

AP Computer Science Performance Tasks

Teachers' Guidelines for Student Practice and Implementation

Below are guidelines for approaching the practice and implementation of the Performance Tasks for AP Computer Science Principles. If you have additional questions or need clarification, please discuss them with your Google hangout leaders, or contact Lien Diaz directly at LDiaz@collegeboard.org.

Throughout the year, you can— and should:

- Teach the skills and content (i.e., the Learning Objectives) students need to know to succeed on the AP CSP Performance Tasks.
- Give assignments, perhaps smaller in scope than the Performance Tasks, that require application of the skills and content assessed in the Performance Tasks, providing skill-level practice opportunities for students.
- (At your discretion) Give assignments that mirror an entire Performance Task, providing Performance Task-level practice opportunities for students (including the creation of artifacts).
- Emphasize the use of the six Computational Thinking Practices, which support the successful completion of the Performance Tasks.

Relative to students' completion of the summative Performance Tasks, you should:

- Ensure that students do not include any work generated from earlier assignments as part of the summative tasks they submit for AP scoring.
- Refrain – in all cases – from any coaching or the provision of any formative feedback to students once they begin to engage in the summative Performance Tasks. Except where students are working collaboratively in accordance with a task's specifications, students are to work independently at this time.
- Assign each Performance Task within a time frame that allows students to complete the task, based on your judgment (i.e., given the context of your classroom environment). This time frame will typically range within 2-3 weeks. The time frame for each task can vary.