



# Digital AP<sup>®</sup> Testing 2024-25 School Year and beyond: Overview





# Nine AP Exams Go Fully Digital in May 2025

- AP African American Studies\*
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP European History
- AP Psychology†
- AP Seminar
- AP United States History
- AP World History: Modern

\* First year this exam is available to all U.S. schools

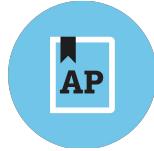
† First year this exam is offered in digital format



# 2025 Digital AP Testing: “Fast Facts”



Digital AP Exams are **proctored, administered in school**, and follow the published **AP Exams schedule**.



The exams will assess the **required course content and skills** and follow the **format** (same number of sections, number and type of questions, question choice, and time limits) as specified in the CED.



Students can “**go back**” within a section or part to review previous questions.



Students can format their constructed responses and **highlight/annotate exam content**.



Scores will be **reported in July** and FRQs released two days after the exam.



**Instructional Planning Reports (IPRs)** will be available, if applicable.



[cb.org/ap-digital](https://cb.org/ap-digital)



# Digital AP Exams Technology: Overview



Students will take these exams using the Bluebook™ digital testing app on commonly available devices.



AP coordinators and proctors will administer these exams using an online app called Test Day Toolkit.



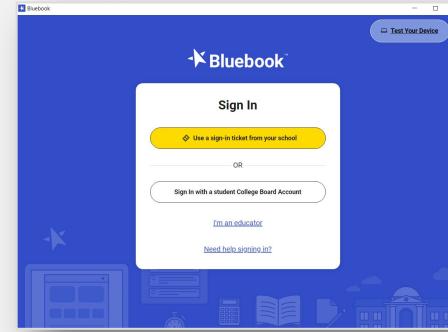
These are the same apps used for the digital SAT, PSAT/NMSQT, and PSAT 8/9 tests.



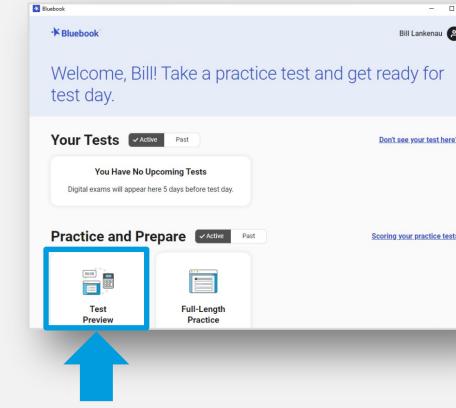
# Experience Digital AP Testing: AP Preview



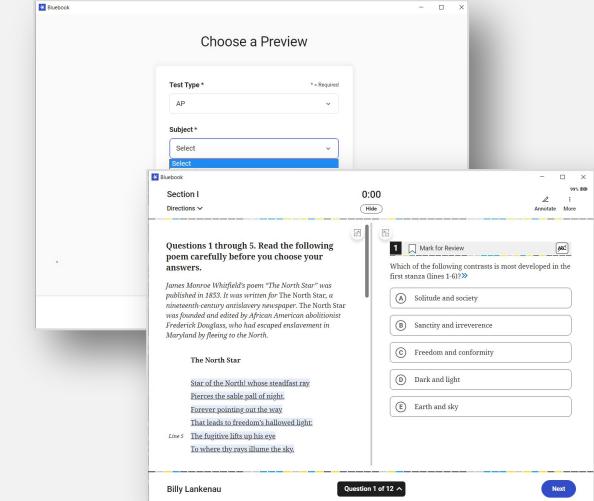
**Install and  
launch Bluebook**



**Log in with your  
College Board  
(student or educator)  
account**



**Click the  
**Test Preview** card**



**Select 1 of 8 AP  
previews and  
experience!**



**Download Bluebook at:  
[bluebook.app.collegeboard.org/](https://bluebook.app.collegeboard.org/)**

# Digital Exam Experience: Multiple-Choice Questions

- 1 Question passage in the left pane
  - 2 Question stem and answer choices in the right pane
  - 3 Timer counts down the time remaining in the section
  - 4 Text in the passage referenced in the question stem is highlighted and underlined (AP English)
  - 5 Navigate by clicking the Next/Back button or use the Question Menu
  - 6 Annotate text (highlight and add notes) in the passage
  - 7 Mark a question for later review
  - 8 Eliminate answer choices using a question eliminator
  - 9 Answer by selecting the answer choice

Section I: Multiple Choice

Directions ▾

James Monroe Whitfield's poem "The North Star" was published in 1853. It was written for The North Star, a nineteenth-century antislavery newspaper. The North Star was founded and edited by African American abolitionist Frederick Douglass, who had escaped enslavement in Maryland by fleeing to the North.

