AP Coordinator’s Fall Webinar

November 1, 2018
Janet Swandol, K-12 Senior Director
The College Board
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Agenda

• Getting Started: The Basics
• What’s New?
• Janet’s Top Online Resources
• What’s Coming: AP2019
AP Coordinators

To avoid any conflict of interest, the AP coordinator cannot:

• be the AP coordinator in the year they are an AP teacher.
• be the AP coordinator in the year an immediate family or household member may be taking an AP Exam at the school where the AP coordinator works or at any other school. Coordinators have access to all AP Exams, which presents a conflict of interest.
• be employed part or full time at a test preparation company.
• participate in any coaching activity that addresses the content of secure College Board tests.
• proctor an AP Exam in a subject area they currently teach or have taught.
New 2018-19 Coordinators

• Write a letter on school letterhead signed by the school principal indicating you are the new coordinator
• Include the name, phone number, and email address for the new AP coordinator and send the letter via email to AP Services for Educators.
• After AP Services for Educators has been notified of a coordinator change, the contact information in the AP Exam Ordering website will be updated.
Participation Materials

In late September or early October, each school receives its yearly AP Participation Mailing, including:

- AP Participation Form (shown)
  - Signed by principal and AP coordinator
  - Serves as agreement to follow exam administration policies outlined in the *AP Coordinator’s Manual*
- AP Participation Survey
- Return everything by **November 15**.

Mailing also includes the *AP Program Guide*. 

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2018-19 AP Participation Form

**Step 1: Provide Exam Administration Information**

- Your Exam Administration: Please check one:
  - We expect to administer AP Exams at this school.
  - Our students’ AP Exams will be ordered by another school or by our district office. This school code of the other school or district office that will order our student’s AP Exams is:  

  *Note: If you select this option, these AP Exams must be administered at a central location.*

**Bulletin for AP Students and Parents:** The Bulletin for AP Students and Parents is a publication your school is responsible for distributing to each student taking AP courses or exams this year. It contains information about AP Exam administration policies and procedures designed to provide all students with a fair and uniform testing experience. Copies of the Bulletin will be shipped to your school midway through the academic year. On exam day, all students must affirm that they have read and agree to the policies and procedures in the Bulletin.

Print the estimated number of copies of the Bulletin for AP Students and Parents that you will need:

(To order the Spanish language version of the Bulletin, visit collegeboard.org/ap/prerequisites starting January 2, 2019. To order the large-text version of the Bulletin, call 877-376-6647.)

**Step 2: Enter Required Contact Information**

- Address:
  - CB School Code: _____
  - School Name & Address:
  - AP Coordinator Information:
    - AP Coordinator: ________
    - Principal: ________
- (To order the 5-year language version or the College Board Assessment Program, please enter the estimated number or copies of the Bulletin in the space below.)

*Note: To ensure that collegeboard.org email is not incorrectly identified as spam by your email program’s filtering mechanism, please add collegeboard@collegeboard.org to your address book.*
Filling Out the Participation Form

Provide Exam Information:

- **Important:** Indicate whether exams will be ordered by and administered at your school or another school.
- Indicate the number of copies of the *Bulletin for AP Students and Parents* needed. The *Bulletin* is available online in Spanish.

Enter Required Contact Information:

- AP coordinator’s name and email address (if you have an existing Educator Professional Login account, enter the same email address) to be used for most future communications, including distribution of access codes for the exam ordering website.
- If applicable, the name and email address of an additional authorized staff person, who will be authorized to conduct any necessary transactions on behalf of the AP coordinator.
- Your principal’s email address.
Filling Out the Participation Form

• **Confirm AP Course Audit Information:**
  – Schools offering AP courses in 2018-19 must review and initial a series of statements about AP Course Audit participation.

• **Agree to AP Participation Policies:**
  – The principal and AP coordinator must attest to meeting exam administration requirements by initialing each statement in this section and then signing the bottom.
After Returning Participation Materials

• You’ll receive a confirmation email.

• Starting in late fall, you’ll receive shipments of informational materials:
  – AP Coordinator’s Manual
  – Copies of the Bulletin for AP Students and Parents for distribution to students who will take AP Exams

• In January, you’ll receive an email with an access code for ordering AP Exams online.
This calendar was designed by AP coordinators to help you plan your school’s AP Exam administrations. Refer to the 2019 Exam Ordering Deadlines table on page 19 to aid your planning.

### September 2018

- **Deadline 9/15:** Last day for schools to order 2018 free-response booklets for available forms.
- AP Studio Art Portfolio Requirements are mailed to the attention of AP Studio Art teachers.
- Annual AP participation materials are mailed to schools to the attention of the principal.
- Hold discussions with teachers and departments to build consensus on how to prepare students for AP courses and exams.
- Schedule an AP information session for students and parents. Download a PowerPoint presentation from collegeboard.org/shareap.
- Print or make copies of the 2019 AP Exam schedule and distribute it to teachers and administrators.
- Confirm the 2019 AP administration dates are noted on the school calendar.
- Visit collegeboard/apcoordinator for updated information and resources.
- Register for a free AP Coordinator Workshop through AP Central.
- Join the AP Coordinator Community, an online collaboration space moderated by a fellow coordinator, where you can connect with colleagues, share resources, and discover and exchange ideas. Visit apcommunity.collegeboard.org/web/apcoordinators.

### October 2018

- **10/1,** for AP Capstone: Deadline for teachers to complete the AP Course Audit form and submit a course syllabus for Research and Seminar: Principals (or designated administrators) must approve the Course Audit form before this date.
- **10/15:** Preferred date by which administrators should renew previously authorized courses.
- Meet with the SSD coordinator to discuss the eligibility process and applicable AP students.
- **10/15:** For AP Capstone: Visit collegeboard.org/apcapstone to review the AP Capstone Information Guide for completing the Teacher Application.
- **10/15:** Deadline for schools to order 2018 free-response booklets for available forms.
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### November 2018

- **10/18:** AP large-volume school rebates, addressed to the attention of the AP coordinator, are received at large-volume schools.
- **Deadline 11/15:** AP participation materials are due: Participation Form and AP Survey (Don’t forget to indicate how many copies of the 2018-19 Bulletin for AP Students and Parents you’ll need.)
- For planning purposes, compile an initial list of AP Exams that the school intends to administer.
- Estimate the probable numbers of exam takers. Include exams for homeschooled students and students from other schools.
- Outline your school’s procedures and schedule the student registration process for ordering exams.
- Determine how the fees will be collected. If the school requires a deposit for each exam ordered (e.g., $15 to cover the unused exam fee), collect it.
- Check the school schedule for possible conflicts with the AP Exam administration (including AP and/or athletic).
- AP Courses Ledger of authorized 2018-19 AP courses is available online.

