



AP English Literature Open Forum

Brandon Abdon

Director of AP English Curriculum, Instruction & Assessment



Agenda

- + AP Program Updates
- + Meet the Course Development Committee
- + Course and Exam Updates
- + Teacher Support
- + AP Annual Conference 2016
- + 2017 Reading Dates and Location
- + Q&A



The New York Times – July 29, 1956

EDUCATION IN REVIEW

Advance Placement Program for Freshmen In Colleges Promises Several Advantages

By BENJAMIN FINE

When the colleges and universities reopen this fall for their 1956-57 academic year, a small number of selected students will have earned part credit for their degrees even though they have never spent a day on any college campus. They will receive "advance credit" for courses that they have taken in high school.

This unorthodox program has evolved from an experiment, sponsored by the Fund for the Advancement of Education, to determine whether some of the superior boys and girls in high school are capable of doing college work while still attending their secondary schools. The answer appears to be "yes."

The Advanced Placement Program, as it is called, is now completing its first year as a College Entrance Examination Board project. Early in May 1,300 high-school seniors took a series of tests, prepared by the C. E. E. B.

practically every case received grades of A or B in sophomore courses taken as freshmen.

Although incomplete, the study of the 1955 students indicates that they too have done well in sophomore courses. In other words, it has been found that a high-school student who has shown ability can enter a college and do sophomore work without being handicapped in any way.

To find out whether the examinations actually are geared to the college level, this year the program gave the same tests that the high-school students took to 1,000 college freshmen who had completed courses in the twelve subjects. It was found that the high-school students not only held their ground; in some instances they made better grades than the students who had taken the courses in college for an entire year.

