



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

January 2019



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 with her hands clasped, observing the students. To her right, another student is visible, and on the far right, a young woman is seated at a desk, working on her laptop. 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.

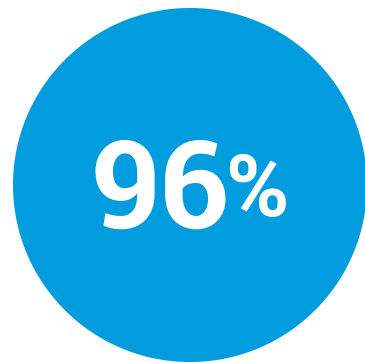
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Every AP<sup>®</sup> student deserves the chance to earn college credit, but not all pursue it.

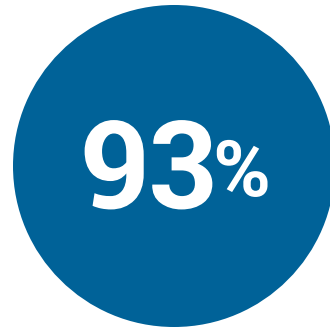
**So what stands in their way?**

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

Fall: Percentage intending to take the AP Exam

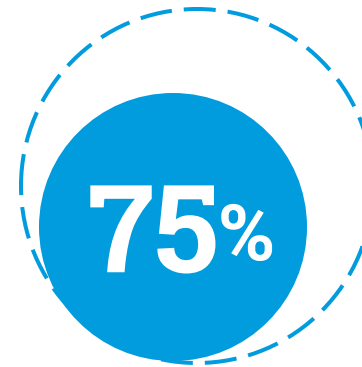


White Male

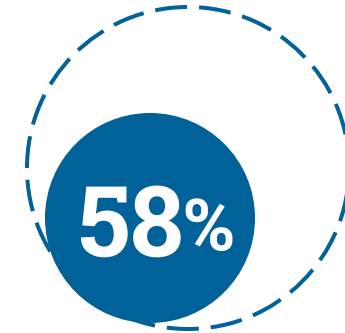


African American  
Female

Spring: Percentage who actually took the AP Exam



White Male



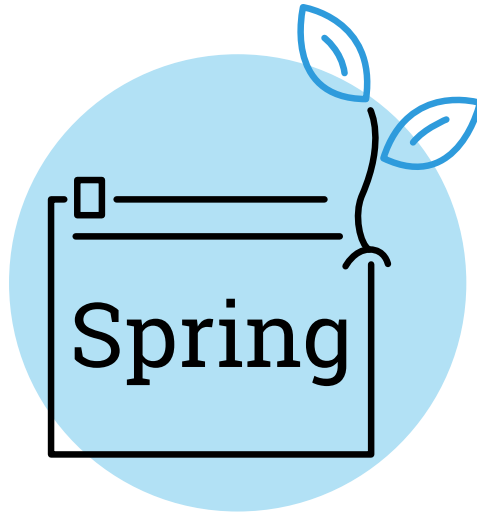
African American  
Female

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

## Fall Registration



More than half of AP schools already have fall registration.



