<table>
<thead>
<tr>
<th>Week 1</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Monday, May 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 a.m. Local Time</td>
<td>12 p.m. Local Time</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Environmental</td>
</tr>
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<td></td>
<td></td>
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<td>Science</td>
</tr>
<tr>
<td>Tuesday, May 5</td>
<td>Calculus AB</td>
<td>AP Seminar</td>
<td>Calculus BC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chinese Language and Culture</td>
</tr>
<tr>
<td>Wednesday, May 6</td>
<td>English Literature and</td>
<td>Japanese Language and</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Composition</td>
<td>Culture</td>
<td>Literature and</td>
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<td></td>
<td></td>
<td>Composition</td>
</tr>
<tr>
<td>Thursday, May 7</td>
<td>Computer Science A</td>
<td>Art History</td>
<td>Spanish Language and Culture</td>
</tr>
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<td></td>
<td></td>
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<td>Physics 1:</td>
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<tr>
<td></td>
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<td></td>
<td>Algebra-Based</td>
</tr>
<tr>
<td>Friday, May 8</td>
<td>German Language and</td>
<td>European History</td>
<td>United States</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td></td>
<td>History</td>
</tr>
</tbody>
</table>

Studio Art — Last day for Coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should have forwarded students’ completed digital portfolios to Coordinators before this date.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Afternoon</th>
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<tbody>
<tr>
<td></td>
<td>8 a.m. Local Time</td>
<td>12 p.m. Local Time</td>
<td>2 p.m. Local Time</td>
</tr>
<tr>
<td>Monday, May 11</td>
<td>Biology</td>
<td>Physics C: Mechanics</td>
<td>Physics C:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Electricity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and Magnetism</td>
</tr>
<tr>
<td>Tuesday, May 12</td>
<td>United States Government</td>
<td>French Language and Culture</td>
<td>Spanish Literature and Culture</td>
</tr>
<tr>
<td></td>
<td>and Politics</td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td>Wednesday, May 13</td>
<td>English Language and</td>
<td></td>
<td>Human Geography</td>
</tr>
<tr>
<td></td>
<td>Composition</td>
<td></td>
<td>Microeconomics</td>
</tr>
<tr>
<td>Thursday, May 14</td>
<td>Comparative Government and</td>
<td>Italian Language and Culture</td>
<td>World History</td>
</tr>
<tr>
<td></td>
<td>Politics</td>
<td></td>
<td>Microeconomics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin</td>
</tr>
<tr>
<td>Friday, May 15</td>
<td>Human Geography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note:
- AP Coordinators are responsible for notifying students when and where to report for the exams. Early testing or testing at times other than those published by the College Board is not permitted under any circumstances.
- AP Coordinators should order late-testing exams for students who would like to take exams that are scheduled for the same time.
- Schools in Alaska must begin the morning exam administration between 7 and 8 a.m. local time and the afternoon exam administration between 11 a.m. and noon local time. The AP Physics C: Electricity and Magnetism Exam in Alaska must begin between 1 and 2 p.m.
- AP Seminar End-of-Course Exams are only available to students at schools participating in the AP Capstone™ program.
ATTENTION
AP Exam Seating Charts: Update

The 2014-15 AP Coordinator’s Manual states that AP Coordinators and proctors completing seating charts must use the 11-digit exam booklet serial numbers to indicate students’ seats. In response to feedback from AP Coordinators, the AP Program has updated the policy to allow complete student names in place of exam booklet serial numbers on seating charts.

Visit the Seating Charts webpage (http://professionals.collegeboard.com/testing/ap/coordinate/seatingcharts) for more information and further resources:

- Tips, dos and don’ts, and explanations of different ways to complete seating charts
- Seating chart template (PDF) with step-by-step directions
- Seating chart templates in Excel for up to 36, 64, and 100 seats
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 underserved. 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.

AP® Services for Educators
877-234-4742
(toll free in the United States and Canada)
212-632-1781
Email: apstudents@info.collegeboard.org
Email: ap exams-intl@info.collegeboard.org
(for educators outside the United States)

Call Center Hours
M-F, 8 a.m. to 5 p.m. ET
April 20 to May 22, 2015, M-F, 7 a.m. to 8 p.m. ET

AP Services for Students
888-225-6427
(toll free in the United States and Canada)
212-632-1780
Email: apstudents@info.collegeboard.org

AP Services
P.O. Box 6671
Princeton, NJ 08541-6671
610-290-8979 (fax)
609-682-4118 (TTY)

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

AP Services
P.O. Box 6226
Princeton, NJ 08541-6226
844-255-7728
(toll free in the United States and Canada)
212-713-4333
609-682-4118 (TTY)
609-771-7944 (fax)
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 8060
Mt. Vernon, IL 62864-0060
866-360-0114 (fax)

Office of Testing Integrity
P.O. Box 6671
Princeton, NJ 08541-6671
609-406-5427
609-406-5441
609-406-9709 (fax)
Email: tsreturns@ets.org

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Visit the College Board on the Web: www.collegeboard.org

2015 Late-Testing Schedule
This 2015 late-testing schedule contains boxes for your use in tallying the number of alternate exams you give in each subject. You may also wish to photocopy this schedule and distribute it to your proctors and teachers.

Day | Morning 8 a.m. | Afternoon 12 p.m. | Afternoon 2 p.m.
--- | --- | --- | ---
June 20 | German Language and Culture | Comparative Government and Politics |
 | Macroeconomics | English Language and Composition |
 | Music Theory | Environmental Science |
 | Statistics | French Language and Culture |
 | United States Government and Politics | Microeconomics |
 | United States History | World History |

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 p.m.</th>
<th>Afternoon 2 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 21</td>
<td>Art History</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Chinese Language and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>European History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 1: Algebra-Based</td>
<td>Spanish Language and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>AP Seminar Physics C: Electricity and Magnetism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 2: Algebra-Based</td>
<td>Physics C: Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 3: Electricity and Magnetism</td>
<td>Spanish Literature and Culture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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- AP Seminar End-Of-Course Exams are only available to students at schools participating in the AP Capstone program.
Introduction

Role of the AP® Coordinator

Thank you for accepting the important responsibility of AP® Coordinator for your school. As the AP Coordinator, you will manage the receipt, distribution, administration, and return of AP Exam materials.

The AP Coordinator may be a full- or part-time administrator or counselor, or a faculty member who does not teach an AP course. Please be aware that a conflict of interest may result in score cancellation. To avoid any perceived conflict of interest, the AP Coordinator cannot:
- be an AP teacher.
- be the AP Coordinator in the year in which an immediate family or household member may be taking an AP Exam at the school where he or she 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 in which he or she teaches or has taught. See the table “AP Subject Areas for Assigning Proctors” on page 28. See page 27 for more information about activities that present a conflict of interest.

This Manual

This manual is the primary source of information for AP Coordinators and proctors on nearly all aspects of administering AP Exams. The first half of the manual covers topics that pertain to all AP Exam administrations, such as exam security and exam day activities. The second half of the manual provides information about specific exams that require special preparation, such as Studio Art, exams for students with disabilities, and AP Chinese and Japanese Exams on CD.

This manual will help you:
- understand exam security policies and procedures
- determine and place exam orders
- receive and check exams
- determine and collect fees
- select and prepare testing sites
- select and train proctors
- prepare students
- administer exams for students with disabilities
- pack and return exam materials
- understand and use score reporting services
- submit exam payments and other fees

All participating schools receive copies of the 2014-15 AP Coordinator’s Manual. The entire AP Coordinator’s Manual can also be accessed in PDF format at www.collegeboard.org/apcoordinatorsmanual.

The exam administration scripts and instructions are printed in a separate AP Exam Instructions book. Download PDFs of these scripts and instructions at www.collegeboard.org/apexaminstructions.

Important Links

- AP Coordinator Tutorial http://professionals.collegeboard.com/testing/ap/coordinate/tutorial
- AP Exam Ordering Website www.collegeboard.org/school
- Exam Administration Information for Coordinators www.collegeboard.org/apcoordinator
- AP Coordinator Community apcommunity.collegeboard.org/web/apcoordinators
- AP Course Audit www.collegeboard.org/apcourseaudit
- Online Score Reports for Educators http://scores.collegeboard.org
- Online Score Reports for Students www.apscore.org
- Services for Students with Disabilities www.collegeboard.org/ssd
- AP Studio Art Digital Submission Application http://apstudio.ets.org
- AP Students www.collegeboard.org/apstudents
- Free AP Publications www.collegeboard.org/freepubs

AP COORDINATOR ONLINE RESOURCES

Coordinators can go to www.collegeboard.org/apcoordinator to access:
- proctor training materials
- preadministration session PowerPoint presentation
- spreadsheets for tracking student exam registrations and payments and organizing exam rooms
- templates for supplying “what to bring” and “where to be” information to students
- sample student registration form and exam-taker agreement
- instructions for administering the recorded portion of exams in French, German, Italian, Spanish, or Music Theory using a PC or Mac

Visit www.collegeboard.org/shareap for resources to help you communicate the value of AP to students and parents and grow a successful and equitable AP program.

Visit www.collegeboard.org/apcoordinatortutorial to access Web videos that cover key topics for AP Coordinators.

AP COORDINATOR WORKSHOPS

The College Board offers one-day “Organizing Your AP Exam Administration” workshops that cover all aspects of the AP Exam administration. The workshops are held in each College Board region throughout the year. Workshops are free within the United States. Participants learn how to order AP Exams, train proctors, administer exams that require audio or visual equipment, and maintain exam security, in addition to many other topics.

AP Coordinators can visit apcentral.collegeboard.org/events to register.

Return to the Table of Contents
Important Information for 2014-15

AP Program Updates for 2015

- **Mandatory AP Exam Seating Charts**: Beginning with the May 2015 AP Exam administration, all schools must complete a seating chart for every exam they administer and retain it for six months. Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report. Complete details and a sample seating chart can be found on pages 118–119.

- **Exam Fees for 2015**: The fee is $91 per exam in the United States, U.S. territories, and Canada. The fee is now $121 per exam at schools outside the U.S., U.S. territories, and Canada (with the exception of DoDDS schools). The fee varies for College Board–authorized testing centers outside the United States.

- **Free Practice Exams**: New practice exams in 15* AP subjects are now available to AP teachers via the AP Course Audit website. These are complete versions of the exams that were administered internationally in 2014 and feature a multiple-choice answer key, free-response scoring guidelines, and a scoring worksheet.

  *The AP Physics B Practice Exam will clearly indicate which questions are in support of Physics 1 and which are in support of Physics 2.

**ONLINE SCORE REPORTS FOR STUDENTS**

**Avoiding Delays in Accessing and Reporting Scores**

Scores will be available to students online at apscore.org in early July. In order to access and send their scores as well as avoid any score reporting delays, students must:

- Create a College Board account (students may already have an account if they registered for the SAT or participated in other College Board programs).
- Use the same email address to create their account that they provide on their AP answer sheet.
- Provide their AP number and local student identifier (if they entered one on their answer sheet) when creating their account.
- Enter identifying information (particularly name, date of birth, sex, and mailing address) carefully and consistently on their answer sheets.

Mismatched email addresses or incomplete/inconsistent information on students’ answer sheets can delay access to scores.

Course and Exam Changes

- **Redesigned AP Courses and Exams**:
  - The new AP Physics 1 and AP Physics 2 courses and exams and the redesigned AP U.S. History course and exam launch this year. Visit AP Central (apcentral.collegeboard.org) for important information and resources for these courses.
  - Visit Advances in AP (advancesinap.collegeboard.org) for information about redesigned courses and exams in Art History and European History, which will launch in 2015-16.

- **Physics 1 and 2**: These two new full-year courses, replacing AP Physics B, cultivate a deep understanding of foundational physics principles and incorporate inquiry-based instruction. The exams include a new multiple-select question type with two correct answers, both of which students must identify to earn credit. The exams also include an experimental design question that asks students how they would design an experiment, collect data, and discover sources of uncertainty.

- **Physics 1, Physics 2, and both Physics C Exams**: Beginning with the 2015 exams, the AP Physics 1, Physics 2, and both Physics C Exams will allow a scientific or graphing calculator and equation tables on both sections of the exams.

- **U.S. History**: Section I, Part B (Short-Answer Questions) will be 50 minutes long, an increase of 5 minutes over the previously announced timing. Section II (Free Response) will be 1 hour and 30 minutes long, a decrease of 5 minutes over the previously announced timing. The standard total time for the exam remains 3 hours and 15 minutes. In the redesigned exam, all multiple-choice questions will focus on students’ ability to reason about different types of historical evidence. New short-answer questions have been added that ask students to respond to historical source material and problems.

- **Computer Science A**: Starting in the 2014-15 school year, the GridWorld case study will be replaced by a required lab component consisting of a minimum of 20 hours of hands-on lab experiences. Three new AP Computer Science A labs are available through teachers’ AP Course Audit accounts as exemplars to support the implementation of at least 20 hours of hands-on lab work in the classroom. For more information, visit the AP Computer Science A Course Home Page (apcentral.collegeboard.org/courshomepages).

- **AP Seminar**: This fall, the AP Seminar course will launch at more than 135 participating schools worldwide as part of the new AP Capstone™ program. For more information about AP Seminar and AP Capstone, visit www.collegeboard.org/apcapstone.

- **Chinese and Japanese Exams on CD**: Microsoft® Windows® XP and Windows Vista are not supported for 2015. See the “AP Chinese and Japanese Exams on CD™” section of this manual for information on supported operating systems.

- **Chemistry**: Beginning with the 2015 exam, the free-response section of the AP Chemistry Exam will be 1 hour and 45 minutes long, an increase of 15 minutes over the 2014 exam. The standard total time for the exam will be 3 hours and 15 minutes.
Before Exam Day

Ordering Exams
☐ Determine the number of exams to order for each AP course. Include any exams for home-schooled students and students from other schools in your exam order. See pages 16–18 for ordering policies and instructions.
☐ Check with the appropriate AP teachers to be sure the correct exams are ordered. Calculus, Economics, English, Government and Politics, History, Physics, Spanish, and Studio Art all have more than one exam.
☐ If your school is part of a multischool exam center, only the designated AP Coordinator for the multischool exam center should order exams. See page 25.
☐ Use the Setup CD to install required software on testing computers if you are administering Chinese or Japanese exams. If needed, order required headsets. See page 102.
☐ For AP Studio Art Exams, you must order one exam for each portfolio that your school’s students plan to submit. See page 98.
☐ Order all regular-format and nonstandard format exam materials online. See page 16.
☐ Order alternate exams for late testing online if needed. Regularly scheduled exams cannot be used for late testing.

Receiving Exam Shipments
☐ Select appropriate authorized staff to receive, check, store, distribute, and return AP Exam materials. See page 23.
☐ Check exam shipments within 24 hours of receipt, in a secure area, with only authorized staff present, to allow enough time to receive missing or extra materials, if needed.
☐ Compare the quantities of exam packets against the AP Shipping Notice. Contact AP Services for Educators immediately if there is any discrepancy between the contents of the exam shipment and the Shipping Notice. (See inside front cover for contact information.)
☐ Provide each Studio Art student with his or her AP number and the college code list from the AP Student Pack as soon as you receive them. These students will need this information before they can finalize their digital portfolios in April. See page 97.
☐ Review the 2015 Exam Forms table to ensure that you have the correct exam materials. See page 26.
☐ After checking the exam materials, resell them in the original cartons (except for the 2014-15 AP Coordinator’s Manual, the AP Exam Instructions book, and the Studio Art portfolio), sign your name across the sealing tape as an added precaution against tampering, and store them in a secure, locked area to which only you and authorized staff have access. See page 24.
☐ Retain the original shipping cartons, as exam materials must be repacked in the cartons in which they were received. Using other cartons may delay receipt of your school’s exams or result in a damaged shipment.

Preparing Testing Sites
☐ Select testing sites and testing rooms that provide the best possible conditions for student performance and exam security. See page 30.
☐ Make sure testing sites and testing rooms are properly set up and have all the necessary desks, tables, chairs, and equipment on exam day. Round tables are prohibited for testing. Ensure that your room setup supports one of the approved seating plans on page 50 or 88.
☐ Be sure to arrange additional rooms for students approved to test with accommodations requiring special testing schedules (for example, students approved for extended testing time).
☐ For Chinese and Japanese exams, confirm that you have the required hardware and headsets. Use the Setup CD to prepare your computers for testing.

Preparing Proctors
☐ Appoint the needed number of proctors (at least one proctor for every 34 students in each exam room). See the proctor/student ratio table on page 27.
☐ Train proctors to administer AP Exams using the proctor training script on pages 33–38.
☐ Remind proctors to read all of the general and the appropriate subject-specific exam administration instructions prior to the exam.
☐ Train proctors to administer the AP Exams in world languages, Spanish Literature and Culture, Studio Art, and Music Theory and exams for students with disabilities. These exams all require special preparation. Review pages 70–117.
☐ Remind the SSD Coordinator to go to SSD Online and print a Nonstandard Administration Report (NAR) for each student testing with accommodations. See pages 84–86 for information about completing the NAR.
☐ If you are administering the speaking part or sight-singing part of an exam in a digital lab or a computer lab, go to www.collegeboard.org/apcoordinator in mid-March for more details.
☐ Use the estimated timing table on page 32 to help you and your proctors determine how much total time will be needed for each exam administration.
☐ Refer to the information beginning on page 74 and use the tables on pages 76–83 to determine how to apply extended time for each of the parts or sections of the AP Exams.
☐ Provide copies of the exam equipment table on page 31 to your proctors to prepare for the exam administrations.

Return to the Table of Contents
Preparing Students

- Tell students to read the 2014-15 Bulletin for AP Students and Parents to become familiar with exam procedures, the importance of identifying their exam materials, exam security, etc.
- Tell students when and where to appear for the exams, and what they should and should not bring to the exam. If you will be testing home-schooled students or students from other schools, remind them to bring a valid photo ID, their Student Pack, and the exam fee (if you have not already collected it from them) to the administration. See page 43.
- Let students know that they will receive only one AP Student Pack and that they must use the AP number labels included in it for all of their AP Exams. They must not share labels with anyone else. See page 47.
- Remind students of the importance of supplying consistent identification information on their registration answer sheet.
- Use the AP Preadministration Instructions booklet that is included in your Coordinator Packet to conduct a preadministration session to save time on exam day. A PowerPoint presentation designed to assist Coordinators or proctors with holding a preadministration session will be available at www.collegeboard.org/apcoordinator before preadministration materials arrive at schools.
- Ask AP Biology, Calculus, Chemistry, Physics, and Statistics teachers to remind students of the calculator policies for these exams. Students should visit apstudent.collegeboard.org/apcourse and click on the link for their course for the specific calculator policy. See pages 43–46.

Studio Art Portfolios

- Please see page 99 for a checklist of Coordinator activities related to AP Studio Art.

SSD Eligibility

- Be sure that requests for testing accommodations for students with disabilities have been submitted to, and approved by, the College Board. To ensure that all accommodations are in place by the exam date, all accommodation requests and complete documentation must be submitted by Feb. 20. See page 71. Ask your SSD Coordinator to print an AP Nonstandard Administration Report for each student who will be taking AP Exams with accommodations.
- If you have a student who requires assistance for a temporary physical or medical condition (e.g., a broken arm), download the Temporary Support Request form from www.collegeboard.org/ssd or request it from the SSD office in the event a student requires temporary assistance for a medical or physical condition suffered just before the AP Exam administration. Scores for students who test with accommodations or temporary support that have not been preapproved by the College Board will not be reported. See page 71.

Fee Reductions

- Keep a list of students who are eligible for College Board fee reductions for low-income students and the number of AP Exams that each student will take. In the AP Exam ordering website, you will be required to indicate the total number of qualifying students and exams. Note the appropriate fee reduction option (Option 1 or Option 2) for each student because you will be filling in a fee reduction circle on each student’s registration answer sheet. You will also need this list when generating your invoice online. See pages 20–22.

Exam Day

- Keep exam materials shrinkwrapped so that no one sees the questions beforehand.
- Be sure exam rooms are properly set up and contain all necessary equipment.
- Administer exams according to the established schedule. No exam may begin before or after the official starting times.
- Post the appropriate home-school/self-study code from page 18 if home-schooled students are among those testing.
- Have students place all belongings under their chairs. At the start of the exam, they should have nothing on their desks except a No. 2 pencil and a pen with black or dark blue ink. Students taking exams that allow the use of a calculator should follow the proctor’s instructions regarding when calculators may be placed on the desk.
- Make sure no one, except students during testing, opens the shrinkwrapped exam packets and sees the contents of any exam booklet.
- Read the exam administration scripts in the 2014-15 AP Exam Instructions book exactly as printed.
- Keep the testing room under supervision throughout the entire exam.
- Account for all exam materials within the first half hour of the exam. The number of students taking the exam and the number of undistributed exam packets must equal the number of exam packets you received.
- Complete the Nonstandard Administration Report (NAR) form for each exam administered with accommodations, including extended time.
- Collect exam materials in the same order in which they were distributed.
- Before dismissing students, verify that you have collected the same number of exam materials as you distributed.
- Make sure that the identification information on each answer sheet and booklet has been properly completed, and that AP number labels have been affixed to the proper places on the answer sheets, the free-response booklets, and any student-response tapes and CDs.
Consult the Administration Incidents table on pages 53–59 to determine the appropriate action for any incidents that may occur during testing. Complete an Incident Report and an Exam Seating Chart.

In the event of a security breach, immediately contact the Office of Testing Integrity (see inside front cover for contact information).

Dismiss all students from the testing room at the same time at the end of the testing time. However, groups recording speaking responses for world languages and individuals recording sight-singing responses for Music Theory may be dismissed as they complete their recordings.

Make a final check of the testing room to be sure nothing has been left behind.

Fill in the appropriate fee reduction circle on the answer sheets for students who qualify (see pages 20–22). For students taking AP Chinese or Japanese, complete the Fee Reduction/Section Designation Form and return it with your exam materials (see page 120). For Studio Art, you will note fee reduction eligibility online in the AP Studio Art Digital Submission Web application (see page 97).

Return all exam materials to secure storage until it is time to prepare the exam return shipment.

After Exam Day

Designate section numbers on students’ answer sheets if your administrators and teachers wish to view separate AP Instructional Planning Reports and subject score rosters for multiple class sections. (See page 60.) Be sure to inform teachers of their designated section numbers before school lets out.

- For AP Chinese and Japanese, complete the Fee Reduction/Section Designation Form on page 120 and return it with your exam materials.
- For Studio Art, you will designate sections using the AP Studio Art Digital Submission Web application.

Create and make copies of your Packing List (see page 61) by logging on to www.collegeboard.org/school. You must include copies of your Packing List in your return exam shipment.

Complete the AP Coordinator’s Comment form at www.collegeboard.org/apcoordinatorcomment to help improve the effectiveness of the AP Program.

Pack, label, and return exam materials according to the instructions on pages 61–65. Seal cartons securely. Exam materials must be shipped before the close of the next business day after the school’s last scheduled exam of a particular AP Exam period (i.e., regularly scheduled or alternate).

Remember to ship Braille and large-type exams separately from regular-format exams.

Retain proof of all return shipments for tracking purposes. Record the tracking numbers or photocopy the return labels.

Generate and submit your invoice by logging on to www.collegeboard.org/school and clicking “Generate Invoice.” You will need your Packing List and the number of exams that qualify for a fee reduction to generate your invoice.

Return your invoice and exam payment by June 15, 2015. A $225 late payment fee will be assessed for any payment postmarked after this date.
2014-15 AP® Coordinator Planning Calendar

The following calendar was designed by AP Coordinators to help others plan their schools’ AP Exam administrations. Refer to the 2015 Exam Ordering Deadlines table on page 16 to aid you in your planning.

### September
- **Deadline 9/15:** Last day for schools to order 2014 free-response booklets for available forms.
- Schools receive the 2014-15 AP participation materials to complete.
- 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.
- Distribute the 2015 AP Exam schedule to teachers and administrators.
- Confirm that the 2015 AP administration dates are noted on the school calendar.
- Order a large (four-inch) three-ring binder for organizing notes and forms for the AP administration.
- Visit www.collegeboard.org/coordinator 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 AP Coordinator, where Coordinators can connect with colleagues, share resources, and discover and exchange ideas. Visit apcommunity.collegeboard.org/web/apcoordinators.

### October
- **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.

### November
- 2014 AP school rebates, addressed to 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 2014-15 Bulletin for AP Students and Parents you’ll need.)
- Compile an initial list of AP Exams that the school intends to administer.
- Estimate the probable numbers of exam takers. Consider exams for home-schooled 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 (academic and/or athletic).
- AP Course Ledger of authorized 2014-15 AP courses is available online.

### December
- AP Potential™ becomes available. Access codes are included with the PSAT/NMSQT® score rosters. Visit: appotential.collegeboard.org.
- Carefully read the 2014-15 AP Coordinator’s Manual, making note of AP Program changes and items that will need any follow-up.
- Create a master schedule for scheduling exams, testing rooms and locations, proctors, equipment, etc. (Visit www.collegeboard.org/apcoordinator for a template.)
- Determine if there is a need for off-site testing to ensure compliance with exam administration and security procedures. If so, begin negotiations for securing facilities away from the school.
- Create a spreadsheet for tracking exam registrations and fees. (Visit www.collegeboard.org/apcoordinator for a template.)
- Distribute the 2014-15 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.
January

☐ Deadline 1/31: Last day for initial AP Course Audit submissions, all renewals, removal of teachers and courses, addition of online/distance learning courses, and AP Course Audit form approvals for 2014-15 courses.

☐ Access codes for online ordering are emailed to AP Coordinators.

☐ Online ordering becomes available: www.collegeboard.org/school.

Order AP Chinese and Japanese Exams on CD by March 11 to receive the Setup CD early.

☐ If needed, order the required Koss SB45/SB45 USB or Califone 3066AV/3066-USB headsets for AP Chinese and Japanese Exams.

☐ Check with the appropriate AP teachers to be sure that the correct exams are ordered. Calculus, Economics, English, Government and Politics, History, Physics, Spanish, and Studio Art all have more than one exam.

☐ Reserve testing rooms that will provide the best possible conditions for student performance and to ensure compliance with exam administration and security procedures.

☐ Schedule the AP preadministration session(s) for late April.

☐ Schedule a proctor training session for late April.

☐ With the SSD Coordinator, review College Board–approved accommodations for AP student(s), if applicable.

☐ Log in to the Studio Art Digital Submission Web application as soon as it is available. (See pages 96–99 for details.)

February

☐ Deadline 2/20: Last day to submit accommodations requests and supporting documentation (if needed).

☐ 2/20: Preferred date by which to order printed scripts for AP Exams in Spanish Literature and Culture and French, German, Italian, and Spanish Language and Culture; large-type exams greater than 20-point; and limited-time (multiple-day) testing exams using the order form at the AP Exam ordering website.

☐ Review and reserve the equipment required for exams that require special preparation.

☐ Review and reserve the equipment required for exams administered with accommodations.

☐ Check in with your Studio Art teacher(s) to ensure that all students have been provided with their Teacher Keys and school code and have set up access to the AP Studio Art Digital Submission Web application.

March

Deadlines:

☐ 3/11: Deadline for ordering preadministration materials for delivery by April 3.

☐ 3/27: Priority deadline for online ordering.

☐ Process SSD paperwork as outlined in this manual.

☐ Use the Estimated Timing Table in this manual to determine how much total time will be needed for each exam administration.

☐ Order proctor supplies (pens with black or dark blue ink, No. 2 pencils, stapler, paper clips, extra lined paper, etc.).

☐ Appoint the required number of proctors. (This manual provides a table to help you determine the minimum number of proctors.) There must be a proctor in the exam room at all times.

☐ Student registration comes to a close.

☐ Distribute permission slips for students traveling to off-site testing locations.

☐ Review with the school computer technician the appropriate software to use for recording student responses on computer for AP Exams in French, German, Italian, and Spanish languages and Music Theory.

☐ AP Course Audit website begins accepting submissions for new courses offered.

☐ Collect exam fees.

☐ Online ordering for regularly scheduled exams comes to a close.

☐ Hold a proctor training session.

☐ Hold preadministration session(s). Remind students of the importance of supplying consistent identification information on their answer sheets.

☐ Send a strong message to students that cell phones are not allowed in the testing room.

☐ Run Setup CD for AP Chinese and Japanese Exams on each testing computer.

☐ Distribute Student Packs to all AP Studio Art students. (See page 47 for more information.)

☐ Remind AP Studio Art teachers to forward students’ digital portfolios to you well in advance of the May 8 deadline.

☐ Arrange for the setup of tables and chairs, if needed.

☐ Review the details of the exam schedule, proctors, rooms, and required equipment.

☐ Review the details of exams administered with accommodations with the SSD Coordinator.

☐ Check the exam shipments.

☐ Double-check everything.

April

Deadlines: United States, U.S. Territories, and Canada

☐ 4/1: Final deadline for ordering preadministration materials for delivery by April 13.

☐ 4/10: Extension deadline for ordering regularly scheduled exams. Each order received after this date incurs a $55 fee.

☐ 4/17: Final deadline for ordering regularly scheduled exams.

☐ 4/27: Schools receive exam materials ordered by April 17.

Deadlines: Outside the United States, U.S. Territories, and Canada

☐ 4/3: Extension deadline for ordering regularly scheduled exams.

☐ 4/10: Final deadline for ordering regularly scheduled exams.

☐ 4/24: Schools receive exam materials ordered by April 10.

☐ Collect exam fees.

☐ Online ordering for regularly scheduled exams comes to a close.

☐ Hold a proctor training session.

☐ Hold preadministration session(s). Remind students of the importance of supplying consistent identification information on their answer sheets.

☐ Send a strong message to students that cell phones are not allowed in the testing room.

☐ Run Setup CD for AP Chinese and Japanese Exams on each testing computer.

☐ Distribute Student Packs to all AP Studio Art students. (See page 47 for more information.)

☐ Remind AP Studio Art teachers to forward students’ digital portfolios to you well in advance of the May 8 deadline.

☐ Arrange for the setup of tables and chairs, if needed.

☐ Review the details of the exam schedule, proctors, rooms, and required equipment.

☐ Review the details of exams administered with accommodations with the SSD Coordinator.

☐ Check the exam shipments.

☐ Double-check everything.
May

Regularly Scheduled Exam Dates: 5/4–8, 11–15

Deadlines: United States, U.S. Territories, and Canada
- 5/8: Ordering deadline for alternate exams for late testing (Canada and U.S. territories).
- 5/15: Ordering deadline for alternate exams for late testing (United States).

Deadlines: Outside the United States, U.S. Territories, and Canada
- 5/8: Ordering deadline for alternate exams for late testing.

Late-Testing Exam Dates: 5/20–22
- Make sure that the testing sites and testing rooms are properly set up and have all of the necessary desks, tables, chairs, and equipment on exam day.
- Forward AP Studio Art digital portfolios to the AP Program by 8 p.m. EDT on May 8. Gather 2-D Design and Drawing students for the assembly of the Quality (Selected Works) sections of portfolios no later than May 8.
- Schedule, order, and arrange for any alternate testing, if needed.
- Fill in the appropriate fee reduction circle on the registration answer sheet for each student eligible for an AP fee reduction. For students taking AP Chinese and Japanese, complete the Fee Reduction/Section Designation Form on page 120. For Studio Art, complete the fee reduction information in the AP Studio Art Digital Submission Web application.
- If your school would like to view a separate AP Instructional Planning Report and subject score roster for each AP class section, follow the directions on page 60 to designate sections on students’ answer sheets. Be sure to inform teachers of their designated section numbers before school lets out.
- Track the total number of exams that are fee reduced in order to accurately complete the invoice.
- Prepare exam materials for return.
- Create and print a Packing List at www.collegeboard.org/school.
- Complete all SSD paperwork (NAR and the NAR Return Envelope).
- Generate and submit your invoice online at www.collegeboard.org/school and mail a printed copy to the AP Program with payment.

June

Deadlines:
- 6/1: All exam materials must arrive at AP Services.
- 6/1: Deadline for schools to order score labels.
- 6/15: Postmark deadline for exam payments and invoices. Late payments incur a $225 fee.
- 6/15: Deadline for students to change the college score report recipient indicated on answer sheet, and to withhold scores. Scores may be canceled at any time, but for scores not to appear on the current year’s student score report, students must cancel them by this date.
- Place 2016 AP Exam dates on the 2015-16 school calendars.

July

- AP score reports are available to colleges, students, schools, and districts.
Visit with all AP teachers to find out if there are students with disabilities who plan to take AP Exams.

Submit requests for accommodations, using SSD Online, for students with disabilities who are not yet approved.

Check to make sure that accommodations needed for any students taking AP Exams in French, German, Italian, or Spanish Language and Culture, Spanish Literature and Culture, or Music Theory, are up to date. Call the SSD office to advise of any students taking AP Chinese or Japanese with accommodations.

Look at your SSD Online roster of students and check that all students listed, and the student information, are correct. Confer with students and parents to ensure awareness of the accommodations approved for the student.

Work with the AP Coordinator and principal to ensure sufficient and appropriate testing sites for students with disabilities.

Make sure you have sufficient, tested, and appropriate equipment for all approved SSD students (e.g., computers and printers, calculators, extra CD players, and extra tape recorders for AP Exams in French, German, Italian, or Spanish languages, or Music Theory). Start identifying proctors and provide them with information in this manual and any appropriate information from www.collegeboard.org/apcoordinator.

Notify the College Board SSD of any Braille exams your students may need, even if they are only considering taking AP Exams.

Ensure that all accommodations requests and complete documentation (if needed) are submitted by February 20.

Start training proctors how to administer exams for students requiring extended time, computers, large-type exams, etc. Review the extended time tables in this manual.

Arrange for students approved for a reader, writer, or sign language interpreter to speak with the assistant to discuss how best to work together during the exam administration.

Instruct students to bring their copies of the Accommodations Letter to the testing room at the time of the exam administration.

Ask the AP Coordinator to order regular-format exams online for “reader copies” if they are needed and approved for a particular administration.

Encourage teachers to conduct practice exams (employing the accommodations for which students are approved) using AP Released Exams or the practice AP Exams available to AP Course Audit–authorized teachers.

Sign in to SSD Online and print a Nonstandard Administration Report (NAR) for each AP student testing with accommodations. Print extra copies for students taking multiple exams. Before the exam administration, note the time approved for each exam section or part on all NARs.

Before the exams begin, direct proctors to discuss with each student approved for accommodations the part, section, and total exam time and arrangements for lunch, breaks, and any special needs. If there is a discrepancy, you must be consulted.

The AP Coordinator will:

Arrange for all proctors of exams for students with disabilities to have access to you during the exams in the event of questions.

Make sure that all exams are administered on the appropriate days and as outlined in this manual and the 2014-15 AP Exam Instructions book.

Remind proctors to complete the Nonstandard Administration Report for each exam taken with accommodations.

Collect and review all large-type exams and Braille exams and corresponding answer sheets, and ensure that you have all the appropriate materials.

The AP Coordinator will:

Complete and insert all appropriate materials into the Nonstandard Administration Report return envelope.

Return all large-type exams and Braille materials separately in the cartons in which they were shipped.
Exam Security

All students should have equivalent opportunities to succeed on AP Exams. Therefore, the Advanced Placement Program® maintains strict test administration and test security procedures designed to prevent testing irregularities and improper conduct that could disrupt the test administration or give any student an unfair advantage.

This manual, along with the 2014-15 AP Exam Instructions book, will provide you with the information you need to order, prepare for, administer, return, and pay for AP Exams. Carefully following all of the procedures will help your school reduce the risks of testing irregularities and security issues. You and your proctors should read all of the general information as well as the appropriate subject-specific exam instructions well in advance of your school’s first exam.

Schools that do not comply with the policies and procedures set forth in this manual may not be allowed to administer AP Exams in the future and shall be responsible for damages and costs incurred by the College Board or ETS as a result, including, without limitation, litigation expenses and attorney fees.

If you discover or suspect any issues related to the security of your school’s exams, such as missing exam materials, you must call the ETS Office of Testing Integrity (OTI) immediately at 609-406-5427 or 609-406-5441 for instructions. You must not administer exams in the affected subjects until receiving instructions from OTI.

Overview of Exam Security

Here is an overview of some key policies that help to ensure the fairness and security of AP Exam administrations at schools. Throughout this manual, the blue exam security icon indicates important information related to exam security. Please read these items carefully.

Exam Schedules

- An AP Exam may only be administered on its scheduled date, at the set time. Early testing is not permitted under any circumstances. Proctors may allow students to enter the testing rooms to complete the personal identification portion of their answer sheets before an exam’s official start time, but the actual AP Exam booklets or exam CDs may not be opened before the set times under any circumstances.
- AP Exams feature security statements on the front covers that students must sign to affirm that the exam was administered on the date and time indicated on the covers, that the multiple-choice items will not be disclosed, and that they will only discuss the free-response questions if the specific questions on the exam are released on the College Board website two days after the exam administration.

Discussion of Exam Content

- No one, other than the students as they are taking the exam, is allowed access to the multiple-choice questions at any time. This section is always kept secure because some questions are reused for purposes of establishing exam reliability among forms over time.
- It is for this reason that students seal the multiple-choice booklets at the end of the administration and are not permitted to share information about these questions with anyone (including their AP teachers) after the exam is over. The entire multiple-choice section, including content and questions, must never be shared, copied in any manner, or reconstructed by students or teachers after the exam.
- The Section II booklet, containing the free-response questions, must never be photocopied by students or teachers after the exam. Students and educators may discuss only the specific free-response questions that are released on the College Board website two days after the exam administration. Discussion of free-response questions may not begin until that time. The AP Program develops and administers multiple versions of the AP Exam for each AP subject each year. Not all exams’ free-response questions are released. If the free-response questions in the exam are not released, they may never be discussed. The free-response section of the alternate form of the exam used for late testing is not released and may never be discussed or shared in any way.

Access to Exams

- AP teachers may not serve as AP Coordinators, proctors, assistants, readers, or scribes at an exam in their subject area. Please be aware that a conflict of interest may result in score cancellation.
- Teachers, college faculty or instructors, department chairs, tutors, individuals involved in test-preparation services, or educators of any kind (including, but not limited to, curriculum specialists, school counselors, or administrators) must not take, or review the content of, an AP Exam.
- Reproducing any portion of any exam in any form (e.g., by taking photos or making photocopies) is strictly prohibited. No one, except the students as they take the exam, should see the exam content.
- AP Exam materials (with the exception of Studio Art portfolios and Setup CDs for AP Chinese and Japanese) must always be kept in locked storage (not accessible to students or teachers) before and after the exam administration. Before dismissing students, the proctor must account for all exam booklets, answer sheets, tapes, and CDs. With the exception of AP Music Theory Exams and AP French, German, Italian, and Spanish Language and Culture Exams, where equipment availability may require multiple groups of students or individuals to record speaking or sight-singing responses at different times, students must all be dismissed from the testing room at the same time.
Either the AP Coordinator or a designated proctor must be present at all times in every room in which AP Exams are being administered. No one, other than those testing, should be in the room before, during, or immediately following the exam. All secure exam materials (including used and unused exam booklets and master audio CDs) must be returned to the AP Program.

EXAM DAY

Electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, and any other electronic or communication devices are prohibited in the exam room. No photos may be taken in the exam room during an exam.

If a student is observed with any of these devices during testing or during breaks, the student may be dismissed from the exam room, and the device may be confiscated.

If a student uses his or her cell phone during the exam, the student’s score will be canceled and no retest will be permitted.

If a student posts to any form of social media during the exam, the student’s score will be canceled, no retest will be permitted, and the student may be permanently barred from testing.

Exam Observations

An exam observer may visit your school the day of the exam or the week preceding it. Check the observer’s College Board or ETS identification and letter of authorization from the Office of Testing Integrity. Observations are scheduled to ensure that procedures and facilities meet test site standards. Observations also provide an opportunity for testing staff to raise questions. If you have any concerns about an individual’s authorization, contact the Office of Testing Integrity at 609-406-5430 for verification before admitting the person to a testing room.

Informing Students of the Importance of Exam Security

The following information is provided to students in the 2014-15 Bulletin for AP Students and Parents, which schools must distribute to their students prior to exam day.

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.

When the College Board determines that a student’s testing experience did not meet the College Board’s standards for administering exams — even through no fault of the student — the College Board reserves the right to cancel an AP Exam score. The decision to cancel an AP Exam score is difficult; nonetheless, AP Exam scores must be canceled on occasion in order to protect the integrity of the AP Exam for all AP students and for the colleges and universities that grant credit or advanced placement for qualifying AP scores. When the College Board considers it appropriate, but not under all circumstances, students will be given the opportunity to retest.

The College Board reserves the right to decline to score an AP Exam or cancel an AP Exam score when, in its judgment, any of the following occurs:

1. Violation of test security policies and procedures: On exam day, students are required to sign their answer sheet, indicating that they are aware of, and agree to, all of the policies and procedures discussed in the 2014-15 Bulletin for AP Students and Parents. Students also must sign the covers of the multiple-choice and free-response booklets, affirming statements related to the security of the exam. The exam security policies and procedures students agree to include the following:
   • Exams must be administered on the established schedule. The exam administration may never begin before the official starting time, and may begin only up to one hour after the official starting time on the specified day. If an exam is offered at an incorrect date or time, the student should refuse to take it; instead, the student should contact Educational Testing Service’s (ETS) Office of Testing Integrity to arrange to take an alternate exam.
   • Students must not open exam materials until instructed to do so by the proctor so that no one sees the questions before the administration begins.
   • Because multiple-choice questions are sometimes reused, no one other than the student may see the multiple-choice questions during the exam.
   • Students may not, under any circumstances, remove multiple-choice questions from the testing room; give them to anyone else; discuss them with anyone (including an AP teacher); or share them through any means, including, but not limited to, email, text messages, a camera phone, and the Internet.
   • Students may not, under any circumstances, remove any exam materials from the testing room. The Section II booklet, containing the free-response questions, must never be photocopied by students or teachers after the exam. They may only discuss the free-response questions if the specific questions in the exam are released on the College Board website two days after the regularly scheduled exam administration. If the questions in the exam are not released, students may not discuss them with anyone.
   • Electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, and any other electronic or communication devices are prohibited in the exam room. If a student is observed with any of these devices during testing or during breaks, the student may be dismissed from the exam room, and the device may be confiscated.
   • Students may not consult textbooks, notes, teachers, other students, or any other resource during the break between Sections I and II of the exam, or during any unscheduled breaks.
   • Students may not leave the building at any time during the test administration, including during a break.
Teachers, department chairs, tutors, individuals involved in test preparation services, and educators of any kind (including, but not limited to, curriculum specialists, school counselors, and administrators) are prohibited from taking or reviewing the content of an AP Exam.

Violation of test security policies may result in score cancellation, and under some circumstances individuals may be permanently barred from future testing.