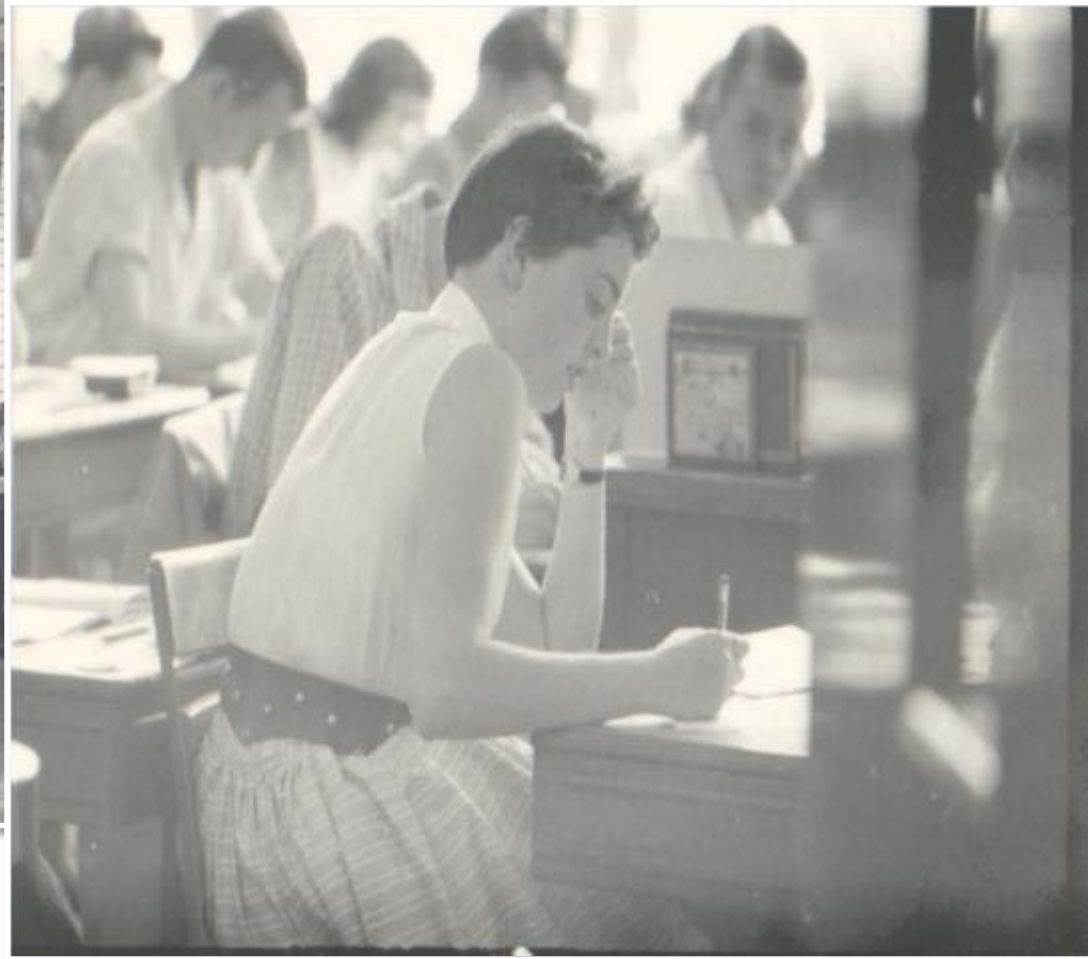
Superior Students

How many persons might profit

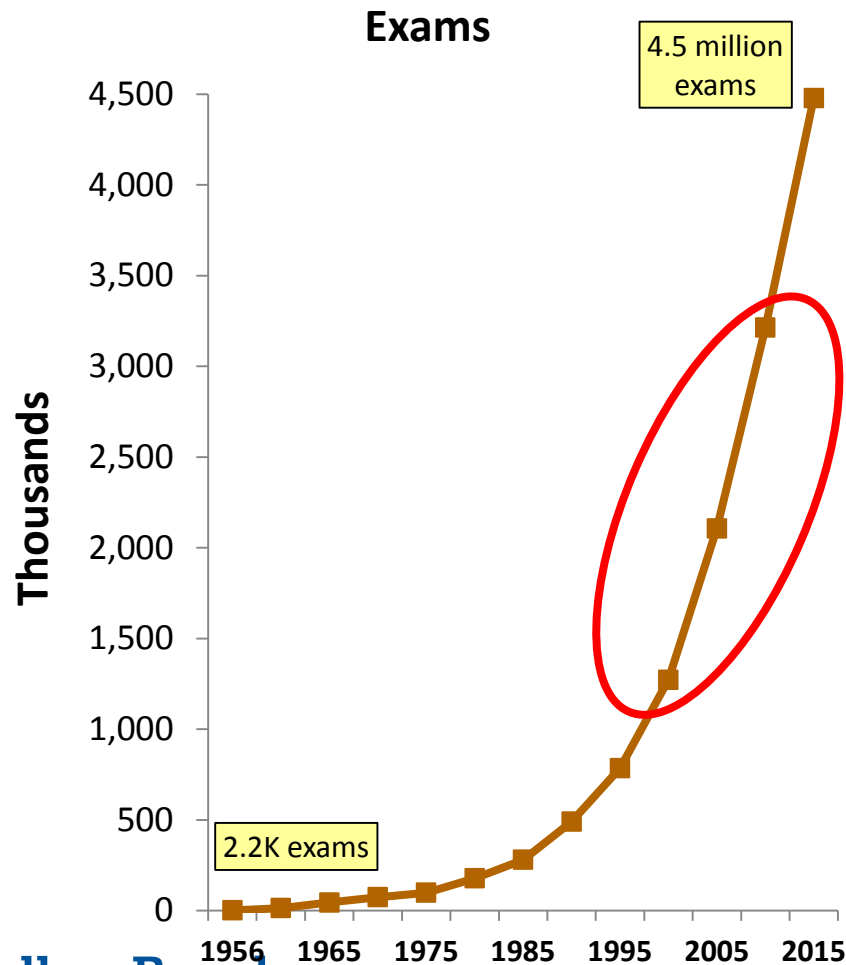
“This unorthodox program” [is]... a tremendously significant experiment:

to determine whether some of the superior boys and girls in high school are capable of doing college work...

The answer appears to be ‘yes.’”



“Expanding at scale without sacrificing rigor is the rarest kind of success in public education...”