### December 2018

- **AP Potential** becomes available. Principals and AP coordinators receive their access codes, which are also available in the K12 score-keeping portal. Visit apppotential.collegeboard.org.
- Schools that returned their participation materials will receive copies of the 2018-19 Bulletin for AP Students and Parents and the 2018-19 AP Coordinator’s Manual in separate shipments.
- Carefully read the 2018-19 AP Coordinator's Manual, noting any AP Program changes and items that will need follow-up.
- Create a master schedule for scheduling exams, testing rooms and locations, proctors, equipment, etc. (Visit collegeboard.org/apdownloads for a template.)
- Determine if off-site testing is needed to ensure compliance with exam administration and security procedures. Begin negotiations for securing facilities away from the school.
- Create a spreadsheet for tracking exam registrations and fees. (Visit collegeboard.org/apdownloads for a template.)
- Distribute the 2018-19 Bulletin for AP Students and Parents to all AP students and encourage them to read it, as students agree to the terms therein on exam day. Encourage students to share the bulletin with their parents.
- Identify and generate a list of students who are eligible for College Board fee reductions.
- View the AP Coordinator Tutorial videos for an overview of your responsibilities before, during, and after the AP Exam Administration. Visit collegeboard.org/apcoordinatortutorials.
2019 AP Exam Dates

Week 1

View the schedule online: collegeboard.org/apexamdates
# 2019 AP Exam Dates

## Week 2

View the schedule online: collegeboard.org/apexamdates

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 p.m.</th>
<th>Afternoon 2 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 13</td>
<td>Biology</td>
<td>Physics C: Mechanics</td>
<td>Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td>Tuesday, May 14</td>
<td>Calculus AB</td>
<td>Art History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td>Human Geography</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 15</td>
<td>English Language and Composition</td>
<td>Italian Language and Culture</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>Thursday, May 16</td>
<td>Comparative Government and Politics</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, May 17</td>
<td>Microeconomics Music Theory</td>
<td>Computer Science A Latin</td>
<td></td>
</tr>
</tbody>
</table>
## 2019 Late Testing Schedule

<table>
<thead>
<tr>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, May 22</strong></td>
<td></td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>Art History</td>
</tr>
<tr>
<td>European History</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Computer Science A</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>Japanese Language and Culture</td>
</tr>
<tr>
<td>Psychology</td>
<td>Music Theory</td>
</tr>
<tr>
<td>Statistics</td>
<td>Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>Chinese Language and Culture</td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Physics 1: Algebra-Based</td>
<td>French Language and Culture</td>
</tr>
<tr>
<td>United States History</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>Italian Language and Culture</td>
</tr>
<tr>
<td></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>Physics 2: Algebra-Based</td>
</tr>
<tr>
<td><strong>Thursday, May 23</strong></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Comparative Government and Politics</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>German Language and Culture</td>
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<tr>
<td>English Literature and Composition</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>Human Geography Seminar</td>
<td>Spanish Language and Culture</td>
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<tr>
<td>United States Government and Politics</td>
<td>Spanish Literature and Culture</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Friday, May 24</strong></td>
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</tbody>
</table>
## Late-Testing Policy

<table>
<thead>
<tr>
<th>No Additional Fee Incurred</th>
<th>Additional Fee Incurred: $45 per exam*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic contest/event*</td>
<td>• Conflict with non-AP, non-IB, or non-Cambridge exam</td>
</tr>
<tr>
<td>• Athletic contest/event*</td>
<td>• Family/personal commitment</td>
</tr>
<tr>
<td>• Conflict with IB or Cambridge exam</td>
<td>• Ordering error</td>
</tr>
<tr>
<td>• Conflict with nationally, province-, or state-mandated test</td>
<td>• Other school event</td>
</tr>
<tr>
<td>• Disabilities accommodation issues</td>
<td>• School closing (local decision, non-emergency)</td>
</tr>
<tr>
<td>• Emergency: bomb scare or fire alarm</td>
<td></td>
</tr>
<tr>
<td>• Emergency: serious injury, illness, or family tragedy</td>
<td></td>
</tr>
<tr>
<td>• High school graduation*</td>
<td></td>
</tr>
<tr>
<td>• Language lab scheduling conflict</td>
<td></td>
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<tr>
<td>• Religious holiday/observance</td>
<td></td>
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<tr>
<td>• School closing: election, national holiday, or natural disaster</td>
<td></td>
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<tr>
<td>• Strike/labor conflict</td>
<td></td>
</tr>
<tr>
<td>• Student court appearance*</td>
<td></td>
</tr>
<tr>
<td>• Two AP Exams on the same date and time</td>
<td>*Students who qualify for College Board Fee Reductions will not incur the $45 charge if alternate testing is required for one of these reasons.</td>
</tr>
</tbody>
</table>

*Added for 2018-19

Should you have an exceptional circumstance not covered in the list, contact AP Services for Educators at 212-632-1781 or 877-274-6474
More Facts about Late Testing

- Alternate exams are equivalent in depth and difficulty to the regularly scheduled exams.
- Students’ alternate (late-testing) exam scores may be delayed up to one month (until August). Make sure your students know this.
- Students’ free-response booklets from alternate exams are not available for purchase.
- AP Instructional Planning Reports do not include data from alternate exams.
- If a school fails to follow AP security procedures and doesn't administer the alternate exams on the specified dates at the specified times, scores for those exams will be canceled, and the school may be prohibited from offering AP Exams in the future.
What's New?

