

Role of the Teacher in Performance Tasks

Performance Tasks in the AP Capstone courses are summative assessments and contribute to the AP score. Submissions must be entirely the student’s own work.

Teachers (and other staff) must adhere to the following rules when students are working on these tasks. Teachers of the AP Capstone courses manage the assessment components and all related processes. Teachers should be transparent with students about the role of the teacher, other staff, and/or expert advisers in these courses and what individuals providing guidance to students should and should not do.

AP Seminar: Role of the Teacher	
DO	DO NOT
Make sure students are aware of the timeline, assessment task components, and scoring criteria/rubrics.	Assign, provide, distribute, or generate research questions for students.
Hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress. Direct the students to the areas of the rubrics where their work may need improvement.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment.
Engage in whole class teaching of skills pertinent to the performance tasks as students are working on their research and/or presentations.	Provide specific, directive feedback to individuals or groups (teachers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional data bases, local expert advisers, library assistance) – so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles or evidence for students.
Provide effective guidelines for peer-to-peer review and feedback. Co-ordinate opportunities for students to engage in peer review.	Proofread or copyedit work for students.
Provide students with the list of possible oral defense questions.	Identify the exact questions a student will be asked prior to his or her defense. Students should be prepared to answer every one of the oral defense questions.

AP Seminar: Role of the Teacher	
DO	DO NOT
For Performance Task 1	
Oversee the formation of groups.	Allow students to switch groups or change group formation after the start of the project without your permission.
Ensure that you conduct the checkpoint conversation with individual students while they are working on their Individual Research Reports.	Let students work on their Individual Research Reports without checking their progress.
Check AP deadline and monitor student submissions in the digital portfolio. Ensure students meet deadlines, work is submitted to the correct place for the Individual Research Report (IRR) and has been checked for plagiarism.	Leave students to submit work unsupervised.
Score Team Multimedia Presentations (TMP) and submit the scores in the AP Digital Portfolio prior to the May 10 at 11:59 p.m. ET submission deadline.	Release these scores to students.
Review final student reports and attest to authenticity in the AP Digital Portfolio by May 10 at 11.59 p.m. ET.	Forget to complete attestations in the Digital Portfolio. NOTE: Students will receive a zero for the IRR if the attestation is not completed by the teacher.

AP Seminar: Role of the Teacher	
DO	DO NOT
Performance Task 2	
Engage in class discussions with students to explore issues, and discuss topics and perspectives emerging from the stimulus materials.	Release the stimulus materials to students without discussion or guidance.
Ensure that you conduct the required checkpoints with individual students while they are working on their Individual Written Arguments	Let students work on their Individual Written Arguments without checking their progress
Check AP deadline and monitor student submissions in the digital portfolio. Ensure students meet deadlines, work is submitted to the correct place for the individual written argument (IWA), and has been checked for plagiarism.	Leave students to submit work unsupervised.
Score Individual Multimedia Presentations (IMP) and Oral Defenses (OD) and submit the scores in the AP Digital Portfolio prior to the May 10 at 11:59 p.m. ET submission deadline.	Release these scores to students.
Review final student arguments and attest to authenticity in the AP Digital Portfolio by May 10 at 11.59 p.m. ET.	Forget to complete attestations in the Digital Portfolio. NOTE: Students will receive a zero for the IWA if the attestation is not completed by the teacher.

Role of the Teacher in Performance Tasks

Performance Tasks in the AP Capstone courses are summative assessments and contribute to the AP score. Teachers must adhere to the following rules when students are working on these tasks. Teachers of the AP Capstone courses manage the assessment components and all related processes. Teachers should be transparent with students about the role of the teacher, other staff, and/or expert advisers in these courses and what individuals providing guidance to students should and should not do.

AP Research: Role of the Teacher	
DO	DO NOT
Make sure students, expert advisors, and panel members are aware of the timeline, assessment task components, and scoring criteria/rubrics.	Assign, provide, distribute, or generate research questions or project goals for students.
Hold work-in-progress meetings with students to review their authentic work in their PREP, ask questions, monitor, discuss, and provide guidance on progress.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment.
Direct the students to the areas of the rubrics where their work may need improvement.	
Engage in whole class teaching of skills pertinent to the performance task as students are working on their research and/or presentations.	Provide specific, directive feedback to individuals or groups (teachers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional data bases, local expert advisers, library assistance) – so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles or evidence for students.
Provide effective guidelines for peer-to-peer review and feedback.	Proofread or copyedit student work for students.
Co-ordinate opportunities for students to engage in peer review.	
Provide students with the list of possible oral defense questions.	Identify the exact questions a student will be asked prior to his or her defense. Students should be prepared to answer every one of the oral defense questions.
Provide any necessary assistance to students in finding external expert advisers if warranted (experts in the field or discipline).	Violate local, district, state and/or country policies regarding student engagement with external expert advisers.
Check AP deadline and monitor student submissions in the digital portfolio. Ensure students meet deadlines, work is submitted to the correct place for the Academic Paper (AP), and has been checked for plagiarism and generative AI use.	Leave students to submit work unsupervised.
Score student presentations and oral defense (POD) and submit the scores in the AP Digital Portfolio by the May 10 at 11:59 p.m. ET submission deadline.	Release these scores to students.
Review final student work and attest to authenticity in the AP Digital Portfolio by May 10th 11.59 p.m. ET.	Forget to complete attestations in the AP Digital Portfolio. NOTE: Students will receive a zero for the Academic Paper if the attestations are not completed by the teacher.

Role of Expert Advisers in the Academic Paper

Should a student require such, they may engage in communication with one or more expert advisers. Expert advisers may be drawn from

- the faculty
- the community
- local or nonlocal businesses and industries
- higher education institutions

Expert advisers represent a resource for teachers and students in a variety of areas (i.e., expertise in specific disciplines, fields, or methods). Teachers must ensure students are transparent with any expert advisers about what they should and should not do.

AP Research: Role of Expert Advisers	
DO	DO NOT
Engage in conversation with guiding questions and provide general feedback to students regarding their choice of research questions/project goals, data- or information-collection methods, and analysis strategies.	Generate research questions/project goals for students. Provide unsolicited help (i.e., students must initiate conversations that call for expert adviser feedback, such as asking a question to which the expert adviser can then respond).
May hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment. Provide specific, directive feedback to individuals (expert advisers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional data bases, local expert advisers, library assistance) – so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles or evidence for students.
Help students with the mechanics of the research process (e.g., strategizing to find answers to questions or helping them understand how to access resources).	Provide unsolicited help (i.e., students must initiate conversations that call for expert adviser feedback, such as asking a question to which the expert adviser can then respond).
Provide general feedback to students about elements of their papers or presentations that need improvement. Direct the students to the areas of the rubrics where their work may need improvement.	Write, revise, amend, or correct student work (anything that is part of, or contributes to, the final work submitted for assessment). Provide or identify the exact questions a student will be asked prior to his or her defense (i.e., students should be prepared to answer every one of the oral defense questions that have already been provided to the students in advance).