The North Star

fast ray  
Navigate? That leads to freedom's hallowed light:  
Forever pointing out the way  
Line 5 The fugitive lifts up his eye  
To where thy rays illumine the sky.  
  
That steady, calm, unchanging light,  
Through dreary wilds and trackless dells,  
Directs his weary steps aright  
10 To the bright land where freedom dwells;  
And spreads, with sympathizing breast,  
Her aegis over the oppressed;  
  
Though other stars may round thee burn,  
With larger disk and brighter ray,  
15 And fiery comets round thee turn,  
While millions mark their blazing way;  
And the pale moon and planets bright  
Reflect on us their silvery light.  
  
Not like that moon, now dark, now bright,  
20 In phase and place forever changing;

6 3 4:31 7 2 2 8 9

Mark for Review ABC

Lines 7-9 ("That steady . . . aright") describe the North Star primarily as

(A) a celestial curiosity  
(B) a fading power  
(C) an unknown benefactor  
(D) a civilizing influence  
(E) a navigational guide

Annotations:

- Annotation 1: A blue circle labeled '6' points to the number '6' at the top left of the page.
- Annotation 2: A blue circle labeled '3' points to the number '3' at the top left of the page.
- Annotation 3: A blue circle labeled '4' points to the number '4' at the top left of the page.
- Annotation 4: A blue circle labeled '7' points to the number '7' at the top left of the page.
- Annotation 5: A blue circle labeled '2' points to the number '2' next to 'Mark for Review'.
- Annotation 6: A blue circle labeled '2' points to the number '2' next to '(D)'.
- Annotation 7: A blue circle labeled '8' points to the word 'Undo'.
- Annotation 8: A blue circle labeled '9' points to the word 'Undo'.
- Annotation 9: A blue circle labeled '9' points to the word 'Undo'.

Alexander Anandakrishnan

Question 2 of 12 ^

Back Next



# Digital Exam Experience: Free-Response Questions

- 1 Passage or excerpt in the left pane
- 2 Prompt and a text box to enter a constructed response to the prompt in the right pane
- 3 Timer counts down the time remaining in the section
- 4 Navigate by clicking the Next/Back button or use the Question menu
- 5 Annotate text (highlight and add notes) in the passage
- 6 Mark a question for later review
- 7 Use the rich text editor to format, cut/paste text entered in the text box

Section II: Free Response  
Directions ▾

The following excerpt is from Max Martínez's short story "Portal," published in 1982. In this passage, Jerónimo Portal, a man who has been retired for twenty years, takes his daily walk to a plaza (a public square or open area within a city). Read the passage carefully. Then, in a well-written essay, analyze how Martínez uses literary elements and techniques to portray the complex relationship between Jerónimo Portal and the plaza.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Par.

1 The plaza had become an important part of his daily life. Although he knew no one there and seldom spoke to anyone, he felt something sinister and disconcerting about finding it empty of people. Jerónimo Portal felt the same about entering it at night. Important

2 The buildings surrounding the plaza had changed. The sun rose late in the morning and early in the afternoon. Jerónimo Portal remembered the not too distant past when the buildings were squat and broad, solid, testaments to the self-assurance of the business expansion at the turn of the century. They were buildings made of wood, bricks and marble, with ornate façades and opulent lobbies. They were leisurely buildings blending in artificial symmetry with the square of reconstructed nature in the plaza. Now, as he sat there, the buildings were of a different order. These new buildings on three sides of the plaza were made with strange materials not in use or even invented when he worked with construction gangs. Only the glass seemed familiar to him. These were tall spires, trying to pierce the sky, tapered and lean, covered with mirror-like glass which reflected only the nearby buildings. These were also symbols of business; now narrow, specialized, temporary. They would not last beyond the children of the generation which built them.

3 Still, the trees remained in the plaza, undisturbed by the hurried activity.

Alexander Anandakrishnan

Question 2 of 3 ^ Back Next

Diagram illustrating the numbered steps from the list above:

- 1 Points to the first sentence of the passage with a yellow highlight.
- 2 Points to the rich text editor toolbar below the response area.
- 3 Points to the timer at the top of the screen, which shows 6:56.
- 4 Points to the 'Next' button at the bottom right of the screen.
- 5 Points to the 'Mark for Review' button in the top right corner.
- 6 Points to the 'Mark for Review' icon in the top right corner.
- 7 Points to the text entry area of the rich text editor.