Important Changes for 2018-19
2019 Exam Fees

<table>
<thead>
<tr>
<th>Regular Exams</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student pays school</td>
<td>$94 per exam</td>
</tr>
<tr>
<td>School pays the College Board</td>
<td>$85 per exam</td>
</tr>
<tr>
<td>School rebate</td>
<td>$9 per exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP Capstone: AP Seminar and AP Research</th>
</tr>
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</tr>
<tr>
<td>School pays the College Board</td>
</tr>
<tr>
<td>School rebate</td>
</tr>
</tbody>
</table>
Fee Reductions for Alabama Low-Income Students

2019 AP Exams
- Exam Fee - $94
- College Board Rebate $32
- School Rebate: $9
- Alabama contribution $53
- Student/District contribution $0

2019 AP Capstone Exams
- Exam Fee - $142
- College Board Rebate $32
- School Rebate: $9
- Alabama Contribution $101
- Student/District Contribution $0

• The College Board provides a $32 fee reduction per exam for students with financial need.
• Schools are expected to forgo their $9 rebate for these students, resulting in a cost of $53 per exam.
## Other Fees

### Alternate Exams for Late Testing

| Late-testing fee (reason: school mistake, student conflict, etc.) | $45 per exam in addition to the exam fee |

### Other Fees

| Unused exams | $15 per exam |
| Late exam orders | $55 for each order received after the extension deadline |
| Late exam return | Twice the exam fee for each exam in shipments received after June 1 |
| Late payment | $225 for payments postmarked after June 15 |
Large-Volume Exam Rebate

Schools administering 150 or more AP Exams receive a rebate based upon the number of exams administered:

- $250 for schools giving 150–499 exams
- $500 for schools giving 500–749 exams
- $1,000 for schools giving 750–999 exams
- $1,500 for schools giving 1,000–1,999 exams
- $3,000 for schools giving 2,000 or more exams

The check is sent to the AP coordinator in November.

Your principal receives a copy of the letter outlining approved uses for the rebate.
Upcoming Course and Exam Changes

2018-19

• **AP U.S. Government and Politics**: AP U.S. Government and Politics has been redesigned for the 2018-19 school year. For more information, go to collegeboard.org/apusgopo.

• Teachers of previously authorized AP U.S. Government and Politics courses must submit a syllabus that meets the revised curricular requirements through the AP Course Audit in 2018-19.

2019-20

• **AP World History**: Starting in the 2019-20 school year, there will be changes to the AP World History course and exam. For more information, go to collegeboard.org/apworldhistory2019.

• Teachers won’t be required to submit a syllabus for review and approval. Instead, they will simply confirm awareness of these changes on their 2019-20 AP Course Audit form.
Additional Changes

Assistive Technology Compatible (ATC) Exams

• ATC-format exams are available for most subjects. Students must be approved for this accommodation by the College Board’s SSD office, and the ATC exams must be ordered by the AP coordinator through the AP Ordering website.

Social Security Number Removal

• To protect student privacy, as of July 2018, Social Security numbers will no longer be included in students’ score reports.
8 New Pre-AP Courses

Pre-AP launched in fall 2018 with eight new courses for ninth grade, and more to follow.

Pre-AP is open to ALL students.

The Pre-AP Program aims to:

- Significantly increase the number of students able to access and complete college-level work before leaving high school.
- Improve the college readiness of all students.

https://pre-ap.collegeboard.org
Timeline

Year 1 Partner Schools
SY 2018-19
Implementation in ~100 schools

Year 2 Partner Schools
SY 2019-20
Implementation in ~200 schools

Year 3
SY 2020-21
Open to all schools and grade levels

Beyond
Course Audit Required in 2022-23
One-Day Workshops Available for Districts

pre-ap.collegeboard.org/professional-learning

**English Language Arts**
**Pre-AP ELA: Texts Take Center Stage**
Texts take center stage in the Pre-AP ELA classroom, inspiring and preparing all students for close, critical reading. This workshop addresses the three key areas of focus within a Pre-AP ELA classroom: reading deeply, valuing evidence, and noticing language choice. Through engagement with a close reading protocol, participants will explore how these areas of focus help the reader to observe the small details within a text in order to arrive at a deeper understanding of the whole.

**Pre-AP ELA: From Sentence to Synthesis**
The Pre-AP ELA classroom trains the writer to focus on crafting complex sentences as the foundation for writing in order to facilitate complex thinking and to communicate ideas clearly. Writing instruction and practice are linked to reading comprehension as students learn to create clear sentences that incorporate textual evidence. By first focusing attention on sentences and paragraphs, teachers will learn how to support students in acquiring a strong foundation for later work with essays and other types of writing.

**Visual and Performing Arts**
**Documenting the Process of Thinking and Creating in Pre-AP Arts Classrooms**
In the Pre-AP Arts classroom, teachers help students record their creative processes and reflect on the development of their artistic works. This workshop will focus on the idea that students who are reflective about their artistic choices will become more adept in building skills in their disciplines. Participants will learn how to help students trace the evolution of their thinking, including idea generation, ongoing revision and refinement, and presentation of their work for particular audience. Specific activities in the workshop include an examination of the Pre-AP Arts Course Frameworks, as well as work with formative assessments, inquiry-led dialogues, and exploratory critiques.

**Facilitating Risk-Taking, Inventiveness, and Experimentation in the Pre-AP Arts Classroom**
The Pre-AP Arts classroom facilitates risk-taking, inventiveness, and experimentation in order to engage students more deeply in the creative process on their way to producing visual and performing art. This workshop focuses on how the power of encouraging trial and error in the arts classroom can help support students who are more confident and willing to improve their skills. Participants will learn how to provide guided, structured opportunities for student choice and agency throughout each phase of the creative process.

**Sciences**
**Pre-AP Science: Developing Inquiry Mindsets in the Science Classroom**
Developing inquiry mindsets is a focus of the Pre-AP science classroom. In this workshop, participants examine the characteristics of an effective, collaborative science classroom through the lens of the Pre-AP Biology Framework, areas of focus, and shared instructional principles. Teachers will actively engage in modeling focused on building a safe classroom environment where students develop inquiry skills while accessing critical content through close observation and analysis, higher-order questioning, evidence-based writing, academic conversation, and mathematical argumentation. Participants will then plan for the inclusion of observation and analysis, collaborative group structures, and higher-order questions that promote academic conversations in their daily instruction.

