
Pre-AP[®] Coordinator's Manual

FOR THE MOST UP-TO-DATE INFORMATION, GO TO: preap.org/manual



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Please note: With the uncertainty caused by COVID-19 and the disruption it has caused for many schools and organizations across the world, the Pre-AP Program may need to alter coordinator responsibilities and program requirements. We remain committed to keeping you continually informed of any program updates and we will post all addendums to the *Pre-AP Coordinator's Manual* at PreAP.org.

We appreciate your patience as we navigate this unprecedented time together and we are here to help support you and your school community.

Dear Pre-AP Coordinator,

Students have big dreams.

It is our responsibility to help them build the skills to realize those dreams. If college and a successful career are the goals, then let's help our students have a vision of what that looks like from the moment they start high school courses. How do successful college (and AP®) students read for details and evidence, whether they are reading a piece of literature, a primary source, or a data table? How do they craft sentences and paragraphs to compellingly make claims supported with solid evidence? How do they interpret and use data from charts and maps? How do they make sense of the world and solve problems using quantitative information? When students know what will be expected down the road, and have opportunities to practice with grade-appropriate content and contexts, with ample support and feedback from teachers across different subjects, there are fewer surprises and unknowns. The process is more transparent and fair, giving more students the opportunity to succeed—helping them cultivate the skills to realize their dreams.

It is our job to prepare all students.

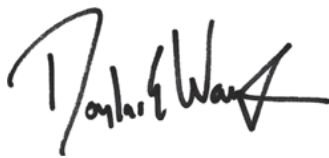
Students believe that if they do what is asked of them in school, pay attention in class, complete their work, and do well on tests, they will graduate ready for college or career, a critical step on the path to realizing their dreams. Too often, though, this is simply not the case. In the recently released research study *The Opportunity Myth*, students, on average, were provided on-grade-level assignments only a quarter of the time—and the data is even more heartbreaking when we focus on underrepresented students (*The Opportunity Myth, TNTP, September 2018*). Even with this daunting data, we have a positive roadmap for change. When students are provided four key resources (grade-appropriate assignments, strong instruction, deep engagement, and high expectations), they can thrive.

All students can learn, grow, and succeed.

Pre-AP[®] was created with the following principles in mind. First, every student will receive grade-level coursework and instruction that focus on the most important skills and content for the course. Second, students will see meaningful connections across content areas through shared instructional principles. Finally, every teacher will have access to thoughtful resources that honor their professionalism. We know that students who are provided grade-level instruction see growth. This is especially true for students who have the most need; research finds that students who start the year behind grade level and are given grade-appropriate assignments are able to reduce the gap.

College Board strongly believes that robust, grade-level instruction is not just for students who are on or above grade-level, but for all students. Without it, students who are struggling will never be ready for college. All students should leave high school ready for college and career—this is the vision shared by our members, our leadership, our staff, and all of you, the schools joining us in offering Pre-AP. We are honored by your participation and look forward to our partnership in the years to come.

Thank you,

A handwritten signature in black ink, appearing to read "Douglas Waugh". The signature is fluid and cursive, with a large initial "D" and a long, sweeping underline.

Douglas Waugh

Pre-AP Overview

At College Board, we've spent years listening to educators and students in order to better understand the greatest challenges they face. We want to do more to support educators as they help their students access grade-level content. Every student deserves the opportunity to know how much they can grow—in high school, college, and beyond. That's why we created the Pre-AP Program and designed it to meet every student where they are now.

What is Pre-AP?

Pre-AP courses deliver grade level–appropriate instruction through focused course frameworks, instructional resources, learning checkpoints, and collaborative educator workshops. They are designed to support all students across varying levels of readiness. They are not honors or advanced courses. The Pre-AP Program grants educators and their students the space and time for deep engagement with content.

Participating schools receive an official Pre-AP designation for each course and the opportunity to bring engaging, meaningful, foundational coursework to all their students across varying levels of abilities. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills.

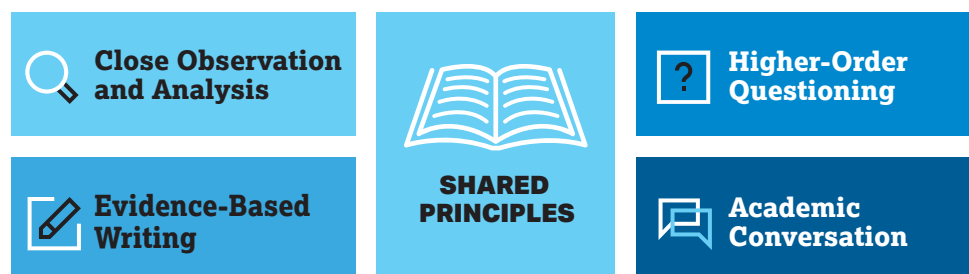
Pre-AP Courses

Each Pre-AP course has been developed by committees of expert educators, including middle school, high school, and college faculty. These development committees work with College Board to design effective frameworks and instructional resources that emphasize and prioritize the content and skills that matter most for later high school coursework and college and career readiness. In addition, assessments and performance tasks throughout the year provide regular, actionable feedback. We believe that students and educators have the right to know how they're progressing—in real time.

Participation in Pre-AP courses places students on a path to college readiness. These courses provide students with opportunities to engage deeply with texts, motivating problems to solve and questions to answer, and key concepts that focus on the content and skills central to each discipline. Across the Pre-AP courses, students will experience shared classroom routines that foster and deepen their skills. Finally, students will take classroom assessments that provide meaningful and actionable feedback on college-readiness indicators.

Pre-AP Shared Principles

All Pre-AP courses share the following set of research-supported instructional principles. Classrooms that regularly focus on these cross-disciplinary principles allow students to effectively develop, refine, and extend their content knowledge while strengthening their critical thinking skills. When students are enrolled in multiple Pre-AP courses, the horizontal alignment of the shared principles across disciplines provides students and teachers with a shared language for their learning and investigation, and multiple opportunities to practice and grow. The critical reasoning and problem-solving tools students develop through the shared principles are highly valued in college coursework and in the workplace.



- **Close Observation and Analysis:** As students encounter texts, art, graphs, maps, problems, and other source materials, they will learn to first engage in deep, close observation before being asked to explain and then apply or evaluate.
- **Evidence-Based Writing:** Students craft claims in science, analyze sources in history, provide explanations to problems in math, demonstrate reading comprehension in ELA, and critique artistic choices in the arts. They begin with a focus on the sentence before progressing to paragraph- and essay-level writing.
- **Higher-Order Questioning:** Students are encouraged to grapple with questions that spark curiosity and promote productive critical thinking skills so they can succeed on unfamiliar, new tasks.
- **Academic Conversation:** Students must be engaged, active participants in their learning. Pre-AP offers frequent opportunities for students to compare, critique, debate, and build upon others' ideas.

Pre-AP 2020-21 Course Overview

During the 2020-21 school year, there are 11 Pre-AP courses available across 5 distinct subject areas: English, Mathematics, Science, Social Studies, and Visual and Performing Arts. All Pre-AP courses are designed to give students a foundation to develop the skills they need for success in high school and beyond.

English

- Pre-AP English 1
- Pre-AP English 2

Science

- Pre-AP Biology
- Pre-AP Chemistry

Mathematics

- Pre-AP Algebra 1
- Pre-AP Geometry with Statistics

Arts

- Pre-AP Dance
- Pre-AP Music
- Pre-AP Theatre
- Pre-AP Visual Arts

Social Studies

- Pre-AP World History and Geography

Pre-AP Course Components

Pre-AP Course Frameworks

Pre-AP Course Frameworks provide a clear and focused description of what students should know and be able to do as a result of a Pre-AP course. The frameworks provide clarity and transparency to both educators and students about the most essential knowledge and skills students will need for active, confident participation in subsequent high school courses, including AP, as well as college coursework and postsecondary careers.

The Pre-AP Course Frameworks are designed using a collaborative and research-based process with a team of master educators and college faculty. All Pre-AP Course Frameworks are back mapped from AP expectations and aligned to grade level–appropriate content from the PSAT™-related assessments. The frameworks are also deeply informed by state and national standards documents and carefully reviewed by educators. As a guide for classroom instruction and assessment, the course framework serves as the educator’s blueprint for the instructional resources and assessments that are part of the Pre-AP course.

Pre-AP Course Resources

Pre-AP educators breathe life into a course by creating learning opportunities that connect the content and skills defined in the course framework to the Pre-AP shared principles and areas of focus. These types of lessons allow students to build, practice, and strengthen the skills that will reward them throughout their high school coursework and prepare them for the future.

To help illustrate how to orchestrate connections among the Pre-AP course components into meaningful instruction and assessments, we provide the following supporting course resources: model lessons, formative assessments, and performance tasks. We also provide planning tools to further support educators in implementing the Pre-AP course resources alongside their current curriculum.

Model Lessons

Pre-AP course resources include model lessons that provide concrete examples of how to apply the course framework, shared principles, and areas of focus to daily instruction. These lessons do not constitute a full day-by-day curriculum for the entire year. Instead, they provide significant support and instructional models that still allow educators time and flexibility to include their own lessons and local curriculum materials as they design instruction for each unit. The lessons also provide educators with instructional guidance about student misconceptions, ways to meet the needs of diverse learners, and practical ideas for classroom facilitation.

Targeted Assessments for Learning

Pre-AP courses include strategically designed classroom assessments that serve as tools for understanding progress, growth, and areas that need more focus, support, and reinforcement. The assessments provide frequent, clear, and meaningful feedback for both teachers and students across each unit of the course and for the course as a whole.

High-quality assessment tools:

- 2 digital, multiple-choice, formative learning checkpoints per unit
- 1 culminating performance task per unit
- Digital, summative final exam (available in 2022 for Pre-AP English 2, Chemistry, and Geometry with Statistics)

These assessments serve as valuable tools for educators and students to check progress and refocus on foundational concepts that need more attention.

Role of the Pre-AP Coordinator and School Leadership

Each school will designate a Pre-AP coordinator. The Pre-AP coordinator serves as the primary point of contact between the school and College Board. The Pre-AP coordinator can be a full- or part-time administrator, counselor, or Pre-AP course teacher.

Communication

- Serve as the school's primary point of contact for College Board and Pre-AP.
- Stay informed on Pre-AP requirements and developments by:
 - ♦ Reading all communications.
 - ♦ Accessing Pre-AP Program websites and communities.
 - ♦ Attending webinars.
- Share information with Pre-AP course teachers and administrators as needed.

Orders and Contracts

- Manage course and instructional materials orders, contracts, and payments.
- Receive and distribute ordered materials to educators and staff as needed.

Professional Learning

- Ensure Pre-AP course teachers complete the required professional learning, either in-person or online.
- Share registration information with educators and leaders for the Pre-AP Summer Institutes.
- Provide information and support for online professional development requirements and opportunities.
- Confirm all Pre-AP course teachers have completed at least 1 Online Scoring Module for performance tasks, a program requirement.

Pre-AP Classroom

- Maintain coordinator access to Pre-AP Registration, Ordering Management, and Pre-AP Classroom.
- Manage additional coordinator, administrator, and Pre-AP course teachers access to Pre-AP Classroom.
- Support Pre-AP course teachers with management of class sections and student rosters.
- Oversee school technical support for use of digital resources and installation of software (if applicable).
- Ensure that all Pre-AP course teachers administer at least 1 of the required learning checkpoints per unit and all performance tasks.

Course Audit

- Work with your principal to appoint a Course Audit administrator. This person is responsible for finalizing Pre-AP Course Audit forms, renewing authorizations annually, and checking the Pre-AP Course Ledger each academic year to make sure it accurately lists the school's Pre-AP course offerings.
- Share Course Audit access code with the Course Audit administrator.
- Ensure that the Course Audit process is complete prior to teachers completing professional learning, as access to Pre-AP Classroom is provided after the Course Audit process is complete.

If the Pre-AP coordinator changes during the academic year, it is the school's responsibility to email PreAP@collegeboard.org within 30 days to inform us of this change. The school is responsible for training and sharing all resources with the new Pre-AP coordinator.

Using the *Pre-AP Coordinator's Manual*

As your school's Pre-AP coordinator, you have an important role. You will ensure that you, Pre-AP course teachers, and Pre-AP students follow all policies and procedures outlined within the *Pre-AP Coordinator's Manual*. This manual is a comprehensive guide to the Pre-AP Program and can be used as a resource to help support you as the school year progresses. The *Pre-AP Coordinator's Manual* is available online at PreAP.org/manual, and a print version will be sent to your school ahead of the 2020-21 school year.

Pre-AP Checklist for the 2020-21 School Year

The following are the key dates and resources related to Pre-AP for school year 2020-21. Please be sure to check [PreAP.org/manual](https://preap.org/manual) or the Pre-AP coordinator community for updated information.

Summer 2020

Program and Role Orientation

- Review your Pre-AP coordinator responsibilities and update any Pre-AP contact information with the Pre-AP Program at PreAP@collegeboard.org.
- Share Course Audit access codes with the Course Audit administrator and school administrators.
- Review the *Pre-AP Additional Course Materials Requirements* on pages 16–23 of this manual to plan for additional required materials not included in your Pre-AP instructional materials.
- Use the materials at [PreAP.org/outreach](https://preap.org/outreach) to plan effective and timely outreach activities for the entire school community.

Professional Learning

- Communicate information and support educator attendance at the Pre-AP Summer Institute.
- Ensure that Pre-AP course teachers complete the Course Audit process to gain access to Pre-AP Classroom prior to attending an Institute.
- Attend the Pre-AP Leadership Workshop on Day 4 of the Pre-AP Summer Institute or complete the free Online Leadership Workshop.
- Provide information and support for educators participating in Online Foundational Module Series.

Digital Support

- Join the Pre-AP Coordinator Community.
- Assist Pre-AP course teachers with joining the Pre-AP Teacher Community using the reference resources at [PreAP.org/digital-support](https://preap.org/digital-support). Coordinators and administrators may also join course teacher communities.
- Access Pre-AP Classroom using your College Board account and Pre-AP coordinator access code. Refer to this manual for guidance on accessing Pre-AP Classroom and managing courses.
- Support school administrator access to Pre-AP Classroom and communities.

Instructional Support

- View Pre-AP Classroom for each course to find teacher guides, student materials, assessments, and professional learning modules. Standards Crosswalks for select states are available on Pre-AP Classroom under respective courses.

Fall 2020

Course Audit

- Ensure the Course Audit administrator and all Pre-AP course teachers have completed the Course Audit process for the 2020-21 school year by October 15, 2020.

Digital Support

- Prepare campus technology for student and educator access to Pre-AP Classroom (see *Pre-AP Classroom Digital Access* on page 28 for details) and ensure technical and instructional support.
- Ensure all Pre-AP course teachers have gained access to their Pre-AP teacher communities and Pre-AP Classroom for their course(s). Check to be certain students participating in Pre-AP courses are listed on course rosters by educator.
- Provide support for students and Pre-AP course teachers as students create new College Board accounts or reset access to previously created accounts.
- Distribute College Board account creation request forms to any students under the age of 13. Review *Pre-AP Classroom Account Creation for Students Under 13* on page 48 in this manual to complete all required steps by the deadline.

Instructional Support

- Confirm instructional materials have been received and distributed to Pre-AP course teachers and students. For assistance with instructional material orders, contact Pre-AP at PreAP@collegeboard.org.
- Read the *Pre-AP Assessment Guidelines* on page 50 of this manual to understand the Pre-AP learning checkpoints and performance tasks. Support Pre-AP course teachers in the administration of the learning checkpoints, scoring of performance tasks, and use of student performance data.
- Visit Pre-AP classrooms and provide instructional support to educators.

Professional Learning

- Identify Pre-AP course teacher who did not attend the Pre-AP Summer Institute. Support those educators in completing the required Online Foundational Module Series and any additional professional learning requirements outlined by your school or district.

Winter 2021

Instructional Supports

- Share the required Online Foundational Module Series with new Pre-AP course teachers and leaders joining the staff mid-year.
- Order additional Pre-AP course instructional materials for the spring if needed. For assistance with instructional material orders, contact Pre-AP at PreAP@collegeboard.org.
- Ensure educators are completing the Online Scoring Modules for their performance tasks. The modules are located on Pre-AP Classroom. Additional information is available in *Pre-AP Assessment Guidelines* on page 50.

Spring 2021

- Prepare for and administer the Pre-AP final exams (if applicable). Administration dates will be published on Pre-AP Classroom. Pre-AP Chemistry, Pre-AP English 2, and Pre-AP Geometry with Statistics will have final exams beginning in the 2021-22 school year. Confirm technology requirements are reviewed and met prior to final exam administration.
- Prepare for Pre-AP Summer Institutes by visiting the Professional Learning section of [PreAP.org](https://www.preap.org). Registration for the 2021 Pre-AP Summer Institutes for new Pre-AP course teachers and leaders opens in February 2021. All new Pre-AP course teachers and at least 1 leader per school are expected to attend a Pre-AP Summer Institute or complete the Online Foundational Module Series to meet program requirements.