2. Disclosure of secure test items: If a student is discovered disclosing through any means any multiple-choice question, any free-response question from an alternate exam, any free-response question from a regularly scheduled exam within two days of its administration, or any free-response question that is not released on the College Board website two days after the regularly scheduled exam administration, the College Board will automatically cancel the student’s exam score.

3. Misconduct: If a student engages in misconduct in connection with an AP Exam, the student may be asked to turn in his or her exam materials and leave the testing room. The student may not return to the testing room, and his or her AP Exam score will not be reported.

Misconduct includes:

- Obtaining improper access to the exam, or a part of the exam, or information about the exam.
- Removing a page or pages from the exam book.
- Referring to, looking through, or working on any exam, or exam section, other than during the timed testing period for that exam or exam section.
- Accessing any prohibited aids.
- Bringing food or drink into the testing room.*
- Leaving the testing room without permission.
- Attempting to remove from the testing room any part of the exam or any notes relating to the exam.
- Using a cell phone or electronic device during testing or during breaks.
- Copying from another student’s work or of published or unpublished sources.
- Attempting to give or receive assistance, or otherwise communicate, through any means, with another person about the exam during the exam administration.
- Attempting to take the exam for someone else.
- Reproducing any portion of any exam in any form (e.g., by taking photos or making photocopies).
- Creating a disturbance.
- Failing to follow any of the exam administration regulations discussed in the 2014-15 Bulletin for AP Students and Parents, provided by testing staff, or specified in any exam materials.
- Using testing accommodations that have not been preapproved by the College Board.

4. Testing irregularities: The term “testing irregularities” refers to problems with the administration of an exam and may affect an individual or group of students. These problems include, but are not limited to, administrative errors (e.g., improper timing, improper seating, improper proctoring, defective materials, defective equipment, or the failure of test administration personnel or the school to comply with test administration policies or procedures), and disruptions of exam administrations. Students may review the exam administration instructions that schools are required to follow, which are set forth in this manual.

The College Board is solely responsible for determining whether testing irregularities have occurred, and its decisions are final. When testing irregularities occur, the College Board may decline to score the exams of one or more students and it may cancel the scores of one or more students when it determines that such actions are required to protect the integrity of the exam, and the College Board may do so whether or not the affected students caused the testing irregularities, benefited from them, or engaged in misconduct. When it is appropriate in the College Board’s judgment, the College Board may give the student(s) the opportunity to take a retest without charge.

5. Identification discrepancies: When, in the College Board’s judgment or the judgment of an administration personnel, there is a discrepancy in a student’s identification, the student may be dismissed from the testing room. In addition, the College Board may decline to score the exam or may cancel the score.

6. Invalid scores: The College Board may also cancel AP Exam scores when, in its judgment, there is substantial evidence that they are invalid for any reason. Evidence of invalidity may include, but is not limited to, discrepant handwriting, unusual answer patterns, inconsistent performance on different parts of the exam, or similarities in responses to the free-response section. Before canceling AP Exam scores based on substantial evidence of invalidity, the College Board notifies the affected student in writing about its concerns, gives the student an opportunity to submit information that addresses the College Board’s concerns, and considers any such information that is submitted. The College Board also offers various options, which typically include voluntary score cancellation, a free retest, and arbitration in accordance with the ETS Standard Arbitration Agreement. If before, during, or after a review of questionable scores, ETS finds that misconduct has occurred in connection with an exam, ETS may treat the matter under its misconduct procedures. In that event, the options available in connection with score invalidity reviews will not be available even if those options were previously offered.

Note: The arbitration option is available only for exams administered in the United States.

In no event shall the College Board, its agents, or subcontractors be responsible for students’ test administration personnel’s, or schools’ failure to comply with the AP test security and test administration policies and procedures. The College Board shall not be liable to the students, school, district, or anyone claiming by or through them for any damages, including special, incidental, direct, indirect, consequential, exemplary, or punitive damages, caused by, arising from, or otherwise related to the failure of test administration personnel, the students, or the school to comply with the College Board’s test security and test administration policies and procedures, whether or not the College Board has been advised of the possibility of such damages.

*Unless this has been preapproved as an accommodation by the College Board Services for Students with Disabilities office prior to the exam date.
Informing AP Teachers of the Importance of Exam Security

It is important that AP teachers are aware of their role in exam security policies. The following policies should be communicated to them:

- AP teachers are prohibited from entering the exam room and from communicating with students during testing, including breaks.
- AP teachers are prohibited from taking or reviewing the content of an AP Exam.
- AP teachers may never discuss unreleased multiple-choice questions with students.
- AP teachers may only discuss free-response questions with students if those specific questions were released on the College Board website two days after the regularly scheduled exam administration. AP teachers may never discuss free-response questions with students if those specific questions were not released.
Ordering Exams and Collecting Exam Fees

IN THIS SECTION:
- Exam ordering policies, special instructions, and deadlines
- Late-testing policy
- Exam fees
- Eligibility criteria and procedure for claiming AP fee reductions

AP Exams must be ordered online. Coordinators should go to www.collegeboard.org/school to access the sign-in/sign-up page. As part of the sign-up process, Coordinators will be asked to enter their access code for online ordering. Access codes remain the same from year to year. Access codes are also emailed in January to the AP Coordinator and additional authorized staff person (if applicable) designated on your school’s Participation Form. If you forget your password or username, there is a link on the sign-in page to retrieve usernames and passwords.

Ordering Policies
- You can modify your order online as often as necessary, at no fee, until it is processed for shipment, which can be as early as 6 p.m. EDT on the day the order is placed.
- If your order has already been processed for shipment, you can place a new order for additional exams at no fee as long as you meet the extension deadline.
- You cannot decrease your order once it has been processed for shipment, which can be as early as 6 p.m. EDT on the day the order is placed. Schools are charged a $15 fee for each unused exam. This fee is not assessed for an exam that is replaced by an alternate exam for late testing, unless the alternate exam itself goes unused.

2015 EXAM ORDERING DEADLINES

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Schools in the United States, U.S. Territories, and Canada</th>
<th>Schools Outside the United States, U.S. Territories, and Canada</th>
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<tbody>
<tr>
<td><strong>Priority Deadline</strong></td>
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<tr>
<td>Submit orders by this date to ensure timely processing and delivery.</td>
<td>March 27</td>
<td>March 27</td>
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<tr>
<td><strong>Deadline for Ordering Preadministration Materials</strong></td>
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<tr>
<td>Can be placed only with initial exam order. Orders placed by March 11 will be delivered by April 3. Orders placed between March 12 and April 1 will be delivered by April 13.</td>
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<td><strong>Extension Deadline</strong></td>
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<tr>
<td>Each order received after this date incurs a $55 late fee (excluding alternate exam orders).</td>
<td>April 10</td>
<td>April 3</td>
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<td><strong>Final Deadline</strong></td>
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<tr>
<td>No orders will be accepted after this date.</td>
<td>April 17 Orders placed by April 17 will be delivered by April 27.</td>
<td>April 10 Orders placed by April 10 will be delivered by April 24.</td>
</tr>
<tr>
<td><strong>Deadline for Ordering Alternate Exams for Late Testing</strong></td>
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<tr>
<td>Coordinators should call AP Services for Educators if an emergency occurs after these dates.</td>
<td>May 8 Canada and U.S. territories</td>
<td>May 8 United States</td>
</tr>
</tbody>
</table>

Note: Exam fees, unused exam fees, refund policies, and ordering deadlines vary at authorized test centers outside the United States.

Your order status will be available 24 hours after you placed your order.

You cannot schedule the delivery date of your order(s).

Students may not take both Calculus AB and Calculus BC within the same year. A student may not take an exam more than once in the same year; however, a student may repeat an exam in a subsequent year. In such cases, both scores will be reported unless the student requests that one be withheld or canceled.

Braille, extended time, and 14- or 20-point large-type exams, and large-block answer sheets
If a student has been approved for the following accommodations, order these exam materials online with the rest of your exam order. If you are requesting a Braille format and a large-type format of the same exam for the same student, contact the College Board SSD Office at 844-255-7728 (toll free in the United States and Canada) or 212-713-8333 for more information. Order any additional testing materials that are required to administer these exams (e.g., extra master CDs) with your initial order:
- Extended time administration with regular-format exams
- Large-block answer sheet used with regular-format exams
- Braille format
- 14- or 20-point large-type format
Limited-time (multiple-day) testing, large-type exams greater than 20-point, and scripts for world language and Spanish Literature and Culture Exams

If a student has been approved for the following accommodations, order these testing materials using the special order form for these formats available on the AP Exam Ordering website. The preferred date to order these materials is February 20.

- Printed scripts for the master audio parts of AP Exams in French, German, Italian, or Spanish Language and Culture, and Spanish Literature and Culture
- Limited-time (multiple-day) testing
- Large-type formats other than 14- or 20-point
- Other accommodations

Work with the SSD Coordinator to determine the number, subject, and type of exams needed.

Special Ordering Instructions

French, German, Italian, and Spanish Language, Spanish Literature, and Music Theory Exams

Each school’s order for AP Exams in French, German, Italian, and Spanish Language and Culture contains at least one master CD for Section I (listening), and a double CD set containing one master CD for writing, and a separate master CD for speaking. Each school’s order for Spanish Literature and Culture contains at least one master CD for Section I (listening). Each school’s order for Music Theory contains at least one master CD for Section I A and IIA (listening) and one master CD for Section IIB (sight-singing).

Some schools administer the speaking or sight-singing parts of the exams in multiple rooms at one location. If you plan to do this, you should order the same number of master double CD sets or sight-singing CDs as you will have testing locations. Also, remember to order sufficient master CDs if you have students with disabilities who have been approved for extended time and will require separate testing rooms. You should order one set of master CDs for each student testing with extended time, as each student will be progressing at his or her own pace with respect to the approved amount of extended time.

When you place your initial exam order online, you may request:

- One additional master writing/speaking CD set or sight-singing CD for every four exams ordered
- One additional master listening CD for every 10 exams ordered

If your initial order has been processed, contact AP Services for Educators to order additional materials.

AP Chinese and Japanese Exams on CD

Once you order the exams, you will receive a separation of AP Chinese and Japanese Setup CDs in advance of the administration. Setup CDs are required for preparing testing computers to deliver the exams. They also contain sample exams to allow students to review how the exam is administered and to practice using the equipment. To ensure that you receive the Setup CDs by April 3, it is strongly recommended that you **place your exam order by March 11.** (See section on Chinese/Japanese Exams, pages 100–117.)

AP Studio Art Exam Orders

Studio Art exams are ordered separately from other exams on the AP Exam Ordering website. Schools expecting a significant increase in the number of AP Studio Art students this year should order their Studio Art exams as early as possible. (Before a school’s Studio Art exam order is placed, the number of student portfolios that can be set up in the AP Studio Art Digital Submission Web application is limited to the number of exams ordered last year, plus 10 percent for growth.) Orders for preadministration materials will not be affected by Studio Art exam orders.

Home-Schooled Students and Students Whose Schools Do Not Offer AP Exams

Parents and students cannot order AP Exams directly. The AP Program encourages AP Coordinators to assist home-schooled students and students whose schools do not offer AP Exams. If your school agrees to administer exams to these students, note that these students will be using their own school’s code or the state home-school code. Their exam scores will not be included with your school’s score reports.

If you are administering AP Exams to home-schooled students living outside the United States, review the international home-school/self-study codes on page 18. If you don’t see an appropriate code for these students, contact AP Services for Educators.

Following are the responsibilities of Coordinators testing students other than their own:

- You will need to order the necessary exam materials and inform students when and where to appear for the exams. Record the AP Exams the students plan to take.
- You will collect and submit these students’ exam fees with those from your school. You may negotiate a higher fee with these students to recover additional proctoring or administration costs.
- Coordinators and proctors should ensure that a valid photo ID is presented at the time of the exam.
- On the day of the exam, your proctors will need to remind students from other schools that they should be using their own school’s code and be prepared to provide it, if necessary. Proctors will need to provide the home-school code to home-schooled students (see the lists of home-school and self-study codes that follow).

Home-schooled students and students whose schools do not offer AP Exams can find local participating schools by following these steps:

- Students should contact AP Services for Students no later than March 2 to get the names and telephone numbers of local AP Coordinators who have indicated a willingness to test outside students.
- Students should contact the AP Coordinators identified by AP Services for Students no later than March 16. Students should inform the Coordinator that they want to locate a school willing to administer the AP Exams they plan to take. They will be using their own school’s code or the home-school code, ensuring that their exam score(s) will be reported separately from the school at which they test.
### HOME-SCHOOL AND SELF-STUDY CODES

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### INTERNATIONAL HOME-SCHOOL/SELF-STUDY CODES

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### CHINA SELF-STUDY CODES BY PROVINCE

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Ordering Alternate Exams for Late Testing

Occasionally, circumstances make it necessary for students to test late. To preserve the security of AP Exams, the College Board develops alternate forms of each exam for late testing. All students who participate in late testing must take these alternate exams on the scheduled late-testing dates (May 20–22, 2015) at the scheduled times (see schedule on the inside back cover). If a school fails to follow AP security procedures and does not administer the alternate exams on the specified dates at the specified times, scores for those exams will be canceled.

Note: Preadministration materials are not available for late testing. If you know that students will be testing only during the late-testing period, they must not complete answer sheets during the preadministration session for regularly scheduled exams. They will complete their registration on the day they are testing late. Remember to order sufficient Student Packs for students who are only testing late.

How to Order

Alternate exams for late testing must be ordered online (www.collegeboard.org/school). Schools are encouraged to place orders for alternate exams as early as possible. Orders must be submitted by May 8 (schools outside the United States, including Canada and U.S. territories) or May 15 (United States). If an emergency occurs after these deadlines, contact AP Services for Educators immediately.

Please inform students testing late that their scores for alternate exams may be reported later than regularly scheduled exams and that their free-response booklets will not be available for purchase. Data for alternate exams will not be included on the school’s AP Instructional Planning Reports.

If you know before the ordering deadlines that a student with disabilities will need an alternate Braille or large-type format exam, you may order these exams online. However, if an unanticipated event during the AP testing period requires that you order an alternate Braille or large-type format exam, contact the SSD office immediately by phone or email to order these exams.

Who Is Eligible

Only students affected by the circumstances on the list that follows may test late. When the cause of late testing is beyond the control of the school and the students, there is no additional fee. In other instances, however, when the schools or students have a choice between testing on the scheduled date or requesting an alternate date, the school is billed an additional $45 per exam to partially defray costs. Among the reasons schools may be charged the $45 per exam fee for late testing are instances in which retesting is necessary due to testing incidents, security violations, or inappropriate accommodations. Students eligible for the College Board fee reduction will not be charged the $45 per exam late fee, except in cases related to exam security violations.

LATE-TESTING CIRCUMSTANCES

Late testing is allowed under the following circumstances:

ANY other reasons MUST be approved by AP Services prior to ordering alternate exams. Contact AP Services for Educators at 212-632-1781 or 877-274-6474 (toll free in the United States and Canada).

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<td>Athletic contest/event</td>
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<td>Conflict with non-AP and non-IB exam</td>
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<td>Emergency: serious injury, illness, or family tragedy</td>
<td>Ordering error</td>
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<td>Other school event</td>
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<td>School closing: election, national holiday, or natural disaster</td>
<td></td>
</tr>
<tr>
<td>Strike/labor conflict</td>
<td></td>
</tr>
<tr>
<td>Three or more AP Exams on same date</td>
<td></td>
</tr>
<tr>
<td>Two AP Exams on same date and time</td>
<td></td>
</tr>
</tbody>
</table>
**EXAM FEES**

The fee for each exam is $91, with schools retaining a $9 rebate per exam. Coordinators are responsible for collecting exam fees from students. This is best done prior to the exam or on exam day. Checks and money orders should be made payable to the school administering the exam, not the College Board.

<table>
<thead>
<tr>
<th>Regular Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student pays school</td>
</tr>
<tr>
<td>School pays the College Board</td>
</tr>
<tr>
<td>School rebate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Exams*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student pays school</td>
</tr>
<tr>
<td>School pays the College Board</td>
</tr>
<tr>
<td>School rebate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams at College Board—Authorized Test Centers Outside the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees vary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Exams for Late Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late-testing fee Reason: School mistake, student conflict, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unused Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15 per exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late Exam Orders Reason: School mistake, student conflict, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$55 for each order received after the extension deadline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late Exam Return Reason: School mistake, student conflict, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice the exam fee for each exam in shipments received after June 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late Payment Reason: School mistake, student conflict, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$225 for payments postmarked after June 1</td>
</tr>
</tbody>
</table>

*Applies to exams administered at schools outside the United States, U.S. territories and commonwealths, and Canada, with the exception of U.S. Department of Defense Dependents Schools (DoDDS).

The amount schools collect from students may vary under certain circumstances:

- **Students who qualify for fee reductions:** College Board fee reductions and state and federal subsidies are available for students with financial need. See the fee reduction policy that follows.

- **Late testing:** Occasionally, circumstances make it necessary for students to test late using an alternate form of the exam. Depending on the reasons for late testing, schools may be charged an additional $45 fee per alternate exam, part or all of which the school may ask students to pay. Consult the table on page 19.

Note: Students qualifying for the College Board fee reduction will not be charged the late-testing fee.

- Schools may negotiate a higher fee to recover proctoring and administration costs.

### AP Fee Reduction Policy

The College Board provides a $29 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.

Many states use federal and state funding to further reduce the exam fee for these students. The fee reductions available in each state can be found at [collegeboard.org/apexamfeeassistance](http://collegeboard.org/apexamfeeassistance) in the spring.

### Eligibility Criteria

For 2015 AP Exams, the College Board has different eligibility criteria for AP Exam fee reductions depending on whether a school or district participates in the Community Eligibility Provision (CEP). The Community Eligibility Provision is a program for schools and districts with high percentages of low-income children to provide free breakfast and lunch to all students. Through CEP, schools are able to provide free breakfast and lunch to all students through a formula based on the number of “identified students” — those certified without application for free school meals because they are in foster care or Head Start or are homeless, migrant or living in households that receive SNAP/Food Stamps, TANF cash assistance, or the Food Distribution on Indian Reservation benefits. The program has been piloted in several states since 2010. Beginning in the 2014-15 school year, all schools and districts nationwide that have 40 percent or more “identified students” are eligible to participate in this option.

For schools and districts that meet the criteria and choose to participate in the Community Eligibility Provision, a student’s enrollment in the Federal Free or Reduced Price Lunch Program can no longer be used as a proxy to determine eligibility for AP Exam fee reductions. The reason is that all students in a CEP-participating school or district, regardless of each student’s individual family income status, are automatically eligible for free meals. Accordingly, Community Eligibility schools and districts will instead need to determine each individual student’s eligibility based on family income.
Primary Criteria for Schools/Districts NOT Participating in Community Eligibility

**Free and Reduced Price Lunch Status:** For schools and districts that do not participate in the Community Eligibility Provision, enrollment in or eligibility to participate in the Federal Free or Reduced Price Lunch Program can still be used as a proxy to determine eligibility because the school would have already determined each individual student’s family income status. For these schools/districts, the following criteria must be used:

*Students who are either enrolled or eligible to participate in the Federal Free or Reduced Price Lunch Program qualify for the AP Exam fee reduction on all AP Exams that they take in a given year.*

Students are eligible for free or reduced price lunches if their family’s income is at or below 185 percent of the poverty level issued annually by the U.S. Department of Health and Human Services.

**Family Income:** Students are eligible for the AP Exam fee reduction on all AP Exams that they take in a given year if their family’s income is at or below 185 percent of the poverty level issued annually by the U.S. Department of Health and Human Services.

Alternative Criteria for All Schools/Districts (Those Participating in Community Eligibility and Those Not)

If your school would prefer to use another method for determining which students qualify for AP Exam fee reductions, any of the following criteria are allowed:

- The student’s family income is at or below the Census Bureau’s “poverty threshold.” The Census “poverty threshold” varies by family size and the ages of family members, but it is not adjusted for differences in the cost of living, including the higher costs of living in Alaska and Hawaii. If your school chooses to use the Census Bureau’s “poverty threshold” to determine a student’s low-income status and eligibility, it should use the 2014 “poverty threshold” information available at the U.S. Census Bureau website: [https://www.census.gov/hhes/www/poverty/data/threshld](https://www.census.gov/hhes/www/poverty/data/threshld).

- The student’s family receives assistance under Part A of Title IV of the Social Security Act.

- The student is eligible to receive medical assistance under the Medicaid program under Title XIX of the Social Security Act.

The following table lists annual family incomes, by family size, at 185 percent of the poverty level. If the AP student’s family’s income did not exceed the amount listed in the appropriate row and column, he or she qualifies for an AP Exam fee reduction.

<table>
<thead>
<tr>
<th>Size of Family Unit</th>
<th>Annual Family Income* for 48 Contiguous States, D.C., Guam, and Territories</th>
<th>Annual Family Income* for Alaska</th>
<th>Annual Family Income* for Hawaii</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$21,590</td>
<td>$26,973</td>
<td>$24,827</td>
</tr>
<tr>
<td>2</td>
<td>$29,101</td>
<td>$36,371</td>
<td>$33,467</td>
</tr>
<tr>
<td>3</td>
<td>$36,612</td>
<td>$45,769</td>
<td>$42,106</td>
</tr>
<tr>
<td>4</td>
<td>$44,123</td>
<td>$55,167</td>
<td>$50,746</td>
</tr>
<tr>
<td>5</td>
<td>$51,634</td>
<td>$64,565</td>
<td>$59,385</td>
</tr>
<tr>
<td>6</td>
<td>$59,145</td>
<td>$73,963</td>
<td>$68,025</td>
</tr>
<tr>
<td>7</td>
<td>$66,656</td>
<td>$83,361</td>
<td>$76,664</td>
</tr>
<tr>
<td>8</td>
<td>$74,167</td>
<td>$92,759</td>
<td>$85,304</td>
</tr>
<tr>
<td>Each additional family member add:</td>
<td>$7,511</td>
<td>$9,398</td>
<td>$8,640</td>
</tr>
</tbody>
</table>

*The figures shown under family income represent amounts equal to 185 percent of the 2014-15 federal income poverty guidelines established by the U.S. Department of Health and Human Services. These levels were published in the Federal Register, Vol. 79, No. 43, 3/5/14, p. 12467.
Procedure

AP Coordinators must complete three important tasks for their schools to be appropriately credited for available fee reductions:

**Step 1: Indicate Fee Reduction Totals Before Ordering**

Coordinators must indicate before ordering how many AP Exams will qualify for the fee reductions for low-income students. An optional online roster/calculator is available on the AP Exam Ordering website to help you determine the total number of qualifying students and exams. If you already have this information you do not need to use the online roster/calculator and can simply enter the total number of qualifying students and exams. Schools will be able to revise their totals as needed prior to generating their invoices, but should make every effort to provide accurate totals before ordering.

**Step 2: Fill in the Fee Reduction Circle on Answer Sheets**

The fee reduction circle must be filled in for all students who qualify for a College Board, federal, and/or state fee reduction. Coordinators must indicate which students are eligible for fee reductions by filling in the appropriate circle on the student’s registration answer sheet. AP Coordinators should not bubble in all other answer sheets for those students taking multiple exams.

There are two fee reduction circles on the answer sheet, in the “School Use Only” section. Only one circle should be filled in for each student eligible for funding:

- **Option 1:** Low-Income Students (who meet low-income family guidelines for College Board, federal, and state fee reductions).
- **Option 2:** Non-Low-Income Eligible Students (who are eligible for subsidies based on state criteria other than the AP Exam fee reduction policy).

Fee reduction options are captured separately for exams that don’t require answer sheets:

- **Schools administering AP Studio Art Exams:**
  Coordinators designate a student’s fee reduction for AP Studio Art using the AP Studio Art Digital Submission Web application. For more information, visit the online demo (apstudiodemo.collegeboard.org) or the Web application help text.

- **Schools administering AP Chinese or Japanese Exams:**
  Coordinators must use the Fee Reduction/Section Designation Form on page 120 to indicate students eligible for fee reductions.

**Step 3: Generate, Submit, and Return Your Invoice**

All schools must generate and submit an invoice online, print a hard copy, and mail the completed invoice with payment to the AP Program in the envelope provided with their exam shipments by June 15, 2015. You will need to indicate the total number of exams with fee reductions again when generating your invoice. Schools generating their invoices after June 15 will have a $225 late fee automatically added to their invoices.

---

**Rebates for Schools with Large AP Programs**

To provide large-volume AP schools with additional support, the College Board will send rebates to them in November (to the attention of the AP Coordinator, payable to the school) for discretionary use in hiring temporary staff to assist with the AP Exam administration, providing an honorarium or professional development funds for AP Coordinators, or covering other expenses associated with managing an AP program. Because the complexity of an AP Coordinator’s work varies directly with the number of exams administered, the amount of the rebate varies proportionately:

- $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

School rebates are based on the number of exams given during the most recent exam administration. Designated authorized test centers outside the United States, as well as schools that do not administer their own exams, will not receive this rebate.
Checking and Storing Exam Materials

Selecting Authorized Staff

Prior to receiving your exam shipment, select authorized staff to handle secure exam materials. Authorized staff should be limited to those whose normal duties would require use and/or protection of secure materials. Only AP Coordinators and authorized staff may receive, check, store, distribute, and return exam materials. Students are not permitted to assist with the handling or transporting of exam materials. See “Proctor Eligibility Criteria” on page 27.

Checking the Exam Shipment

Within 24 hours of receiving your exam shipment, in a secure area with only authorized staff present, check and count the contents of your shipment by exam title against the AP Shipping Notice enclosed with your exam materials. Separate regularly scheduled exams from alternate exams for late testing, if applicable.

A thorough check will minimize the need for last-minute orders or late testing. All materials should be delivered to you unopened. Contact AP Services for Educators immediately if there are discrepancies in your shipment, or if your materials appear open or damaged.

Regularly Scheduled Exam Materials

Regular exam materials

Note: Exam materials for students who have been approved for extended time only will be included in your regular exam shipment.

- 2015 AP Student Packs (one for each student taking an exam)
- Three-inch packaging tape (only included with 18-inch cartons)
- Prepaid courier return label(s): It is important to retain these labels — they are required for your return shipment.

Additional materials to look for if your school is offering:

Chinese and Japanese

AP Chinese and Japanese Student Response Return Envelope (green and white) and two sealed USB drives for returning student responses, if needed.

French, German, Italian, and Spanish Language and Culture

At least one shrinkwrapped master listening CD; one or more shrinkwrapped master double CD sets (Persuasive Essay task CD and speaking CD). Depending on how you plan to administer the speaking portion, you can order one shrinkwrapped blank student-response tape or one shrinkwrapped student-response CD for each student.

Spanish Literature and Culture

At least one shrinkwrapped master listening CD.

Music Theory

At least one shrinkwrapped master listening CD; one or more shrinkwrapped master sight-singing CDs. Depending on how you plan to administer the sight-singing portion, you can order one shrinkwrapped blank student-response tape or one shrinkwrapped blank student-response CD for each student.

Studio Art

Studio Art portfolios are shipped in separate cartons; Studio Art portfolios are not secure exam materials and should be given to AP Studio Art teachers when the portfolios arrive.
Braille and Large-Type Exam Materials

These exam materials are ordered online but shipped separately.

Braille and 14-point or 20-point large-type exam materials

Note: Scripts for world language and Spanish Literature and Culture Exams, large-type formats other than 14- or 20-point, and multiple-day testing forms must be ordered via the order form for these formats available on the AP Exam Ordering website.

(Contact the College Board SSD Office at 212-713-8333 as soon as possible if any items you requested are missing.)

- Braille and large-type exams
- Regular-format exam booklet: for reference during the administration of Braille exams
- Guide to the Nemeth Code: the current version of mathematical symbols, many of which are used in Braille AP Calculus, Chemistry, Computer Science, Physics, and Statistics Exams. The student may review this guide before exam day and refer to it during the exam.
- Reader script for French, German, Italian, or Spanish Language and Culture listening parts, Persuasive Essay task part, and speaking parts; or Spanish Literature and Culture listening part.
- Answer sheets
- Large-block answer sheets
- 2014-15 AP Coordinator’s Manual
- 2014-15 AP Exam Instructions book
- Nonstandard Administration Report return envelope and SSD labels
- Prepaid packaging and instructions for returning all materials
- Prepaid courier return labels
- AP SSD Guidelines booklet

Alternate Exams for Late Testing

These exam materials are shipped separately from the regularly scheduled exams.

Alternate exam materials for late testing

- Alternate exams
- Answer sheets
- Prepaid courier return label(s)
- Alternate Coordinator’s Packet with the following materials:
  - Answer sheet return envelope
  - Incident Report return envelope (red and white) and IR labels
  - Nonstandard Administration Report return envelope (blue and white) and SSD labels

Storing Exam Materials

As AP Coordinator, you are responsible for protecting exam materials from unauthorized access from the time they are delivered to your school until they are returned. After checking the contents of the shipment, store exam materials in the following manner:

1. With the exception of Studio Art portfolios, Setup CDs for AP Chinese and Japanese, this manual, and the 2014-15 AP Exam Instructions book, reseal all exam materials in their original cartons. Be sure to keep the original cartons. You must use these cartons to return the materials to the AP Program after the exams.
2. Sign your name across the tape on the cartons as added insurance against tampering.
3. Place the sealed exam materials in secure storage. Exam materials are considered to be in secure storage when they are stored in a locked container, compartment or area, with limited, authorized access and no student access. For example, exams could be stored in a locked storage closet or storage room, provided that the closet or room is uniquely keyed (i.e., not accessible with the building master key), or in a locked vault or file cabinet. Students and unauthorized staff should not be able to access any areas where exams are stored.

Note: If your exam materials include CDs and tapes, be sure the secure storage area has low humidity and a temperature of about 70 degrees Fahrenheit (21.1 degrees Celsius), and is away from magnetic fields produced by electric motors or other equipment.

4. If schools are testing students off-site, Coordinators or proctors may not take the exams home, store them in the trunks of their cars, or store them in off-site locations.

Please be sure to note the following safeguards:

- All master CDs and tapes and AP Chinese and Japanese Language and Culture Exam CDs are secure exam materials. Play them only during the exam administration. Do not copy or take notes on their content.
- All student-response tapes and CDs are shrinkwrapped. Do not unseal these materials before the exam. Students must be allowed to remove the shrinkwrapping just before using them to record.
Checking and Storing Exam Materials

Schools near each other may administer AP Exams together by forming a multischool exam center. Such a center requires only one AP Coordinator, whom the principals of the cooperating schools designate on their schools’ individual AP Participation Forms. This designated Coordinator is responsible for ordering all AP Exams for all of the schools in his or her multischool center. All exam materials must be placed in secure storage at the designated Coordinator’s school until exam day.

Schools that order exams individually, but test collectively, run the risk of administrative errors that could result in the need for retests. For example, if each school within a multischool center were to order its exams for Spanish Literature and Culture separately, it is possible that all schools would not receive the same form of the Spanish Literature and Culture exam. This will create irregularities during testing, as the master listening CD for each form of the exam is different.

A multischool center may administer its exams at more than one location; however, each subject exam must be administered in its entirety at one location only. For example, a multischool center may not administer one half of its Biology exams in one location and the other half of its Biology exams in another location. Similarly, a multischool center may not administer Section I of an exam in one location and Section II of that same exam in another location.

Borrowing and Lending Exams

Schools are not permitted to borrow and lend exams. AP Services will attempt to fulfill any time-sensitive orders as quickly as possible. However, in the event that exams cannot be delivered in time for the scheduled exam administration, schools may offer a late-testing administration.

Comparison of Exam Forms and Materials

To prevent students from gaining advance knowledge about AP Exams by communicating with students in other time zones, the AP Program develops multiple exam forms for the regular administration period and the late-testing period. The table on the next page provides a brief comparison of the colors used for these forms and materials.

Other exam materials, such as the master CDs and student-response CDs and tapes relating to specific forms, will also have different colors and graphic elements that distinguish one form’s materials from another’s. For example, the master CDs for the regularly scheduled forms feature labels that cover the entire disc in color. The master CDs for the late-testing forms feature the same colors as the regularly scheduled forms, but with only half the disc label in color. Each CD and tape will also feature the form and form code that corresponds to the booklets included in the exam package.

It is critical for AP Coordinators to ensure that the exam materials for the regularly scheduled exam dates are returned before administering any late-testing exams.

Best Practice

“I created my own registration form for ordering. Each student fills out the form and places a check mark by each item they are ordering. It enables me to have an accurate record of what each student ordered and to track their payments for each exam. I have found that these forms are a great backup system in case a student questions whether they ordered an exam or a parent insists that they signed up their student for an exam.”

— Sue VanHamersveld

Kalamazoo Christian High School

Kalamazoo, MI
### 2015 EXAM FORMS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I booklet color</td>
<td>White</td>
<td>White</td>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Section I booklet color (if applicable)</td>
<td>Art History: Bright orange</td>
<td>U.S. History: Light pink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II booklet color</td>
<td>Pink</td>
<td>Goldenrod</td>
<td>Beige</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Section II booklet color (if applicable)</td>
<td>Bright orange</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer sheets</td>
<td></td>
<td></td>
<td>Purple and blue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam instructions book</td>
<td></td>
<td></td>
<td>AP Exam Instructions (purple)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* (certain exams administered outside of the United States, Canada, Puerto Rico, and the U.S. Virgin Islands)

### AUDIO MATERIALS TABLE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Section I: Multiple Choice</th>
<th>Section II: Free Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part A</td>
<td>Part B</td>
</tr>
<tr>
<td>French Language and Culture*</td>
<td>No CD required</td>
<td>Master Listening CD required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Language and Culture*</td>
<td>No CD required</td>
<td>Master Listening CD required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian Language and Culture*</td>
<td>Master Listening CD required</td>
<td>No CD required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Language and Culture*</td>
<td>No CD required</td>
<td>Master Listening CD required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>Master Listening CD required</td>
<td>No CD required</td>
</tr>
<tr>
<td>Music Theory*</td>
<td>Master Listening CD required</td>
<td>No CD required</td>
</tr>
</tbody>
</table>

* Depending on how you are recording student responses, when ordering exams, you must select either blank student-response tapes or blank student-response CDs. You will be provided with one blank tape/CD per exam.
Proctors for AP Exams

College Board programs use different terms to designate the persons administering tests. The AP Coordinator is responsible for the overall AP Exam administration. However, in most schools the AP Coordinator relies on a number of colleagues to administer exams, set up testing rooms, etc. For the purposes of this manual, the AP Program uses the term proctor to refer to any AP Coordinator–authorized adult who is present during, and accountable for, the administration of an individual AP Exam. A proctor might be asked to read the exam administration script, help distribute or collect exam materials, or accept responsibility for timing the exams and ensuring exam security. Ultimately, the AP Coordinators and the SSD Coordinators supervise the work of the proctors, the latter for administrations involving students with disabilities.

Proctor Eligibility Criteria

The following criteria are in place to help ensure that exams are administered properly and to avoid any real or perceived conflict of interest. Please be aware that a conflict of interest may result in score cancellation.

- Proctors must be responsible adults; they may not be high school students. When selecting proctors, consider the following: reliability, attention to detail, maturity, understanding of the importance of the administration, and acceptance of the security policies mandated by the AP Program.
- Proctors may be professionals, substitute teachers, or members of the administrative staff.
- Teachers, including AP teachers, may serve as proctors for exams in a subject area other than the one in which they teach. For example, a ninth-grade English teacher may not proctor an AP English Exam but could proctor an AP Biology Exam. The only exception to this is Studio Art; Studio Art teachers are encouraged to participate in the Studio Art digital submission process and to be present when their students assemble the Quality (Selected Works) sections of their 2-D Design and Drawing portfolios.
- Retired teachers may serve as proctors for exams in a subject area other than the one in which they have taught.
- An individual may not proctor an AP Exam or handle materials for an exam in the year in which an immediate family or household member may be taking that exam. This is the case whether the immediate family or household member is at the school where the individual works or at any other school.

Proctors may not take any AP Exam or review in any manner the content of the exam.

Proctors may not be employed part or full time at a test preparation company.

Proctors may not participate in any coaching activity that addresses the content of secure College Board tests.

Note: Active and retired teachers are governed by the same policy — they cannot proctor an AP Exam in the subject area in which they teach/have taught. This policy also applies to AP Coordinators who are former teachers, as well as to substitute teachers. A school’s AP scores could be jeopardized for failure to comply. This policy is designed to avoid real or perceived conflicts of interest. Refer to the table on the next page to determine which AP Exams teachers (current and retired) may proctor.

Proctor/Student Ratio

There must be a proctor in the exam room at all times. Use the table that follows to determine the required minimum number of proctors you will need. If you have new or inexperienced proctors, or if you feel that the security or quality of the administration may be affected, you should appoint additional staff. If more than 250 students will be testing in one room, you will need one additional proctor for every 50 students over 250. A sufficient number of responsible proctors will help prevent exam-day incidents and mitigate the risk of retesting.

Exam administrations for students with disabilities may require additional proctors, depending on the nature of the accommodations or the amount of extended time authorized.

<table>
<thead>
<tr>
<th>Number of Students in a Room</th>
<th>Minimum Number of Proctors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–34</td>
<td>1</td>
</tr>
<tr>
<td>35–50</td>
<td>2</td>
</tr>
<tr>
<td>51–100</td>
<td>3</td>
</tr>
<tr>
<td>101–150</td>
<td>4</td>
</tr>
<tr>
<td>151–200</td>
<td>5</td>
</tr>
<tr>
<td>201–250</td>
<td>6</td>
</tr>
<tr>
<td>AP Subject Areas</td>
<td>AP Exams</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AP Seminar</td>
<td>AP Seminar</td>
</tr>
<tr>
<td>Art History</td>
<td>Art History</td>
</tr>
<tr>
<td>Biology and Environmental Science</td>
<td>Biology, Environmental Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>Chinese Language and Culture</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science A</td>
</tr>
<tr>
<td>Economics</td>
<td>Macroeconomics, Microeconomics</td>
</tr>
<tr>
<td>English</td>
<td>English Language and Composition, English Literature and Composition</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>French Language and Culture</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>German Language and Culture</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>Government and Politics: Comparative, Government and Politics: United States</td>
</tr>
<tr>
<td>History</td>
<td>European History, United States History, World History</td>
</tr>
<tr>
<td>Human Geography</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>Italian Language and Culture</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>Japanese Language and Culture</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Calculus AB, Calculus BC, Statistics</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Music Theory</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics 1: Algebra-Based, Physics 2: Algebra-Based, Physics C: Electricity and Magnetism, Physics C: Mechanics</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish Language and Culture, Spanish Literature and Culture</td>
</tr>
<tr>
<td>Studio Art*</td>
<td>Studio Art: 2-D Design, Studio Art: 3-D Design, Studio Art: Drawing</td>
</tr>
</tbody>
</table>

*Reminder: Studio Art teachers are encouraged to participate in the Studio Art digital submission process and to be present when their students assemble the Quality (Selected Works) sections of their 2-D Design and Drawing portfolios.
**Proctor Duties**

Proctor duties are varied and include assisting the AP Coordinator in ensuring that the exam administration goes smoothly. Proctors should:

*Before the exam administration:*

- Familiarize themselves ahead of time with the administration and exam security procedures in this manual.

*Note: Because special equipment is required to administer examinations in AP Chinese, French, German, Italian, Japanese, or Spanish language; Spanish Literature and Culture; or Music Theory, proctors should familiarize themselves with this equipment well before exam day. Proctors may also need to assist students with equipment during the exam. Proctors who will administer exams to students with disabilities should also become familiar with students’ specific accommodations and, for exams with extended time, understand how to time each section (see extended time tables, pages 76–83).*

- Read all of the general and the appropriate subject-specific exam administration instructions to understand the flow of the administration.

- Prepare the exam rooms.

- Set up exam equipment (CD players, computers, or tape recorders).

- Admit and assign seats to students.

- Check identification of home-schooled students and/or students from other schools.

*During the exam administration:*

- Bring all necessary materials to the exam room.

- Count and check the exams received for the exam administration upon arrival in the exam room. Confirm the exam title of each AP Exam to be sure that no other exams are included.

- Check that students with disabilities have brought their SSD Student Accommodations Letters to verify that they are entitled to these accommodations.

- Ensure that the proper seating distance is maintained between students and that all students are facing the same direction.

- Distribute testing materials.

- Assist students with filling out their identification information on answer sheets.

- Supervise the testing room.

- Supply pens, pencils, calculators (when appropriate), and extra paper (as necessary).

- Walk around the room to ensure students are working on the correct exam section.

- Guard against attempts at cheating.

- Keep the room attended at all times.

- Never read, eat, drink, engage in conversation, correct papers, use a computer or laptop, or perform any activity not related to the administration.

- Never use phones/mobile devices during the exam administration. If a proctor has a mobile device, it must be set to silent so it will not cause any disturbance or be a distraction. It should only be used during emergencies or if an administration incident warrants it.

*After the exam administration:*

- Collect and account for all exam materials before dismissal.

- Ensure that students have properly identified their exam materials (with AP number labels, etc.).

- Dismiss students, making sure they do not take any exam materials from the exam room.

- Return exam materials to secure storage.

**What Proctors Need to Bring to the Exams**

Proctors need to bring the following materials to each administration:

- Printed exam packets and any associated CDs, tapes, exams on CD, and all equipment related to these materials. The exam equipment table on page 31 lists special equipment for certain exams.

- Answer sheets.

- AP Student Packs for the students taking the exam being administered.

- This manual and the 2014-15 AP Exam Instructions book.

- Their school code. If they are testing any home-schooled students, the state’s or country’s home-school/self-study code. If students from other schools are testing with your students, their school codes.

- Pencil sharpener.

- Extra No. 2 pencils with erasers.

- Extra pens with black or dark blue ink.

- Extra lined paper in case a student’s response exceeds the space allotted in the free-response booklet.

- Stapler to attach extra paper, if used, to free-response booklets.

- Extra calculators for the AP Biology, Calculus, Chemistry, Physics, and Statistics Exams.

- Watch (but not a stopwatch). Each exam room should have at least two timepieces as a check against mistiming, and a clock should be visible to all students.

*Note: A school may use a computer to display the time, provided that no personnel other than the responsible Coordinator or proctor have access to the computer and that computer is not connected to the Internet during the administration. No other content should be displayed aside from the clock.*

- Signs for the door to the testing room

  (1) Exam in progress

  (2) Cell phones are prohibited in the testing room
Preparing Testing Rooms for the Exams

The success of any exam administration depends greatly on the suitability of the testing site. Most AP Exams are given in a school’s classrooms, library, or cafeteria.

Only one subject exam at a time may be administered in each exam room, except for Calculus AB and BC. The room(s) chosen to administer AP Exams should provide the best possible conditions for student performance and exam security.