Registration

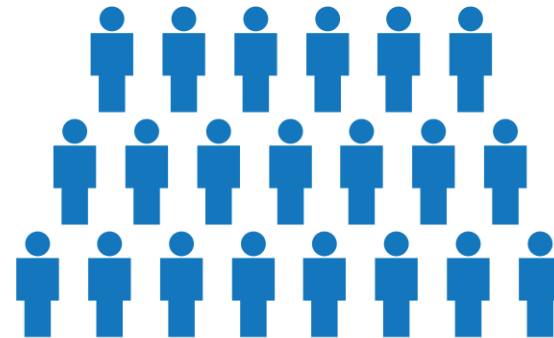


## Fall Registration



## 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?**

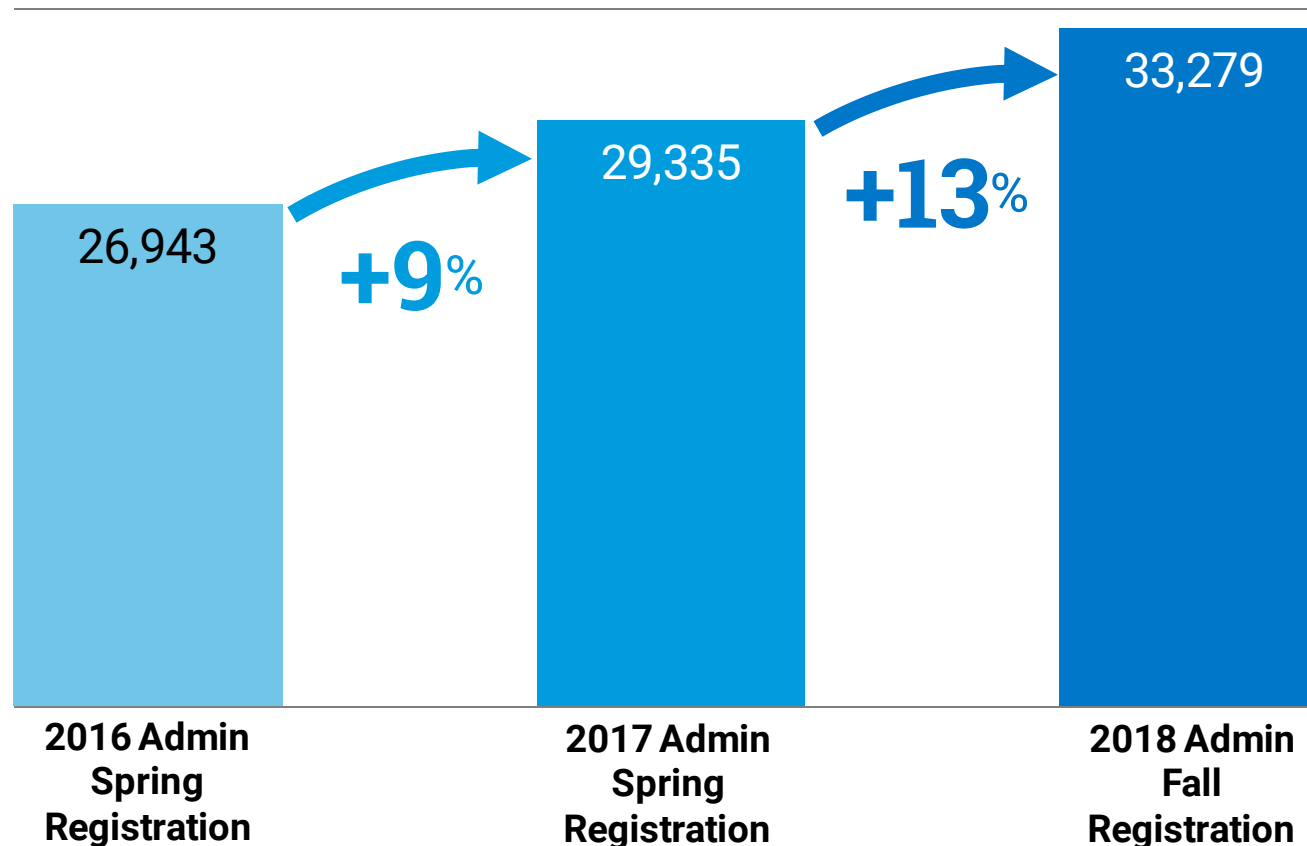
## Fall Registration



# Student participation increased.

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

## AP Exam Takers





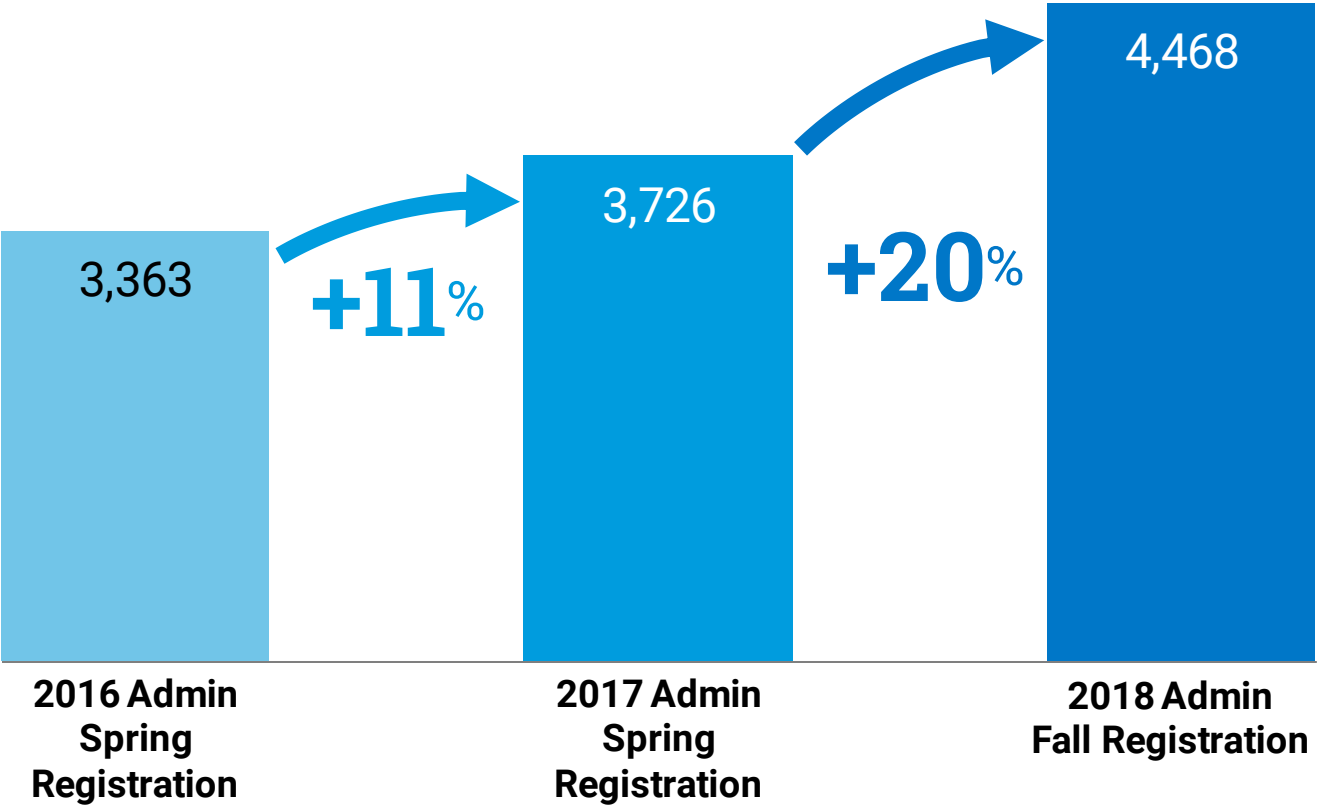
# Fall Registration



## More students earned scores of 3+.

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 3+ scores earned.

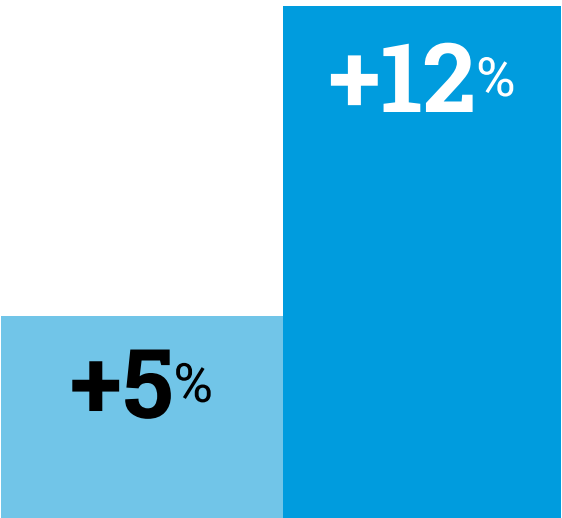


# Fall Registration



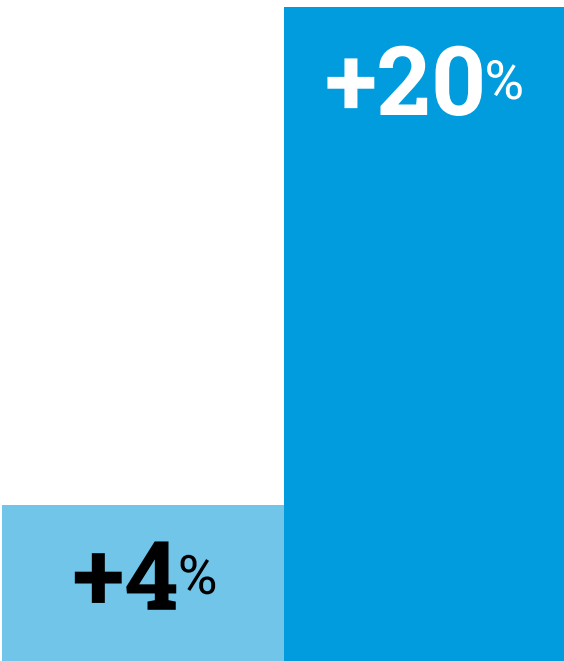
## Scores of 3+ increased across student groups.