Pre-AP Key Milestone Dates At a Glance

SEP	Pre-AP Course Ordering Opens
FEB	Pre-AP Summer Institute Registration Opens
APR	Pre-AP Course Audit Opens
JUN	Pre-AP Classroom Access Provisioned
AUG	Pre-AP Course Ordering Deadline for the Upcoming School Year
OCT	Pre-AP Course Audit Deadline

Pre-AP Course Audit Overview

Schools participating in the College Board Pre-AP Program must go through a process called the Pre-AP Course Audit. The Pre-AP Course Audit ensures that each Pre-AP course meets specific requirements to receive an official Pre-AP course designation. After a course is authorized through the audit, it will receive a Pre-AP designation and appear in the Pre-AP Course Ledger, the official list of all Pre-AP courses.

Each individual school has the flexibility to use the instructional resources of their choice for courses labeled “Pre-AP.” We provide Pre-AP course teachers with course frameworks developed in partnership with secondary school and college faculty nationwide to define expectations to which they should align their course design, as well as required learning checkpoints that they must administer throughout the year. While we provide sample instructional resources that educators may use with their students, we don’t mandate their use for Pre-AP courses. For additional support completing the Pre-AP Course Audit, go to PreAP.org/Course-Audit.

The Pre-AP Course Audit

- Gives Pre-AP course teachers and Course Audit administrators clear guidelines on curricular, resource, and implementation requirements that each Pre-AP course must meet in order to receive a Pre-AP course designation.
- Gives colleges and universities confidence that Pre-AP courses are designed to meet the same criteria across all schools.

Why Go Through the Pre-AP Course Audit?

- Participation in the Pre-AP Course Audit process is required for Pre-AP course teachers to access Pre-AP Classroom, which includes sample instructional materials as well as the digital learning checkpoints they are required to administer.
- Pre-AP courses must be authorized by the Pre-AP Program in order to use “Pre-AP” in those course names. The only way to do that is through the Pre-AP Course Audit.
- Once your school’s courses are authorized, they will be included in the Pre-AP Course Ledger—the official list of all authorized Pre-AP courses offered at a school—allowing colleges and universities to confirm student transcripts.
- If your school has existing Pre-AP courses other than the College Board Pre-AP courses, you do not have to change the substance or structure of your existing program or the courses that you currently offer. However, the term “Pre-AP” can only be used in relation to the official College Board Pre-AP courses. Our aim is to create a unified and consistent set of expectations for any course called Pre-AP—while preserving local flexibility in what is taught. If your existing courses are providing you with the results you seek, you can keep your program as is, but you may no longer use the term “Pre-AP” in describing those courses or in relation to the program. We understand that there are multiple steps required to change the name of a course, so we encourage you to begin the process as soon as possible.

The Process

- Each school that offers Pre-AP courses needs to identify a Pre-AP Course Audit administrator. This is usually the principal or principal’s designee and may be the Pre-AP coordinator. This person is responsible for finalizing Pre-AP Course Audit forms, renewing authorizations annually, and checking the Pre-AP Course Ledger each academic year to make sure it accurately lists their school’s Pre-AP course offerings.
- The Pre-AP coordinator should work with their school principal to identify a Course Audit administrator as a first step. The Pre-AP coordinator can then share the access code they will be receiving via email with the designated Course Audit administrator. If the Pre-AP Course Audit administrator is an existing AP Course

Audit administrator and will continue to serve as in that role during the 2020-21 school year, they do not need to use an access code, as they already have access to the Course Audit platform through AP.

- Pre-AP Course Audit tasks are completed online. Course Audit administrators and Pre-AP course teachers will have to sign in to (or create) their College Board account to complete the attestations.
- The Pre-AP Course Audit administrator agrees that all students enrolled in this course will be enrolled in Pre-AP, or requests a deferment and agrees to create a plan to roll out Pre-AP for all students in future years.
- The Pre-AP course teacher creates their own account for the Course Audit, selects their school and course, and agrees to participate in the Pre-AP Foundational Learning Series (first year of teaching course only), align instruction to the course frameworks, administer at least 1 learning checkpoint per unit, and administer all 4 performance tasks.
- The Course Audit administrator reviews and approves teacher attestations.
- Once Pre-AP course teachers have completed their attestations and they have been affirmed by their Course Audit administrator, they will automatically receive access to Pre-AP Classroom beginning in June.

Implementation Requirements

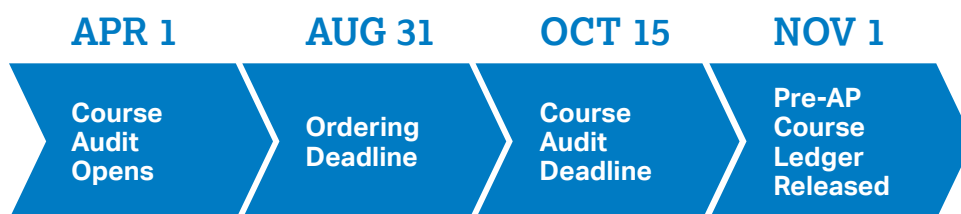
The Pre-AP Program has four unique implementation requirements.

To complete the Course Audit, your school's Pre-AP teachers and Pre-AP Course Audit administrator must attest to the following:

- **Pre-AP for All:** Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school.
 - Course Audit administrators may defer the Pre-AP for All requirement through Course Audit, so long as they commit to developing a plan to expand Pre-AP access at their school.
- **Course Frameworks:** Pre-AP course teacher align classroom instruction to the course frameworks.
- **Assessments:** Pre-AP course teachers administer at least 1 digital learning checkpoint per unit, and 4 performance tasks. Performance tasks will be available online and offline (availability will vary by course).
- **Professional Learning:** Pre-AP educators and at least 1 leader per site complete a Pre-AP Summer Institute, either in person or online. Pre-AP course teachers complete at least 1 online scoring module.

Key Dates for 2020

- **April 1, 2020:** Pre-AP Course Audit opened for Course Audit administrators for the 2020-21 school year.
- **April 13, 2020:** Pre-AP course teachers can begin the Course Audit process for the 2020-21 school year.
- **October 15, 2020:** Pre-AP Course Audit submission deadline for the 2020-21 school year.



Pre-AP Instructional Materials

Pre-AP Ordering Process (Valid Through August 31, 2020)

Note: the ordering process for the 2021-22 school year will be more automated and streamlined. Check [PreAP.org/ordering](https://preap.org/ordering) for more up-to-date information.



Submit Order Request Form (Online)

Go to the online Order Request Form at [PreAP.org/join](https://preap.org/join), and complete the requested information.

You'll get a response 2–3 business days after you submit the form, based on your type of purchase:

- For single-year purchases, we'll email you a link to the 2020-21 Pre-AP School Order Form.
- For multiyear purchases, we'll reach out to verify additional purchasing details.



Submit Order Form (via Email)

After we get your Order Request Form, you'll receive a system-generated email at the address you gave us on the form.

Click the Order Now link in the email to open the 2020-21 Pre-AP Order Form, which is a web-hosted Excel file. The order form includes the Contact and Coordinator Information Form.

You'll complete the order form and return it via email (PreAPOrders@collegeboard.org) or fax (929-296-7451). Submitted order forms will not be processed without a signed order form and purchase order (PO).

Emails to PreAPOrders@collegeboard.org will receive an autoreply indicating that the submitted materials have been received.

Once the order has been processed, the Pre-AP coordinator(s) who you named on your order form will receive the Pre-AP Participation Form via email (DocuSign). Anticipate receiving this email 5–7 business days after submitting the signed order forms with purchase orders.

2020 Key Dates and Deadlines

FEB
3

Pre-AP Summer Institute registration opens (subject to availability).

APR
1

Pre-AP Course Audit opens for Course Audit administrators for the 2020-21 school year.

All course access information emailed to Pre-AP coordinators.

APR
13

Course Audit opens for Pre-AP teachers.

JUN
1

Materials delivery begins.



Complete and Submit Pre-AP Participation Form

Pre-AP coordinator(s) will receive a system-generated email notifying them to watch for an email from DocuSign. Once they receive the DocuSign email, the Pre-AP coordinator must complete the Pre-AP Participation Form linked in the email to register their school to offer Pre-AP courses in fall 2020.

The coordinator must read all sections and add their electronic initials and signature where indicated. They can save the form and return to it later, but they must fill out the form in its entirety to complete the order and receive access to Pre-AP materials. **Each implementing campus must submit a signed Pre-AP Participation Form.**

The Pre-AP Participation Form requires the Pre-AP coordinator to complete the following steps:

1. Provide Purchaser Information.
2. Verify Contact Information.
3. Agree to Pre-AP General Participation Policies.
4. Agree to Pre-AP for All Students.
5. Agree to Pre-AP Course Designation Requirements.
6. Confirm Pre-AP Course Audit Information.



Order Placement

Once the Pre-AP Participation Form has been electronically submitted and accepted by the system, the order will be reviewed and finalized. Pre-AP coordinators will receive a system-generated email informing them that the order process has been completed.

The order confirmation email will also include details about the Pre-AP Professional Learning requirement and access codes for registration, Course Audit, and Pre-AP Classroom access.

JUL
7

Online Foundational Module Series launches.

AUG
31

Deadline for 2020-21 course orders.

OCT
15

Pre-AP Course Audit submission deadline for the 2020-21 school year.

DEC
31

Payment deadline. If you have questions, please reach out to us at PreAP@collegeboard.org.

Pre-AP Instructional Materials— Return, Exchange, and Refund Policies

Pre-AP materials in new condition may be returned or exchanged (at the school or district's expense) up to thirty days after receipt. College Board will issue refunds (to accounts that have been paid) within thirty days of receiving returned materials.

Pre-AP Materials Delivery

The Pre-AP Program will provide for-fee materials for certain services at the school or district's request. School or district personnel who have requested instructional materials acknowledge and agree that the Pre-AP Program will be responsible for coordinating shipping and handling of the products, as long as the school or district contact person provides shipping information, contact name, phone number, and a valid payment method.

Pre-AP Additional Course Material Requirements

Most instructional resources are included in the printed student materials and electronically on Pre-AP Classroom for each course. There are additional resources necessary to complete lessons that are not included with the purchase of Pre-AP courses and course materials. Please consider the list below of additional materials not provided by or purchased from College Board:

Algebra 1 and Geometry with Statistics

- All students need access to a graphing utility (such as graphing calculators or an app on a cellphone or a laptop with graphing software like Desmos) and don't need to purchase any particular device or equipment.

Biology

The list of Pre-AP Biology instructional materials is divided into two categories. First, general consumable items that are typically replaced yearly. Second, general stock room equipment. The majority of these instructional materials are already present in most biology classrooms.

Pre-AP Biology General Consumable Materials

Alcohol (ethanol or 70%–95% isopropyl alcohol)
Beans (multicolor)
Bendable straws
Coffee filters
Corn syrup or glycerin
Dish soap
Hydrogen peroxide
Large poster paper, mini whiteboards, butcher block paper
Markers, neon expo dry erase markers, coloring pencils
Multicolor construction paper or card stock
Plastic cups
Plastic pipettes
Plastic sandwich bags
Plastic spoons
Rubber bands
Salt
Scissors
Toothpicks
Variety of fruits
Yeast

Pre-AP Biology General Stock Room Equipment

Beakers

Bunsen burners

Flasks

Flexible rubber or plastic tubing

Glass tubing

Graduated cylinders

Incubators

Microscopes/slides

One-hole rubber stoppers (#5)

Optional stockroom materials

Plastic tub (no larger than 7×11 inches needed) (approximately 2-quart size)

Pop beads (provided by College Board during Summer Institute)

Ring stand

Rulers and meter sticks

Support rod and burette clamp

Test tubes/rack

Thermometer

Timers

Chemistry

This list is divided into three categories. First, general consumable items that are generally replaced yearly. Second, chemicals that will need to be replaced regularly. Third, general stock room equipment. The majority of these items are already present in most Pre-AP Chemistry classrooms. The lists of general consumable materials and chemicals include the corresponding model instructional units in which they are used.

Pre-AP Chemistry General Consumable Materials	Unit
12 oz can of regular soda	U4
2 empty 20 oz bottles	U4
2 L bottle of regular soda	U4
4 black pens or markers (for paper chromatography)	U2
9-volt batteries	U2
Aluminum foil	U2
Antacid tablets (such as Alka-Seltzer)	U2, U4
Baking soda	U2, U3
Black dye/food color	U2
Chromatography paper	U2
Clear plastic condiment cup	U2
Cloves (optional)	U2
Colored pencils or pens	all
Colored soda	U2
Cotton balls	U4
Cotton swabs	U2
Crayons or paraffin wax	U3
Crushed ice	U2
Dish soap	U2
Essential oil	U1
Filter paper	U2
Foam cups	U1
Food coloring	U1, U2
Granular charcoal (from pet store)	U3
Hard boiled eggs	U1
Iron nails	U4
Markers	all
Metal thumb tacks	U2
Modeling clay	U1, U2

Pre-AP Chemistry General Consumable Materials (cont.)	Unit
Nutmeg (optional)	U2
Olive oil	U2
Opaque cups with lids	U3
pH paper	U4
Paraffin wax (can use crayons)	U3
Plastic knives	U4
Plastic page protectors	U4
Plastic pipettes	all
Plastic wrap	U2
Pony beads	U1, U3
Quart size freezer bags	U2
Red dye/food color	U2
Rock salt	U1
Salt (non-iodized)	U2, U4
Sand	U2
Sandpaper	U4
Sandwich bags	U1
Small rubber bands	U2
Spherical magnets	U1
Sugar	U2, U4
Tape	all
Toothpicks	U2, U4
Transparent plastic cups	U1
Vegetable oil	U2
Vinegar	U4
Wide-bore plastic transfer pipettes	U2
Wood splints	U2

Chemicals	Unit
Acetone	U2
Ammonium nitrate	U4
Butane spray can	U2
Calcium chloride	U2, U4
Citric acid	U3
Cobalt chloride paper	U2
Copper (II) carbonate (optional)	U2
Copper (II) chloride dihydrate (optional)	U4
Copper (II) sulfate pentahydrate	U4
Distilled or deionized water	all
Dry ice	U1
Ethanol	U2
Glucose	U2
Hydrochloric acid	U4
Isopropanol	U2
Lead (II) nitrate	U4
Methane gas (from laboratory gas jets)	U2
Methanol	U2
<i>n</i> -butanol	U2
<i>n</i> -pentanol	U2
<i>n</i> -propanol	U2
Potassium chloride	U2
Potassium iodide	U4
Silver nitrate (optional)	U4
Sodium carbonate	U4
Sodium hydroxide	U4
Universal indicator	U4

Pre-AP Chemistry General Stock Room Equipment

Aprons

Balances

Beaker tongs

Beakers (50 mL - 800 mL)

Bingo chips (or other small, multi-colored objects) to model chemical reactions

Chemical splash goggles

Conductivity testers

Cryo gloves or heavy winter gloves

Droppers

Erlenmeyer flasks (250 mL and 500 mL)

Funnels

Gas pressure sensors

Graduated cylinders (10 mL - 100 mL)

Hammer

Hand lenses

Hot mitts

Hot plates

Ice

Large (size 11) stoppers

Lighters

Magnetic disks

Metal samples for density lab (cut-up rods from hardware store)

Metal samples for specific heat lab (can use samples from density lab)

Mini white boards

Mirror

Mixing bowl or large beaker

Molecular model kits

Mortar and pestle

One-hole stoppers

Petri dishes

Pliers or clamp

Protractors

Rock or mineral samples (limestone and any other non-carbonate mineral or rock)

Rulers

Pre-AP Chemistry General Stock Room Equipment (cont.)

Scissors

Scoopulas

Slotted spoons

Small foil pans or can lids

Spatulas or spoons

Stirring rods

Syringe for gas pressure sensor

Temperature probes or digital thermometers

Test tube racks

Test tubes

Thermometers

Timers

Tongs

Tweezers or forceps

Wide mouth glass bottles (or 500 mL Erlenmeyer flasks)

Music

In addition to musical instruments, Pre-AP Music Module 1 requires student access to sheet music for the following anchor works. The Pre-AP Music course may be used with a variety of ensemble types, so the specific work needed for students varies based on the ensemble type.

- Concert band or orchestra:** “Superman Suite” by John Williams/arr. Bob Lowden
- Orchestra:** “Pastorale” from *Christmas Concerto* by Arcangelo Corelli
- Chorus:** “Pie Jesu” from *Requiem* by Andrew Lloyd Webber or “The Battle of Jericho” traditional, arranged by Moses Hogan

Theatre

- Module 1 requires student access to the drama *West Side Story*.

