Inquiry Proposal Form

1. State your research question and/or project goal.

2. Describe three key studies that have informed your understanding of the scholarly conversation surrounding your topic.

3. Identify the gap addressed by your proposed research, and explain how the gap is situated into the scholarly conversation. Provide sources to justify the gap your proposed research is addressing.

4. Describe your chosen or developed research method and defend its alignment with your research question.

5. Identify additional approval processes (check all that apply):
   - [ ] Human subjects [requires additional IRB review and approval if student wants to publish and/or publicly present]
   - [ ] Animal subjects [requires additional review or approval by school or district processes]
   - [ ] Harmful microorganisms [requires additional review or approval by school or district processes]
   - [ ] Hazardous materials [requires additional review or approval by school or district processes]
   - [ ] No additional review or approvals required

6. Explain how your proposed method complies with ethical research practices.

7. Describe the data or additional scholarly work that will be generated to answer your proposed research question or achieve your project goal.
8. Describe the way you will analyze the data or additional scholarly work generated by your method and justify its alignment with your research question or project goal.

9. List any equipment, resources, and permissions needed to collect data or information. Attach the initial drafts that apply to your proposal if engaged in human subject research: informed consent forms; surveys, interview questions, questionnaires, or other data gathering forms; or letters/flyers that will be distributed to study subjects.

10. Describe the anticipated logistical and personnel challenges for your research project (to collect and analyze data or to pursue research methods appropriate to a paper that supports a performance/exhibit/product).

11. Provide a brief timeline that outlines your process from now through project completion.

12. Discuss the anticipated value and/or broader implications of your research project.

Teacher's feedback:

Teacher’s Approval (signature): ________________________________
AP Research Performance
Task: Academic Paper and Presentation and Oral Defense

Task Overview
In AP Research, you will further the skills you acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as you address a research question/project goal. To that end, you will develop a research question/project goal on a topic of your choosing in an area of personal interest. You will submit an inquiry proposal (see Inquiry Proposal Form, pp. 54-55) for the teacher’s feedback to help you refine your research question/project goal/method and ultimately approve your proposal prior to you engaging in the work.

With assistance from the teacher, you may identify one or more expert adviser(s) — internal or external to the school — to serve as an additional resource. These individuals should be experts in the chosen discipline or field that you are investigating or in the research method that you choose to employ.

Under the teacher’s guidance — and using the expert advisers’ knowledge base as needed — you will design or choose a method to collect data and information and then analyze, evaluate, and select relevant and credible evidence to develop a logical, well-reasoned argument or aesthetic rationale (directly addressing your research question/project goal) that results in an academic paper of 4,000–5,000 words.

In addition to completing your research paper, you will:

- arrange for a viewing of additional scholarly work (where applicable)
- deliver a presentation (using appropriate media)
- defend your research design, approach, and findings to an oral defense panel

Task Directions (Proposal Process, Academic Paper, Presentation and Oral Defense)

1. Question, Proposal, and Research
   - Identify a research question/project goal of your own choosing in an area of personal interest.
   - Gather initial information for background and context on your research question/project goal and area of personal interest.
   - Choose or design a research method and identify resources to develop your research proposal.
   - Submit a proposal form to receive approval prior to starting your inquiry.

(continues)
Be prepared to obtain Institutional Review Board (IRB) approval if engaging in research involving human subjects when required.

Gather additional information, data, and evidence through a carefully chosen and aligned research method.

Describe what you hope to learn, achieve, and/or create as a result of your inquiry. With your teacher’s assistance, connect with one or more discipline-specific expert advisers (internal or external to the school) to advise you through the development of your inquiry processes (if your inquiry warrants the use of a field expert or discipline-specific expert adviser).

Maintain a portfolio of your inquiry processes, your communication with your teacher and expert adviser(s), and reflections on your thought processes and any successes and challenges you encounter.