Race/Ethnicity



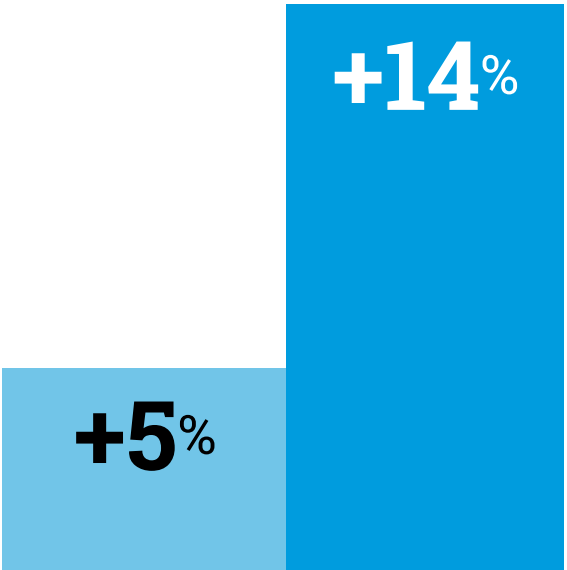
- White and Asian students
- Underrepresented minority students

Socioeconomic



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

STEM



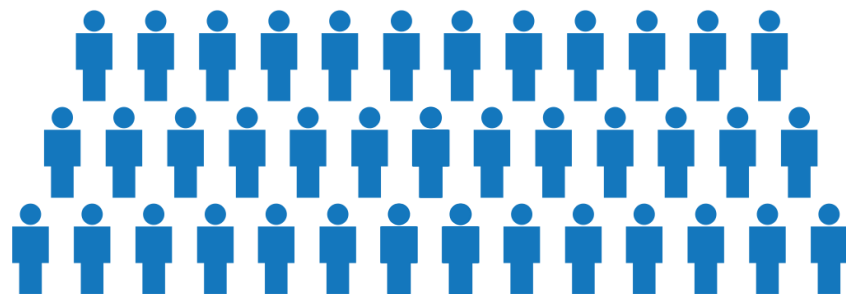
- Male STEM Students
- Female STEM Students