**History and Social Studies**
**Fostering Disciplinary Reasoning Skills in the Pre-AP History and Social Studies Classroom**
Fostering disciplinary reasoning skills is a key focus of the Pre-AP social studies classroom. This workshop explores the four disciplinary reasoning skills that appear in Pre-AP and AP course frameworks: causation, comparison, contextualization, and change and continuity over time. Participants will design activities that utilize the Pre-AP shared instructional principles and invite students to make meaning out of primary and secondary source sets in the way that historians and geographers do.

**Effective Use of Source Sets in the Pre-AP History and Social Studies Classroom**
This workshop explores the three areas of focus in a Pre-AP social studies classroom: evaluating evidence, incorporating evidence, and explaining historical relationships. With these shifts in mind, participants will experience the Pre-AP model of disciplinary apprenticeship by leveraging source sets in the way that historians and geographers do. Participants will leave the workshop with an understanding of the characteristics that make a source set useful, Pre-AP shared instructional principles and strategies to guide work with source sets, and time to engage in peer feedback on new source sets.

**Mathematics**
**Pre-AP Math: Developing Mathematical Mindsets Through a Learner-Centered Classroom**
In this workshop, participants examine the characteristics of an effective, collaborative mathematics classroom through the lens of the Pre-AP Algebra 1 Framework, areas of focus, and shared instructional principles. Teachers will actively engage in modeling focused on building a safe classroom environment where students access critical content through close observation and analysis, higher-order questioning, evidence-based writing, academic conversation, and mathematical argumentation. Participants will then plan for the inclusion of observation and analysis, collaborative group structures, and higher-order questions that promote academic conversations in their daily instruction.

**Using Higher-Order Questioning to Support Contextualization in the Pre-AP Math Classroom**
The Pre-AP shared instructional principles of higher-order questioning and academic conversation support students' ability to bridge concepts and representations developed in previous courses through deep conceptual understanding. Through the modeling of purposeful tiered questioning and academic conversations, participants in this workshop will examine characteristics of questions that motivate student thinking and encourage productive lingering that promotes student access to rigorous content. Participants will then create a plan to support students in grappling with and making sense of contextual problems by purposefully integrating higher order questioning and academic conversation opportunities into an upcoming lesson.

**Pre-AP Math Content Seminar: Proportional Relationships and Linear Functions**
In this workshop, participants will use the Pre-AP Algebra 1 Course Framework as a foundation for exploring the use of proportional relationships and multiple representations to build a clear, conceptual understanding of linear relationships. Participants will analyze the structure of proportional relationships that support the progression of student understanding connecting proportional relationships with "slope as a rate of change" and "linear functions."
Pre-AP Launches in Fall 2018. Be a Part of It!

Prepare the next generation to learn and grow in the classroom and beyond. Apply to participate in the Pre-AP Program beginning fall 2019.

Apply Now

Upcoming Dates

- **MAY 1, 2018**
  Application open
- **JUL 2, 2018**
  Application deadline for early acceptance
- **OCT 1, 2018**
  Application closes
AP with WE Service

Service Learning modules for all AP courses and free to all AP teachers to use!

- Identify local priorities for students to problem-solve
- Students must engage in 20 hours of service
- Teachers plan up to 10 hours of in-class service learning instruction

Incorporating Service Learning into AP Courses

Imagine...
- your AP Environmental Science students proposing a solution to reduce biodiversity loss.
- your AP Human Geography students developing an action plan that addresses hunger in their community.
- your AP Studio Art: 2-D Design students painting a mural to demonstrate their individual perspectives on man-made and natural environments.

AP already brings college-level learning into the high school classroom. Now, in partnership with educational partner WE, AP is bringing the classroom into the world.

Participation Forms at www.we.org/ap/

Applications will be accepted until October 31st, 2018.
Janet’s Top Online Resources
Janet’s Top 5 Online AP Resources

1. AP Central
2. AP Course Audit
3. AP Potential
4. AP Online Score Reports
5. AP2019
Upcoming Events

- **OCT 1, 2018**
  Preferred submission and renewal deadline for Capstone and CSP course materials in order to access the digital portfolio.

- **OCT 15, 2018**
  Preferred deadline for administrators to renew previously authorized courses that are again offered in the 2018-19 school year.

- **NOV 1, 2018**
  AP Course Ledger becomes available.
About AP

AP Central

Outreach and Support Resources

Use these resources to support your AP Program.

AP Central / About AP / Start & Grow AP / Outreach and Support Resources

Overview
AP at a Glance
Discover the Benefits of AP
Start & Grow AP
How AP Develops Courses and Exams
AP Data & Research
AP Awards
News & Changes

School Leader Materials
AP Online Scores
AP Computer Science Exams
YouTube Channel
Stay Connected

AP Advocates Program
Access Initiatives
Outreach and Support Resources
AP Resources

- **Student Brochure** describing the unique benefits of AP
- **Parents’ Night PowerPoint Presentation** to introduce parents to AP
- **Customizable AP Overview PowerPoint** in English and Spanish
- **AP Informational Event Planner** with ideas and tips for planning and promoting successful informational events for parents and students to support participation in AP courses
- **Digital Resources for AP coordinators** to help build student and parental awareness for AP events and activities:
  - Email Template for Parents
  - Email Template for Parents – Spanish
  - Text for "Robocalls" in English and Spanish
  - Banner Ads for School Websites
AP Resources

- **Conversation Starters** to help students and parents talk to counselors about AP (available in 15 languages)

- **AP YouTube Channel** with videos featuring AP students and teachers that can be used in presentations

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**Give AP® a Personal Touch ... With Outreach Calls to Families and Students**

Many schools and districts use automated outbound telephone systems to keep parents and students informed about important school events, deadlines and programs. Counselors and other educators have asked us for ideas about using these automated outreach systems to help build interest and participation in AP® courses.

Here are scripts you can use and adapt to help you get the word out about AP in your school.

- **Think AP** – This message can be used to introduce families to Advanced Placement® opportunities in your school.

  This is <<Your Name>> and I'm the <<Your Title>> at <<Your School>>. I'm calling to make sure you know about our school's Advanced Placement program and the courses.