“Between 2000 and 2009, participants’ test scores did not show the declines critics predicted...”

- Nat Malkus (AEI)

AP English Literature and Composition Committee Roles

College Members

- *Susan Strehle, Binghamton University – Co-Chair*
- Erin Suzuki, Emory University
- Les Burns, University of Kentucky – Education Specialist

High School Members

- Minaz Jooma, Milburn High School, New Jersey – Co-Chair
- *Eileen Cahill, Salem Academy, Winston-Salem, NC*
- *Tony Harris, St. Ignatius, Chicago*
- Brian Sztabnik, Miller Place High School, New York – CBA

College Board

- Brandon Abdon, Director – AP English Curriculum, Instruction, & Assessment

ETS

- Amy Craig, Assessment Director
- Kristina Bobo, Assessment Developer

New English Literature Committee Members

New Members:

- + **Jim Egan**, Brown University, Providence, RI
- + **Kathy Keyes**, Cathedral High School, Indianapolis, IN
- + **Erik Powell**, Ferris High School, Spokane, WA



AP Teacher Community: Where Professionals from Around the World Reach-out to Share and Learn

Community Shared with HS Teachers, Professors, AP Staff, and Committee Members

Some Recently Trending Topics on the OTC:

- + Summer Reading: Why & How?
- + Best use of Released and Practice Exams
- + TED Talks that you Use
- + Reviewing for Exams
- + After the Exams
- + Who's Going to the Reading?

AP[®] Teacher Community

Home

Welcome to the AP Teacher Community



To sign in or learn more:

Select a Community

GO

What you might be missing on the OTC



Home

Discussions

Resources

Curriculum Outline

My Library

Members

- + “You will likely have noticed that in the released exam form, two sources in the synthesis question (Source C - Erard; Source E - Cohen) could not be posted because of copyright restrictions. ... If you would like to use this synthesis question with your students and want the article excerpts, here is the information...”
- + “I took over an AP Lit & Comp class one month into this semester. I am a beginner, having never taught above 10th reg. ed. English before this endeavor. Our school was in a jam and needed me to help out in this emergency situation. ...”

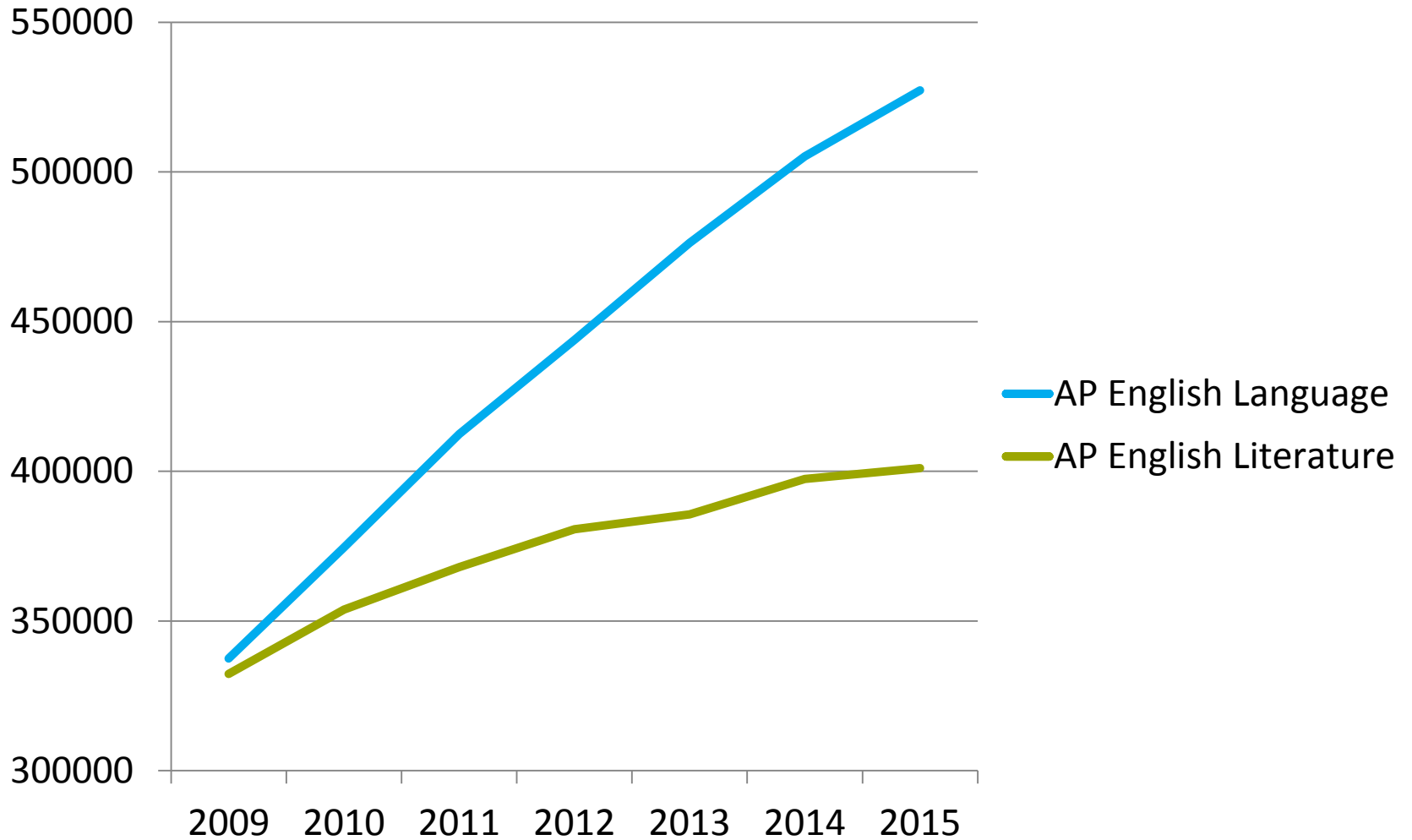
AP English Literature Performance Remains Relatively Steady