Pre-AP Professional Learning Overview

To earn a Pre-AP course designation, all Pre-AP course teachers are required to take part in course specific professional development the summer before their first year teaching a course. There are two options to meet this requirement: attendance at an in-person Pre-AP Summer Institute or completion of the Pre-AP Online Foundational Module Series.

Pre-AP Summer Institutes

New Pre-AP course teachers can attend an official Pre-AP Summer Institute, a four-day collaborative experience that empowers participants to prepare and plan for their Pre-AP course. Teachers explore course materials and experience model lessons from the student's point of view. They also work with peers to begin to plan and build their own course materials, so they are ready on day one of instruction. Additional online modules are available to course educators and give fresh, new approaches all year long. Pre-AP Summer Institutes are only available to educators whose schools have purchased Pre-AP courses.

- Pre-AP Summer Institute Objectives
 - ♦ Examine the course framework, assessments, educator materials, and student learning supports.
 - ♦ Analyze how Pre-AP instructional design supports all students in achieving success toward SAT[®], AP, and college and career readiness.
 - ♦ Apply the course areas of focus and Pre-AP shared principles to yearlong planning and classroom instruction.
- Pre-AP Summer Institutes will be available in summer 2020 for the following courses:
 - ♦ Pre-AP Algebra 1
 - ♦ Pre-AP Biology
 - ♦ Pre-AP Chemistry
 - ♦ Pre-AP English 1
 - ♦ Pre-AP English 2
 - ♦ Pre-AP Geometry with Statistics
 - ♦ Pre-AP World History and Geography
 - ♦ Pre-AP Arts: Dance, Music, Theatre, and Visual Arts
- Pre-AP Summer Institutes Calendar and Registration
 - ♦ The Pre-AP Summer Institutes calendar is available on the Pre-AP website. All schools participating in Pre-AP can search for and register for the summer 2020 institutes. The deadline to register for a Pre-AP Summer Institute is 4 weeks before the event start date, so please review the calendar and plan accordingly.

Pre-AP Summer Institute Leadership Workshop

The Pre-AP Leadership Workshop is designed to acclimate leaders to the instructional design and program requirements of Pre-AP. The Leadership Workshop is held on Day 4 of the Pre-AP Summer Institute. At least one leader (administrator or Pre-AP coordinator) at every school that is offering Pre-AP is required to complete the Leadership Workshop, either online or in-person during Day 4 of the Institute.

Pre-AP Online Foundational Module Series

New Pre-AP educators can also fulfill the Pre-AP professional learning requirement by completing the Online Foundational Module Series. This series will be available beginning in July 2020 to all Pre-AP educators at no charge. This series introduces Pre-AP educators

to their course and helps them prepare and plan for Pre-AP course implementation. Each course-specific series consists of 7–10 self-paced modules that take approximately 12–20 hours. Participants are oriented to their course framework, explore model lessons, and dig in to the design and purpose of Pre-AP assessments. School leaders can complete the Online Leadership Workshop, available in July 2020. Modules take approximately 4–6 hours to complete.

Pre-AP Online Scoring Modules

These on-demand learning modules focus on examining and scoring student work for Pre-AP performance tasks. Participants first analyze a performance task and scoring guidelines. They then interactively practice scoring student work samples and consider how to make data-driven decisions based upon performance trends. Teachers are required to complete at least one module.

Pre-AP Professional Learning Options and Registration Instructions

Options	Location	Delivery Type	Key Dates	Duration	Fee
Option 1: Pre-AP Summer Institute (includes Day 4 Leadership Workshop)	Regional	In-Person	The 2020 Pre-AP Summer Institute master calendar opened for registration in February. Visit PreAP.org to obtain registration instructions.	4 consecutive days. Pre-AP Summer Institutes run from mid-June to early August.	To support the professional learning requirement, College Board will offer in-kind registration seats for educators to a Pre-AP Summer Institute of their choice.* If available, additional seats can be purchased for \$495 per attendee.
Option 2: Pre-AP Online Foundational Module Series (includes Online Leadership Workshop)	N/A	Online	Available July 2020	12–20 hours of on-demand instruction and assessment	No Charge

***Terms and Conditions:** One in-kind registration seat for a Pre-AP Summer Institute for Pre-AP course teachers will be distributed for every 120 students per newly ordered course. Two in-kind seats will be distributed to new schools only for the Leadership Workshop. Registration is on a first-come, first-served basis, and space is limited. In-person registration must be completed no later than four weeks before the event start date. In-kind seats must be used at a Pre-AP Summer Institute in the summer of 2020 and may not be applied to future workshops. Fees for late registration, registration cancellation, and no-shows will apply for both in-kind and purchased seats. In-kind and purchased seats include workshop materials that are distributed at the institutes. Travel, lodging, meal expenses, parking, and incidental costs are not included in the registration. The registration fee is subject to change annually. In-kind seats will only be provided for the 2020-21 school year.

Preparing for the Pre-AP Summer Institute

Course Audit and Accessing Pre-AP Classroom

All Pre-AP student and educator resources, assessments, and online professional learning can be accessed through Pre-AP Classroom. Once the Course Audit process is complete, access to Pre-AP Classroom is automatically provided. Access begins in June. This must be completed prior to starting professional learning, either in-person or online, as Pre-AP Summer Institute participants will need to be able to access the materials featured on Pre-AP Classroom.

Optional Pre-Work for the Pre-AP Summer Institute

- Participants can download their Pre-AP Course Guide and begin to explore the course framework and sample instructional resources. Course guides can be found at PreAP.org.
- We also encourage participants to bring any curriculum materials they're currently using to support instructional planning (scope and sequences, teacher editions of textbooks, lesson plans, assessment schedule, etc.).

Keeping Track of Pre-AP Summer Institute Registrations

- As the Pre-AP coordinator for your school, you should keep track of participation in professional learning, both online and in-person, as well as the distribution of in-kind (or free) Summer Institute seats. All participants should forward their confirmation emails to their designated Pre-AP coordinator upon registering for a Summer Institute.
- We strongly recommend that all teachers and leaders from a given school site attend the same Pre-AP Summer Institute, as there are cross-disciplinary and school-specific planning sessions during the institute.
- The Pre-AP coordinator will also receive a complete report of all registered and canceled participants from their school twice a month. This report will include:
 - ♦ Full name
 - ♦ Email address
 - ♦ Confirmation number
 - ♦ Registration status
 - ♦ Pre-AP course
 - ♦ Pre-AP Summer Institute location
 - ♦ Pre-AP Summer Institute dates
 - ♦ Voucher code used
 - ♦ Discount code used (if applicable)
 - ♦ Registration fee (\$0 or \$495)

Pre-AP Professional Learning— Frequently Asked Questions

Question: Is professional learning required for Pre-AP?

Answer: To earn the Pre-AP designation for a course, it is required that all Pre-AP teachers of record complete professional development before the start of the school year. There are two options to satisfy this requirement: an in-person Pre-AP Summer Institute or the Online Foundational Module Series.

Question: Who should attend a Pre-AP Summer Institute?

Answer: Pre-AP teachers can fulfill the professional learning requirement by attending a Summer Institute. Additional seats for co-teachers or other instructional roles are available for purchase on a first-come, first-served basis.

Question: Who should attend a Pre-AP Leadership Workshop?

Answer: The Leadership Workshop is designed for school or district administrators and Pre-AP coordinators. At least 1 leader per school site is required to complete the Pre-AP Leadership Workshop, either online or in-person on Day 4 of the Summer Institute.

Question: Can someone attend both the Pre-AP Summer Institute for their course and the Leadership Workshop?

Answer: If, as the designated Pre-AP coordinator for your school, you are also the teacher of a Pre-AP course, we recommend you attend the in-person Pre-AP Summer Institute and complete the free Online Leadership Workshop.

Question: What is the registration deadline for a Summer Institute?

Answer: Registration must be received no later than four weeks before the event start date. All registration is on a first-come, first-served basis, and space is limited. Pre-AP teachers and leaders will also have access to the free Online Foundational Module Series.

Question: Can Pre-AP coordinators register a group of participants?

Answer: Participants must register themselves individually using a valid College Board account and verification code.

Question: Is there a registration fee to attend a Pre-AP Summer Institute?

Answer: Registration for the four-day Pre-AP Summer Institute is \$495 per seat. Your school may be entitled to free seats for newly ordered Pre-AP courses. Additionally, all new Pre-AP schools are entitled to two free seats at the Leadership Workshop.

These free seats can be used for any official Pre-AP Summer Institute listed on the calendar. All free seats must be used at a Pre-AP Summer Institute during 2020 and may not be applied to future workshops. All registration is on a first-come, first-served basis, and space is limited.

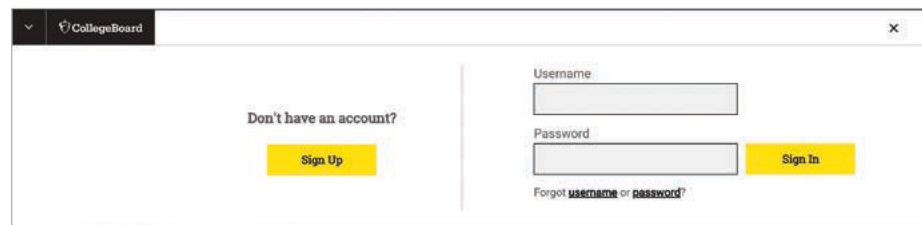
If registration is cancelled less than four weeks before the start of the event, the participant will be subject to a \$50 cancellation fee. If registration is not cancelled before the event, the participant will be charged the full registration fee, regardless of participation. These fees will be applied to paid and free seats.

Pre-AP Coordinator Digital Access

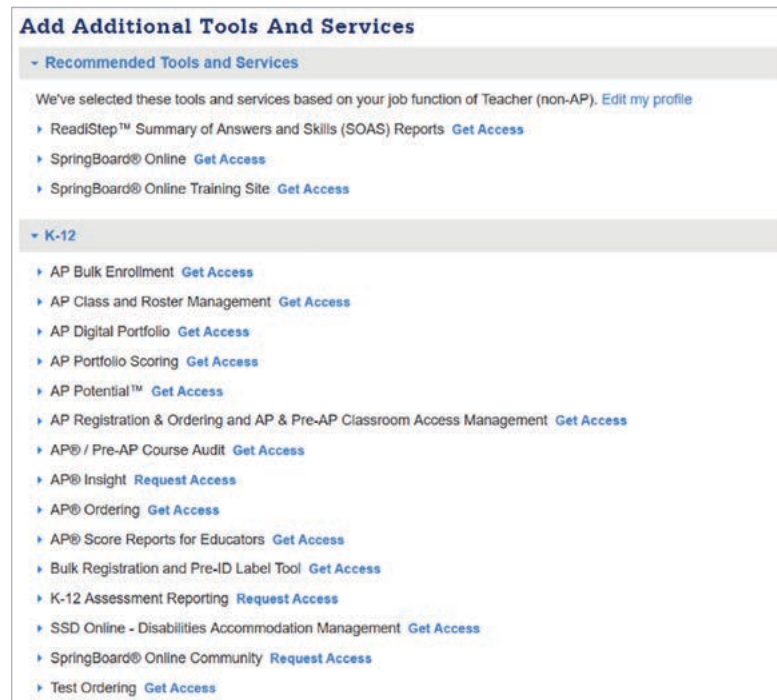
This section provides details about how to gain access to Pre-AP Classroom. All Pre-AP coordinators will receive an email containing a unique coordinator access code they can use to enroll their school in Pre-AP Classroom. Once you have enrolled in Pre-AP Classroom, you can manage your school's access, create class sections, and manage Pre-AP course rosters.

Get Access

1. Go to collegeboard.org and click **Sign In**. If you don't have a College Board account, create one. If you have an account, log in with your existing credentials.



2. Once you've logged in, click **My Dashboard**.
3. Scroll down to **Add Additional Tools and Services**, expand **K-12**, and find **AP Registration & Ordering and AP & Pre-AP Classroom Access Management**. Click **Get Access**.



- Select your school and enter the access code provided to you by the Pre-AP Program, and click **Add**.

Get access to AP Registration & Ordering and AP & Pre-AP Classroom Access Management

[back](#)

AP Registration & Ordering And AP & Pre-AP Classroom Access Management

Enrollment Information

AP: With AP Registration & Ordering, AP coordinators will be able to create and manage class sections, student enrollment, and exam orders. In AP Classroom, administrators can view/manage instructional resources that their school's teachers can use throughout the year—including unit guides, a question bank, and personal progress checks.

Pre-AP: For initial access to Pre-AP Classroom, Pre-AP Coordinators and Administrators enter your access code below

If you told us where you work, your organization is already selected. If you did not tell us where you work, search for and select your organization. Then supply the access code you were sent for this tool.

Provide your access information

Professional Organization:
 Indiana Academy

Access Code:
 enter code

Your access

Organization	Position	Expiration Date

Finished

Enroll Later **Add**

When you are successfully granted access to your school, you will receive a message at the top of the screen and your school and position will populate under **Your Access**.

Pre-AP Coordinator Responsibilities for Initial Setup

Your AP coordinator should be the first to access Pre-AP Classroom and complete the questionnaire for your school's AP and Pre-AP participation before you access Pre-AP Classroom with your coordinator access code.

- If you are both the AP coordinator and Pre-AP coordinator for your campus, use the same code to initiate and complete the steps on AP Registration and Ordering to access Pre-AP Classroom. Refer to the *AP Coordinator's Manual* for steps on how to do so.
- If you are not the AP coordinator, consult with your designated AP coordinator to ensure that they have accessed the system and completed the AP Registration and Ordering confirmation for your school before using your coordinator access code for Pre-AP-related purposes.

Accessing Pre-AP Classroom with Dual Roles

Pre-AP coordinator/administrator access and Pre-AP course teacher access cannot be granted simultaneously to the same College Board account.

- If you are both the Pre-AP coordinator/administrator and a Pre-AP course teacher, you will need to create and maintain a separate College Board account to use with your coordinator access code. You cannot use the same College Board account to access Pre-AP Classroom as a Pre-AP course teacher and Pre-AP coordinator/administrator. You will need to use a different email address when creating the separate College Board account.
- If you have already been provisioned to Pre-AP Classroom as a course teacher, it is recommended you maintain that access on your current College Board account and create the separate account for your coordinator or administrator access using the access code provided.

URL and Login

After your AP coordinator has completed setup, sign in to Pre-AP Classroom at myap.collegeboard.org using your College Board username and password.

Sign in to access your AP or Pre-AP resources and tools including AP Classroom.

Sign in to your account to get started

Username

Password

Remember Me

Submit

[Forgot Username or Password?](#)

Don't have an account?

[Create Account](#)

Manage Rosters

Class Section Setup

Once given access to Pre-AP Classroom, educators should create class sections as soon as possible, before classes begin. Class sections must be created for all Pre-AP courses.

Class sections need to be created to generate join codes (one unique join code per class section per school). Students use join codes to enroll in their class sections. Students must be enrolled in class sections to be able to access Pre-AP instructional resources that teachers may assign.

How to Create a Class Section

Coordinators are authorized to create class sections for educators however, it is the Pre-AP course teacher's responsibility to create their own class sections. If you are creating class sections, inform your Pre-AP course teachers of the class sections you created. Educators will sign in to myap.collegeboard.org to retrieve the join code for each class section they teach, and then distribute the join code to the students in each class. Students should enroll in class sections as soon as possible.

From the **AP Registration & Ordering** and **AP & Pre-AP Classroom Access Management** page, click **Courses** in the top navigation menu to view your school's Pre-AP courses.

To create a class section, click **+ Add Section** next to the course, and enter the information in the next screen.

Add Section ✕

Pre-AP Algebra 1

Section Name *

Maximum number of students *

Course Schedule * ▼

Teachers * ▼

[+ Add Co-Teacher](#)

- **Section Name:** Use the naming convention that works best for your school. Class section names should be easily recognizable by students and Pre-AP course teachers. The limit for each section name is 20 characters.
- **Maximum number of students:** This will default at 40, but you can edit this number if necessary. Once the number of enrollments equals the maximum number of students that have been set for that section, no one else will be able to enroll in that section unless you edit the field to increase the maximum number. (Teachers also have the ability to edit the maximum number of students.)
- **Course Schedule:**
 - ♦ **Standard Full Year:** Use this option if the section is held for the whole school year or is held only during the first semester.
 - ♦ **Second Semester:** Use this option if the section is held only during the second semester.
- **Teachers:** The drop-down list shows the teachers at your school who have been provisioned to Pre-AP Classroom.

Editing and Deleting Sections

Go to the **Actions** column for each class section to:

- **Edit Section:** Change the section name, update the maximum number of students, update the course schedule, add a co-teacher, or change the teacher. (Note: A new teacher added to an existing class section will have access to all Pre-AP Classroom data associated with that class, including student assessment results.)
- **Delete Section:** You can delete a section only if there are no enrollments in the section.