## Fall Registration

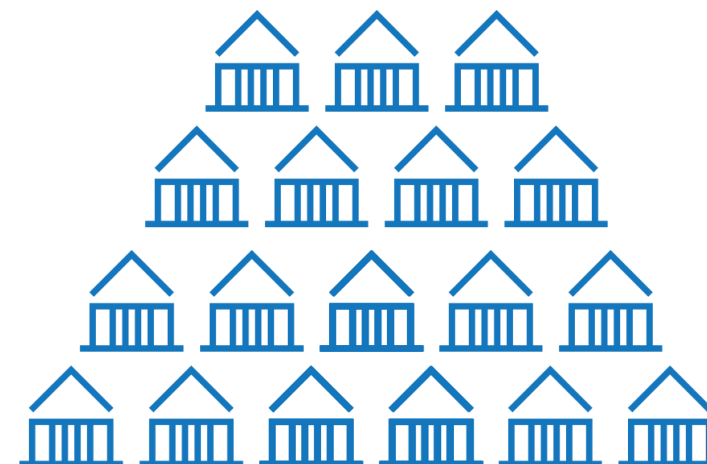


## Expanding fall registration

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



**180,000+**  
students



**800+**  
schools

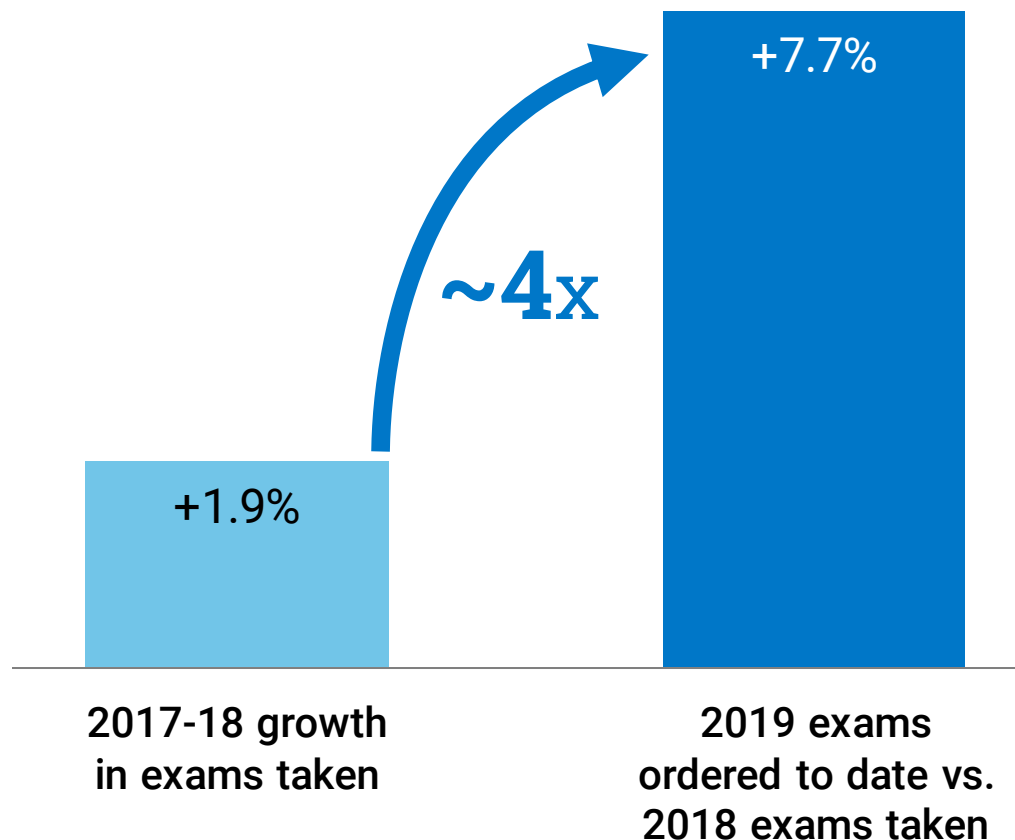
**What's happening now?**

## Fall Registration



# Student participation accelerated.

Overall growth in AP Exams taken/ordered

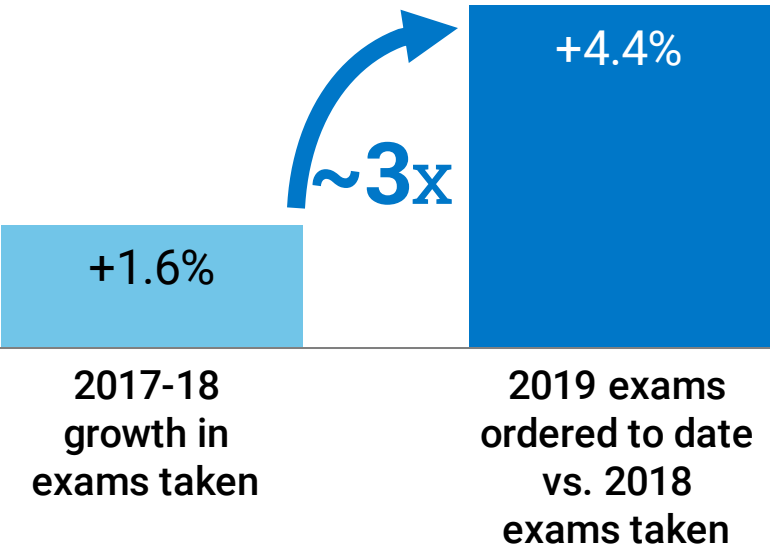


# Fall Registration

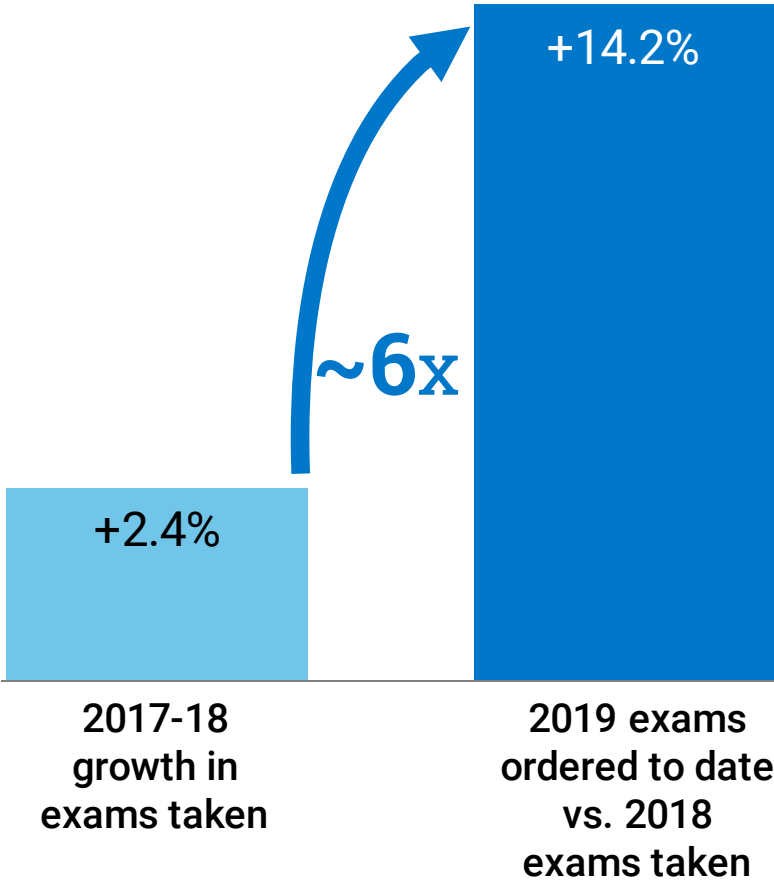


## More students participated.

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



Growth in AP Exams taken/ordered:  
Underrepresented minority students

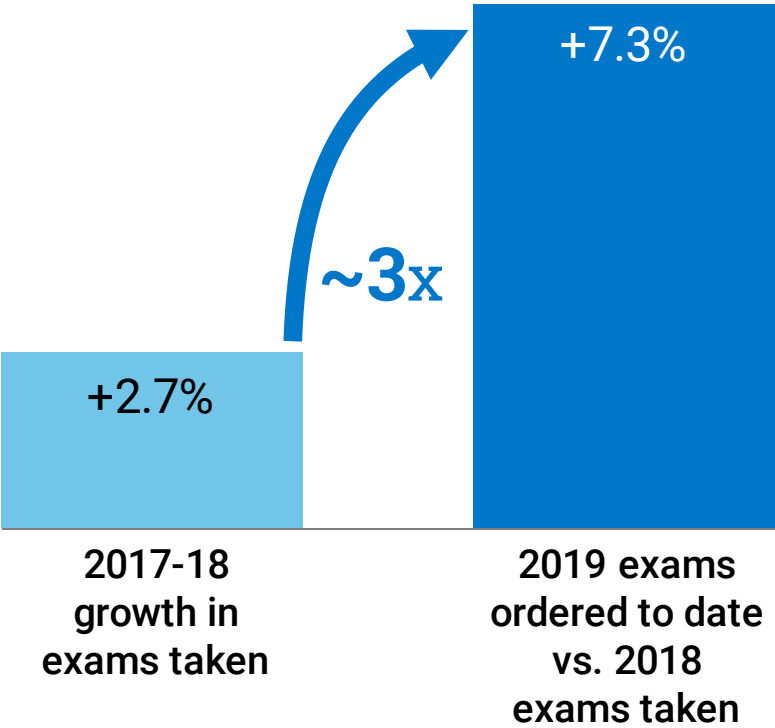


# Fall Registration

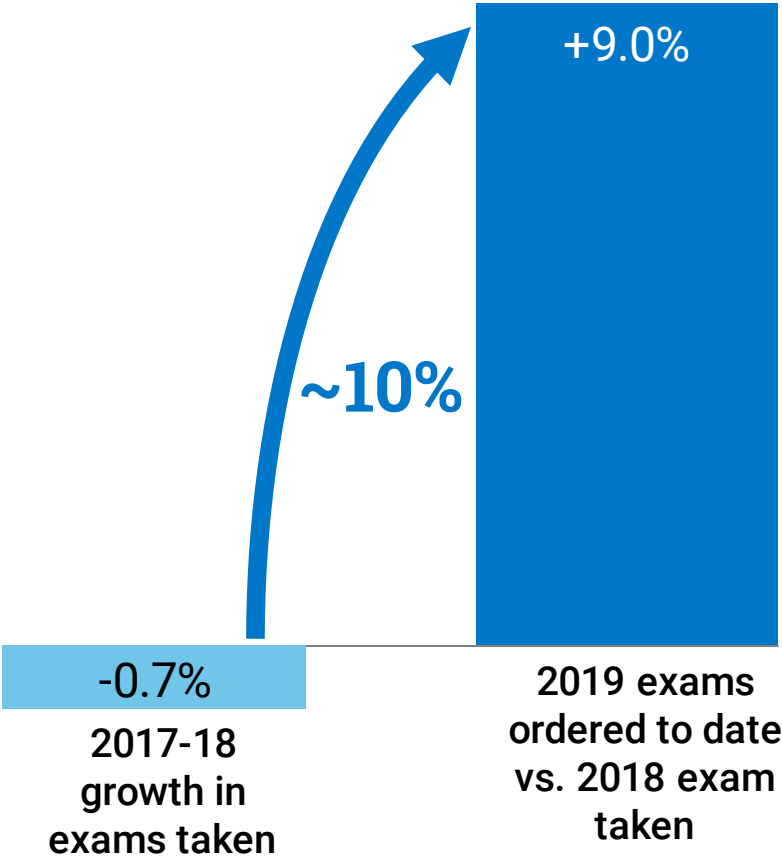


# Students were more engaged.

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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## Fall Registration



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**“Although I had my doubts . . .**

[the] result was that the students stayed engaged in the subject through the spring semester. In the past, students who were not signed up for the exam tended to lose focus towards the end of the school year.”

— AP Teacher, 2017-18 Pilot



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## Fall Registration



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**“It’s definitely been a constant reminder that I’m taking an AP class. I’m here to do work and I’m here to make sure that work is shown.”**

— AP Student, 2017-18 Pilot

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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.