- Make sure the room has adequate lighting and ventilation.
- Provide a large, smooth writing surface, preferably desks or tables.
- The desk or work surface should be an adequate size for each student and must have a minimum writing surface of 12” x 15” (approximately 30.4 cm x 38.1 cm).
- The five-foot (or four-foot for regularly scheduled Calculus and U.S. History exams administered at schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands only) distance between students must be maintained. Students taking these exams at schools outside the United States, Canada, Puerto Rico, and the U.S. Virgin Islands must be seated no less than five feet (approximately 1.5 meters) apart at all exam administrations because these exams do not have scrambled multiple-choice sections. Distance between students should be measured from the center of one student to the center of the next student.
- Seating should be able to be set up properly and quickly. Round tables may not be used. Refer to sample seating plans on page 50.
- Any special equipment needed for administering the exam should be set up and tested in the room prior to the start of the exam.
- Make sure there is a wall clock that is clearly visible to students during the exam.
- Avoid disturbances. Disruptive events, such as fire drills, should be scheduled for another time. Intercoms should be turned off.
- Remove maps, periodic or other tables, posters, or any subject-specific materials from the walls.
- Post “Exam in progress” and “Cell phones are prohibited in the testing room” signs.
- See page 107 for AP Chinese and Japanese testing room guidelines.

Off-Site Testing

Community facilities may also be used if the rooms are appropriate in size and configuration and all security procedures can be followed. Some schools test in community centers, church halls, hotels, public libraries, or local colleges. Exams in AP Chinese, French, German, Italian, Japanese, and Spanish Language and Culture, Spanish Literature and Culture, and Music Theory, as well as exams for students with disabilities, have special requirements that must be taken into consideration when selecting testing sites and testing rooms.

- Each subject exam must be administered in its entirety at the same off-site location. For example, you may not administer half of your Biology exams in one location and half of your Biology exams in another off-site location, and you may not administer Section I in one location and Section II in another off-site location.

If schools are testing students off-site:

- Coordinators are encouraged to visit off-site testing locations to confirm that all desks and tables have been set up in compliance with the seating requirements.
- The exams must be transported to the off-site location on the day the exam is to be administered and must be returned to locked storage after the exam administration is complete.
- Coordinators or proctors may not take the exams home or store them in the trunks of their cars.
- Coordinators must not store the exams in off-site locations overnight.

BEST PRACTICE

“Schedule testing rooms early in order to conduct the test administration according to the specified guidelines. Notify all teachers of the testing dates to avoid other scheduling issues.”

— Cheryl Bell
Owen J. Roberts School District
Pottstown, PA
EXAMS THAT REQUIRE SPECIAL EQUIPMENT

<table>
<thead>
<tr>
<th>AP Courses and Exams</th>
<th>Equipment Needed for Exam</th>
<th>Calculator Use*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Section I</td>
</tr>
<tr>
<td>Biology</td>
<td>Four-function (with square root) calculator</td>
<td>Allowed</td>
</tr>
<tr>
<td>(see pages 43–46)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Graphing calculator (see pages 43–46)</td>
<td>Required for Part B</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Graphing calculator (see pages 43–46)</td>
<td>Required for Part B</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Calculator (see pages 43–46)</td>
<td>Allowed</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>Computer and headset (see pages 100–102)</td>
<td></td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>CD player; tape recorder, computer, or other recording equipment†</td>
<td></td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>CD player; tape recorder, computer, or other recording equipment†</td>
<td></td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>CD player; tape recorder, computer, or other recording equipment†</td>
<td></td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>Computer and headset (see pages 100–102)</td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>CD player; tape recorder, computer, or other recording equipment∥</td>
<td></td>
</tr>
<tr>
<td>Physics 1</td>
<td>Calculator (see pages 43–46); ruler or straightedge</td>
<td>Allowed</td>
</tr>
<tr>
<td>Physics 2</td>
<td>Calculator (see pages 43–46); ruler or straightedge</td>
<td>Allowed</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>Calculator (see pages 43–46); ruler or straightedge</td>
<td>Allowed</td>
</tr>
<tr>
<td>Physics C: Electricity and Magnetism</td>
<td>Calculator (see pages 43–46); ruler or straightedge</td>
<td>Allowed</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>CD player; tape recorder, computer, or other recording equipment†</td>
<td></td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>CD player required for Section I only</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Graphing calculator (see pages 43–46)</td>
<td>Expected</td>
</tr>
<tr>
<td>Studio Art</td>
<td>Computer with Internet access; digital camera</td>
<td></td>
</tr>
<tr>
<td>(see page 98)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Calculators are NOT permitted other than as noted here.
† You will need one CD player for each testing room; the number of tape recorders or other recording equipment needed will vary depending on the free-response administration option you follow. See pages 87–92.
‡ You will need a CD player for the room where you will administer the written exam. You will need a CD player and a tape recorder or other recording equipment for each room where you will administer sight-singing.

Timing the Exams
AP Exams are timed tests. However, additional time is necessary and should be anticipated for tasks such as distributing materials, completing identification information on answer sheets, reading instructions aloud, collecting materials, etc. The total time of an AP Exam administration can vary considerably, especially taking into account the number of students involved. Consult with proctors who have successfully administered exams in the past to help gauge timing.

Note: Timing by the exam administrator governs the exam administration, not timing by the exam taker.

Use the worksheet on page 32 to help you determine the time necessary for a given exam administration. Consider the number of students testing and the number of testing rooms reserved, and then fill in the information in the columns (No. of Students Testing, No. of Rooms Available, Distribute Exam Materials, etc.) to calculate how much time it may take to complete the various tasks, as well as the total estimated time.

Note that:
► The timed parts of each exam are preprinted.
► The shaded areas indicate parts that are not applicable to that particular exam.
► The blank areas are for you to estimate and fill in how much time may be needed for each exam administration.
## ESTIMATED TIMING FOR AP EXAM ADMINISTRATIONS

<table>
<thead>
<tr>
<th>Exam Code</th>
<th>Exam Title</th>
<th>No. of Students Testing</th>
<th>No. of Rooms Available</th>
<th>Distribute Exam Materials</th>
<th>Read General Instructions I or Instructions II and Complete Answer Sheet</th>
<th>Section I</th>
<th>Collect Materials</th>
<th>Monitored Break Between Sections I and II</th>
<th>Section II Writing</th>
<th>Recording Section II Student Response</th>
<th>Collect Materials, Distrii and Complete</th>
<th>Total Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Art History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr.**</td>
<td>10 min.</td>
<td>2 hr.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 30 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>66</td>
<td>Calculus AB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 45 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
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</tr>
<tr>
<td>68</td>
<td>Calculus BC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 45 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>25</td>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 30 min.</td>
<td>10 min.</td>
<td>1 hr. 45 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Chinese Language and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 20 min.</td>
<td>10 min.</td>
<td>41 min.</td>
<td></td>
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</tr>
<tr>
<td>31</td>
<td>Computer Science A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 15 min.</td>
<td>10 min.</td>
<td>1 hr. 45 min.</td>
<td></td>
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</tr>
<tr>
<td>36</td>
<td>Economics: Macro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 10 min.</td>
<td>10 min.</td>
<td>1 hr.</td>
<td></td>
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</tr>
<tr>
<td>34</td>
<td>Economics: Micro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 10 min.</td>
<td>10 min.</td>
<td>1 hr.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>36</td>
<td>English Language and Comp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr.</td>
<td>10 min.</td>
<td>2 hr. 15 min.</td>
<td></td>
<td></td>
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<tr>
<td>37</td>
<td>English Literature and Comp.</td>
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<td></td>
<td></td>
<td>1 hr.</td>
<td>10 min.</td>
<td>2 hr.</td>
<td></td>
<td></td>
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<tr>
<td>40</td>
<td>Environmental Science</td>
<td></td>
<td></td>
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<td></td>
<td>1 hr. 30 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
<td></td>
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<tr>
<td>43</td>
<td>European History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55 min.</td>
<td>10 min.</td>
<td>2 hr. 10 min.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>French Language and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 35 min.</td>
<td>10 min.</td>
<td>1 hr. 10 min.</td>
<td>18 min.*</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>56</td>
<td>German Language and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 35 min.</td>
<td>10 min.</td>
<td>1 hr. 10 min.</td>
<td>18 min.*</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>58</td>
<td>Gov’t and Politics: Comparative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45 min.</td>
<td>10 min.</td>
<td>1 hr. 40 min.</td>
<td></td>
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</tr>
<tr>
<td>57</td>
<td>Gov’t and Politics: U.S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45 min.</td>
<td>10 min.</td>
<td>1 hr. 40 min.</td>
<td></td>
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<tr>
<td>53</td>
<td>Human Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr.</td>
<td>10 min.</td>
<td>1 hr. 15 min.</td>
<td></td>
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</tr>
<tr>
<td>62</td>
<td>Italian Language and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 20 min.</td>
<td>10 min.</td>
<td>1 hr. 10 min.</td>
<td>18 min.*</td>
<td></td>
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</tr>
<tr>
<td>64</td>
<td>Japanese Language and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 20 min.</td>
<td>10 min.</td>
<td>40 min.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>60</td>
<td>Latin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr.</td>
<td>10 min.</td>
<td>2 hr.</td>
<td></td>
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</tr>
<tr>
<td>76</td>
<td>Music Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 20 min.</td>
<td>10 min.</td>
<td>1 hr. 10 min.</td>
<td>10 min.†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Physics 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 30 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
<td></td>
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</tr>
<tr>
<td>84</td>
<td>Physics 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 30 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
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<td></td>
</tr>
<tr>
<td>80</td>
<td>Physics C: Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45 min.</td>
<td>†</td>
<td>45 min.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>82</td>
<td>Physics C: Elec. and Magnetism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45 min.</td>
<td>†</td>
<td>45 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 10 min.</td>
<td>10 min.</td>
<td>50 min.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>87</td>
<td>Spanish Language and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 35 min.</td>
<td>10 min.</td>
<td>1 hr. 10 min.</td>
<td>18 min.*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>Spanish Literature and Culture</td>
<td></td>
<td></td>
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<td></td>
<td>1 hr. 20 min.</td>
<td>10 min.</td>
<td>1 hr. 40 min.</td>
<td></td>
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</tr>
<tr>
<td>90</td>
<td>Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hr. 30 min.</td>
<td>10 min.</td>
<td>1 hr. 30 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>There is no maximum testing time for Studio Art. On or before May 8, the AP Coordinator should gather Drawing and 2-D Design students to assemble the physical section of the portfolio (Quality, Section I) and pack it for shipping. Studio Art students may wish to use this time to check or complete the digitally submitted portions of their portfolios if they have not done so earlier. All portfolio sections, physical and digital, should be handed off to the Coordinator no later than May 8.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>2-D Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>World History</td>
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* Time for each group to record responses.
** Note that proctors will collect the Section I orange booklets approximately 20 minutes after the start of Section I, Part A, and then collect the multiple-choice booklets and the answer sheets at the end of Section I, Part B.
***Note that proctors will collect the answer sheets after the multiple-choice section is completed. The multiple-choice booklets will be collected at the end of Section I, followed by the Section I short-answer booklets.
† Time for each student; students can be recorded simultaneously only if they are in separate rooms.
‡ Students taking both Physics C exams will have a monitored break between the two exams. However, individual Physics C exams will have no monitored break between Sections I and II.

**Notes:**
- Proctors do not need to time the Chinese and Japanese exams because the timing is controlled by the computer.
- Total time of an AP Exam administration can vary considerably, depending on the number of students taking the exam, and the time needed for tasks such as distributing materials, completing identification information on answer sheets, reading instructions aloud, and collecting materials.
AP Proctor Training

Coordinators are expected to provide their school’s proctors with specific information about exam administration procedures. You may find the information and script that follow helpful for proctor training. The script can be downloaded from www.collegeboard.org/apcoordinator. AP and SSD Coordinators and proctors must adhere to all AP policies outlined in this manual. This script is designed for training proctors of the paper-based exams. See pages 108–113 and the 2014-15 AP Exam Instructions book for exam administration information you can share with proctors of AP Chinese or Japanese Exams on CD.

Materials Needed for the Training

Provide each proctor with:

- Contact phone numbers for the AP Coordinator and the SSD Coordinator
- A schedule outlining the exams, proctor assignments, exam rooms, expected number of students for each exam, and notations for special equipment and/or a nonstandard administration
- 2014-15 AP Exam Instructions book script(s) for the relevant subject(s)
- A copy of the Seating Chart, Calculator Release Statement, and Incident Report Form (all are included in this manual)
- A copy of the list of AP-approved graphing calculators (see page 46 of this manual)

Have available for reference:

- 2014-15 AP Coordinator’s Manual
- 2014-15 AP Exam Instructions
- Sample roster
- AP Student Pack with AP number labels
- Answer sheet
- Sample AP Exam covers (see pages 39–42 of this manual)

Read the following instructions aloud. When ellipses (…) appear in the script, pause to allow time to distribute materials, check that your proctors are following directions, and answer any questions. Instructions enclosed in square brackets and shaded in [blue] are for you and should not be read aloud.

Note: Due to security concerns, electronic devices with Internet access may not be used to read exam instructions.

Proctor Training Instructions

Welcome

Let’s begin … today we will review the policies and procedures for proctoring this year’s AP Exams. This session will last approximately [specify length of session]. We want to make sure that all of your questions are answered before you leave. The success of the administration depends upon your understanding not only of AP policy but also of our procedures for administering the exams.

[Optional] Before we begin, let’s take a moment to introduce ourselves …

Setting the Tone

The AP Exam administration is the culmination of all the hard work our students have done this year in their AP courses. Students will expect the AP Exams to be administered in a professional manner. Proctors should project confidence when providing the instructions and should be able to answer general questions with authority. In order to do this, my expectation is that you will review all of the documents that are distributed today before exam day, and I hope that you will contact me with any questions.

As a proctor, you must be attentive to the group of exam takers and make your presence known throughout the administration. During the exam, you must not read, eat, drink, engage in conversation, correct papers, or perform any activity not related to the administration.

Proctor Duties

As a proctor, you must do the following prior to the exam administration:

- Familiarize yourself with the relevant administration and exam security procedures in the 2014-15 AP Coordinator’s Manual.
- Read all of the general and appropriate subject-specific exam administration instructions to understand the flow of the administration.
- Prepare the exam rooms.
- Set up exam equipment (CD players, computers, or tape recorders) and practice using playback and recording equipment.
- Admit and assign seats to students.
- Check identification of home-schooled students and/or students from other schools.

During the exam administration:

- Bring all necessary materials to the exam room.
- Check that students with disabilities have brought their SSD Student Accommodations Letters to verify that they are entitled to these accommodations.
Ensure that the proper seating distance is maintained between students.
Distribute testing materials.
Assist students with filling out their identification information on answer sheets.
Supervise the testing room.
Supply pens, pencils, calculators (when appropriate), and extra paper (as necessary).
Walk around the room to ensure students are working on the correct exam section and are not using any unauthorized aids.
Guard against attempts at cheating.
Keep the room supervised at all times.
Complete a seating chart. A sample seating chart can be found on pages 118–119.

After the exam administration:
Collect and account for all exam materials before dismissal.
Ensure that students have properly identified their exam materials (with AP number labels, etc.).
Dismiss students, making sure they do not take any exam materials from the room.
Return exam materials to secure storage.
Return the seating chart to the AP Coordinator.

Dress
Depending on the exam, you may be in the exam room for over four hours. Please dress in comfortable clothing, and wear soft-soled shoes. It creates a disturbance if students can hear you walking up and down the rows.

Schedule
Let’s review the exam schedule and proctor assignments.

Please check your exam assignments and make sure that you are still able to proctor on your assigned date and time. Let me know if you see a conflict. … Remember, you can’t proctor an exam if you teach any AP or non-AP course in that subject, are involved with AP test prep, or have an immediate family member taking that particular exam, even at another school.

[Optional] I am developing a substitute list in the event that a proctor cancels at the last minute. Please let me know if you are willing to be called, in the late evening or early morning, to proctor an exam.

On the schedule I have noted the reporting times for the proctors. If you are proctoring a morning exam, you need to report at [indicate the time]. If you are proctoring an afternoon exam, you need to report at [indicate the time]. Please be prompt. It is essential that we adhere to a strict time frame in order to meet the start times required by the AP Program. Official start times ensure that all exam takers are essentially sequestered simultaneously, thus reducing the risk of disclosing exam items to those students who haven’t yet entered the exam room.

AP policy mandates that the morning exams start between 8 and 9 a.m., and that the afternoon exams start between noon and 1 p.m. Proctors may seat students and begin General Exam Instructions I or II prior to these official start times, but under no circumstances may the shrinkwrap of the actual AP Exam be opened prior to the start of these one-hour windows. Students who begin taking the actual exam at any point earlier than the official start time will have their scores canceled, and the schools administering these exams may not be allowed to offer AP Exams in the future. [Alaska Coordinators only: Morning exam administrations start between 7 and 8 a.m. local time. Afternoon exam administrations begin between 11 a.m. and noon local time, except for the Physics C: Electricity and Magnetism Exam, which begins between 1 and 2 p.m. local time.]

Please provide yourself with enough time to count the exam materials, and prepare your room before the students arrive. The students have been asked to arrive by: [note student reporting times for both the morning and afternoon exams].

[Optional] Please note that if you are proctoring the AP Physics C: Electricity and Magnetism Exam, you need to report at [indicate the time]. Students taking this exam have been asked to arrive by [indicate the time].

This exam must start between 2 and 3 p.m. We’ll arrange for the students taking this exam to wait in a nearby room, so they can be called when it’s time for testing.

Student Packs
Every student taking an AP Exam receives a Student Pack.

The Student Pack includes information on AP policy, contact information for the AP Program, college codes, and survey questions. Each Student Pack has a set of bar-coded AP number labels that is unique for each student. A label is placed on every answer sheet, free-response booklet, and student-response CD or tape that a student uses during this administration. AP number labels are also placed on certain AP Studio Art portfolio materials. Students must not share their AP numbers. Students may print their AP numbers in the appropriate areas if they run out of labels. Students must use the same AP number for all exams taken this year. The AP number identifies the student electronically and helps ensure the rapid and accurate processing of their materials. Missing AP numbers may result in the loss of student materials because the AP number is the only way to link students to their exam materials. The Student Pack includes a removable card that students can use to retain their 2015 AP number. Students will be directed to place an AP number label on the card, remove it from the Student Pack, and keep it for future reference when ordering score reports or other services.
Setting Up the Exam Room

Once you arrive at your exam room, please confirm that you have the correct number of exam booklets for your subject and all necessary exam materials, such as CDs and/or tapes.

Confirm that you have the correct number of AP Student Packs and enough answer sheets as well. Note that the same version of the answer sheet (purple and blue) is used for both regularly scheduled and late-testing exams. Contact me immediately if you note any discrepancies.

Be sure that the room contains the proper number of desks or tables and chairs, and that the students will be comfortably seated. Are they five feet apart? Are all seats facing the same direction? [Note: Calculus and U.S. History Exams administered at schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands use scrambled multiple-choice sections, and you may therefore seat students four feet apart during regularly scheduled exam administrations only. You must seat them five feet apart during late-testing exam administrations. Students taking these exams at schools outside the United States, Canada, Puerto Rico, and the U.S. Virgin Islands must be seated no less than five feet (approximately 1.5 meters) apart at all exam administrations because these exams do not have scrambled multiple-choice sections. Distance between students should be measured from the center of one student to the center of the next student.] Check that the clock is in working order and that there is no subject-related information on the walls. Let me know if the room temperature is unreasonable. There should be pencil sharpeners and wastebaskets in the room.

[Let the proctors know if you have made arrangements for the intercoms and bells to be turned off.]

Post “Exam in progress” and “Cell phones are prohibited in the testing room” signs on the doors, and prepare for the students’ arrival.

[Optional] If you are testing home-schooled students, post the appropriate home-school code.

Checking In

[Indicate whether or not you require identification. Display sample roster.]

As students arrive, mark the roster accordingly. Students should not choose their own seats. Assign seats to all students. Everyone must face the same direction.

[Explain your procedures for the distribution of the Student Packs. If you allow standbys for an exam, explain how these students will be admitted to the exam room.]

Students should bring:

- Several No. 2 pencils with erasers
- Pens with black or dark blue ink
- A watch
- Social Security number (optional)
- One or two calculators of the appropriate type (AP Biology, Calculus, Chemistry, Physics, or Statistics only)
- A ruler or straightedge. Note: Protractors are not allowed. (AP Physics only)
- Their own school’s code if they are testing at a school different from the one they regularly attend
- A valid photo ID and their AP Student Pack if they do not attend the school where they are taking the exam
- Their College Board SSD Accommodations Letter if they are taking an exam with approved testing accommodation

Please know that students are NOT to bring the following to the exam room, unless noted otherwise:

- Electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, or other electronic or communication devices
- Books, compasses, correction fluid, dictionaries, highlighters, notes, or mechanical or colored pencils
- Rulers or straightedges (allowed only for Physics exams)
- Proctors
- Scratch paper
- Computers
- Reference guides, keyboard maps, or other typing instructions
- Calculators (allowed only for AP Biology, Calculus, Chemistry, Physics, or Statistics)
- Watches that beep or have an alarm, or smartwatches
- Portable listening or recording devices (even with headphones) or photographic equipment
- Food or drink
- Clothing with subject-related information
- Although students should already be aware that cell phones and other electronic devices are prohibited in the testing room, the General Exam Instructions scripts still include text for you to ask the students if they have these devices. If any student has one, ask that it be turned off and collect it. Make arrangements so that the device can be properly identified for a prompt return after the exam, using paper bags, plastic bags, etc.

AP policy states that no one should be in the exam room except for the students, the proctor(s), and/or the AP Coordinator. The exam room must never be left unattended.

General Instructions

[Provide each proctor with a complete set of exam instructions as needed, and indicate if you plan to hold a preadministration session for the students. Specify whether proctors will need to begin with General Exam Instructions I or II, and explain your procedures for the distribution of answer sheets on the exam day (some students may be using the answer sheet that was completed during the preadministration session, while others will need a fresh one).]

All exam booklets are to be distributed individually. You are to hand one shrinkwrapped exam packet directly to each student in the order that they appear in the bundles.

In the event that a Student Pack is misplaced, please contact me for the student’s AP number.
While students are testing, complete a seating chart.

Check that students are completing the answer sheet in pencil only.

Students should take great care in completing their identification information on the answer sheet, and in using their unique AP number labels to label their answer sheets and free-response booklets.

Note: 
- Do not provide extra paper for students. If students require additional space to complete their responses, provide lined paper. They must print only their AP number, the title of the exam, and the question number at the top of each extra sheet of paper. After the exam, have students staple the extra paper to the page corresponding to that question. Students are not permitted to keep any extra paper that is provided during the exam. **Note: Do not provide extra paper for students to write drafts of responses or notes.**

**Multiple-Choice Section**

Before the exam begins, please note the time. Be sure it is between 8 and 9 a.m. local time or between noon and 1 p.m. local time (2 and 3 p.m. local time for Physics C: Electricity and Magnetism administrations only) [Alaska Coordinators only: Use Alaska start times.] If it is before the start of the hour, please wait until the appropriate time to begin. Note and post the start and stop time for each section after reading the relevant instructions. Do not write the start and stop times in advance of the time to begin. Note and post the start and stop time.

In general, students should not be admitted after the start of the exam. However, if a student arrives to the exam room late but before the other exam takers have finished filling out identification information on their answer sheets, and the school considers the cause of the student’s late arrival to be beyond the student’s control, then the school may admit and test the student. A proctor should sit with the student after the exam to supervise the completion of any outstanding identification fields on the answer sheet. Note: Schools are not required to admit or test latecomers. Students who arrive late must follow the directions of testing site personnel.

Once the exam begins, walk up and down the rows, and around the room. Check that students are working on the appropriate section and that they are using a pencil for the multiple-choice section. Be sure that students are using a calculator on approved sections/parts only.

Within the first half hour of the exam, make sure that the number of students taking the exam plus the number of undistributed exam packets equals the number of the exam packets you received. If the numbers don’t match, let students finish the section they are working on. At the end of the section, stop the exam and locate the materials. If the materials cannot be located, contact me for further instructions before resuming.

While students are testing, complete a seating chart. A sample seating chart can be found on pages 118–119.

At the end of the multiple-choice section, students are asked to seal the open sides of the exam booklet with white seals, which are provided with the exam booklet. AP policy states that no one except the student may have access to the multiple-choice questions. Proctors may not open exam booklets.

Collect exams and answer sheets in the same order in which they were distributed. Check that each answer sheet has an AP number label and an AP Exam label applied.

Note that the AP Art History and U.S. History Exams include additional Section I booklets. These exam materials should be collected in the order stated in the exam instructions.

After the multiple-choice booklets and answer sheets have been collected, recount everything before dismissing students for the break. Be sure that your used booklet and answer sheet counts are correct.

**Break**

There is a 10-minute break between the multiple-choice and free-response sections. Students can’t make any phone calls, reference textbooks or notes, or consult with teachers or students about the exam during the break. They can’t send text messages, check email, use a social networking site, or access electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), cameras or other photographic equipment, devices that can access the Internet, or any other electronic or communication devices. Students may have a drink or a snack at this time. Students may not leave the designated area without permission. If you have an additional proctor, the bathrooms should be checked during and after the break.

**Free-Response Section**

The second half of the exam consists of free-response essays, problems, and/or spoken responses. The free-response section may have an orange booklet that contains the exam questions. The written responses must be written in the free-response booklet, not in the orange booklet.

Free-response booklets are designed to include sufficient space for student responses. However, if students require additional space to complete their responses, provide lined paper. They must print only their AP number, the title of the exam, and the question number at the top of each extra sheet of paper. After the exam, have students staple the extra paper to the page corresponding to that question. Students are not permitted to keep any extra paper that is provided during the exam.

**Noting Essay Choices**

There are two exams (European History and U.S. History) that give students a choice of several essay topics. These exams feature a sheet of labels with question choices shrinkwrapped with the free-response booklets. When students unseal the shrinkwrapped section, these labels should be put aside on the students’ desks until completion of Section II. At the conclusion of the free-response section, students are instructed to apply the appropriate label on the front cover of their Section II booklet, indicating their essay choices.
**After the Exam**

Collect all exam materials. As you collect the materials, check the front cover of each Section II booklet to be sure that the student has placed an AP number label in the box and noted their essay choices (if applicable). Also, check that the student has completed the "Important Identification Information" area on the back cover, and that answers have been written in the free-response booklet, not in the orange booklet. Before dismissing the students, count the used free-response booklets and orange booklets. Count all of the master CDs and student-response recordings (CDs or tapes) as well. Again, be sure that your numbers match — check that you are not missing anything before dismissing the students. Except for emergencies, students may not leave the exam room early.

You will be reminding students that they may only discuss the free-response questions if the specific questions on the exam they took are released on the College Board website two days after the exam. If the questions are not released, they may not be discussed with anyone.

Make a final check of the testing room to be sure nothing has been left behind. All of the exam materials and supplies are to be collected and returned to me [specify the return location] immediately after the exam. Account for all exam booklets, answer sheets, Student Packs, master CDs, and student-response recordings (CDs or tapes). Return a completed roster as well as the Seating Chart and, if warranted, the Incident Report.

[Advise proctors to save shrinkwrap from AP Exam booklets, tapes, and CDs, if your school plans to recycle these materials.]

**Forms**

There are a number of forms that you may need to complete or reference during the exam.

**NEW! Mandatory Completion of Seating Chart**

Schools must complete a seating chart during testing for every AP Exam administration. A sample seating chart with instructions can be found on pages 118–119. The seating chart notes what seats were occupied and the distribution pattern of the exam materials along with test book serial numbers. Please be sure to write clearly, as this chart may be referenced should an incident or security violation occur. Please sign and date the chart. After the exam, be sure to return the seating chart to me along with the other exam materials. A sample seating chart can be found on pages 118–119.

**Incident Report Form**

An incident is any disturbance or situation that occurs during the exam that could have an impact on a student’s score. The table in the 2014-15 AP Coordinator’s Manual and in the 2014-15 AP Exam Instructions book lists exam incidents and how they should be resolved.

The table also indicates when an incident should be documented. [Refer to pages 53–59 in the 2014-15 AP Coordinator’s Manual.] In the case of a testing incident, refer to the table and complete the Incident Report Form if it is warranted. The form is on pages 122–123 of the 2014-15 AP Coordinator’s Manual. Review the form and follow the directions carefully. Be sure that all details of the incident are reported to me.

[Provide your contact information and procedures for proctors to follow when contacting you during an exam if warranted.]

**AP Score Cancellation Form**

Occasionally, a student will decide to cancel the exam before being dismissed from the exam room. In that case, the student must complete the AP Score Cancellation Form and either return it to me for inclusion with the return materials or mail or fax it to AP Services by June 15. A signature from the student or the student’s parent/guardian is required on the form. The form is available at https://apstudent.collegeboard.org/services.

**Calculator Release Policy**

The AP Biology, Calculus, Chemistry, Physics, and Statistics Exams require or permit students to use a calculator during all or part of the exam. If a student chooses to take the exam without a calculator, the student must hand copy and sign the Calculator Release Statement. The signed statement indicates that the student won’t be able to challenge the AP score because the student didn’t use a calculator on the exam. The signed statement is to be returned to me after the exam. [Refer to page 44 of the 2014-15 AP Coordinator’s Manual.]

[Optional] For your information, I have provided you with a list of AP-approved graphing calculators.

**AP Exam Question Ambiguity and Error Form**

If a student feels that a question has an error or is unclear, advise the student to fill out the AP Exam Question Ambiguity and Error Form on the AP Students website (under Taking the Exam > Exam Policies > Exam Day Policies) and to follow the directions there for sending it to AP Assessment Development.

**Nonstandard Administration Report (NAR)**

This form is used only for exams administered with College Board–approved accommodations. Before the administration, you will receive an NAR for each exam for each student testing with accommodations. If a student is approved for extended time, the SSD Coordinator or I will indicate how much time the student has been approved for by part or by section, and the amount of approved break time will also be noted. You will need to indicate the actual amount of time that the student uses for each part and section. You do not need to complete the Section I Time and Section II Time portions of the NAR for students who are not approved for extended time. If a student is approved for a break accommodation, the Extra or Extended Break Time portion should be completed.

The completed NAR for all students must be returned to me with your exam materials. In addition, we advise students to bring their SSD Student Accommodations Letters to the testing room as additional verification that they are entitled to these accommodations. If a student
refuses accommodations and is not 18 years old, he or she must have a letter from parents agreeing to this.

Special Equipment

There are a few exams that require the use of special equipment for the exam administration [refer to page 31 of the 2014-15 AP Coordinator’s Manual]. For those of you who are proctoring these exams, I strongly suggest that you become familiar with the equipment and the instructions before the exam day.

Music Theory, Spanish Literature and Culture, and French, German, Italian, and Spanish Language and Culture

These exams require the use of CD players for playing the master audio. With the exception of Spanish Literature and Culture, these exams also require the use of tape recorders, computers, or a digital lab for recording student responses.

Be sure to review the exam instructions, paying special attention to the prompts for the use of the equipment. Do not stop the master CDs at any time before the end of the recorded material. No breaks are allowed between the writing and the speaking/sight-singing parts of the exams, or while waiting to take the speaking/sight-singing part of the exam. Please make arrangements to practice with the equipment prior to the exam day.

For the language exams, you will receive a master listening CD and a master double CD set that includes a CD for the Persuasive Essay task and a CD for the speaking part. Student responses will be saved on a tape or CD. Consult pages 90–92 for several options for administering the free-response section of the language exams. Note that if you are moving to rooms using one of the free-response recording options, you must collect the orange booklets before moving and return them to students for recording in the new room.

For the AP Music Theory Exam, you will receive a master listening CD and a master sight-singing CD for each room. Student responses will be saved on a tape or CD. [Optional: Mention who is responsible for setting up the equipment for the exam day.]

[Optional] We will be using a [digital lab] [computer lab] for these administrations. Special exam scripts are available to guide recording and saving student responses as MP3 files. Remember that only one student’s responses can be saved per CD. Do not include multiple student responses on the CD. [Optional: Mention who (instead of or in addition to the proctor) will be responsible for saving and burning the student files onto student-response CDs.]

For the AP Spanish Literature and Culture Exam, you will receive a master listening CD for each room. [Optional: Mention who is responsible for setting up the equipment for the exam day.]

[Optional] Students Testing with Accommodations

For the proctors who are testing students with accommodations, I will discuss the needs of your students with you at a later date and time.

Chinese and Japanese Exams on CD

By now, the computers students will be using to take the AP Chinese and Japanese Exams should have the exam software and IMEs installed. You will receive one Exam CD for each student. Read the exam instructions carefully. If you have any problems on exam day, please contact our IT technician [give name and phone number] for assistance. You may also need assistance from IT to ensure that the students’ responses are uploaded via the Internet, or saved to the USB drive.

[Optional] Off-Site Testing

Our program requires administering AP Exams off school grounds. Please note the locations that are off-site. The information is included on your proctor schedule. You may not take the exams home, store them in the trunks of your cars, or store them in off-site locations.

[Provide information relative to testing off-site. Include information on transportation, emergency/medical procedures, arrangements for securing exam materials, the name of a contact person at the site, etc.]

[Optional] Payment

[Note your rate of pay for proctoring exams and the expected timetable for proctors to receive their payment.]

Contact Information

If you need to get in touch with me either before or during the administration, my contact information is [provide your contact information]. The contact information for the SSD Coordinator is [provide the SSD Coordinator’s contact information].

Questions

Do you have any questions on the policies and procedures that were reviewed today? Was there a particular portion of the training that was unclear to you and might need further explanation?

Please review all of your instructions and information. Contact me with any questions that you may have as soon as possible.

Thank you for assisting with this year’s AP Exam administration. Your time and effort are greatly appreciated.

SAMPLE AP EXAM COVERS

AP Coordinators and proctors should be familiar with the AP Exam covers and the information that students need to provide. Each year some students don’t complete the identification information on their exam materials. Without accurate identification, exam materials will not be scored, and students will not receive their scores. Students must take great care in completing the identification information on the answer sheets, and use their unique AP number labels to label their answer sheets, free-response booklets, and student-response tapes or CDs. It is critical that students also affix the AP Exam label from the multiple-choice booklet to the answer sheet to identify the exam taken. The sample exam covers on the following pages show the location of key areas that proctors should be aware of to help guide students in completing the identification process and the acceptance of the terms of exam security.
Multiple-Choice Booklet Sample

Students will be instructed to pull off this label and affix it to page 1 of the answer sheet.

11-digit serial number. As part of the exam instructions, students will be asked to enter this number on page 1 of the answer sheet.

Exams must be administered on the dates and times listed on these covers.

Students and proctors must keep questions secure.

Students must sign and date here.

Students must print full legal name here.

At a Glance sidebar provides a clear snapshot of exam timing, number of questions, use of pen or pencil, use (or not) of calculators, and other information.

At a Glance:
- Total Time: 55 minutes
- Number of Questions: 80
- Percent of Total Score: 50%
- Writing Instrument: Pencil required

Instructions:
- Section I of this exam contains 80 multiple-choice questions. Fill in only the circles for numbers 1 through 80 on your answer sheet.
- Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work.
- After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.
- Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time.
- It is not expected that everyone will know the answers to all of the multiple-choice questions. Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

AP European History Exam
Friday afternoon, May 8, 2015

SECTION I: Multiple Choice

I affirm that:
- This exam is being administered on Friday afternoon, May 8, 2015, and will begin between the hours of 12 noon and 1 p.m.* If this exam is being offered to me at any other time or any other date, I will refuse to take the exam and will contact the Office of Testing Integrity.
- I will not take this exam booklet from the room or disclose any of the multiple-choice questions to anyone, including my AP teacher.

I understand and accept that my exam score may be canceled if I do not meet these conditions and sign below.

* The administration of this exam in Alaska must begin between 11 a.m. and 12 noon.

Signature: ________________________ Date: __________

Print your full legal name here:

(First) (M.I.) (Last)

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This is an example of a form code. This is the AP European History Exam code. Each exam has a different two-digit code number.

This is an example of the form of the exam. Students will identify this form on their answer sheets.
Section II Front Cover
Free-Response Booklet Sample

TEST BOOK SERIAL NUMBER

CollegeBoard

AP® European History Exam
Friday afternoon, May 8, 2015

SECTION II: Free Response

2015

I affirm that:

- This exam is being administered on Friday afternoon, May 8, 2015.
- I did not have advance knowledge of the free-response questions, nor did I open the Section II booklets before being instructed to do so by the proctor.
- I will not take the Section II booklets from the room, and will only discuss the free-response questions if the specific questions in the exam are released on the College Board website two days after the exam administration. If the questions in this exam are not released, I will not discuss them with anyone.
- I understand that if I do not place my AP number label below, it may be impossible to identify this booklet as my own, which could delay or jeopardize my AP score.

Furthermore, I understand and accept that my exam score may be canceled if I do not meet these conditions and initial here.

My Initials [ ] [ ][ ][ ][ ][ ][ ][ ] Initials

Place AP Number Label Here

IMPORTANT: After completing the exam, apply the label that corresponds to the questions you answered in Parts B and C.

The European History and United States History exams have question choices for the free-response section. Students will indicate their choices on the front of this booklet by applying the label that corresponds to the questions they answered in Parts B and C.

This is an example of the two-digit exam code for European History.

Students should initial and date acceptance of exam security policies.

This is the example of the form of the exam.

Students and teachers must check the College Board website before discussing any free-response questions.

Exams must be administered on the dates and times listed on these covers.

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AP® European History Exam
SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

<table>
<thead>
<tr>
<th>Total Time</th>
<th>2 hours, 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Questions</td>
<td>3</td>
</tr>
<tr>
<td>Percent of Total Score</td>
<td>50%</td>
</tr>
<tr>
<td>Writing Instrument</td>
<td>Pen with black or dark blue ink</td>
</tr>
</tbody>
</table>

Reading Period

Time 15 minutes. Use this time to read the questions and plan your answer to Part A, the document-based question.

Writing Period

Time 1 hour, 55 minutes

Part A: Mandatory

Question 1 (DBQ) Suggested Time 45 minutes Percent of Section II Score 45%

Part B: Choose One Question

Any one of questions 2, 3, or 4 Suggested Time 35 minutes (including 5 min. planning) Percent of Section II Score 27.5%

Part C: Choose One Question

Any one of questions 5, 6, or 7 Suggested Time 35 minutes (including 5 min. planning) Percent of Section II Score 27.5%

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Part A, Question 1, the document-based question. If you have time, you may also read the questions in Parts B and C.

Section II of this exam requires answers in essay form. Write clearly and legibly. In the box at the top of each page, write the number of the question you are answering as it is numbered in the Questions and Documents booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Parts B and C if you finish Part A early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the questions you answered in Part B and in Part C. For example, if you answered question 2 in Part B and you answered question 6 in Part C, apply the label "26." Failure to do so may delay your score.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:
1. First two letters of your last name
2. First letter of your first name
3. Six-digit school code

4. Unless I check the box below, I grant the College Board the authority to use, reproduce, and publish my free-response materials, with written notice of that fact, for educational and research purposes. No name and the name of my school will be used in any way in connection with my free-response materials. I understand that I am free to mark “No” with the effect on my score or its reporting.

Yes, I grant the College Board these rights.

No, I do not grant the College Board these rights.

Form O
Form Code 4LBP

43
Section II Orange Booklets

Certain AP Exams include an additional orange booklet that contains exam material relating to Section II. These booklets are serial numbered and must be returned to the AP Program. Students may write notes in the booklets when instructed but they must write their responses in the free-response booklets. Below is an example of the cover of the orange booklet. The exams that include orange booklets appear in the column on the right.

All orange booklets must be returned to the AP Program.

The serial number for the orange booklet appears here.

The following exams include orange booklets that accompany the free-response booklets:

- Section II: Free Response, Questions
  English Literature and Composition
  English Language and Composition
  European History
  World History
  Section II: Free Response, Part B, Sight-Singing
  Music Theory
  Section II: Free Response, Part B, Speaking
  French Language and Culture
  German Language and Culture
  Italian Language and Culture
  Spanish Language and Culture

The following exam includes orange booklets that accompany both the multiple-choice and the free-response booklets:

- Section I: Multiple Choice, Part A, Images
  Section II: Free Response, Part B, Images
  Art History

The following exam includes a scannable short-answer booklet with the multiple-choice section, and an orange booklet with the free-response booklet:

- Section I, Part B: Short Answer
  Section II: Free Response, Questions and Documents
  U.S. History
Preparing Students

**IN THIS SECTION:**
- What to bring and not to bring to the exam
- Calculator policy
- Completing exam booklets
- Where to find information about the 2015 answer sheet and preadministration sessions

### What Students Should and Should Not Bring to the Exam Room

**Bring to the Exam Room**

- Several sharpened No. 2 pencils (with erasers) for completing multiple-choice answer sheets.
- Pens, with black or dark blue ink only, for completing areas on the exam booklet covers and for free-response questions in most exams.
- Their own school’s code if they are testing at a school different from the one they regularly attend. Home-schooled students will be provided with their state’s or country’s home-school code at the time of the exam.
- A watch (in case the exam room does not have a clock that can be easily seen).
- Their Social Security number for identification purposes. This is optional. If provided, it will appear on their AP score reports.
- Up to two calculators with the necessary capabilities if they are taking an AP Biology, Calculus, Chemistry, Physics, or Statistics Exam. Instruct students to visit apstudent.collegeboard.org/apcourse and click on the link for their course for the specific calculator policy.
- A ruler or straightedge if they are taking an AP Physics Exam. (Protractors are not allowed.)
- A government-issued or school-issued photo ID and their AP Student Pack if they do not attend the school where they are taking the exam.
- Their College Board SSD Accommodations Letter if they are taking an exam with approved testing accommodations.

**Do NOT Bring to the Exam Room**

- Electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, or any other electronic or communication devices.
- Books, compasses, mechanical pencils, correction fluid, dictionaries, highlighters,* notes, or colored pencils.*
- Rulers, straightedges, and protractors (except as previously noted).*
- Scratch paper (notes can be made on portions of the exam booklets or, for Chinese Language and Culture, and Japanese Language and Culture, on scratch paper provided by the proctor).
- Computers* or calculators (except as previously noted).
- Reference guides, keyboard maps, or other typing instructions.
- Watches that beep or have an alarm, or smartwatches.
- Food or drink.*
- Clothing with subject-related information.

*Unless this has been preapproved as an accommodation by the College Board Services for Students with Disabilities office prior to the exam date.