Course Name	Section	Teacher	Student Registrations	Exam Registrations	Actions
Pre-AP Visual Arts	+ Add Section		0/40		
	Period 1	Luis Vega	0/40		Edit Section Delete Section See Join Code

Join Codes

A unique alphanumeric join code is automatically generated for each class section. Teachers sign in to myap.collegeboard.org to access the join code for each class section they teach. Teachers need to share the join code for their class with their students as soon as possible, so they can enroll in the class section and access the course on Pre-AP Classroom.

Join codes are generated per class section, not per student or per teacher. A student enrolled in multiple Pre-AP courses will receive a unique join code for each class. A teacher with multiple sections will have a unique join code for each section. Students must be enrolled in a class section to access Pre-AP instructional resources and feedback for every Pre-AP class they're taking. Join codes are unique to the sections created for your school. Your join codes shouldn't be shared outside your school.

To view join codes (for coordinators): After creating a class section, click **Actions** in the last column next to each course and select **See Join Code**. You can also download a list with all join codes. (See below.)

Course Name	Section	Teacher	Student Registrations	Exam Registrations	Actions
Pre-AP Visual Arts	+ Add Section		0/40		
	Period 1	Luis Vega	0/40		Edit Section Delete Section See Join Code

Join Code
✕

Pre-AP Visual Arts - Period 1

No students have signed up yet. Share this code so students can sign in and enroll in this section.

K4YGQM

<https://myap.collegeboard.org/>

Print Code

Print an info sheet to post or hand out.

Expire Code

Deactivate the current join code and generate a new one.

NOTE: The join code shown in this image is just an example. Use only the join code generated for each class section in the system.

For Teachers: When teachers create their own class sections, the join code appears immediately after they create the section. If coordinators create class sections, teachers will see the join codes listed next to their class sections.

Downloading a List of All Join Codes

On the Courses page, click **Download Section Info with Join Codes** to download a spreadsheet listing:

- Course names
- All section names and types (standard full year, second semester)
- Corresponding teacher names
- Active join code for each class section
- Number of student enrollments in each section

Expiring Join Codes

If the join code for a class section is shared outside of your school and you have unintended students enrolling in a section, you can expire the join code. By expiring a join code for a section, that code can no longer be used to join that section. Students who already correctly enrolled in the section previously don't need to take any action; they'll remain enrolled in the section after you expire the join code. If any students enrolled in a section should not be in the section, you can drop the students from the section.

Student Enrollment

Joining a Class Section

Pre-AP course teachers provide the join code for each of their class sections to their students. When students have the join code, they can sign in to Pre-AP Classroom (myap.collegeboard.org) to enroll in the class section. Students need to enroll in the class section for each Pre-AP class they're taking using the unique join code for each class.

To sign in, students need to use their College Board account. This is the same account they may have used in the past for the PSAT/NMSQT® or Khan Academy®. If students don't have an account, they can click the **Sign Up** link. See the **Pre-AP Classroom Student Onboarding and Support** resource in your coordinator community or the **Help** section in Pre-AP Classroom.

If a student at your school joins a Pre-AP class after initial enrollment has ended, the student will need the join code for the corresponding class section so they can enroll.

Managing Student Enrollment

You can monitor and manage student enrollment in **AP Registration and Ordering Management and AP and Pre-AP Classroom Access Management**.

After class sections have been created, you can go to the Courses page to:

- Click the **course name** to view a list of students enrolled in all sections for the course.
- Click the **section name** to view a list of students enrolled in the specific section.

To view all enrollments, not just enrollments for a particular section or course, click **Students** in the top navigation menu.

Course Name	Section	Teacher	Student Registrations	Exam Registrations	
Pre-AP Algebra 1	9 Sections + Add Section		19/360		
Pre-AP Biology	4 Sections + Add Section		89/160		
	Pre-AP Biology 1st	Matthew Holden	26/40		Actions
	Pre-AP Biology 3rd	Matthew Holden	21/40		Actions
	Pre-AP Biology 4th	Matthew Holden	15/40		Actions

Download Student Roster

From the **Students** page, you can download a list of all students by clicking **Download Student Roster**.

The student roster will contain:

- Student name
- Grade
- School code for the school the student attends
- Email address
- AP ID (if applicable/provided)
- School student ID (if applicable/provided)
- Name of each course and class section each student is currently enrolled in
- Fee reduction status (AP students only)

Courses ▼	Exam Date ▼	Order Exam? ▼	Teachers
Course Type ▼	Order Status ▼	Fees ▼	
Course Type: Pre-AP ✕			
Download Student Roster			
Student Name	Course Name	Exam Date	
Aaron, Idaya	Pre-AP English I		
Abide, David	Pre-AP English I		

NOTE: If you have two or more students with the same name, click on the student's name on the Students page to see details.

Dropping or Moving Students from a Class Section

You may need to drop a student from a class section or move a student to a different class section.

Drop a Student

If a student enrolled in a class section is no longer taking the course, you'll need to drop the student from the class section in **AP Registration & Ordering and AP & Pre-AP Classroom Access Management**.

To drop a student from a class section, go to **Students** in the top navigation menu. Click **Drop Student** from the **Actions** column next to the student's name. Students can't drop themselves from a class section.

If a student is dropping a class section in one subject and enrolling in a class section in another subject, you must drop the student from the class section in the first subject and give them the join code for the appropriate class section in the new subject.

For example, if a student is enrolled in a class section for Pre-AP English 1 and is dropping that course to join a Pre-AP Biology course, you must first drop the student from the Pre-AP English 1 class section. Then, you or the Pre-AP Biology teacher can give the join code for the Pre-AP Biology class section to the student so they can enroll.

Move a Student

If a student needs to be moved from one class section to another for the **same course**, select **Change Section** from the **Actions** column next to the student's name.

Only use the Change Section action when a student needs to move to a different section of the same course. If a student is changing from a section in one course to a section in a different course, you need to drop the student from the section in the first course and give them the join code for the section in the new course so they can enroll.

Student Name	Course Name	Exam Date	Order Exam?	AP Fee Status	Actions
Aaron, Idaya	Pre-AP English I			Standard	Actions
Abide, David	Pre-AP English I			Standard	Actions
Abram, Nicole	Pre-AP English I			Standard	Actions
Adams, Emily	Pre-AP English I			Standard	Actions
Adams, Zach	Pre-AP English I			Standard	Change Section Drop Student
Aggus, Nelson	Pre-AP English I			Standard	Actions

NOTE: If a Pre-AP teacher teaches multiple sections of a course, the teacher can move students from one of their class sections to another in the system if you've kept this functionality enabled. A Pre-AP teacher can't move a student to another teacher's class section in the system.

Resources and Tools for Pre-AP Course Teachers and Students

Pre-AP Course Teachers Access

Educators need access to a computer or tablet (minimum resolution 1024×768) that supports the latest version of Chrome (preferred), Safari (preferred), Firefox, or Internet Explorer and is connected to the internet.

To access Pre-AP Classroom resources and set up class sections for students, after their Course Audit form has been approved by their Course Audit administrator, Pre-AP educators go to myap.collegeboard.org and sign in using their College Board account. It's important that Pre-AP course teachers don't create multiple College Board accounts.

Pre-AP Course Teachers Creating Class Sections

Pre-AP coordinators should communicate with Pre-AP course teachers to let them know they should create their own class sections. After signing in at myap.collegeboard.org, teachers click **Add a Class Section** for the appropriate course.

Complete the information in the next screen.

- **Section Name:** Use the naming convention that works best for your school. Class section names should be easily recognizable by students and educators. The limit for each section name is 20 characters.
- **Maximum number of students:** This will default at 40, but you can edit this number if necessary. Once the number of enrollments equals the maximum number of students that have been set for that section, no one else will be able to enroll in that section unless you edit the field to increase the maximum number. (Teachers also have the ability to edit the maximum number of students.)
- **Course Schedule:**
 - ♦ **Standard Full Year:** Use this option if the section is held for the whole school year or is held only during the first semester.
 - ♦ **Second Semester:** Use this option if the section is held only during the second semester.

Viewing the Join Code

Once a class section has been created, the join code is visible next to the course information on the teacher's Pre-AP Classroom homepage and in Pre-AP Classroom.

My Classes				
Jane Dapkus School				
Pre-AP Algebra 1 + Add Section				
Section	Join Code	Max Students	Enrolled	
Section 2	R69KKJ 	40	0	 ×
Test Algebra Section	RD7G4J 	40	3	 ×


To open a printable view of the join code for a particular section, navigate to **My Classes** in Pre-AP Classroom, and click the **blue icon** next to the join code.

Join Code
×

Pre-AP Algebra 1 - Test Algebra Section

Share this code so students can sign in and enroll in this section.

NGDJAZ

https://myap.collegeboard.org/ 

Print Code

Print an info sheet to post or hand out.

Expire Code

Deactivate the current join code and generate a new one.

Important:

Join codes are generated per class section, not per student or per teacher. Therefore, if a teacher has multiple sections, the system will generate a unique join code for each section for the teacher to provide to their students. Students must have a join code for each class they're taking. Students also need to be enrolled to access the Pre-AP Classroom resources and feedback for every Pre-AP class they're taking. As students enroll, teachers can view the enrollments.

Accessing Pre-AP Classroom Resources

After class sections are created, Pre-AP course teachers will have access to:

- **Course-Level Resources:** View course guides and crosswalks.
- **Units:** View instructional resources including model lessons, learning checkpoints, and performance tasks.
- **Assessments:** View the status, progress, and results of assessments.

Pre-AP Classroom Support Information for Administrators

What's the URL?

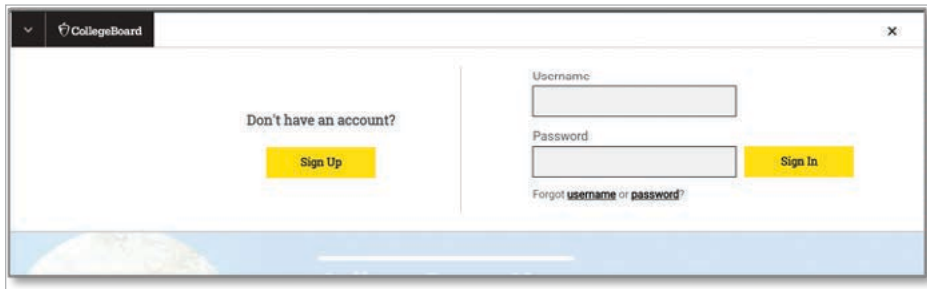
You can log in to Pre-AP Classroom by visiting myap.collegeboard.org.

What can I do there?

Action	Teacher	Coordinator	Administrator
Assign learning checkpoints and share resources with students	✓		
Manage classes and student rosters	✓	✓	
View schools, classes, teachers, and students enrolled in system		✓	✓
View usage data (classes, students, assignments)		✓	✓
Access content (units, resources, assessments, online modules)	✓	✓	✓
Access performance data	✓	✓	✓

Get Access

1. Go to collegeboard.org and click **Sign In**. If you don't have a College Board account, create one. If you have an account, sign in with your existing credentials.



The screenshot shows the CollegeBoard login interface. At the top left is the CollegeBoard logo. The main content area is split into two sections. The left section contains the text "Don't have an account?" and a yellow "Sign Up" button. The right section contains a "Username" input field, a "Password" input field, a yellow "Sign In" button, and a link "Forgot username or password?" below the password field.

2. Once you've signed in, click **My Dashboard**
3. For more detailed information on getting access to the **AP Registration and Ordering Management and AP and Pre-AP Classroom Access Management** portal, please visit pre-ap.collegeboard.org.

Pre-AP Classroom Student Onboarding and Support

How to Create Accounts, Join Classes, and Get Support

What's the URL?

While students can sign in to their College Board account from any Sign In box throughout the various College Board sites, they should visit myap.collegeboard.org to access their Pre-AP courses and materials—the same URL you use to log in as a Pre-AP coordinator to access Pre-AP materials.

What can students do in Pre-AP Classroom?

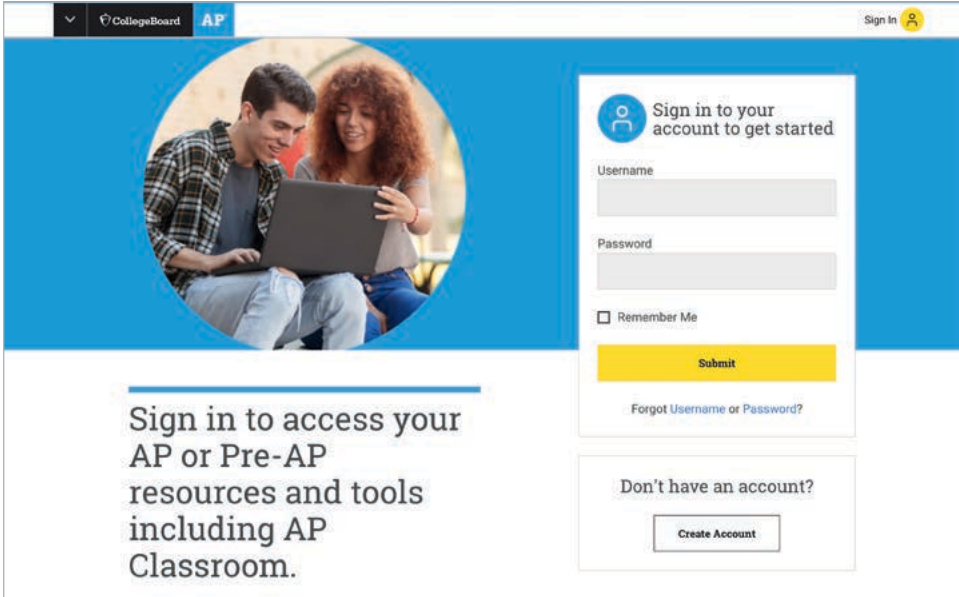
Students will use Pre-AP Classroom to access their instructional materials, participate in their digital learning checkpoints, and view their results.

Getting Started

Creating a student account

Students use the same College Board account to access Pre-AP, PSAT/NMSQT®, and SAT scores, and save their college planning information. If a student does not already have a College Board account, they should follow these steps to get started.

1. Visit myap.collegeboard.org.
2. Select **Create Account**.



Sign in to access your AP or Pre-AP resources and tools including AP Classroom.

3. Select **I am a student**.

4. Complete the account setup fields.

5. Once students have created their accounts, encourage them to save their username and password in a safe location since they'll be using them throughout their high school career.

Recovering an existing account by email

If a student attempts to set up an account and finds that there is an existing account associated with their email address but can't remember the username and/or password, they can recover the information online without having to contact customer support.

1. Visit myap.collegeboard.org.
2. In the phrase "Forgot Username or Password?" click either **Username** or **Password**, depending on what needs to be recovered. If the student only knows the email address associated with the account, they will need to recover their username first, then their password.

3. If recovering a username, enter the email address associated with the account on the following page. The student should receive an email at that address shortly with the username.
4. If recovering a password, enter the email address and username associated with the account on the following page. After responding to a security question, the student can choose to reset their password or receive an email with a temporary password.
5. Once the username and password have been recovered, have the student visit myap.collegeboard.org to sign in and access their Pre-AP materials.

Recovering an existing account by phone

If a student is unable to set up and recover an account by email, they can call the College Board Account Support Team at 877-262-7320. The support center hours are from Mon.–Fri., 9 a.m.–7 p.m. ET.

1. A student will need a minimum of 3 validation points to receive assistance when calling the College Board Account Support Team.
 - a. Full student name—required for all validation
 - b. Date of birth—required for all validation
 - c. Account security question
2. If the student does not know their account security question, the student must provide any 2 of the items below.
 - a. College Board account email address
 - b. Name of school/institution
 - c. Telephone number
 - d. Complete home address
 - e. College Board account username

Joining a class

Students can join classes you create by entering a **join code**. Here’s how to find the join code for a section, and how your students will use it.

1. Once you have created a class for your students to join, you’ll need to provide them with the join code. Once you’ve logged in, click **My Classes**.
2. If you need to create a new class, click **Add Section** and enter the relevant information.

The screenshot shows the 'My Classes' page for Jane Dapkus School. It lists several classes: Pre-AP Algebra 1, Pre-AP Biology, Pre-AP Dance, and Pre-AP English I. Each class has a table of sections with columns for Section, Join Code, Max Students, and Enrolled. The 'Add Section' button for Pre-AP Algebra 1 is highlighted with a red box.

Section	Join Code	Max Students	Enrolled
Algebra 1-first bloc	MQXNVQ	40	0
Algebra Class	JA7MKY	40	0

Section	Join Code	Max Students	Enrolled
Bio 1 - first bloc	2XPPDG	40	0
English Class	249222	40	0

- The join code for your class is available in the second column. Clicking the **up arrow icon** allows you to enlarge the code for your students to easily see it if you are projecting your screen. You can also print the code.

