

AP Capstone™

Implementation Guide

2016-17

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

AP[®] Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP[®] programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Contact Us

AP Services for Educators

877-274-6474 (toll free in the United States and Canada)

212-632-1781 (outside the United States and Canada)

Email (AP Capstone teachers):
apcapstone@info.collegeboard.org

Email (AP Coordinators):
apexams@info.collegeboard.org
apexams-intl@info.collegeboard.org (international)

AP Services for Students

888-225-5427 (toll free in the United States and Canada)

212-632-1780 (outside the United States and Canada)

Email: apstudents@info.collegeboard.org

AP Services (mailing)

P.O. Box 6671
Princeton, NJ 08541-6671

610-290-8979 (fax)

609-882-4118 (TTY)

For overnight and/or courier mail:
AP Services
1425 Lower Ferry Road
Ewing, NJ 08618-1414

College Board Services for Students with Disabilities

P.O. Box 6226
Princeton, NJ 08541-6226

844-255-7728 (for school staff in the United States and Canada)

212-713-8333 (for all students and parents; and for school staff outside the United States and Canada)

609-882-4118 (TTY)

Email: ssd@info.collegeboard.org

Send eligibility-related mail such as SSD Coordinator Forms or applications for accommodations to:
College Board SSD
P.O. Box 7504
London, KY 40742-7504
866-360-0114 (fax)

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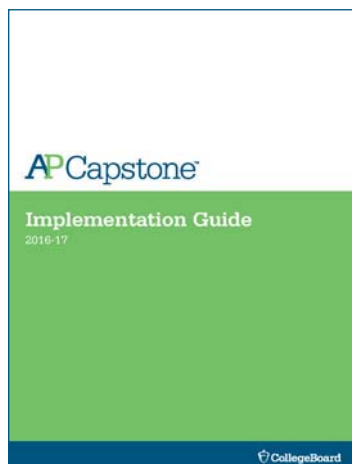
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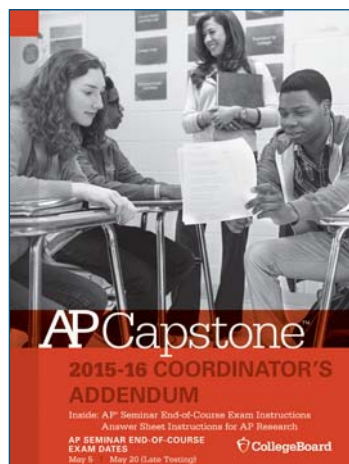
AP Capstone™ Program Overview

Where to Find Information

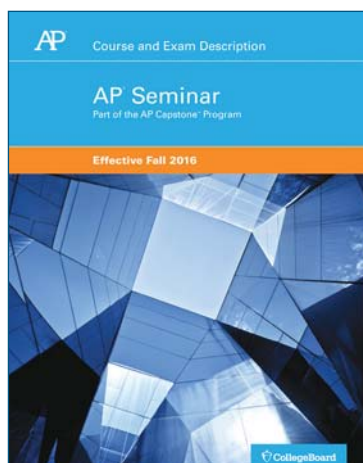
The publications below provide details about the College Board's AP Capstone™ program. Additional information is also available on the AP Capstone website at collegeboard.org/apcapstone and in the resources listed on page 32.



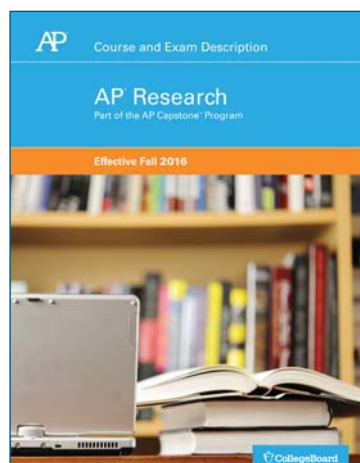
The *AP Capstone Implementation Guide* provides essential information for schools beginning an AP Capstone program. This guide describes program requirements and policies, program costs, implementation models, and staffing ideas as well as easy-access links to more detailed information.



The *AP Capstone Coordinator's Addendum* is used in conjunction with the *AP Coordinator's Manual*. It is an important supplement, updated annually, that contains information specific to the AP Coordinator's role in the AP Capstone program including directions on how to order and administer AP Capstone assessments.



The *AP Seminar Course and Exam Description* provides the pedagogical framework, curricular requirements, instructional approaches, and assessment details for the AP Seminar course.



The *AP Research Course and Exam Description* provides the pedagogical framework, curricular requirements, instructional approaches, and assessment details for the AP Research course.

How AP Capstone Works

The College Board's AP Capstone is an innovative college-level program based on two new courses — AP Seminar and AP Research — that complement and enhance discipline-specific AP® courses.

The program provides students with an opportunity to engage in challenging scholarly practice of the core academic skills necessary for successful college completion. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate™.

AP Capstone was developed in response to feedback from higher education and is easily implemented, affordable, and flexible. It has the potential to differentiate and transform high schools and their students by elevating the learning environment through a challenging, college-level program with high standards of assessment.



Benefits of AP Capstone

Students:

- ▶ Fosters the research, argumentation, and communication skills that are at the core of college readiness and essential for lifelong learning.
- ▶ Provides a setting to build on the knowledge and rigorous course work of AP in an interdisciplinary format.
- ▶ Offers students a unique opportunity to distinguish themselves to colleges and universities by choosing to challenge themselves academically, and by showing their passion and interest in specific research topics.
- ▶ Builds student self-confidence as thoughtful, independent thinkers better prepared for the academic challenges of higher education.

High Schools:

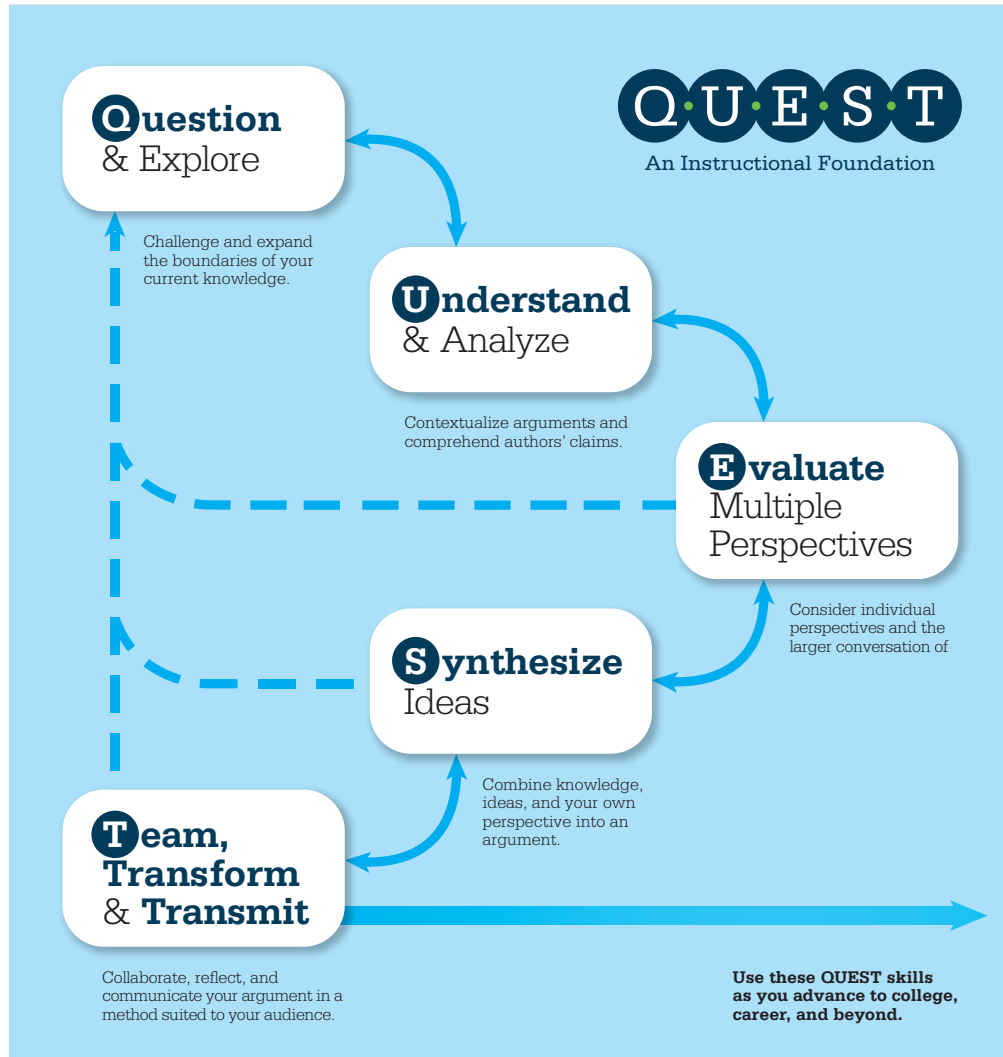
- ▶ Gives high schools the opportunity to differentiate themselves by implementing a challenging program.
- ▶ Provides an opportunity for teachers to improve their teaching skills in a student-centered classroom environment.
- ▶ Offers a more flexible curricular content model with room for creativity and student input.
- ▶ Offers a flexible implementation model that can be customized to meet various scheduling demands, curricular structures, or state and local requirements.
- ▶ Builds professional excellence through participation in an intensive weeklong collaborative professional development institute.