- **AP Enrollment Deadline Approaching** – This message serves as a reminder so families and students can be sure to meet with their counselors and enroll in AP classes on time for the upcoming school year.

  This is <<Your Name>> and I'm the <<Your Title>> at <<Your School>>. I'm calling to make sure you know that the AP enrollment deadline is coming up.
This is the core document for this course. It clearly lays out the course content and describes the exam and AP Program in general.

Online Modules: Teaching Reading and Writing with Complex Sources

Free-Response Questions from the 2018 AP English Language and Composition Exam

New Resources Coming in 2019
The success of a school’s AP program is due in large part to the efforts of a dedicated AP coordinator. AP coordinators assume primary responsibility for organizing and administering the AP programs at their schools. They also manage the ordering, receipt, distribution, administration, and return of AP Exam materials — making sure millions of students worldwide receive their AP scores.

**Important Changes**
Stay up to date to ensure a successful exam administration for your students.

**Annual Calendar & Deadlines**
Get an overview of the AP year, including exam ordering deadlines.

**Exam Ordering & Fees**
Information on exam ordering, fees, and fee reductions for low-income students.

- Exam Fees
- Ordering Exam Materials
- Late-Testing Policies

**Preparing for Exam Day**
Tools to help you and your students get ready for the big day.

- Exam Security
- Seating Policy and Seating Charts
Coordinator Tutorial

- 8 Web videos with links to related content and resources
- Supports new AP coordinators
- Covers a coordinator’s responsibilities before, during, and after the exam administration
- Presented by an AP coordinator

collegeboard.org/apcoordinatortutorial
AP Online Community

All AP Teachers and AP Coordinators have a dedicated AP Community, which includes:

- Discussion Boards
- Resource Library
- Browse-able Curriculum
- Member Directory
- Email digests and notifications
- Reply by email

To learn more, visit apcommunity.collegeboard.org and sign up.
AP Coordinator Community

- Get ideas or quick answers from other AP coordinators
- Share concerns and suggestions

Homepage of AP Coordinator Community with discussion boards and resources.
**AP Course Audit**

[![AP Course Audit](collegeboard.org/apcourseaudit)](collegeboard.org/apcourseaudit)

**Upcoming Dates**

- **OCT 1 2018**
  Preferred submission and renewal deadline for Capstone and CSP course materials in order to access the digital portfolio.

- **OCT 15 2018**
  Preferred deadline for administrators to renew previously authorized courses that are again offered in the 2018-19 school year.

- **NOV 1 2018**
  AP Course Ledger becomes available.
Course Audit Process

Only AP courses offered during the 2018-19 school year should be renewed. Eligible courses not renewed for the current year will be available for renewal in future years if the AP course is again offered.

New AP Teachers

Submitting Your Course Materials

Sign in to AP Course Audit
Teachers sign in to or create their AP Course Audit account.

Add course
Teachers click Add New Course and choose the subject.

Fill out form
Teachers fill out the online AP Course Audit form and submit it.

Approve form
The school AP Course Audit administrator—the principal or a principal's designee—signs in to AP Course Audit and approves the form.

Submit syllabus
Teachers upload and submit their course syllabus. (The deadline for submission is January 31.)
## Course Audit Calendar

### Advanced Placement Program® (AP®)

**2018-19 Course Audit Calendar**

The following table outlines important dates and corresponding responsibilities for the role of Teacher.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1, 2018</td>
<td>AP teachers begin submitting materials (a syllabus and Course Audit Form) for new courses to be offered in the 2018-2019 school year.</td>
</tr>
<tr>
<td>October 1, 2018</td>
<td>Preferred submission deadline for Capstone and CSP course materials in order to access the digital portfolio for these AP courses.</td>
</tr>
<tr>
<td>January 31, 2019</td>
<td>Deadline to complete the initial submission of course materials (a syllabus and Course Audit Form) for the 2018-19 school year.</td>
</tr>
</tbody>
</table>

The following table outlines important dates and corresponding responsibilities for the role of AP Course Audit Administrator.

<table>
<thead>
<tr>
<th>Dates</th>
<th>AP Course Audit Administrator Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1, 2018</td>
<td>AP Course Audit administrators begin approving Course Audit forms for new courses to be offered in the 2018-2019 school year.</td>
</tr>
<tr>
<td>August 1, 2018</td>
<td>AP Course Audit administrators begin renewing previously authorized courses for the 2018-19 school year. AP Course Audit administrators begin adding <strong>Online/Distance Learning</strong> courses through the School Status page.</td>
</tr>
<tr>
<td>October 1, 2018</td>
<td>Preferred submission and renewal deadline for Capstone and CSP course materials in order to access the digital portfolio for these AP courses.</td>
</tr>
<tr>
<td>October 15, 2018</td>
<td>Preferred date for administrators to: Renew previously authorized courses for the 2018-19 school year (<strong>ensures the inclusion of these courses in the AP Course Ledger in November</strong>). Remove inactive teachers or courses not offered in the 2018-19 school year from the School Status page.</td>
</tr>
<tr>
<td>January 31, 2019</td>
<td>Deadline to: Approve Course Audit forms for initial submissions. Renew previously authorized courses for the 2018-19 school year. Remove teachers not teaching or courses not being taught during the 2018-19 school year. Add <strong>Online and Distance Learning</strong> courses being taught during the 2018-19 school year.</td>
</tr>
</tbody>
</table>
## AP Potential