# Testing Devices: Which Can Be Used?

	Allowed	School- or District-Managed	Personal
	Windows PC (laptop or desktop)		
	Mac (laptop or desktop)		
	Chromebook		
	iPad with physical keyboard		



For additional technical details see:  
[bluebook.collegeboard.org/technology](http://bluebook.collegeboard.org/technology)

# Testing Accommodations in Digital AP Exams

- Students may only use accommodations that they've been **approved** for by the College Board Services for Students with Disabilities (SSD) office.
- All digital AP Exams are configured to work for students who test with **accommodations or assistive technology (AT)**.
- Students will receive their approved **extended time** within the digital exam—applied per section and/or part based on the student's specific approval.
- **Some accommodations are administered differently** on digital exams than paper and pencil exams. For example, if you're approved to use a human reader on paper and pencil exams, you may use a screen reader for digital exams.
- **See the Bluebook website for details:** extended time, breaks, braille, large-print/magnification/color, reading and writing, assistive technology, word processors, limited time/multiple day, and audio.

The image displays two side-by-side screenshots of the AP Central website. Both screenshots show the 'Accommodations' section. The left screenshot shows the general 'Accommodations' page with sections for 'Assistive Technology', 'Confirming or Waiving Accommodations', and 'Multiple-Day Testing'. The right screenshot shows the 'Accommodations for Digital AP Exams' page, which includes a 'Related Topics' sidebar with a link to 'Confirming Accommodations for Digital AP Exams'. Both pages include navigation bars at the top with links to Home, About AP, AP Courses & Exams, Exam Ordering, Administration & Scores, Instructional Resources, and Professional Learning.



[bluebook.collegeboard.org/students/  
accommodations-assistive-technology](https://bluebook.collegeboard.org/students/accommodations-assistive-technology)



# Looking Ahead to 2026

Each year, we'll announce the exam subjects that will go digital in the next school year. We expect the following additional subjects to go fully digital in May 2026:

- AP Art History
- AP Comparative Government and Politics
- AP Computer Science A
- AP Human Geography
- AP Latin
- AP United States Government and Politics

**Note:** *This list is subject to change.* Schools and districts should rely on the official announcement of May 2026 digital AP Exams that will be shared in early 2025.



# What We've Learned and Student Feedback

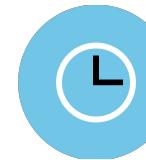
## Highlights

- Largely digitally-native students often prefer the **digital writing experience**.
- Students overwhelmingly appreciate having a **personal timer** embedded in the exam interface.
- Many students appreciate the **persistent prompt/stimulus for multi-part questions**.
- **Over 75% of students** reported the digital AP Exam experience was better or much better than paper.
- **Over 95% of students and staff** felt prepared to administer and take the digital AP Exam.

## What Students Have Said ...



“Typing free response questions also saved me from hand fatigue from writing.”



“The timer being very accessible allowed me to pace myself well.”



“The app was easy to navigate and instructions were clear.”



“I like that no time is wasted filling in bubble sheets like in typical paper/pencil exams.”

# Where to Learn More



## 2024 Overview Video

Overview of the exam experience and features of digital AP Exams

## Preview and Practice

Download Bluebook and try preview questions at any time.

## Tech Specs

Technical specifications about Bluebook and Test Day Toolkit.

## Teacher Tips

Hear teacher tips for incorporating digital testing into classroom experiences.