Higher Education:

- ▶ Provides an excellent opportunity for high school students to develop the research, collaboration, and communication skills that are essential to success in college and in today's complex and interconnected world.
- ▶ Helps identify students who are prepared to enter college with the research, writing, and collaboration skills necessary for successful college completion.
- ▶ Helps identify students who are able to articulate and write about their passion and interests in specific research topics.
- ▶ Provides consistent, externally validated measures of student ability.
- ▶ Demonstrates student research and writing abilities through a 4,000–5,000-word scholarly research paper.
- ▶ See the AP Capstone Higher Ed website (aphighered.collegeboard.org/exams/ap-capstone) for more information, including recommendations for credit policies.

AP Capstone Pedagogical Framework

As students explore various issues and topics, they will use a pedagogical framework provided by the College Board that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives. This recursive process allows students to go back and forth between the skills as they encounter new information.



AP Seminar Overview

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works

and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students will consider one topic or issue through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues.

Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:

- ▶ Academic problems or questions
- ▶ Concepts or issues from other AP courses
- ▶ Global or international topics
- ▶ Local and/or civic issues
- ▶ Student interests

AP Seminar Assessments

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

For details on each AP Seminar assessment, see pages 36–45 of the [AP Seminar Course and Exam Description](#).

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

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Research Report (IRR) (1,200 words)	Teacher scored, College Board validated (individual score)	50% of 20%
Team Multimedia Presentation and Defense (TMP) (8–10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%

Recommended Completion Date: February 28

Submission Deadline: April 30, 11:59 p.m. ET

Note: Teachers must carefully plan a calendar that provides sufficient time for tasks to be completed, scored, and uploaded by April 30 at 11:59 p.m. ET. Only the Individual Research Report is submitted through the **AP Digital Portfolio**. AP Seminar teachers are required to keep video files of the Team Multimedia Presentation and Defense for one academic year because the College Board may request to review the scoring for these components to identify samples for scoring training and to ensure scoring quality.

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

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Written Argument (IWA) (2,000 words)	Teacher scored, College Board validated	70% of 35%
Individual Multimedia Presentation (IMP) (6–8 minutes)	Teacher scored	20% of 35%
Oral Defense (OD) (two questions from the teacher)	Teacher scored	10% of 35%

Recommended Completion Date: April 15

Submission Deadline: April 30, 11:59 p.m. ET

Note: Students must be given at least 30 school days (state testing, spring breaks, holidays, etc. would not count toward those days) to complete their research, compose their essays, and develop their presentations. The actual presentations must take place outside the 30-day window. The task is complex and rigorous, so students must be given sufficient time to complete it. Teachers would disadvantage students by giving them less time. Giving more time could also disadvantage students by reducing the time available for completing the Team Project and Presentation. Teachers should collect written work and presentation media from every student in the school's AP Seminar course(s) before any student actually delivers the oral presentation. Teachers must carefully plan a calendar that provides time for all the tasks to be completed, scored, and uploaded by April 30 at 11:59 p.m. ET.

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

2017 Exam Date: Thursday, May 4, 2017, at 12:00 p.m. See the **2017 AP Exam Schedule** for other exam dates.

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer questions and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

The following components are formally assessed:

Component	Scoring Method	Weight
<p>Part A Suggested time: 30 minutes One source provided</p> <p>Students are asked to analyze an argument using evidence.</p> <ol style="list-style-type: none"> 1. Identify the author’s argument, main idea, or thesis. 2. Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them. 3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. 	College Board scored	30% of 45%
<p>Part B Suggested time: 90 minutes Four sources provided</p> <p>Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.</p>	College Board scored	70% of 45%

AP Research Overview

Prerequisite: *AP Seminar is a prerequisite for AP Research. See the [Prerequisite policy](#) on page 9 for more information.*

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

In the classroom and independently (while possibly consulting with an expert adviser in the field), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal

interest, culminating in an academic paper of 4,000–5,000 words that includes the following components:

- ▶ Introduction
- ▶ Method, Process, or Approach
- ▶ Results, Product, or Findings
- ▶ Discussion, Analysis, and/or Evaluation
- ▶ Conclusion and Future Directions
- ▶ Bibliography

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and expert advisers, and reflections on their thought processes. They have scheduled conferences with their teachers for review and approval of their scholarly work as evidenced by the portfolio.

Students present (using appropriate media) and defend the topic of inquiry/ research question, approach, and findings or product to a panel.

AP Research Assessments

Students are assessed with one through-course performance task consisting of two distinct components. Both components will be included in the calculation of students' final AP scores. There is no end-of-course exam for AP Research.

For details on the AP Research assessment, see pages 47–53 of the [AP Research Course and Exam Description](#).

The following components are formally assessed:

Component	Scoring Method	Weight
Academic Paper (AP) 4,000–5,000 words	Teacher scored, College Board validated	75%
Presentation and Oral Defense (POD) (15–20 minutes total for presentation followed by three or four questions from a panel of three evaluators)	Teacher scored	25%

Recommended Completion Date for Both Components: April 15

Submission Deadline for Both Components: April 30, 11:59 p.m. ET

Note: Teachers must carefully plan a calendar that provides time for the performance task to be completed, scored, and uploaded by April 30 at 11:59 p.m. ET. Only the Academic Paper is uploaded to the [AP Digital Portfolio](#). AP Research teachers are required to keep video files of the Presentation and Oral Defense for one academic year because the College Board may request to review the scoring for this component to identify samples for scoring training and to ensure scoring quality.

AP Capstone Policies

Certain policies are critical to the successful implementation of AP Capstone at your school. Adherence to program policies and exam procedures, including performance tasks, is critical to producing valid AP scores. Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or your school being withdrawn from the AP Capstone program by the College Board.

The policies and language below are in effect for the 2016-17 school year.

Participation

Only students whose schools offer the AP Capstone program can enroll in AP Seminar or AP Research and submit performance tasks and/or take the AP Seminar End-of-Course Exam. Home-schooled students, home-school organizations, and online providers are not eligible to participate in AP Capstone.

Prerequisite

Students must first complete AP Seminar, including the end-of-course exam and all required performance tasks, to develop the skills necessary to succeed in AP Research. Students who score a 1 or 2 in AP Seminar are still eligible to enroll in AP Research but might need additional support and guidance during the course.