<table>
<thead>
<tr>
<th>Define Pool</th>
<th>Subject</th>
<th>2018 Potential AP Students</th>
<th>2017 AP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exam Takers</td>
<td>Exams 3 or Higher</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Art History</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Biology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Calculus AB</td>
<td>0</td>
<td>1</td>
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<td>60 ▼</td>
<td>Chemistry</td>
<td>2</td>
<td>1</td>
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<tr>
<td>60 ▼</td>
<td>Comparative Government &amp; Politics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Computer Science A</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>English Language</td>
<td>57</td>
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<tr>
<td>60 ▼</td>
<td>English Literature</td>
<td>22</td>
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<tr>
<td>60 ▼</td>
<td>Environmental Science</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>European History</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Human Geography</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Macroeconomics</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Microeconomics</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Music Theory</td>
<td>8</td>
<td>0</td>
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<tr>
<td>60 ▼</td>
<td>Physics 1</td>
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<td>0</td>
</tr>
<tr>
<td>60 ▼</td>
<td>Physics C: Electricity &amp; Magnets</td>
<td>0</td>
<td>0</td>
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<tr>
<td>60 ▼</td>
<td>Physics C: Mechanics</td>
<td>2</td>
<td>0</td>
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<tr>
<td>60 ▼</td>
<td>Psychology</td>
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<td>60 ▼</td>
<td>Statistics</td>
<td>5</td>
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<tr>
<td>60 ▼</td>
<td>U.S. Government &amp; Politics</td>
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<tr>
<td>60 ▼</td>
<td>U.S. History</td>
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<tr>
<td>60 ▼</td>
<td>World History</td>
<td>30</td>
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</table>
Invite Potential Students to AP

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Score Code</th>
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<tbody>
<tr>
<td>AALIYAH, A</td>
<td>10th</td>
<td>12346</td>
</tr>
<tr>
<td>AALIYAH, A</td>
<td>10th</td>
<td>12346</td>
</tr>
<tr>
<td>AALIYAH, A</td>
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<td>12346</td>
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<tr>
<td>ARON, A</td>
<td>10th</td>
<td>12346</td>
</tr>
<tr>
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</tr>
<tr>
<td>ARON, A</td>
<td>10th</td>
<td>12346</td>
</tr>
<tr>
<td>ABRAHAM, A</td>
<td>10th</td>
<td>12345</td>
</tr>
<tr>
<td>ABRAHAM, A</td>
<td>10th</td>
<td>12345</td>
</tr>
<tr>
<td>ABRAHAM, A</td>
<td>10th</td>
<td>12345</td>
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<tr>
<td>ADAN, A</td>
<td>10th</td>
<td>12346</td>
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<td>12346</td>
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<tr>
<td>ADDISON, A</td>
<td>10th</td>
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<td>10th</td>
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</tr>
<tr>
<td>ADRIANNA, A</td>
<td>10th</td>
<td>12346</td>
</tr>
</tbody>
</table>

AP Potential

Generate Letters to Parents/Guardians

Click below to create a mail merge of letters you can send to parents/guardians and students, based upon the student roster you generated. Send these letters to inform families of their child’s potential to succeed in specific AP courses. The letters are generated only for AP courses for which students have the level of AP Potential you selected.

Go Back to Results

Customize and generate your letters in 3 easy steps:

1. Enter the contact information for the staff member that students can contact to learn more information about Advanced Placement:
   - enter contact name and info
   - ex: Jane Doe at 301-555-1212, or Jane Doe at janedoe@example.com

2. Enter the name for the signature line on the letters:
   - enter signature line name
   - ex: Jane Doe

3. Generate Letters to Parents/Guardians: English or Spanish
AP Online Score Reports

AP® Online Reports for Educators

The College Board is pleased to offer a secure, Web-based system delivering AP reports to secondary schools and districts. Authorized teachers, AP coordinators, principals, and other administrators can access these reports. To access this site, enter your College Board Education Professional user name and password below.

Existing Users: Sign In

Please enter your Education Professional user name and password.

User name:  
Password:  

Forgot User Name?  
Forgot Password?  
Need Help?

New Users: Sign Up

Don't have an account?

Sign In

Sign Up

Announcements

Now available: 2017 AP® Reports

Learn more at AP Score Reports and Data.

For AP student questions visit AP Online Scores for Students.

AP Teachers: Interested in becoming an AP Exam Reader?
Learn more here.
Subject Score Roster
Roster for each AP subject listing all students and their AP scores. If your school designated class sections on students' answer sheets, the data displayed are specific to particular sections/teachers of a course.

AP Instructional Planning Report
Subject-specific report showing the performance of students on the multiple-choice and free-response sections and on specific topics within that AP Exam, compared to all students. Available for each AP subject offered at your school.

If your school designated class sections on students' answer sheets during the exam administration, administrators, AP teachers and district administrators will see this report displayed by individual class section for any applicable subjects.

School Summary by Student Demographics
Report summarizing your school's AP scores by education level, race/ethnicity, gender, and fee reduction status.

School Summary with Comparable Groups
Report comparing the AP scores at your school to comparable groups, overall and by individual subject.

Current Year Score Summary
Report listing the total numbers of each AP score (1 to 5) for each AP subject offered at your school.

Five-Year School Score Summary
Report containing five years of data at the school, state and global levels, and subject-specific summaries of total exams, scores and mean scores.

School Score Roster
Roster showing all AP students who tested during a specific exam year, and their AP scores. This report is customizable to display these students' scores from previous years.

School Scholar Roster
Roster showing all students who earned an AP Scholar Award, or AP Capstone Award, and their AP Exam scores.

Student Score Report
Individual, cumulative report for each AP student in your school, listing scores for each AP Exam taken by that student.

College and University Totals
Report listing which colleges and universities received your students' AP scores.

AP Equity and Excellence
Report displaying the percentages of your school's entire 10th, 11th and 12th grade classes who scored a 3 or higher on at least one AP Exam and the percentage of the senior class that scored a 3 or higher on at least one AP Exam during high school.
A. Shows how your group of students performed versus the global population overall by score.

B. Shows your students' performance on multiple-choice and free-response sections by quartiles or fourths compared to the global population.

Note: If viewing a report for Seminar or Research, the quartile distributions are across content areas and performance tasks. If viewing a Computer Science Principles report, distributions will be across the multiple choice exam and performance tasks.
AP Instructional Planning Report (Page 2)

This page provides a detailed view of students’ performance on specific content categories on the multiple-choice and free-response sections.

- The **Global Mean** column provides the average scores of AP students worldwide.
- The **Group Mean** column provides the average scores for your students.