Average Essay Score (1-9)	2014	2015
Poetry	4.16	4.06
Prose	4.10	4.16
Open	4.54	4.42
Average	4.27	4.21

English Literature Exam Performance Over Time

	2012	2013		2014		2015		Change since 2012
	% @	% @	+/-	% @	+/-	% @	+/-	
5	8.3	7.6	-0.7	7.7	+0.1	7.6	-0.1	-0.7
4	18.0	18.8	+0.8	17.8	-1.0	18.2	+0.5	+0.2
3	30.4	31.5	+1.1	28.1	-3.4	30.5	+1	+0.1
2	32.3	31.7	-0.6	33	+1.3	32.6	-0.4	+0.3
1	11.1	10.5	-0.6	11.9	+1.4	11.1	-1	0

Both Courses Still Seeing Consistent Growth



AP English Exams Taken by Nearly **One Million** Students World-wide.

	Total Schools	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Other	Male	Female	2015 Total	# of Colleges
Language	11,897	203	12,170	429,372	52,092	11,464	192,779	312,465	505,244	3,203
Literature	13,735	87	2,233	47,342	340,539	7,276	148,876	248,601	397,477	3,321

LIT: Chief Reader Report Commentary Consistent from Year-to-Year

	<i>Students struggle with...</i>
GENERAL	<ul style="list-style-type: none">• Managing complexity – “L”iterature is complex and demands a layered analysis.• <u>Examining meaning as complex and nuanced.</u>• Organizing responses in such a way that they are driven by insights, not devices.• Moving from the particular to the broad – not just listing devices, but linking to meaning.• Moving from the broad to the particular – not just talking meaning, but examining devices.• Responding to the prompt.• Examining the nuance of tone.• Using the context.
VERSE	<ul style="list-style-type: none">• <u>Analyzing instead of just stating what is in the poem or summarizing.</u>• Analyzing the structure of a poem beyond just stanzaic structures.• Engaging a variety of poems.
PROSE	<ul style="list-style-type: none">• Examining the relationship of point of view (narrator) on meaning.• Identifying and linking aspects of character development to meaning.• Examining complexities in prose – often a result of a single reading under the assumption that it is easy to “get.”• Answering all parts of the prompt with sufficient evidence and explanation.• Engaging complex prose (diction & syntax) – often representative of earlier works (i.e., pre-20th century).
OPEN	<ul style="list-style-type: none">• Linking specific details from the text to the meaning of the work as a whole and not just listing them.• Making generalized and oversimplified statements about characters or texts.• Texts from different periods and genres.

