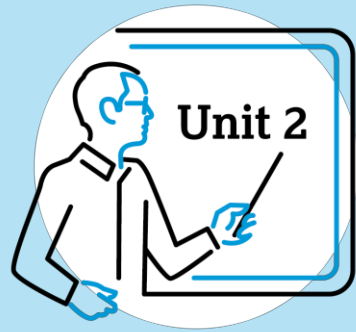


**Progress  
Dashboard**

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**Built to provide transparency and help students succeed.** Our new instructional resources provide teachers with real-time feedback on student progress in the development of knowledge and skills essential for college.

## Unit Guides



# Course at a Glance provides a comprehensive overview of course content.

## Elements include:

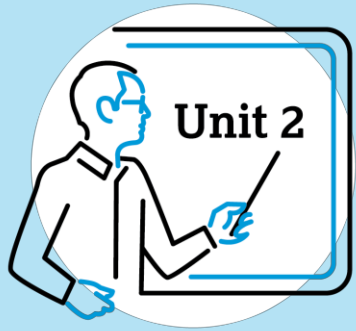
- Units
- Topics
- Suggested pacing
- Suggested skills to be taught
- Big Ideas

Course at a Glance		UNIT 1 Foundations of American Democracy	UNIT 2 Interactions Among Branches of Government	UNIT 3 Civil Liberties and Civil Rights	UNIT 4 American Political Ideologies and Beliefs	UNIT 5 Political Participation
		15–22% AP Exam weighting	25–36% AP Exam weighting	13–18% AP Exam weighting	10–15% AP Exam weighting	20–27% AP Exam weighting
<b>Plan</b> The course at a glance provides a useful visual organization of the AP U.S. Government and Politics curricular components, including: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Progression of topics within each unit, including the location of required foundational documents or Supreme Court cases.</li> <li>• Spiraling of the big ideas and skills across units.</li> </ul>		<b>1.1</b> Ideals of Democracy* Required Foundational Document: Declaration of Independence <b>1.2</b> Types of Democracy* Required Foundational Document: Federalist No. 10, Brinkley No. 1 <b>1.3</b> Government Power and Individual Rights* Required Foundational Document: Federalist No. 10, Brinkley No. 1 <b>1.4</b> Challenges of the Articles of Confederation* Required Foundational Document: Articles of Confederation <b>1.5</b> Ratification of the U.S. Constitution* Required Foundational Document: The Constitution of the United States <b>1.6</b> Principles of American Government* Required Foundational Document: Federalist 51, The Constitution of the United States <b>1.7</b> Relationship between the States and Federal Government* Required Foundational Documents: The Constitution of the United States <b>1.8</b> Constitutional Interpretations of Federalism* Required Foundational Document: The Constitution of the United States <b>1.9</b> Federalism in Action	<b>2.1</b> Congress: The Senate and the House of Representatives* Required Foundational Document: The Constitution of the United States <b>2.2</b> Structures, Powers, and Functions of Congress* Required Foundational Document: The Constitution of the United States <b>2.3</b> Congressional Behavior* Required Supreme Court Cases: Baker v. Carr (1961), Shaw v. Reno (1995) <b>2.4</b> Roles and Powers of the President* Required Foundational Document: The Constitution of the United States <b>2.5</b> Checks on the Presidency <b>2.6</b> Expansion of Presidential Power* Required Foundational Documents: The Constitution of the United States, Federalist No. 70 <b>2.7</b> Presidential Communication <b>2.8</b> The Judicial Branch* Required Foundational Documents: The Constitution of the United States, Federalist No. 78 Required Supreme Court Cases: Marbury v. Madison (1803) <b>2.9</b> Legitimacy of the Judicial Branch <b>3.10</b> The Court in Action <b>3.11</b> Checks on the Judicial Branch	<b>3.1</b> The Bill of Rights* Required Foundational Document: The Constitution of the United States <b>3.2</b> First Amendment: Freedom of Religion* Required Foundational Document: The Constitution of the United States Required Supreme Court Cases: Engel v. Vitale (1962), Wisconsin v. Yoder (1972) <b>3.3</b> First Amendment: Freedom of Speech* Required Foundational Document: The Constitution of the United States Required Supreme Court Cases: Tinker v. Des Moines Independent Community School District (1969), Schenck v. United States (1919) <b>3.4</b> First Amendment: Freedom of the Press* Required Foundational Document: The Constitution of the United States Required Supreme Court Cases: New York Times Co. v. United States (1971) <b>3.5</b> Second Amendment: Right to Bear Arms* Required Foundational Document: The Constitution of the United States <b>3.6</b> Amendments: Balancing Individual Freedom with Public Order Safety* Required Foundational Document: The Constitution of the United States <b>3.7</b> Selective Incorporation* Required Foundational Document: The Constitution of the United States Required Supreme Court Cases: McDonald v. Chicago (2010) <b>3.8</b> Amendments: Due Process and the Rights of the Accused* Required Foundational Document: The Constitution of the United States Required Supreme Court Cases: Gideon v. Wainwright (1963)	<b>4.1</b> American Attitudes about Government and Politics <b>4.2</b> Political Socialization <b>4.3</b> Changes in Ideology <b>4.4</b> Influence of Political Events on Ideology <b>4.5</b> Measuring Public Opinion <b>4.6</b> Evaluating Public Opinion Data <b>4.7</b> Ideologies of Political Parties <b>4.8</b> Ideology and Policy-Making <b>4.9</b> Ideology and Economic Policy <b>4.10</b> Ideology and Social Policy	<b>5.1</b> Voting Rights and Models of Voting Behavior* Required Foundational Document: The Constitution of the United States <b>5.2</b> Voter Turnout <b>5.3</b> Political Parties <b>5.4</b> How and Why Political Parties Change and Adapt <b>5.5</b> Third-Party Politics <b>5.6</b> Interest Groups Influencing Policy-Making <b>5.7</b> Groups Influencing Policy Outcomes <b>5.8</b> Electing a President <b>5.9</b> Congressional Elections <b>5.10</b> Modern Campaigns <b>5.11</b> Campaign Finance* Required Supreme Court Case: Citizens United v. Federal Election Commission (2010) <b>5.12</b> The Media <b>5.13</b> Changing Media
<b>Teach</b> Disciplinary practices are embedded throughout the course. 1 Concept Application 2 Data Analysis 3 Science Analysis 4 Argumentation <b>BIG IDEAS</b> Big ideas spiral across topics and units. 1 Constitution and Liberty and Order 2 Competing Policy-Making Interests 3 Civic Participation in a Representative Democracy 4 Ideology of Political Analysis		<b>Assess</b> 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.				
		<b>Personal Progress Check Unit 1</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Scenario Concept Application • Argument Essay (Partial)	<b>Personal Progress Check Unit 2</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Scenario Concept Application • Quantitative Analysis	<b>Personal Progress Check Unit 3</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • SCOTUS Case Comparison • Argument Essay (Partial)	<b>Personal Progress Check Unit 4</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Scenario Concept Application • Quantitative Analysis	<b>Personal Progress Check Unit 5</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Quantitative Analysis • Argument Essay (Complete)

Example: United States Government and Politics



## Unit Guides



# Unit guides eliminate guesswork by outlining course skills and content.

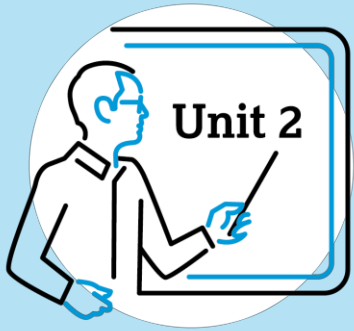
Planning guides that outline content and skills for commonly taught units within a course. Each guide:

- Suggests sequence and pacing of content
- Scaffolds skill instruction across units
- Organizes content into topics
- Provides tips on taking the exam



Example: United States Government and Politics

## Unit Guides



# Instructional approaches offer recommendations on integrating skills and content.

## Elements included:

- Teaching for Transfer and Understanding
- Organizing the Course
- Selecting and Using Course Materials
- Instructional Strategies
- Developing Course Skills
- Formative Assessment and Feedback
- College Board Resources