### Sample High School (000000) - Physics 1

#### Performance on Multiple-Choice Section (Maximum Possible Score = 40)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Number of Questions</th>
<th>Global Mean</th>
<th>Group Mean</th>
<th>Lowest Fourth</th>
<th>Second Fourth</th>
<th>Third Fourth</th>
<th>Highest Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>B11: OBJECTS AND SYSTEMS</td>
<td>1</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>B12: FIELDS IN SPACE AND INTERACTIONS</td>
<td>2</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>B13: INTERACTIONS BETWEEN OBJECTS</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>B14: INTERACTIONS BETWEEN SYSTEMS</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>B15: CONSERVATION LAWS</td>
<td>15</td>
<td>10</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>B16: WAVE MODELS AND APPLICATIONS</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SP1: USES REPRESENTATIONS AND MODELS TO COMMUNICATE SCIENTIFIC PHENOMENA AND</td>
<td>19</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
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<td>SOLVE PROBLEMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP2: USES MATHEMATICS APPROPRIATELY</td>
<td>20</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>SP3: ENGAGES IN SCIENTIFIC EXPLANATIONS AND THEORIES</td>
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<td>**</td>
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</tr>
<tr>
<td>SP4: PLANS AND IMPLEMENTS DATA COLLECTION STRATEGIES</td>
<td>2</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>SP5: PERFORMS DATA ANALYSIS AND EVALUATION OF EVIDENCE</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
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<tr>
<td>SP6: WORKS WITH SCIENTIFIC EXPLANATIONS AND THEORIES</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<tr>
<td>SP7: CONNECTS AND RELATES KNOWLEDGE ACROSS SCALES, CONCEPTS, REPRESENTATIONS</td>
<td>7</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>AND DOMAINS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Multiple-Choice Summary**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students in Your Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lowest Fourth</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
News and Changes

New AP Resources and Processes for 2019
Learn about the new resources and processes coming to all AP schools.
- For AP Teachers
- For AP Coordinators
- For Principals
- FAQ

AP Capstone Diploma Program
Explore AP Capstone, a program that helps students develop key academic skills.

AP Computer Science Principles
Read about our newest course, which is designed to engage more students in computer science.

Related Topics
- AP Computer Science Principles in the News
- 2019-20 AP World History Changes
AP 2019

Launching in 2019: New AP Resources and Processes

We're making changes to better support AP students, teachers, and coordinators.

Find Out Why

Get Ready for the Future of AP

We're making some improvements to the way AP works, including giving students and teachers new resources to support them all year.

Watch Video
New Resources and Supports for AP in 2019-20

Designed to motivate students and improve the AP® classroom experience

Instructional Resources
- AP Question Bank
- Unit Guides
- Personal Progress Checks
- Performance Dashboards

Ordering and Administration Supports
- Digital Activation
- Streamlined Ordering
- Personalized Labels
Personal Progress Checks

Delivers actionable feedback throughout the year.

Formative AP questions that provide students with feedback on the areas where they need to focus. The checks:

- Measure content and skills through multiple-choice questions with rationales to explain correct and incorrect answers
- Provide scoring guidelines aligned to the AP rubric
AP Question Bank

Boosts student 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
Performance Dashboard

Highlights students’ progress and focus areas.

Interactive reports that track and measure students’ performance on critical concepts and skills:

- Gives students and educators immediate feedback starting at the beginning of the year
- Monitors performance over time across assessments and skills
- Identifies strengths and key support areas with recommended resources to improve
Digital Activation

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
Streamlined 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

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

Eliminates 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
# 2019-20 Timeline: Overview

<table>
<thead>
<tr>
<th>Month</th>
<th>Coordinator Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>Setup, Enroll, Register (Complete participation form; set up classes in the first weeks of class)</td>
</tr>
<tr>
<td>Sep</td>
<td>Order (Order exams by October or November deadlines)</td>
</tr>
<tr>
<td>Oct</td>
<td>Update Order (Finalize exam order with additions or cancellations by March deadline)</td>
</tr>
<tr>
<td>Nov</td>
<td>Give Exams (Receive AP ID labels)</td>
</tr>
<tr>
<td>Dec</td>
<td>Pay Invoice (Pay invoice by June 15)</td>
</tr>
<tr>
<td>Jan</td>
<td>Digital Activation opens; invite students in the first weeks of class</td>
</tr>
<tr>
<td>Feb</td>
<td>Use classroom resources with students</td>
</tr>
<tr>
<td>Mar</td>
<td>Complete Digital Activation; confirm exam-taking plans with the AP coordinator before ordering deadlines</td>
</tr>
<tr>
<td>Apr</td>
<td>Use classroom resources with AP teacher</td>
</tr>
<tr>
<td>May</td>
<td>Apply AP ID labels to exam materials</td>
</tr>
<tr>
<td>Jun</td>
<td>Score reporting</td>
</tr>
<tr>
<td>Jul</td>
<td>Score reporting</td>
</tr>
</tbody>
</table>
# 2019-20 Deadlines:
Exam ordering deadlines

Three key deadlines for ordering 2020 exams.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preferred Deadline</strong>&lt;br&gt;October 4, 2019</td>
<td>This is the recommended deadline to submit May 2020 exam orders.</td>
</tr>
<tr>
<td><strong>Final Deadline</strong>&lt;br&gt;November 15, 2019, 11:59 pm ET</td>
<td>This is the deadline to order exams for all AP courses that begin before November 15. Exams ordered after November 15 and by March 13 will incur a late order fee of $40 per exam in addition to the exam fee.</td>
</tr>
<tr>
<td><strong>Spring Course Orders and Fall Order Changes Deadline</strong>&lt;br&gt;March 13, 2020, 11:59 pm ET</td>
<td>This is the deadline to order exams for AP courses that begin after November 15 (the $40 unused/canceled exam fee is not applied), and to update the exam order with any late orders. To ensure timely processing and accuracy of your exam shipment, schools are encouraged to submit any known cancellations by this date.</td>
</tr>
</tbody>
</table>
### 2019-20: Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost Per Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time order</td>
<td>$94</td>
</tr>
<tr>
<td>Exam ordered by November 15</td>
<td></td>
</tr>
<tr>
<td>Late order</td>
<td>$134</td>
</tr>
<tr>
<td>Exam ordered between November 16 and March 13</td>
<td></td>
</tr>
<tr>
<td>Unused/canceled exam</td>
<td>$40</td>
</tr>
<tr>
<td>Exam that is canceled or not taken by the student</td>
<td></td>
</tr>
</tbody>
</table>

- **Capstone, International**: The base exam fee is higher for these exams. No change from 2018-19.
- **Low-income**: Deduct the College Board fee reduction, $9 per exam school rebate, and any state/local subsidies from the above amounts, except for unused/canceled exam fee.
  - If a state previously provided a subsidy and eliminates the funding in 2020, any unused/canceled fees would be waived for eligible students.
- **Spring-semester/block**: The late order fee does not apply as long as these exams are ordered by March 13.
- **Alternate exams given on late-testing dates**: Depending on the reason for late-testing, an additional $40 per exam fee may apply.
“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.”