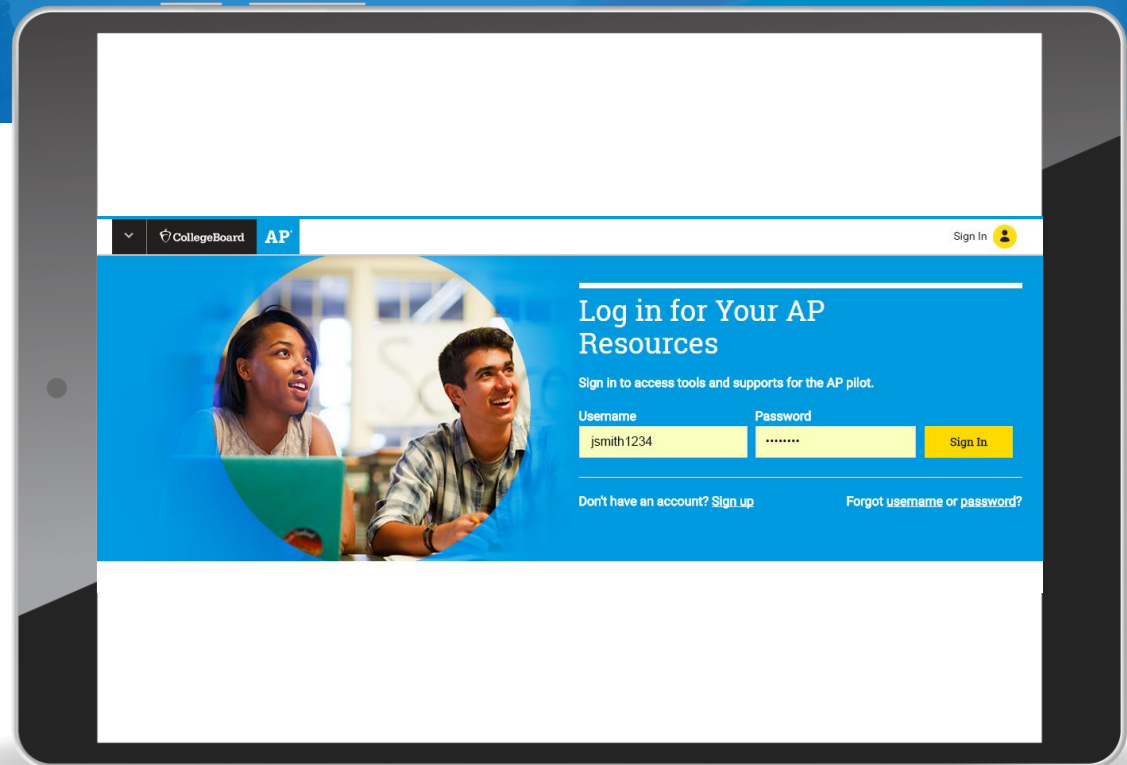


# A few clicks unlock the new tools and resources.

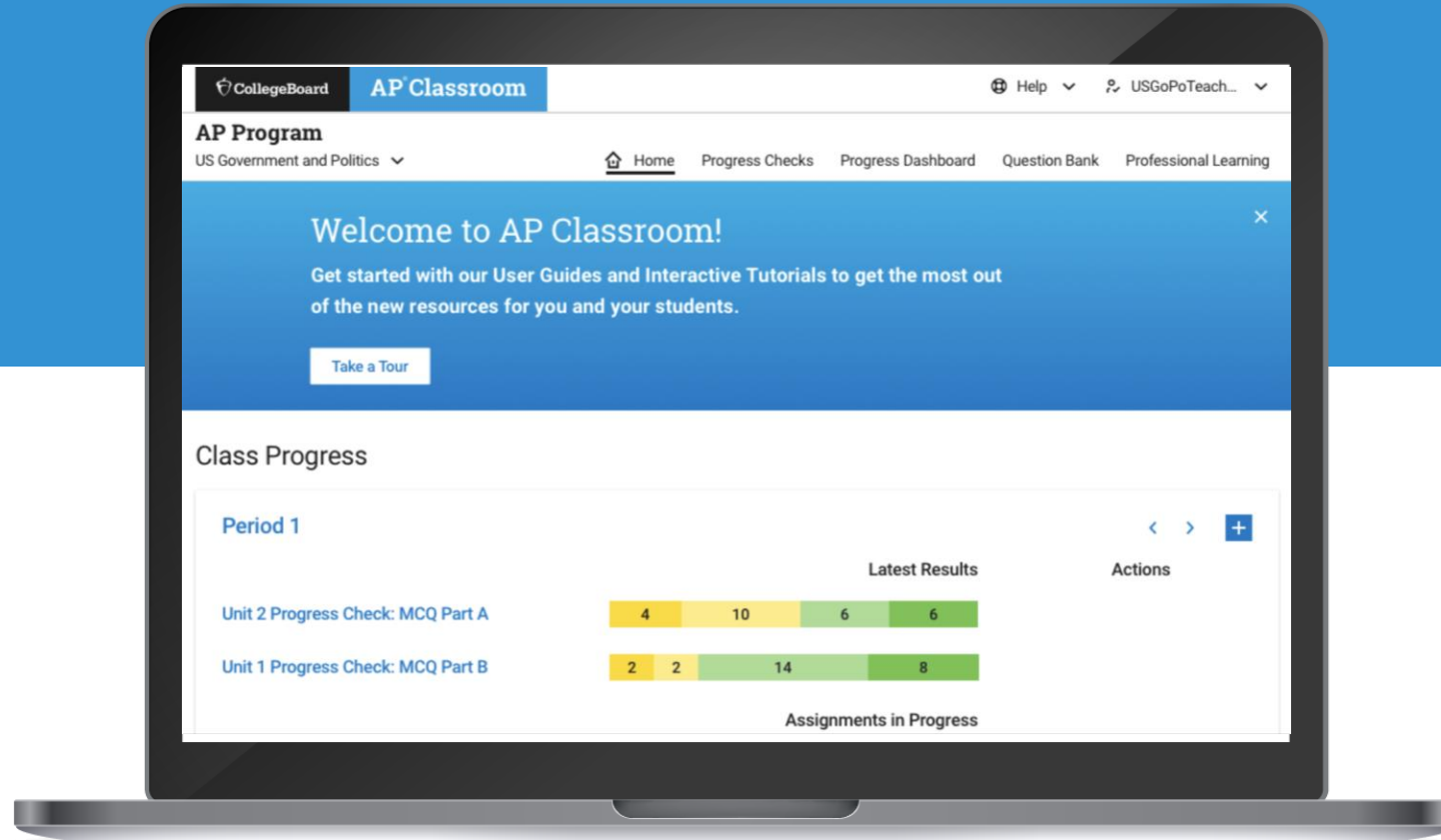
AP teachers and students will sign in to a new AP Support System and complete a simple activation process at the start of the school year.

## 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				
Plan				
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>				
Teach				
<b>DISCIPLINARY PRACTICES</b> Disciplinary practices are embedded throughout the course.				
<b>BIG IDEAS</b> Big ideas spiral across topics and units.				
<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.				
UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Foundations of American Democracy	Interactions Among Branches of Government	Civil Liberties and Civil Rights	American Political Ideologies and Beliefs	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>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>Personal Progress Check 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

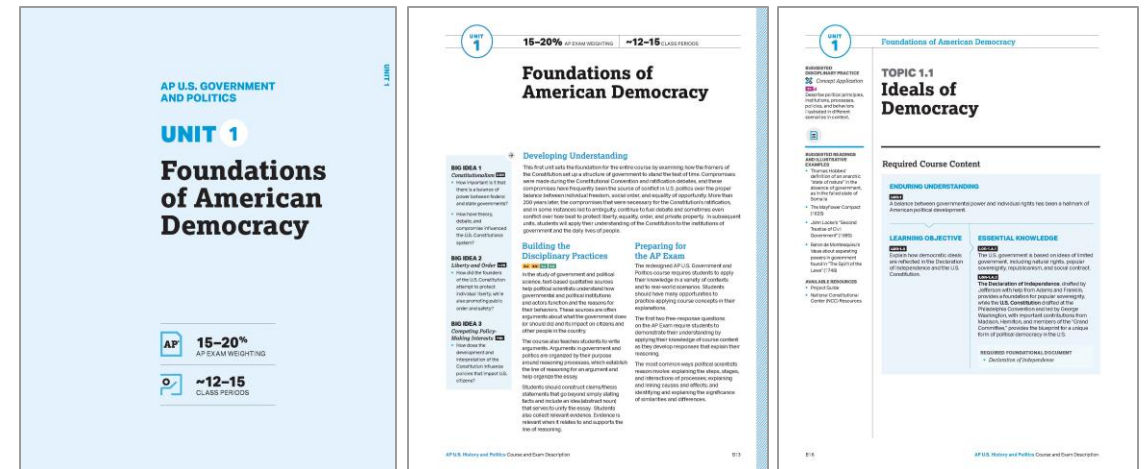
## Unit Guides



# 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:

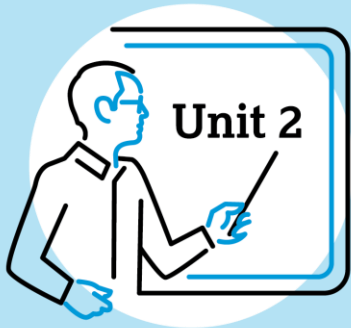
- Suggests sequence and pacing of content
- Scaffolds skill instruction across units
- Organizes content into topics
- Provides tips on taking the exam



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 in order to successfully use the AP Course Framework 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>Create Representations</b>	Students create tables, graphs, or other representations to represent data.	Helps students represent information using multiple ways to present data.	After studying a set of data, students create a table, graph, or other representation to present and analyze the data. They then discuss the data and their chosen representation.
<b>Critical Reasoning</b>	Through collaborative discussion, students critique the arguments of others, questioning the author's premises and reasoning, and supporting their own arguments.	Helps students learn to think critically by evaluating the strengths and weaknesses of arguments and supporting their own arguments with evidence and reasoning.	Using Frederick Douglass's "The Meaning of the Fourth of July for the Negro," students evaluate the author's argument for a strong case for the abolition of slavery. They then discuss the author's argument and supporting evidence, and evaluate the author's reasoning.
<b>Close Reading</b>	Students read, reread, and analyze significant portions of text, identifying key words, phrases, and sentences.	Develops comprehension and understanding of text.	After students are reading the assigned foundation documents, they then highlight relevant words and phrases that support the author's claim.
<b>Debate</b>	Students present a position on a topic, defend it with evidence, and respond to others' positions. The goal is to develop a shared understanding of the topic and to defend the position with evidence.	Helps students learn to think critically by evaluating the strengths and weaknesses of arguments and supporting their own arguments with evidence and reasoning.	After students debate which branch of government is the most powerful, they then discuss the evidence and reasoning that supported 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 current political environment. Students use AP U.S. Government and Politics course concepts and processes to analyze and explain the current political environment.