### Calculator Policy

A graphing calculator is required if students are taking the AP Calculus AB or Calculus BC Exam. A graphing calculator with statistical capabilities is expected if they are taking the AP Statistics Exam. A scientific or graphing calculator is permitted for both Section I and Section II of the Physics 1, Physics 2, and both Physics C Exams. A scientific or graphing calculator is permitted only for Section II of the AP Chemistry Exam. A simple four-function (with square root) calculator is allowed for the AP Biology Exam. Students may bring up to two calculators to these exams, but they may not share calculators. For Calculus, Chemistry, Physics, or Statistics exams, if a student has a graphing calculator, it must be on the approved calculator list. See the individual subject restrictions on the next few pages for more information on which calculators are allowed. Calculators are not allowed for any other AP subjects.
Ask the AP teachers to remind students several days before the exam to bring the appropriate calculator on exam day, to remind them of the features that are required or are not permitted, and to check the batteries (fresh batteries are recommended). Teachers should refer students to the AP Students site for the most current list of approved graphing calculators (www.collegeboard.org/ap/calculators). The specific makes and models of graphing calculators listed there can also be used on the AP Statistics, Chemistry, Physics 1, Physics 2, and both Physics C Exams. The following list of unacceptable technology may not be used on any of the exams. However, non-graphing scientific calculators are prohibited for the AP Calculus Exams. Scientific and graphing calculators are prohibited for the AP Biology Exam.

### NOT APPROVED:

- Portable/handheld computers, tablets, laptops, electronic writing pads, pocket organizers; models with QWERTY (i.e., typewriter) keypads as part of hardware or software (e.g., TI-92 Plus, Voyage 200); models with pen-input/stylus capability (e.g., Palm, PDAs, Casio ClassPad); models with wireless or Bluetooth capability; models with paper tapes; models that “talk” or make noise; models that require an electrical outlet; models that can access the Internet; models that have cell phone capability or audio/video recording capability; models that have a digital audio/video player; models that have a camera or scanning capability. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). In addition, the use of hardware peripherals such as a stylus, keyboard, or wireless adapter with an approved calculator is not permitted.

Anyone with Hewlett-Packard 48–50 Series and Casio FX-9860 graphing calculators may use cards designed for use with those calculators. If a student has a calculator with a large display (characters one inch high or more) or a display raised from the horizontal (a tilted or hinged screen) that may be visible to other examinees, that student should be seated at the back of the testing room. Calculators with infrared communication capabilities are permitted. However, because data can be exchanged between these calculators if they are aligned and very close together, proctors should make sure that students keep their calculators sufficiently far apart during the exam and that calculators’ infrared ports are not facing each other.

Since graphing calculators can be used to store data, including text, proctors should monitor that students are using their calculators appropriately. Attempts by students to use the calculator to remove exam questions and/or answers from the room may result in the invalidation of AP Exam scores.

It is advisable that schools have a supply of appropriate calculators on hand. If a student does not have a calculator, or arrives with an unacceptable calculator, you may wish to provide a substitute. If a student’s calculator malfunctions during the administration, you can offer a calculator from your supply. If the student is unable to use the offered calculator, or is unfamiliar with its operation, call AP Services for Educators immediately.

Calculators with built-in physical constants, metric conversions, and physics, chemistry, or mathematics formulas are permitted. Calculator memories do not need to be cleared before or after the exam. If you have to supply calculators to students who either have no calculator or have an unacceptable calculator, and you run out of spare calculators and still have students who need and want them, isolate the students needing calculators in an area where they cannot communicate with the students taking the exam. When the students with calculators have finished the exam, reclaim your calculators. For reasons of security, clear the calculator memories of all programs and data, and give the calculators to the waiting students. Test these students immediately following the regular administration.

### Calculator Release Statement

If the option of providing a calculator is not feasible, or if a student does not want to use a calculator, he or she can take an exam without one. However, if a student chooses to take an exam without a calculator, he or she must hand copy, date, and sign the Calculator Release Statement that follows and indicate the name of the exam being taken. Return the release statement in the Incident Report return envelope in the exam shipment.

It is my decision to take the AP [Biology] [Calculus] [Chemistry] [Physics] [Statistics] Exam without a calculator. I will not use the absence of a calculator as a reason to challenge my score on this exam.

Student Name: ___________________________  Date: __________________

Student Signature: ________________________  AP #: ________________

### Biology

A four-function calculator (with square root) is permitted on both the multiple-choice and free-response sections of the AP Biology Exam since both sections contain questions that require data manipulation. No other types of calculators, including scientific and graphing calculators, are permitted for use on the exam. Four-function calculators typically have a one-line display and a simple layout of numeric keys (e.g., 0–9), arithmetic operation keys (e.g., +, −, ×, and ÷), and a limited number of special-use keys (e.g., %, ÷/×, C, and AC). Simple memory buttons like MC, M+, M−, and MR may also be included on a four-function calculator. Scientific calculators have a more complicated, multi-row layout that includes various special-use keys, including ones for trigonometric and logarithmic functions such as SIN, COS, TAN, TRIG, LOG, and LN. In contrast to scientific calculators, four-function calculators do not include trigonometric and logarithmic functions, statistical capabilities, or graphing capabilities. See the pictures on page 45 for sample images of four-function, scientific, and graphing calculators. Students may bring up to two four-function calculators (with square root) to the exam.
Calculus
Both the multiple-choice and free-response sections of the AP Calculus AB and Calculus BC Exams contain questions that require a graphing calculator and questions that do not allow the use of a graphing calculator. A graphing calculator appropriate for use on the exams is expected to have the built-in capability to:

- Plot the graph of a function within an arbitrary viewing window
- Find the zeros of functions (solve equations numerically)
- Numerically calculate the derivative of a function
- Numerically calculate the value of a definite integral
If these capabilities are not built into a student's calculator, the student should enter appropriate programs into the calculator prior to the exam. Students may bring up to two graphing calculators from the approved list to the exam. No nongraphing/other types of calculators are permitted, even as a second calculator. Calculator memories do not need to be cleared before or after the AP Calculus Exam administration.

Physics
Calculators are permitted on both the multiple-choice and free-response sections of the AP Physics 1, Physics 2, and both Physics C Exams. Most types of scientific (nongraphing) calculators may be used, provided that they don’t have unapproved features or capabilities. The graphing calculators listed on page 46 may also be used. Calculator memories do not need to be cleared before or after the exam.

Statistics
Each student is expected to bring a graphing calculator with statistical capabilities to the AP Statistics Exam. A student can bring a nongraphing scientific calculator instead, as long as it has the required computational capabilities. The computational capabilities should include standard statistical univariate and bivariate summaries, through linear regression. The required capabilities may be either built into the calculator or programmed into the calculator prior to the exam. Graphical capabilities should include common univariate and bivariate displays such as histograms, boxplots, and scatterplots. It is up to the student to determine if the calculator meets the criteria of required computational and graphical capabilities. Enhancements other than those that improve the calculator’s computational and/or graphical functionalities are prohibited. Unacceptable enhancements include, but are not limited to, keying or scanning text or response templates into the calculator. Calculator memories do not need to be cleared before or after the exam.

Acceptable Graphing Calculators

Unacceptable Model with QWERTY Keyboard

Acceptable Four-Function Calculator

Typical Scientific Calculator Models
**AP-APPROVED GRAPHING CALCULATORS**

<table>
<thead>
<tr>
<th>Casio</th>
<th>Hewlett-Packard</th>
<th>Texas Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 Series</td>
<td>HP-9G</td>
<td>TI-73</td>
</tr>
<tr>
<td>FX-6200 Series</td>
<td>HP-28 Series*</td>
<td>TI-80</td>
</tr>
<tr>
<td>FX-6300 Series</td>
<td>HP-38G*</td>
<td>TI-81</td>
</tr>
<tr>
<td>FX-6500 Series</td>
<td>HP-39 Series*</td>
<td>TI-82*</td>
</tr>
<tr>
<td>FX-7000 Series</td>
<td>HP-40 Series*</td>
<td>TI-83/TI-83 Plus*</td>
</tr>
<tr>
<td>FX-7300 Series</td>
<td>HP-48 Series*</td>
<td>TI-83 Plus Silver*</td>
</tr>
<tr>
<td>FX-7400 Series</td>
<td>HP-49 Series*</td>
<td>TI-84 Plus*</td>
</tr>
<tr>
<td>FX-7500 Series</td>
<td>HP-50 Series*</td>
<td>TI-84 Plus Silver*</td>
</tr>
<tr>
<td>FX-7700 Series</td>
<td>HP Prime*</td>
<td>TI-84 Plus C Silver*</td>
</tr>
<tr>
<td>FX-7800 Series</td>
<td></td>
<td>TI-85*</td>
</tr>
<tr>
<td>FX-8000 Series</td>
<td>Radio Shack</td>
<td>TI-86*</td>
</tr>
<tr>
<td>FX-8500 Series</td>
<td>EC-4033</td>
<td>TI-89*</td>
</tr>
<tr>
<td>FX-8700 Series</td>
<td>EC-4034</td>
<td>TI-89 Titanium*</td>
</tr>
<tr>
<td>FX-8800 Series</td>
<td>EC-4037</td>
<td>TI-Nspire/TI-Nspire CX*</td>
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<td>FX-9700 Series*</td>
<td></td>
<td>TI-Nspire CAS/TI-Nspire CX CAS*</td>
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<tr>
<td>FX-9750 Series*</td>
<td>Sharp</td>
<td>TI-Nspire CM-C*</td>
</tr>
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<td>FX-9860 Series*</td>
<td>EL-5200</td>
<td>TI-Nspire CAS CX-C*</td>
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<td>EL-9200 Series*</td>
<td></td>
</tr>
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<td>EL-9300 Series*</td>
<td>Other</td>
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<td>EL-9600 Series**</td>
<td>Datexx DS-883</td>
</tr>
<tr>
<td>CFX-9970 Series*</td>
<td>EL-9900 Series*</td>
<td>Micronta</td>
</tr>
<tr>
<td>FX 1.0 Series*</td>
<td></td>
<td>Smart²</td>
</tr>
<tr>
<td>Algebra FX 2.0 Series*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-CG-10 (PRIZM)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-CG-20*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Graphing calculators with the expected built-in capabilities for AP Calculus are indicated with an asterisk. See the AP Calculus Course Description, effective Fall 2012 for details. However, students may bring any calculator on the list to the exam; any model within each series is acceptable. Only approved graphing calculators from the list are permitted for the AP Calculus Exams.

**The use of the stylus is not permitted.

This list will be updated at [www.collegeboard.org/ap/calculators](http://www.collegeboard.org/ap/calculators), as necessary, to include new approved calculators. Check this list periodically, and prior to the administration of the exams, to ensure that students have the most up-to-date information.

This list only includes approved graphing calculators. There is not an approved list of scientific (nongraphing) calculators.

---

**Completing Responses in the Appropriate Exam Booklets**

All answers for the multiple-choice sections of the exams must be indicated on the students’ answer sheets by filling in the appropriate circles. Answers written in the multiple-choice booklets will not be scored. Total scores on the multiple-choice section are based only on the number of questions answered correctly. Points are not deducted for incorrect answers and no points will be awarded for unanswered questions.

Note that for the AP U.S. History Exam, the Section I: Short Answer questions are printed in the multiple-choice booklet; however, students must write their responses in the separate short-answer booklet.

Answers for the free-response section must be written in the Section II exam booklets, in the spaces provided for responses. Directions on the exam booklet will indicate where notes and scratch work may be written (e.g., on certain pages containing questions or reference material, in areas designated for that purpose, or in the additional orange Section II booklets for some exams); however, these notes will not be scored. All responses for the free-response section must be written in English with the exception of the AP Chinese, French, German, Italian, Japanese, and Spanish Language and Culture and Spanish Literature and Culture Exams. In the case of the AP Latin Exam, students must write their answers in English and cite the Latin passages as required. Any responses not adhering to this policy will receive a zero or will not be scored.
Preadministration Sessions

One of the best ways to save time on exam day is to hold a preadministration session. A PowerPoint presentation designed to assist Coordinators or proctors with holding a preadministration session will be available at www.collegeboard.org/apcoordinator before preadministration materials arrive at schools. (Note that a preadministration session cannot be conducted for AP Chinese, Japanese, or Studio Art.)

2015 ANSWER SHEET AND PREADMINISTRATION INSTRUCTIONS

You will receive a separate booklet about completing the AP answer sheet and holding a preadministration session. We encourage you to review this booklet carefully and share it with proctors.

A PDF copy of the booklet will be available at www.collegeboard.org/apcoordinator in early spring, and printed copies will be included in shipments of preadministration materials and regularly-scheduled exam materials.

The booklet includes the following information and resources:

- Sample 2015 AP answer sheet
- How to complete the 2015 AP answer sheet
- Updated answer sheet fields
- The importance of supplying consistent identification information
- How to hold a preadministration session
- Preadministration instructions

It is very important that each student enters identification information correctly on the answer sheet, as this information becomes the basis of his or her AP record for the year. In addition, please consider holding a preadministration session — having students complete identification information on their answer sheets ahead of time can save 30 minutes or more on exam day.

AP Student Packs

The AP Student Pack contains students’ unique AP number labels, survey questions, college codes, online provider codes, country codes, important information about the Office of Testing Integrity hotline, score reporting services, and contact information for the AP Program.

Each AP Student Pack has a set of bar-coded AP number labels stapled in the center of the booklet. The number on each set of labels is unique and serves as the student’s official AP number for the year. The AP number must be applied to each of the student’s exam materials — answer sheet, AP Student Pack, free-response booklet, and student-response tape or CD. Once the labels are placed on each of the exam materials, the identification is matched to the student’s AP registration answer sheet. It is critical that students place an AP number label on each of their exam materials where indicated.

It is very important that students place AP number labels on their exam materials as directed to ensure rapid and accurate processing. If students run out of number labels, they can write in their AP number; they must not be given another AP Student Pack or use anyone else’s labels.

- During a preadministration session or at their first exam, students should write their name, AP number, and school code on the front cover of their AP Student Pack, and indicate the AP Exams they will be taking. The AP Student Pack contains a removable card that students can use to retain their AP number from the 2015 exam administration. Students will be directed to place an AP number label on the card, remove it from the Student Pack, and keep it for future reference when ordering score reports or other services.

- AP Coordinators should provide Student Packs immediately to students who are submitting AP Studio Art portfolios. In order to submit their portfolios to their teachers, students need their AP numbers and, if desired, a college code. As soon as possible after exam materials arrive, arrange for these students to complete the information on their Student Packs, confirm that they have their correct AP numbers and college codes recorded, and then retrieve their Student Packs for safekeeping until needed for an upcoming exam administration.

- AP Student Packs should be collected for safekeeping at the end of each exam administration and returned at the start of the next one. This ensures that the students’ AP number labels are not misplaced and are always used when necessary.

- Students who are taking AP Exams at two different schools will need their Student Packs with them at both schools. After testing at one location, they should be given their Student Packs to take to the other location.

- Students should keep their Student Packs after their last exam.

- Students are strongly encouraged to keep their AP numbers from year to year in the event they wish to access scores from previous years.

Students Testing at Two Schools

Students testing at more than one school will need to bring their AP Student Packs to all locations. If they are testing with accommodations, students should also be reminded to bring a valid photo ID and their Student Accommodations Letter to test at the school they do not attend as further assurance that they should receive the accommodations for which they have been approved. After testing at one location, their Student Packs should be returned to them to test at the other location.

All used exam materials and fees should be submitted by the school administering each exam. For example, if a student takes the AP Statistics Exam at high school A and the AP Biology Exam at high school B, high school A should submit exam materials and fees relating to the AP Statistics Exam, and high school B should submit exam materials and fees for the AP Biology Exam.
Exam Day Activities

IN THIS SECTION:
- Seating plans
- Accounting for materials during the exam and collecting materials
- Breaks
- Dismissing students

Mandatory Starting Times

To preserve exam security, an AP Exam may only be administered on its scheduled date, at the set time. Early testing is not permitted under any circumstances. All schools, except those in Alaska, must begin the morning exam administration between 8 and 9 a.m. local time, and the afternoon exam administration between noon and 1 p.m. local time. Schools in Alaska must begin the morning exam administration between 7 and 8 a.m. local time and the afternoon exam administration between 11 a.m. and noon local time.

Note: The AP Physics C: Electricity and Magnetism Exam must begin between 2 and 3 p.m. local time. In Alaska, the exam must begin between 1 and 2 p.m. local time.

Proctors may seat students and allow them to complete the personal identification portion of their answer sheet prior to the times listed above; under no circumstances may the shrinkwrap for the AP Exam booklets, AP Exams on CD, or student-response tapes or CDs be opened prior to the set times.

Admitting and Seating Students

Admit only the number of students to the exam room for whom you have complete sets of exam materials. No visitors, including teachers, are permitted unless authorized by the AP Program or Educational Testing Service (ETS). AP teachers are not permitted in the exam room at any time during the exam administration for the subject that they teach. Photographing an AP Exam administration is strictly prohibited unless permission is granted by the College Board.

If you are administering an exam to a student you do not know, confirm his or her identity by requesting a photo ID. To be acceptable, the ID must include the student’s name and signature as well as a recognizable photograph. Examples of acceptable ID include a driver’s license, school ID card with photograph, or current passport.

If you have one or more students from another school or any home-schooled students, collect exam fees from these students. Provide students from other schools with their school code if you have it; home-schooled students should be given the home-school/self-study code from page 18.

Students are prohibited from bringing electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, or any other electronic or communication devices with them to the testing room.

Seating Plans

See page 50 for samples of approved seating plans. Allow no less than five feet (approximately 1.5 meters) between students. Distance between students should be measured from the center of one student to the center of the next student. (See the next section for more information on seating requirements for Calculus and U.S. History Exams.) Seat students directly behind but not directly beside each other (in rooms with elevated seating, students must be seated no less than five feet behind one another). Everyone must face the same direction. Assign seats randomly (not alphabetically or following any other expected pattern) within the testing room. Under no circumstances should students be permitted to select their own seats. You may seat more than one student at a table, but only if all students face the same direction, are seated on the same side of the table, and the five-foot distance between students can be maintained. Round tables are prohibited for testing. Failure to follow seating requirements could result in cancellation of exam scores.

If possible, seat left-handed students in left-handed armchairs. Tablet armchairs designed specifically for right-handed individuals provide an awkward and difficult writing surface for left-handed examinees. If only right-handed tablet armchairs are available, seat left-handed examinees behind one another in a separate row with a vacant writing surface to their left, or in the last seat of each row of right-handed students.

Seating Students for Calculus and U.S. History Exams

The AP Program provides schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands with scrambled multiple-choice sections for Calculus AB, Calculus BC, and U.S. History exams taken on regularly scheduled testing dates. Scrambling the sections reduces the risk of students copying from one another, allowing schools to seat students no less than four feet apart (approximately 1.2 meters), therefore enabling schools to test more students in fewer testing rooms. (Students taking Calculus AB, Calculus BC, and U.S. History exams during the late-testing period must be seated no less than five feet apart.) Distance between students should be measured from the center of one student to the center of the next student.

The multiple-choice sections are scrambled for students taking Calculus AB, Calculus BC, and U.S. History exams at schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands, but the free-response sections are not; therefore, administrators and proctors must continue to be vigilant about opportunities for cheating.
Note: Students taking Calculus AB, Calculus BC, and U.S. History exams at schools outside the United States, Canada, Puerto Rico, and the U.S. Virgin Islands must be seated no less than five feet (approximately 1.5 meters) apart at all exam administrations because these exams do not have scrambled multiple-choice sections. See page 50 for sample seating plans. The sample seating plan for schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands administering Calculus AB, Calculus BC, and U.S. History exams includes sample form codes and serial numbers that show how to distribute exams to ensure that students seated next to each other are not given the same form of the exam.

<table>
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<th>SEATING POLICY</th>
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<tr>
<td><strong>Testing Window</strong></td>
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<tr>
<td>Regularly Scheduled Exams</td>
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<tr>
<td>Late-Testing Exams</td>
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</tbody>
</table>

SAMPLE OF SEATING PLAN FOR SCRAMBLED MULTIPLE-CHOICE SECTIONS: CALCULUS AB, CALCULUS BC, AND U.S. HISTORY*

*This sample seating plan only applies to schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands administering Calculus AB, Calculus BC, and U.S. History exams on regularly scheduled testing dates.

*Directional arrows indicate the alternating distribution pattern (see page 50) that should be followed when distributing exam materials to students.

*After exams are distributed, confirm that students with the same multiple-choice section are not seated directly next to, in front of, or in back of one another. For example, a student with exam form code 4LBP-Q should not be seated directly next to a student with that same form code. Rearrange students as needed.

Sample Form Code
Section I booklet serial number (last three digits shown)
Note that your school’s exam form codes may not end in an “-R” suffix.

FRONT (students face this direction)
Before you distribute any exam materials, have the students place all personal belongings under their chairs. Proctors should follow alternating distribution patterns when distributing exam materials to students. (For example, if a proctor distributes exam packets to the first row of students by walking from the front of the classroom to the back, the proctor should distribute exam packets from the back of the classroom to the front for the second row of students, etc.) Reference the directional arrows in the sample seating plan on page 49. The proctor should hand one shrinkwrapped exam packet, one answer sheet, and one AP Student Pack directly to each student. Exam packets should be distributed in the order in which they were packed in the carton. Do not ask students to pass exam packets to others. Only the student is allowed to open the exam packet or to examine the contents of an exam booklet, unless you must check one for a reported defect. See the Administration Incidents table on pages 53–59 for more information.

Once students have been seated, materials distributed, and the preliminary paperwork completed, announce the starting time and begin administering the exam. Students may not open the shrinkwrapped exam packets before the mandatory starting times. Close the doors to the exam room promptly at the announced starting time.

You should not collect students’ free-response booklets during the multiple-choice section and then redistribute them during the free-response section. Each exam packet has been individually serialized for test security purposes, so it is important that each student tests using the multiple-choice booklet and free-response booklet specific to their exam packet.

In general, students should not be admitted after the start of the exam. However, if a student arrives to the exam room late but before the other exam takers have finished filling out identification information on their answer sheets, and the school considers the cause of the student’s late arrival to be beyond the student’s control, then the school may admit and test the student. A proctor should sit with the student after the exam to supervise the completion of any outstanding identification fields on the answer sheet. Note: Schools are not required to admit or test latecomers. Students who arrive late must follow the directions of testing site personnel.

Supervising the Exam Room
Refer to the section on proctor duties on page 29.

Accounting for Materials During the Exam
Within the first half hour of the exam, make sure the number of students taking the exam plus the number of undistributed exam packets equals the number of exam packets you received.
If the exam booklet is not found, resume testing, put another proctor in charge of the room, and call the Office of Testing Integrity to report the circumstances. **Do not leave the exam room unattended.** If you cannot locate a proctor to supervise the students in your absence, or you cannot reach the Office of Testing Integrity, be sure to include the following additional information on the required seating chart: each student’s name and AP number. A sample seating chart can be found on pages 118–119. Do not return the exam booklets to the AP Program; hold them in secure storage until you are able to reach the Office of Testing Integrity by telephone and obtain instructions.

**Using Restrooms During Testing** Students may go alone to the restroom at any time. Two or more may go if a proctor accompanies them, but do not leave the exam room unattended. A proctor must be in the exam room at all times. Be sure students do not take materials from the room and that they leave their exam booklets closed on their desks with their answer sheets inside. Do not give extra testing time to students who use the restroom during the timed testing periods.

**Breaks During the Exam** Students should be given a monitored 10-minute break between Sections I and II of an exam. During the break, students may move about, talk, go to the restroom, or get a drink of water or a snack. You and other exam proctors should decide in advance whether you will allow students to leave the room. Students may not leave the designated area without permission. All materials should be placed where students will not have access to them during the break. You or a proctor should ensure that the testing room is always supervised and that the restrooms and halls are monitored.

Students may not consult textbooks, notes, teachers, or other students regarding the exam materials during the break. They may not access any electronic or communication devices. They may not make phone calls, read/send emails or text messages, or access the Internet. They must not discuss the multiple-choice section of the exam with anyone at any time. Failure to adhere to these policies may result in cancellation of scores.

**Providing Extra Paper for the Free-Response Section** Free-response booklets are designed to include sufficient space for student responses. However, if students require additional space to complete their responses, provide lined paper. They must print only their AP number, the title of the exam, and the question number at the top of each extra sheet of paper. Students should not include their names. After the exam, have students staple the extra paper to the page corresponding to that question. Students are not permitted to keep any extra paper that is provided during the exam. **Note: Do not provide extra paper for students to write drafts of responses or notes.**

**Collecting Exam Materials** At the end of each exam, collect the exam materials directly from each student in the order in which they were distributed. Verify a complete count of all multiple-choice booklets, free-response booklets, orange Section II booklets (if applicable), answer sheets, CDs, and tapes before dismissal. Place these materials where students will not have access to them as they leave the exam room.

The Section I multiple-choice booklets and Section II free-response booklets are confidential and must remain secure. **No copies are to be made,** and no one but the students — as they take the exam — should see the contents. The used and unused exam booklets, including the orange booklets included with some exams, are to be returned to secure storage until they are sent to the AP Program after the last exam administration.

Be sure you have a complete exam for each student. Call AP Services for Educators regarding any discrepancy. This discrepancy must be noted on the Packing List, and you should explain the circumstances when generating your invoice. After the students have been dismissed and the necessary forms have been completed, make a final check of the exam room to be sure nothing has been left behind. Then return the exam materials to secure storage.

**Discussing Free-Response Questions** Students and educators may discuss only the specific free-response questions that are released on the College Board website two days after the exam administration. Discussion of these questions may not begin until that time. Free-response questions that are not released may never be discussed.

**Dismissing Students** All students must be dismissed from the exam room at the same time. **No one may leave early** (except in cases of illness or misconduct). If a student finishes before the end of the testing time, he or she must sit quietly until all students are dismissed.

**Exceptions:**
- For Music Theory, each student may be dismissed individually after his or her sight-singing performance. As each student is dismissed, make sure there is no contact between students who are waiting to take the sight-singing part of the exam and students who have already taken it.
- For French, German, Italian, and Spanish Language and Culture Exams, students may be dismissed in groups if multiple recording sessions are required to capture all students’ speaking responses. However, if all students can be recorded in a single session, dismiss students from the exam room at the same time.
Administration Incidents

Administrators and proctors have the authority to take appropriate measures to maintain order and security in the exam room. It is not necessary to complete an Incident Report (IR) for all situations. The incidents tables on the following pages provide information on responding to two types of testing incidents:

- **You must complete an Incident Report** (IR) for the incidents listed on pages 53–58. Follow the procedures as described in the columns for the testing room and/or other action.

- **Do not complete an IR** for the incidents described on page 59. Follow the procedures as described in the columns for the testing room and/or other action.

Examples of administration incidents involving misconduct include:

- Opening or looking through the exam booklet before the exam begins
- Removing a page or pages from the exam book
- Attempting to remove exam booklets from the room
- Giving or receiving assistance of any kind, including access to books, notes, or exam materials during testing or breaks
- Using aids, such as a dictionary or calculator, when they are not permitted
- Using electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, or any other electronic or communication device
- Disturbing other students
- Working on the wrong section of an exam
- Working longer than the time permitted for the exam
- Refusing to adhere to testing regulations
- Attempting to change, add, or utilize any options, settings, and/or programs within their workstations that are not authorized as part of the AP Chinese and Japanese Exams on CD delivery system

If a student’s behavior during the exam disturbs others (e.g., the student exhibits rude, belligerent, or disruptive behavior), warn the student that he or she will be dismissed if the disruptive behavior persists. After issuing a warning, you may dismiss anyone who persists in violating instructions or procedures.

In certain cases, you may be reluctant to dismiss a student for fear of embarrassment, disturbance to others, or physical reprisal. You should dismiss when warranted, but use your best judgment in handling each situation.

In suspected cases of misconduct, even if you do not dismiss the students, include the exam materials in question with an Incident Report and describe, in detail, the specific circumstances. Note the names of those who are suspected of misconduct. In the case of suspected copying, enter the names of the suspected copier and the person whose work is suspected of having been copied, and include a seating chart. A sample seating chart can be found at the back of this manual on pages 118–119. The completed Incident Report and related exam materials should be returned in the Incident Report return envelope.

### Completing the Incident Report

The AP Coordinator’s Incident Report (IR) form is included on pages 122–123 of this manual and in the 2014-15 AP Exam Instructions book. Please download this form from [www.collegeboard.org/apcoordinator](http://www.collegeboard.org/apcoordinator). Refer to the appropriate table for information on responding to specific incidents.

The Incident Report should be completed and returned with the affected exam materials in the Incident Report return envelope, which should be put in the first carton of exam materials going back to AP Services.

- An Incident Report involving a student’s Studio Art Drawing or 2-D Design portfolio should be placed in the portfolio envelope, not in the IR return envelope. An IR for 3-D Design can either be included in the IR return envelope or be faxed to AP Services (i.e., carton 1 of X).

- For an incident related to testing accommodations for a student with disabilities, complete the Incident Report and the Nonstandard Administration Report (NAR) and return them together in the IR envelope.

- If you need to complete an Incident Report in conjunction with a late-testing administration in which an alternate form of the exam was used, place it in the IR return envelope provided in the alternate exam Coordinator’s Packet.
## YOU MUST COMPLETE AN INCIDENT REPORT FOR THE FOLLOWING

<table>
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<tr>
<th>Incidents</th>
<th>Procedure in Testing Room</th>
<th>Incident Report Information/ Other Action</th>
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<tr>
<td><strong>Defective materials</strong></td>
<td>You must complete an Incident Report for the following incidents: Procedure in Testing Room</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice booklet</td>
<td>If you have extra exams in the subject, provide the student with the multiple-choice booklet from an unused packet. Use the extra exam booklet seals from the Coordinator’s Packet to secure the incomplete exam packet, and return it with all other exams. If you have no extra exams available, call AP Services for Educators immediately.</td>
<td>On the IR, grid Defective Materials and Multiple Choice. Identify the nature of the defect, including the page number where the defect was found. Include defective materials with the IR and return them in the IR return envelope. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td>Free-response booklet, short-answer booklet, or orange booklet</td>
<td>If you have extra exams in the subject, provide the student with the free-response booklet or orange booklet from an unused packet. Use the extra exam booklet seals from the Coordinator’s Packet to secure the incomplete exam packet, and return it with all other exams. If you have no extra exams available, call AP Services for Educators immediately.</td>
<td>On the IR, grid Defective Materials and Free Response. Identify the nature of the defect, including the page number where the defect was found. Include defective materials with the IR and return them in the IR return envelope. After calling AP Services, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td>Master audio CDs</td>
<td>Call AP Services for Educators immediately.</td>
<td>On the IR, grid Defective Materials and Master Audio CDs. Identify the nature of the defect and the actions you took to resolve the problem. Include defective materials with the IR and return them in the IR return envelope. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td>Student-response tapes or CDs</td>
<td>If you have extra student-response CDs or tapes for that subject and form, use them. Alternatively, use a replacement tape or blank CD-R data disc that has the following information: ▶ AP number label affixed or written on the tape/CD. ▶ Exam subject. ▶ Form code. ▶ Administration date and time.</td>
<td>On the IR, grid Defective Materials and Student-Response CD or Tape. If you use your own replacement CDs or tapes, also grid Used School-Supplied Replacement Tape/CD. Identify the defect and the actions you took to resolve the problem. Do not return the defective item to AP Services for Educators.</td>
</tr>
<tr>
<td>Missing exam materials</td>
<td>You must not administer exams in the affected subjects until receiving instructions from OTI.</td>
<td>On the IR, grid Missing Exam Materials. Identify the missing materials and the actions you took to resolve the problem. Include the IR in the IR return envelope. Complete an IR as instructed by the Office of Testing Integrity.</td>
</tr>
<tr>
<td>Missing master CDs or exams on CD</td>
<td>Call the Office of Testing Integrity (OTI) immediately at 609-406-5427 or 609-406-5441 for instructions if you discover that master audio CDs for language and Music Theory or Chinese and Japanese Exams on CD are missing. You must not administer exams in the affected subjects until receiving instructions from OTI.</td>
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</tr>
<tr>
<td>Disturbance</td>
<td>If possible, reduce or eliminate the source of the disturbance (loud noise, excessive heat/cold, etc.) or move students. Once testing resumes, adjust testing time. Tell students that an appropriate message such as “School reports distraction during the administration of the exam” may appear on their score reports. Students should be monitored at all times inside and outside the testing room.</td>
<td>On the IR, grid Disturbance. Report the nature of the disturbance, section affected and the amount of time made up. Describe the security of the testing situation during the interruption. Report only severe disturbances on the IR, unless there are many student complaints. Include the IR and seating chart in the IR return envelope.</td>
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### YOU MUST COMPLETE AN INCIDENT REPORT FOR THE FOLLOWING

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<tr>
<td><strong>Interruption</strong></td>
<td>Provide clear instructions for the safety of the students if a fire drill, power failure, etc. occurs. Note the time; ask students to close their exam booklets and leave them on their desks. Direct students not to talk and not to access prohibited items, and monitor them at all times if they must leave the testing room. Please be aware that proper monitoring during an interruption requires that students were never left unattended and were closely monitored at all times to prevent discussion of test questions, access to unauthorized aids, and usage of mobile phones and other electronic devices. Failure to adhere to this policy may result in cancellation of scores. If it is possible to return to the exam room in a reasonable amount of time (as in the case of a fire drill), and you are certain all students were monitored properly during the entire time testing was stopped, follow procedures to resume each exam and allow students to continue testing. Call AP Services for Educators immediately if testing cannot be resumed.</td>
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<tr>
<td><strong>Equipment problems</strong></td>
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<tr>
<td><strong>Group incident</strong></td>
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<tr>
<td>French, German, Italian, and Spanish Language and Culture</td>
<td>If the equipment problem involves the Master Listening CD and/or the Master Persuasive Essay CD: Retest the students immediately. Report even if retesting occurs before dismissal. If retesting is not possible before dismissal, contact AP Services for Educators immediately for instructions. If the equipment problem isn’t discovered until after students are dismissed, do not retest until you have contacted AP Services for Educators. If the equipment problem involves the Master Speaking CD: Ask students affected to close their booklets. Remove these students from the room to a secure, monitored area and have them sit quietly without accessing any unauthorized aids until the end of the session. Do not stop any of the equipment being used by other students. Retest at the conclusion of the session, if possible. Report even if retesting occurs before dismissal. If the equipment problem isn’t discovered until after students are dismissed, do not retest until you have contacted AP Services for Educators.</td>
<td>On the IR, grid <strong>Equipment Problems</strong>. Note the affected parts or sections, and explain the nature of the equipment problem and, if applicable, whether any portions of the recorded speaking responses are missing. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td><strong>Group incident</strong></td>
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<tr>
<td>Spanish Literature and Culture</td>
<td>Retest the students immediately. Report even if retesting occurs before dismissal. If retesting is not possible before dismissal, contact AP Services for Educators immediately for instructions. If the equipment problem isn’t discovered until after students are dismissed, do not retest until you have contacted AP Services for Educators.</td>
<td>On the IR, grid <strong>Equipment Problems</strong>. Note the affected parts or sections, and explain the nature of the equipment problem. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td><strong>Individual incident</strong></td>
<td></td>
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<tr>
<td>French, German, Italian, and Spanish Language and Culture</td>
<td>Do not stop any of the equipment being used by other students. Retest the student immediately. Do not report if retesting occurs before dismissal. If retesting is not possible before dismissal, contact AP Services for Educators immediately for instructions. If the equipment problem isn’t discovered until after students are dismissed, do not retest until you have contacted AP Services for Educators.</td>
<td>To report: On the IR, grid <strong>Equipment Problems</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Note the affected sections, and explain the nature of the equipment problem and whether any portions of the recorded speaking responses are missing. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td><strong>Individual incident</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>Retest the student immediately. Do not report if retesting occurs before dismissal. If the equipment problem isn’t discovered until after students are dismissed, do not retest until you have contacted AP Services for Educators.</td>
<td>To report: On the IR, grid <strong>Equipment Problems</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Note the affected sections, and explain the nature of the equipment problem and whether any portions of the recorded sight-singing responses are missing. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
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<td><strong>Illness during the exam</strong></td>
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</tr>
<tr>
<td>Student unable to return</td>
<td>Contact AP Services for Educators as soon as possible to order a full or partial alternate exam, as appropriate. Advise the student that unless a full or partial alternate exam is taken or cancellation is requested, a score will be reported based on what was completed. Make sure that the student’s AP number appears on all exam sections and the answer sheet.</td>
<td>On the IR, grid Illness. Note the student’s name and AP number in the space provided at the bottom of the page. Return the student’s exam materials with the IR in the IR return envelope. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td><strong>Misconduct</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>You have the authority to dismiss a student for misconduct. If a student’s behavior during the exam disturbs others (e.g., the student exhibits rude, belligerent, or disruptive behavior), warn the student that he or she will be dismissed if the disruptive behavior persists. Isolate the offender, if necessary, in a minimally disturbing way. You may dismiss anyone who continues to be disruptive. Take steps to ensure dismissed students are not provided the opportunity to transmit information about the exam to other students. Inform the student that a report will be sent to AP Services for Educators. In certain cases, you may be reluctant to dismiss a student for fear of embarrassment, disturbance to other examinees, or physical reprisal. You should dismiss when warranted, but use your own judgment in handling each situation.</td>
<td>On the IR, grid Misconduct, and if necessary, Student Dismissed. Note the student’s name and AP number in the space provided at the bottom of the page. Describe all events in detail, even if you do not dismiss the student. If other students complained about the disturbance, document their complaints. Explain the situation, length of disturbance, and affected section(s). Include the student’s exam materials with the IR and seating chart and return in the IR return envelope.</td>
</tr>
<tr>
<td>Student leaving the designated break area or building without permission</td>
<td>Collect the student’s exam materials and ensure that no exam materials are missing before immediately dismissing the student if the student is still present. Do not readmit the student to the testing room.</td>
<td>On the IR, grid Misconduct and Student Dismissed. Note the student’s name and AP number in the space provided at the bottom of the page. Describe all events in detail.</td>
</tr>
<tr>
<td>Using electronic equipment (cell phone, smart phone, smartwatch, laptop, tablet computer, etc.), portable listening or recording devices (MP3 player, iPod, etc.), cameras or other photographic equipment, devices that can access the Internet, or any other electronic or communication device during testing or during a break</td>
<td>Confiscate the device and dismiss the student from the testing room.</td>
<td>Review the device for calls, text messages, and pictures to determine if there was a breach in security. If anything suspicious is detected, contact the Office of Testing Integrity for further instructions. On the IR, grid Misconduct and Student Dismissed. Note the student’s name and AP number in the space provided at the bottom of the page. Describe all events in detail.</td>
</tr>
<tr>
<td>Prohibited aid</td>
<td>Advise the student that failure to adhere to the testing procedures after receiving a warning may result in cancellation of scores and that you are required to report the matter to AP Services for Educators.</td>
<td>Same as “Disruptive behavior.” If the prohibited aid consists of notes, scratch paper, or both, retrieve them from the student and attach them to the IR.</td>
</tr>
<tr>
<td>Copying</td>
<td>Change seating. Take no further action toward dismissal until you are sure information has been shared. Have an assistant witness any suspected misconduct. If the situation persists after a warning from you or a proctor, collect exam materials and dismiss the students involved, explaining that these actions are necessitated by the students’ failure to abide by testing regulations.</td>
<td>On the IR, grid Misconduct and, if necessary, Student Dismissed. If individual, note the student’s name and AP number in the space provided at the bottom of the page. Describe specific circumstances, including the exam section when the copying was observed, and list the names and AP numbers of those suspected (copier and person copied). Include the affected exam materials with the IR and seating chart and return in the IR return envelope.</td>
</tr>
<tr>
<td>Giving or receiving assistance of any kind</td>
<td>Advise the student(s) that failure to adhere to the testing procedures after receiving a warning may result in cancellation of scores and that you are required to report the matter to AP Services for Educators.</td>
<td>On the IR, grid Misconduct. If individual, note the student’s name and AP number in the space provided at the bottom of the page. Describe specific circumstances, including the exam section when the assistance was observed, and list the names and AP numbers of those involved. Include the affected exam materials with the IR and seating chart and return in the IR return envelope.</td>
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<tbody>
<tr>
<td>Opening the exam booklet before the start of the particular section</td>
<td>Ask the student to close the exam booklet. If student opened the Multiple Choice booklet prior to the start of the Multiple Choice section: no action is necessary other than filling out an IR. If student opened the Free Response booklet prior to the start of the Free Response section: immediately collect the exam booklet. Call the Office of Testing Integrity immediately at 609-406-5427 or 609-406-5441 for instructions. Do not allow the student to resume testing until you have received instructions from OTI. Tell the student that a report will be submitted. Warn the student that a subsequent violation will be grounds for dismissal from the exam.</td>
<td>On the IR, grid <strong>Misconduct</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Describe all events in detail even if you do not dismiss the student. Note the affected exam and section. Include the affected exam materials with the IR and seating chart and return in the IR return envelope.</td>
</tr>
<tr>
<td>Working on the wrong section</td>
<td>Direct the student to the proper exam booklet. Tell the student that a report will be submitted. Warn the student that a subsequent violation will be grounds for dismissal from the exam.</td>
<td>On the IR, grid <strong>Misconduct</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Describe all events in detail even if you do not dismiss the student. Note the affected exam and section. Include the affected exam materials with the IR and seating chart and return in the IR return envelope.</td>
</tr>
<tr>
<td>Misplaced answers&lt;br&gt;Answers marked in the multiple-choice exam booklet</td>
<td>Inform the student that credit will only be given for answers marked on the AP answer sheet. Under no circumstances should you transcribe student responses on the answer sheet (unless the student has an approved accommodation by the College Board).</td>
<td>On the IR, grid <strong>Misplaced Answers</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the situation and include the shrinkwrapped Section I exam booklet and answer sheet with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Answers on an orange booklet instead of in the free-response booklet</td>
<td>Inform the student that credit will only be given for answers written in the free-response booklet. Under no circumstances should you transcribe student responses on the correct page(s) of the free-response booklet (unless the student has an approved accommodation by the College Board).</td>
<td>On the IR, grid <strong>Misplaced Answers</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the situation and include the Section II exam booklet with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Answers on the wrong page of the free-response booklet</td>
<td>Inform the student that the Readers will be directed to the responses on the correct pages of the free-response booklet. Under no circumstances should you transcribe student responses on the correct page(s) of the free-response booklet (unless the student has an approved accommodation by the College Board).</td>
<td>On the IR, grid <strong>Misplaced Answers</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the situation and include the Section II exam booklet with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Mistiming&lt;br&gt;Undertiming</td>
<td>If possible, correct the undertiming before students are dismissed. If successful, there is no need to report the incident. However, any undertiming discovered after students have been dismissed must be reported.</td>
<td>If discovered after students have been dismissed, tell students that a report will be submitted. On the IR, grid <strong>Undertiming</strong> and note the number of minutes. Report the sections affected and amount of undertiming. If the undertiming is less than five minutes, the exam may be processed as usual. Include all affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Overtiming</td>
<td>Make no adjustment if too much time is allowed on any section of the exam. Tell students that a report will be filed. However, overtiming may result in the cancellation of students’ scores.</td>
<td>On the IR, grid <strong>Overtiming</strong> and note the number of minutes. Report the sections affected and amount of overtiming. Include all affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Students shared same AP number</td>
<td>Students must not share AP numbers. If you discover the problem prior to the exam, call AP Services to get AP numbers for the students. If you discover the problem during the exam, have another proctor call AP Services to get AP numbers for the students. However, if it is discovered after testing is complete, submit an IR.</td>
<td>On the IR, grid <strong>Students Shared Same AP Number</strong>. List all students who shared the same AP number. Include all affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Student used ink on answer sheet</td>
<td>Advise the student that the multiple-choice section will have to be hand-scored, but scoring will not be affected.</td>
<td>On the IR, grid <strong>Student Used Ink on Answer Sheet</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Include all affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
</tbody>
</table>
## Administration Incidents