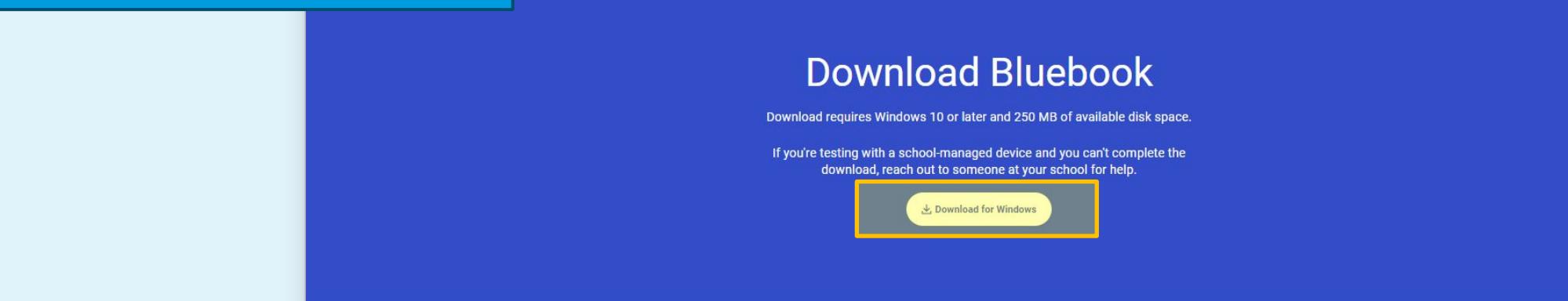


[cb.org/ap-digital](https://cb.org/ap-digital)

# Appendix: Sample Bluebook Screenshots



## DOWNLOAD BLUEBOOK



### Installation Instructions

Click the download button above, then follow these instructions to install the app on your device.

- 1 Find Your Download**  
Open your Downloads folder and double-click on Bluebook Setup 0.9.260.exe. This will create a shortcut to the app on your desktop.
- 2 Open the App**  
From your desktop, double-click the shortcut (the star icon) to open the app.
- 3 Confirm**  
If you see a message asking if you're sure you want to open the app, click **Open**.
- 4 Log In**  
When the app opens, log in.
- 5 Success!**  
The app is successfully installed on your device. You can close the window.

## BLUEBOOK PREVIEW

[!\[\]\(8c38bcc0fae4558cd7ebc6fc44ec565d\_img.jpg\) Test Your Device](#)

## Sign In

 Use a sign-in ticket from your school

OR

Sign In with a student College Board Account

[I'm an educator](#)[Need help signing in?](#)

## BLUEBOOK PREVIEW

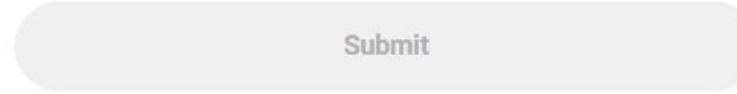
 Test Your Device Back

## Sign In With an Educator Account

Username

[Forgot username?](#)

Password

 [Forgot password?](#) Submit[Need help signing in?](#)



## BLUEBOOK PREVIEW

Welcome, Claire! Good luck on test day!

### Your Tests

✓ Active

Past

[Don't see your test here?](#)

#### You Have No Upcoming Tests

Tests appear here a few weeks before test day. **If you got a paper ticket from your school, [sign out](#) and sign in with it.**

### Practice and Prepare

✓ Active

Past

[Learn more about Bluebook practice](#)



Test Preview



Full-Length Practice

# Choose a Preview

**Test Type \***

\* = Required

AP



**Subject \***

Select



Select

- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP European History Exam
- AP Seminar
- AP United States History
- AP World History: Modern

## Section I

Directions ^

0:00

Hide

Annotate More

The directions below are what you will see on exam day. This App Preview has fewer multiple-choice questions than the exam and is untimed.

Par.

1

Section I has 45 multiple-choice questions and lasts 1 hour.

This section consists of selections from nonfiction works and questions on their rhetorical situation, claims and evidence, reasoning and organization, and style. After reading each passage, select the best answer to each question.

For questions that reference a part of the text provided, you can click on the » symbol in the question to automatically scroll to the referenced location.

2

You can go back and forth between questions in this section until time expires. The clock will turn red when 5 minutes remain—**the proctor will not give you any time updates or warnings**.

3

questions that were not directed at me, endlessly asking questions, making speeches. Needless to say, the punishments for these acts of speech seemed endless. They were intended to silence me—the child—and more particularly the girl child. Had I been a boy, they might have encouraged me to speak believing that I might someday be called to preach. There was no “calling” for talking girls, no legitimized rewarded speech. The

Work for Review



is primarily about

author's views on child development

author's influence on literary tradition

purpose of the author's cultural studies

impact of the author's southern travels

development of the author's vocation

Close

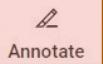
## Section I

Directions ▾

0:00

Hide

96%



More

Cross out answer choices  
you think are wrong.