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 to one another.</li> <li>Classify each scenario.</li> </ul>	Students read to determine the political principles, processes, and institutions that are related to one another. They then discuss the scenarios and classify each scenario.	<ul style="list-style-type: none"> <li>Look for patterns.</li> </ul>
<b>1.B. Explain political principles, processes, and institutions.</b>	<ul style="list-style-type: none"> <li>Identify and describe the scenario and its political principles, processes, and institutions.</li> <li>Explain how political principles, processes, and institutions are related to one another.</li> </ul>	After students read the scenario, they then discuss the political principles, processes, and institutions that are related to one another. They then explain how political principles, processes, and institutions are related to one another.	<ul style="list-style-type: none"> <li>Discuss the scenario.</li> <li>Explain the scenario.</li> <li>Support the scenario.</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>Compare the relevant political principles, processes, and institutions.</li> <li>Explain the relevance, importance, and significance of the political principles, processes, and institutions.</li> </ul>	After students read the scenario, they then discuss the political principles, processes, and institutions that are related to one another. They then compare the relevant political principles, processes, and institutions.	<ul style="list-style-type: none"> <li>Look for patterns.</li> <li>Explain the scenario.</li> <li>Support the scenario.</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 displaying a progress check interface for a student named Amelia Brown. The interface shows a table of results with columns for Topic, Skill, and Your Score. The table has 6 rows of data. The first five rows show scores of 2/3, 2/3, 3/3, 2/3, and 3/3 respectively. The last row shows a score of 0/3. A progress bar at the top right indicates 17/27 items completed.

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

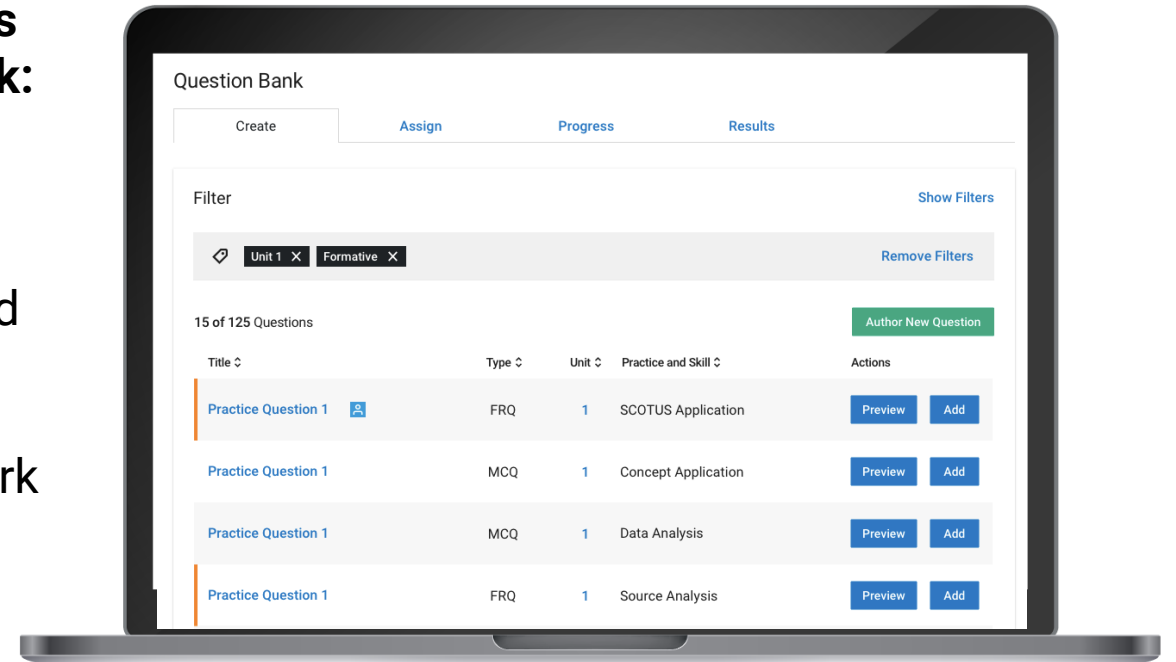
## AP Question Bank



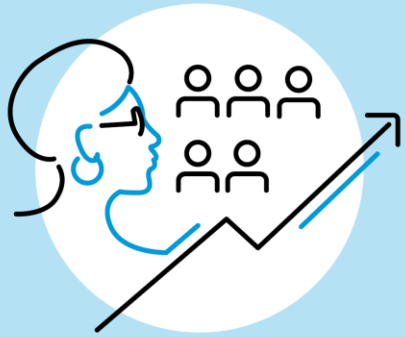
# Question bank boosts exam practice with 15,000+ on-demand AP Exam questions.

**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
- Enables students to practice and get feedback on each question



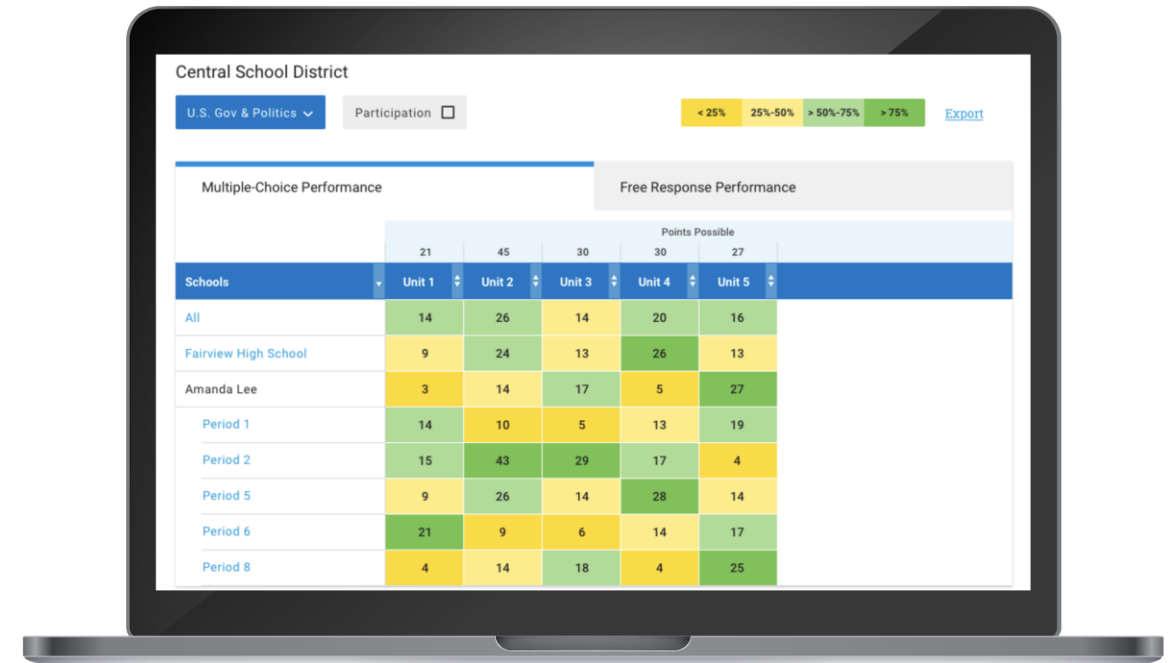
## Progress Dashboard



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

### Interactive reports:

- Give students and educators immediate feedback starting at the beginning of the year
- Monitor performance over time across assessments and skills