### Administration Incidents Involving Chinese and Japanese Exams on CD Only

<table>
<thead>
<tr>
<th>Incidents</th>
<th>Procedure in Testing Room</th>
<th>Incident Report Information/Other Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defective exams on CD</td>
<td>Call AP Services for Educators immediately.</td>
<td>On the IR, grid <strong>Defective Materials</strong> and <strong>Master Audio CDs</strong>. Identify the nature of the defect and the actions you took to resolve the problem. Include defective materials with the IR and return in the IR return envelope with all other materials. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td>Missing exams on CD</td>
<td>Call the Office of Testing Integrity (OTI) immediately at 609-406-5427 or 609-406-5441 for instructions if you discover that Chinese or Japanese Exams on CD are missing. You must not administer exams in the affected subjects until receiving instructions from OTI.</td>
<td>On the IR, grid <strong>Missing Exam Materials</strong>. Identify the missing materials and the actions you took to resolve the problem. Include the IR in the IR return envelope. Complete an IR as instructed by the Office of Testing Integrity.</td>
</tr>
<tr>
<td>Software or hardware problems</td>
<td>If there is a delay in starting an exam or an interruption during a student’s exam and the exam cannot be completed, ask the student to leave the testing room and wait for further instructions. Call Technical Support immediately.</td>
<td>On the IR, grid <strong>Equipment Problems</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the nature of the problem and whether Technical Support was able to help. If the exam cannot be restarted, and no other computer is available, contact AP Services to order late-testing exams. Include affected exam materials with the IR and return in the IR return envelope. After calling AP Services, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td>Exam stops and restart is necessary</td>
<td>Restart the exam; it will resume from the last question the student was working on.</td>
<td>On the IR, grid <strong>Equipment Problems</strong>. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the nature of the problem. Include affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Incidents</td>
<td>Procedure in Testing Room</td>
<td>Incident Report Information/ Other Action</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Incidents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Power outage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power goes out in the testing site or at a single workstation — power immediately restored.</td>
<td>Keep students monitored and quiet until power is restored, and resume testing. If power is immediately restored, the proctor must restart each student’s exam. To restart an exam, reinsert the CD, enter the same AP name and number of the student testing at that computer, and follow the instructions on the screens to relaunch the exam. The exam will resume from where the exam stopped.</td>
<td>On the IR, grid Equipment Problems. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the nature of the problem. Include affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td>Power goes out in the testing site or at a single workstation — power not immediately restored.</td>
<td>If the power is not immediately restored, power off each workstation and other equipment until the power is again available. If testing cannot be resumed, contact AP Services for Educators to order late-testing exams.</td>
<td>On the IR, grid Equipment Problems. Note the student’s name and AP number in the space provided at the bottom of the page. Explain the nature of the problem. Contact AP Services to order late-testing materials. Include affected exam materials with the IR and return in the IR return envelope. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td><strong>Unscheduled departure from the testing site</strong></td>
<td>Collect student’s scratch paper. Terminate the exam by using the administrator override; choose the option to end the exam. You will be prompted to ensure that the exam responses are either uploaded over the Internet or copied to the USB drive provided by the AP Program.</td>
<td>On the IR, grid Other. Note the student’s name and AP number in the space provided at the bottom of the page. Include affected exam materials with the IR and return in the IR return envelope.</td>
</tr>
<tr>
<td><strong>Emergencies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storms, floods, fires, fire drills, bomb scares, or other unusual activities that disrupt exam administration and are beyond the control of testing site staff</td>
<td>In an emergency, the primary concern should be the safety of everyone present. If necessary, evacuate everyone immediately.  ▶ If there is sufficient time, interrupt the exam by ejecting the Exam CD.  ▶ Lock the testing room door after everyone has exited. If the CDs were ejected, and it is possible to return to the exam room in a reasonable amount of time (as in the case of a fire drill), and you are certain all students were monitored properly during the entire time testing was stopped, follow procedures to resume each exam and allow students to continue testing. If you are unable to resume the exam, follow the procedure on pages 109–110 for terminating an interrupted exam. Please be aware that proper monitoring during an interruption requires that students were never left unattended and were closely monitored at all times to prevent discussion of test questions, access to unauthorized aids, and usage of mobile phones and other electronic devices. Failure to adhere to this policy may result in cancellation of scores. Call AP Services for Educators immediately if testing cannot be resumed.</td>
<td>On the IR, grid Interruption. Note the affected section(s); report the source, length, and impact of the interruption, and the corrective action taken (including time adjustments). Include the IR and seating chart and all affected exam materials in the IR return envelope. After calling AP Services for Educators, note the AP Services Case Number on the IR.</td>
</tr>
<tr>
<td>Incidents</td>
<td>Procedure in Testing Room</td>
<td>Other Action</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Illness Day of exam Student unable to test</td>
<td>No IR needed. Order alternate exam materials online. The student should submit a written statement from a doctor or parent verifying illness. Keep the document in your files for 60 days.</td>
<td></td>
</tr>
<tr>
<td>Insufficient answer sheets</td>
<td>Photocopy answer sheets for students to enter responses.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Insufficient AP Student Packs</td>
<td>If you discover the problem prior to the exam, call AP Services for Educators. If you discover the problem during the exam, have another proctor call AP Services for Educators to get an AP number for each of the students requiring an AP number.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Student without AP Student Pack who knows his or her AP number</td>
<td>Instruct student to write his or her AP number on the answer sheet.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Student without AP Student Pack who does not know his or her AP number</td>
<td>If this is the first AP Exam the student is taking this year, provide the student with a new AP Student Pack. Instruct the student to use the AP number from the Student Pack he or she was just provided for all AP Exams he or she takes this year. If this is not the first AP Exam the student has taken this year, leave the AP number field blank.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Exam cancellation—Group</td>
<td>If a storm, flood, power failure, or other event necessitates the cancellation of the exam, call AP Services for Educators immediately.</td>
<td>File IR only if instructed by AP Services for Educators.</td>
</tr>
<tr>
<td>Score cancellation—Individual</td>
<td>Student should fill out Score Cancellation Form and return it to AP Services for Educators.</td>
<td></td>
</tr>
<tr>
<td>Latecomers</td>
<td>If a latecomer arrives to the exam room before the other exam takers have finished filling out the identification information on their answer sheets, and the school considers the cause of the student’s late arrival to be beyond the student’s control, the latecomer may be admitted and tested.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Sealing answer sheet inside multiple-choice exam booklet</td>
<td>Open the booklet, remove the answer sheet, and reseal it using extra seals from the Coordinator’s Packet.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Student declines use of calculator</td>
<td>Student hand writes, signs, and dates release statement appropriate to exam.</td>
<td>Place signed release statement in the IR return envelope.</td>
</tr>
<tr>
<td>Exam question ambiguities and errors</td>
<td>Instruct student to answer the question to the best of his or her ability. If student feels that a question has an error or is unclear, advise student to fill out the AP Exam Question Ambiguity and Error Form on the AP Students website and to follow the directions there for sending it to AP Assessment Development.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Student neglects to complete survey questions</td>
<td>Tell student no action is necessary.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Discrepancies in exam materials being returned</td>
<td>Note discrepancy on Packing List and explain circumstances when generating your invoice.</td>
<td></td>
</tr>
<tr>
<td>Pencil or inappropriate ink color on free-response section</td>
<td>Advise student that scoring of the free-response section will not be affected.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>Student did not sign answer sheet</td>
<td>No action is necessary.</td>
<td>No IR needed.</td>
</tr>
<tr>
<td>AP number label or AP Exam label was placed in wrong area</td>
<td>This will not impact the scoring of the answer document or Section II booklet. No action is necessary.</td>
<td>No IR needed.</td>
</tr>
</tbody>
</table>
Post-Exam Activities

Checking Free-Response Booklets, Answer Sheets, and Audio Student Responses

Make sure each student has correctly completed all pages of the first (or registration) answer sheet.

Students submitting Studio Art portfolios complete their registration information online in the AP Studio Art Digital Submission application. Because this information is captured in the Web application, Studio Art students should not complete a paper registration answer sheet.

Students taking only AP Chinese or AP Japanese complete their registration during computer-based testing, so they should not complete a paper registration answer sheet if these are the only exams they are taking.

For all subsequent exams, make sure each student has correctly completed all of the fields on the answer sheet that need to be completed at each administration. Consult the General Instructions in the 2014-15 AP Exam Instructions book for more information.

Check that an AP Exam label has been affixed to each answer sheet, and that an AP number label has been affixed to each answer sheet, to the appropriate box on the front cover of each free-response booklet and U.S. History short-answer booklet, and on any student-response tapes or CDs.

Once you have completed checking these materials, they should be returned to secure storage. See page 24 for information about secure storage.

Designating Class Sections

If your school has AP teachers with multiple class sections or multiple teachers teaching the same AP subject, you and your teachers can get subject score rosters and AP Instructional Planning Reports at the class section or teacher level. This view of the data gives your teachers a direct view into the performance of their individual classes, enabling them to analyze the strengths and weaknesses of their curricula. To enable this feature, your school must designate section numbers on students’ answer sheets during the exam administration.

Follow the instructions below to request separate AP Instructional Planning Reports and subject score rosters for individual class sections.

1. Assign each section a different number from 1 to 9.
2. After the exam administration, fill in the circle corresponding to each student’s class number in the “School Use Only” section on the answer sheet.
3. Be sure to inform teachers of their designated section numbers before school lets out. Teachers will indicate their section numbers the first time they sign in to view their reports online.

For Chinese and Japanese Exams on CD, you must complete the Fee Reduction/Section Designation Form on page 120. For Studio Art, you may designate separate class sections using the AP Studio Art Digital Submission Web application. (See page 97 for instructions.)

Send Us Your Comments and Best Practices

We welcome your suggestions and comments to help us improve the AP Coordinator’s Manual and exam procedures, and make the AP Program more effective. Please complete the AP Coordinator’s Comment Form at www.collegeboard.org/apcoordinatorcomment.

We also welcome your “best practices” for organizing, publicizing, and administering AP Exams at your school. If you have ideas that you would like to share with us and other AP Coordinators, please note them on this form. If selected, we’ll include your best practices in the 2015-16 edition of the AP Coordinator’s Manual along with your name, school, city, state, and country.
Returning Exam Materials

When to Return Exam Materials

All AP Exam materials must be shipped before the close of the next business day after the school’s last scheduled exam of a particular AP Exam administration period (i.e., regular or late). For example, a school that administers its last regularly scheduled exam on a Friday may return its exams on the following Monday. If you have any issues with the pickup of your return shipment, please call AP Services for Educators for assistance.

Exam materials must be repacked in the special carton(s) in which they were received. Using other cartons may delay receipt or result in a damaged shipment. If your cartons have been discarded or damaged, contact AP Services for Educators. AP Coordinators should retain proof of shipping information.

Schools should return shipments as follows:

Returning Regularly Scheduled Exams Administered May 4–8 or May 11–15

- Exams administered on the regularly scheduled exam dates should be returned in one shipment, except if you have elected the split shipment option. (Schools ordering more than 150 exams may use the split shipment option, which allows them to return all of their first week’s AP Exam materials at the beginning of the second week of testing, rather than storing the exams for the entire two weeks of testing.)
- Braille and large-type exam materials administered on the regularly scheduled exam dates are shipped to schools separately from the regular exam materials and should be returned separately.
- The Quality (Selected Works) sections of the Studio Art 2-D Design and Drawing portfolios should be returned as a separate shipment from the exams, with its own completed Packing List.

Returning Alternate Exams for Late Testing Administered May 20–22

- Exams administered on the late-testing dates should be returned in one shipment.
- Braille and large-type exam materials administered on the late-testing dates are shipped to schools separately from the regular exam materials and should be returned separately.

Monday, June 1, is the deadline for AP Services to receive all exam materials. Schools are billed twice the fee for each exam in shipments received after this date.

Preparing Materials for Return

Create a Packing List

To return exam shipments, you must go to www.collegeboard.org/school, sign in to the AP Exam Ordering Site, and create a Packing List. You will be able to type the necessary information. You may also edit and save Packing Lists.

For each shipment (whether one carton or more), you must submit your Packing List electronically. Please make sure that you enter your package counts correctly, and that you hit SUBMIT prior to printing your packing list. Print copies of your Packing List:

1. one for inclusion in your exam shipment,
2. one for your reference when generating an invoice online,
3. and, if applicable, one for your Studio Art shipment.

Place Packing List #1 on top of all materials in the carton you have identified as carton 1 of X cartons you are returning to the AP Program (see instructions for labeling your shipment on page 65). Each returned exam shipment or Studio Art portfolio shipment must include a completed copy of the Packing List.

WHAT NOT TO PACK

Please do not return these items to the AP Program:

- 2014-15 AP Coordinator’s Manual
- 2014-15 AP Exam Instructions books
- Used and unused Student Packs
- Exam booklet seals
- Unused return envelopes
- Unused student-response tapes or student-response CDs
  (for Music Theory or French, German, Italian, and Spanish Language and Culture. We encourage you to keep these unused student-response tapes or CDs for practice sessions with students, but do not use them for the following year’s administration.)
- Unused answer sheets
  Do not return unused answer sheets. However, to avoid any possibility of inadvertent error, or mishandling, we ask that you retain all unused answer sheets until the end of September 2015. You may not use unused answer sheets for the following year’s administration. The AP Program may contact schools until then in the event that a school mistakenly fails to return a used answer sheet because it was accidentally stored with the unused answer sheets.
- Chinese and Japanese scratch paper
  (used scratch paper must be destroyed)
- Chinese and Japanese Setup CDs
Returning Exams for Students with Disabilities

Regular-format exams ordered online:

1. The exam proctor completes the Nonstandard Administration Report (provided by the SSD Coordinator).
2. The AP Coordinator checks the number of exams being returned against the AP Shipping Notice, and generates a Packing List. (When generating the invoice online, AP Coordinators will be asked to explain any discrepancies, e.g., reader copies.)
3. The AP Coordinator prepares materials for return to AP Services and returns completed NARs, attaching (with paper clips) corresponding scannable answer sheets used for nonstandard exam administrations, and regular-format exam booklets and tapes or CDs (if any).
4. The items listed above should be placed in the NAR return envelope in the first carton returned to AP Services. If all regular-format exams, answer sheets, student-response tapes or CDs (if any), and NARs do not fit in the envelope, wrap the envelope around the materials and secure them with an elastic band.
5. Indicate any reader copies used with a nonstandard administration directly on the reader copy and follow directions noted on page 72.
6. Remember to include your Packing List in the shipment.
7. Place blue and white SSD labels on all four outer sides of the first carton returning to AP Services. SSD labels are included in the AP Coordinator’s Packet.
8. Return all Braille or large-type exam materials together, along with the Packing List, in the carton in which they were shipped to you. Use the return shipping labels and materials enclosed with the original exam shipment.
9. Retain proof of the return shipment for tracking purposes.

Braille and large-type exams ordered online, but shipped separately:

1. The exam proctor completes the NAR (provided by the SSD Coordinator).
2. The AP and SSD Coordinators check the number of Braille and large-type exams being returned against the Shipping Notice sent with those exams.
3. The AP Coordinator generates a Packing List for all the Braille and large-type exams. When returning these exams, select the option to print a Packing List for these items.
4. The AP Coordinator and SSD Coordinator prepare the following materials for return to AP Services:
   - Completed NARs with corresponding answer sheets (large-block answer sheets, or scannable answer sheets when used with Braille and large-type exams) attached with paper clips and inserted in the NAR return envelope. Include only the NARs and answer sheets in the envelope.
   - Braille or large-type exams, master CDs, and student-response tapes or CDs (if any).
5. Place blue and white SSD labels on all sides of the carton or envelope returning to AP Services. SSD labels are included in the shipment of these materials.
6. Return all Braille or large-type exam materials together, along with the Packing List, in the carton in which they were shipped to you. Use the return shipping labels and materials enclosed with the original exam shipment.
7. Retain proof of the return shipment for tracking purposes.

Studio Art Portfolios

All Studio Art portfolios should be returned in the cartons in which they were shipped to you. Do not return materials for other exams in the Studio Art portfolio cartons. Remember to create and include a separate Packing List for returning the Studio Art portfolios.

Studio Art cartons have been prelabeled to ship to schools, and prelabeled for return to the AP Program. The address label for return of the Studio Art cartons can be found on the large inside flap of the carton. When ready to return materials, simply fold the flap with the return address over the flap containing your school’s address. (See figure below.) Indicate on the pre-applied label the number of Studio Art cartons returning. Cartons should be marked “1 of 2,” “2 of 2,” etc. Please note that Studio Art portfolios have a different destination address than other AP Exam materials and should be returned separately from your regular exam shipment. Studio Art portfolios will be evaluated in Salt Lake City, Utah.

RETURNING STUDIO ART PORTFOLIOS

Returning Studio Art 2-D design and drawing portfolios

1. The cartons are delivered to you with the outside flap featuring your school’s address.
2. The return address to AP has been pre-labeled on the inside flap.
3. When returning used portfolios, make sure that the flap with the AP Program’s address is now showing on the outside.
Packing Cartons

Return exam materials in the original shipping cartons. Follow the sequence given below when packing the cartons. Pack all cartons tightly so materials cannot shift during shipping. Double-check all cartons to make sure the exam materials are packaged correctly. Use crumpled newspapers or bubble wrap as packaging material if there is any space at all at the top of the carton, and seal the cartons securely. If packaging material is not used, the package could be damaged in transit, resulting in exam materials that can’t be scored. Do not use tape to wrap any exam materials — especially the answer sheets and exam booklets. Use tape only to secure the outside of the cartons (see figure on page 65) and wrap the tape all the way around the carton. Be sure to affix all appropriate labels after you have securely taped each carton.

Returning Used Answer Sheets: Do not staple or tape anything to any used answer sheets. The answer sheets are scannable documents — be careful not to fold or bend the edges. The answer sheets should be placed in the return envelopes with all folds facing the same direction. Do not seal the answer sheet return envelopes. Do not return unused answer sheets.

RETURN PACKING SEQUENCE

For a small carton

1. If possible, place all the unused exam packets in the bottom of the carton.
2. Place all used multiple-choice booklets on top of the unused exam packets.
3. Place all orange booklets (if applicable) on top of the used multiple-choice booklets.
4. Place all used free-response booklets on top of the orange booklets.
5. Place all used short-answer booklets (if applicable) on top of the used free-response booklets.

Note: The spines of each type of booklet should face in the same direction, but you can alternate layering of the types of booklets so they stack evenly.

For a large (18-inch) carton

1. If possible, place all unused exam packets in one column in the bottom of the carton. With multiple exam administrations, you may pack the unused exam packets after each administration.
2. Place all used multiple-choice booklets on top of the unused exam packets.
3. Place all orange booklets (if applicable) next to the used multiple-choice booklets and unused exam packets in the other column in the carton.
4. Place all used free-response booklets on top of the orange booklets (if applicable) in the other column in the carton.
5. Place all used short-answer booklets (if applicable) on top of the used free-response booklets in the other column in the carton.

Note: The booklets should be stacked so the spines meet in the center of the carton.

Continue to layer the remaining exam materials, if applicable, into the carton in the following order:

6. Answer Sheet Return Envelope containing used answer sheets only. Insert the answer sheets in the envelope so that the folds all face the same direction. You do not need to group answer sheets by subject.
7. Used student-response tapes and CDs for AP Exams in Music Theory and French, German, Italian, and Spanish Language and Culture. Ensure that all tapes and CDs have AP number labels affixed.
8. Used and unused master audio CDs for the listening, Persuasive Essay task, and speaking parts of the French, German, Italian, and Spanish Language and Culture Exams; the listening and sight-singing parts of the Music Theory Exam; as well as for the listening part of the Spanish Literature and Culture Exam.
9. Used and unused Chinese and Japanese Student Exams on CD.
10. Chinese and Japanese Student Response return envelope containing used USB drives with Chinese and Japanese student responses, and/or unused USB drives, as well as any Fee Reduction/Section Designation forms.
11. NAR return envelopes, including NARs and corresponding answer sheets. For regular format exams, also include exam booklets and any student-response tapes or CDs.
12. Incident Report return envelope containing completed individual or group Incident Reports and affected exam materials. If required, also include completed seating charts.
13. AP Score Cancellation Form(s).
14. Copy of the Packing List.
15. Packaging material or bubble wrap.

Note: For incidents and NARs, if the materials do not fit into the envelope, you may wrap the envelope around the materials and secure with a rubber band.

Packing Exams in One Carton

If you are returning exams in one carton only, stack the materials in the carton in the following sequence, placing the first item on the list — unused exam packets — at the bottom of the carton and the last items on the list — Packing List and packaging material or bubble wrap — at the top of the box contents.

Packing Exams in Multiple Cartons

When there is no space left in the first carton, you should continue with a new carton, keeping the materials in the sequence indicated in the figure. When you have completed packing the unused exam packets, the used multiple-choice booklets, orange booklets (if applicable), and the used free-response booklets, continue packing in additional cartons until you have completed packing the balance of the exam materials (items #6 through #15).

IMPORTANT REMINDER

- Do not insert any exam booklet inside another booklet.
- Remember to return any unused U.S. History short-answer booklets.
RETURN PACKING SEQUENCE

Assemble and pack materials in the sequence shown.

Note: This illustration may show material that does not apply to your school.

15 Packaging Material or Bubble Wrap

14 Packing List (copy)

13 Score Cancellation Forms
(If supplied by students prior to packing cartons)

12 Incident Report (IR)
Return Envelope (Red & White)

11 Nonstandard Administration Report (NAR) Return Envelope
(Blue & White)

10 Chinese and Japanese Student Response Return Envelope
(Green & White)

9 Used & Unused Exam CDs
for Chinese and Japanese

8 Used & Unused Master CDs
Music Theory, Spanish Literature and Culture, French, German, Italian and Spanish Language and Culture

7 Used Student Response Tapes & CDs

6 Answer Sheet Return Envelope

5 U.S. History Short-Answer Booklets (if applicable)

4 Free-Response Booklets
(Including AP Seminar Section I and Section II Booklets)

3 Orange Booklets (if applicable)
Return ALL orange booklets

2 Multiple-Choice Booklets

1 Unused Exam Packets

FOR 18-INCH CARTONS:
Booklets should be stacked so spines meet in center.

Layer by subject, after each exam

Each type of booklet should be stacked with spines facing the same direction.

INCLUDE ONLY:
- Individual or group IRs and affected exam materials
- Completed seating charts

INCLUDE:
- NARs and corresponding answer sheets for Braille, photo-enlarged and large-type exams. For regular format exams, also include exam booklets and any student-response tapes or CDs.

INCLUDE ONLY:
- ALL used and unused USB drives and Fee Reduction/Section Designation forms

DO NOT RETURN
Unused Student Response Tapes & CDs

USED answer sheets, with folds all facing the same direction

INCLUDE:
- Used & Unused Exam CDs.

DO NOT RETURN
Unused Exam Packets

Unused Exam Packets on top of Orange Booklets (if applicable)

Free-Response Booklets on top of Free-Response Booklets (if applicable)

Short-Answer Booklets on top of Free-Response Booklets (if applicable)
Shipping Your Cartons

Sealing Shipping Cartons

After the administration, once the exam materials have been packed, use the three-inch packaging tape that was included in your exam shipment to seal all cartons for return shipping. **Note:** Packing tape is only supplied in shipments with large (18”) cartons. Use at least two layers of tape, making sure to wrap the tape all the way around the carton. This will help prevent these large, heavy cartons from breaking in transit.

Labeling Your Shipment

The appropriate courier label goes on carton #1 and all subsequent cartons in your shipment. See the figure for placement. Schools must use the return labels that were shipped to them. Only use **current** return labels; discard any leftovers. You should have enough courier return labels to put one return label on each box (do not put more than one on a box and do not use photocopies of the labels). Each label has a unique tracking number. Failure to do so may result in lost or delayed return shipments and late-return charges.

Number the cartons (“1 of 2,” “2 of 2,” etc.) in the reverse order in which you packed them; i.e., the last box you packed should be marked 1 of X. The Packing List should always be placed in carton 1 of X.

- If you have enclosed any Incident Reports in the IR return envelope, carton 1 of X should have red and white Incident (IR) labels on all four outer sides.
- If you have enclosed any NARs and answer sheets in the Nonstandard Administration Report return envelope, carton 1 of X should have blue and white SSD labels on all four outer sides.

Make sure that you retain proof of your return shipment for tracking purposes by either photocopying your return labels or recording the tracking numbers.

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**BEST PRACTICE**

“To make returning materials easier, I reorganize the exam shipment by test day so that it is easier for me to have the materials ready. As each exam is completed, I start the stacks, so by the last exam I have things ready to return.”

— Wendy Grubb

*St. Mary’s Dominican High School*

*New Orleans, LA*
Generate Your Invoice Online

All schools must generate and submit an invoice online and mail the completed invoice and payment by June 15, 2015, to the AP Program using the envelope that was provided with your exam shipment.

How to Generate an Invoice

You create your invoice by signing in to the AP Exam Ordering website at www.collegeboard.org/school. You cannot generate an accurate invoice until you have completed administering all of your school’s exams, including late testing. Specific instructions appear below.

1. Before you begin, gather copies of the Packing Lists you submitted. You can print out additional copies of your Packing Lists by going to Create/View Packing List in the AP Exam Ordering website and then clicking “Print All Packing Lists.” Additionally, you must have on hand information about the number of exams taken by students who qualify for fee reductions.

2. In the AP Exam Ordering website, click the “Generate Invoice” button and answer each of the questions posed to you. (See page 72 of this manual for instructions on accounting for reader copies for students with disabilities.)

3. Upon completing the questions, you will be brought to your invoice. Review it for accuracy.
   - If it is accurate, click “Submit Invoice.”
   - If it is inaccurate, click “Edit Invoice” and revise as needed.

4. Click “Print Invoice.” When you print, multiple copies of the invoice will print out. Keep the school copy for your records and mail* additional copies to the addresses indicated on the top of each invoice.

   The postmark deadline for invoices and payments submitted to the AP Program is June 15, 2015. Late payments incur a $225 late fee.

*Note: Invoices are submitted electronically. You are required to print your invoice and mail it to the AP Program, even if your district or state pays for your exams, or if your school does not have a balance due. If your invoice indicates that your school owes a balance, attach a check to the invoice when you mail it in. Some states also require schools claiming state fee reductions to supply them with a copy of the invoice. Check http://professionals.collegeboard.org/testing/ap/coordinate/details-state in February or with your state directly to determine whether or not you need to supply them with the “State Copy” of the invoice.
Overview of AP Exam Scores

Each AP Exam score is a weighted combination of the student’s score on the multiple-choice section and on the free-response section. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement. The final score is reported on a 5-point scale:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

The AP Program periodically conducts studies to compare the performance of AP students with the performance of college students in parallel courses. For most AP subjects, results indicate that:

- AP Exam scores of 5 are equivalent to grades of A+ and A in the corresponding college course.
- AP Exam scores of 4 are equivalent to grades of A-, B+, and B in college.
- AP Exam scores of 3 are equivalent to grades of B-, C+, and C in college.

AP Score Reporting

AP score reports are available in July to the college designated on the student’s registration answer sheet, to the student, and to the student’s secondary school and district. Individual student score reports are cumulative and include scores for all the AP Exams a student has ever taken, unless the student has requested that one or more scores be withheld from a college or canceled. The AP Program does not provide a breakdown of any scores, including the number of correct and incorrect responses for the multiple-choice section and scores for the individual questions of the free-response section.

Most AP score reports are available in July. Some reports take longer to process because of problems with identification information or the late arrival of materials from the testing location. Students whose score reports are not available by Sept. 1 should contact AP Services for Students at apstudents@info.collegeboard.org or 888-225-5427 (toll free) or 212-632-1780.

Reports and Services for Students

Students can view their AP scores online beginning in early July. At that time they are able to view and send scores from the current year and previous years’ exams.

On the first AP answer sheet students fill out (their registration answer sheet), they can indicate a college or university to receive their score report for free. If students choose not to indicate a score report recipient on their registration answer sheets, but want to send a score report to a college at a later time, they can do so for a fee.

The fee for additional score reports ordered is $15 per report for standard processing. The fee for rush processing for additional score reports ordered is $25 per report.

Additional Score Reporting Services

Students can request the following services by visiting https://apstudent.collegeboard.org/services, printing and completing the appropriate form, and sending it to AP Services by mail or fax. A signature from the student or the student’s parent/guardian is required on all forms.

Score Withholding

For $10 per score, per college, a student may request that one or more scores be withheld from a score report. To withhold a score from the college indicated on a student’s registration answer sheet, AP Services must receive the student’s form, with payment, by June 15, 2015, to withhold scores from the 2015 administration. To withhold a score from a college other than the one indicated on the registration answer sheet, there is no deadline, but the student must include payment to send the score report to the school from which he or she is withholding the score.

Once a withhold is requested, the score will be withheld from any future score reports sent to that college. A request to withhold a score does not permanently delete a student’s score; all exam scores, even those withheld from score reports sent to colleges, are sent to the student and his or her high school. A student can later release the score to the college indicated on the score withholding form by sending AP Services a signed written request. There is no charge to release scores, but the student must pay the fee to have the score sent.

Score Cancellation

If a student requests cancellation of an AP Exam score, that score is deleted permanently from the student’s record and can never be retrieved. There is no fee for score cancellation, and the exam fee is not refunded. Scores may be canceled at any time. However, for scores not to appear on the score report that will be sent to the college indicated on the registration answer sheet, AP Services must receive the student’s form by June 15, 2015. As an alternative to mailing or faxing the Score Cancellation form to AP Services, a student may provide his or her completed form to you, the AP Coordinator, to include in your exam shipment (if supplied prior to packing cartons).
**Free-Response Booklets**
For a fee of $10 per booklet, a student can obtain his or her free-response booklets from the 2015 exam administration. **No comments, corrections, or scores are included.** A student’s request must be received by Sept. 15 of the year in which the student took the exam. If requested, typed student responses from the free-response portions of the AP Chinese and Japanese Exams will be reproduced on paper and mailed to students for a fee of $10 per exam. **Note:** Booklets for exams whose free-response questions are not released on the College Board website two days after the exam (e.g., late-testing exams) are not available.

**Multiple-Choice Rescore Service**
For a fee of $30 per exam, a student may request to have his or her multiple-choice answer sheet rescored by hand. This score and the free-response score are then appropriately weighted and combined. The resulting score is converted to an AP score and compared with the reported score. In the event of a difference, the new score will prevail, and all score recipients will be notified. The free-response section is not rescored.

Studio Art portfolios are not reevaluated. Because AP scores of 1, 2, 3, 4, and 5 represent the composite of a student’s performance on the two exam sections, raw scores for the individual multiple-choice or free-response sections are not available. A student’s request must be received by Oct. 31 of the year in which the student took the exam.

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**ONLINE SCORE REPORTS FOR SCHOOLS**

<table>
<thead>
<tr>
<th>Report Name and Description</th>
<th>Who can see it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Instructional Planning Report:</strong> This report compares students’ performance in the multiple-choice and free-response sections and on specific topics in each AP Exam to the performance of all students, helping teachers target areas for increased attention and focus in the curriculum.</td>
<td>Yes*  Yes*</td>
</tr>
<tr>
<td><strong>Subject Score Roster:</strong> This roster is available for each AP subject at your school, listing all students and their AP scores in that subject.</td>
<td>Yes*  Yes*</td>
</tr>
<tr>
<td><strong>School Score Roster:</strong> This cumulative roster lists all AP students at your school who tested during a specific administration and their AP scores.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>School Scholar Roster:</strong> This roster shows all AP students at your school who earned an AP Scholar Award, and their AP Exam scores.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>Student Score Report:</strong> This report contains individual, cumulative reports for all AP students at your school, listing scores for each AP Exam taken.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>Student Datafile:</strong> This downloadable file contains student score report data for each AP student who tested during a specific exam administration. This information can be uploaded to other systems, for internal analysis and planning. Instructions for formatting the files for MS Excel are available at <a href="http://www.collegeboard.org/apdatafile">www.collegeboard.org/apdatafile</a>.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>Current Year Score Summary:</strong> This report shows the total number of each AP score (1 to 5) for each AP subject offered at a school.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>Five-Year School Score Summary:</strong> This report contains five years of data at the school, state, and global levels. It also provides subject-specific summaries of total exams, scores, and mean scores.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>School Summary by Student Demographics:</strong> Report summarizing AP Exams at your school by students’ grade level, ethnicity, gender, and fee reduction status. Comparisons include number of exams, score, mean score, and standard deviation.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>School Summary with Comparable Groups:</strong> Report comparing AP Exams at your school to those of comparable groups (i.e., state, nation, global). Comparisons include number of exams, score, mean score, and standard deviation.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>AP Equity and Excellence Report:</strong> This report displays 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.</td>
<td>Yes  N/A</td>
</tr>
<tr>
<td><strong>College and University Totals:</strong> This report lists which colleges and universities received your students’ AP scores.</td>
<td>Yes  N/A</td>
</tr>
</tbody>
</table>

*If your school has AP teachers with multiple class sections or multiple teachers teaching the same AP subject, you and your teachers can view subject score rosters and AP Instructional Planning Reports at the class section or teacher level. For more information, see “Viewing Data by Class Section” on the next page.
Reports and Services for Schools

Online Score Reports
The table on the previous page lists the reports and rosters available through the Online Reports for Educators website (scores.collegeboard.org), and the authorized staff members at schools who have access to each of them. Authorized school administrators can access all the reports for their schools. AP teachers have access to score reports for the subjects they are authorized through the AP Course Audit to teach.

For more information about online score reports, visit www.collegeboard.org/apeducatorscores. Tips on using the Online Reports for Educators website are available at www.collegeboard.org/apscorestips.

Additional Score Reporting Services
In addition to the score reports available automatically online, schools can order score report labels and free-response booklets at www.collegeboard.org/school.

Score Labels
Individual schools may order their students’ scores on pressure-sensitive labels that attach easily to student records. Each label contains the student’s name, Social Security number (if provided by the student) or birth date, the AP Exams taken, the years in which the exams were taken, and the scores received. The labels are sent in mid-July and cost $100 per set. The deadline for ordering is June 1.

Maintaining Student Privacy and the Confidentiality of AP Scores
Only students have the right to forward their AP scores to colleges and universities. Therefore, schools should use caution in affixing AP score labels to transcripts or other records that will be sent to these institutions. Affixing score labels to transcripts can result in a violation of students’ rights and may expose schools to potential lawsuits. To avoid this possibility, the AP Program strongly suggests that schools institute one of the following procedures:

▶ Affix the AP score label to the back of the transcript and copy only the front of the transcript when sending it to colleges.
▶ Have students sign a release permitting the school to put the score report label on the front of the transcript. Keep the signed releases with students’ files.

Free-Response Booklets
Schools may request their students’ free-response booklets, along with typed student responses from the free-response portions of the AP Chinese and Japanese Exams. No comments, corrections, or scores are included. Schools that plan to make this request should note that their order includes the entire school’s booklets minus those requested by students; schools cannot limit their order to booklets of certain students or certain exams. Note: Booklets for exams whose free-response questions are not released on the College Board website two days after the exam (e.g., late-testing exams) are not available.

The fee is based on the number of booklets received by the school: $60 for 1–20 booklets, $120 for 21–50 booklets, $180 for 51–100 booklets, and $300 for more than 100 booklets.

The deadline for ordering booklets is Sept. 15. Schools will be billed in late September, when the orders are processed. The booklets are sent to schools between October and January.

Viewing Data by Class Section
If your school has AP teachers with multiple class sections or multiple teachers teaching the same AP subject, you and your teachers can get subject score rosters and AP Instructional Planning Reports at the class section or teacher level. This view of the data gives your teachers a direct view into the performance of their individual classes, enabling them to analyze the strengths and weaknesses of their curricula. To enable this feature, your school must designate section numbers on students’ answer sheets during the exam administration.

This feature helps your school control who sees student scores when more than one teacher teaches an AP subject. If your school does not designate sections, all data will be grouped only by AP subject. In other words, if your school has two AP U.S. History teachers and you do not designate sections, students in both classes will be combined into a single subject roster and a single AP Instructional Planning Report, which both of your AP U.S. History teachers will be able to view online.

For more information, visit www.collegeboard.org/apsections. For instructions on how to designate class sections, see page 60 of this manual.

Online Reporting Information
Online Reports for Educators website: scores.collegeboard.org
About Online Score Reports for Educators: www.collegeboard.org/apeducatorscores
Tips for Using the Reports Website: www.collegeboard.org/apscorestips
Downloading and Formatting the Student Datafile: www.collegeboard.org/apdatafile
Designating Class Sections: www.collegeboard.org/apsections
Some AP Exams require special equipment, planning, and preparation. Everyone involved in administering the exams (AP Coordinators, proctors, etc.) should read the information in this manual, the subject-specific instructions in the *2014-15 AP Exam Instructions* book, and the instructions that accompany any other exam materials prior to the exam administration. Proctors and teachers should practice the procedures with students before the actual exam. This will help proctors and students become familiar with the format of the exam and the equipment that will be used. Practice materials are available on AP Central and in the College Board Store.

Although AP teachers may not proctor these exams, they should meet with proctors ahead of time to familiarize them with the exam format and the operation of special equipment.
Exams for Students with Disabilities

In this section:

- Requesting accommodations and ordering exams for students with disabilities
- Types of accommodations
- Extended timing
- Completing the Nonstandard Administration Report (NAR)

Submitting Requests for Accommodations

Students with documented disabilities may be eligible for accommodations on AP Exams. However, in order to take an AP Exam with accommodations, a student must be approved for accommodations by the College Board’s Services for Students with Disabilities (SSD) office. Providing accommodations to students without College Board approval will result in cancellation of these students’ scores.

Having an IEP or 504 Plan does not automatically constitute authorization for testing accommodations; students must be approved by the College Board. Note that the approved testing accommodations may not necessarily be the same as those requested.

SSD ONLINE

Disabilities Accommodations Management System
SSD Coordinators submit, track, and manage requests for accommodations through SSD Online. For information on how to access and use SSD Online, visit www.collegeboard.org/ssdonline.

Once approved for accommodations, with some exceptions, a student remains approved across all College Board programs (AP, PSAT/NMSQT, and SAT) and does not need to submit another accommodations request. However, it is critical that students and schools clearly identify the accommodations needed for the AP, PSAT/NMSQT, and SAT. These three tests have different components and testing conditions, and what may be appropriate for one test may not apply to another test. (For example, a student who is approved for extended time for math only would not receive extended time for AP English Literature and Composition.)

Note: If a student who was previously approved for accommodations by the College Board changes schools, the SSD Coordinator at the new school can use SSD Online to submit a request to continue the approved accommodations. The new school must verify that the student continues to receive the same accommodations. The student and parent are responsible for apprising the new school of the student’s previous eligibility.

If a student requests additional or different accommodations, the school must submit an Accommodations Change Request Form to SSD with supporting documentation and wait for approval of the request. For example, a student whose disability requires an accommodation of extended time for speaking (Part B of world language exams or sight-singing of the Music Theory exam) may need to request this accommodation for the first time or in addition to previously requested extended time for reading, writing, or math. SSD Coordinators can use SSD Online to submit an Accommodations Change Request.

If a student under age 18 wishes to forgo College Board–approved accommodations on AP Exams, schools should obtain, prior to exam day, a signed statement from the student’s parent or guardian acknowledging this waiver. This statement should be kept on file at the school.

For complete information on SSD eligibility, contact SSD at 212-713-8333, or go to www.collegeboard.org/ssd. AP-specific information is available under Administering Exams on the left-hand side of the Web page.

Submission Deadline

Requests for accommodations and, when required, complete documentation, must be submitted by February 20. Requests should be submitted as early as possible so that they can be reviewed and processed before the exam ordering deadlines.

Assistance for Temporary Physical or Medical Conditions

A student who has a temporary medical or physical condition (e.g., a broken hand) may request temporary assistance if it is needed in order to complete the exam. This process should be used only for students who do not have a disability but who need temporary support in order to test. Follow these procedures to request temporary support:

1. A temporary support request form may be downloaded from www.collegeboard.org/ssd or from SSD Online. Alternatively, a school representative should contact the College Board SSD Office at 844-255-7728 (toll free in the United States and Canada) or 212-713-8333 to request the Temporary Support Request Form. This should be done as soon as it is known that temporary assistance is needed.

2. Information must be completed by:
   —The school
   —The parents or guardians
   —The student’s physician

3. The form must then be faxed to the College Board at 973-735-1900 for review and determination of the appropriate temporary support for the student.
4. The College Board will make a determination as to what assistance is appropriate, if any, and notify the school as to whether assistance may be provided. Assistance approved under the temporary support process is valid only for the specific exams for which it is approved.

Ordering Exams for Students with Disabilities

Students with documented disabilities may require exams in nonstandard formats, such as Braille or large-type.

- If a student has been approved for accommodations but will still be using a regular-format exam, order that student’s exam online, as you would any other AP Exam.
- Braille, 14- or 20-point large-type exams, and large block answer sheets must be ordered online.
- If you order large-type exams, large-block answer sheets will be included in your shipment. Order large-block answer sheets separately only if your students require them for use with regular-format exams.
- Master CDs for the Music Theory, Spanish Literature and Culture, and French, German, Italian, and Spanish Language and Culture Exams should be ordered for each student testing with extended time. Consult the Audio Materials table on page 26. SSD Coordinators should work with AP Coordinators to ensure that these materials are included in the online order for regular-format exams.
- If a student has been approved to have a printed copy of the listening, writing, or speaking scripts for AP world language exams or large-type exams other than 14- or 20-point, or is approved for limited-time (multiple-day) testing, order these materials using the order form for these formats available on the AP Exam Ordering website. These materials can only be ordered with this order form. To ensure the timely delivery of these exams, please order these formats as early as possible. The preferred date to order these materials is February 20.
- Practice materials in Braille are available for most exams. Students should ask their AP Coordinator to contact SSD if Braille is needed.

Note: Schools must notify SSD immediately if there are any students approved for accommodations who plan to take the AP Chinese or Japanese Exams. Refer to page 108 for information on AP Chinese or Japanese testing accommodations.

Types of Accommodations

Proctors administering exams for students with disabilities must be knowledgeable about the kinds of accommodations these students receive during the school year. These students should take the exams under conditions as similar as possible to those under which they normally work, e.g., using extended time or using a larger desk. Coordinators and proctors should discuss total exam time, lunch arrangements, and any special concerns with the students prior to the start of the exam.