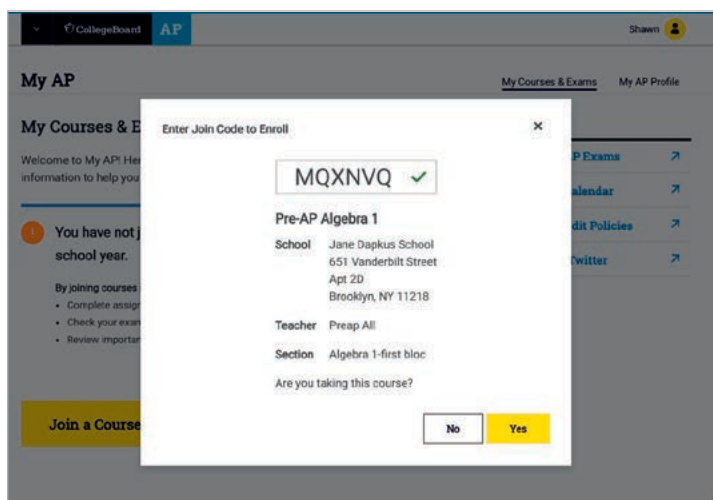
The screenshot shows the 'My Classes' page for Jane Dapkus School. It lists several classes, with 'Pre-AP Algebra 1' expanded to show two sections. The 'Join Code' column for these sections is highlighted with a red box. The join codes are MQXNVQ for 'Algebra 1-first bloc' and JA7MKY for 'Algebra Class'. Each section also shows 'Max Students' (40) and 'Enrolled' (0) counts, along with icons to enlarge or print the code.

Section	Join Code	Max Students	Enrolled
Algebra 1-first bloc	MQXNVQ	40	0
Algebra Class	JA7MKY	40	0

- Have your students sign in to their accounts from myap.collegeboard.org.
- Click **Join a Course or Exam**.
- Enter the join code for the section and click **Submit**.

The screenshot shows a modal dialog box titled 'Enter Join Code to Enroll'. It features a text input field with a dashed line for the join code. Below the input field, there is a message: 'If you do not have a join code, ask your teacher.' At the bottom of the dialog, there are two buttons: 'Cancel' and 'Submit'.

7. Confirm that the information is correct and click **Yes**.



8. If a student is enrolling in a class for the first time, they may be required to answer several demographic questions.

Accessing instructional materials, learning checkpoints, and results

Once students have joined a class, Pre-AP course teachers can share instructional materials and assign learning checkpoints directly through Pre-AP Classroom. Students can also access results of learning checkpoints.

Students should follow the directions below to access any materials shared by their Pre-AP course teacher.

1. Visit myap.collegeboard.org and sign in.
2. If the student has joined a class, they can then click **Pre-AP Classroom**.
3. Students can access instructional materials from the **Units** link, and learning checkpoints and results from the **Assessments** link, both in the top navigation.

Getting help

4. If your student is unable to remember their username or password, the quickest way to recover their information is to use the Forgot **username** or **password** links.
 - If your student is unable to recover their credentials using the Forgot **username** or **password** links, they can contact Customer Support at 877-262-7320 during the hours of Mon.–Fri., 9 a.m.–7 p.m. ET.

For other issues related to your students' College Board account (trouble accessing a course, etc.), please email PreAP@collegeboard.org.

College Board Account Creation for Students Under 13

Why do students need an account?

A College Board account grants a student access to the College Board online platforms for AP and Pre-AP resources. This single account will be used for all College Board programs, including SAT, AP, PSAT/NMSQT, CLEP®, and BigFuture™ activities.

College Board must obtain parent/guardian consent to create an online account on behalf of a student under 13 years of age, in accordance with the U.S. Federal Children's Online Privacy Protection Act (COPPA) (see page 50).

Once a student has a College Board account, they can sign in from any Sign In box on a College Board site. They should visit myap.collegeboard.org to access their Pre-AP courses and materials.

How do students obtain an account?

Account Creation Form

- Pre-AP coordinators provide Account Creation forms for students under 13 years of age who are enrolled in Pre-AP courses. Account Creation forms are available on the Pre-AP Community for Pre-AP coordinators to download. Forms should be distributed to students by their Pre-AP course teachers as early in the school year as possible.
- Students take the Account Creation form home to parents to complete. Both pages must be completed and returned to Pre-AP course teachers.
- Pre-AP course teachers collect all forms from students requiring parent/guardian consent and return them to the Pre-AP coordinator.
- The Pre-AP coordinator scans and emails all forms to accountrequest@collegeboard.org prior to September 2020. Forms should be submitted as a single, multi-page PDF document to expedite the account creation process.

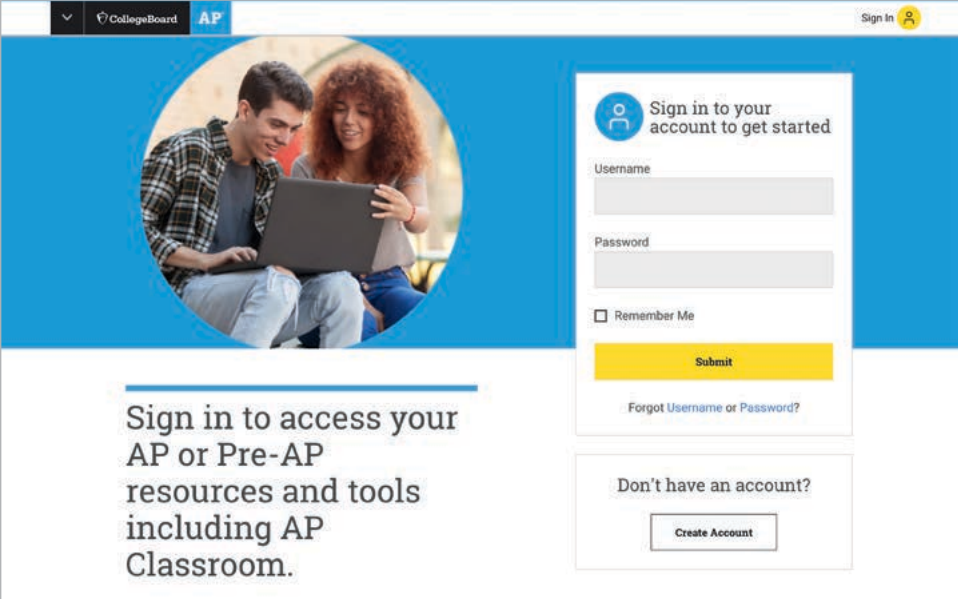
College Board Student Account Confirmation

- Pre-AP coordinators will receive confirmation when all accounts are created for the school.
- Once accounts are created, parents and students will receive a confirmation email at the addresses they provided. This email will include only the student's username.
- This initial email will not provide directions on resetting a student's password or accessing a student's account. A separate email will be sent to the student's email address with directions on resetting their password for the account.
- Students should record and remember their username and password. They will need to log in to their accounts during Pre-AP classes to access instructional materials and digital learning checkpoints.

What are next steps for Pre-AP course teachers and coordinators?

Verifying student accounts

- Before using instructional resources and learning checkpoints on Pre-AP Classroom, educators should check to see that students are able to log in to Pre-AP Classroom using their College Board accounts at myap.collegeboard.org.
- If a student does not have an existing account, Pre-AP course teachers and Pre-AP coordinators should confirm that an Account Creation form was completed and returned for the student, and the form was sent to accountrequest@collegeboard.org.
- If the required form was submitted for account creation, the student's parent/guardian should be contacted to determine whether or not they received the confirmation emails. Pre-AP coordinators can get additional information and assistance by contacting accountrequest@collegeboard.org.



Sign in to access your AP or Pre-AP resources and tools including AP Classroom.

Sign in to your account to get started

Username

Password

Remember Me

Submit

[Forgot Username or Password?](#)

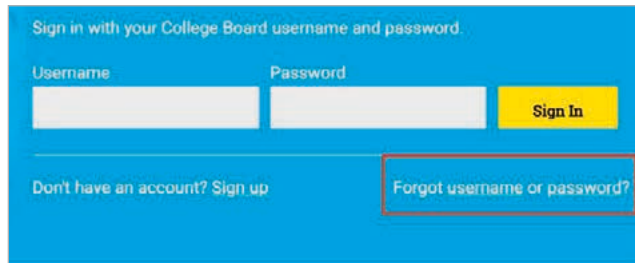
Don't have an account?

Create Account

Adding students to Pre-AP courses

- Once Pre-AP course teachers create class sections on Pre-AP Classroom, students can use their College Board account to join courses using a join code.
- Additional information on joining classes can be found in the Pre-AP Classroom Student Onboarding and Support resource on Pre-AP Classroom and Pre-AP teacher and coordinator communities.

Getting help with confirmed student accounts



- If a student is unable to remember their username or password, the quickest way to recover this information is to use the Forgot **username** or **password** links.
- If a student is unable to recover their credentials using the Forgot **username** or **password** links, they can contact Customer Support at 877-262-7320 during the hours of Mon.–Fri., 9 a.m.–7 p.m. ET.
- For other issues related to College Board accounts (trouble accessing a course, etc.), coordinators and educators can email PreAP@collegeboard.org for assistance.

Pre-AP Assessment Guidelines

Pre-AP currently provides three types of independent assessment opportunities: digital learning checkpoints, performance tasks, and final exams (with performance-based assessments across the Arts courses).

The digital learning checkpoints, performance tasks, and final exams will be updated periodically to ensure the strength, quality, and value of these assessments.

Learning Checkpoints

Except for the Arts, each unit of each course includes two short, digital learning checkpoints featuring multiple-choice and technology-enhanced questions. The grade level-appropriate questions are modeled after what students will encounter on the Pre-AP final exams as well as on the SAT and AP Exams. The digital learning checkpoints are course framework-aligned and designed to provide efficient and actionable feedback to support instruction. Pre-AP course teachers can find sample questions for each course in the course guides as well as in Pre-AP Classroom. It is important to note that the learning checkpoints are tied to the course framework, and there is not always a model lesson connected to a learning checkpoint question set.

Planning for and Administering Learning Checkpoints

Digital learning checkpoints are administered and scored exclusively within Pre-AP Classroom, so each student will need computer access for the administration. Results at the student- and class-level are provided through automatic score reports that contain explanations of all correct and incorrect answers for each question as well as aggregated data that can be used to inform ongoing instruction.

A digital learning checkpoint is meant to take a single class period or less, or approximately 45 minutes. Actual questions are not viewable before the digital learning checkpoint is assigned and administration begins. The learning checkpoints are designed for students to apply the key concepts and skills they are learning to new texts, images, data sets, and contexts. Limiting the exposure of the learning checkpoints helps maintain this design feature as well as a desired level of security and objectivity. This in turn allows Pre-AP to provide the most accurate feedback and results data.

As Pre-AP course teachers begin each unit, they will be able to see the number and types of questions per learning checkpoint as well as which concepts and skills are assessed on each learning checkpoint via the Assessment Summary page. Pre-AP course teachers will also have access to annotated **Sample Questions** that are representative of that specific unit.

Pre-AP course teachers can assign a learning checkpoint at any time, but each course guide provides guidance on when in a unit to administer the assessment. During the Summer Institute, Pre-AP course teachers will receive an instructional planning guide to support their unit-by-unit planning of lessons and assessments.

Learning checkpoints are delivered in the same digital form to all students. Therefore, active monitoring to ensure that students are progressing through the assessments independently and without issue is recommended for all Pre-AP course teachers.

There is additional information on administering learning checkpoints in the *Getting Started Guide* on page 42 in this manual.

Learning Checkpoint Results

Once the digital learning checkpoints are submitted, they are scored automatically. On the Results tab, Pre-AP course teachers will have insight into how individual students and whole class performed at the question level, and overall.

Throughout the Results tab Pre-AP course teachers will see the colors yellow, green, and dark green. These colors represent the performance categories of Developing, Approaching, and Achieving, respectively. These categories, and not a percentage of correct answers out of total questions, should be the primary consideration for Pre-AP course teachers when they are reviewing the assessment results and making decisions about students' grades or adapting instruction.

Ideally, the learning checkpoints would be viewed as purely formative and not associated with a traditional grade or score. Pre-AP course teachers should carefully consider the performance categories of Developing, Approaching, and Achieving. These categories are based on the following breakdown of percent of questions correct within a learning checkpoint:

Developing	0%–39% questions correct
Approaching	40%–74% questions correct
Achieving	75%–100% questions correct

These categories, and the percentages they're based on, do not naturally translate into a traditional grading schema where a 90% or greater results in an A. The assessments have been designed to yield the most useful information for Pre-AP course teachers and their instruction, and calculating a grade based on the percentage of questions correct out of the total is likely to misrepresent a student's needs, successes, and progress. Therefore, we do not recommend that Pre-AP course teachers apply such a direct calculation when assigning grades.

Instead, we recommend that Pre-AP course teachers approach learning checkpoint results as they would with standards-based grading, where the learning objectives assessed represent end of year targets, and each learning checkpoint offers a view of how students are progressing toward those end of year goals at that given moment within the unit.

We also encourage Pre-AP course teachers to examine learning checkpoint results with their colleagues. Together Pre-AP course teachers can reflect on the scores in connection with broader observations of student progress and achievement within the classroom. This is a school-based model of standards setting, where a team of educators comes together to establish the grading scale associated with the performance categories of each learning checkpoint. This process increases the shared reflection following each assessment and further promotes calibration of assessment feedback and fairness across classroom assessments.

Performance Tasks

Each unit of each course includes one performance-based assessment or performance task. They are designed to be administered at the end of each unit and to evaluate the depth of student understanding and mastery of the skills not easily assessed on multiple-choice assessments.

Performance tasks function as both formative and summative assessments in that the carefully developed scoring guidelines help provide feedback to inform instruction and student skill development. The formative power of these assessments increases when Pre-AP course teachers in a department meet to analyze student work using the performance task scoring guidelines.

Detailed descriptions and samples of the performance tasks can be found in the course guides of each Pre-AP course.

PERFORMANCE TASKS BY COURSE

Course	Description of Performance Task
Pre-AP Algebra 1	The Pre-AP Algebra 1 performance tasks are modeled after the free-response questions for AP Calculus and AP Statistics. Each unit in Algebra 1 includes at least one practice performance task.
Pre-AP Biology	The Pre-AP Biology performance tasks in ecology and cellular systems mirror the AP Biology free-response question. Performance tasks in evolution and genetics will actively engage students in hands-on data analysis and modeling skills. Practice performance tasks are also included for each unit.
Pre-AP Chemistry	The Pre-AP Chemistry performance tasks are modeled after the AP Chemistry free-response questions. Additionally, some tasks engage students in hands-on data collection and analysis in the laboratory. Practice performance tasks are also included for each unit.
Pre-AP English 1	The performance tasks for Pre-AP English 1 are designed as early opportunities to practice the analytical writing required by the SAT Essay and AP English exams. The performance tasks build in complexity from paragraph-level analysis to multi-paragraph to full essay. English 1 performance tasks can be administered and scored on Pre-AP Classroom.
Pre-AP English 2	Each Pre-AP English 2 performance task requires students to write an essay. One unit task is modeled after the SAT Essay, and the other units' tasks are modeled after free-response questions on the AP English Literature and Composition Exam and on the AP English Language and Composition Exam.
Pre-AP Geometry with Statistics	The Pre-AP Geometry with Statistics performance tasks in the geometry units are modeled after the free-response questions for AP Calculus and AP Statistics. The performance task in the statistics unit actively engages students in designing and completing a data analysis project. Each unit in Geometry with Statistics includes at least one practice performance task.
Pre-AP World History and Geography	There are two types of Pre-AP World History and Geography performance tasks: source analysis tasks and evidence-based essays modeled after AP World History document-based questions.
Pre-AP Arts: Dance, Music, Theatre, Visual Arts	Assessments for Pre-AP Arts courses are fully performance-based to best capture and measure student progress in reflection, revision, experimentation, and practice.*

*Pre-AP Arts courses do not have digital learning checkpoints.

In cases where performance tasks are modeled after SAT or AP tasks, the Pre-AP performance tasks are appropriately scaffolded and adapted for students in their first year of high school.

Administering and Scoring Performance Tasks

Performance tasks may be administered and scored outside Pre-AP Classroom (i.e., in print) by the Pre-AP course teacher. All of the performance tasks are available via Pre-AP Classroom. Performance tasks are generally designed to be administered in a single class period unless otherwise noted.

In each course*, performance tasks are accompanied by clear scoring guidelines for Pre-AP course teachers to use to evaluate student work and provide effective feedback. Pre-AP course teachers will receive access to online scoring modules to support them when they are evaluating student work.

Recommendations similar to those for learning checkpoints apply to translating performance task scores into grades. Ultimately these decisions are based on the Pre-AP course teacher's grading philosophy.