Instructional Strategies			
<p>The AP U.S. Government and Politics course framework outlines the concepts and skills students must master to enter the university as the AP Course. In order to address these concepts and skills effectively, it helps to incorporate a variety of instructional approaches and best practices into your daily lessons and activities. You can help students develop mastery of the disciplinary practices and reasoning processes by engaging them in learning activities that allow them to apply their understanding of course concepts. You may consider the strategies in the table that follow as you plan instruction.</p>			
Strategy	Definition	Purpose	Example
<b>Circle Representations</b>	Students create circles, graphs, or other representations to represent data.	Helps students represent information using multiple ways to present data.	After studying a set of data, teachers might ask students to create and identify and explain a graph that best shows the data and the trends.
<b>Critical Reasoning</b>	Through collaborative discussion, students critique the arguments of others, questioning the author's premises, evidence, and reasoning behind the argument.	Helps students test if conclusions they make are consistent with the evidence and the logic. Supports their argument with evidence and reasoning that they can explain.	Using Frederick Douglass's "No Human Beings Are Property," students might be asked to argue for a strong conclusion. Then, students would examine the author's premises and evidence, and evaluate the reasoning and supporting evidence.
<b>Close Reading</b>	Students read, reread, and analyze significant parts of a text, identifying key words, sentences, and paragraphs by line.	Develops comprehension and understanding of text.	After students are reading the assigned foundation documents, teachers might highlight relevant words and paragraphs that support the author's claim.
<b>Debate</b>	Students present a position on a topic and defend it with evidence and reasoning. They also listen to and respond to the arguments of others.	Helps students develop a position on a topic and defend it with evidence and reasoning. They also listen to and respond to the arguments of others.	After students debate which branch of government is the most powerful, using evidence and reasoning to support their claims.

## Disciplinary Practice 1: Apply political concepts and processes to scenarios in context

Students use political concepts and processes to analyze and explain the application of these concepts and processes to scenarios in context. Students use the AP U.S. Government and Politics course to have this same opportunity through disciplinary practice.

The table that follows provides examples of scenarios and instructional strategies for teaching students to successfully apply political concepts to the course.

## Disciplinary Practice 1: Concept Application

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>1.A. Classify political principles, processes, and institutions.</b>	<ul style="list-style-type: none"> <li>Describe how political principles, processes, and institutions are related.</li> <li>Identify how political principles, processes, and institutions are related.</li> </ul>	<ul style="list-style-type: none"> <li>Students read to determine understanding by identifying and explaining how they can apply their knowledge.</li> <li>Students use to determine understanding by identifying and explaining how they can apply their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Look for a theme.</li> <li>Look for a theme.</li> </ul>
<b>1.B. Explain political principles, processes, and institutions.</b>	<ul style="list-style-type: none"> <li>Identify and describe the steps and stages in a process.</li> <li>Explain how political principles, processes, and institutions are related.</li> </ul>	<ul style="list-style-type: none"> <li>Students use to determine understanding by identifying and explaining how they can apply their knowledge.</li> <li>Students use to determine understanding by identifying and explaining how they can apply their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Look for a theme.</li> <li>Look for a theme.</li> </ul>
<b>1.C. Compare political principles, processes, and institutions.</b>	<ul style="list-style-type: none"> <li>Identify the relevant political principles, processes, and institutions.</li> <li>Explain how political principles, processes, and institutions are related.</li> </ul>	<ul style="list-style-type: none"> <li>Students use to determine understanding by identifying and explaining how they can apply their knowledge.</li> <li>Students use to determine understanding by identifying and explaining how they can apply their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Look for a theme.</li> <li>Look for a theme.</li> </ul>

Example: United States Government and Politics

## Personal Progress Checks



# Personal progress checks provide students with actionable feedback throughout the year.

**The personal progress checks measure progress and skills through:**

- Multiple-choice questions with rationales to explain correct and incorrect answers
- Free response questions with AP scoring guidelines teachers can use to evaluate student work

A laptop screen showing a personal progress check interface for a student named Amelia Brown. The interface includes a progress bar at the top right showing 17/27 questions completed. Below this is a table with columns for Topic, Skill, and Your Score. The table lists six topics related to U.S. Government, each with a specific skill and a score out of three.