Readers, Sign Language Interpreters, and Writers

A trained reader or writer may assist in the exam administration if a student requires it and if the College Board SSD office has approved the accommodation.

Students who are deaf or hard of hearing may be approved for a written copy of the spoken test directions and, for students taking an AP Exam in world languages, a copy of the script for the audio parts. If approved, they may also have a sign language interpreter translate test directions from spoken English. The reader, interpreter, or writer must not be a relative or a close friend of the student, anyone involved in tutoring or preparing the student for the AP Exam, a prospective candidate for the exam, or the AP course teacher. A sign language interpreter may assist only in translating spoken directions and may not sign the exam.

Assistants may assist only one student at a time; assisted students must be tested in separate rooms. The reader, sign language interpreter, or writer should be instructed on exam security and how to proceed during the exam administration. Prior to the exam, the student should also discuss with his or her reader, sign language interpreter, or writer how best to work together. A reader and writer for the AP Music Theory Exam must be fluent in describing and writing music notation but may not be the AP teacher. A reader and writer for the exams in AP Chinese, French, German, Italian, Japanese, or Spanish Language and Culture or Spanish Literature and Culture must be fluent in English as well as in the appropriate language but may not be the AP teacher. Guidelines for readers and writers and for administering other testing accommodations are available in the SSD Guidelines booklet, included in your shipment of nonstandard format exams. Contact SSD for a copy of this document or download it at: www.collegeboard.org/apcoordinator.

ORDERING/RETURNING READER COPIES

Important: The additional copy of an exam needed for a reader during an exam administration must be ordered online at the time of the school’s regular exam order. The unused exam fee will not be charged for this copy. To waive the charge, you need to simply note the use of a reader copy as “unused” on the Packing List when returning the exam to AP Services. When generating your invoice, you will see a request to note how many reader copies you used; the unused exam credit will automatically be applied to your invoice.

Use of Aids — Approved/Not Approved

May Be Approved:

- If a student is approved for accommodations that would permit the student to bring an item into the exam room (e.g., food/medication, magnifier, colored overlay), the object/device should be inspected prior to the exam to ensure that no prohibited information is brought into the exam room. It should also be inspected after the exam to ensure that no exam questions leave the exam room.
- A computer or other software or hardware accommodation may be approved in certain instances.
The use of a computer must be approved by the College Board SSD Office. The student must submit documentation of his or her need for the computer to the College Board SSD Office by Feb. 20.

- When students are approved for the use of a computer, they are approved only for the use of a word processor, for essays only. Other applications, software, or assistive technology may not be used unless specifically approved by the College Board. Students should be monitored to ensure that a computer is not being used to bring in information or to remove exam questions from the room. Students are not allowed to bring in or use any reference material for any exam.
- Students approved for testing with a computer for world language exams must use an English language keyboard.
- Students may use the keyboard commands for accents that they have been using all year for their schoolwork. Alternatively, the student must handwrite accent marks on a paper printout after the exam.
- Students requesting accommodations for computer use for science or math exams should be using a computer currently for these courses.
- Calculators are required or permitted for some parts of the AP Biology, Calculus, Chemistry, Physics, and Statistics Exams. See pages 43–46 for more information on the calculator policies for these exams. Students taking a Braille AP Calculus AB or BC Exam are expected to have a nongraphing scientific calculator available for use. They will not need a graphing calculator although a graphing calculator is permitted.
- Rulers and straightedges may be used on AP Physics 1, Physics 2, and both Physics C Exams (protractors are not allowed); students who wish to use rulers and straightedges on other exams must have this accommodation approved by the College Board prior to testing.
- Magnifiers/magnifying machines must not have any capabilities for recording, storage, snapshot, and/or transmission of data, picture, text, or other information. The magnifier/magnifying machine may not be connected to any network (i.e., you must disable all network connections, including Ethernet), and must not be used to remove test questions from the room. Any computer or monitor connected to the magnifier/magnifying machine cannot copy, store, or print the magnified images. All unapproved aids and/or assists are not allowed and must be disabled.

Not Approved:
- Computer functionality and software: The spell check, grammar check, and cut and paste features generally are not approved accommodations and, therefore, are not to be used for College Board tests. Students should be advised that they may not use these functions, and students using computers should be monitored to prevent their use.
- The use of books, compasses, dictionaries, and notes is prohibited.

Please note that the fact that English is a student’s second language is not considered a disability, nor is it an exception to the prohibited use of a dictionary.

Exam Rooms for Students with Disabilities

Students approved for accommodations that include a reader, a writer, or equipment that might disturb others, or students taking the same exam with varying amounts of extended time, must be seated in separate rooms. Try to designate several rooms for this purpose. A proctor must be in each room at all times. Rooms should be checked for proper lighting, suitable desks or tables, and noise level. All the requested equipment (CD players, tape recorders, computers, etc.) should be pretested and working. The examinee should be seated in view of the proctor and not in the flow of traffic or noisy doorways.

Students who request large-type exams should be placed in the back of the testing room to minimize opportunities for cheating.

Transcribing Student Responses Written in Braille, on Computer, or for Students Approved to Circle Answers in the Exam Booklet

Unless otherwise approved, electronic Braille writers, such as a Braille Note, may be used for essay writing and math calculations only (manual Braille writers may be used for all test sections). An electronic Braille writer may not be connected to any network (i.e., you must disable all network connections, including Ethernet); however, it must be connected to a monitor so that the proctor can see what the student is typing. The electronic Braille writer may not be the student’s personal computer or a computer of any member of his or her family. All unapproved aids, such as the spell checker/grammar checker, are not allowed and must be disabled. All essays must be printed out according to the guidelines outlined in the AP SSD Guidelines booklet. All written responses must be deleted from the equipment following successful printout.

If a student cannot record responses directly onto the AP answer sheet or free-response booklet, a Perkins brailler or a computer may be used, and/or responses may be dictated to a writer who will record the student’s comments verbatim as he or she takes the exam. These accommodations must be approved by SSD prior to the exams, and only answer sheets provided by the AP Program will be scored.

It is critical that each student’s multiple-choice answers are legibly transcribed onto the answer sheet, regardless of the method initially used to record the student’s responses. If a student is approved to write answers in the multiple-choice booklet, the proctor must transcribe the student’s answers onto an answer sheet. Multiple-choice booklets with circled responses will not be scored.
Make sure that each student has completed all of the identification information fields on the answer sheet. Alternatively, students approved to write answers in the multiple-choice booklet may request to use a large-block answer sheet.

If a student completed the free-response section using a computer or Perkins brailler, be sure that each response begins on a new page, and that the following appears at the top of each page:

- The title of the exam
- The question number
- One of the student’s AP number labels (or written AP number).

Important: No other identifying information, such as teacher name, student name, or high school name, is to be placed on these pages.

If the student chooses not to provide a response to a free-response question, this should be indicated with the text “No Response” at the top of the corresponding page.

Also:
- Transcribe all essays produced in Braille into a computer and print them out.
- Securely staple all the responses to the first page in the student’s free-response booklet.
- Do not send disks with the exams.
- Delete all responses written in Braille or on computer from the equipment immediately following successful transcription and printout.
- Return these materials in the Nonstandard Administration Report return envelope.

Rest Breaks

Unless approved as an accommodation by the College Board, students with disabilities receive breaks of the same number and duration as other students. Follow these guidelines for scheduled and unscheduled breaks during testing.

Accommodated Breaks

Additional Scheduled Break Time. Students with disabilities may be approved for extra and/or extended breaks. Scheduled breaks are to be given between designated exam parts, sets of multiple-choice questions, or individual free-response questions or problems. Since each AP Exam is different, the AP Coordinator and SSD Coordinator should consult the 2014-15 AP Exam Instructions book for more information.

Students approved for extra breaks are to be given 5 minutes between the parts that do not already have scheduled breaks. Students approved for extended breaks should be given twice the time of regularly scheduled breaks. Students approved for extra and extended breaks should be given 10 minutes between each exam part. If students ask to resume testing sooner, they may, but proctors should not prompt students to end their breaks early.

Determining Scheduled Breaks in Exam Sections.

Multiple-choice sections are generally not more than 1 hour and 30 minutes (standard time). If the multiple-choice section includes parts (generally two), the break can be set between the parts. If there are no designated parts, advise the student when he or she has completed half of the total time, including extended time for the multiple-choice section; allow the student to decide if he or she would like to complete the question before taking a break. Break time is not included in the total testing time.

Free-response sections are divided into parts or questions for which breaks can be determined quite easily. For example, Comparative Government and Politics includes eight questions, in which Questions 1–5, Question 6, and Questions 7–8 could be separated by a series of breaks.

Breaks “As Needed.” Some students’ medical conditions require unscheduled breaks. When a student is approved for breaks “as needed,” they may break during any section of the exam. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

Taking Exams with Extended Time Only

Regular exams for students who are preapproved by the College Board SSD to test with extended time only must be ordered through the online ordering system. The roster available on SSD Online and the individual letters to students indicate the percentage of extended time the student is allowed for the exam. Use the tables on pages 76–83 to determine the appropriate 50 percent or 100 percent extended testing time for each part of an AP Exam.

Determining Extended Time

Students can be approved for up to five types of extended time:

- Reading
- Writing
- Listening (can only be used with the AP Music Theory; Spanish Literature and Culture; Chinese, French, German, Italian, Japanese, and Spanish Language and Culture Exams; see following for details)
- Speaking or Sight-Singing (can only be used with the AP Music Theory; French, German, Italian, and Spanish Language and Culture Exams; see following for details)
- Mathematical Calculations

Extended testing time should be allowed only for the part(s) or section(s) of the exam for which the student has been approved based on his or her disability. After a student has been approved by the College Board’s SSD Office, the approved status will appear in the student roster on SSD Online; the student will also receive a letter specifying the exact accommodations granted. This roster and the student’s letter each indicate the percentage of extended time the student is allowed. Students should bring their Accommodations
Letters to each exam administration to verify their accommodations.

SSD Coordinators, proctors, and students should discuss the administration of the exam in advance so that students are clear about the parts of the exam for which they have been authorized to use extended time. By the date of the AP administration, students should be familiar with all aspects of the exam and, optimally, will have taken an AP Released Exam or AP Practice Exam under extended time conditions. Note that more than one proctor per testing room may be required to aid students in tracking time and to help administer the speaking part of an exam.

When determining extended time for AP Exams with reading periods, it is important for AP and SSD Coordinators and proctors to understand that reading periods are suggested, and not required. Extended time can only be provided for parts of the exam that include the type of extended time the student was approved to receive. Use the tables on pages 76–83 to determine the appropriate extended testing time for each part of an AP Exam.

Students authorized for extended time will be allowed to self-pace throughout the exam administration; proctors should signal students when the extended time is nearing the end. If a student chooses to move on to the next part before the end, no additional time will be allowed beyond the extended time authorized for that part or section. Students should be cautioned to use time appropriately based on the time needed and the weighting of the parts of the exam. Students need to practice good time management to prevent running out of time to answer questions.

Note: The SSD Coordinator should contact SSD at 212-713-8333 or ssd@info.collegeboard.org if there are any questions about the AP Exam schedule and testing with extended time.

Limited-Time (Multiple-Day) Testing

For cases in which students are approved for limited-time (multiple-day) testing, the school's SSD Coordinator must contact the SSD office to make arrangements and obtain instructions for proper exam administration. See page 17 for information on ordering exams for limited-time (multiple-day) testing. Generally, in these cases, the free-response section is administered the first day. The multiple-choice section, which will be an alternate form of the exam, will be administered on the second day. However, requests must be received by the deadline date of Feb. 20, and approval must be granted prior to testing. At that time, testing arrangements should be finalized, and the exam forms should be ordered.

Note: The SSD Coordinator should contact SSD at 212-713-8333 or ssd@info.collegeboard.org if students who are approved for limited-time (multiple-day) testing choose not to test.

Determining Extended Time for the
AP Exams in French, German, Italian, or Spanish Language and Culture, Spanish Literature and Culture, or Music Theory

Determining the right amount of extended time for the AP Exams in certain world languages (French, German, Italian, Spanish), Spanish Literature and Culture, or Music Theory is additionally complex because these exams are composed of several parts that test different skills. It is important for AP and SSD Coordinators and proctors to understand that the formats of each of the AP Exams in world languages vary. Extended testing time should be administered according to the tables that follow and the instructions for that exam.

Note: Master audio CDs should be ordered for each student testing with extended time. Consult the Audio Materials table on page 26. SSD Coordinators should work with AP Coordinators to order these materials when they order regular-format exams online. Extended time can only be provided for parts of the exam that include tasks related to the disability and the type of extended time the student was approved to receive. The following steps and the accompanying tables will help determine how much extended time to give a student on each part of an AP Exam in world languages, Spanish Literature and Culture, or Music Theory.

Step 1: Ask your school’s SSD Coordinator to sign in to SSD Online and print a Nonstandard Administration Report (NAR) for each student who has received approval for extended time. The NAR indicates which of the four types of extended time (reading, writing, listening, and sight-singing or speaking) have been approved and the percentage of extended time approved for each type.

Step 2: Following this page are separate tables for AP French, German, Italian, and Spanish Language and Culture, Spanish Literature and Culture, and Music Theory. Use the appropriate table to determine the amount of extended time to grant to a student on each part of that specific exam. Note that the extended time tables for AP Chinese and Japanese Exams reflect timing that is embedded in the Exam CD. The timing cannot be altered by part or section.

Step 3: To help your proctors know how much time to give each student, the NAR, which must be completed for each student testing with extended time, has spaces for you to enter the amount of time approved for each part of the exam. If needed, a blank form can be downloaded from www.collegeboard.org/apcoordinator. An NAR must be completed and returned for all students approved for accommodations, but the timing record is required only for students approved for extended time.
Notes for AP Exams in French, German, Italian, and Spanish Language and Culture, Spanish Literature and Culture, and Music Theory:

- A student is not required to use all of the extended time allowed for one part. However, once the student begins the next part of the exam, any remaining time from the previous part cannot be used.
- If a student has approval for two or three types of extended time within a single part of the exam, the student simply receives one of the amounts of approved extended time, whichever is greatest.
  
  **Example:** Marcus has been approved for 50 percent extended reading time and 100 percent extended listening time. Since both reading and listening accommodations apply to Part A of Section I, he should receive 100 percent extended time — the greater of the two approved extended times — on that part.

- A student does not need approval for all of the types of extended time associated with a part in order to receive extended time on that part. So long as the student has been approved for one of the types of extended time associated with a part, that student should be given extended time in that part.

- Master audio CDs do not include extended time. Proctors can apply extended time to master CDs by pausing between tracks or after the audio stimulus is played. The total amount of time allotted for pausing audio material within a section or part may never exceed the amount of extended time the student is eligible for within that specific section or part. Proctors must allow students to pace themselves.

  **Example:** Maria’s only approved accommodation is 50 percent extended listening time. Accordingly, if she is taking the AP French Language and Culture Exam, she should receive the standard time, 40 minutes, for Part A of Section I, but should receive 50 percent extended time, approximately 1 hour and 23 minutes, for Part B of Section I. Maria’s proctor can apply extended time to the master listening CD by pausing between tracks, as long as the total amount of time Maria spends on Section I, Part B, does not exceed approximately 1 hour and 23 minutes. In Section II of the exam, she should receive approximately 1 hour and 45 minutes for Part A and approximately 27 minutes for Part B, since both parts involve listening. This extended time can be applied to the master CDs used in Section II by pausing the CDs after the audio stimulus is played.

- A student who is approved for extended time is not also approved for repetition of aural stimuli unless the student has documented listening disabilities requiring repetition of aural stimuli and has been approved by the College Board for this accommodation. **Note:** The option to repeat stimuli is NOT available for AP Chinese and Japanese Exams on CD.

Determining Extended Time for the AP Exams in French, German, Italian, or Spanish Language and Culture, Spanish Literature and Culture, or Music Theory

<table>
<thead>
<tr>
<th>AP FRENCH LANGUAGE AND CULTURE EXAM (EXAM CODE 48)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Approved Extended Time</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Section I:</strong> Multiple Choice</td>
</tr>
<tr>
<td>Part A Reading</td>
</tr>
<tr>
<td>Part B Listening; Reading</td>
</tr>
<tr>
<td><strong>Section II:</strong> Free Response</td>
</tr>
<tr>
<td>Part A Listening; Reading; Writing</td>
</tr>
<tr>
<td>Part B Listening; Reading; Speaking</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Note:** For French Language and Culture, questions in Section II, Part B require students to provide oral responses. In this part, students are limited to short responses that should not exceed the time allotted on the master CD (20 seconds or two minutes, depending on the task). If a student is approved for extended time for this part, the extended time should be used for preparing responses, not for creating responses that are longer than requested.
### Exams for Students with Disabilities

#### AP German Language and Culture Exam (Exam Code 55)

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A  Reading</td>
<td>40 min.</td>
<td>1 hr.</td>
<td>1 hr. 20 min.</td>
</tr>
<tr>
<td>Part B  Listening; Reading</td>
<td>Approx. 55 min.</td>
<td>Approx. 1 hr. 23 min.</td>
<td>Approx. 1 hr. 50 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A  Listening; Reading; Writing</td>
<td>Approx. 1 hr. 10 min.</td>
<td>Approx. 1 hr. 45 min.</td>
<td>Approx. 2 hr. 20 min.</td>
</tr>
<tr>
<td>Part B  Listening; Reading; Speaking</td>
<td>Approx. 18 min. per group</td>
<td>Approx. 27 min.</td>
<td>Approx. 36 min.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** For German Language and Culture, questions in Section II, Part B require students to provide oral responses. In this part, students are limited to short responses that should not exceed the time allotted on the master CD (20 seconds or two minutes, depending on the task). If a student is approved for extended time for this part, the extended time should be used for preparing responses, not for creating responses that are longer than requested.

#### AP Italian Language and Culture Exam (Exam Code 62)

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A  Listening</td>
<td>Approx. 25 min.</td>
<td>Approx. 38 min.</td>
<td>Approx. 50 min.</td>
</tr>
<tr>
<td>Part B  Reading</td>
<td>55 min.</td>
<td>1 hr. 23 min.</td>
<td>1 hr. 50 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A  Listening; Reading; Writing</td>
<td>Approx. 1 hr. 10 min.</td>
<td>Approx. 1 hr. 45 min.</td>
<td>Approx. 2 hr. 20 min.</td>
</tr>
<tr>
<td>Part B  Listening; Reading; Speaking</td>
<td>Approx. 18 min. per group</td>
<td>Approx. 27 min.</td>
<td>Approx. 36 min.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** For Italian Language and Culture, questions in Section II, Part B require students to provide oral responses. In this part, students are limited to short responses that should not exceed the time allotted on the master CD (20 seconds or two minutes, depending on the task). If a student is approved for extended time for this part, the extended time should be used for preparing responses, not for creating responses that are longer than requested.

#### AP Spanish Language and Culture Exam (Exam Code 87)

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A  Reading</td>
<td>40 min.</td>
<td>1 hr.</td>
<td>1 hr. 20 min.</td>
</tr>
<tr>
<td>Part B  Listening; Reading</td>
<td>Approx. 55 min.</td>
<td>Approx. 1 hr. 23 min.</td>
<td>Approx. 1 hr. 50 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A  Listening; Reading; Writing</td>
<td>Approx. 1 hr. 10 min.</td>
<td>Approx. 1 hr. 45 min.</td>
<td>Approx. 2 hr. 20 min.</td>
</tr>
<tr>
<td>Part B  Listening; Reading; Speaking</td>
<td>Approx. 18 min. per group</td>
<td>Approx. 27 min.</td>
<td>Approx. 36 min.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** For Spanish Language and Culture, questions in Section II, Part B require students to respond to recorded stimuli. In this part, students are limited to short responses that should not exceed the time allotted on the master CD (20 seconds or two minutes, depending on the task). If a student is approved for extended time for this part, the extended time should be used for preparing responses, not for creating responses that are longer than requested.
### AP Spanish Literature and Culture Exam (Exam Code 89)

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Listening; Reading</td>
<td>Approx. 20 min.</td>
<td>Approx. 30 min.</td>
<td>Approx. 40 min.</td>
</tr>
<tr>
<td>Part B Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 40 min.</td>
<td>2 hr. 30 min.</td>
<td>3 hr. 20 min.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Approx. 3 hr.</td>
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</tr>
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</table>

### AP Music Theory Exam (Exam Code 75)

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Listening; Reading</td>
<td>Approx. 45 min.</td>
<td>Approx. 1 hr. 7 min.</td>
<td>Approx. 1 hr. 29 min.</td>
</tr>
<tr>
<td>Part B Reading</td>
<td>35 min.</td>
<td>53 min.</td>
<td>1 hr. 10 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Listening; Reading; Writing</td>
<td>Approx. 24 min.</td>
<td>Approx. 36 min.</td>
<td>Approx. 48 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>45 min.</td>
<td>1 hr. 8 min.</td>
<td>1 hr. 30 min.</td>
</tr>
<tr>
<td>Part B Reading; Sight-Singing</td>
<td>Approx. 10 min. per student</td>
<td>15 min. per student</td>
<td>20 min. per student</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Approx. 2 hr. 39 min.*</td>
<td></td>
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</tr>
</tbody>
</table>

*Depending on number of students testing sight-singing.

### AP Chinese Language and Culture Exam (Exam Code 28)

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Listening; Reading</td>
<td>20 min.</td>
<td>30 min.</td>
<td>40 min.</td>
</tr>
<tr>
<td>Part B Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Reading; Writing</td>
<td>30 min.</td>
<td>45 min.</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Part B Listening; Reading; Speaking</td>
<td>11 min.</td>
<td>*see below</td>
<td>*see below</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Approx. 2 hr.</td>
<td>*see below</td>
<td>*see below</td>
</tr>
</tbody>
</table>

Times listed are approximate; they estimate the total administration time for each part, taking into account time for reading directions, moving from question to question, etc.

*Contact SSD for information on testing a student approved for extended time for speaking.*
**AP JAPANESE LANGUAGE AND CULTURE EXAM (EXAM CODE 64)**

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Listening; Reading</td>
<td>20 min.</td>
<td>30 min.</td>
<td>40 min.</td>
</tr>
<tr>
<td>Part B Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Reading; Writing</td>
<td>30 min.</td>
<td>45 min.</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Part B Listening; Reading; Speaking</td>
<td>10 min.</td>
<td><em>see below</em></td>
<td><em>see below</em></td>
</tr>
<tr>
<td>TOTAL</td>
<td>Approx. 2 hr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Times listed are approximate; they estimate the total administration time for each part, taking into account time for reading directions, moving from question to question, etc.

*Contact SSD for information on testing a student approved for extended time for speaking.

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**Determining Extended Time for Other AP Exams**

The tables that follow should be consulted for determining extended testing time for all other AP Exams, except Studio Art. Again, you will need to follow these steps:

**Step 1:** Ask your school’s SSD Coordinator to sign in to SSD Online and print a Nonstandard Administration Report (NAR) for each student who has received approval for extended time. The NAR indicates which of the types of extended time appropriate for these exams (reading, writing, mathematical calculations) have been approved, and the percentage of extended time approved for each type.

**Step 2:** Use the appropriate exam table to determine the amount of extended time to grant to a student on each part of that specific exam.

**Step 3:** Enter the amount of time approved for each part of the exam. A blank NAR form, if needed, may be downloaded from [www.collegeboard.org/apcoordinator](http://www.collegeboard.org/apcoordinator).

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**AP ART HISTORY EXAM (EXAM CODE 13)**

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Reading</td>
<td>20 min.</td>
<td>30 min.</td>
<td>40 min.</td>
</tr>
<tr>
<td>Part B Reading</td>
<td>40 min.</td>
<td>1 hr.</td>
<td>1 hr. 20 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Reading; Writing</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Part B Reading; Writing</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 hr.</td>
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</tr>
</tbody>
</table>

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**AP BIOLOGY EXAM (EXAM CODE 20)**

<table>
<thead>
<tr>
<th>Type of Approved Extended Time</th>
<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations; Writing</td>
<td>10 min.</td>
<td>15 min.</td>
<td>20 min.</td>
</tr>
<tr>
<td>Reading; Mathematical Calculations; Writing</td>
<td>1 hr. 20 min.</td>
<td>2 hr.</td>
<td>2 hr. 40 min.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 hr.</td>
<td></td>
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</tbody>
</table>
### AP Calculus AB Exam (Exam Code 66), AP Calculus BC Exam (Exam Code 68)

<table>
<thead>
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<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Reading; Mathematical Calculations</td>
<td>55 min.</td>
<td>1 hr. 23 min.</td>
<td>1 hr. 50 min.</td>
</tr>
<tr>
<td>Part B Reading; Mathematical Calculations</td>
<td>50 min.</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 40 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Reading; Mathematical Calculations; Writing</td>
<td>30 min.</td>
<td>45 min.</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Part B Reading; Mathematical Calculations; Writing</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr. 15 min.</td>
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### AP Chemistry Exam (Exam Code 25)

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations; Writing</td>
<td>1 hr. 45 min.</td>
<td>2 hr. 38 min.</td>
<td>3 hr. 30 min.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr. 15 min.</td>
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### AP Computer Science A Exam (Exam Code 31)

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<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 53 min.</td>
<td>2 hr. 30 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 45 min.</td>
<td>2 hr. 38 min.</td>
<td>3 hr. 30 min.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr.</td>
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</table>

### AP Macroeconomics Exam (Exam Code 35), AP Microeconomics Exam (Exam Code 34)

<table>
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<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1 hr. 10 min.</td>
<td>1 hr. 45 min.</td>
<td>2 hr. 20 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>10 min.</td>
<td>15 min.</td>
<td>20 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>50 min.</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 40 min.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2 hr. 10 min.</td>
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### AP ENGLISH LANGUAGE AND COMPOSITION EXAM (EXAM CODE 36)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>15 min.</td>
<td>23 min.</td>
<td>30 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>2 hr.</td>
<td>3 hr.</td>
<td>4 hr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr. 15 min.</td>
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### AP ENGLISH LITERATURE AND COMPOSITION EXAM (EXAM CODE 37)

<table>
<thead>
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<th>Type of Approved Extended Time</th>
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<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>2 hr.</td>
<td>3 hr.</td>
<td>4 hr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr.</td>
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### AP ENVIRONMENTAL SCIENCE EXAM (EXAM CODE 40)

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<th>Standard Total Time</th>
<th>50% Extended Time</th>
<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing; Mathematical Calculations</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr.</td>
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### AP GOVERNMENT AND POLITICS: COMPARATIVE EXAM (EXAM CODE 58), AP GOVERNMENT AND POLITICS: UNITED STATES EXAM (EXAM CODE 57)

<table>
<thead>
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<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>45 min.</td>
<td>1 hr. 8 min.</td>
<td>1 hr. 30 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 40 min.</td>
<td>2 hr. 30 min.</td>
<td>3 hr. 20 min.</td>
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<td><strong>TOTAL</strong></td>
<td>2 hr. 25 min.</td>
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<td>100% Extended Time</td>
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<tr>
<td><strong>AP EUROPEAN HISTORY EXAM (EXAM CODE 43)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Section I: Multiple Choice</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>55 min.</td>
<td>1 hr. 23 min.</td>
<td>1 hr. 50 min.</td>
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<tr>
<td>Section II: Free Response</td>
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</tr>
<tr>
<td>Reading; Writing</td>
<td>15 min.</td>
<td>23 min.</td>
<td>30 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 55 min.</td>
<td>2 hr. 53 min.</td>
<td>3 hr. 50 min.</td>
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<td>TOTAL</td>
<td>3 hr. 5 min.</td>
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<tr>
<td><strong>AP UNITED STATES HISTORY EXAM (EXAM CODE 07)</strong></td>
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<tr>
<td>Section I, Part A: Multiple Choice</td>
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</tr>
<tr>
<td>Reading</td>
<td>55 min.</td>
<td>1 hr. 23 min.</td>
<td>1 hr. 50 min.</td>
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<td>Section I, Part B: Short Answer</td>
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<tr>
<td>Reading; Writing</td>
<td>50 min.</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 40 min.</td>
</tr>
<tr>
<td>Section II: Free Response</td>
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<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>15 min.</td>
<td>23 min.</td>
<td>30 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 53 min.</td>
<td>2 hr. 30 min.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 hr. 15 min.</td>
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<tr>
<td><strong>AP WORLD HISTORY EXAM (EXAM CODE 93)</strong></td>
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</tr>
<tr>
<td>Section I: Multiple Choice</td>
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</tr>
<tr>
<td>Reading</td>
<td>55 min.</td>
<td>1 hr. 23 min.</td>
<td>1 hr. 50 min.</td>
</tr>
<tr>
<td>Section II: Free Response</td>
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</tr>
<tr>
<td>Reading; Writing</td>
<td>10 min.</td>
<td>15 min.</td>
<td>20 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>2 hr.</td>
<td>3 hr.</td>
<td>4 hr.</td>
</tr>
<tr>
<td>TOTAL</td>
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<tr>
<td><strong>AP HUMAN GEOGRAPHY EXAM (EXAM CODE 53)</strong></td>
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<tr>
<td>Section I: Multiple Choice</td>
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</tr>
<tr>
<td>Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Section II: Free Response</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 53 min.</td>
<td>2 hr. 30 min.</td>
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<tr>
<td>TOTAL</td>
<td>2 hr. 15 min.</td>
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### AP LATIN EXAM (EXAM CODE 60)

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</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1 hr.</td>
<td>1 hr. 30 min.</td>
<td>2 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>15 min.</td>
<td>23 min.</td>
<td>30 min.</td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>1 hr. 45 min.</td>
<td>2 hr. 38 min.</td>
<td>3 hr. 30 min.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr.</td>
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### AP PHYSICS 1 EXAM (EXAM CODE 83), AP PHYSICS 2 EXAM (EXAM CODE 84)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations; Writing</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr.</td>
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### AP PHYSICS C: MECHANICS EXAM (EXAM CODE 80), AP PHYSICS C: ELECTRICITY AND MAGNETISM EXAM (EXAM CODE 82)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations</td>
<td>45 min.</td>
<td>1 hr. 8 min.</td>
<td>1 hr. 30 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations; Writing</td>
<td>45 min.</td>
<td>1 hr. 8 min.</td>
<td>1 hr. 30 min.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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### AP PSYCHOLOGY EXAM (EXAM CODE 85)

<table>
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</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1 hr. 10 min.</td>
<td>1 hr. 45 min.</td>
<td>2 hr. 20 min.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Writing</td>
<td>50 min.</td>
<td>1 hr. 15 min.</td>
<td>1 hr. 40 min.</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td>2 hr.</td>
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### AP STATISTICS EXAM (EXAM CODE 90)

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<th>100% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading; Mathematical Calculations; Writing</td>
<td>1 hr. 30 min.</td>
<td>2 hr. 15 min.</td>
<td>3 hr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 hr.</td>
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</tbody>
</table>
Completing the Nonstandard Administration Report Form

The Nonstandard Administration Report form is provided for two reasons. Prior to the exam, SSD Coordinators can note the exact amount of time approved for each part or section, by subject and by type of extended time (this is particularly useful for the AP Exams in world languages, Spanish Literature and Culture, or Music Theory). During the exam, proctors should record the actual time that students spend on each part or section of the exam. This information is used for research purposes only; the amount of testing time does not affect scores — assuming that it is not more time than approved — and will not be reported.

The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions do not need to be completed for students who are not approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed.

A completed NAR form is required for each exam taken with accommodations. **If an NAR is not returned, the student’s exam score will be placed on hold.**

**Before the Exam**

1. The SSD Coordinator logs in to SSD Online and generates an AP NAR for each student taking an AP Exam this year by clicking the “Create Nonstandard Administration Report” link on the Dashboard and selecting the “AP” option.
   - Print extra copies or make photocopies for students taking multiple AP Exams.
   - If needed, a blank NAR may be downloaded at [www.collegeboard.org/apcoordinator](http://www.collegeboard.org/apcoordinator).
2. The SSD Coordinator reviews each NAR. For students approved for extended time:
   - Review which types of extended time (i.e., reading, writing, mathematical calculations, listening, speaking, and/or sight-singing) have been approved, and the percentage of extended time approved for each type. See pages 76–83 for tables listing the standard time as well as 50% and 100% extended testing time for each exam.
   - Write in the total amount of testing time approved, and in the “Approved” column write the approved testing time for each part and each section.

3. The SSD Coordinator provides the NARs to the AP Coordinator. The AP Coordinator completes the following fields: Exam Date, AP Number, Exam Code, and Exam Title.

Students approved for accommodations must notify the proctor **before** the exam if they want to test without these accommodations. Students under 18 must provide the school with a signed parental waiver accepting this change.

**During the Exam**

1. For students approved for extended time and/or extra and/or extended breaks, the proctor should record in the “Used” column of each student’s NAR the exact amount of time used per part, the total time used for each section, and any additional break times.
2. The proctor should sign and date where indicated.

**After the Exam**

The AP Coordinator places completed NARs in the Nonstandard Administration Report Return Envelope and includes the envelope in the return exam shipment. See page 64.
**How to Complete the NAR**

*Example:* A student taking the AP German Language and Culture Exam has been approved by the College Board SSD to test with 50% extended time for Listening.

**Before the administration:** Consult the Extended Time Table for German Language and Culture to identify where the 50% extended time applies. Since Section I: Part B and Section II: Parts A and B include Listening, the 50% extended time applies to these three parts.

<table>
<thead>
<tr>
<th><strong>AP GERMAN LANGUAGE AND CULTURE EXAM (EXAM CODE 55)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Approved Extended Time</strong></td>
</tr>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
</tr>
<tr>
<td>Part A Reading</td>
</tr>
<tr>
<td>Part B Listening; Reading</td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
</tr>
<tr>
<td>Part A Listening; Reading; Writing</td>
</tr>
<tr>
<td>Part B Listening; Reading; Speaking</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Use this information to fill out the **approved testing time** in the NAR. You should also fill out the information on the lines in the form below at this time. Before the administration begins, your NAR should be completed as shown below.

**Timing Record**

**College Board–Approved Total Testing Time**

<table>
<thead>
<tr>
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<th>Approved</th>
<th>Used</th>
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<tbody>
<tr>
<td>Part A Reading Period*</td>
<td>40 min.</td>
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</tr>
<tr>
<td>Part B</td>
<td>1 hr. 23 min.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>2 hr. 3 min.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Section II Time</strong> (in hours and minutes)</th>
<th>Approved</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>1 hr. 45 min.</td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>27 min.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>2 hr. 12 min.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extra or Extended Break Time</strong> (in minutes)</th>
<th>Approved</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra 3:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*if applicable

**Proctor Signature**

Return to the Table of Contents
**During the administration:** As the student is taking the exam, make sure to fill out the actual used testing time for each part of the exam in which the extended time accommodation applies.

<table>
<thead>
<tr>
<th></th>
<th>Section I Time (in hours and minutes)</th>
<th>Section II Time (in hours and minutes)</th>
<th>Extra or Extended Break Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Used</td>
<td>Approved</td>
</tr>
<tr>
<td>Part A</td>
<td>40 min.</td>
<td>40 min.</td>
<td>Part A</td>
</tr>
<tr>
<td>Part B</td>
<td>1 hr. 23 min.</td>
<td>1 hr. 20 min.</td>
<td>Part B</td>
</tr>
<tr>
<td>Total</td>
<td>2 hr. 3 min.</td>
<td>2 hr.</td>
<td>Total:</td>
</tr>
</tbody>
</table>

*if applicable

Proctor Signature ___________________________ Date ___________________________

**After the administration:** Make sure to sign and date the NAR before returning it to AP Services. See page 62–63 for instructions on returning completed NAR forms.
Administering French, German, Italian, and Spanish Language and Culture Exams

Administering the AP French, German, Italian, and Spanish Language and Culture Exams can be a challenge for schools. In the following pages, you will find information that will help you to determine the optimal administration setup based upon your school’s facilities, equipment, and staffing resources. Regardless of where or how you administer these exams, the following policies and procedures must be followed.

Equipment

- You will need a high-quality CD player for each room, preferably with external high-fidelity speakers or headphones for each student, to play the master listening, writing, and speaking CDs. The master speaking CDs for French, German, Italian, and Spanish language are packaged in a double CD case with a master CD for the Persuasive Essay task. Consult the Audio Materials table on page 26.
  - If you are recording the speaking part in more than one room, you will need a CD player at each of these locations.
  - Consider having a battery-operated CD player on hand in the event of a power outage.
  - Test the equipment by playing a CD (not the Exam CD) in the room where it will be used, and check that the sound is clear and undistorted in all parts of the room.
- You will need a tape recorder to record student responses at each recording location if you are not recording digitally and burning files to CD. **Microcassettes are not accepted.**
  - Consider having a battery-operated tape recorder on hand in the event of a power outage.
  - Check and test your tape recorders. Before using them, clean the tape heads with a cotton swab soaked in alcohol. Record on a tape to ensure that the recorder is functioning and to check the volume and tone; however, do not record on student-response tapes prior to the administration.
  - If you plan to record your students’ responses digitally, you will need a digital lab or a computer lab. Each student will record his or her responses as a digital file, and each student’s responses must then be burned to a single student-response CD. **Do not** include multiple students’ responses on one CD.

Note: School-owned laptops may be used to administer the listening, writing, and speaking sections of these exams only if they remain in the school at all times and are not assigned or issued to individual students. **Student-owned laptops may not be used under any circumstances.**

Exam Room

- Each exam room must have a proctor to read the exam instructions and operate the CD player; if you have a waiting room, a proctor must be in attendance to supervise students.
- If possible, exam rooms should be soundproof. Students must be able to hear the aural stimuli clearly.

Exam Materials

- Consult the 2015 Exam Forms table on page 26 to ensure that you have the proper materials for the exams you are administering.
- The CDs and tapes shown in the Audio Materials table on page 26 are included with the AP French, German, Italian, and Spanish Language and Culture Exam materials.
- The AP Exams in French, German, Italian, and Spanish language feature CDs with separate tracks. This is intended to help proctors only in cases where an unforeseeable event — a fire drill or other interruption — requires the proctor to replay a portion of the exam material. It may also be used for certain College Board-approved administrations for students with disabilities (see pages 74–76 for details). See the 2014-15 AP Exam Instructions book for a listing of the tracks following the instructions for each exam.
  - **Do not play the master audio CDs prior to the administration.**
- The orange Section II: Part B, Speaking booklets are sealed and may not be opened until the student is ready to record. **The orange booklets must be returned to the AP Program.**

Exam Administration

- You must administer the multiple-choice section **before** beginning the free-response section; under no circumstances may schools begin testing with the free-response section.
- You may choose to administer the Section II writing tasks in the same room in which the multiple-choice section was administered. The speaking part may be administered in the same room or in a separate room. Choose the appropriate option for administering the speaking part of the language you are testing from the options shown on pages 90–92.
It is prohibited to administer one section of the exam in one location and then have students travel off-site to another location for another section. This violates exam security.

If a group of students must wait to record their responses, they must wait together in a waiting room with a proctor present; only restroom breaks are permitted.

As you review the material in this section, keep in mind that planning is the key to a successful exam administration. Contact AP Services for Educators early in 2015 if you need assistance with any aspect of administering exams in French, German, Italian, or Spanish languages.

**Administering the Exams in a Classroom**

These world language exams may be administered in a regular classroom provided that your room has all of the necessary staffing and equipment. If you set up more than one classroom so that you can test multiple groups of students at a time, you will need all this equipment and a proctor in each room. Remember to order additional master listening and/or double CD sets for additional rooms you plan to set up.

**Administering the Speaking Part in a Classroom**

Students must be seated at desks or tables (but not round tables) and either facing the same direction or facing away from each other. You should try to test as few students as possible in a room so that students’ responses are not heard by others testing. Following these procedures will ensure exam security as well as prevent any incidents due to background noise from other students. It is preferable to have students positioned at the perimeter of the room, facing the walls, with students spaced at least eight feet (approximately 2.4 m) apart. Distance between students should be measured from the center of one student to the center of the next student. This will minimize students hearing other students’ responses. (See suggested seating arrangement diagram.) Closer spacing or large-group recording sessions are not advisable; they distract students when they are recording their responses and make these recordings very difficult or impossible to evaluate.

**Suggested Seating Arrangement**

- students face the wall

**Administering the Speaking Part in a Digital Lab or Computer Lab**

Since language labs may not have partitions between stations, proctors need to test as few students as possible in a room so that students’ responses are not heard by others testing. Following these procedures will ensure exam security as well as prevent any incidents due to background noise from other students. If the lab does not have partitions, students must be seated in every other booth in the language lab.

Make sure that all of the stations that are being used are channeled in properly to the master recording. Do not play any master CDs before the start of the exam. You may test everyone at once in one session or, if the language lab will not accommodate all of your students at once, you may administer the speaking portion in multiple sessions, using one of the options shown on the following pages.

**Administering the Exams in a Digital Lab or Computer Lab**

Schools may administer the exams in a digital language lab or computer lab, but they must adhere to the administration and file-saving instructions in the 2014-15 AP Exam Instructions book and online at www.collegeboard.org/apcoordinator. If your school does not have a digital language lab or computer lab, investigate whether a neighboring school or college will let your students test there, or if listening stations and headphones are available to set up a temporary language lab in a classroom. If the students can test at an off-site lab, all parts of the exam must be administered in that location as well.

**Administering the Speaking Part in a Digital Lab or Computer Lab**

If you plan to administer the French, German, Italian, or Spanish Language and Culture Exam in a digital or computer lab, go to www.collegeboard.org/apcoordinator in mid-March for more information. It is strongly encouraged that a school’s information technology technician be involved in all aspects of the digital and computer recording, file saving, and file burning procedures to ensure that student responses have recorded properly.

For all student responses saved in MP3 format please follow these guidelines for preparing each student’s student-response CD:

- The only acceptable file format is MP3, and the only acceptable file-saving medium is a CD. You must order the student-response CDs when you order your exams online, and use the CDs provided by the College Board.
When burning each student’s MP3 file to the provided student-response CD, be sure to select “Data Disc” or “Data CD” (not “Audio Disc” or “Audio CD”) in the preferences of your CD-burning application.

Do not use applications such as Windows Media Player or iTunes versions that only allow burning audio discs or CDs. This will help ensure that your students’ responses can be accessed for scoring.

Do not include more than one student’s responses on any CD. Use one CD per student with all of that student’s responses in one file in order to facilitate proper scoring. This also ensures that the responses are processed and scored in the same manner as the tapes.

Students must record their AP number on the digital file as directed by the proctor. This ensures accurate processing of the student responses.

Do not save master CDs to your school’s computer network or to a computer hard drive. All master CDs must be played aloud when administered in a computer lab.

Do not write, record, or save any other student identification on the file or write the student’s name, school name, school code, or seat number on the CD.

Note: The AP Program does not endorse any particular brand of lab equipment, and regardless of the lab being used, AP Exams must be administered according to the standardized exam procedures detailed in the 2014-15 AP Exam Instructions book and on www.collegeboard.org/apcoordinator.