## Questions 1 through 8 are based on the following passage.

(The following passage is from a book published in the 1980s.)  
Par:

- 1 In the world of the southern black community I grew up in, “back talk” and “talking back” meant speaking as an equal to an authority figure. It meant daring to disagree and sometimes it just meant having an opinion. In the “old school,” children were meant to be seen and not heard. My great-grandparents, grandparents, and parents were all from the old school. To make yourself heard if you were a child was to invite punishment, the back-hand lick, the slap across the face that would catch you unaware, or the feel of switches stinging your arms and legs.
- 2 To speak then when one was not spoken to was a courageous act—an act of risk and daring. And yet it was hard not to speak in warm rooms where heated discussions began at the crack of dawn, women’s voices filling the air, giving orders, making threats, fussing. Black men may have excelled in the art of poetic preaching in the male-dominated church, but in the church of the home, where the everyday rules of how to live and how to act were established, it was black women who preached. There, black women spoke in a language so rich, so poetic, that it felt to me like being shut off from life, smothered to death if one were not allowed to participate.
- 3 It was in that world of woman talk (the men were often silent, often absent) that was born in me the craving to speak, to have a voice, and not just any voice but one that could be identified as belonging to me. To make my voice, I had to speak, to hear myself talk—and talk I did—darting in and out of grown folks’ conversations and dialogues, answering questions that were not directed at me, endlessly asking questions, making speeches. Needless to say, the punishments for these acts of speech seemed endless. They were intended to silence me—the child—and more particularly the girl child. Had I been a boy, they might have encouraged me to speak believing that I might someday be called to preach. There was no “calling” for talking girls, no legitimized rewarded speech. The

1 Mark for Review

The passage is primarily about

- (A) the author’s views on child development
- (B) the author’s influence on literary tradition
- (C) the purpose of the author’s cultural studies
- (D) the impact of the author’s southern travels
- (E) the development of the author’s vocation

## Section I

Directions ▾

0:00

Hide

Annotate More

**Questions 1 through 8 are based on the following passage.***(The following passage is from a book published in the 1980s.)*

Par:

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- 2 To speak then when one was not spoken to was a courageous act—an act of risk and daring. **And yet it was hard not to speak in warm rooms where heated discussions began at the crack of dawn, women's voices filling the air, giving orders, making threats, fussing.** Black men may have excelled in the art of poetic preaching in the male-dominated church, but in the church of the home, where the everyday rules of how to live and how to act were established, it was black women who preached. There, black women spoke in a language so rich, so poetic, that it felt to me like being shut off from life, smothered to death if one were not allowed to participate.
- 3 It was in that world of woman talk (the men were often silent, often absent) that was

**New Annotation:** "And yet it was hard... giving orders, making threats, fussing."

CLOSE X

Highlight Color:

Underline style:

Save

Cancel

1



Mark for Review



The passage is primarily about

- (A) the author's views on child development
- (B) the author's influence on literary tradition
- (C) the purpose of the author's cultural studies
- (D) the impact of the author's southern travels
- (E) the development of the author's vocation

## Section I

Directions ▾

0:00

[Hide](#)

Par. (The following passage is from a book published in the 1980s.)

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1 [Mark for Review](#)

The passage is primarily about

- (A) the author’s views on child development
- (B) the author’s influence on literary tradition
- (C) the purpose of the author’s cultural studies
- (D) the impact of the author’s southern travels
- (E) the development of the author’s vocation

## Section I Questions

Current

Unanswered

For Review

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

[Go to Review Page](#)