Topic	Skill	Your Score
1.1: Ideals of Democracy	Skill 1.D: Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios	2/3
1.2: Types of Democracy	Skill 4.A: Describe the author's claim(s), perspective, evidence, and reasoning	2/3
1.3: Government Power and Individual Rights	Skill 1.B: Explain political principles, institutions, processes, policies, and behaviors.	3/3
1.4: Challenges of the Articles of Confederation	Skill 4.B: Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	2/3
1.5: Ratification of the U.S. Constitution	Skill 1.E: Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	3/3
1.6: Principles of American Government	Skill 4.B: Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	0/3

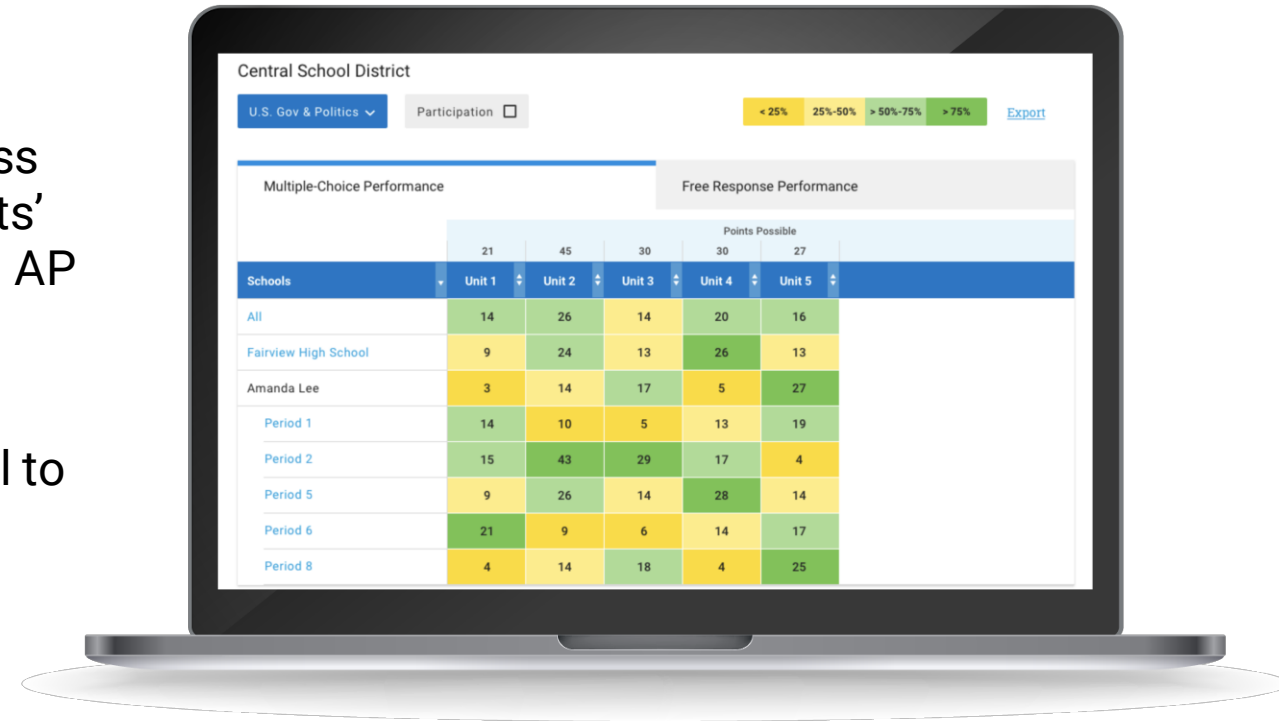
## Progress Dashboard



A progress dashboard highlights progress and areas of focus throughout the year.