Plagiarism and Falsification or Fabrication of Information

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

Using Turnitin

In keeping with AP Capstone's policy on plagiarism, AP Capstone teachers and students will use Turnitin to evaluate the originality of student work and ensure that appropriate citations are included. Access to Turnitin is provided to participating AP Capstone schools (for their AP Seminar and/or AP Research

classes only). Turnitin is a valuable tool for teaching students about citation, but it is **not** a plagiarism detector. Feedback from Turnitin should be considered in context and not simply taken at face value. Visit the [Turnitin Instructor Training page](#) for more information on accessing and interpreting originality reports.

Ordering

AP Coordinators must order preadministration materials and AP Seminar and AP Research Exams on the [AP Exam Ordering website](#) for each student enrolled in AP Seminar or AP Research by the preadministration ordering deadline indicated in the [AP Coordinator's Manual](#). This ensures that students can enter the AP number located in their Student Packs (received in the preadministration materials shipment) into their [AP Digital Portfolio](#) accounts before the submission deadline for their performance tasks. Teachers can score student performance tasks that aren't associated with an AP number; however, student performance tasks and teacher scores cannot be submitted to the College Board until a valid AP number has been entered for them.

Note: *An exam order should be placed for each student enrolled in the [AP Digital Portfolio](#). It is recommended that schools outside the U.S., U.S. territories, and Canada place their exam orders online by the priority deadline.*

Billing

Once a student submits any performance task component as final in the [AP Digital Portfolio](#) or starts the end-of-course exam, the full exam fee of \$141 will be charged.

The \$15 unused exam fee will be charged if an exam has been ordered for a student who:

- ▶ Does not submit any performance tasks as final; and
- ▶ Does not start the end-of-course exam.

Note: *AP Research does not have an end-of-course exam, but an exam must be ordered at the [AP Exam Ordering website](#) for each student enrolled in the course in order for their performance task to be scored by the College Board.*

Rescoring

AP Seminar and AP Research performance tasks, as well as the AP Seminar End-of-Course Exam, are composed entirely of free-response questions, academic papers, or presentations, and therefore will not be rescored.

Students may obtain their AP Seminar End-of-Course Exam Free-Response booklets for a fee. No comments, corrections, or scores are included. Booklets for exams whose sources are not released on the College Board website (for example, late-testing exams) are not available.

Score Withholding and Cancellation

If a student chooses to withhold or cancel their score for AP Seminar or AP Research, the entire AP Seminar or AP Research score, including the end-of-course exam and performance tasks, will be withheld or canceled. If a student submits any of the performance tasks in AP Seminar or AP Research as final or takes the AP Seminar End-of-Course Exam, that student will receive a final AP score unless they cancel it.

Retention of Performance Task Presentation Videos

AP Seminar and AP Research teachers are required to keep video files of all performance task presentations and oral defenses for a minimum of one academic year because the College Board may request to review the scoring of these components to identify samples for scoring training and to ensure scoring quality.

Test Security and Sharing of Exam Content

All AP students deserve a fair and uniform testing experience. The College Board's test security and test administration policies and procedures are designed to protect the integrity of the AP Exam and AP Exam scores. The policies and procedures have been developed to afford all students equivalent opportunities to demonstrate their knowledge on exam day and prevent any students from gaining an unfair advantage. Schools and students must adhere to all test security policies as outlined in the ***AP Coordinator's Manual, Bulletin for AP Students and Parents***, and any **addenda**. Students may only discuss free-response questions or sources that are released on the College Board website. If the questions or sources in the exam aren't released, students may not discuss them with anyone. Violation of test security policies may result in score cancellation, and under some circumstances individuals may be permanently barred from future testing.

Role of Teacher and Expert Adviser

Please see the ***AP Seminar*** and ***AP Research Course and Exam Descriptions*** (pages 38–42 and 50–52, respectively) for detailed information about the role of teachers and expert advisers in each course.

AP Capstone Teacher Conflict of Interest Policy

AP Capstone courses and assessments involve the scoring of student through-course performance tasks by the classroom teacher; therefore it's important to explain how the existing AP Conflict of Interest Policy found in the *AP Program Guide* and *AP Coordinator's Manual* applies. To avoid any perceived conflict of interest, the College Board recommends that AP Seminar and AP Research teachers should not be the classroom teacher for any student who is an immediate family or household member and is enrolled in AP Seminar or AP Research, as this would put the teacher in the position of scoring official AP assessments. To avoid a perceived conflict of interest, the College Board recommends that the immediate family or household member who is enrolled in AP Seminar or AP Research (student) should be transferred to another class section that is taught by another teacher who doesn't pose a conflict of interest. Alternatively, if there is only one AP Seminar or one AP Research teacher and a schedule change will not resolve the conflict, the school should designate a different teacher and ensure that the individual is properly trained in curriculum and assessment scoring — at the school's expense — for the year(s) in which the student is enrolled in AP Seminar and/or AP Research.

The College Board renders the aforementioned recommendations in an effort to ensure that all AP Capstone Exams and courses are administered under standardized conditions and to prevent any student from receiving an unfair advantage on the AP Capstone course and exam. Such recommendations should be enforced by participating schools, their personnel, and students to the extent feasible and in accordance with each school's current policies and procedures applicable to such situations.

Student Extended Absence and Performance Tasks

In the event that a student experiences an unavoidable and extended absence from school and isn't able to participate in the AP Capstone Performance Tasks (AP Seminar: Team Project and Presentation; Individual Research-Based Essay and Presentation; AP Research: Academic Paper; Presentation and Oral Defense) or any individual components of these tasks, the school/teacher should be as accommodating as possible, using technology or other means that allow the student to participate in the entire task or one or more of its components. If the student is unable to participate, for example, in the entire Team Project and Presentation or is unable to complete one or more components of either of the two AP Seminar performance tasks, the College Board recommends to the student one of the following options:

1. Continue in the course and have their completed tasks (or components) scored taking whatever AP score is earned. For example, if an AP Seminar student is unable to participate in the Team Project and Presentation, the student could choose to complete the Individual Research-Based Essay and Presentation and the End-of-Course Exam and take whatever AP score is earned from these two completed assessments. (In this scenario, the teacher would drop the student from the team, and the student would receive a score of 0 for any assessment components not completed.); or
2. Continue in the course and then cancel their scores by completing the AP Score Cancellation Form by the published deadline (usually by mid-June). For example, if a student is unable to participate in the AP Seminar Team Project and Presentation, they may complete the other performance task and, if they don't think their performance on the Individual Research-Based Essay and Presentation and End-of-Course Exam will earn a score they want to keep on record, they may cancel the scores; or
3. The student may elect to drop the course altogether and consider re-enrolling the following academic year.

An AP Research student who does not submit an Academic Paper is ineligible to receive a score on the Presentation and Oral Defense and may elect to drop the course and re-enroll the following academic year.

The College Board renders the aforementioned recommendations in an effort to ensure that all AP Capstone Exams and courses are administered under standardized conditions and to prevent any student from receiving an unfair advantage on the AP Capstone course and exam. Such recommendations should be enforced by participating schools, their personnel, and students to the extent feasible and in accordance with each school's current policies and procedures applicable to comparable situations.

If the student is unable to complete the Individual Research Report component of the AP Seminar Team Project and Presentation, the student would be ineligible to receive a score for the Team Multimedia Presentation because the Presentation is dependent upon all team members' Individual Research. As a result, the student would receive no score for the entire Team Project and Presentation.

It is also acceptable for an AP Seminar student who has not completed one or more AP Seminar Performance Tasks to take the End-of-Course Exam.

If an AP Research student is unable to complete the Academic Paper, the student would be ineligible to receive a score for the Presentation and Oral Defense because the presentation and oral defense component is dependent on the research in the Academic Paper.