Less than 1% of Online FRQ Users Accessing Student Performance Q&A (Chief Reader Report)

2015: Free-Response Questions

Questions	Scoring	Samples and Commentary	Score Distributions
Free-Response Questions	Scoring Guidelines Student Performance Q&A Scoring Statistics	Sample Responses Q1 Sample Responses Q2 Sample Responses Q3 Sample Responses Q4 Sample Responses Q5	Score Distributions



Chief Reader Report (Student Performance Q&A) Focuses on General Questions about Essay Portion

- + **Questions answered for each FRQ in the Chief Reader Report (Student Performance Q&A)**
 - What was the intent of this question?
 - How well did students perform on this question?
 - What were common student errors or omissions?
 - Based on your experience of student responses at the AP Reading, what message would you like to send to teachers that might help them to improve the performance of their students on the exam?

Essays and Full-Exams Released Yearly for Teacher Use

2015: Free-Response Questions


Questions	Scoring	Samples and Commentary	Score Distributions
Free-Response Questions	Scoring Guidelines Student Performance Q&A Scoring Statistics	Sample Responses Q1 Sample Responses Q2 Sample Responses Q3	Score Distributions

+ Each year the main (operational) exam essays are released on AP Central

+ Also, in the near the beginning of every school year, the entire international exam is released as the “practice exam” behind the AP course audit password-protected site along with an answer key, scoring notes, and a scoring worksheet.

AP[®] Course Audit

Course Audit Home
Teacher
School & District Administrators
Higher Ed
Online/Distance L



Reminder

April 2016

[Join the AP Teacher Community](#)

This online collaboration space for AP teachers and coordinators gives you the opportunity to

Teacher > AP Practice Exams

AP Practice Exams

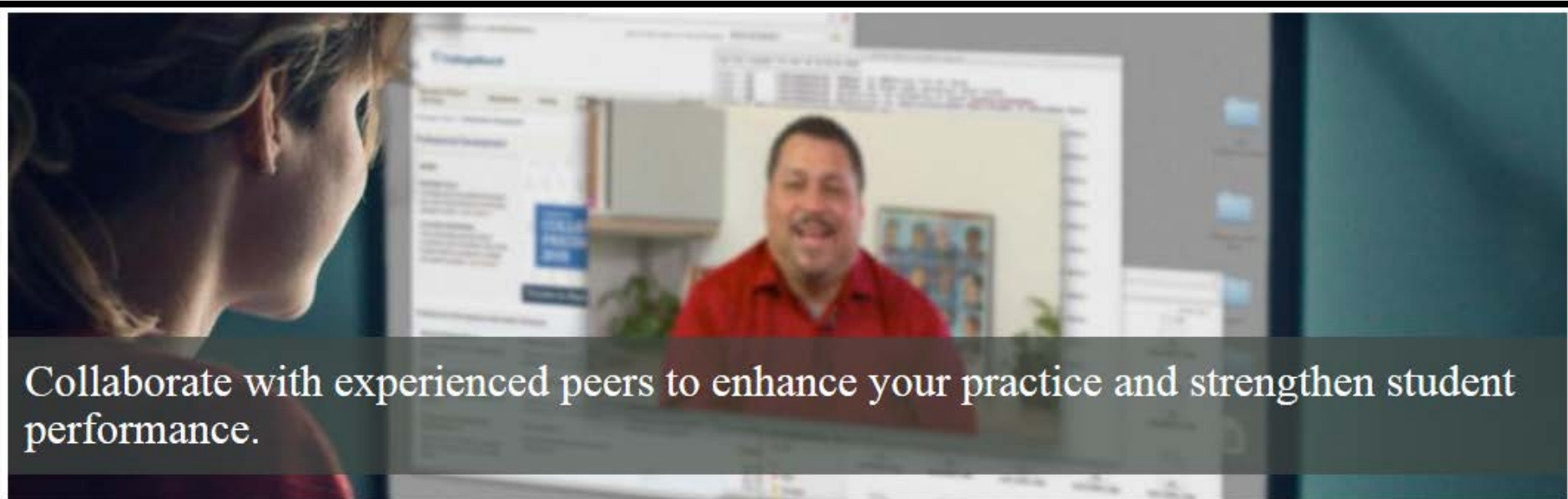
Free, downloadable AP[®] Practice Exams are available to all AP[®] teachers.* These complete AP Exams are available to teachers, but inaccessible to students. To download the AP Practice Exam for your subject(s), simply sign into your AP Course Audit account and click on the *Secure Documents* link within the Resource Section.

