

Create PT - Guidelines for Completing the Through-Course Assessment



Student Guidelines

You must:

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

It is recommended that you:

- 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;
- 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;
- obtain assistance from your teacher or AP Coordinator with the formation of peer-to- peer collaboration when completing the Create performance task;
- seek assistance from your teacher or AP Coordinator in resolving collaboration issues where one partner is clearly and directly impeding the completion of the Create performance task; and
- seek guidance from your teacher or AP Coordinator to use and cite APIs or other pieces of open-source code. Program code not written by you can be used in programs as long as you are extending the project in some new way. You should provide citation and credit for programming code you did not write.

You may not:

- submit work that has been revised, amended, or corrected by another individual;
- 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 12 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:

- oversee the formation of groups;
- 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 it is clear students do not understand the directions;
- remind students about submission requirements;
- allow students' interests to drive their choice of projects;
- assist students in defining their focus and choice of topics prior to beginning their work without making selections for them (e.g., by asking questions);
- resolve collaboration issues where one collaborative partner is clearly and directly impeding the completion of the performance tasks;
- remind students that their program code should represent the results of explorations that go beyond the examples presented in class;

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- provide guidance as to how students can use (or not use) and cite APIs or other pieces of open-source code; open-source code as well as code provided during peer- to-peer collaboration can be used in projects as long as students are extending the project in some new way; students must provide citation and credit for program code they did not write;
- 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.

In addition, teachers should:

- Instruct students on effective ways to collaborate.
- Instruct students to ensure appropriate citation of program code used in the creation of their computer program. Any program code which has not been written by the student should be cited and credit should be given to the author. If the programming environment allows students to include comments, this is the preferred way to cite and give credit to another author. In the case of programming environments which do not have this type of functionality, students can include comments when they capture their program code for submission.
- Provide detailed programming support as needed only while students are practicing for the performance task assessment.
- Instruct students how to capture their program code to submit for the performance tasks. With text-based program code, students may be able to print directly to a PDF file. With block-based program code, students may have to create clear screen captures that include only their program code, paste these images into a document, and then convert this document to a PDF file.

Teachers may not:

- assign, provide, or distribute to students specific topics or a program students are to develop;
- write, revise, amend, or correct student work, including debugging the program, writing or designing functionality in the program, testing the program, or making revisions to the program;
- allow students to submit computational artifacts from practice performance task as a submission for AP assessment scoring; or
- suggest answers or provide feedback on answers to prompts.