## Section I Part A

Directions ▾

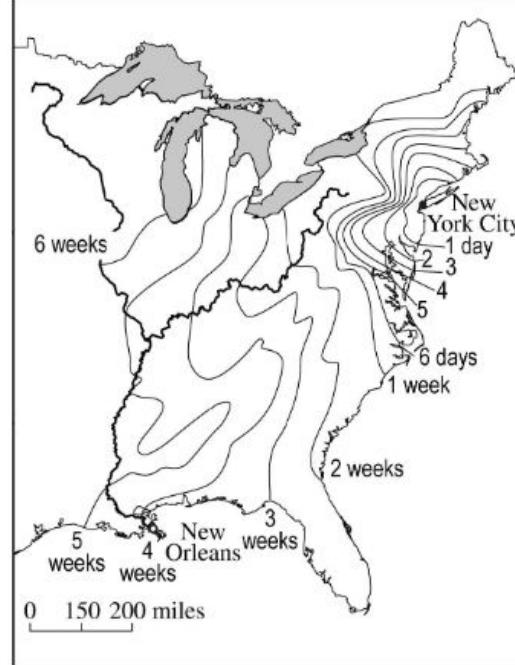
0:00

Hide

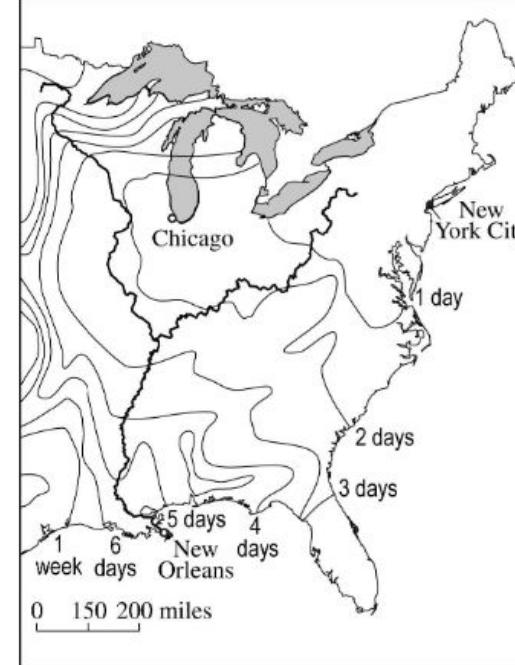
Annotate More

Questions 7 through 9 refer to the following maps.

TRAVEL TIMES FROM NEW YORK CITY, 1800



TRAVEL TIMES FROM NEW YORK CITY, 1857



7

Mark for Review



Which of the following most directly contributed to the change over time depicted on the two maps?

- (A) The bipartisan support for federally funded internal improvements
- (B) The wartime destruction of the South's infrastructure
- (C) The building of transportation networks that included canals and roads
- (D) The development of large trusts and holding companies in the railroad industry

## Section I Part B

Directions ▾

0:00

Hide

 Annotate :  
More

"Our worst fears are realized; the decision was against [the unfortunate man], and he has been sent back to a bondage worse, a thousand times worse than death. Even an attempt at rescue was utterly impossible; the prisoner was completely surrounded by soldiers with bayonets fixed, a cannon loaded, ready to be fired at the slightest sign. To-day Massachusetts has again been disgraced; again she has shewed her submission to the Slave Power; and Oh! with what deep sorrow do we think of what will doubtless be the fate of that poor man, when he is again consigned to the horrors of Slavery. . . . I can write no more. A cloud seems hanging over me, over all our persecuted race, which nothing can dispel."

Charlotte Forten, a free African American woman, diary, 1854



2



Mark for Review

Using the excerpt, respond to **parts a, b, and c.**

- a. Briefly describe a point of view expressed in the excerpt.
- b. Briefly explain how a specific historical development from 1800 to 1850 contributed to the events depicted in the excerpt.
- c. Briefly explain how events such as the one discussed in the excerpt resulted in a specific historical development before the Civil War.

Your response will be saved automatically.

B I U | Ω v | ↶ ↷ | x<sup>2</sup> x<sub>2</sub> |

**Section II**

Directions ▾

0:00

Hide

Annotate More

This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

**Documents for Review:**

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Document 1**

**Source:** Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.



1

Mark for Review

Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Your response will be saved automatically.

**B** *I* U |  $\Omega$  v | | |  $x^2$   $x_2$  |  $\equiv$

## Section II

Directions ▾

0:00

Hide

Annotate More



2



Mark for Review

Answer Question 2.

Your response will be saved automatically.

**B** *I* U |  $\Omega$   $\vee$  | |  $\leftarrow$   $\rightarrow$  |  $x^2$   $x_2$  |  $\geq\leq$ 

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Answer Question 2.

2. Evaluate the extent to which trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas.

## Section I

Directions ▾

0:00

Hide

X<sup>2</sup> Reference  
Λ Annotate  
⋮ More

97%

**7** Mark for Review 

The following procedure is intended to return the number of times the value `val` appears in the list `myList`. The procedure does not work as intended.

```
Line 1: PROCEDURE countNumOccurrences (myList, val)
Line 2: {
Line 3:     FOR EACH item IN myList
Line 4:     {
Line 5:         count ← 0
Line 6:         IF(item = val)
Line 7:         {
Line 8:             count ← count + 1
Line 9:         }
Line 10:    }
Line 11:    RETURN(count)
Line 12: }
```

Which of the following changes can be made so that the procedure

- A Changing line 6 to `IF(item = count)`
- B Changing line 6 to `IF(myList[item] = val)`

Bill Lankenau

Question 7 of 17 ^

There are 32 students standing in a classroom. Two different algorithms are given for finding the average height of the students.