Note: *Once a student submits a performance task component as final in the **AP Digital Portfolio** or begins the end-of-course exam, the full exam fee of \$141 will be charged even if the student is removed from the course.*

Professional Development

Professional development is **required** for all new AP Seminar and AP Research teachers. Teachers will not be able to submit a syllabus for **AP Course Audit** authorization or access the **AP Digital Portfolio** without participation. School leaders and AP Coordinators are not required to attend this professional development but may use the opportunity to deepen their understanding of the program and may make a special request to attend. Teachers complete training once prior to the first year of teaching the course — this is not an annual requirement.

A limited number of scholarships for teachers from eligible schools may be available through an application process.

Additionally, AP Seminar and AP Research teachers are required to complete online scoring training in order to gain access to score their students' work. This training is virtual and self-paced.

For more information on AP Capstone professional development, visit collegeboard.org/apcapstonepd.

For Administrators

AP Capstone Program Costs

There are no school application or registration fees required to be a part of the AP Capstone program, and there are no ongoing annual fees charged by the College Board to participating schools or districts. However, administrators should consider the costs below when planning to implement AP Capstone courses.

Professional Development. Professional development is required for all AP Seminar and AP Research instructors. School leaders are not required to attend this professional development but may use this opportunity to deepen their understanding of the program and may make a special request to attend. Teachers complete training once prior to the first year of teaching the course — this is not an annual requirement.

A limited number of scholarships for teachers from eligible schools are available through an application process.

The 2016-17 fee for Professional Development is \$1,275 per attendee and includes:

- ▶ Five-day summer professional development and associated training materials.
- ▶ Online scoring training sessions scheduled during the school year.

Note: *The Professional Development fee **does not** include travel, lodging, meals, or incidentals. Additional training may be required at the school's expense if assessment scoring performance does not meet College Board standards. Fees for Professional Development are subject to change annually.*

For more information on AP Capstone Professional Development, see collegeboard.org/apcapstonepd.

Exam Fees. The 2016-17 exam fee for AP Seminar and AP Research is \$141 each, with schools retaining a \$9 rebate per exam. **It is expected that an exam will be ordered for all students enrolled in each course.**

The College Board provides a \$31 fee reduction per exam for students with financial need. Schools are expected to forgo their \$9 rebate for these students. Many states use federal and state funding to further reduce the exam fee for these students, and these amounts are usually finalized in the spring of each academic year. The fee reductions available in each state can be found at collegeboard.org/apexamfeeassistance in the spring.

Circumstances sometimes make it necessary for students to test late using an alternate form of the exam. An additional \$45 fee may apply for alternate exams. We do not recommend that schools plan to administer the alternate exam to all AP Seminar students. For more information on late testing, see the [AP Capstone Coordinator's Addendum](#).

When any student performance task component is submitted as final in the [AP Digital Portfolio](#) or the AP Seminar End-of-Course Exam is started, the full exam fee of \$141 will be charged. The \$15 unused exam fee will be charged if an exam has been ordered for a student who:

- ▶ Does not submit any performance tasks as final; and
- ▶ Does not start the AP Seminar End-of-Course Exam.

Note: *Students who do not intend to take the AP Seminar End-of-Course Exam should not be enrolled in the **AP Digital Portfolio** and should not be assigned to a team for the Team Project and Presentation.*

Additional Costs. See the **Resourcing Your AP Capstone Program** section below for additional costs schools should consider when exploring implementation.

Resourcing Your AP Capstone Program

In addition to the costs above, schools may need additional resources to support the development and growth of the AP Capstone program.

Requirements. Teachers and students will require high-speed internet access and technology appropriate to conduct research, complete multimedia presentations, and submit team and individual projects. Schools should ensure that their technology infrastructure can provide the bandwidth necessary to perform these tasks.

No additional mandatory resources are required, but schools and districts may consider the following recommendations:

- ▶ Textbook and general reference materials to support instruction
- ▶ Access to databases and online academic resources through the school library or media center
- ▶ One-to-one student access to computers, laptops, or tablets during AP Seminar and AP Research class time
- ▶ Release time for teachers to complete online scoring training and the scoring of student through-course assessments
- ▶ Extra time before or after school, or on weekends, for students to give their multimedia presentations, as to not monopolize class time
- ▶ Extra time before or after school, or on weekends, for students to take a practice AP Seminar End-of-Course Exam
- ▶ Staff designated to support students enrolled in the AP Capstone program (e.g., librarian, media specialist, or expert adviser)
- ▶ Extra time during faculty meetings to explain the AP Capstone program and align curriculum to support learning in all AP courses
- ▶ Professional development time to allow AP Capstone teachers to meet as a Professional Learning Community (PLC)
- ▶ Professional development funding for AP Capstone teachers to attend sessions at the AP Annual Conference
- ▶ Release time for teachers to participate in the AP Reading
- ▶ Funding to reduce the AP Exam Fee for students enrolled in AP Capstone courses
- ▶ Parent meetings to explain the AP Capstone program and answer questions

Recruiting Students

Students who are motivated and prepared for college-level course work are best suited for the program, but the program also benefits those students who show potential for AP course work but have not as yet enrolled in AP courses. Students should demonstrate curiosity about real-world issues, a willingness to take intellectual risks, and a dedication to acquiring the skills that colleges and universities value — critical inquiry, analysis, and research. In short, AP Capstone students have an interest in becoming curious, independent, and collaborative scholars.

Recruitment Tools

- ▶ AP Potential™: appotential.collegeboard.org
- ▶ AP Capstone Welcome Kit (includes student brochure, recruitment PowerPoint presentation, and press release)
- ▶ AP Capstone website: collegeboard.org/apcapstone
- ▶ AP Students website: apstudent.collegeboard.org

Recruitment Strategies

- ▶ Present AP Capstone at a Parent Night as an extension of or introduction to AP course work.
- ▶ Provide AP Capstone brochures during an open house.
- ▶ Meet with rising grade 10 or grade 11 students prior to course selection.
- ▶ Discuss the benefits and challenges of AP Capstone in face-to-face meetings with potential candidates and their parents.
- ▶ Develop teacher recommendations tailored to AP Capstone characteristics and requirements.
- ▶ Plan classroom visits by school leaders, counselors, and current AP Capstone students to explain the benefits of the program, how the program works, and how it fits into students' schedules.
- ▶ Recognize student participation and achievement through academic letters and honors distinctions.
- ▶ Direct students to the AP Students website (apstudent.collegeboard.org) and the AP Capstone website at collegeboard.org/apcapstone.

Recruitment of Nontraditional AP Students. By tapping into students' personal interests, AP Capstone can propel a diversity of students to want to achieve more by giving them options for achievement levels. Students may develop the tools to meaningfully and thoughtfully weigh in on issues that matter to them — whether local, regional, national, or global in nature. Students choose their own research topic for their theses. For some schools, AP Seminar may be used as a way to introduce students to the rigor of Advanced Placement while providing the foundational skills that will complement other AP courses.

Scheduling AP Capstone Courses

AP Seminar and AP Research are flexible and may be offered as a sequence in grades 10/11, grades 11/12, or grades 10/12. Schools may also choose to offer a combination of sequences and may align the AP Capstone courses with an existing senior project requirement or existing AP courses.

It is not recommended that AP Seminar be offered in grade 9. However, students in grade 12 can be encouraged to take AP Seminar, provided that they understand that they will not meet the eligibility requirements for the AP Capstone Diploma or the AP Seminar and Research Certificate.

Currently, it is expected that schools participating in the AP Capstone program will offer both AP Seminar and AP Research.

Note: AP Seminar is a prerequisite for AP Research. See the [Prerequisite](#) policy on page 9 for more information.

