09- Review for the AP Exam

Content Area: **Mathematics**
Course(s): **AP Statistics**
Time Period: **April**
Length: **12 blocks**
Status: **Published**

Transfer

Exam Weighting
Exploring One-Variable Data 15–23%
Exploring Two-Variable Data 5–7%
Collecting Data 12–15%
Probability, Random Variables, and Probability Distributions 10–20%
Sampling Distributions 7–12%
Inference for Categorical Data: Proportions 12–15%
Inference for Quantitative Data: Means 10–18%
Inference for Categorical Data: Chi-Square 2–5%
Inference for Quantitative Data: Slopes 2–5%

Students will be able to independently use their learning to prepare for the AP test.

Enduring Understandings

The format of the AP Stat test is standard although the questions/topics that are emphasized may vary from year to year

Creation of a study guide is a useful tool when taking important exams

Study groups are useful for most students

By showing a classmate how to answer a question you are demonstrating complete understanding

Essential Questions

How is scoring of open ended questions done?

What are differences the first 5 open ended question and the last question?

Should you guess on the multiple choice and/or open ended questions?

What technology is acceptable and not acceptable on the AP test?

Student Learning Objectives

- Create study guide.
- Develop a glossary of terms.
- Design a spreadsheet of all hypothesis tests and confidence intervals.
- Answer a multitude of open ended questions from previous years.
- Take practice AP exams given previously and calculate score.
- Establish rules for answering questions based on scoring information.
- Establish a step by step procedure for taking the test and doing as well as possible.

Vocabulary and Planned Learning Experiences

Vocabulary: all vocabulary in the course

Planned Learning Experiences:

Practice Exams: Students will work on multiple practice exams, each consisting of 40 multiple choice, 5 free response, and 1 investigative task. Students will not time themselves, and complete the exams on their own. They will then use an answer key to correct their work and write notes as to what went wrong and what the correct procedure is. If they do not know the correct procedure, they will come to extra help to find out.

Games: Students will play games to review key vocabulary and practice multiple choice questions. Games will depend on teacher choice and resource availability.

FRAPPY Grading: Student will complete an AP FRQ on their own for homework. They will then come to class and review the rubric with the teacher. Students will be given actual student samples to grade using the rubric, and the grading decisions will spur the direction of the conversation to follow. Once all student samples have been graded, students can choose to grade their own FRQ or trade with a peer and grade their classmates.

Resources

The Practice of Statistics, 6th Edition

Practice AP test workbook

Secured AP Tests from College Board

AP Classroom Personal Progress Checks

Assessments

A.P. Open-Ended Questions (answer the questions themselves, grade student samples, and analyze actual AP graders reasoning behind score earned)

Practice AP Tests from DS marketing

Standards

MA.K-12.1 Make sense of problems and persevere in solving them.
MA.K-12.4 Model with mathematics.
MA.K-12.6 Attend to precision.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

- Work in a small group
- Lesson taught again using a differentiated approach
- Use visuals / Anchor Charts

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections