

Projects / Performance Tasks / AP Exams

September 25, 2023

The AP Program and Projects

7 AP courses that use projects as part of a student's AP Exam score

AP courses where we provide a full PBL curriculum as an option

The AP Program and Projects

- Offer PD on this curricular approach in partnership with PBLWorks
- Research by the Lucas Foundation shows that when this method is used, coupled with professional learning, it can significantly improve student performance on AP Exams

AP courses where we support teachers to teach using projects

- AP US Government and Politics
- AP Environmental Science
- *In development:*
 - *AP Human Geography*
 - *AP Statistics*
 - *AP World History*



PROJECT 3:
Agricultural Systems

AP Environmental Science

Project Based Learning

PROJECT: AGRICULTURAL SYSTEMS



PROJECT 3:
Congress

AP U.S. Government and Politics

Project Based Learning

PROJECT: CONGRESS



Project at a Glance

Project Scope and Sequence

Projects	Units	Tasks	Duration (45-minute instructional periods)
1. Ecological Footprint	4, 5, 6, 7, 8	5	24
2. Community Ecology	1, 2, 3, 4, 5, 7, 9	6	29
3. Agricultural Systems	1, 4, 5, 8	5	32
4. Oceans in Action	1, 2, 3, 4, 5, 6, 8, 9	5	25
5. Global Climate Summit	3, 7, 9	5	27

Activities

Days 1-3: Pests and Pest Controls Including Integrated Pest Management

Students should research at least three potential pests from the categories listed in the Task 2 Description and Rubric Pest Invasion and then design an IPM plan for their farm in their farm presentation.

Day 1: Choose your Pests

Explain to Students: You've got pests! All farmers need to manage pests. There are many ways to do this, but remember: your pest management plans need to control the invaders and also be sustainable.

Pest Invasion

Begin this challenge by distributing the Task 2 Description and Rubric: Pest Invasion and the Pest Invasion Research Tool and review them thoroughly with your students.

Students will choose common pests known to attack their chosen crops, and they will complete their Pest Invasion Research Tool as they learn about pest control methods. Remind them that they will need to add to their existing farm maps and, depending on their farming method, types of allowable pesticides will vary. Some farms may lose an entire crop because of this.

Days 2-3: Pest Research

Pest Control Methods

Distribute the Task 2 Note-Taking Tool. Have students conduct research either in their class textbooks or online to learn about different pest control methods. As students complete each part of the note-taking tool, they are prompted back to their Pest Invasion Research Tool to complete the corresponding part.



TEACHER TIP

Endocrine disruptors (Topic 8.3) and persistent organic pollutants (POPs) (Topic 8.7) are both in the CED. Students are responsible for understanding how endocrine disruptors work as well as their impacts. They should understand that some pollutants, including some pesticides, persist for long periods of time in the environment. Plan to cover these topics

Research Article

Educational Evaluation and Policy Analysis

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The Impact of Project-Based Learning on AP Exam Performance

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Incorporating Performance Tasks / Projects into AP Scores for College Credit

7 AP courses that use projects as part of a student's AP Exam score

- AP Computer Science Principles
- AP Seminar
- AP Research
- AP Art and Design (3 courses)
- AP African American Studies

- AP Exams with performance-based assessments:
~400,000 in 2023
- These are also AP's fastest-growing courses

AP Computer Science Principles: Performance Task

- 30% of score
- 9 hours in class: Program code, video, and student-authored Personalized Project Reference sheet
- 60 minutes on exam day: 4 written response prompts

The second component of the AP Computer Science Principles Exam score is a performance task where students develop a computer program of their choice and then demonstrate their understanding of their project by answering four prompts on exam day in the proctored environment.

For the written response prompts, students will have access to their Personalized Project Reference and write responses to four prompts related to their program and code contained in this reference sheet. One question from each of the prompt categories listed below will appear on the end-of-course exam. The specific prompts will vary across the different versions of the exam.

AP Computer Science Principles: Performance Task

Algorithm Development

Students should be prepared to respond to prompts about their program that assess any of the following learning objectives:

- CRD-2.B: Explain how a program or code segment functions.
- AAP-2.E.b: Evaluate expressions that use relational operators.
- AAP-2.F.b: Evaluate expressions that use logic operators.
- AAP-2.H.b: Determine the result of conditional statements.
- AAP-2.J: Express an algorithm that uses iteration without using a programming language.
- AAP-2.K.b: Determine the result or side effect of iteration statements.
- AAP-2.L: Compare multiple algorithms to determine if they yield the same side effect or result.
- AAP-2.M.a: Create algorithms.
- AAP-2.M.b: Combine and modify existing algorithms.