**Algorithm A**

**Step 1**

All students stand.

**Step 2**

A randomly selected student writes his or her height on a card and is seated.

**Step 3**

A randomly selected standing student adds his or her height to the value on the card, records the new value on the card, and is seated. The previous value on the card is erased.

**Step 4**

Repeat step 3 until no students remain standing.

**Step 5**

The sum on the card is divided by 32. The result is given to the teacher.

**Algorithm B**

**Step 1**

All students stand.

**Step 2**

Bill Lankenau

Question 5 of 17 ^

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97% 
Annotate More
**1** Mark for Review

Identify an expected user of your program. Describe one way your program's design meets the needs of this user.

Your response will be saved automatically.



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Annotate More
**2b** Mark for Review

Respond to part b.

Your response will be saved automatically.



Bill Lankenau

Question 1 ^

Refer to your Personalized Project Reference when answering this question.

- Consider the first iteration statement included in the Procedure section of your Personalized Project Reference. Identify the number of times the body of your iteration statement will execute. Describe a condition or error that would cause your iteration statement to not terminate and cause an infinite loop. If no such condition or error exists, explain how the loop could be modified to cause an infinite loop.
- Consider the procedure included in part (i) of the Procedure section of your Personalized Project Reference. Describe a change to your procedure that will result in a run-time error. Explain why this change will result in a run-time error.
- Suppose you are provided with a procedure called `isEqual(value1, value2)`. The procedure returns `true` if the two parameters `value1` and `value2` are equal in value and returns `false` otherwise. Using the list you identified in the List section of your Personalized Project Reference, explain in detailed steps an algorithm that uses `isEqual` to count the number of times a certain value appears in your list. Your explanation must be detailed enough for someone else to write the program code.

Bill Lankenau

Question 2b ^

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**Seminar**

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**Part A**

Read the following passage and then respond to prompts A1, A2, and A3.

**From "Who Gets the Credit, Who Gets the Blame?"**

By Dr. Jennifer Cromley, University of Illinois at Urbana-Champaign (*Psychology Today*, January 16, 2020)

When students succeed, who do they give credit to? When they fail, who do they blame? This was a popular topic in educational research in the 1980s and 1990s called attributions (who does the student attribute an educational outcome to?; Weiner, 1986).

Why do attributions matter? If students fail or succeed but they give credit to others, they may feel anger or shame as well as study or practice less effectively. As a result, students may be less likely to succeed in the future. Imagine that a child did well on a spelling quiz but says they “got lucky” rather than crediting themselves for practicing. Imagine that an undergraduate student has done poorly on an exam but says “the questions were tricky” (when in fact the questions addressed common student misunderstandings) rather than taking responsibility for poor study habits. Imagine a soccer team that lost a game and blames the loss on “that rotten referee” (when in fact the referee judged fairly). These less-helpful attributions are associated with negative emotions, less learning, and lower performance. These attributions fall into three types.

First, students can make attributions to other people rather than themselves (external forces)—I failed or succeeded because of the teacher, my small-group project members, my classmates, in short, anyone but myself. Students in a study who were prompted to make internal attributions increased their achievement (Menec et al., 1994), provided they received high-quality instruction. Attributions to self—I myself am responsible—are associated with taking action oneself and therefore result in better learning and performance.

**A1** Mark for Review

Identify the author's argument, main idea, or thesis. (3 points)

Your response will be saved automatically.

**B** *I* U |  $\Omega$   $\vee$  |  $x^2$   $x_2$  |  $\geq$ 

|

## Seminar

Directions ▾

0:00

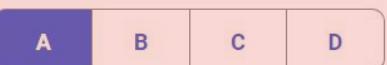
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Annotate More

**Part B**

Read the **four** sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least **two** of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the author's name.

## Documents for Review:



D Click through the tabs to view each document.

From "Teens' Social Media Habits and Experiences, 2. Teens, friendships and online groups,"

By Monica Anderson and Jingjing Jiang (*Pew Research Center*; November 28, 2018)

Friendship is a crucial part of adolescence. . . . But teens themselves point to a variety of reasons for why they do not spend more time with their friends in person. The most common of these (cited by 41% of teens) is that teens themselves report they simply have too many other obligations to find time to hang out with friends. Meanwhile, 34% say their friends are too busy with their own obligations to find the time for friend activities, and 32% say the difficulty of finding transportation prevents them from seeing their friends more often. Still, the ease of digital communication ranks among the top reasons given by teens when asked why they do not spend more time with their friends in person—33% of teens note that it is simply easier to connect with a friend online than to attempt

**B** Mark for ReviewRespond to **Part B**.

Your response will be saved automatically.