We strongly encourage Pre-AP course teachers to use **collaborative scoring** for performance tasks, if not at the department level then with a grade-level team or colleague. Whether using a holistic rubric (Arts courses) or analytical scoring guidelines (all other courses), collaborative scoring can also help Pre-AP course teachers reach department-level decisions about how scores translate to grades.

For both learning checkpoints and performance tasks, we recommend that Pre-AP course teachers **build time for feedback and reflection with their students** based on the assessment results. Educator-to-student feedback and student self-reflection are critical components behind the power of Pre-AP assessments.

*Pre-AP Arts courses do not have digital learning checkpoints.

Final Exams

A final exam featuring multiple-choice (MC), technology-enhanced (TE), and open-response (OR) questions is available for each course (except the Pre-AP Arts courses, Pre-AP English 2, and Pre-AP Geometry with Statistics). The final exams are classroom-based, summative assessments designed to measure students' success in learning and applying the knowledge and skills articulated in each Pre-AP course framework.

The final exams for all courses are designed to be delivered digitally in a classroom setting. Pre-AP course teachers will have the option of administering the final exams in a single extended session or two shorter consecutive sessions.

Multiple-choice and technology-enhanced items will be delivered digitally and scored automatically. Open-response items will be delivered as part of the digital final exam but are designed to be scored separately by Pre-AP course teachers.

Additional information on the final exams, as well as best practices for interpreting and using the results for all independent Pre-AP assessments, will be provided on Pre-AP Classroom.

Student Accommodations

The Pre-AP assessments have been designed for all students with the understanding that appropriate assessment accommodations will be provided to students based on their Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or other educational support plan(s) at the school level. Our timing guidance for the digital learning checkpoints and performance tasks are recommendations. Pre-AP course teachers should use their judgment based on the unique needs of their classrooms and students if more time is needed.

If a student is eligible for assessment accommodations, all efforts should be made to provide those modifications for the Pre-AP digital learning checkpoints and performance tasks (performance assessments in the Arts courses).

Pre-AP Assessment Guidelines

Pre-AP course teachers are encouraged to implement all classroom-based assessment accommodations such as, but not limited to:

- Extended time and breaks
- Alternate setting
- Reading passages and items aloud
- Recording of student responses
- Translation of test materials into native language
- Use of bilingual dictionary
- Repeating, clarifying, or rewording directions

Pre-AP Classroom supports WCAG 2.0 Level AA requirements for screen readers and refreshable braille display, keyboard access, textual alternatives, and the ability to expose the name, state, and role of user-interface elements through an accessibility API. It also provides accessibility tools where students can adjust the color scheme, font size, as well as utilize zoom functionality to enlarge questions, images, answer options, etc.

School staff should encourage and enable students who require accommodations to use the accessibility features of Pre-AP Classroom as well as browser-based tools for common student needs, such as zooming or enlarging text. Prior to the exam, the “Secure Assignment Readiness Check” should be completed to test and verify that the student accommodation tools work. For more information on print accommodations for Pre-AP assessments, go to page 66 in this manual. Contact Pre-AP Support at PreAP@collegeboard.org or 877-262-7320 with unique circumstances and needs.

Pre-AP Final Exam Guidelines

General Final Exam Information

Purpose of the Final Exam

The Pre-AP final exams are summative assessments designed to measure students' success in learning and applying the knowledge and skills articulated in each Pre-AP course framework. The final exams should be used to determine whether students are still developing, are approaching, or are achieving success in learning and applying the knowledge and skills articulated in the Pre-AP course framework by the end of the course.

The results of the final exams provide information on specific Pre-AP courses; the results don't predict scores on any additional assessments or success in any additional courses. The Pre-AP final exams support the evaluation of students in the context of the Pre-AP course frameworks.

Exam Length

The Pre-AP final exams for each course have two sections that can be administered in a single 105-minute session or two sessions, one 60 minutes and one 45 minutes long. If administering the final exam in two sessions, the sessions should be consecutive class meetings. Final exams are administered digitally and consist of multiple-choice, technology-enhanced, and open-response questions. The multiple-choice and technology-enhanced questions are scored automatically, and the open response questions are scored locally by the Pre-AP course teacher. In some courses, the open-response questions are administered offline.

Exam Windows

The Pre-AP final exams are only offered during a spring administration window. The final dates for the 2021 spring administration window will be shared by the Pre-AP program during the 2020-21 school year.

Technical Requirements

Students are required to take the final exam using LockDown Browser, a free secure browser that enhances the security of exam administration. Prior to the exam date, LockDown Browser has to be installed on each device that students use to take the final exam. Instructions for downloading, installing, and verifying Lockdown Browser are on pages 56–60. Supported devices for the final exam include:

- Windows or Mac computers (using Chrome, Firefox, or Safari 10 or higher)
- iPads (iOS 12 or higher)
- School-managed Chromebooks (requires installation of a Chrome Extension that must be run in kiosk mode)

NOTE: Administration of the final exam on cell phone is not permitted.

Scoring

The Pre-AP final exams consist of multiple-choice, technology-enhanced, and open-response questions. All multiple-choice and technology-enhanced questions are administered and scored exclusively within Pre-AP Classroom. Open-response questions for most courses can be administered digitally; some courses may require a paper and pencil response that will need to be collected. All open-response items, whether answered digitally or via paper and pencil, are locally scored by the Pre-AP course teacher or teams of educators. Open-response scores are then entered into Pre-AP Classroom so that composite results at the student- and class-level can be provided through automatic score reports.

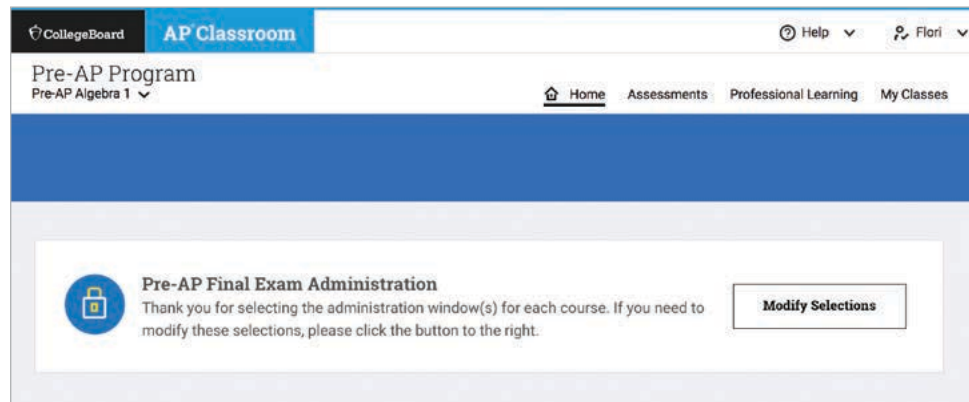
Pre-AP course teachers will have insight into individual and whole class performance at the question level and overall. Decisions about how to translate the points into a percentage or letter grade are owned at the classroom-, school-, or district-level. Scores will be reported as points earned out of points available, not a percentage or traditional letter grade.

Before the Exam

Step 1: Coordinator Selection of Final Exam

In Pre-AP Classroom coordinators are required to select if they would like the final exam enabled for each course. To make their selections, coordinators should log in at myap.collegeboard.org.

Coordinators should make these selections as soon as possible. Teachers will not be able to select their final exam dates until this step has been completed. These selections can be modified at any point by clicking **Modify Selections**.



Step 2: LockDown Browser Download and Installation (for Technology Administrator)

LockDown Browser is a free secure browser that locks down the testing environment and enhances the security of exam administration. Students are required to take the final exam using LockDown Browser. Prior to the exam date, LockDown Browser will need to be installed onto each device that students will use to take the final exam.

The installation steps and requirements are different for each device type. Please identify the appropriate scenario(s) for your school. Then, follow the instructions to install LockDown Browser onto the computers and devices that students will use to take the final exam.

Your school supplies Windows or Mac computers to students, but students do not have administrator rights to those computers (the ability to download, install, and execute software). This includes computer labs, laptop carts, and shared devices.

Scenario 1

Use the link below to download and install LockDown Browser on the computers that students will use to take the exam. For Windows computers, install Windows Lab Edition (EXE or MSI). For Mac computers, install Mac OS X Edition. Simply follow the computer's installation assistant. Please note that you must download this version of LockDown Browser. Alternate or older versions may not allow students to take the exam.

Download Page: <https://apclassroom.collegeboard.org/lockdown>

*After installing LockDown Browser, click the **Verify LockDown Browser Installation** link found on the Download page. Then, when you see the pop-up window, click **Open LockDown Browser**. If you see the Success page, you have installed the application onto the computer.

Your school supplies and manages iPads (iOS 12 or higher) for your students.

Scenario 2

Please download and install the LockDown Browser app on each iPad using the following URL: itunes.apple.com/ca/app/lockdown-browser/id659101775?mt=8. If your school uses an iPad management interface, you will need to push out this app to the iPad devices.

Students own their Windows computer, Mac computer, or iPad (iOS 12 or higher), and they have administrator rights to those devices (the ability to download, install, and execute software).

Scenario 3

Students can download and install LockDown Browser by clicking the download link in the yellow banner in Pre-AP Classroom (shown under Assessments on the Assignments tab). No action is needed by the technology administrator.



Your school supplies and manages Chromebook devices for your students.

Scenario 4

The College Board LockDown Browser for Chromebooks is a Chrome Extension that must be run in kiosk mode when Chromebooks are centrally managed with Chrome Device Management. See below for Chromebook setup instructions.

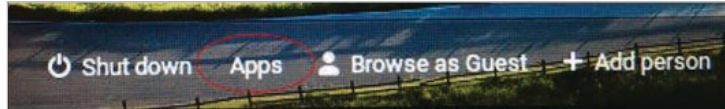
How to install College Board LockDown Browser for Chromebooks

The following instructions describe how to install the College Board app using Chrome Device Management.

1. Login to the Google Suite admin console at <https://admin.google.com>.
2. Select “Devices” and then “Chrome Management” under Device Settings.
3. On the next screen select “Apps & extensions” and then select the KIOSKS tab.
4. Hover over the yellow circle with the + sign and then select “Add Chrome app or extension by ID”
5. Enter the App ID: lhfmngiffjhdjdgkfdhbifhnddmjko and press Save. The College Board App will now appear on the login page of the managed Chromebooks.

The Student Experience

Students should select **College Board** from the Apps link on their login screen.



When the College Board app launches, students should log in to Pre-AP Classroom and navigate to their final exam. During the exam, the Chromebook will be locked into the testing environment until the exam is submitted. Once the final exam is complete, the student must either restart or sign out of the Chromebook device.

Proxy Server Troubleshooting

If you receive an error from the College Board app about not being able to connect to the internet, there may be a problem with a proxy server. Kiosk mode does not work with proxy servers unless a network configuration is defined and applied **by device** instead of **by user**. The following steps can be followed to set up the network configuration by device.

1. Log in to the Google Suite admin console at <https://admin.google.com>
2. Select **Device Management** and then **Network** under the Device Settings.
3. Select **Wi-Fi** or **ethernet**. If no networks are defined, then select **Create**.
4. Enter the setting for your network. On the proxy settings, configure the proxy as required, and be sure to select **by device** in the **Apply network** section.
5. The final step is to validate that everything is set up correctly. To do this, we recommend testing the network settings with the generic Kiosk app with app ID: afhcomalholahplbjhnmahkkoekojban

Note: This is not LockDown Browser; this is a test.

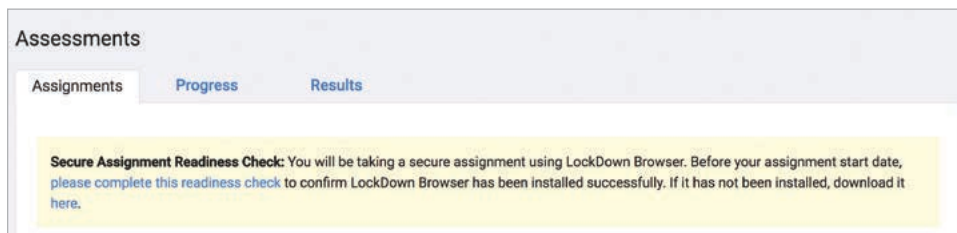
This app allows you to configure an arbitrary URL (such as <https://www.collegeboard.org/>), which is displayed when the app enters Kiosk mode. Once networking has been validated with the Kiosk app, you can be confident that the College Board LockDown Browser for Chromebook will be able to connect to the internet via the proxy server.

Step 3: Secure Assignment Readiness Check

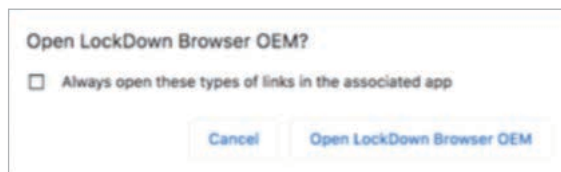
Once LockDown Browser has been installed on the devices that students will use to take final exams, each student will need to complete a Secure Assignment Readiness Check in advance of the exam date.

Students should log in to Pre-AP Classroom using the devices that will be used for the final exam. Students using Windows or Mac computers should use Chrome, Firefox, or Safari 10 or higher. Students using iPads (iOS 12 or higher) should use Safari. Students using Chromebooks should select **College Board** from the apps link and log in to Pre-AP Classroom.

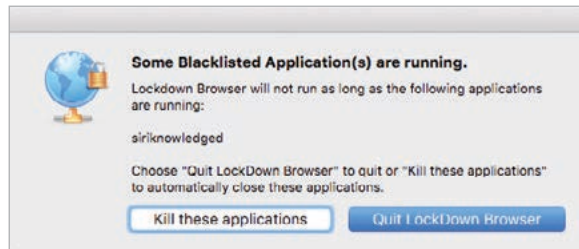
On their Assignments tab under Assessments, students will see a yellow banner as shown below.



When students click the **please complete this readiness check** link, they will see a pop-up to open LockDown Browser. After students click **Open LockDown Browser**, the readiness check will launch.



LockDown Browser requires certain applications to close. If the below pop-up appears, click **Kill these applications**.



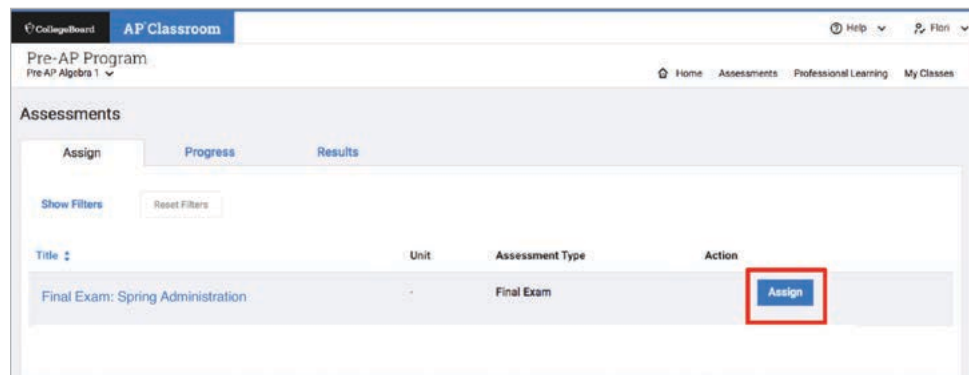
When the readiness check has launched, students should answer the six sample questions. Then, they should click **Submit** and exit LockDown Browser. After doing so, students have successfully completed their readiness check.

If a student's exam did not launch successfully, check with the technology administrator to ensure LockDown Browser has been installed on the device. After reinstallation, the student should attempt to launch the readiness check. If technical issues persist, please contact Pre-AP Support at preap@collegeboard.org or 877-262-7320.

Step 4: Teacher Selection of Final Exam Date(s)

All Pre-AP course teachers can select their final exam date(s).

To make their selections, Pre-AP course teachers should sign in to Pre-AP Classroom and locate the final in the Assessments list. Then, the Pre-AP course teacher should click the **Assign** button for the exam.



After clicking the Assign button, Pre-AP course teachers will see the final exam assignment modal. The Pre-AP course teacher should select a class and indicate whether they will administer the exam in one 105-minute session or two sessions (60 and 45 minutes). Then, the Pre-AP course teacher will select one exam date/time (for one 105-minute session) or two dates/times for two sessions (60 minutes and 45 minutes).

Pre-AP Final Exam Spring

Unlock/Schedule [Clear](#) Assigned or In Progress ⓘ

Period 1
 Period 2
 Period 3

Duration of Exam
 One 105 minute Session

Set Date and Time ⓘ
 Assessment Begins
 Not specified

May 2020							Time
Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	12:00 AM
8	9	10	11	12	13	14	12:15 AM
15	16	17	18	19	20	21	12:30 AM
22	23	24	25	26	27	28	12:45 AM
29	30	31	1	2	3	4	01:00 AM
							01:15 AM

[Cancel](#) [Assign](#)

Note: Two-part exams are intended to be administered no more than one day (consecutive class meeting days) apart. Pre-AP course teachers should select the time closest to when they wish to begin the exam. If needed, they can manually unlock the exam at an alternate time on test day.

