

To Parents and Guardians of Advanced Placement World History students:

As AP World History teachers, we are acutely aware of your students' high achievement levels and what you as parents/guardians have come to expect of them. We, too, believe in setting high expectations, so we want to take a moment to talk about interpreting student scores on their first real AP test. Some of you may be shocked by the drop in scores/averages—but please don't panic. The drop is normal and they will recover.

The tests given in the course, as well as the standards to which we teach, are modeled on the AP Exam administered each spring by the College Board. A score of 55% or higher on the multiple-choice section of that exam is considered passing and has become the rationale for determining the “normal” average score for this course. What does that mean in relation to the GISD grade scale? All APWH students have the opportunity to attend test correction tutorials to earn back ½ credit by correcting missed questions on multiple-choice tests. EXAMPLE: If your student scores a 50 on a test, he/she may raise the score to a 70 by correcting all missed questions during test correction tutorials (offered for one week after each test). Here are some plain language descriptions of grade ranges. Please remember that we believe that each student is capable of being successful.

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| 70 or above | The student is most likely way ahead of the game in terms of reading comprehension and note-taking skills. Encourage him/her to keep up the good work. He/she is definitely NOT slacking off. A student guide book for the AP Exam will complement their devotion, self-discipline, and hard work. In a Regular WH class this score would be mid-90s and above. |
| 60-69 | Considered on-target. Needs to focus on sharpening reading and note-taking skills. Should attend an occasional tutorial. Ask to see his/her notes and to verbalize what is being studied. Needs the recommended student guide book. Is NOT slacking off, but needs to be encouraged to continue the good work. In a Regular WH class this score would be mid-80s to low 90s. |
| 50-59 | Somewhat below target. May not be devoting the required hour a day to reading and taking notes. Require him/her to show you handwritten notes on a daily basis and to verbalize his/her understanding. Should attend tutorials regularly. The recommended student guide book is a must. With support and encouragement, he/she will eventually adapt to the AP standards and processes. In a Regular WH class this score would be high 70s to mid-80s. |
| Below 50 | This score does NOT indicate that the student is slacking off or that he/she cannot master the course requirements. Rather, he/she needs significant support and encouragement in developing reading and note-taking skills, especially in the area of locating main ideas and supporting details. Reading aloud may help to create better focus. A student guide book would be an invaluable support. Handwritten notes are an absolute must and should be checked on a daily basis until significant improvement in student ability and confidence is seen. Scheduled tutorials are highly recommended. In a Regular WH class this score would be high 60s to mid-70s. Keep encouraging them. |

Adapting to the rigor of the AP program is both challenging and rewarding. The skills and habits developed will sustain the student throughout his/her academic career and into a chosen profession, but most students have to work at it. We are here to support and encourage them—and you—and we believe that every student can be successful if we all work toward the same goal. The best way to contact me is via email: lwaddell@tempeunion.org

Thanks for your support.