Student Guidelines

You must:
- be aware of the task, timeline, components and scoring criteria.

It is recommended that students:
- follow a timeline and schedule for completing the performance task;
- seek clarification from your teacher or AP Coordinator pertaining to the task, timeline, components, and scoring criteria;
- seek clarification from your teacher or AP Coordinator regarding submission requirements;
- allow your own interests to drive your choice of computing innovation and program;
- as needed, seek assistance from your teacher or AP Coordinator in defining your focus and choice of topics;
- use relevant and credible sources to gather information about your computing innovation when completing the Explore performance task;
- seek assistance from your teacher resolve technical problems that impede work, such as a failing workstation or difficulty with access to networks, or help with saving or making movie;

Students may not:
- submit work that has been revised, amended, or corrected by another individual, with the exception of cited program code;
- submit work from a practice performance task as your official submission to the College Board to be scored by the AP Program; or
- seek assistance or feedback on answers to prompts.

Administering the Task: Role of the Teacher

Teachers must:
- provide 8 classroom hours to complete this task; and
- ensure students are aware of the task, timeline, components, and scoring criteria.

To meet these requirements, it is recommended that teachers:
- suggest a timeline and schedule for students for completing the performance task and monitor students’ progress;
- clarify directions for a component of a performance task when students do not understand the directions;
- remind students about submission requirements;
- allow students’ interests to drive their choice of computing innovation;
- assist students in defining their focus and choice of topics prior to them beginning their investigation without making selections for them (e.g., by asking questions);
- remind students to use relevant and credible sources to gather information about their computing innovations;
- assist in resolving technical problems that impede work, such as a failing workstation or difficulty with access to networks, or to help with saving files;
- wait until after students’ performance tasks have been completed and submitted to the AP Digital Portfolio before providing feedback on those tasks if they are being considered as part of the class grade;
- advise students that they may not revise their work once they have completed and submitted their work to the AP Digital Portfolio; and
- inform students that the scoring process that occurs in the AP Reading is different from the one that may be used in a classroom setting; the AP score that students receive may be different than their classroom grade.

These guidelines are adapted from the 2016-17 Course and Exam Description for CS Principles
Explore PT - Teacher Guidelines for Completing the Through-Course Assessment

**Teachers may not:**
- assign, provide, or distribute specific topics to students;
- write, revise, amend, or correct student work;
- allow students to submit computational artifacts from practice performance tasks as a submission for AP scoring; or
- suggest answers or provide feedback on answers to prompts.

**In addition, teachers should:**
- Provide students with the meaning and purpose of creating a computational artifact. A computational artifact is a visualization, a graphic, a video, a program, or an audio recording that students create using a computer. The creation of an artifact could solve a problem, show creative expression, or provide the viewer with new insight or knowledge.
- Discuss the criteria for a well-chosen computing innovation (i.e., an innovation that depends on computing [or computing tools] to define its functionality).
- Guide students in clearly defining beneficial and harmful effects of various computing innovations.
- Inform students that a computing innovation that has a meaningful personal or community emphasis is an appropriate choice, as long as it fulfills the requirement to have an impact on society, economy, and culture.
- Provide instruction and multiple opportunities for students to practice searching and evaluating sources relevant to computing innovations. All sources cited must be relevant, credible, and easily accessible.
- Instruct students to ensure their written responses are based on relevant and credible sources. Students can search for print or nonprint sources as part of their investigation. In addition, students should ensure appropriate citation of sources being quoted in a written response. Students can reference a journal, Web page, or expert that is being quoted as part of a written response.
- Instruct students to ensure appropriate citation of sources used in the creation of their computational artifact. Sources that should be cited include images, graphs, and program code that are used in the creation of their artifact.
- Discuss the use of computational tools that can be used to create effective computational artifacts.
- Discuss artifacts that are effective and ineffective.

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