Grade Level Sequence	Pros	Cons
Grades 10/11	<ul style="list-style-type: none"> Enables development of college-level critical skills early in the student's high school career. Increases participation and performance in AP courses. Grade 12 students are able to mentor students in AP Seminar and AP Research. Students complete research project prior to submitting college applications and participating in college interviews. 	<ul style="list-style-type: none"> Requires careful attention to differentiated instruction or risks limiting student enrollment. Requires additional support for enrolled students. Adds a major research project to the traditionally busy grade 11. Students do not have a culminating experience in the senior year.
Grades 11/12	<ul style="list-style-type: none"> Student maturity provides a larger pool of students able to participate in AP Seminar. Students have a broader foundation of skills and content knowledge before beginning college-level work. Schools are able to structure a culminating experience for graduating seniors. 	<ul style="list-style-type: none"> Students have limited opportunity to retake AP Seminar and AP Research. Students complete AP Research while navigating the college admission process. Students will not complete the AP Capstone Diploma before beginning the college admission process.
Grades 10/12	<ul style="list-style-type: none"> Students are able to acquire college-level skills early and are able to apply those skills in a culminating research project. Enables development of college-level critical skills early in the student's high school career. Increases participation and performance in AP courses. Schools are able to structure a culminating experience for graduating seniors. 	<ul style="list-style-type: none"> Requires that the curriculum bridge the grade 11 gap so that AP Research does not need to reteach the skills acquired in AP Seminar. Requires careful attention to differentiated instruction or risks limiting student enrollment. Requires additional support for enrolled students. Students will not complete the AP Capstone Diploma before beginning the college admission process.

Making AP Capstone Work with Your School Schedule

AP Seminar and AP Research are designed to be full-year courses enabling students to focus on the development of college-level critical skills (AP Seminar) and college-level research skills (AP Research).

AP Seminar may be offered in a traditional schedule or an A/B block schedule. The Team Project and Presentation and the Individual Research-Based Essay and Presentation assessments begin in January and must be scored and uploaded to the College Board by April 30 at 11:59 p.m. ET. Recommended completion dates for both are February 28 and April 15, respectively. The assessment schedule limits the ability to offer AP Seminar on a 4x4 block schedule. AP Seminar requirements cannot be completed in an August to December block-scheduled course. While the 4x4 block schedule does not preclude offering the AP Capstone courses, it does require schedule variations.

AP Research may be offered in a traditional schedule or an A/B block schedule. However, AP Research can also be offered in a 4x4 block schedule, though this is not recommended. Offering AP Research on this schedule requires support and accountability measures to ensure that students are supervised throughout the research process and that teachers have ample time to score research assignments. If offered in the August to December semester, schools will need to design student supports to monitor student-adviser relationships and to ensure that research projects are completed on time. AP Research teachers will also need time to score the research projects and presentations before the April 30 submission deadline unless students are required to complete the research project and presentation before the end of the first semester; however, this will limit the time available to students to complete the rigorous research project while also completing the requirements for other courses. If offered in January to June, students will have less time available to complete the research project and presentation given that all scored student work must be submitted to the College Board by April 30 at 11:59 p.m. ET.

At this time, AP Seminar and AP Research are only available at participating schools and can only be taught by teachers who have completed the required training. AP Capstone courses are not available as online courses.

Class Size Recommendations

The recommended class size for AP Seminar and AP Research courses is 20–24 students, as this permits the development of student collaboration and presentation skills. In scheduling AP Capstone courses, school leaders should carefully consider the responsibilities and requirements of teacher assessment scoring. For example, an AP Seminar teacher with 40 students will potentially score 128,000 words (430 pages) of student work as well as 50 student presentations as part of the Team Project and Presentation and Individual Research-Based Essay and Presentation assessments. School leaders and teachers need to coordinate closely to ensure that sufficient time is allocated to scheduling of presentations and assessment scoring activities to meet the April 30 deadline.

Positioning AP Capstone Courses in Your Master Schedule

The flexibility of AP Capstone allows program implementation in a variety of settings. The following table offers several implementation models along with the pros and cons associated with each. These options can help to meet the demands of the school curriculum, state and district requirements, and local school traditions and culture.

Schedule Variation Type	Example	Pros	Cons
AP course anchor	<p>All AP Capstone students are enrolled in a common AP course known as an anchor course.</p> <p>For example, all AP Seminar students are enrolled in AP United States History or all AP Research students are enrolled in AP Biology.</p>	<ul style="list-style-type: none"> Permits interdisciplinary instruction that supports student mastery of AP Capstone skills and enhances performance in the AP anchor course. Provides students with an opportunity to apply AP Capstone skills in an AP content area. Fosters collaboration between teachers in different content areas. 	<ul style="list-style-type: none"> Presents master schedule complications in scheduling students for two courses and in scheduling common planning time for teachers to develop instructional strategies and lesson plans. Increases program costs as the AP content teacher should be trained in AP Seminar and/or AP Research curriculum and assessment.
Concurrent enrollment in an AP course	<p>AP Capstone courses are integrated with AP courses.</p> <p>For example, AP Seminar and AP English Language and Composition are taught concurrently, or AP Research and AP Chemistry are taught concurrently.</p>	<ul style="list-style-type: none"> Provides students with an immediate opportunity to apply rigorous college-level critical skills to rigorous college-level content. 	<ul style="list-style-type: none"> Requires that one teacher balance the demands of two AP courses in one course.
Distinct, tailored sections or academy setting	<p>AP Capstone courses are offered in multiple sections tailored to emphasize a specific area of interest or in the context of an existing school program.</p> <p>For example, AP Seminar and/or AP Research is offered as both a science and a social science course or as part of a public service or health sciences academy.</p>	<ul style="list-style-type: none"> Allows students to focus on a particular area of interest while acquiring a broad perspective on real-world issues. Enhances an existing content curriculum or academy curriculum in preparation for specialized higher education. 	<ul style="list-style-type: none"> Limits the opportunity for students to explore topics and perspectives outside of their interest areas. Limits the interest of students who may not fall within specific departmental or academy requirements.

Schedule Variation Type	Example	Pros	Cons
Non-AP course anchor	AP Capstone courses are integrated with existing non-AP courses. For example, AP Seminar and an art history elective are taught concurrently, or AP Research and a statistics elective are taught concurrently.	<ul style="list-style-type: none"> Provides an instructional framework for the existing course. Provides students with the opportunity to learn specific academic content alongside the skills taught in AP Seminar and AP Research. Fosters collaboration between teachers in different content areas. 	<ul style="list-style-type: none"> Creates tension between the original curriculum and the requirements of AP Seminar and AP Research. Limits students' ability to explore issues that speak to their personal interests.
Independent, interdisciplinary elective	AP Capstone courses are offered as independent electives. (Note: AP Seminar is a prerequisite to AP Research. AP Research cannot be offered independently.)	<ul style="list-style-type: none"> Provides students with college-level critical skills that can be applied across disciplines. Benefits those students who show potential for AP course work but have not as yet enrolled in AP courses. 	<ul style="list-style-type: none"> Students taking only AP Seminar will NOT be eligible for the AP Capstone Diploma or the AP Seminar and Research Certificate.
Grade-wide implementation	AP Seminar is offered as a required course for all students in grade 10.	<ul style="list-style-type: none"> Provides all students with the opportunity to develop critical research skills that can apply across all disciplines and transfer to other courses. 	<ul style="list-style-type: none"> Requires additional funding to train and support teachers.

Adding AP Capstone to Student Transcripts

Schools may choose to add a subtitle to their AP Seminar or AP Research courses (e.g., AP Seminar: [Subtitle]) that indicates a special disciplinary focus or emphasis.

Addressing the AP Capstone Diploma Requirements

To earn the AP Capstone Diploma, students must earn a score of 3 or higher in both AP Seminar and AP Research as well as a score of 3 or higher on four additional AP Exams of their choosing. The examinations may be taken at any time during high school and need not be concurrent with the AP Seminar and the AP Research courses. No specific AP courses, other than AP Seminar and AP Research, are required for the AP Capstone Diploma.