AP Seminar: 2 Performance Tasks + End-of-Course Exam

Performance Task 1: Team Project and Presentation—20% of AP Seminar Score

Component	Scoring Method	Weight
Individual research report (1,200 words)	College Board scored	50% of 20%
Team multimedia presentation and defense (8–10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%

Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score

Component	Scoring Method	Weight
Individual written argument (2,000 words)	College Board scored	70% of 35%
Individual multimedia presentation (6–8 minutes)	Teacher scored	20% of 35%
Oral defense (2 questions from the teacher)	Teacher scored	10% of 35%

End-of-Course Exam (2 Hours)—45% of AP Seminar Score

Component	Scoring Method	Weight
Understanding and analyzing an argument (3 short-answer questions); suggested time: 30 minutes	College Board scored	30% of 45%
Evidence-Based argument essay (1 long essay); suggested time: 90 minutes	College Board scored	70% of 45%

Rubric excerpt: AP Seminar Individual Research Report

Reporting Category	Scoring Criteria			
Row 3 Evaluate Sources and Evidence (0, 2, 4 or 6 points)	0 points Does not meet the criteria for two points.	2 points The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry.	4 points The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently).	6 points The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use.
Decision Rules and Scoring Notes				
<div> <div> Typical responses that earn 0 points: <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to research. If one of these is present, cannot score 0). </div> <div> Typical responses that earn 2 points: <ul style="list-style-type: none"> Provide evidence that is either poorly selected or poorly explained (in terms of relevance and credibility). Provide evidence that is irrelevant or only obliquely relevant. </div> <div> Typical responses that earn 4 points: <ul style="list-style-type: none"> Include descriptions but the attributions are insufficient to establish credibility. Pay attention to the evidence, but not the source (may treat all evidence as equal when it is not). Draw upon research that may be clearly outdated without a rationale for using that older evidence. </div> <div> Typical responses that earn 6 points: <ul style="list-style-type: none"> Provide descriptions in the attributions that effectively establish credibility of the source and relevance of evidence (direct explanation). Make effective use of well-chosen, relevant evidence from credible academic sources (purposeful use). </div> </div>				
Additional Notes <ul style="list-style-type: none"> In Row 1, the judgement is whether the bibliography allows for complex context; Row 3 judges whether the incremental examples of evidence presented are well-selected and well-used. Purposeful use, in this case, refers to the deployment of relevant evidence from a credible source. Clear attribution, (i.e. readers are always able to tell what comes from what source and what kind of source it is) must be present in order for the report to demonstrate “purposeful use.” 				

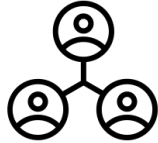
Rubric excerpt: AP Seminar Oral Defense

Reporting Category	Scoring Criteria			
Row 2	0 points	2 points	4 points	6 points
Establish Argument (0, 2, 4, or 6 points)	Does not meet the criteria for one point.	The oral defense addresses the question in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question.	The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process.	The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points:	Typical responses that earn 2 points <ul style="list-style-type: none"> Do not answer the question asked. Contradict or do not align with the argument presented. Are so general as could be about any project/essay or are so vague as to be meaningless. Are nonsensical or are unrelated to the research. Are an exact restatement of what was said in the presentation (nothing is added). 	Typical responses that earn 4 points: <ul style="list-style-type: none"> At least partially addresses the question asked. Provide some evidence relating to the particular project/research but lack specific examples. Provide the required information but without the why, how or rationale (the convincing details). 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Fully answer the question asked. Provide relevant and specific details in the context of the question (provide the why, or how, or rationale with specific instances).

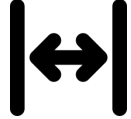
Observations from our existing courses with projects



High student engagement and satisfaction



Widespread educator support



Narrowing performance gaps



Internal expertise and infrastructure

We are moving deliberately with six pilots to date

AP Courses

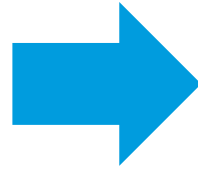
1. AP English Language and Composition
2. AP English Literature and Composition
3. AP Spanish Language and Culture
4. AP Computer Science A
5. AP Latin
6. AP Psychology

Learning Agenda

- Focused on courses with clearest project fit
- Focused on piloting different security approaches, understanding teacher burden, student performance and impact on performance gaps

Responding to GenAI: Detection vs. responsible integration

Detection
2023 admin



Responsible Integration
2024 admin

VI

Questions & Answers

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