### Interactive reports:

- Educators can use the progress dashboard to pinpoint students' strengths and weaknesses on AP content and skills to improve performance
- Students can also use the tool to monitor their own progress



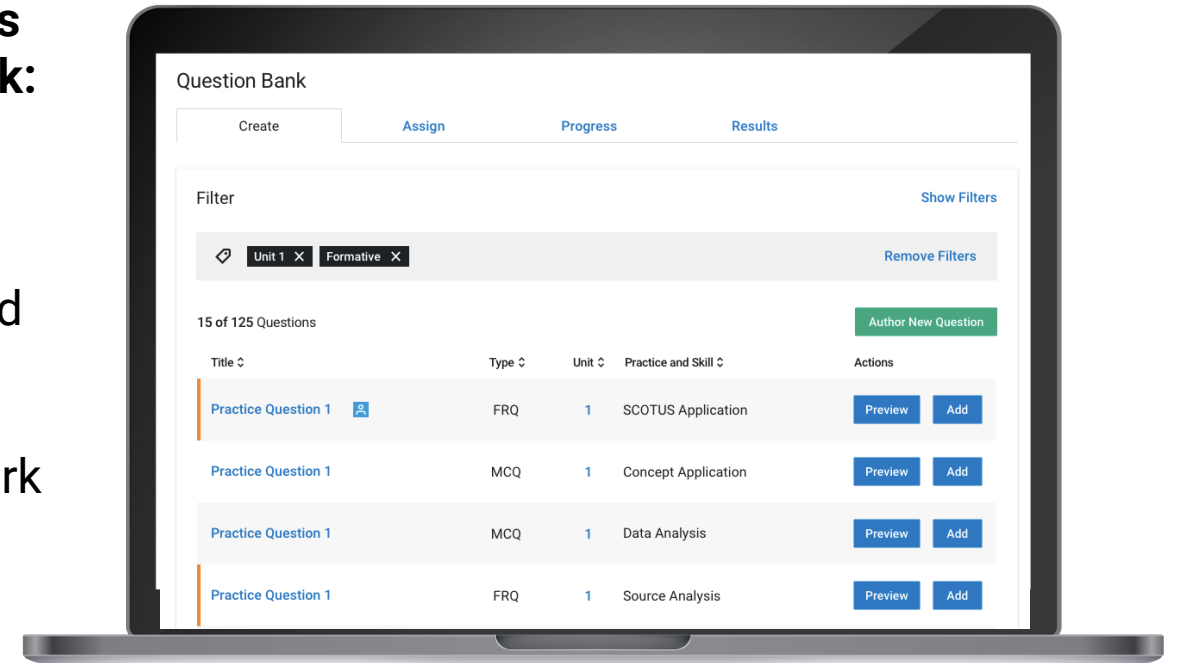
## AP Question Bank



# Question bank boosts exam practice with 15,000+ on-demand AP Exam questions.

**A library of real AP Exam questions that teachers can access. The bank:**

- Can be filtered by course topics and skills
- Can be used to create customized practice and tests that can be assigned online or on paper as in-class assignments or homework
- Enables teachers to create their own questions or edit existing questions



# AP Coordinators

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New processes  
to save you  
valuable time



**Streamlined  
Exam Ordering**



**Student  
Registration  
Labels**



**Exam Day  
Improvements**



## Streamlined Exam Ordering



# Online student rosters speed up exam ordering.

AP coordinators will use an improved AP Registration and Ordering system to place AP Exam orders in the fall.

With the new system, AP coordinators will be able to access rosters of AP students and review, adjust, and submit that information as the school's exam order.