Staffing AP Capstone Courses

The selection of AP Seminar and AP Research teachers is critical to the success of the AP Capstone program. The most effective AP Capstone teachers are those who are curious about real-world issues, are competent in teaching a skill-based rather than a content-based course, and are master facilitators of student learning who allow students to take charge of their own learning. Teachers who have experience conducting and/or supervising independent research may be considered as well.

AP Seminar and AP Research teachers are not required to have specific content-area certification unless this is stipulated by local district or state policy.

Note: *Administrators should be aware of the amount of time needed for scoring student work when assigning teachers to multiple sections of AP Seminar and/or AP Research. While AP Seminar teachers may also teach AP Research, administrators should ensure that these teachers are properly supported, especially in the spring when student work and teachers scores are submitted.*

AP Seminar and AP Research teachers who achieve the most success may demonstrate the ability to:

- ▶ Explore academic and real-world questions, problems, and issues from different disciplines and from multiple perspectives.
- ▶ Teach college-level thinking and research skills such as writing a thesis, conducting research, evaluating sources, developing arguments, and designing, planning, and conducting a research-based investigation.
- ▶ Teach time management, collaboration, oral communication, and presentation skills.
- ▶ Facilitate student learning in collaborative settings such as workshops and tutorials.
- ▶ Motivate students to think critically and innovatively about research questions.
- ▶ Collaborate closely with an AP Capstone team that includes administrators, AP teachers, media specialists, school counselors, and expert advisers.
- ▶ Manage scoring and submitting student work according to submission deadlines.

Prior experience teaching AP or other college-equivalent courses taught in their high school is also not required.

The following table offers several staffing models along with the pros and cons associated with each.

Note: *All AP Seminar and AP Research teachers are required to attend professional development prior to their first academic year of teaching the course.*

Scenario	Pros	Cons
Different teachers are assigned to AP Seminar and AP Research courses.	<ul style="list-style-type: none"> Teachers are able to specialize in the skills required for success in each course. Students are exposed to two teachers with different strengths supporting a diverse learning experience. 	<ul style="list-style-type: none"> Teachers must coordinate a transition from AP Seminar to AP Research to take advantage of the weeks after the AP Seminar assessments are complete. Teachers must establish and maintain expectations across two courses through collaborative planning.
Teachers loop with a cohort of students from AP Seminar to AP Research.	<ul style="list-style-type: none"> Teachers establish a relationship with students in a two-year experience fully developing student strengths and bridging student weaknesses. Teachers are able to build a seamless transition from AP Seminar to AP Research maximizing use of available instructional time. 	<ul style="list-style-type: none"> Training costs increase as schools must send two teachers to the required AP Seminar and AP Research professional development. Teachers need expertise and a level of comfort in college-level skill development and college-level research methodology.
Two teachers are assigned to AP Seminar in a team-teaching structure.	<ul style="list-style-type: none"> Teachers from two different disciplines support a variety of student interests. Teachers share responsibility for scoring assignments. 	<ul style="list-style-type: none"> Training costs increase as schools must send two teachers to the required AP Seminar professional development. FTE or local district requirements may limit shared responsibility for one course.

Getting Others Involved

School leaders should consider convening an AP Capstone team of faculty members to aid in the implementation of this new program. Regular team meeting agenda items might include management of program implementation, student and teacher support issues, student recruitment, communication with parents and the community, and planning for vertical and horizontal articulation of AP Capstone skills. School or district leaders might also consider appointing a point person for AP Capstone to chair team meetings, ensure effective internal and external communication, and serve as program liaison to the College Board. It is suggested that this point person be the school principal, AP Coordinator, or AP Capstone teacher, who will receive important messaging from the College Board on key updates and deadlines.

Additional AP Capstone team roles and responsibilities may include the following:

School Leaders

- ▶ Form the AP Capstone team and collaborate with faculty and staff to develop an AP Capstone implementation strategy.

- ▶ Create a master schedule that supports broad student enrollment and effective instruction.
- ▶ Ensure that teachers have time to assess student work and upload scored assessments.
- ▶ Ensure that teachers and students will have access to required high-speed internet and technology appropriate to conduct research, complete multimedia presentations, and submit team and individual projects.
- ▶ Fund required summer professional development and ensure release time for teachers to attend online scoring training.
- ▶ Support AP Capstone implementation in communications with students, faculty, parents, and the community.
- ▶ Read all communications from the College Board about updates to the AP Capstone program.

Teachers

- ▶ Attend required professional development for AP Seminar and/or AP Research.
- ▶ Facilitate student learning.
- ▶ Score student assessments and ensure timely upload of scored student work to the College Board.
- ▶ Initiate relationships with colleagues or leaders from community organizations, inviting them to be involved in the AP Capstone program by serving as guest lecturers or expert advisers.
- ▶ Manage student–adviser relationships.
- ▶ Assist school leadership in the vertical and horizontal expansion of AP Capstone skills.

Librarians/Media Specialists

- ▶ Ensure that students have access to college-level research materials, including online tools such as EBSCO, JSTOR, and ProQuest. Access to EBSCO Academic Search Complete is provided to AP Seminar and AP Research teachers and students at participating AP Capstone schools.
- ▶ Assist students in identifying and researching a variety of questions across multiple disciplines.
- ▶ Contribute to workshops and tutorials addressing specific research issues.
- ▶ Work with teachers to conduct relevant lessons on research practices.

Counselors

- ▶ Assist in identifying students for participation in AP Capstone.
- ▶ Ensure that student course selections meet AP Capstone Diploma and/or AP Seminar and Research Certificate requirements.
- ▶ Assist students in communicating AP Capstone accomplishments to colleges and universities.
- ▶ Are familiar with the AP Capstone program so they can highlight the program with parents and visiting college admission representatives.

Expert Advisers for AP Research

Expert advisers are an essential part of the AP Research course and may be drawn from the faculty, the community, local business and industry, or higher education. A designated staff member may also coordinate a pool of advisers for the AP Research course and assist in matching students and advisers. AP Research teachers and school administrators should identify school and district policies pertaining to students engaging virtually or face-to-face with external advisers and communicate such policies to parents, students, and potential advisers. For additional information on the role of expert advisers in AP Research, see pages 51–52 of the *AP Research Course and Exam Description*.

Recognition from Higher Education

AP Seminar and AP Research are newly launched. Several colleges and universities award credit for the successful completion of an exam. The College Board is currently providing the detailed information that colleges, universities, and state systems need to make sound, data-driven policy decisions regarding recognition of success in AP Capstone courses. Earning the AP Capstone Diploma can signify a student's outstanding scholastic achievement and attainment of college-level academic and research skills. Accordingly, the AP Capstone Diploma may be primarily valuable for admission consideration.

For more information regarding recognition from higher education, visit the following websites:

- ▶ For a full list of colleges and universities that either endorse the AP Capstone program or have credit policies for AP Capstone courses, see <https://lp.collegeboard.org/ap-capstone/higher-education-support>
- ▶ For a list of general examples of credit and placement policies at colleges and universities, see <https://aphighered.collegeboard.org/exams/ap-capstone>
- ▶ For specific credit and placement policies at particular colleges and universities, see the AP Credit Policy Search at <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

For Teachers

Staying in Touch with the AP Capstone Program

The AP Capstone program team will keep teachers posted on important updates throughout the year. It is very important that teachers read all emails and documentation that are sent to them, as email is the College Board's main method of connecting teachers to valuable information that will help build a successful program at their school. Teachers are encouraged to archive all communications and reference them as needed. Teachers with questions about AP Capstone may reach out to the College Board through AP Services at 877-274-6474 (toll-free in the U.S. and Canada) or by email at apcapstone@info.collegeboard.org.