The AP Program does not endorse any particular brand of lab equipment, and regardless of the lab being used, AP Exams must be administered according to the standardized exam procedures detailed in the 2014-15 AP Exam Instructions book and on www.collegeboard.org/apcoordinator.

If you experience technical problems during installation or configuration of the Audacity software program only, you may contact AP-MP3Recordertech@ets.org for assistance.

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Free-Response Administration Options

Depending on your school’s individual resources and proctor availability, you should consider which of the following options for administering the free-response section of the AP French, German, Italian, and Spanish Language and Culture Exams will work best for you. Any type of testing room is allowed for these options — classroom, language lab, or digital or computer lab. Regardless of the order in which your students take the free-response section of this exam, always begin the exam administration with the multiple-choice section.

Note that the times in these charts refer to testing time only. Total time of an AP Exam administration can vary considerably, depending on the number of students taking the exam, and the time needed for tasks such as distributing materials, completing identification information on free-response booklets, reading instructions aloud, and collecting materials.
Option 1 ("Standard"): Administer the free-response section in its *standard sequence* in one or more rooms.

In this scenario, students take all parts of the exam in order. You can follow this standard sequence in multiple rooms if you have enough rooms and proctors to do so.

**Use this option if:**

- You have sufficient equipment and proctors to record all students at the same time.

Students will complete the free-response section in the following order:

1. The Email Reply task (no CD required)
2. The Persuasive Essay task (master persuasive essay CD required)
3. The speaking tasks (master speaking CD required)

**Tips:**

- If your testing room can accommodate everyone who is testing, you will need only one master double CD set.
- If you are using more than one room (for example, if you are testing students with accommodations requiring extended time), make sure to order as many of the double CD sets (master CD for Persuasive Essay task and master speaking CD) as you have rooms.

---

**OPTION 1 ("STANDARD"): FRENCH, GERMAN, ITALIAN, AND SPANISH LANGUAGE AND CULTURE**

<table>
<thead>
<tr>
<th>Testing/Recording Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email Reply Task</strong></td>
</tr>
<tr>
<td>16 min.</td>
</tr>
<tr>
<td><strong>Persuasive Essay Task</strong></td>
</tr>
<tr>
<td>Approx. 55 min.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>Approx. 18 min.</td>
</tr>
<tr>
<td><strong>Students dismissed</strong></td>
</tr>
</tbody>
</table>
Option 2 ("Staggered"): Administer the free-response section in its standard sequence, then stagger the speaking part.

In this scenario, students take all parts of the exam in order, and then take turns recording their responses for the speaking part. If you choose this option, you will need a room that is separate from the recording room to use as a waiting room for one group. One or more groups of students stay in the waiting room while the first group uses the recording room. As soon as the recording room is free, the second group will take the speaking part. If a third group is needed, the same sequence applies. Students may be dismissed as they complete the speaking part, but you must ensure that there is no interaction with the group still waiting to test.

Use this option if:

- You do not have sufficient equipment and proctors to record all students at the same time.
- You have time to allow some students to wait for recording facilities to become available.

**Students will complete the free-response section in the following order:**

1. The Email Reply task (no CD required)
2. The Persuasive Essay task (master persuasive essay CD required)
3. The speaking tasks (master speaking CD required)

**Tips:**

- It is essential to plan who will comprise each group. For example, if there are students who plan to take an AP Exam in the afternoon session, these students should be tested in the first group so that they have adequate time to have lunch or a break before starting the afternoon exam.
- To maintain exam security, make sure that students from different groups do not communicate with one another when switching rooms.
- Students must be monitored by a proctor and may not leave the waiting room; only restroom breaks are permitted.
- Do not allow students to carry exam materials between rooms. Exam materials must be collected by the proctors and redistributed in the new room.

---

**OPTION 2 ("STAGGERED"): FRENCH, GERMAN, ITALIAN, AND SPANISH LANGUAGE AND CULTURE**

<table>
<thead>
<tr>
<th>Recording Room</th>
<th>Waiting Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups 1, 2 and 3</td>
<td>Group 1 dismissed</td>
</tr>
<tr>
<td>Email Reply Task</td>
<td>Group 2</td>
</tr>
<tr>
<td>15 min.</td>
<td>Wait</td>
</tr>
<tr>
<td>Approx. 18 min.</td>
<td>Approx. 18 min.</td>
</tr>
<tr>
<td>Persuasive Essay Task</td>
<td>Group 3</td>
</tr>
<tr>
<td>Group 1</td>
<td>Wait</td>
</tr>
<tr>
<td>Speaking</td>
<td>Approx. 36 min.</td>
</tr>
<tr>
<td>Approx. 18 min.</td>
<td></td>
</tr>
</tbody>
</table>
Option 3 (“Shifts”): Rotate your students into a single recording room so that the speaking part of the free-response section happens in shifts.

In this scenario, groups of students take the speaking part in shifts, so that the speaking part can be the first, middle, or last part taken. This option may work well if you have a limited number of recording devices. You may use this option using two or three testing rooms. However, if used with only two groups, the speaking part should be administered after the Email Reply task, as shown in testing rooms 2 and 3.

Use this option if:

- You have only one location where students can record speaking responses.
- You do not have enough time to allow groups of students to wait for recording facilities to become available.
- You have a sufficient number of CD players to play the Persuasive Essay task CD in a room other than the recording room.

Tips:

- To maintain exam security, make sure that students from different groups do not communicate with one another when switching rooms.
- Do not allow students to carry exam materials between rooms. Exam materials must be collected by the proctors and redistributed in the new room.
- This arrangement requires careful monitoring of time. Allow enough time per group for completing the speaking part, including seating and dismissing students and collecting the responses.
- Students must be monitored by a proctor and may not leave the waiting room; only restroom breaks are permitted.

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OPTION 3 (“SHIFTS”): FRENCH, GERMAN, ITALIAN, AND SPANISH LANGUAGE AND CULTURE

<table>
<thead>
<tr>
<th>Testing Room 1</th>
<th>Recording Room 1</th>
<th>Testing Room 2</th>
<th>Testing Room 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 3</td>
</tr>
<tr>
<td>Email Reply Task</td>
<td>Speaking</td>
<td>Email Reply Task</td>
<td>Persuasive Essay Task</td>
</tr>
<tr>
<td>15 min.</td>
<td>Approx. 18 min.</td>
<td>15 min.</td>
<td>Approx. 55 min.</td>
</tr>
<tr>
<td>Persuasive Essay Task</td>
<td>Speaking</td>
<td>Wait</td>
<td>Persuasive Essay Task</td>
</tr>
<tr>
<td>Approx. 55 min.</td>
<td>Approx. 18 min.</td>
<td>Approx. 3 min.</td>
<td>Approx. 55 min.</td>
</tr>
<tr>
<td>Group 1 dismissed</td>
<td>Group 3 dismissed</td>
<td>Group 2 dismissed</td>
<td>Group 2 dismissed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The AP Spanish Literature and Culture Exam includes a master listening CD for Section I, Part A. Students will listen to the recorded material on the master listening CD and, after each selection, will be asked to answer a series of multiple-choice questions.

**Necessary Equipment**

You will need a high-quality CD player with speakers to play the master listening CD. Consult the Audio Materials table on page 26.

- Consider having a battery-operated CD player on hand in the event of a power outage.
- Test the equipment by playing a CD (not the Exam CD) in the room where it will be used, and check that the sound is clear and undistorted in all parts of the room.

**Exam Room**

- Each exam room must have a proctor to read the exam instructions and operate the CD player.
- If possible, exam rooms should be soundproof. Students must be able to hear the aural stimuli clearly.

**Exam Materials**

- Consult the 2015 Exam Forms table on page 26 to ensure that you have the proper materials for the exams you are administering.
- The CD shown in the Audio Materials table on page 26 is included with the AP Spanish Literature and Culture Exam materials.
- The master listening CD for the AP Spanish Literature and Culture Exam has separate tracks. This is intended to help proctors only in cases where an unforeseeable event — a fire drill or other interruption — requires the proctor to replay a portion of the exam material. It may also be used for certain College Board–approved administrations for students with disabilities (see pages 74–76 for details). See the 2014-15 AP Exam Instructions book for a listing of the tracks following the instructions for the AP Spanish Literature and Culture Exam.
- Do not play the master listening CD prior to the administration.

**Exam Administration**

- The proctor must not pause or stop the master recording unless the equipment fails.
- It is prohibited to test students on one section of the exam in one location and then have students travel off-site to another location for another section. This violates exam security.

As you review the material in this section, keep in mind that planning is the key to a successful exam administration. Contact AP Services for Educators early in 2015 if you need assistance with any aspect of administering the Spanish Literature and Culture Exam.
Audio Materials
The following CDs and tapes are included with the AP Music Theory Exam materials:

The master listening CD is used for Section I, Part A (listening multiple choice) and Section II, Part A (written free response). It also includes the general directions for the sight-singing (Section II, Part B) part of the exam.

The master sight-singing CD is used for the sight-singing part of the exam (Section II, Part B). It also includes the general directions for sight-singing. If you are administering the sight-singing part in more than one room, you should order the same number of copies of the master sight-singing CD as recording locations you plan to set up.

A blank student-response tape or CD is needed for each student testing.

No microcassettes or any other media are allowed.
Consult the Audio Materials table on page 26.

Necessary Equipment

CD Player: You will need a high-quality portable CD player with speakers to play the master recordings. If you are setting up more than one sight-singing testing location, you will need a CD player in each recording location. Consider having a battery-operated CD player on hand in the event of a power outage. To judge the adequacy of the equipment, play a CD in the room where it will be used, and make sure that the sound is clear and undistorted in all parts of the room. Do not play the master CDs prior to the administration.

Tape Recorder: To record student sight-singing responses, at each sight-singing testing location, you will need a tape recorder; if you will be using a computer or digital lab, see page 95. Consider having a battery-operated tape recorder on hand in the event of a power outage. To judge the adequacy of the equipment, play a CD in the room where it will be used, and make sure that the sound is clear and undistorted in all parts of the room. Do not record on student-response tapes prior to the administration. Do not record on student-response tapes prior to the administration. On exam day, all student responses should be recorded on Side 1 of the tapes.

Exam Room for Written Part
The music room or a regular classroom can be used for this part of the exam. Make sure students seated in any part of the room can clearly hear the music played on the equipment that will be used during the administration. If your school does not have an appropriate exam room, consider using another facility.

Exam Room for Sight-Singing Part
The sight-singing part must be administered to one student at a time in a room where the student can both practice and perform in isolation from other students. The room may be a classroom, small office, or any other comfortable enclosed space where the appropriate equipment can be set up and where the student can both practice and perform without distraction and without being heard by the other students waiting to take this part of the exam.

The student and the exam proctor should be the only ones in this recording room during testing. Because students are performing one at a time, if you are testing more than 10 students, it is recommended that you set up another exam room for each additional five students. You will need to order one extra master sight-singing CD for each additional room. If it is not possible to test all students in one day, contact AP Services for Educators for instructions.

Options for Playing the Sight-Singing
General Directions
You will need to decide when students will hear the general directions for the sight-singing part of the exam.

Option 1: If you have more than five students taking the exam, play the general directions to everyone at one time in the room where the written part is administered (Track 3 on the master listening CD).

Option 2: If you have five or fewer students taking the exam, you might choose to play the general directions to them individually in the room where the sight-singing part is administered (Track 2 on the master sight-singing CD). This option increases the time it takes to test each student.

Sight-Singing Administration Options
Students must perform the sight-singing part of the exam individually and out of the hearing range of other students. If you are testing more than one student, you must collect the orange sight-singing booklets from each individual and then return them as each student is called for the sight-singing practice and performance. It should take about 10 minutes for each student to practice and perform. The student will be instructed to record only his or her performance, not the practice period. Students can be dismissed after they finish. Make sure that those who have been dismissed do not communicate with anyone waiting to take the exam. Students who communicate any exam material during this waiting period will automatically have their exam scores canceled.
Five or Fewer Students

If you have five or fewer students or you cannot equip or staff more than one recording location:

- After completing the multiple-choice section and Part A of the free-response section, collect and secure all exam materials, including the orange sight-singing booklets.
- Keep students in the testing room and play the general sight-singing directions to all of them at once, or play the directions one at a time in the recording room.
- After playing the general directions, have students remain seated. Call them one at a time to the recording room, returning their orange sight-singing booklets as they are called.
- Dismiss students as they complete their performances.

Six or More Students

If you have more than five students and you have staff and equipment to set up multiple recording rooms:

Use the procedure described above, and then call all students into their individual recording rooms.

- Remember that if you choose this option, you must order an additional copy of the sight-singing CD for each additional recording room.
- Dismiss students as they complete their performances.

If you have staff and rooms available, but for some reason you can’t set up multiple recording rooms:

Separate students into two groups and administer the sight-singing part simultaneously with Part A of the free-response section (after they have completed the multiple-choice section as one group).

- Set up four separate areas. You need a room for students to take the multiple-choice section and Part A of the free-response section, a recording room for the sight-singing part, and two waiting areas. One waiting area is for students who have taken Part A and are waiting to take the sight-singing part, and the other is for students who have already taken the sight-singing part but are waiting to take Part A.
- After the multiple-choice section has been completed and all exam materials, including the orange sight-singing booklets, have been collected, Group 1 will go to the recording room. Play the general sight-singing directions, and then send these students to the first waiting room. Call them one at a time to the recording room, returning their orange sight-singing booklets as they are called. After completing the recording and collecting the orange booklets, these students should then be sent to the second room to wait for the other students in their group, so that they can all take Part A together.

Keep Group 2 assembled in the room where the multiple-choice section was given. Return the free-response booklets to them; these students will take Part A of the free-response section. When Part A has been completed, play the general sight-singing directions.

- When both groups have finished, they will switch locations. Group 2 will go to the waiting room for the sight-singing part, and Group 1 will go to the room where Group 2 took Part A. Group 2 students may be dismissed individually at the conclusion of their sight-singing performances. Group 1 students should be dismissed all at one time after the completion of Part A.

Recording Sight-Singing Performances in a Digital Lab or a Computer Lab

If you plan to administer the AP Music Theory Exam in a digital or computer lab, go to www.collegeboard.org/apcoordinator in mid-March for more information.

Note: If you test students in a computer or digital lab, they must record their sight-singing performances individually, not as a class or with other students in the room.

For all student responses saved in MP3 format please follow these guidelines for preparing each student’s student-response CD:

- The only acceptable file format is MP3, and the only acceptable file-saving medium is a CD. Schools must order student-response CDs online and use the CDs provided by the College Board.
- When burning each student’s MP3 file to the provided student-response CD, be sure to select “Data Disc” or “Data CD” (not “Audio Disc” or “Audio CD”) in the preferences of your CD-burning application.
- Do not use applications such as Windows Media Player or iTunes versions that only allow burning audio discs or CDs. This will help ensure that your students’ responses can be accessed for scoring.

- Do not include more than one student’s responses on any CD. Use one CD per student with all of that student’s responses in one file in order to facilitate proper scoring. This also ensures that the responses are processed and scored in the same manner as the tapes.
- Students must record their AP number on the digital file as directed by the proctor. This ensures accurate processing of the student responses.
- Do not save master CDs (either the listening part or sight-singing part) to your school’s computer network or to a computer or lab’s hard drive. All master CDs must be played aloud when administering in a computer lab.
- Do not write, record, or save any other student identification on the file or write the student’s name, school name, school code, or seat number on the CD.
- Be sure to collect all free-response and orange booklets.

Note: The AP Program does not endorse any particular brand of lab equipment, and regardless of the lab being used, AP Exams must be administered according to the standardized exam procedures detailed in the 2014–15 AP Exam Instructions book and at www.collegeboard.org/apcoordinator.

If you experience technical problems during installation or configuration of the Audacity software program only, you may contact AP-MP3Recordertech@ets.org for assistance.
AP Studio Art portfolios consist of two components:

- **A digital component:** Digital images and commentary uploaded by students and submitted to AP by the AP Coordinator, via the AP Studio Art Digital Submission Web application. **May 8, 2015, at 8 p.m. EDT is the deadline for Coordinators to submit their schools' digital portfolios to the AP Program.**

- **A physical component:** The Quality (Selected Works) section for Drawing and 2-D Design portfolios, assembled and shipped to the AP Program for evaluation. (Because the 3-D Design portfolio is submitted entirely online, it does not include this physical component.) **May 8, 2015, is the last day for Coordinators to gather Drawing and 2-D Design students for the assembly of the physical portfolio component.**

### How AP Studio Art Digital Submission Works

You, your Studio Art teacher(s), and your school’s Studio Art students will all be involved in the digital submission process. Below is a simplified overview of the roles and major tasks in the process. (Steps 1 and 2 will vary if you, your school, and/or your teachers participated in the digital submission process in previous years.) For more information, visit the online demo at [apstudiodemo.collegeboard.org](http://apstudiodemo.collegeboard.org).

Good communication with your Studio Art teacher(s) throughout the school year is essential.

**Note:** The AP Studio Art teacher’s participation in digital submission is encouraged but not required. If a teacher is unable to participate in the digital submission process, he or she should notify you, and that teacher’s students can submit their digital portfolios directly to you.

### AP Studio Art Digital Submission

#### You (The AP Coordinator)

1. If needed, set up your school’s access to the Web application and pass access information to your AP teacher (mid- to late January).

2. If needed, sets up access to the Web application. Passes access information to students (late January or early February).

3. Sets up access to the Web application (late January or early February).

4. Uploads images that are already completed; continues to work on portfolio and upload images throughout the spring.

5. Forwards the finalized portfolio to the teacher by the teacher’s deadline.

6. Reviews and forwards students’ portfolios to you.

7. Forward the digital portfolios to the AP Program.

#### The Teacher

- Sets up access to the Web application late January or early February.

#### The Student

3. Sets up access to the Web application late January or early February.

4. Uploads images that are already completed; continues to work on portfolio and upload images throughout the spring.

5. Forwards the finalized portfolio to the teacher by the teacher’s deadline.

### How to Access the AP Studio Art Digital Submission Web Application

How you first access the Web application will vary depending on whether you used the application in previous years. Detailed instructions are available at [apstudiodemo.collegeboard.org](http://apstudiodemo.collegeboard.org).

If you experience difficulty accessing or using the Web application, contact AP Services for Educators by phone at 877-274-6474 (toll free in the United States and Canada) or 212-632-1781, or by email at apexams@info.collegeboard.org. If you forget your username or password, click **Forgot your username?** or **Forgot your password?** on the sign-in page.

**Note:** If your school designated an additional staff person to act on behalf of the primary AP Coordinator on the 2014-15 AP Participation Form, that person can also function as a Coordinator in the Web application.
Using the AP Studio Art Digital Submission Web Application

Below is general information about how students, teachers, and Coordinators will use the Web application. More information is available in the Coordinator, teacher, and student sections of the online demo at apstudiodemo.collegeboard.org.

Full instructions for using all features of the Web application are available in the Web application help text. Simply click **Instructions and Help** from any page within the application to access them.

How Students Will Use the Application

The student should begin uploading and arranging digital images of his or her artworks as soon as possible after setting up access to the Web application. It is important that the student log into his or her own account and upload his or her own images. When work is complete, the student submits the portfolio to the AP Studio Art teacher. Students who are home-schooled or not submitting to a Studio Art teacher will submit their digital portfolios directly to you, the Coordinator.

Students will need to complete student identification, or registration, information in the Web application. Students can complete their student identification information online at any time after they have set up their access to the Web application. However, they will be unable to forward their portfolios to their teachers until they have been provided with crucial information from their AP Student Packs, which will not be available before schools receive their exam shipments. Students will need:

- their unique AP numbers
- the college codes of the institutions receiving their scores

**Because students will need this information before they can forward their digital portfolios to their teachers, you must provide all Studio Art students with their 2015 AP Student Packs as soon as possible after your school’s exam shipments arrive.** Arrange for your Studio Art students to complete the information on their Student Packs, confirm that they have their correct AP numbers and college codes, and then retrieve their Student Packs for safekeeping until needed.

**Note:**

- The registration (student identification) information that students must complete before forwarding their final portfolios to their teachers in April is separate from, and in addition to, the access setup process they must complete when first accessing the Web application in January or February.
- You, the teacher (if applicable), and the student should confirm that the correct AP number has been provided in the Web application. Failure to do so may result in a delayed score report.
- Once a portfolio has been submitted to the AP Program, it will be scored according to the requirements of that specific portfolio type (Drawing, 2-D Design, or 3-D Design). If the incorrect portfolio type is selected by the student, this may negatively impact his or her score.

Please ensure that students and teachers understand the importance of selecting the correct portfolio type.

How Teachers Will Use the Application

The teacher can review his or her students’ portfolios while their work is in progress. The teacher’s role is important in ensuring that students’ work is progressing and that they are uploading images for the teacher’s review.

Once a student has forwarded his or her digital portfolio to the teacher, the teacher should do one of the following:

- send the portfolio back to the student with recommendations for further action.
- forward the finalized portfolio to the AP Coordinator for submission to the AP Program.

How Coordinators Will Use the Application

Your home page in the Web application is your central repository of information about the AP Studio Art students and teachers at your school. Your home page is where you can set class section numbers, indicate students’ eligibility for fee reductions, and send the portfolios to the AP Program, among other tasks.

**Setting Fee Reduction Information:**

Only the AP Coordinator can set the fee reduction options. To designate fee reduction options:

1. From the drop-down list in the **Fee Reduction** column of the row for each student, select the fee reduction option number you want to assign to that student. (The default option is “None.”)
2. When you are finished setting fee reduction options, click **Save Section Numbers and Fee Reduction Options** under Actions in the left navigation column. A confirmation screen will let you know that the information has been saved.

Refer to page 20 for more information about fee reductions.

**Setting Class Sections:**

The **Section** column allows schools to assign students to separate class sections for the purpose of receiving separate AP Instructional Planning Reports or subject score rosters for each section taught. Use of the **Section** column is optional but recommended for schools with multiple AP Studio Art teachers or class sections. Teachers also have the ability to set section numbers using the Web application.

The default section value is blank. If your school wants to set section numbers for its Studio Art students:

1. From the drop-down list in the **Section** column of the row for each portfolio, select the section number you want to assign to that student’s portfolio.
2. When you are finished setting section numbers, click **Save Section Numbers and Fee Reduction Options** under Actions in the left navigation column. A confirmation screen will let you know that the information has been saved.

Refer to page 60 for more information about designating class sections.
Sending Digital Portfolios to AP
Once the finalized digital student portfolios have been forwarded to you by the teacher, you must use the Send Portfolio to AP action to submit all digital portfolios to the AP Program for scoring. **You must do this no later than 8 p.m. EDT on May 8, 2015.**

You also have the option to return a portfolio to the teacher, if needed. For more information about this action, refer to the online demo or the Web application help text.

A portfolio status of “Sent to AP” indicates that a portfolio has been submitted to AP for scoring. **Only portfolios in “Sent to AP” status will be received by the AP Program and scored.** More information about each of the status designations is available in the online demo or the Web application help text.

In addition, students also submit actual artworks for the Quality (Selected Works) section of the Drawing and 2-D Design portfolios. (The 3-D Design portfolio consists solely of digital images.) See “Submitting the Physical Portfolio Component for Drawing and 2-D Design” on this page.

### Technical Requirements and Recommendations

Coordinators, students, and teachers will need access to a computer with an Internet connection to access the AP Studio Art Digital Submission Web application. In addition, students or their teachers will need access to a digital camera to capture images of their artworks.

To effectively access the AP Studio Art Digital Submission Web application, schools and students will be required to select one of the recommended operating systems and browsers. Users will not be restricted to specific hardware configurations; however, slower response times may result from using older computer hardware.

**Software Requirements:**
For information about supported Web browsers and operating systems, visit professionals.collegeboard.org/studioartdigital.

**Requirements and Recommendations for Students’ Digital Images:**
All images must be submitted in JPEG format (file name extension.jpg) and RGB color mode. We recommend using files that are 72 pixels-per-inch (ppi) because a higher resolution does not add clarity to images that are being viewed on a computer screen.

- **Recommended image sizes:**
  - Landscape orientation (h x w):
    - Recommended maximum size: 530 x 780 pixels (7.36 x 10.83 inches or 18.9 cm x 27.5 cm)
    - Recommended minimum size: 480 x 480 pixels (6.67 x 6.67 inches or 16.9 cm x 16.9 cm)
  - Portrait orientation (h x w):
    - Recommended maximum size: 780 x 530 pixels (10.83 x 7.36 inches or 27.5 cm x 18.69 cm)
    - Recommended minimum size: 480 x 480 pixels (6.67 x 6.67 inches or 16.9 cm x 16.9 cm)

The image sizes listed here are recommendations. Students’ image sizes may be different.

- **Maximum file size:** Files cannot exceed 3.0 MB per image. (Students’ image files will likely be considerably smaller than that.)

- **Free Disk Space:**
  - Drawing or 2-D Design Portfolios: Based on the maximum file size of 3.0 MB and a total of 24 digital images, each student would need a maximum of 72 MB of free disk space per portfolio.
  - 3-D Design Portfolio: Based on the maximum file size of 3.0 MB and a total of 38 digital images, each student would need a maximum of 114 MB of free disk space.

### Ordering AP Studio Art Exams
When you place your school’s AP Exam order online at www.collegeboard.org/school, it is crucial that you order one AP Studio Art Exam for **each** portfolio that your school’s students plan to submit. **Only** the number of portfolios ordered can be submitted to the AP Program later in the spring, regardless of the number of students who are able to access the AP Studio Art Digital Submission Web application and upload images. Please talk to your Studio Art teacher(s) to confirm the number of portfolios needed before placing your school’s AP Exam order.

**Important:**
- The AP Exam Ordering website (www.collegeboard.org/school) is a separate website from the AP Studio Art Digital Submission Web application (apstudio.ets.org).
- Until you place your school’s Studio Art exam order, the number of portfolios that can be set up online for your school in the AP Studio Art Digital Submission Web application will be limited to the number of portfolios your school submitted last year, plus 10 percent for growth. If you have a significant increase in the number of Studio Art students interested in the exam, you should place your order as early as possible.
- Studio Art exams are ordered separately from paper-based exams on the AP Exam ordering website, enabling all your students to set up portfolios earlier if your school encounters a significant increase in AP Studio Art students. The quantity of preadministration materials received is not affected by the Studio Art exam order.

### Submitting the Physical Portfolio Component for Drawing and 2-D Design
One Studio Art portfolio envelope is shipped for the Quality (Selected Works) section of each 2-D Design and Drawing portfolio ordered. Portfolios and their contents do not constitute secure testing materials; therefore, AP Studio Art teachers are encouraged to be present during the assembly of the portfolios and to ensure that the students’ physical portfolios are complete and accurately presented. Follow the instructions for Studio Art in the 2014-15 AP Exam Instructions book that comes with your exam shipment.
Students must affix their unique AP number labels to all artworks; the AP number labels that are used to identify the student and his or her portfolio contents are located in the center of each student’s AP Student Pack. The completed portfolio envelopes must be shipped before the close of the next business day after the school’s last regularly scheduled AP Exam.

Note: Although the College Board and ETS make every effort to avoid loss or damage to students’ Studio Art original artworks when they are being evaluated or in transit, accidents do happen. ETS and the College Board do not assume responsibility or liability in such cases.

Multiple Portfolio Submissions
The portfolio envelope received by the school in the portfolio shipment is the same, regardless of the type of portfolio the student is submitting. If a student wants to submit more than one portfolio, each must be submitted separately. Artworks intended for two or more separate portfolios may not be combined and assembled in one portfolio envelope. In addition, two fees must be submitted for payment. Complete an Incident Report stating which portfolios the student is submitting, and enclose a report with each portfolio. The AP Coordinator and the AP Studio Art teacher should verify that there is no work that is duplicated between the portfolios — for example, a work that is submitted as an original artwork in a Drawing portfolio may not be submitted in digital form in the 2-D Design portfolio. If these conditions are met, both portfolios may be submitted.

AP Coordinator’s Checklist

January and February 2015

☐ The AP Studio Art Digital Submission Web application becomes available in mid- to late January at apstudio.ets.org.

☐ Access the Web application. Follow the appropriate access instructions outlined in the demo at apstudiodemo.collegeboard.org.

☐ Provide access information to any Studio Art teachers who are new to digital submission and to any students who will be submitting their portfolios directly to you.

☐ Teachers access the Web application and pass access information on to students.

☐ Students access the Web application using access information provided by their AP Studio Art teachers (or, in some cases, you).

☐ In February, check with your teacher(s) to ensure that all students have been provided with access information and have set up access to the Web application.

☐ Encourage your teachers to stress to their students that they should begin uploading images as soon as possible after accessing the application, so that both students and teachers can monitor the development of the portfolios. Images can always be deleted or rearranged later.

☐ Talk to your teacher(s) about final deadlines for portfolio submission. Confirm that your teacher(s) will have all student portfolios forwarded to you in advance of May 8.

March and April 2015

☐ Confirm with your teacher(s) the number of portfolios students at your school will be submitting.

☐ Order portfolios when you place your school’s exam order online at www.collegeboard.org/school. (See “Ordering AP Studio Art Exams” on page 98.)

☐ Arrange a physical portfolio assembly session for 2-D Design and Drawing students to occur on or before May 8.

☐ As soon as possible after your school’s exam shipment arrives, provide all Studio Art students with their 2015 AP Student Packs. Arrange for these students to complete the information on their Student Packs, confirm that they have their correct AP numbers, and then retrieve their Student Packs for safekeeping until needed. Students will need their AP numbers and list of college codes before they can finalize their digital portfolios. (See “How Students Will Use the Application” on page 97.)

☐ Encourage your teachers to establish a firm deadline for students to forward completed portfolios to them, so that teachers have enough time to review the portfolios and forward them to you for final submission to AP. Generally, students should finalize their digital portfolio sections and forward their portfolios to their teachers by late April.

May 2015

☐ Once teachers receive their students’ finalized digital portfolios, they should review and forward them to you. (See “How Teachers Will Use the Application” on page 97.) Confirm that teachers have forwarded all student portfolios to you well in advance of May 8.

☐ By 8 p.m. EDT on May 8, forward your school’s digital portfolios to the AP Program using the Web application. (See “Sending Digital Portfolios to AP” on page 98.)

☐ On or before May 8, gather 2-D Design and Drawing students for the assembly of the physical portfolio component. Ship the physical portfolios to the AP Program before the close of the next business day after the school’s last regularly scheduled AP Exam. (See “Submitting the Physical Portfolio Component for Drawing and 2-D Design” on page 98.)

FOR MORE INFORMATION ABOUT AP STUDIO ART DIGITAL SUBMISSION:

Students: www.collegeboard.org/student/studioartdigital

Teachers: apcentral.collegeboard.org/studioartdigital

Coordinators: professionals.collegeboard.org/studioartdigital

An online demo is available at: apstudiodemo.collegeboard.org
Introduction
Since much of the preparation for and administration of the AP Chinese Language and Culture and AP Japanese Language and Culture Exams on CD differ significantly from those of paper-based AP Exams, this section will be the primary source of information for you and your proctors. Please share this information with your information technology (IT) staff and anyone involved in the setup or administration of these exams.

Policies and procedures regarding exam security, testing incidents, and ordering, receiving, and returning exam materials remain consistent with other AP Exams. You will need to refer to these sections as required.

This section will help you:
- understand policies and procedures specific to Exams on CD
- track the dates, deadlines, and key tasks necessary to administer the exams
- select and prepare testing sites
- select and train proctors
- prepare students
- administer Exams on CD, including exams for students with College Board–approved testing accommodations
- report incidents
- return student exam responses
- return exam materials

In the event that technical problems arise during the setup process or during the exam, refer to the troubleshooting tips at the back of this section.

Technical Support Availability:
Technical support is available throughout the year to provide assistance with all AP Chinese and Japanese technical setup questions and issues. Schools should also contact Technical Support for alternative solutions for school computers that do not contain CD drives.
- Email: APiBTTech@ets.org
- Phone: 609-406-5640

During the AP Chinese and Japanese Exams computer setup phase, technical support hours are: 8 a.m. to 8 p.m. EDT, Monday through Friday.

During testing hours for the Chinese and Japanese Exams (regularly scheduled and late-testing administrations), please call 609-406-5640.

Hardware/Software and Technical Configuration Requirements
Each of your testing computers must meet minimum hardware and software requirements in order to administer AP Chinese and Japanese Exams. If you haven’t already done so, check your testing computers against these requirements. Email APiBTTech@ets.org if you have any questions about meeting these requirements.

Technical Specifications

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Operating System Supported (must be U.S. English version)</td>
<td>Microsoft Windows 7 Home Premium/Professional/Ultimate (32- and 64-bit) 1 GB</td>
</tr>
<tr>
<td>Note: Microsoft Windows 2000, Windows XP and Windows Vista are not supported for 2015. The Apple Mac and iMac computer systems are not supported for 2015. Variations in Input Method Editor (IME) features between Windows and Mac have been found to create significant differences in the testing experience that would compromise the validity of the exam if offered on both platforms. The College Board will continue analysis to determine if supporting the Mac operating system is feasible for future administrations.</td>
<td></td>
</tr>
<tr>
<td>2 Minimum Processor:</td>
<td>Pentium IV 1GHz</td>
</tr>
<tr>
<td>3 Free Disk Space:</td>
<td>500MB</td>
</tr>
<tr>
<td>4 Video Card:</td>
<td>Must support a resolution of 1024 x 768 with at least 32-bit color depth</td>
</tr>
<tr>
<td>5 Monitor:</td>
<td>CRT 17-inch or larger</td>
</tr>
<tr>
<td></td>
<td>LCD 14-inch or larger</td>
</tr>
<tr>
<td>Widescreen monitors that can't be configured to display with an aspect ratio of 4:3 are not supported.</td>
<td></td>
</tr>
<tr>
<td>6 CD-ROM Drive:</td>
<td>Autorun function enabled</td>
</tr>
<tr>
<td>7 USB Port:</td>
<td>(1.1 or 2.0) to copy exam results to USB drive provided by AP Program</td>
</tr>
</tbody>
</table>
### Sound Card: 44.1 KHz (or better) sample rate

### Headset requirements: Schools must use either Koss SB45/SB45 USB headsets or Califone 3066AV/3066-USB headsets for each student testing. Headsets may be ordered from these websites:

### Internet Connectivity: Internet connectivity is not required on testing computers for the exam delivery. However, if Internet connectivity is available, it will greatly facilitate returning exam responses for scoring.

### The following Input Method Editors (IMEs) are required:

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Input Language</th>
<th>Keyboard Layout/IME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 7</td>
<td>Chinese (PRC)</td>
<td>Microsoft Pinyin New Experience Input Style</td>
</tr>
<tr>
<td></td>
<td>Chinese (Taiwan)</td>
<td>Microsoft New Phonetic 10.1 IME</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>Microsoft IME</td>
</tr>
<tr>
<td>Windows 8</td>
<td>Chinese (Simplified, China)</td>
<td>Microsoft Pinyin Simple Fast</td>
</tr>
<tr>
<td></td>
<td>Chinese (Traditional, Taiwan)</td>
<td>Microsoft New Phonetic</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>Microsoft IME</td>
</tr>
</tbody>
</table>

*Note: Microsoft Windows 2000, Windows XP, and Windows Vista are not supported for 2015.*

### Technical Configuration Requirements
Schools should review the following requirements to help prepare testing computers for AP Chinese and Japanese Exam delivery. Implementation of some computer configurations may require assistance from technical staff at your school.

12a. **Administrator Rights:** A Windows user account with local administrator rights is required to install and operate AP Chinese and Japanese testing software on each computer. Set User Account Control to NEVER NOTIFY during CD installation. The same Windows user account must be used for setup and during the exam. We recommend consulting with your IT staff about this requirement.

12b. **IME Configurations:** IME configurations are specific to a Windows user account. To ensure that IME configuration settings are preserved in the system, you must use the same Windows user account (see #12a, Administrator Rights, above) for running both the Setup and Exam CDs.

12c. **Desktop Security Configurations:** Disable any desktop security software/hardware configurations such as Centurion Guard, Deep Freeze, Drive Shield, Clean Slate, Fortress, etc., that are designed to erase a software installation after a system reboot or at a scheduled time. Failing to disable such security configurations may result in the loss of student exam responses.

12d. **Windows Power Options:** All test delivery computers’ Power Schemes must be configured so that the hard disk and monitor stay ON and the systems do not go into hibernation or standby mode.

12e. **Desktop Screen Savers:** Workstation desktop screensavers should be disabled to ensure that they do not become active during the exams and cause an interruption.

12f. **Dual Monitors:** Because the normal desktop and taskbar cannot be suppressed on both monitors, dual monitors are not supported.

12g. **Widescreen Monitors:** To ensure that exam material is displayed legibly without any distortion, configure any widescreen monitors to display with an aspect ratio of 4:3.

12h. **Microsoft Windows Updates (Automatic Updates):** Configure these updates so the computer does not automatically reboot during the exam delivery, even if updates are applied.

12i. **Applications:** For security reasons, the following applications, if running on the testing workstations, will not allow the exam to launch: MSN Messenger, Deep Freeze, Drive Shield, Clean Slate, Fortress, SnagIT, and Windows Help Center. Please disable these applications before setup.

*Note: School-owned laptops may be used to administer the AP Chinese and Japanese Exams only if they remain in the school at all times and are not assigned or issued to individual students. Student-owned laptops may not be used under any circumstances.*
Microsoft® IMEs
Microsoft Input Method Editors (IMEs), which are part of the Windows operating system and which use the standard U.S. keyboard, are required for administration of the AP Chinese Language and Culture and AP Japanese Language and Culture Exams. If the necessary IMEs have not been enabled on all workstations, when you run the Setup CD that you receive to install exam software, the Setup CD will guide you through the process.

Ordering Exams
You can order AP Chinese and Japanese Exams online at the same time and at the same website that you order all other AP Exams: www.collegeboard.org/school. Once you order the exams, you will receive a separate shipment of AP Chinese and Japanese Setup CDs in advance of the administration. Setup CDs are required for preparing testing computers to deliver the exams. The earlier the exams are ordered, the sooner you will be able to ready your computers for testing, and therefore provide an opportunity for your students to practice with the sample exam questions. To ensure that you receive the Setup CDs by April 3, it is strongly recommended that you place your exam order by March 11. Please call the SSD office immediately to advise of any students taking AP Chinese or Japanese Exams with accommodations, and provide detailed information about the accommodations they need.

Setup CD Shipment
The Setup CD shipment contains one AP Chinese and Japanese Setup CD for each exam ordered online. You will use the AP Chinese and Japanese Setup CD to:

- install the software required for each computer to deliver the exams
- confirm that required IMEs are enabled and configured properly
- check that the headset and microphone function properly
- check that monitors can be set to the correct resolution
- allow students to practice with sample exam questions
- install screen magnification software for students who have been approved for this accommodation

Exam Shipment
The AP Chinese and Japanese Exam CDs will be shipped with your order of paper-based exams in April 2015. In addition to one Exam CD for each exam ordered, you’ll receive:

- Two USB Drives: If you are unable to return student responses via the Internet, use the supplied USB drives. Use only the USB drives provided by the College Board for this purpose. Each USB drive has 2 GB of memory and can hold approximately 60 AP Chinese and/or Japanese Exam responses. Remove the shrinkwrap from the USB drives only if you need them. Returning unopened, unused USB drives will provide confirmation upon return that your students’ responses have been uploaded via the Internet, and it will facilitate processing of your shipment.

- AP Chinese and Japanese Student Response Return Envelope: The envelope should be used to return all used and unused USB drives, as well as any Fee Reduction/Section Designation forms.

- Return Shipping Materials, if you ordered AP Chinese and Japanese Exams only.

Headsets
Schools must use either Koss SB45/3045 USB headsets or Califone 3066AV/3066-USB headsets for each student testing. Using an unapproved headset may jeopardize the quality of the students’ exam responses. Headsets may be ordered directly from the manufacturers at the following websites, or check the Web for availability from other retail sources.


Preparing Computers to Administer the Exams
The only advance preparation required to administer AP Chinese and Japanese Exams is to run the Setup CD at least once prior to exam day, on each computer that will be used for testing. You will need local administrator rights to install the software contained on the Setup CD, and you must use the same local administrator rights to log on to each computer on test day. You should also confirm that the Windows operating system installation CDs are available for all of the testing computers, as they may be needed to install support for East Asian languages. Confirm that each workstation’s CD-ROM drive and power switch are physically accessible.

Depending on the number of students testing and your school’s resources, you may choose to run the Setup CD yourself or request the services of your school or district IT technician.
**Important Passwords and Codes**

There are several passwords and codes that Coordinators and proctors should have available before and during the exam administration. To facilitate access to this information, you may use the following table to note the codes for you and your proctors. You will receive your school’s codes by email once you have ordered your exams. Keep this information handy but safeguard it from student access.

It is critical to enter the correct eight-digit installation code during the initial Setup CD installation to ensure accurate processing of your students’ responses. Use the code for the school ordering and administering the exams, even if you have students from other schools testing at your site. You will receive the installation code by email after you order your exams.

**Administrator Override**

The administrator override (CTRL+SHIFT+? followed by the appropriate CD administrator password) is used to interrupt an exam to initiate an unscheduled break, or to stop current testing. Note that the administrator override cannot be used during the audio portions of the exams. If you must stop the exam during the listening or speaking tasks, eject the CD.

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**PASSWORDS AND CODES**

<table>
<thead>
<tr>
<th>Code or Password</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Installation Code</td>
<td>Needed during Step 3 of installation and verification of Setup CD. This code is entered only once, during the setup process. Emailed to Coordinator once exams are ordered.</td>
</tr>
</tbody>
</table>
| Setup CD Administrator Password | Used to:  
  - Enable computer-delivered testing accommodations for sample exams  
  - Access administrator utilities  
  - Interrupt a sample exam (used in conjunction with the Administrator Override)  
  - Copy results to a USB drive for sample exam |
| Exam CD Administrator Password | Used to:  
  - Enable computer-delivered testing accommodations  
  - Access administrator utilities  
  - Interrupt an exam (used in conjunction with the Administrator Override)  
  - Copy results to a USB drive for return to AP Services  
Emailed to Coordinator once exams are ordered. Share the password with proctors, as it may be needed during the exam to enable certain functions, but safeguard it from students. |

**Administrator Utilities**

The Administrator Utilities screen provides functions, such as exiting the CD, that may be needed during setup or on exam day. AP Coordinators, proctors, and school IT technicians can access these functions by clicking the Administrator Utilities button at the bottom of each installation and student information registration screen, and entering the appropriate administrator password. You may need to access the Administrator Utilities to:

- run Interactive Checks to verify installed software  
- install ZoomText screen magnification software  
- copy results from the computer to a USB drive to recover an interrupted exam  
- copy results from a USB drive to a computer to recover an interrupted exam  
- view school code, change Internet usage and automatic/manual IME settings  
- exit the Setup CD or Exam CD

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**SETUP CD INSTRUCTIONS**

Do not use the previous year’s Setup CD. It may be used for student practice but should not be used to prepare your computers for the 2015 exam administrations.