Student Name	Course Name	Exam Date	Order Exam?	AP Fee Status
Abaker, Sarona	AP Computer Science Principles	Standard 5/11 12 PM	No	Standard
Clewley, James	AP Human Geography	Standard 5/14 8 AM	Yes	Reduced
	AP Microeconomics	Standard 5/14 8 AM	Yes	Reduced
Crain, John	AP Music Theory	Standard 5/14 8 AM	Yes	Standard
Evelyn, James	AP Music Theory	Standard 5/14 8 AM	Yes	Standard
Francis, Shawn	AP World History	Standard 5/17 8 AM	Yes	Standard
	AP Calculus BC	Standard 5/15 8 AM	Yes	Standard
Gant, Charles	AP World History	Standard 5/17 8 AM	No	Reduced
Ghivica, Mada	AP Japanese Language and Culture	Standard 5/09 12 PM	Yes	Standard
Heisenberg, Tommy	AP Calculus BC	Standard 5/15 8 AM	Yes	Standard

## Student Registration Labels



# New labels eliminate over two million hours of pre-exam bubbling.

For each student included in an exam order, schools will receive a set of personalized AP ID registration labels. The labels:

- Connect students' exam materials with their registration information
- Reduce the time spent on bubbling student information before the exam

The image shows a sample of an AP Answer Sheet for the year 2019. It includes fields for student information, a large grid of bubbles for multiple-choice answers, and a section for the student's signature and date. A blue arrow points from the text 'Reduce the time spent on bubbling student information before the exam' to a small label at the bottom of the form that reads 'AP Student ID Label'.The image shows a sheet of AP ID Labels. At the top, it contains the student's personal information: NAME: 3m-2s, Janet C., AP ID: 16FJ1003, DOB: 05/12/1999, GRADE: 12, SCHOOL CODE: 160704, FIRST EXAM: French Language, and EXAM ADMIN: Regular. Below this, there are two columns of personalized labels. Each label features a barcode and the text '16FJ 100 3 JCF'. The labels are arranged in a grid, with a total of 16 labels shown.

## Exam Day Improvements



# New tools will help coordinators organize their exam administration.

Using the online rosters generated through the digital activation and ordering processes, coordinators can create and manage:

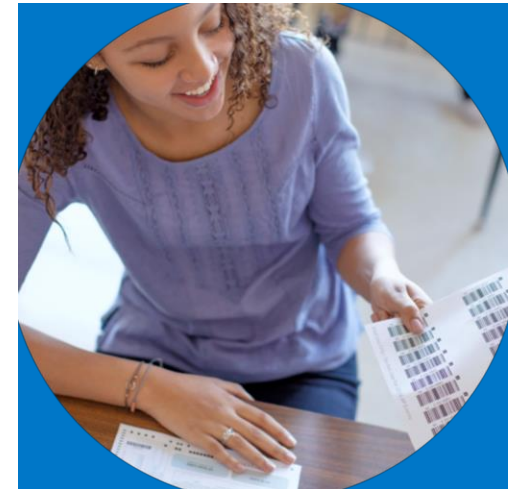
### Exam room assignments



### Proctors



### List of examinees



A man in a light blue shirt and dark pants is walking towards the camera in a school hallway. He is carrying a black bag in his left hand. The hallway has lockers on both sides and a glass door in the background. The entire image is overlaid with a semi-transparent blue filter.

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# Professional Development

Year-round professional development opportunities will be available for teachers, coordinators, and administrators to help prepare you for the upcoming changes to AP.

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## Next steps for Teachers

1

Explore information about new resources, key dates, and course and exam changes; preorder new course and exam description binder.

Spring 2019

2

Teachers offering an AP course for the first time submit the AP Course Audit form to the school's AP Course Audit administrator.

May 2019

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## Next steps for Coordinators

1

Develop a school-level communications plan to share out the new AP Exam order deadlines, policies, and fees.

March 2019

2

Enroll in free online training sessions and sign up for face-to-face training events for summer 2019.

Spring 2019

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## Next steps for Administrators

1

Review information you've received from the College Board about upcoming AP changes.

Spring 2019

2

Develop a school-level communications plan to share out the new AP Exam order deadlines, policies, and fees.

Spring 2019

3

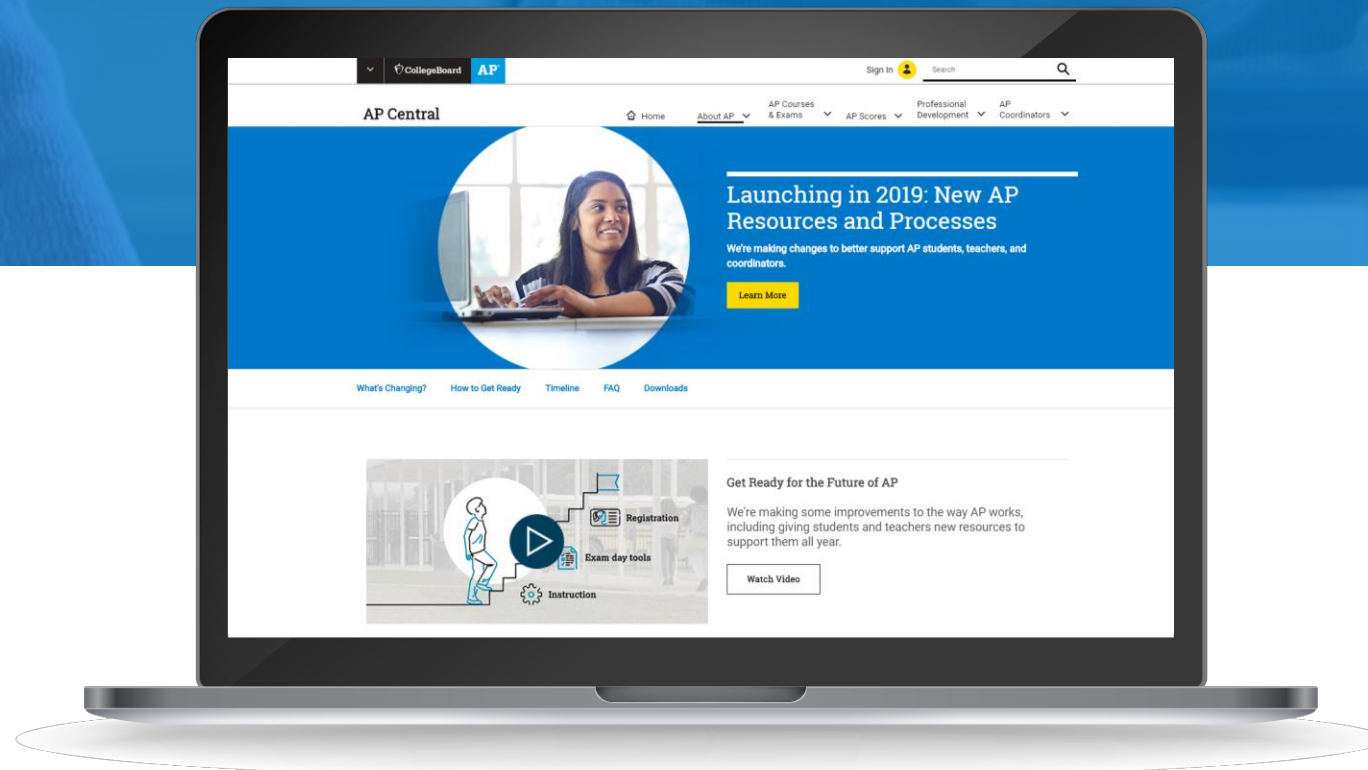
Connect AP teachers and coordinators with training resources, videos, live online sessions, and face-to-face workshops.

Spring 2019



# Visit AP Central® for more information.

We'll be sending follow-up messages and updating the website with additional communications tools and resources throughout the year.



For more on the resources and process changes, please visit [collegeboard.org/ap2019](https://collegeboard.org/ap2019)



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Thank you!





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 **@GlinsmannMath**

**Link to presentation: [bit.ly/APChanges2019](https://bit.ly/APChanges2019)**

A blue-tinted photograph of a classroom. In the center, a male student sits at a desk with a laptop. To his left, another male student sits at a desk with a laptop. To his right, a female student sits at a desk with a laptop. In the background, a female teacher stands with her hands clasped, looking towards the camera. The classroom has large windows and a bulletin board with papers on the wall.

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# Thank you

 CollegeBoard

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