AP Capstone teachers are also encouraged to join the Teacher Community associated with the course(s) they teach. For more information, see apcommunity.collegeboard.org.

AP Capstone Course Audit Steps

Following the five-day, face-to-face training, AP Seminar and AP Research teachers will be equipped to prepare a course syllabus. The following activities must be completed within their AP Course Audit account no later than **October 1**:

- ▶ Teacher — Complete Course Audit form
- ▶ Teacher — Submit course syllabus
- ▶ Principal/Administrator — Review and approve Course Audit form

Some states and districts may have earlier submission deadlines. Teachers are encouraged to check with school administrators to determine if their syllabi should be submitted to other authorizing systems prior to the October 1 deadline.

AP Seminar and AP Research teachers must develop and submit a syllabus of their own creation and may not submit a sample syllabus provided during training.

All new 2016-17 AP Capstone teachers must submit syllabi and Course Audit forms for authorization.

All teachers who received course authorization in 2015-16 must take action to ensure course authorization again for 2016-17: AP Seminar teachers must complete a Course Audit form attesting to their awareness of the changes to the performance tasks and end-of-course exam. AP Research teachers must submit a new syllabus and Course Audit form addressing the 2016-17 Curricular Requirements.

Note: *AP Capstone teachers will not have access to online scoring training unless they have completed the **AP Course Audit** authorization process. In co-teaching models, both teachers must submit syllabi for authorization in order for them to have access to score student work.*

Ensuring Students Understand the Directions for the Performance Tasks

Teachers should ensure that they review the directions for completing each component of the AP Seminar and AP Research performance tasks, as well as for all parts of the AP Seminar End-of-Course Exam. Specific attention should be paid to: (1) word count, (2) presentation time, and (3) oral defense practices.

For more information on the performance tasks, see pages 36–45 of the *AP Seminar Course and Exam Description* and pages 47–53 of the *AP Research Course and Exam Description*.

Teacher Roles During the AP Capstone Performance Tasks

As an AP Seminar teacher, you (1) must ensure students are aware of the task, time, components, and scoring criteria for each performance task; (2) may explore issues, talk about stimulus materials, discuss topics and perspectives, and/or question students as necessary; (3) may create opportunities for peer review and editing; (4) should refer students to the rubrics for each component; and (5) may engage in whole-class teaching or reteaching if needed.

As an AP Research teacher, you (1) must provide any necessary assistance to students in finding external expert advisers; (2) must ensure students, advisers, and panel members are aware of the task, time, components, and scoring criteria; (3) must hold regular, individual work-in-progress interviews with students; (4) must coordinate peer-to-peer feedback opportunities; (5) may provide necessary background for a topic; (6) may help students with the mechanics of the research process; and (7) may provide general feedback to students about elements of their papers or presentations that need improvement.

Please note that AP Capstone teachers **may not** (1) assign, provide, distribute, or generate research questions/project goals or articles for students; (2) conduct research for students; (3) write, revise, amend, or correct student work; (4) reveal exact questions students will be asked prior to their presentations or oral defenses; or (5) provide unsolicited help to students.

It is suggested that all AP Capstone teachers should be transparent with students about their roles and what any individual providing guidance to students should and should not do.

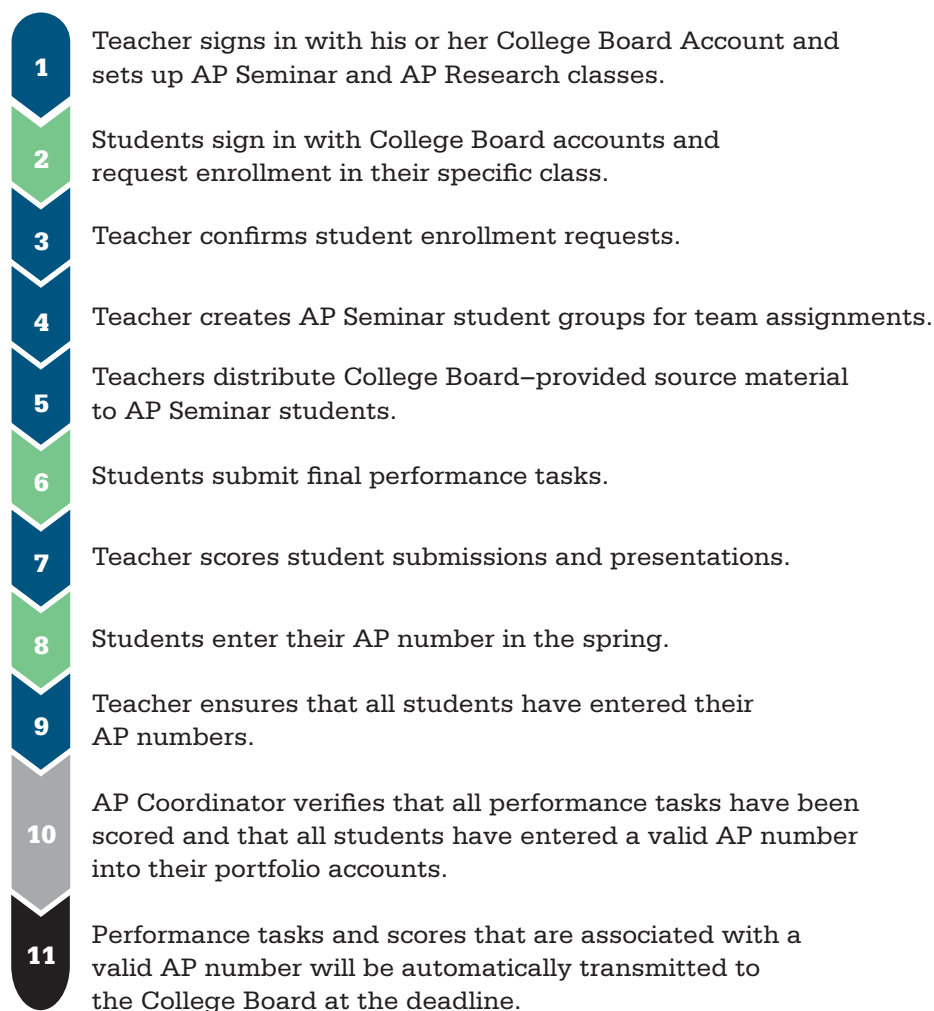
For more information about the roles of AP Capstone teachers, see pages 38–42 of the *AP Seminar Course and Exam Description* and pages 50–52 of the *AP Research Course and Exam Description*.

Submitting Student Work Using the AP Digital Portfolio

Students taking AP Seminar and AP Research will use the **AP Digital Portfolio** at digitalportfolio.collegeboard.org to submit finalized performance tasks for scoring.

Your school's AP Capstone teachers, students, and AP Coordinator will interact with the digital portfolio throughout the school year. The diagram below illustrates the roles and major tasks in the process.

Digital Submission for AP Capstone



Technical Requirements and Recommendations

- ▶ **Browsers:** Latest version of Internet Explorer, Chrome, Firefox, or Safari
- ▶ **Operating systems:** Windows® 7, 8.1, 10, Mac® OS X, iOS 9
- ▶ **Devices:** Desktop, Tablet, Mobile (scoring and submission features are not available on mobile devices)

For more information on the digital portfolio, see the [AP Digital Portfolio Teacher User Guide for AP Capstone](#) and the [AP Digital Portfolio Student User Guide for AP Capstone](#).

Due Dates for AP Seminar and AP Research Performance Tasks

The deadline for all student work and teacher scores for all performance tasks to be submitted to the [AP Digital Portfolio](#) is April 30 at 11:59 p.m. ET. While

the College Board recommends interim deadlines for each component of the performance tasks, teachers may choose to set their own interim deadlines that consider their school calendars and schedules.