The following instructions outline the procedures for preparing your computers for testing. "Launching a Sample Exam" (pages 106–107) can provide additional assurance that the computer is ready to deliver the exam(s), but is not a required technical preparation step. A sample exam can be launched immediately after setup, or any time after.

**Note:** After the initial setup, if the Setup CD is run again on your computers, you will bypass the installation screens and go straight to Step 9.
Installation and Verification

1. Close all applications before beginning installation. Place the CD into the CD drive of the computer. The CD should run automatically. A pop-up window with a dark blue background will appear. This may take a few moments.

2. The screen will indicate that the AP Exam software files are being copied. When the installation is complete, you will see a full-screen display with a light blue background.

3. Installation Code: You will be asked to enter the eight-digit installation code that you will receive in an email after you have ordered your exams. The first six digits of this installation code reflect your school code, and the last two digits verify that you have entered the correct number. It is critical to enter the correct installation code for your school.
   - Type [your 8-digit installation code] when prompted, then click OK.
   - If you make a mistake entering the installation code, you will be asked to try again. If you lose or forget the installation code, contact Technical Support.

4. The screen will indicate that the AP Exam software will automatically return responses for scoring over the Internet.
   - Click OK.

5. Screen Magnification: You will be asked if this computer will be used by a student who has been approved by the AP Program for the screen magnification testing accommodation, which requires an additional software installation. If you are not sure, skip the installation process for now. You can install it at another time. The screen will prompt you: "Do you wish to SKIP installation of screen magnification software at this time?"
   - Click Yes if you wish to skip installation of the screen magnification software at this time and continue setup with Step 6.
   - Click No ONLY if you have a student approved to test with this accommodation, you have designated this computer for the student, and you would like to install the screen magnification software at this time. In this case, the software installation will begin.
   - The testing computer requires free disk space of 1 GB to install ZoomText. Note that ZoomText is not supported on Windows 8.
   - Note: If you choose to install the screen magnification software after setup has completed, click on the Administrator Utilities button, enter the setup administrator password ("setup"), and click on the Install ZoomText option.

6. IME Configuration: The screen will display a message indicating that the IME (Input Method Editor) configuration will begin.
   - Click OK.

7. IME installation begins. This process varies depending on the Windows version on your computer, as well as any previously installed language support. Various Windows dialogs may appear, but they will not require any input from you.
   - If any Windows dialogs remain on the screen for more than two minutes, refer to troubleshooting tip 5 on page 115.
   - If the IME configuration fails, an error message will display. Refer to troubleshooting tip 11 on page 117.

8. After IME installation and configuration, a pop-up message will appear indicating that the computer must be restarted to complete the setup.
   - Click OK.

You will need to log in to Windows with the same username and password with administrator rights to continue the installation process.

Note: Setup will not start automatically after the computer restarts. After the restart, eject the CD tray and then close it in order to continue the setup process.

- If your CD drive is not enabled for Autorun, perform the same steps you followed to run the CD in Step 1.

9. After the Setup CD is reinserted, a pop-up window with a dark blue background will appear. This may take a few moments. Messages will appear as the CD verifies your installation. No interaction is required.

10. You will again be presented with the IME configuration pop-up message.
    - Click OK.

11. The IME configuration process will now proceed. As in Step 7, some Windows dialogs may appear, but no interaction is required. If the configuration is successful, you will proceed to the next step.
    - If any Windows dialogs remain on the screen for more than two minutes, refer to troubleshooting tip 5 on page 115.
    - If you had a prior technical issue during installation, you may need to follow an alternate path as described in the solution under troubleshooting tip 11 on page 117.

12. Interactive Checks: You will now be prompted to run some “interactive checks” (i.e., input from you is required) to verify the audio and video settings of the computer.
    - Click OK.

13. There are three screens comprising the interactive checks. Click the Run Test button to start the verification test on each screen.
Results of the test will appear in the “Test Results” panel. If the result indicates that the test passed, click the Next Test button to proceed to the next screen.

Here is Screen 1 of the interactive checks: Verify Java Web Start, Java Runtime Environment, and Input Locale.

- Click Run Test.
  Blue text will appear in the “Test Results” panel indicating the components that were verified, followed by “Test PASSED.”
- If a verification test fails, text will display (in red type) in the “Test Results” panel, describing the failure. You may attempt to correct the issue and try again, or contact Technical Support.
- Click Next Test to continue.
  > If the test for screen 1 fails due to an “unwanted process” error, refer to troubleshooting tip 6 on page 115.

- Click Run Test.
  The screen will flash and you will see a white screen with the outline of a red box. If the display is correct, click OK.
  > Interactive Check Screen 2 will reappear, and blue text should appear in the results panel indicating that a driver was successfully loaded, followed by “Test PASSED.”
- Click Next Test to continue.
  > If the white display does not appear satisfactory, select Fail and adjust the display. Consult your monitor’s user guide to adjust the horizontal or vertical settings.
  > If the text on the white screen appears upside down, follow troubleshooting tip 7 on page 115.
  > If you clicked OK on the white screen, but the test failed, contact Technical Support.

15. Interactive Check, Screen 3 — Audio Recording and Playback.
If your computer has multiple Recording or Playback devices, a “Select Record & Playback Mixers” pop-up window may appear.

Select a recording mixer for default input device and a playback mixer for default output device. Click OK. This test consists of three activities: calibrating the microphone, recording a speech sample, and playing back that sample. You will hear some audio instructions and see pop-up direction screens during these activities.

- Click Run Test.
  Microphone calibration: You need to speak clearly into the microphone as soon as the tone is heard and continue speaking until the next message appears.
  > Click OK to begin microphone calibration.
  After successful microphone calibration, click OK.
  You will be prompted to record a speech sample. The Playback Check pop-up window will appear.
  > Click OK to play back the speech sample.
  As you proceed through the steps, messages will appear in the “Test Results” panel, followed by a final “Test PASSED” message.
  > Click Finish to proceed. This concludes the installation and setup.
  > If the microphone calibration is unsuccessful, or if the recorded speech sample is not audible and clear, refer to troubleshooting tip 8 on page 116.
  > If any of the interactive checks failed, you will not be able to proceed to the Student Information registration screens. You must make any necessary changes and then reinsert the CD to run the interactive checks again.

16. You may now access the sample Student Information registration screens. The registration screens on the Setup CD are for practice only — registration information entered on the Setup CD will not be saved.
- If you wish to launch a sample exam now, go to Step 5 of “Launching a Sample Exam” (page 106) and follow all remaining steps.
- If you do not wish to launch a sample exam now, click the Administrator Utilities button, enter the setup administrator password (“setup”), and select the Exit CD option.
  Launching a sample exam on the testing computer is the best way to verify that setup was successful. As an alternative, you can exit the CD, eject it, and reinsert it. Then follow Steps 1–4 below to verify setup.

Return to the Table of Contents
Launching a Sample Exam

1. After initial setup, you may use the sample exam on the Setup CD to help your students prepare for the exam. After the Setup CD is inserted, a screen with a dark blue background will appear. This may take a few moments. Messages will appear as the CD verifies your installation. No interaction is required.

2. You will again be presented with the IME configuration pop-up message.
   • Click OK.

3. The IME pop-up message will disappear, and the IME configuration process will proceed. As in Step 7 of initial setup, some Windows dialogs may appear, but no interaction is required. Once the configuration is successful, you will proceed to the next step below.
   › If any Windows dialogs remain on the screen for more than two minutes, refer to troubleshooting tip 5 on page 115. If you had a prior technical issue during installation, you may need to follow an alternate path as described in the solution under troubleshooting tip 11 on page 117.

4. You will now be asked whether you wish to run interactive checks again.
   • Click No to proceed.
   • Note: On the actual Exam CDs, this screen will not appear. Instead, students will see the first Student Information registration screen, shown in the next step.

5. Sample Student Information Registration Screens:
   You will now see the first of a series of sample Student Information registration screens. If you wish to familiarize yourself with these screens prior to the exam administration, uncheck the “skip registration screens” checkbox before clicking Next.

   Important: The registration screens on the Setup CD are for practice only — registration information entered on the Setup CD will not be saved.

   Select either Chinese or Japanese from the “Select a Sample Exam” drop-down menu. (This choice will not be available on Exam CDs, as those CDs deliver only one exam.)
   • Click Next.
     › On the Setup CD, an AP number is prefilled for practice exams. This number is not the official AP number students will use on exam day. On an Exam CD, the student will provide the assigned AP number.
     › Select the “Check here if you require testing accommodations” checkbox if you wish to view the options for computer-delivered accommodations. Note: Any selections you make will not be saved. You will enable appropriate accommodations on exam day.

6. After completing the last Student Information screen, you will see a confirmation screen.
   • Click Continue to proceed.
   › If registration screens were skipped, then the confirmation screen will show only the AP number and student name fields.

7. Chinese Exam Launch: After the confirmation screen, students taking the Chinese exam will see a screen titled “Typing Options for the Writing Part of the Exam.” On exam day, students who intend to use the Pinyin input method in the Writing part will use the IME toolbar on this screen to indicate whether they want to type responses in simplified characters or in traditional characters (see “Output Options for Typing Chinese Text” on page 107). A text box is provided for these students to test the Pinyin setting they have chosen. Note: This screen does not apply to students who intend to use the Bopomofo input method.

Students should follow the onscreen directions and then click Continue to proceed.
8. This is the final screen on the Setup CD that you will see before the sample exam begins:

![Sample Exam Information Registration Screens]

Click **Begin Exam** to proceed to the sample exam.

### Preparing Students for the Exam Using the Setup CD

Schools are encouraged to provide students with the opportunity to practice with the sample exam on the Setup CD before the exam administration. In particular, students must be thoroughly familiar with the input method they plan to use (see the Input Method Editors listed in the Technical Requirements, #11, on page 101) and be fully prepared to use that input method to type their responses in the Writing part of the exam. Learning to type using these IMEs is a required part of the corresponding AP course. Reference guides, keyboard maps, or other typing instructions are not permitted during the exam. Each sample exam takes about two hours to complete.

### Sample Exam Information

Practice sessions with students should be held in the school’s computer lab, in a group setting. Please note that:

- The sample exam is not a full-length exam, but does include questions that represent the various parts of the complete exam and function in exactly the same way as the questions students will see on exam day.
- All directions screens in the sample exam are taken from the full-length exam so that students can see exactly what the full-length exam will include. Consequently, some details, such as references to the number of questions and approximate administration time, will not match the sample exam.
- The sample exam includes a **Section Exit** button, which is provided to enable skipping ahead to practice different parts of the exam or to exit the CD during the sample exam. The **Section Exit** button will not appear in the regular exams.
- An administrator can interrupt a sample exam using the administrator override (see page 103).
- If a student wishes to take the sample exam again, he or she should slightly change the name entered to create a new file. No sample exam responses, however, are sent for scoring and no scores are reported for the sample exam.

- Do not use the Setup CD’s sample exam on exam day. Only the Exam CD contains the full-length exam.

### Sample Student Information Registration Screens

Sample student information registration screens follow the AP Exam software installation screens and may be used to help familiarize students with what they’ll see on exam day. The registration screens on the Setup CD are for practice only — registration information entered on the Setup CD will not be saved. Students may also elect to skip the sample student information screens and launch the sample Chinese or Japanese exam.

### AP Chinese Language and Culture Exam: Options for Chinese Text

Students have some choices for reading and writing in Chinese. The options students select have no effect on their scores. This information is clearly described in the exam directions; students should read this information carefully. The options students have are briefly outlined here:

**Display Options for Reading Chinese Text (students can change options during exam):**
Throughout the exam, whenever Chinese text is displayed for students to read (i.e., each stimulus in the Reading part and one stimulus in the Writing part), they can use a button to toggle between displaying the text in traditional or simplified characters.

**Input Options for Typing Chinese Text (students can change options during exam):**

In the Writing part of the exam, students will be able to choose between two input methods for typing their responses in Chinese. When students reach the Writing part of the exam, they will be able to choose the desired input method by selecting Pinyin or Bopomofo from a drop-down list.

**Output Options for Typing Chinese Text (students must select options prior to beginning exam):**

Students who intend to use the Pinyin input method in the Writing part need to decide whether they want to type responses in simplified characters or in traditional characters. On the screen titled “Typing Options for the Writing Part of the Exam,” they need to locate the IME toolbar and use the button labeled ( ) or ( ) to select either simplified ( ) or traditional ( ) characters. This screen appears before the exam begins; students will not be able to change this setting after leaving this screen.

**Note on punctuation:** Students may use either Chinese-style or Western-style punctuation marks in the Writing part. Both are equally acceptable, and the use of one or the other (or a mixture of the two) will not affect the student’s score.

**Note on Chinese Pinyin input method in Windows 8:**

Windows 8 includes a new version of the Chinese Pinyin input method called Microsoft Pinyin SimpleFast. In SimpleFast, a typing bar (shown on the next page) displays the Pinyin syllables, as they are being typed, in the upper half of the bar and their simultaneous conversion to characters in the lower half.
In the upper half of the bar is a search button in the form of a magnifying-glass icon. Clicking on this search button opens a browser window that gives the user access to a Web page containing links to a variety of Chinese-language search engines. Please review the instructions below with your proctors so they know what to do if a student takes the AP Chinese Exam clicks on the search button (either accidentally or out of curiosity) and brings it to the proctor’s attention.

- If the search button is clicked on the Typing Options screen (where the student chooses between simplified and traditional characters before the exam is launched), a browser window will open and remain in front of the Typing Options screen until it is closed manually. The student should be told to close the browser window and resume following the instructions on the screen.
- If the search button is clicked in the Writing part of the exam, the browser window will appear briefly and then disappear. The student should be told to ignore this, to proceed with the exam normally, and to avoid clicking on the search button again so as not to waste time during the exam.
- If the student does not click the search button but asks the proctor about the magnifying-glass icon, the student should be told to ignore it and not click on it in order to avoid wasting time during the exam.

**Accommodations for Students with Disabilities**

Refer to page 71 regarding eligibility for accommodations on AP Exams. Because the AP Chinese and Japanese Exams are delivered and timed at the computer, and include Chinese and Japanese characters, the AP Program must be advised well in advance if a student plans to take either of these exams with any accommodations. Note that extended time is embedded in the exam software and cannot be timed separately by a proctor. Please contact SSD as soon as possible if a student who is approved for accommodations is considering taking the AP Chinese or AP Japanese Exams. Early notification will ensure that appropriate accommodations will be available for your students.

**Computer-Delivered Testing Accommodations**

When SSD has received notification that a student requires testing accommodations on the AP Chinese or Japanese exams, you will be provided with the SSD Guidelines booklet instructing you how to enable the following computer-delivered testing accommodations using the Setup CD and the Exam CD:

- Additional break
- Adjustable colors
- Extended time
- Screen magnification

*Note:* The screen magnification software must be installed on the computer before testing (see page 104). During the Setup CD installation process, you should designate a computer for the student testing with this accommodation.

**Exam Day Activities**

Review the sections on Preparing Proctors (pages 27–29) and Preparing Testing Rooms for the Exam (page 30) in addition to the following information specific to AP Chinese and Japanese Exams.

**Testing Environment**

Most AP Chinese and Japanese Exams will be conducted in a computer lab. In addition to the guidelines for preparing testing rooms, the following apply specifically for these AP Exams on CD.

- Lighting must enable all students to read the computer screen in comfort. It should not produce shadows or glare on computer screens or writing surfaces.
- In testing rooms where computer tables are at a 90-degree angle, students must not be seated next to each other in the connecting corner. The five-foot (1.5 meter) minimum distance between testing computers must be maintained. Distance between testing computers should be measured from the center of one computer to the center of the next computer.
- At each workstation, position the computer monitor, keyboard, and mouse for ease of use without strain. Workstations should be positioned to prevent students from easily viewing the computer screens of nearby stations.
- Workstations must have a minimum writing surface of 12” × 15” (approximately 30.4 cm x 38.1 cm).

**Administering the Exam**

Proctors should review all the material in this manual as well as the exam-specific information in the 2014–15 AP Exam Instructions book prior to exam day.

- All computers must be logged in with the same Windows username and password with local administrator rights that was used for setup. Using different login IDs may cause difficulties with the IMEs and other administrative issues.
- You should have available these key pieces of information during the exam, which you may have noted in the table on page 103:
  - Windows username and password with local administrator rights that was used at setup
  - school’s installation code
  - administrator override
  - exam CD password

Apart from the username and password with local administrator rights, the other information will be emailed to the Coordinator after ordering the Chinese and/or Japanese exams.

- If you have any external USB storage devices (such as backup hard drives) connected to testing computers, you must disconnect these devices prior to the start of the exam.
Photocopy scratch paper on colored paper using the template on page 121, and have available at least three sheets of scratch paper and a pencil for each student.

Assign computers to the students as they enter the testing room.

You must use the 2014-15 AP Exam Instructions book to read the instructions at the exam administration. You should also have this manual available in the testing room at the start of the exam.

Begin the exam at the designated time.

Like all AP Exams, students have a set amount of time in which to complete the multiple-choice and free-response sections. If students complete any part or section before the allotted time, they must sit quietly until the time has expired.

Breaks

There is a scheduled 10-minute break after the completion of the multiple-choice section. Students may reach the break screen at different times. Students should sit quietly and must not leave the testing computer until the proctor tells them to begin the break. All students will begin the break at the same time. The screens are automatically locked during the scheduled break. After the scheduled break, students should verify that the identification information on the screen is correct and wait for instructions to resume the exam.

Students may leave the room briefly during actual testing time (an unscheduled break) to go to the restroom (see page 51). Proctors should use the administrator override function (CTRL+SHIFT+? followed by the exam administrator password) to enable the unscheduled break. Remind students that they will not be allowed extra testing time for such an absence. During unscheduled breaks, the time on the computer clock continues to run. Important: Do not permit students to take unscheduled breaks while audio material is playing or when exam directions screens are displayed. (See the SSD Guidelines document regarding approved extra and extended breaks for students with disabilities.)

Handling Questions and Problems

Proctors should assist students who have questions or problems during the exam. Remind students that they may be able to obtain computer-delivered assistance by clicking Help at the top of the screen during the exam. Proctors should do their best to answer questions about exam procedures and directions for using the computer, but they must not answer questions about exam content.

Testing Incidents

Refer to the Administration Incidents table on pages 53–59 for the appropriate action to take for each type of testing incident. To file an Incident Report, follow the instructions on page 52.

Resuming or Terminating an Interrupted Exam

An exam may be interrupted by the proctor using the administrator override (CTRL+SHIFT+? followed by the exam administrator password) or by a system problem detected by the software (rare). Proctor intervention may be needed if a student is feeling ill, or if the student does not hear the audio playback, for instance, due to a faulty headset.

An interrupted exam can be resumed on the same computer it was started on, or on another computer. If the exam cannot be resumed and the exam session is terminated, the incomplete exam responses must still be returned, either via Internet or USB drive.

**Resuming an Interrupted Exam**

1. If the exam is interrupted for any reason, the following pop-up message will appear.

   ![Exam Status pop-up message](image)

   - Click Yes to resume the exam.

   2. The status message will appear as follows, with the “Exit CD” and “Copy to USB” buttons available:

      ![Exam Status pop-up message](image)

      To resume the exam on the same computer, click on Exit CD.

      Eject the CD and reinsert it. Ensure that the student enters his or her name and AP number correctly on the first Student Information screen and the exam will continue at, or very close to, the point at which it was interrupted. To resume the exam on a different computer (due to a suspected hardware problem), first follow the setup CD instructions (pages 103–105) on the computer that you will use, if not already done:

      - Click on Copy to USB to restart the exam on a different computer.

      Follow the instructions on page 112 for copying the exam results from the computer to a USB drive, and then follow the steps below to copy the exam results from the USB drive to a second computer, where the exam can be continued.
3. Copying Exam Responses from a USB drive to a Computer
Continue with the following steps only if you need to resume an interrupted exam on a different computer, and you have already saved the student’s exam responses from the first computer on a USB drive.
First, insert the Exam CD in the target computer.
- When the first Student Information screen appears, click the Administrator Utilities button and enter the exam administrator password.
On the Administrator Utilities screen, click on the icon shown below:

4. The following screen will appear. The area labeled “USB Drive List” will show the drive letter associated with any USB drive plugged into the computer. If there is no USB drive recognized, the message “(Please insert a USB flash drive)” will appear.

![USB Drive List](image)

Insert a USB drive and wait a few moments for its drive letter to appear on the screen.

5. Now click on the USB drive letter in order to display the list of exams contained on the selected USB drive, as shown below.

![Exam List](image)

Under “Exam List,” click on the exam you wish to copy to the computer, and then click Copy from USB to start the copy.

6. The pop-up confirmation screen will appear:

![Confirmation Screen](image)

- Click OK to proceed with the copy.

7. The following pop-up message will appear, confirming that the copy has been completed.

![Completion Message](image)

- Click OK to return to the “Copy from USB” screen.
- Click Exit Administrator Utilities to return to the first Student Information screen. Ensure that the student enters his or her name and AP number correctly on the first Student Information screen, and the exam will continue at, or very close to, the point it was interrupted.
**Terminating an Interrupted Exam**

1. If the exam is interrupted for any reason, the following pop-up message will appear.

```
Exam Status: Exam delivery was interrupted!
Proctor: Do you intend to re-launch this exam during the administration?
```

- Click **No** to terminate the exam session and upload the results.
  - If a technical problem prevents a restart, contact Technical Support. In the event the exam cannot be restarted, file an Incident Report and contact AP Services for Educators to order an exam for late testing.

2. If the **Internet is available**, the following message will appear once the upload is complete.

```
Exam Status: The exam has encountered an error and is not restartable. Please contact Technical Support for assistance.
Results Upload Status: Results have been uploaded via the Internet. You may now exit the CD.
```

- Click **Exit CD**.
- **Copy to USB** and follow Steps 2 through 5 on page 112–113 for copying exam results to a USB drive.
  - If the upload is still in progress, the following message may appear, and the “Halt Upload” button will be available:

```
Exam Status: The exam has completed successfully.
Results Upload Status: Results have been uploaded via the Internet. You may now exit the CD.
```

3. **Click No** to terminate the exam session and upload the results.

**Completing the Exam and Dismissing Students**

As each student completes the exam, proctors should collect the scratch paper and check each computer to ensure that the exam has been completed. The final screen on the computer (see following screen) will let the proctor know if the exam responses are being uploaded automatically via the Internet. Remove the Exam CDs from the computer drive.

```
Exam Status: The exam has completed successfully.
Results Upload Status: Results have been uploaded via the Internet. You may now exit the CD.
```

Alternatively, the proctor must copy the responses using the USB drive included in the Exam CD shipment. (See Return Exam Results below.) **All students must be dismissed from the testing room at the same time.**

No one may leave early except in cases of illness or misconduct. If a student finishes before the end of the testing time, he or she must sit quietly until all students have finished and everyone is dismissed. The proctor should remind students to retrieve their personal belongings.

Used scratch paper should be destroyed immediately after the exam, unless it will be submitted as part of an Incident Report (IR). Used scratch paper associated with an IR should be sent to the AP Program in the Incident Report return envelope, along with the original copy of the IR. Keep a copy of the Incident Report for your records.
Post-Exam Activities

Return Exam Results

If the testing computer is connected to the Internet, the exam responses will automatically upload to the AP Program during the exam. At the end of the exam administration, a screen will advise the proctor regarding the status of the upload to the Internet. If the Internet cannot be used to collect student responses, a screen will prompt the proctor to copy the exam responses onto the USB drive provided in the Exam CD shipment.

Return Results via the Internet

1. This is the last screen of the exam. It will dismiss automatically; no interaction is required.

2. The following screen will appear when there is a working Internet connection. The “Exam Status” indicates that the exam was completed, and the “Results Upload Status” indicates that results have been successfully uploaded.

Return Results via the USB Drive

1. After the last screen of the exam, if Internet connectivity is not available, the following status message will appear on the status screen:

   - Click Exit CD.

   - Click on Copy to USB to copy the exam results from the computer’s hard drive to a USB drive.

2. This is the first screen in the process for copying exam results from a computer’s hard drive to a USB drive. The area labeled “Exam List” will show the exam results that are on the computer, and available to be copied to a USB drive.

   The area labeled “USB Drive List” will show the drive letter associated with any USB drive plugged into the computer. If there is no USB drive recognized, the message “(Please insert a USB flash drive)” will appear.

   - Click on Copy to USB to copy the exam results from the computer to a USB drive.

   - Select an exam you wish to copy from the Exam List.

   - Select a USB drive from the USB Drive List.

   - Click “Copy to USB” to copy the exam.

   Note: When you insert a USB drive, it will take a few moments to be recognized before it appears in the list.

   - Click Exit CD, if you wish to exit the utility.
3. Insert one of the USB drives you received in your exam shipment and wait a few moments for its drive letter to appear on the screen.
   • If unexpected windows appear after you insert the USB drive, refer to troubleshooting tips 9 and 10 on page 116.
4. Now click in the Exam List on the exam to be copied, and in the Drive List on the drive letter for your USB drive. Then click **Copy to USB**.

5. The student’s name and the drive letter will appear for confirmation.

6. The following pop-up message will appear confirming that the copy has been completed.

   • Click **OK** to proceed with the copy.

Fee Reduction/Section Designation Form

Coordinators must use a separate form, shown on page 120 of this book and which can be photocopied or downloaded from www.collegeboard.org/apcoordinator, to:

- indicate which AP Chinese and/or Japanese students are eligible for College Board, federal, and/or state fee reductions.
- assign students to separate class sections, if the school would like to view separate *AP Instructional Planning Reports* and subject score rosters for multiple class sections (recommended).

Include the completed form in the Chinese and Japanese Student Response Return Envelope. Place the envelope in the first carton you are returning to the AP Program. Keep a copy for your records.

Cleanup

*Schools should leave students’ exam responses on their computers’ hard drives until scores are received.*

The student responses are encrypted and therefore pose no exam security concerns. Postponing cleanup will provide the AP Program with sufficient time to ensure that all student responses from your school have been received and scored. In the event that a student’s responses were not received, we will contact you to retrieve the responses from the testing computer’s hard drive.

To perform cleanup on each computer:

1. Open Windows Explorer (usually under Start > Programs > Accessories)
2. Click on the **C:** drive, and navigate to the **APExamSoftware** directory.
3. Under the **APExamSoftware** directory, navigate to the **ibt** subdirectory, and then the **bin** subdirectory under ibt.
4. Now double-click on the file: **uninstall.bat** in the **bin** subdirectory. This will start the uninstall process.
5. You will be prompted to confirm removal of the software. Type **Y** for yes, and press **ENTER** and all AP Exam software and exam responses will be removed from your computer.

Returning Exam Materials

Follow the instructions on pages 61–65 for returning AP Exam materials.
Troubleshooting Tips

These troubleshooting tips cover issues you may encounter during setup activities performed using the AP Chinese and Japanese Setup CD (tips 2–8), as well as general issues which also apply to exam day activities (tips 1, 9, and 10). Tip 11 addresses failures in IME configuration and describes the procedure for manual IME configuration, which affects both setup and exam-day activities.

1. **CD does not start — Autorun not enabled or working**

   **Problem:**
   If the setup/exam software does not start up automatically after you close the CD drive tray, your computer may not have “autorun” enabled for your CD drive.

   **Solution:**
   Place the CD into the CD drive and close the CD tray. Follow the steps below to start the setup/exam software:

   **Windows 7 users:**
   1. Go to the Windows “START” menu and click on **Computer**.
   2. Identify the CD drive and double-click to view its contents.
   3. Double-click on the **START.BAT** file in the root directory of the CD.

   **Windows 8 users:**
   1. Go to the Windows “Desktop” and click on **File Explorer** icon on the Taskbar.
   2. Identify the CD drive and double-click to view its contents.
   3. Double-click on the **START.BAT** file in the root directory of the CD.

   **Note:** You will need to follow these steps each time you insert the Setup or Exam CD.

2. **Setup does not proceed after computer restart**

   **Problem:**
   The setup program does not automatically resume after the computer is restarted during software installation.

   **Solution:**
   Follow the steps below to continue with the setup:

   1. Open the CD tray.
   2. Ensure that the Setup CD is in the tray.
   3. Close the CD tray.

3. **Setup fails with a message: keyboard driver installation failed**

   **Problem:**
   The probable cause of keyboard driver installation failure is that the Windows user account used for running the setup program did not have local administrator rights.

   **Solution:**
   Contact your IT technician and ensure that you are logged on to Windows with a user account that has local administrator rights.

   If this problem persists, contact Technical Support for assistance.

4. **Audio problems — Student has difficulty hearing the audio stimulus**

   **Problem:**
   The student is unable to hear the audio stimulus during the listening section of the exam.

   **Solution:**
   Listening section questions are timed. As the timer expires, the exam moves onto the next question. To prevent the exam from automatically moving onto the next question, immediately interrupt the exam by ejecting the Exam CD. Check the following:

   - The headsets are plugged in correctly (microphone to microphone port and headset to headset port)
   - The sound device mixer volume level sliders are set midway or higher
   - Ensure that you can play and clearly hear audio content before launching the exam

   **Note:** Opening and closing the CD tray are necessary to start the exam software after the computer is rebooted, or any time after the Setup CD is terminated via the “Exit CD” button. If autorun is not enabled for the CD drive, then follow the instructions in tip 1 above.

   **Note:** You should consult your local IT technician about enabling autorun, if possible.
Subsequently, confirm that the audio problem has been resolved by running the Audio Recording and Playback Interactive Check using the Exam CD. If you are able to pass this check successfully, resume the exam.

If you need further assistance, contact Technical Support.

5. Setup program stops during IME configuration

Problem:
The automatic IME installation and configuration stops with the Windows IME configuration dialog boxes remaining on the screen for more than two minutes.

Solution:
Try pressing the CTRL key on the keyboard, or clicking OK on any open configuration dialogs.

If this problem occurs each time you insert the Setup CD, contact Technical Support for assistance.

INTERACTIVE CHECKS FAILURES

If one or more of the interactive checks have failed, you may exit the CD using the following steps:

1. Click the Administrator Utilities button at the bottom of the screen.
2. Type in the Setup CD password (setup) and click OK.
3. Click the Exit CD button on the “Administrator Utilities” screen, and attempt to correct the problem.

6. Interactive check failed: Verify Java Web Start, Java Runtime Environment, and Input Locale screen

Unwanted Process Failure:
The test fails with the following error message displayed in the Test Results panel:

Running test, please wait ...
[additional messages …]

Process Monitor failed.
ERROR : fgccsrt.EXE
[additional messages …]

Found unwanted process: fgccsrt.EXE
Test FAILED

Solution:
Identify the unwanted process listed in the bottom line of the error message (e.g., fgccsrt.EXE in the example above). Disable the process/application specified so that it does not run again even after the computer is restarted. It may require you to disable the process/application services within the Windows Control Panel > Services applet so that it is stopped and it does not start automatically after the computer is restarted.

7. Interactive check failed: Verify Resolution Change and Screen Calibration screen

Problem:
The check fails because the text is displayed upside down on the screen.

Solution:
Disable the “rotation” feature of your video adapter.

Certain video adapters provide the capability to rotate the entire display. This feature is not compatible with the exam software, and should be disabled. To disable this feature, navigate to the Windows Control Panel. Double-click on Display, click on the Adjust Resolution, and then click on the Advanced Settings. A dialog specific to your video adapter will now be displayed. Look for a configuration setting related to “rotation,” and make the appropriate selections to disable it.

Figures 1A and 1B show specific configuration dialogs for a popular Intel video adapter. Click on the Intel Extreme Graphics 2 tab and then click the Graphics Properties button (see Figure 1A) to access the dialog box shown in Figure 1B. Next, click on the Display Settings tab and then uncheck the Enable Rotation checkbox to disable screen rotation.

Note: Certain processes, like MSN Messenger Service, Centurion Guard, Deep Freeze, Drive Shield, Clean Slate, Fortress, SnagIt, Windows Help Center, etc., should not be running on the computer during exam delivery. Failing to disable these processes/applications may result in the loss of student exam responses.
8. Interactive check failed: Verifying Audio Recording and Playback screen

**Problem:**
The microphone calibration is unsuccessful. This is an indication that the software did not register an adequate level of speech for recording. The following message displays:

```
Loading driver ... Driver loaded successfully.
ERROR: Original Exception: Couldn’t set the input level before timeout expired. Timeout (millis): 30000 CurrentMicLevel: 100
```

*additional messages …*

**Test FAILED**

**Solution:**
Check the following:

- The headsets are plugged in correctly (microphone to microphone port and headset to headset port)
- The microphone is not muted
- The sound device mixer volume level sliders are set midway or higher
- You are speaking loudly enough and directly into the microphone
- Speak immediately when prompted
- Ensure that you have selected an appropriate recording mixer for default input device and a playback mixer for default output device if the pop-up window shown in Figure 2 was displayed during Interactive Check startup.

9. Pop-up window displays when a USB drive is inserted

**Problem:**
Inserting a USB drive into the USB port pops up a window as shown in Figure 3 or 4.

**Solution:**
Click on the red X at the top right corner of the pop-up window to dismiss the window and proceed with copying the exam results.

10. USB driver installation

**Problem:**
In rare cases, inserting a USB drive into the USB port will prompt the user to install the drivers. See Figure 5.

**Solution:**
Follow the instructions on the screen to install the USB drivers.

You may also be presented with an additional dialog box (see Figure 6) if the driver files you are installing have not passed Windows Logo testing by Microsoft.

The drivers should be installed to make the USB drive operational.
11. Automatic IME configuration is unsuccessful

Problem:
The automatic IME configuration encountered an error or requested repeated restarts of the computer during IME configuration.

If you see a warning message after several reboot requests (see Figure 7), or an error message (see Figure 8), contact Technical Support.

Solution:
Certain software installed on your computer may cause the IME procedure to fail, or force multiple reboots of the computer. If this occurs, the exam software will inhibit the automatic IME configuration, and display the pop-up message shown in Figure 9 when you next insert the CD.

This message will be followed by a special IME verification screen (shown below.)

Click the Run Test button, and check the “Test Results” panel for any messages, then click Finish to continue.

If the test passed, you will be able to proceed with the remaining interactive checks as described in the setup instructions. However, you should run a sample exam for each language you will be testing to ensure that the IMEs are properly configured. Optimally, typing responses to the items in the Writing part of the exam can serve as verification that the characters appear as expected.

If this verification step fails, or you find that the IME does not function correctly in the Writing part of the sample exam, you will need to manually configure this computer’s IME. Contact Technical Support for assistance.

The IME verification screen shown above will be displayed each time an AP Setup CD or Exam CD is inserted in a computer that has been through this procedure.

12. Missing IME Toolbar in AP Chinese Exam on the screen titled “Typing Options for the Writing Part of the Exam”

Problem:
The IME toolbar is not displayed on the screen titled “Typing Options for the Writing Part of the Exam.” The toolbar facilitates students selecting traditional or simplified characters for the Pinyin IME. The most likely cause is running the exam when logged in with a different Windows user account than was used to run the Setup CD.

Solution:
IME configurations are specific to a Windows user account. Contact your IT technician and ensure that the computers are logged on to the same Windows user account with the administrator rights that were used during setup for the IME configuration to work properly.

If this problem persists, contact Technical Support for assistance.

Note: There is no toolbar displayed within the exam other than the very first screen of the Chinese exam by design. Pinyin or Bopomofo IMEs can be selected from a drop-down list within the Writing part of the exam.
AP Coordinator or proctor: Complete the chart on page 119 for every testing room used during each subject’s exam administration and retain it for at least six months. (Your state or district may require you to retain seating charts for a longer period of time.) Having seating charts on file will help expedite an investigation of a reported incident should one occur.

Refer to the sample on this page to construct the seating chart. Use the diagram on page 119 to indicate how exam booklets were distributed in your testing room.

**Note:** Seating charts should not be returned in the exam shipment unless they are required as part of an Incident Report. In this case, the chart should be included with the Incident Report in the IR Return envelope and placed in the first carton (carton 1 of X) returned to AP Services.

1. For large rooms, use a separate form for each area of the room and indicate, in words and with arrows, where areas adjoin each other.
2. At the top of the chart, indicate the AP Exam, room number, and school code. Beside the room number, indicate whether this is a complete room or a section of a larger room by specifying the section (i.e., A, B, C).
3. Indicate the position of the proctor’s desk or table if it is not at the front of the room.
4. Indicate the location of the entrance doors.
5. Draw a line around the group of seats occupied in the room or in your assigned area.
6. Draw a large X to cross out any unused area outside the boundary. Draw a small X through any unused seats within the boundary.
7. Write the 11-digit serial number of the exam booklet assigned to each occupied seat, e.g., S0002181811.
8. For each row, draw directional arrows to indicate the direction in which the booklets were distributed.
9. Print your name and the date where indicated.
10. The completed seating chart must be returned to the AP Coordinator and retained for at least six months. Keep a copy of any seating chart that is returned to AP Services in your exam shipment.
Use this form only if:

(1) You have students who are eligible for fee reductions, or

(2) You have more than one class section for one or both of the exams, and would like a separate AP® Instructional Planning Report and a subject score roster for each AP class section. Since AP Chinese or Japanese exam takers do not complete a paper answer sheet but rather complete their registration on the testing computer, it is important to collect this information using the form below. Return this form in the AP Chinese and Japanese Student Response Return Envelope that you return to the AP Program.

Instructions:

(1) Print your school code at the top of this form.

(2) For fee reductions, enter the student’s name, and enter a check mark under Option 1 or Option 2, as appropriate. Refer to page 22.

(3) To view a separate AP Instructional Planning Report and subject score roster for each AP class section taught, enter the student’s name and enter the class section (identified as 1 to 9) under the appropriate column for Chinese or Japanese.

(4) Keep a copy for your records.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Eligible for Fee Reduction</th>
<th>Chinese Section (1-9)</th>
<th>Japanese Section (1-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option 1</td>
<td>Option 2</td>
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</tbody>
</table>

Photocopy this form before use or download this form from www.collegeboard.org/apcoordinator.
AP® Exams on CD Scratch Paper
May 2015

AP Coordinator: Please photocopy this form on colored paper.

Name: ________________________ AP Number: ________________________

School Code: ____________________
IR page______ of __________
School Code: ____________________

2015 AP® Coordinator's Incident Report (IR) Form

Date of Report: ____________________
School Name: ____________________
City: ____________________
State: ____________________
ZIP/Postal Code: ____________________
Country: ____________________

AP Coordinator Contact Information

Name (please print): ____________________
Summer Phone Number: (         )
Signature: ____________________
Email: ____________________

Exam Information (Please print)

Exam Title: ____________________
Exam Code: ____________________
Exam Section: ____________________
Exam Date: ____________________

Exam Form (Please print)
The form information appears in the lower right-hand corner of the multiple-choice and free-response booklets. Please include the form (e.g., Form O, A, I, etc.) and the form code (e.g., Form 4LBP).

Form: ____________________
Form Code: ____________________

Type of Incident (Grid all that apply and explain the events in detail below)

☐ Defective Materials (Grid all that apply)
  ☐ Multiple Choice
  ☐ Free Response
  ☐ Master Audio CDs
  ☐ Student Response CD or Tape
  ☐ Chinese and Japanese Exams on CD
  ☐ Equipment Problems
  ☐ Used School-Supplied Replacement Tape/CD
  ☐ Misplaced Answers
  ☐ Illness
  ☐ Missing Exam Materials
  ☐ Misconduct ☐ Student Dismissed
  ☐ Overtiming — Number of Minutes: ________________

☐ Undertiming — Number of Minutes: ________________
☐ Interruption — Number of Minutes: ________________
☐ Disturbance — Number of Minutes: ________________
☐ Student Shared Same AP Number
☐ Student Used Same AP Number
☐ Student Used Ink on Answer Sheet
☐ Student Used Extra Paper
☐ Student Used Cell Phone/Prohibited Device or It Made Noise
☐ Student Removed/Attempted to Remove Exam Materials
☐ Testing Off-Schedule
☐ Other

Was AP Services for Educators contacted? ☐ yes ☐ no

Did the incident compromise the student’s ability to test enough to require late testing? ☐ yes ☐ no

☐ Individual student incident — Complete the following:

Student’s Name: ____________________
Student’s AP Number: ____________________

☐ Group incident — On a separate piece of paper, provide the exam title, the school code, and the names and AP numbers of all students involved.
Number of Students Involved: ____________________

REQUIRED: Incident Detail — Explanation (Describe all events and actions taken on next page)

ETS USE ONLY

FRB  SR  MCB  OB  ML  MS  C/J  DATE  INITIALS

122
2015 AP® Coordinator’s Incident Report (IR) Form
Incident Detail

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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 underserved. 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.
# 2015 AP® Exam Schedule

This 2015 exam schedule contains boxes for your use in tallying the number of exams you give in each subject. You may also wish to photocopy this schedule and distribute it to your proctors and teachers.

## Week 1

<table>
<thead>
<tr>
<th>Morning 8 a.m. Local Time</th>
<th>Afternoon 12 p.m. Local Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, May 4</strong></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Psychology</td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, May 5</strong></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>AP Seminar</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Chinese Language and Culture</td>
</tr>
<tr>
<td><strong>Wednesday, May 6</strong></td>
<td></td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>Japanese Language and Culture</td>
</tr>
<tr>
<td><strong>Thursday, May 7</strong></td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Art History</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>Physics 1: Algebra-Based</td>
</tr>
<tr>
<td><strong>Friday, May 8</strong></td>
<td></td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>European History</td>
</tr>
<tr>
<td>United States History</td>
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</tr>
</tbody>
</table>

*Studio Art — Last day for Coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should have forwarded students’ completed digital portfolios to Coordinators before this date.*

## Week 2

<table>
<thead>
<tr>
<th>Morning 8 a.m. Local Time</th>
<th>Afternoon 12 p.m. Local Time</th>
<th>Afternoon 2 p.m. Local Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, May 11</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Physics C: Mechanics</td>
<td>Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td>Music Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, May 12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Government and Politics</td>
<td>French Language and Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, May 13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, May 14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>Italian Language and Culture</td>
<td></td>
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<td>World History</td>
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<td><strong>Friday, May 15</strong></td>
<td>Human Geography</td>
<td>Latin</td>
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<td>Microeconomics</td>
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**Please note:**

- AP Coordinators are responsible for notifying students when and where to report for the exams. Early testing or testing at times other than those published by the College Board is not permitted under any circumstances.
- AP Coordinators should order late-testing exams for students who would like to take exams that are scheduled for the same time.
- Schools in Alaska must begin the morning exam administration between 7 and 8 a.m. local time and the afternoon exam administration between 11 a.m. and noon local time. The AP Physics C: Electricity and Magnetism Exam in Alaska must begin between 1 and 2 p.m.
- AP Seminar End-of-Course Exams are only available to students at schools participating in the AP Capstone® program.