Usage Guidelines

AP Practice Exams are for in-classroom use only. To ensure their integrity, please keep them in a secure location, do not assign them as take-home assignments, collect them back from your students after administering them in class, and do NOT post them on

AP to Offer Mentoring Program

- + AP Mentoring is a teacher-to-teacher support program for AP teachers of all experience levels.
- + For the 2016-17 school year, we will be offering AP Mentoring for AP U.S. History and AP English Literature and Composition.
- + 1000+ mentees this year, alone.
- + No more applications to mentor for this year, but watch APC for beginning in January of next year.
- + Still accepting application for mentees, however.



Collaborate with experienced peers to enhance your practice and strengthen student performance.

AP to Officially Release First Full 1-9 set of Question 3 Student Essays on the Same Text.

2015 Reading Leadership Compiles Full Set on *Othello*.

2015: Free-Response Questions

Questions	Scoring	Samples and Commentary	Score Distributions
Free-Response Questions	Scoring Guidelines Student Performance Q&A Scoring Statistics	Sample Responses Q1 Sample Responses Q2 Sample Responses Q3 Sample Responses Q3: <i>Othello</i> Student responses representing the full range of scores from 1 to 9, all covering the same text.	Score Distributions




AP

Othello Sample Set

Full range of scores from the 2015 English Literature Exam open-ended question

AP Central Website Undergoes Redesign

AP Central

PRINT PAGE 

[Home](#) > [AP Courses and Exams](#) > [AP Exam Information](#) > The AP English Literature and Composition Exam

The AP English Literature and Composition Exam

Important Updates

***Othello* Sample Set**
You can now access a **set of nine student essays** from the 2015 open-ended free-response question that examine the same text, *Othello*. Each essay represents a score in the full 1-to-9-point range.

Become a Mentee: 2016-17 AP Mentoring
AP English Literature and Composition teachers can participate in a new **support program that will connect them with mentor teachers** with a deep knowledge of AP and a record of student success.

Exam Overview

AP ENGLISH LITERATURE AND COMPOSITION EXAM: 3 HOURS

The AP English Literature and Composition Exam employs multiple-choice questions and free-response prompts to test students skills in literary analysis of passages from prose and poetry texts.

AP Courses >

Exam Information >

Professional Development

Advances in AP ↗

Pre-AP

AP Teacher Community

AP Students ↗

AP Annual Conference 2016

AP[®] Annual 2016 Conference

July 13–17, 2016
Hilton Anaheim Hotel
Anaheim Convention Center
Sheraton Park Hotel



- + Please join us July 13-17 in Anaheim!
- + Workshops and more than 250 conference sessions
 - Eileen Cahill, “Design to Detail: Teaching Analysis”
 - Warren Carson, “The Annual Chief Reader Report and Exam Results”
 - Brandon Abdon, “What's Tree About a Tree? Metaphors in Composition and in Literature”
- + Learn more: apac.collegeboard.org

2017 Reading Dates and Location: English Literature

- + Dates: June 11-17
- + Location: Kansas City Convention Center, Missouri



Thank you!

Questions?

Brandon Abdon, Director
Curriculum, Instruction, and Assessment
Advanced Placement English
babdon@collegeboard.org