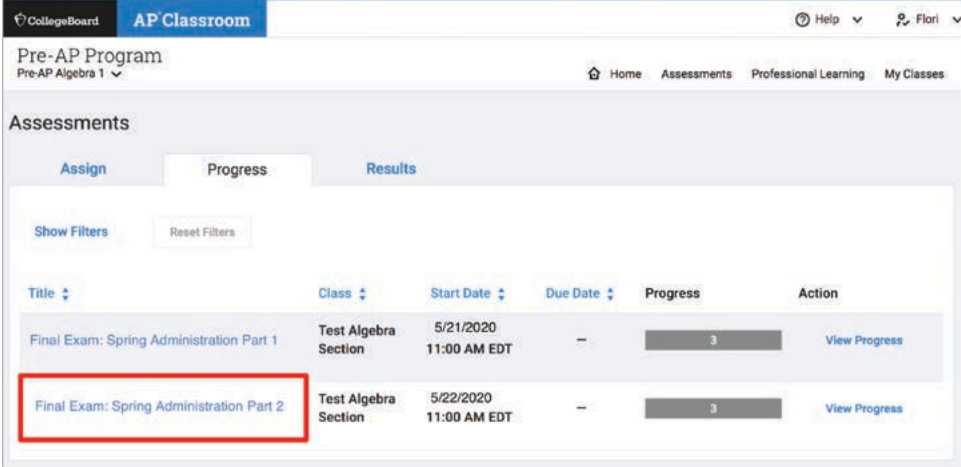
Pre-AP World History and Geography educators will also be asked to select Pathway 1 or Pathway 2.

Test Day

Step 1: Start the Exam

On the date of the exam, Pre-AP course teachers should log in to Pre-AP Classroom at myap.collegeboard.org. Pre-AP course teachers should navigate to the Progress page on the Assessments tab and click on the final exam. If the exam is being administered in two parts, click **Part 1** or **Part 2** (depending on the part that is being administered).

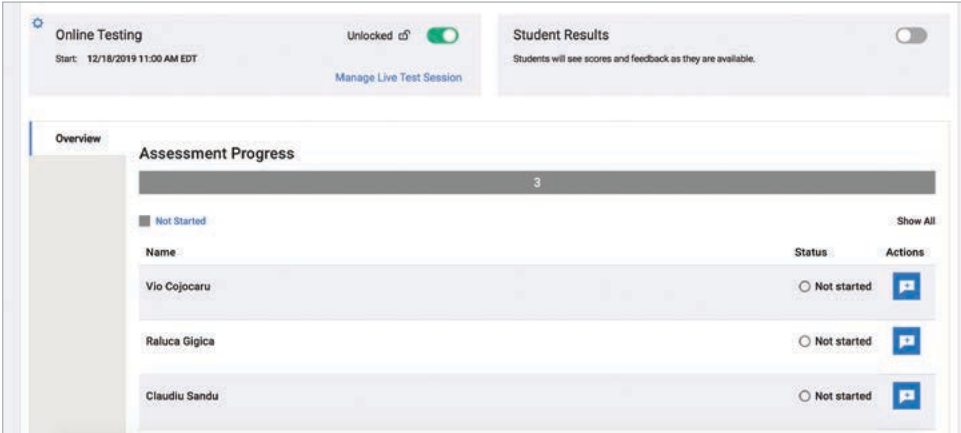
Doing so will open the exam so students can begin.



The screenshot shows the Pre-AP Classroom interface. At the top, there's a navigation bar with 'CollegeBoard' and 'AP Classroom'. Below that, the page title is 'Pre-AP Program' with a dropdown for 'Pre-AP Algebra 1'. There are navigation links for 'Home', 'Assessments', 'Professional Learning', and 'My Classes'. The main section is titled 'Assessments' and has three tabs: 'Assign', 'Progress', and 'Results'. The 'Progress' tab is active. There are 'Show Filters' and 'Reset Filters' buttons. Below that is a table with columns: Title, Class, Start Date, Due Date, Progress, and Action. The table contains two rows:

Title	Class	Start Date	Due Date	Progress	Action
Final Exam: Spring Administration Part 1	Test Algebra Section	5/21/2020 11:00 AM EDT	—	3	View Progress
Final Exam: Spring Administration Part 2	Test Algebra Section	5/22/2020 11:00 AM EDT	—	3	View Progress

On the next screen, the Pre-AP course teacher should unlock the final exam to enable students to begin. If the current time is equal to or past the time of the Pre-AP course teacher's initially set time, the exam will be unlocked automatically.

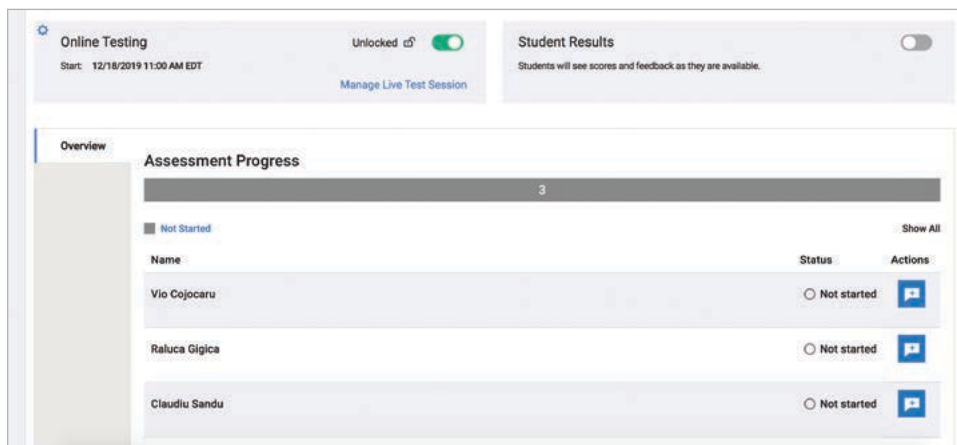


The screenshot shows the 'Online Testing' settings and 'Assessment Progress' for a specific exam. At the top, there's a 'Start' time of 12/18/2019 11:00 AM EDT and a 'Manage Live Test Session' link. The 'Online Testing' toggle is turned on, and the 'Student Results' toggle is turned off. Below that is the 'Assessment Progress' section, which shows a progress bar for 3 students. A table lists three students:

Name	Status	Actions
Vio Cojocar	Not started	[Action]
Raluca Gigica	Not started	[Action]
Claudiu Sandu	Not started	[Action]

Step 2: Proctor the Exam

After the exam has been unlocked, Pre-AP course teachers can click the **Manage Live Test Session** link. This tool provides Pre-AP course teachers with the real-time exam statuses of their students.



When Pre-AP course teachers click **Manage Live Test Sessions**, they will see a list of their students. Each student will have a status of Not Started, In Progress, or Submitted.



Pre-AP course teachers may pause, resume, or extend exam time for each student. To do so, the Pre-AP course teacher selects a student by clicking the checkbox next to the student's name. Then, click the **Actions** button and select an option from the dropdown.

The Pre-AP course teacher will confirm the action in order to pause, resume, or extend time for the student.



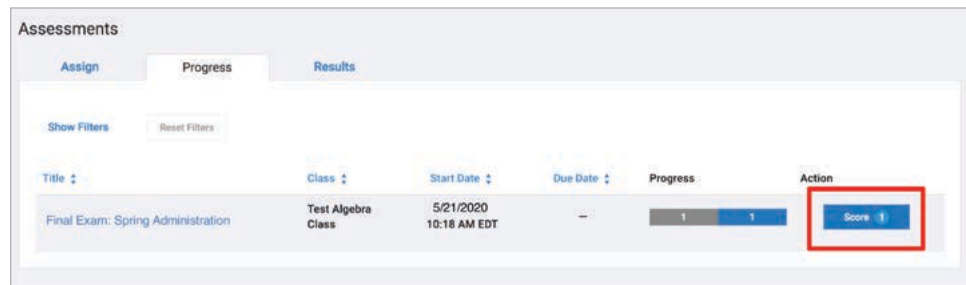
Once time expires, students' exams will be automatically submitted (if students have not submitted already). If the Pre-AP course teacher is administering the exam in two parts, they should repeat the steps above for Part 2.

After the Exam

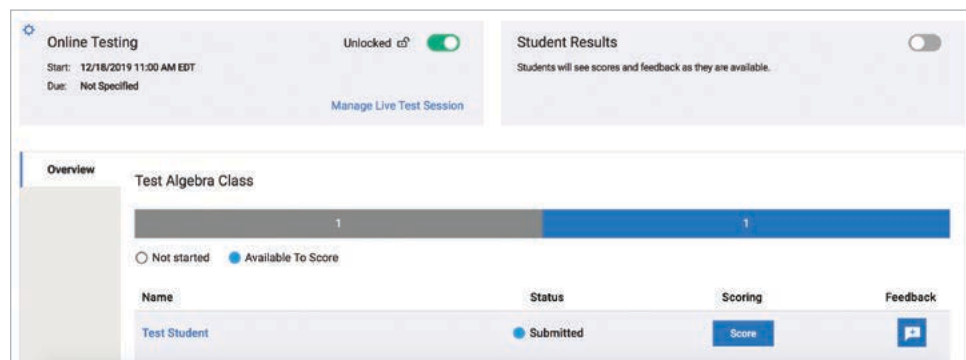
Step 1: Open-Response Scoring

After the exam has been administered (in one 105-minute session or two sessions, 60 minutes and 45 minutes), Pre-AP course teachers will need to score open-response items. To do so, the Pre-AP course teacher should log in to Pre-AP Classroom and navigate to the Progress tab.

A blue **Score** button will appear next to the exam. If the Pre-AP course teacher administered in two parts, open-response scoring will take place in Part 2.



After clicking the **Score** button, the Pre-AP course teacher will see a list of their students with a Score button next to each name.



After clicking **Score**, a page will appear showing all of the questions in the exam. The Pre-AP course teacher should navigate to the open-response question(s) located at the end of the exam.

On the left side of the screen, the Pre-AP course teacher can view the question and the student's response. The corresponding scoring guidelines will appear to the right with scores to select. If there are additional criteria to score, click the blue arrows to navigate to them. After scoring the student's response, click **Submit**.

If open-response questions were administered offline, the Pre-AP teacher should review responses and input their scores here.

After clicking **Submit**, the student's score will be saved and the student's status will now appear as **Scored**. Repeat this process for each student in the class.

Name	Status	Actions
Test Student	Scored	Review

Step 2: Final Exam Reporting

Once all sessions have been administered and the Pre-AP course teacher has scored the open responses, they should click the **Final Exam** in the Results tab to access final exam results for each class.

Final Exam Reporting

What to Expect from Final Exam Reporting

While the Pre-AP final exams are summative assessments for students, the reporting features are designed to offer Pre-AP course teachers both summative and formative information.

Pre-AP course teachers will have access to both individual student- and class-level total points earned out of total points available. Points for multiple-choice and technology-enhanced questions are automatically included, and the points for the locally scored open-response questions are entered into the report by the Pre-AP course teacher to be factored into the total. The point totals will be situated across the three performance categories of Developing, Approaching, and Achieving.

For each question, Pre-AP course teachers will be able to see which students answered correctly and incorrectly as well as detailed information about each question. Pre-AP course teachers will also be able to view which questions were the highest performing and which were the lowest performing for each class.

Pre-AP students will be able to see their total points earned out of total points available, as well as the class average for total points earned. Students will also see which one of the three performance categories best describe their results.

For each question on the final exam, students will be able to view whether they answered correctly or incorrectly along with some basic information about the question (e.g., learning objective addressed).

Pre-AP Print Assessment Accommodations Guidelines

As outlined in the Pre-AP Assessment Guidelines, each unit of each Pre-AP course (with the exception of the Arts) includes two short, digital learning checkpoints featuring multiple-choice questions modeled after what students will encounter on the SAT and AP Exams, appropriately leveled for high school students. These learning checkpoints are administered and scored exclusively within Pre-AP Classroom.

A student enrolled in Pre-AP courses may have accommodations and modifications required and documented by their Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or other educational support plan(s). Accommodations and modifications may require printed materials and assessments for a student when these materials are provided to all students primarily through electronic or online resources.

Pre-AP coordinators may request a printable form of each learning checkpoint to be administered to students in Pre-AP English 1, Pre-AP English 2, Pre-AP Algebra 1, Pre-AP Biology, Pre-AP Chemistry, Pre-AP Geometry with Statistics, and Pre-AP World History and Geography.

Appropriate Use of Printable Pre-AP Learning Checkpoints

- Learning checkpoints in printed format should only be administered to students with required needs outlined in an IEP, IAP, or other documented school or district educational support plan.
- Printed learning checkpoints should not be administered to an entire class of students at any time, for any reason. All students without documented needs for alternate assessment formats should access the learning checkpoints and participate in Pre-AP Classroom.

Test Security

- Pre-AP coordinators are the only campus designees allowed to complete a Pre-AP Print Accommodations Request for their school. Pre-AP coordinators will be responsible for distributing the printed learning checkpoints to Pre-AP course teachers. Only Pre-AP course teachers with students requiring this accommodation will receive printed learning checkpoints from their Pre-AP coordinators.
- Like the learning checkpoints in digital format, printed learning checkpoints are delivered in the same form to all students. Pre-AP course teachers should actively monitor the administration of a printed learning checkpoint as they would any paper or digital classroom assessment.

Requesting Printed Pre-AP Learning Checkpoints

- Pre-AP course teachers should complete a Teacher Request for Print Accommodations form and submit it to their campus Pre-AP coordinator. This form will contain student information; Pre-AP course teachers should adhere to standard protocol for maintaining confidentiality. Teacher Request for Print Accommodations forms should not be sent to College Board. Pre-AP coordinators will use this information to request printed learning checkpoints and secure these documents on campus.
- Teacher Request for Print Accommodations forms are available from Pre-AP coordinators and should be submitted by the deadline(s) set by the campus.


Pre-AP Print Accommodations Request: Coordinator Guidelines

Collecting Student Information

- The following information must be collected from Teacher Request for Print Accommodations forms to complete the online Pre-AP Print Accommodations Request:
 - ♦ Pre-AP Courses in which students are enrolled and have accommodations and modifications required by IEP/IAP/other educational plans
 - ♦ Names of educators (first and last) of Pre-AP courses
 - ♦ Number of students requiring printed materials for SPED/IEP
 - ♦ Number of students requiring printed materials for 504/IAP
 - ♦ Number of students requiring printed materials for other documented educational support plans
- Be certain all Pre-AP course teachers have a Teacher Request for Print Accommodations form. If any Pre-AP course teachers have students with a documented need that requires printed learning checkpoints, they need to submit a form to the Pre-AP coordinator with the requested information.
- The Teacher Request for Print Accommodations form will include sensitive student information. Please handle this information appropriately. Do not send Teacher Request for Print Accommodations forms to College Board. They should be used to complete the Pre-AP Print Accommodations Request for the school, then stored securely in the event they are needed for verification purposes.
- Pre-AP coordinators and administrators may set a deadline to receive all Teacher Request for Print Accommodations forms to ensure only one online Print Accommodations Request is submitted for the school.

Requesting Printable Learning Checkpoints

Only the designated campus Pre-AP coordinator should submit a Pre-AP Print Accommodations Request.

	Quick Link	QR Code
Access: Pre-AP Print Accommodations Request	bit.ly/PreAPPrintRequest	

Delivery and Distribution of Printed Learning Checkpoints

- The information provided on the Pre-AP Print Accommodations Request will determine the courses for which you will receive printed learning checkpoints.
- All learning checkpoints for each course will be sent via email directly to the designated Pre-AP coordinator on record with Pre-AP. The files will be sent in PDF format.
- Using the information and student counts submitted on the Pre-AP Print Accommodations Request, you should print and prepare the required copies for each Pre-AP course teacher to administer the learning checkpoints.
- Do not share the PDF with the Pre-AP course teachers. Prepare and distribute the specific learning checkpoint needed when Pre-AP course teachers are planning to administer the online digital learning checkpoint to the other students accessing Pre-AP Classroom. Pre-AP course teachers should not receive printed copies of all learning checkpoints for the year at one time.
- Determine a safe, efficient way to keep record of your distribution of printed learning checkpoints. Be diligent in confirming the number of copies for each educator, for each learning checkpoint.
- Upon completion of a learning checkpoint or review activities involving learning checkpoint documents, Pre-AP course teachers should collect and store printed learning checkpoints. Students should not keep learning checkpoints or take printed learning checkpoints home.

If you need to change or confirm your contact information, email PreAP@collegeboard.org.