**B** *I* U |  $\Omega$   $\checkmark$   $x^2$   $x_2$   $\geq\leq$

Questions 1 through 3 refer to the following.

Abraham Cresques, Cartographer, Detail of the Mali Empire from the *Catalan Atlas "Map of the World,"* 1375

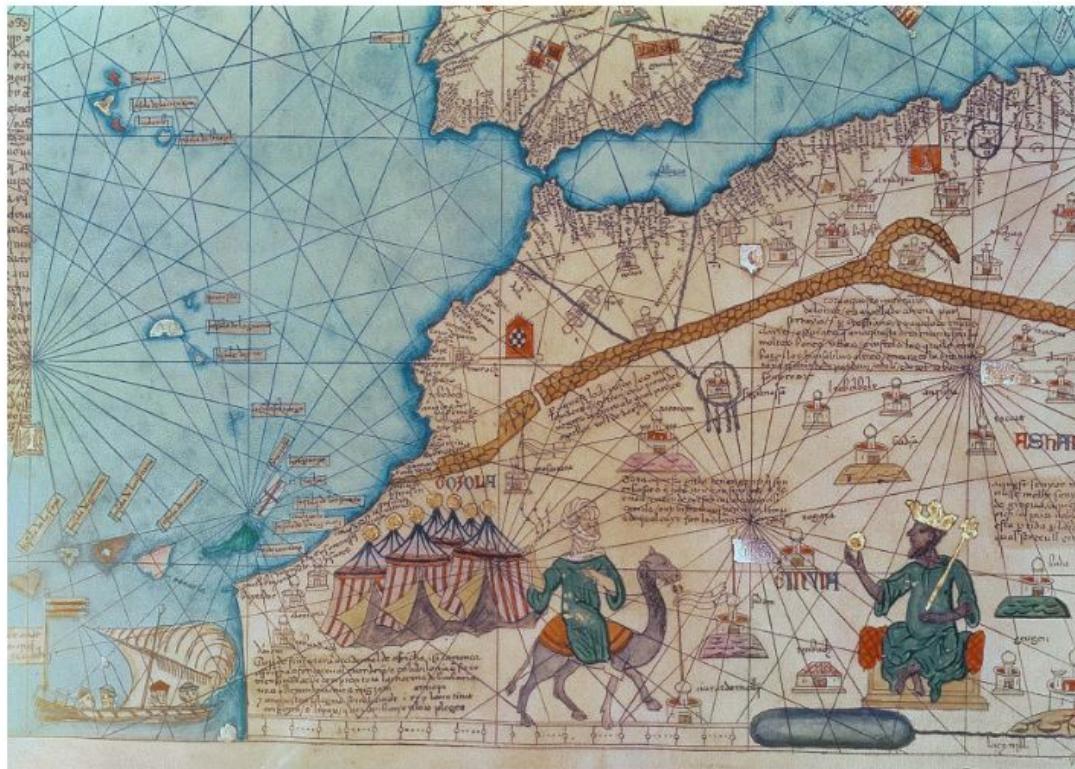


Photo by Art Images via Getty Images

**2**

Mark for Review

Which of the following best captures the significance of Mansa Musa of the Mali Empire as depicted in the image?

- A His royal dress and display of wealth in gold had a widespread impact on African and Middle Eastern fashions and cultures.
- B His image conveyed the importance of West African empires in global exchange networks.
- C His prominence interrupted trans-Saharan trade routes, redirecting trade toward the Atlantic coast.
- D His alliances with foreign powers demonstrated how his reign overshadowed the ancient empire of Ghana.

## Section II

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- A. Describe one specific reason for the diversity of African or Afro-descended people in the American South before the Civil War.
- B. Describe one specific example of a migration pattern of Afro-descended people in the United States between Reconstruction and the end of the Second World War.
- C. Explain one specific way in which the diverse origins of Afro-descended people shaped African American culture in the United States. Use either your example from Part A or Part B, or a different example.
- D. Explain one important way in which twentieth century or twenty-first century immigration has contributed to shifts in ethnicity, education, or religion in Black communities in the United States.

2

Mark for Review

Respond to parts A, B, C, and D.

Your response will be saved automatically.