—Teacher
Helping Schools Prepare

Ensure a successful AP Exam administration & support teaching and learning

Download now at collegeboard.org/ap2019

WHAT YOU NEED TO KNOW

New AP Resources Coming in the 2019-20 School Year

Getting Ready

What to do in the 2018-19 School Year
- Fall 2018: Meet with AP teachers and counselors to discuss the 2018-19 changes to AP.
- Before the 2019-20 exam registration period: Communicate new AP Exam ordering deadlines, policies, and fees to students and parents for 2019-20.
- Spring 2019: Connect AP teachers with overview videos on new AP resources and annual processes.
- Before summer break: Meet with AP teachers and the AP coordinator to remind them of the changes.

What to do in the 2019-20 School Year
- Before school starts:
  - Ensure teachers of new AP courses complete the Course Audit Form and have it approved by your designated administrator.
  - Allow time for AP teachers to set up class sections in the system.
  - Provide AP teachers with opportunities to incorporate Unit Guides and Unit Assessments into their sequenced and pacing calendars.
  - Connect AP teachers with best practices on using the AP Question Bank for daily checks on student understanding.
  - First week of school: Provide opportunities for students to log in and review their AP classes in the system.
  - Second week of school: Ensure rosters in the system match official class rosters.
  - After add/drop period: Confirm rosters in the system match official class rosters.
  - Last week of September: Follow local procedures to ensure students are committed to taking AP Exams.
  - First week of October: Verify students’ exam registration status in the system.
  - By October-November: Submit school's exam order by published deadlines.
  - March: Make final updates to your order, if needed, by the published deadline.

Best Practices

Announcing New AP Features to Your School Community
- Update course catalogs and school web pages.
- Ensure local processes for student decision making and deadlines for AP courses align with College Board deadlines.
- Communicate AP Exam registration deadlines and deadlines to homeless students.

Activating the Resources
- Ensure AP teachers are aware of the new system before summer break.
- Connect AP teachers with online overview videos.
- Allow time for AP teachers to learn how to use the system.
- Assess the availability of computers and mobile devices for use in AP classrooms.
- Ensure the school's Wi-Fi infrastructure is working well and College Board web pages have been whitelisted so they can be accessed from within your school's network.

Ordering Exams
- Ensure students and parents know when students need to confirm their exam registration decisions.
- Communicate exam fees and ordering deadlines.
- Ensure special materials are ordered as needed for students who require accommodations.

Supporting Classroom Instruction
- Connect AP teachers with online tutorials.
- Throughout the year, set aside time with AP teachers to discuss student progress at the end of each unit.
- Use the Unit Guides and Performance Dashboard during coaching conversations.
- Use classroom and hallway bulletin boards to chart class progress toward skill mastery.
- Ensure Wi-Fi infrastructure continues to work well throughout the year.
- Ensure AP teachers have access to computers, tablets, and smart phones for students to take Unit Assessments.
Important Links

P. 3 of *AP 2018-19 Coordinator’s Manual*

- AP Exam Ordering Website [collegeboard.org/apordering](http://collegeboard.org/apordering)
- General Information for Coordinators [collegeboard.org/apcoordinator](http://collegeboard.org/apcoordinator)
- AP Resource Library [collegeboard.org/apdownloads](http://collegeboard.org/apdownloads)
- AP Capstone™ Information for Coordinators [collegeboard.org/apcapstonecoordinator](http://collegeboard.org/apcapstonecoordinator)
- AP Course Audit [collegeboard.org/apcourseaudit](http://collegeboard.org/apcourseaudit)
- Online Score Reports for Educators [scores.collegeboard.org](http://scores.collegeboard.org)
- Online Score Reports for Students [apscore.org](http://apsescore.org)
- Services for Students with Disabilities [collegeboard.org/sss](http://collegeboard.org/sss)
- AP Computer Science Principles [collegeboard.org/apcsp](http://collegeboard.org/apcsp)
- AP Studio Art Digital Submission Application [apstudio.ets.org](http://apstudio.ets.org)
- Digital Audio Submission Portal for AP World Languages and AP Music Theory [apiaudio.ets.org](http://apiaudio.ets.org)
- AP Exam Instructions [collegeboard.org/apexaminstructions](http://collegeboard.org/apexaminstructions)
- AP Students [apstudents.org](http://apstudents.org)
- Free AP Publications [collegeboard.org/freepubs](http://collegeboard.org/freepubs)
- Low-Income Student Exam Fee Assistance [collegeboard.org/ap-essa](http://collegeboard.org/ap-essa)
Contact AP

**AP Services for Educators**
- Phone: 877-274-6474 or 212-632-1781
- Fax: 610-290-8979
- Email: apexams@info.collegeboard.org

**AP Course Audit**
- Phone: 877-274-3570 or 212-632-1781
- Business Hours: Mon.–Fri., 8 a.m.–5 p.m. ET
- Email/Web: Contact Course Audit from your account’s Communication Center or the “Contact AP Course Audit” link at collegeboard.org/apcourseaudit

**Services for Students with Disabilities**
- SSD coordinator Hotline: 212-713-8333
- Email: ssd@info.collegeboard.org
- [www.collegeboard.org/ssd](http://www.collegeboard.org/ssd)
Next Steps

- Complete AP Participation Form and Survey by November 15th
- Authorize/renew AP courses in Audit January 31, 2019
- Share updates with teachers, sign up for updates at collegeboard.org/ap2019
- Save the Date: July 18–21 — AP Annual Conference 2019, Orlando, FL
  - Submit session proposals by Friday, November 9
Thank You!

Janet Swandol, K-12 Senior Director
The College Board
jfswandol@collegeboard.org