Scoring Student Work

Typically, AP teachers participate in the scoring process of AP Exams only if they have applied for and been selected to serve as AP Readers. Because the AP score for AP Seminar includes not just the end-of-course exam but also two multicomponent through-course assessments, and the AP score for AP Research includes just one multicomponent through-course assessment, the College Board will collect the classroom teacher's scores for all components of these through-course assessments. These teacher scores will help to improve the accuracy and reliability of the AP Seminar and AP Research scores that are reported to colleges and universities.

AP Capstone teachers will receive access to score student performance tasks when they have completed online scoring training, which is available to teachers during the school year.

Though teachers may prefer to score hard copies of student performance tasks, student work should be uploaded to and scored through the digital portfolio on a rolling basis to avoid the rush of meeting the April 30 deadline. Reserving a period of time for uploading and scoring too close to the deadline increases the occurrence of submission and scoring issues. Additionally, teachers should verify that a student submission matches both the component and task being scored. For example, if a teacher is entering scores for a student's Individual Research Report (IRR), the teacher should be sure that the file being scored is indeed the IRR and that he or she is scoring the IRR as a component of the Team Project and Presentation performance task.

For student samples of performance tasks, see the [AP Seminar](#) and [AP Research Assessment Overview](#) pages on [AP Central](#).

For rubrics used to score performance tasks, see the [AP Course Audit](#) site and the [AP Seminar](#) and [AP Research Assessment Overview](#) pages on [AP Central](#).

Note: *AP Seminar or AP Research teachers should not share the scores they assign to through-course performance tasks with their students. Due to potential revisions to the scoring rubrics, as well as the need to develop scoring standards and cut scores, teacher scores cannot be seen as final.*

AP Seminar End-of-Course Exam Date

The 2017 Exam Date for the AP Seminar End-of-Course Exam is Thursday, May 4, 2017, at 12:00 p.m. See the [2017 AP Exam schedule](#) for the other exam dates.

For information about late testing, see the [College Board policies for administering alternate AP Exams](#).

Getting Involved with the AP Reading

AP Seminar and AP Research teachers are both encouraged to submit applications to become AP Readers. By participating in the AP Reading, teachers ensure that AP Exams continue to measure a student's ability to master college-level work. Being an AP Reader is a valuable experience that can help teachers improve their instruction and gain knowledge that will help them when scoring their own students' work.

AP Readers for AP Capstone courses may be able to take advantage of flexible scheduling options, opportunities for professional development hours and Continuing Education Credits (CEUs), as well as compensation.

For more information about becoming an AP Reader, visit apcentral.collegeboard.org/reader.

For AP Coordinators

The *AP Capstone Coordinator's Addendum* is the primary source of information for AP Coordinators at participating AP Capstone schools. For more information, visit collegeboard.org/apcapstonecoordinator.

Role of the AP Coordinator in AP Capstone

AP Coordinators will manage the ordering, receipt, distribution, administration, and return of AP Seminar End-of-Course Exam materials and order an AP Research Exam for each student enrolled in the AP Research course.

Note: *AP Research does not have an end-of-course exam, but an exam must be ordered at the [AP Exam Ordering website](#) for each student enrolled in the course in order for his or her performance task to be scored by the College Board.*

AP Coordinators do not have to manually submit work to the College Board through the [AP Digital Portfolio](#) in order for it be scored at the AP Reading. All performance tasks that have been submitted as final by a student, and any teacher scores associated with those performance tasks, will automatically be sent to the College Board on April 30, as long as an AP number is associated with that student's portfolio account. Students' work will not be submitted to the College Board — and thus, not scored — until an AP number is associated with their portfolio account.

Accessing the AP Digital Portfolio

AP Coordinators will receive access codes in the spring so that they can sign in to the [AP Digital Portfolio](#) using their College Board usernames and passwords. After signing in to the portfolio, AP Coordinators will be able to see all of the AP Capstone sections at their schools and all students enrolled in each section. A legend at the top of the page will help AP Coordinators determine each student's status.

Entering AP Numbers in the AP Digital Portfolio

The AP Coordinator will work with the AP Seminar and AP Research teacher(s) to confirm the number of students enrolled in each class and place an exam order for each enrolled student by the March 29 deadline for ordering preadministration materials. AP Coordinators may also support teacher(s) in holding a session for students to enter their AP number (located in their Student Pack) into their digital portfolio accounts. This is suggested but not required. The AP Coordinator should validate that a unique AP number has been associated with each student's portfolio account and that all performance tasks have been scored by the AP Seminar or AP Research teacher.

Note: *Students will not receive their AP number labels until Student Packs arrive in the school's preadministration materials shipment.*

Checking for Missing Data in the AP Digital Portfolio

AP Coordinators should view the status of their school's AP Seminar and AP Research submissions and work with the teacher(s) of those courses prior to April 30 to resolve: (1) missing student final submissions, (2) missing teacher scores on performance tasks, and (3) missing AP numbers.

Additional Resources

As you plan your participation in the AP Capstone program, you may find the following resources helpful. You should share these resources with the appropriate stakeholders in your school community to foster a successful implementation.

- ▶ The **list of participating schools** by state may assist you in forming relationships with those who are currently implementing AP Capstone.
- ▶ The **AP Capstone program brochure** provides an overview of the AP Capstone program and is geared toward an educator audience.
- ▶ The **AP Capstone student brochure** provides an overview of the AP Capstone program and is geared toward a student audience.
- ▶ This **AP Capstone video** provides an overview of the program with supporting commentary from several prominent higher education admission professionals.
- ▶ This second **AP Capstone video** features two of our current AP Seminar students who speak about their experience with AP Seminar and the AP Capstone program.
- ▶ The **AP Seminar course home page** and the **AP Research course home page** on AP Central contain teaching tips, information, resources, and other helpful content for both courses.
- ▶ The **AP Digital Portfolio Student User Guide for AP Capstone** provides students with detailed instructions for using the digital portfolio, including submitting work as final and entering AP numbers.
- ▶ The **AP Digital Portfolio Teacher User Guide for AP Capstone** provides teachers with detailed instructions for using the digital portfolio, including creating classes, managing teams, and scoring student work.

Important Dates

Date	Activity
July–August	AP Seminar and AP Research professional development.
August–September	AP Seminar and AP Research instruction begins.
October 1	Deadline for teachers to complete the AP Course Audit form and submit course syllabi. Designated administrators must approve Course Audit forms prior to this date.
November 30	Deadline for students to submit and for teachers to approve AP Research Proposal Forms.
January	Source material for the AP Seminar Individual Research-Based Essay and Presentation released to AP Seminar teachers. AP Seminar and AP Research teachers begin online scoring training.
January–March	AP Coordinators must order AP Seminar and AP Research Exams and preadministration materials at the AP Exam Ordering website .
January–March	Schools begin scheduling current AP Seminar students for AP Research and recruiting new AP Seminar students. AP Seminar is a prerequisite for AP Research.
March 24	Schools outside the United States, U.S. Territories, and Canada: Priority deadline for AP Coordinator to order AP Seminar and AP Research Exams as well as preadministration materials.
March 29	Schools in the United States, U.S. Territories, and Canada: Final deadline for AP Coordinator to order AP Seminar and AP Research Exams as well as preadministration materials.
April 30	Deadline for all student work to be submitted to the AP Digital Portfolio and for teachers to submit scores for all performance tasks in the AP Digital Portfolio.
May 4	Administration of AP Seminar End-of-Course Exam.
May 19	Late-testing administration of the AP Seminar End-of-Course Exam.
May–June	After the AP Seminar End-of-Course Exam, AP Research teachers should meet the AP Seminar students and discuss the components of the course and get students thinking about working with a consultant/expert advisor, identifying a topic of interest, and developing a research question to yield a yearlong investigative task.
July	AP score reports released online.