Pre-AP Print Accommodations Request: Teacher Guidelines

Teacher Request for Print Accommodations

Please provide information below to request printed learning checkpoints for your Pre-AP® course.

Printable learning checkpoints for each unit in your course will be sent to your Pre-AP coordinator. They will ensure you receive the printed learning checkpoints required for your students with documented needs outlined in an IEP, IAP, or other documented educational support plan.

If you teach more than one Pre-AP subject, submit a separate request for a different Pre-AP course.

Teacher Name		Pre-AP Course		
School				
List all students who require printed learning checkpoints for your course, as dictated in their IEP, IAP, or other documented educational support plan.				
Student Last Name	Student First Name	Reason for Request		
		SPED/IEP	504/IAP	Other (describe):
Total Number of Students				

Attestation: *(please initial)*

- I have reviewed and understand the appropriate use of printable Pre-AP learning checkpoints as outlined in the Pre-AP Print Accommodations Guidelines resource document.
- I have reviewed and understand the test security measures outlined in the Pre-AP Print Accommodations Guidelines resource document.
- I will ensure the appropriate protection of student information on this request. I will submit this form to my Pre-AP coordinator, and I will not send this student information to College Board.

Online Resources: Getting Started on the Community

Getting Started: Pre-AP Communities

Once you've created your account, we recommend that you review the following guidelines to help you make the most of your community experience.

Key Sections of the Community

Home

- ♦ The Home page is the first page members see whenever they log in to the community.
- ♦ Home features the latest discussions that members have posted, along with a community activity panel that shows what's happened in the community in the past few days.

Discussions

- ♦ Discussion boards facilitate conversations with peers and can be organized into categories and subcategories.
- ♦ Members view the latest discussion threads on the Home page or browse by category on the Discussion Boards page.
- ♦ Members subscribe to categories or threads that they are interested in and would like to follow.

Resources

- ♦ Members search among resources uploaded by College Board and community members.
- ♦ Resources features an easy uploading process for adding resources and tagging to allow for greater filtering.

Announcements

- ♦ The Pre-AP Program provides important program updates and reminders.

My Library

- ♦ My Library can serve as a repository of resources a user has saved to their personal library for easy access.

Members

- ♦ View your network connections in My Network for access to their wall and posts.
- ♦ Connect with new community members to more easily exchange ideas and resources.

Set My Preferences

General Email

- ♦ Under general email, be sure that your preferred email address is listed as your primary address.
- ♦ Under member messaging, select **All Community Members** or **My Network Members** if you would like to allow one-on-one discussions or follow-up. We recommend doing this if you would like to connect on topics that may be more individualized and less relevant to the entire group.

Email Notifications

- Once you select **My Preferences** located at the top right of the screen, you'll find additional menu options on the left.
- Set up your General Email. This is the general email that you'll use to receive communications from other members.
- Select the community for which you would like to enable notifications. We recommend that you select **daily digest** to receive one daily email with all posts.
- Don't forget to click **Save** after making changes.

Subscribe to Categories of Interest

- While reading threads in the discussion boards, opt in to receive email notifications when a thread that interests you has been updated with either new content or a reply.
- To receive notifications, select the **Subscribe** link to the right of the thread or at the top of the thread when you are within the reading pane view.
- In addition to being able to subscribe to individual threads, subscribe to top-level categories by selecting the **Subscribe** link to the right of the category beneath the All tab on Discussion Boards. By subscribing to the category, you will receive an email any time a thread has been added to the category or updated.

Customize Your Wall

- Click your name (upper right side of the screen).
- Upload a photo (it must be low resolution and under 140 KB).
- Edit your Professional Bio.

Develop a Network

- To connect with educators in our community, click the individual's name and it will take you to that community member's wall.
- Then, click the **Ask (name of individual) to be part of your network** link.

Post a New Thread

- Click the most suitable category and select **Post a New Thread**. (This not only helps with archiving posts but also ensures all receive the post.)
- The toolbar above the writing area has typical word processing tools and features, as well as ways to post internet links.
- Type your post and then click **Submit**. Provide key words and a priority level for your post.

Post a Resource

- Click **Resource** to post a new resource. The more information you provide about a resource, the more your resource will gain visibility and use.
- Please do not post copyrighted materials to our online community.

Online Resources: Teacher Community Access Instructions

The Pre-AP Teacher Community is a place where you can communicate directly with your fellow Pre-AP educators to share ideas, resources, contacts, and best practices. This is also where you can stay engaged with the Pre-AP Program and share actionable feedback to help inform the courses.

Pre-AP Teacher Community URLs

In order to view and use a teacher community, you must first set up your College Board account as described below.

- Pre-AP Algebra 1: preap.org/algebra1community
- Pre-AP Biology: preap.org/biologycommunity
- Pre-AP Chemistry: preap.org/chemistrycommunity
- Pre-AP English I: preap.org/english1community
- Pre-AP English II: preap.org/english2community
- Pre-AP Geometry: preap.org/geometrycommunity
- Pre-AP Visual and Performing Arts: preap.org/artscommunity
- Pre-AP World History & Geography: preap.org/worldhistorygeocommunity

Creating Your College Board Account

To access the teacher community, a College Board account is required. Note: You can skip this section and move to the next if you already have a College Board account.

1. If you do not have a College Board account, create one at <https://account.collegeboard.org>.
2. Click the **Sign Up** button in the **Don't have an account?** box.

The screenshot displays the College Board login interface. At the top, the browser address bar shows the URL <https://account.collegeboard.org/login/login>. The page header includes the College Board logo, a 'Sign In' link with a user icon, and a search bar. Below the header, there are links for 'Get Help Student or Professional'. The main content area features a 'Welcome back. Please sign in.' heading. Underneath, there are two input fields: 'Username' and 'Password'. A yellow 'Sign In' button is positioned below these fields. To the right, a red-bordered box highlights a section titled 'Don't have an account?' which includes a blue user icon with a plus sign and a yellow 'Sign Up' button. At the bottom of the login form, there is a 'Remember me' checkbox and a link for 'Forgot username or password?'.

3. On the next screen, identify yourself as a professional.
4. On the Create Your Professional Account screen:
 - ♦ Under Account Information, please check the box (as shown below) to allow College Board to send you important information and updates.

Account Information

First Name:

Last Name:

Sex: Female Male

Email Address:

Confirm Email Address:

I live outside the U.S.

Yes, please send me updates and information about College Board and College Board deadlines, dates, and related programs and services.

Please share my contact information with third parties that have offers or information the College Board thinks might be of interest to me and my students, including AP Summer institutes, professional development and academic programs and scholarships. 1

Username:

Password:

Confirm password:

Choose security question:

Answer:

- ♦ Be sure to provide professional information about where you work. Note: If your organization is not listed, you can check the box indicating that it is not listed.

Professional Information

Tell us where you work. It may be helpful to start with a ZIP code.

U.S. ZIP code of your organization:
optional; this will help refine your selection

Where do you work?
Or, enter your AI, DI or CEEB code.

My organization is not listed.

What is your primary job function?

- ♦ Review and provide any necessary edits or changes before submitting.

Gaining Access to the Pre-AP Teacher Community

Each Pre-AP course has its own teacher community. All Pre-AP course teachers who have successfully completed the Course Audit are automatically added to their respective community. However, if an educator has more than one Pre-AP course they are teaching, they will need to request access to the other communities. The Pre-AP teacher communities can be accessed using the links below.

1. Log in to your College Board professional account at <https://account.collegeboard.org>.
2. In a new tab or web browser, click or copy and paste the appropriate URL below:
 - Pre-AP Algebra 1: preap.org/algebra1community
 - Pre-AP Biology: preap.org/biologycommunity
 - Pre-AP Chemistry: preap.org/chemistrycommunity
 - Pre-AP English I: preap.org/english1community
 - Pre-AP English II: preap.org/english2community
 - Pre-AP Geometry: preap.org/geometrycommunity
 - Pre-AP Visual and Performing Arts: preap.org/artscommunity
 - Pre-AP World History & Geography: preap.org/worldhistorygeocommunity
3. Use the **Join Now** button at the bottom of the Welcome screen to request access to the Pre-AP Teacher Community. In the notes field, please put your school name and then click **Join Now**.

The screenshot shows the AP Teacher Community interface for Pre-AP Biology. At the top, there's a user greeting 'Welcome, Jay Bryant' and links for 'My Preferences', 'Log out', and 'Help'. The navigation menu includes 'Home', 'Discussions', 'Resources', 'Announcements', 'My Library', and 'Members'. Below the menu are 'Post Resource' and 'Discuss This' buttons, and a search bar with 'Enter Keyword(s)'. The main heading is 'Welcome to the Pre-AP Biology Teacher Community'. Below this is a photo of four students in a library. The 'Your Community' section describes it as a professional learning network. The 'What You Can Do Here' section lists tools for educators: engaging in discussions, finding resources, and connecting with colleagues. The 'Getting Started' section offers help for joining. On the right, a 'Hello AP Teachers!' box prompts sign-in, and a 'Join now' button is at the bottom.

You will receive a response within 24 hours, once the moderator has reviewed your request.

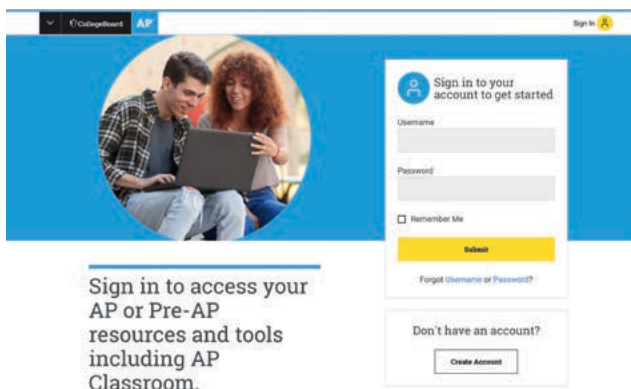
FOR PRE-AP COURSE TEACHERS

Helping Students Join Your Pre-AP Class Section

Before classes start

Find the **join code** for each of your class sections.

- Sign in to myap.collegeboard.org using your College Board username and password.



- The join code your students will need to join your class section appears next to each of your classes. If you don't see your section when you sign in, create it by clicking **Add a Class Section**.

When classes start

Support students with accessing Pre-AP Classroom and creating or confirming their College Board accounts.

- Students need access to a computer or mobile device that supports the latest versions of Chrome (preferred), Safari (preferred), Firefox, or Internet Explorer, and is connected to the internet.
- To access Pre-AP Classroom, all students go to myap.collegeboard.org and sign in using their **College Board account**. This is the same login some students may have used in the past to access PSAT-related assessment information or Khan Academy[®]. If students don't have a College Board account, they can click the **Sign Up** link. (See **Pre-AP Classroom Student Onboarding and Support** resource in your Pre-AP Teacher Community, or see your Pre-AP coordinator.)

- Post the join code for your class section on the board or distribute it to students. Once students establish their accounts, tell students to sign in to **Pre-AP Classroom** and join your class section.
- After signing in, students see their personalized Pre-AP Classroom homepage. Students taking multiple Pre-AP courses will receive join codes from their Pre-AP teachers or Pre-AP coordinator for each of their Pre-AP classes. This enrolls them in the courses and allows them to access Pre-AP Classroom materials and assessments.

Monitor enrollment

- Sign in to **Pre-AP Classroom**, click your **class section name**, and check your class roster to see which students still need to join.
- If any students are not on your class roster, take a few minutes to have them sign in with their College Board account and join your class section.

FOR PRE-AP STUDENTS

Joining Your Pre-AP Class Section

Use a phone, tablet, or computer to join your Pre-AP courses online.

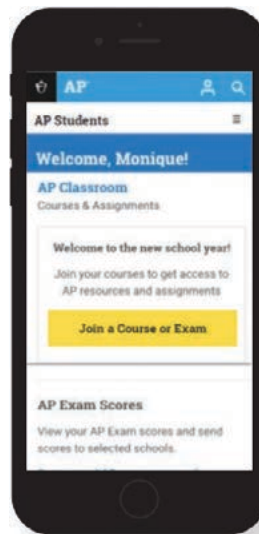


1 SIGN IN

Sign in to myap.collegeboard.org using your College Board account login.

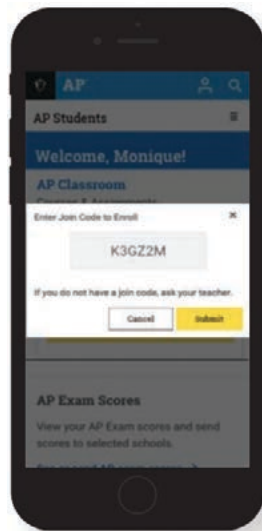
You might have an account already if you've used Khan Academy[®] or if you've taken the PSAT/NMSQT[®].

If you don't have a College Board account, click the [Sign Up](#) link.



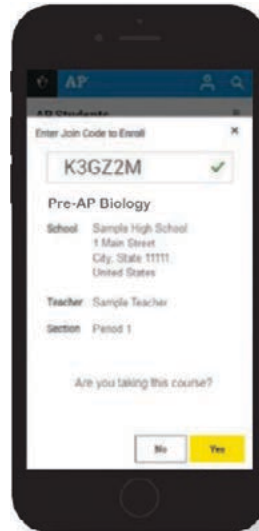
2 JOIN A COURSE

Click the **Join a Course or Exam** button. Before you do this, make sure you have the join code from your teacher. You'll need it to join a class section.



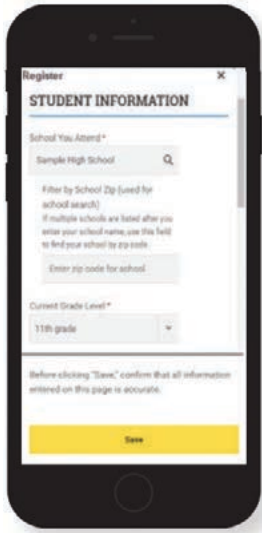
3 SUBMIT YOUR JOIN CODE

Enter the join code your Pre-AP teachers gave you and click **Submit**.



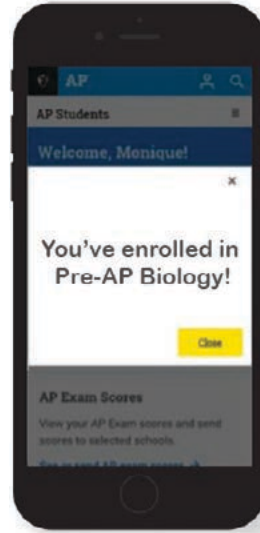
4 VERIFY COURSE INFORMATION

Make sure the information that comes up is for the Pre-AP course you're taking. If it is, click **Yes**.



● FILL OUT REGISTRATION INFORMATION

The first time you enroll in a Pre-AP course in Pre-AP Classroom, you'll need to fill out some registration information. It's important to provide accurate information. You only have to do this once.



● **CONGRATULATIONS!**
You're enrolled in your Pre-AP course.

IF YOU ARE HAVING TROUBLE SIGNING IN TO YOUR ACCOUNT

- If you can't remember your username or password, follow the **Forgot username or password?** links at myap.collegeboard.org to reset them.
 - If a family member set up your account, ask them for the login information. You may want them to sit with you while you sign in.
- If you can't remember the answers to your security questions, see if a family member has them.
 - If you followed all the steps to get your username or password and still can't access your account, talk with your teacher or call **Account Support** for Pre-AP Students at **877-262-7320** during the hours of Mon.–Fri., 9 a.m.–7 p.m. ET.

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, 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 collegeboard.org.

Pre-AP Equity and Access Policy

College Board believes that *all* students deserve engaging, relevant, and challenging grade-level coursework. Access to this type of coursework increases opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. Therefore, the Pre-AP program is dedicated to collaborating with educators across the country to ensure all students have the supports to succeed in appropriately challenging classroom experiences that allow students to learn and grow. It is only through a sustained commitment to equitable preparation, access, and support that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment.

Pre-AP Support and Contact Information

SUPPORT NEEDED

CONTACT INFORMATION

College Board Account Support
(*e.g. password reset, find username*)

A College Board account is required to access the Pre-AP communities and Pre-AP Classroom.

Visit <https://pages.collegeboard.org/account-help> to access sign-in and account support for professional and student accounts.

Direct Support Phone: 877-262-7320

Call Center Hours: Mon.–Fri., 9 a.m.–7 p.m. ET

Pre-AP Classroom

Email: PreAP@collegeboard.org

Additional resources are also available via Pre-AP Classroom. When logged in to Pre-AP Classroom, select Help to submit a message requesting assistance.

Pre-AP Teacher Communities
(*content questions*)

Technical Support Email: APCommunity@collegeboard.org

Use the Teacher Community Access Instructions on page 72 of this manual to request to join the Pre-AP teacher and coordinator communities.

Professional Learning

Email: PreAPSupport@collegeboard.org

Direct Support Phone: 877-262-7320

General Support

Email: PreAP@collegeboard.org