## Progress Dashboard



“This snapshot will show what supports are needed for students to **reach their goals.**”

—Principal and AP Coordinator

## AP Coordinators

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New processes  
to save you  
valuable time



**Streamlined  
Exam Ordering**



**Student  
Registration  
Labels**



**Exam Day  
Improvements**



## Digital Activation



**“I know AP coordinators are highly organized**  
and this system not only maintains that level of  
organization, but it also does a lot of organizing for you.  
I also love that it involved teachers and students in the  
process, so they actually had a stake in making sure  
everything was accurate.”

— AP Coordinator, 2017-18 Pilot

# 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.

AP Registration and Ordering

Home Courses **Students** Orders Test Day

Courses Exam Date Order Exam? Teachers AP Fee Status

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 certification statement, and a signature. A blue arrow points to the 'AP Student ID Label' field, which is located at the bottom of the form. The label is a small rectangular area with a barcode and the text 'AP Student ID Label'.The image shows a sample of an AP ID Labels form. It includes a header with the CollegeBoard logo and AP ID. Below the header, there is a grid of personalized labels for students. Each label contains a barcode, the student's name, and the exam code. The labels are arranged in two columns, with the first column containing labels for students 1 through 10, and the second column containing labels for students 11 through 20.

## 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:

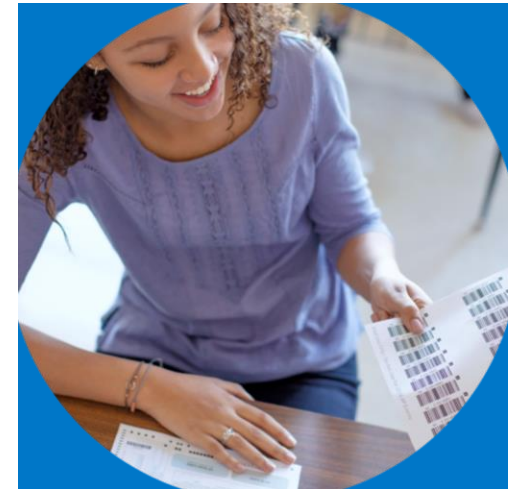
### Exam room assignments



### Proctors



### List of examinees



A man in a light blue shirt and dark trousers 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

Look for an email  
with information  
relevant to your  
subject.

Early February

2

Follow the email link  
for detailed  
information about  
the new resources,  
key dates, and other  
changes.

Early February

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## Next steps for Coordinators

1

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

Late January/Early February

2

Sign up for an operational overview session about the new tools and resources.

Late January/Early February

3

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

Late January/Early February

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## Next steps for Administrators

1

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

Late January/Early February

2

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

Late January/Early February

3

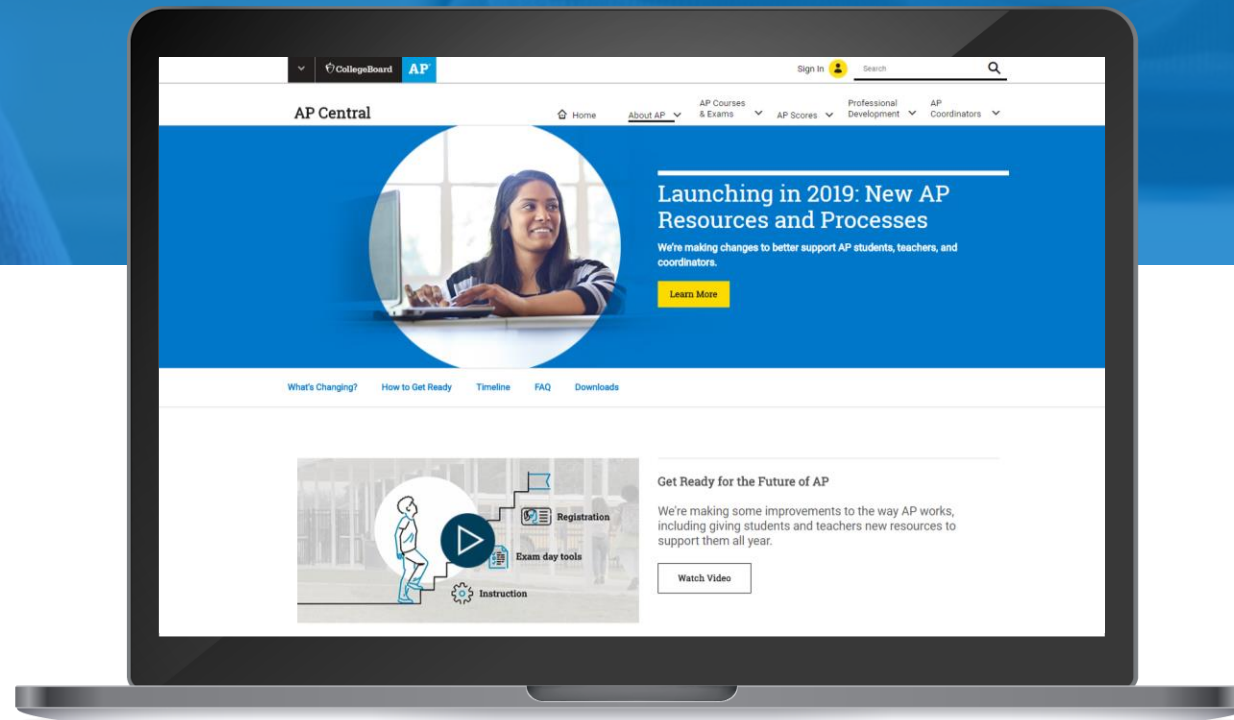
Connect AP teachers and coordinators with overview videos on the new AP resources and annual processes.

February



# 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)

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

**AP**<sup>®</sup>