2. Academic Paper (75% of the AP Research score)

- Analyze, evaluate, and select evidence to develop a logical, well-reasoned argument or aesthetic rationale and conclusion in an academic paper of 4,000–5,000 words that addresses the research question/project goal and conveys your perspective and new understanding as a result of engaging in your research process.
- You must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and by including a bibliography. Throughout the year and prior to submission, teachers and you should constantly check work for plagiarism.
- Students must also observe ethical practices when gathering information through means such as surveys, interviews, or focus groups, and be prepared to sign agreements with individuals, institutions, or organizations that provide primary and private data.
- The body of the academic paper must contain the elements listed in the following table. These elements should be presented in a style and structure appropriate to the discipline in which the topic resides (e.g., psychology, science, music).
- Graphs, figures, data tables, images, appendices, abstract, footnoted citations, and the bibliography are not part of the total word count for the academic paper. Word count does include titles, sub-headings, and in-text citations.
- Abstracts, if included, are not considered part of the body of the academic paper and are not assessed. The academic paper must be written for an educated, non-expert audience.
- Once your paper is completed, remove any references to your name, school, and teacher, and upload your document to the AP Digital Portfolio as directed by your teacher.

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Description</th>
</tr>
</thead>
</table>
| Introduction and Literature Review | Introduces research question/project goal and reviews previous work in the field.  
Synthesizes the varying perspectives in the scholarly literature to situate the research question/project goal within a gap in the current field of knowledge. |
| Method, Process, or Approach   | Explains and provides justification for the chosen method, process, or approach and its alignment with the research question.                  |
| Results, Product, or Findings  | Presents the findings, evidence, results, or performance/exhibit/product generated by the research method.                                   |

(continues)
### Required Element | Description
---|---
Discussion, Analysis, and/or Evaluation | Interprets the significance of the results, performance/exhibit/product, or findings; explores connections to original research question/project goal.

Conclusion and Future Directions | Articulates the new understanding generated through the research process and the limitations of the conclusion or creative work. Discusses the implications to the community of practice. Identifies areas for future research.

Bibliography | Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

### 3. Presentation and Oral Defense (25% of the AP Research score)

Upon completion of your Academic Paper, you will develop a 15–20 minute presentation (using appropriate media) and deliver it to an oral defense panel of three evaluators. Like the academic paper, the presentation provides an opportunity for you to showcase your research by communicating effectively and succinctly to an audience of educated, non-experts. If your academic paper is accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product), you must arrange for the teacher and panelists to view this work prior to the presentation and oral defense. Your oral presentation should be no longer than 15 minutes to ensure at least 5 minutes for your oral defense.

The presentation should distill your research by:

- Identifying your research question/project goal
- describing and explaining initial assumptions and hypotheses/ideas and their relation to the your personal conclusion
- providing the rationale for choices made during the research process (cite or attribute sources or evidence as needed)
- explaining the research process/method, evidence generated, conclusions, and implications
- engaging the audience through a dynamic use of design, delivery, and performance techniques
- using a medium and design specifically tailored to engage your audience and illustrate your points

Following the presentation, an oral defense panel will ask three questions of the student. The panel will consist of the AP Research teacher and two additional adult panel members (preferably expert advisers or discipline-specific experts) chosen by the AP Research teacher. This evaluative component is designed to assess your articulation of the inquiry process, understanding of your results and conclusions, and reflection on your research experience.

Three of these questions will be chosen from the following oral defense question list. The oral defense panel will ask one question pertaining to your research or inquiry process, one question focused on your depth of understanding, and one question about your reflection throughout the inquiry process as evidenced in your process and reflection portfolio (PREP). The wording of the questions may be tailored to your specific project. In addition, a fourth question is permitted if a panel member wants you to clarify one of your answers to a previous question. Any additional questions beyond the fourth question are at the discretion of the teacher but will not be used in scoring the oral defense.

(continues)
Oral Defense Questions

Research/Inquiry Process [choices made throughout the research process]

1. How did your initial exploration of the scholarly conversation lead to your final research question/project goal?
2. How did your review of the methods used by scholars in the field inform your selection of a research method/process that is aligned with your research question/project goal?
3. How did the choices you made when designing or implementing your research method impact your research process?
4. How did you determine which results generated by your research method were most important in informing your new understanding?

Depth of Understanding [relating student data/results to the new understanding]

1. How does your new understanding address a gap in the scholarly conversation?
2. How did the limitations of your method or data influence your new understanding?
3. What are the real-world implications or consequences related to your findings?
4. How do your findings provide directions for future research in the field?

Reflection Throughout the Inquiry Process [how the inquiry process informs growth and self-awareness as a researcher]

1. Think back to the initial curiosity that sparked your inquiry. What other curiosities do you have and how has this process prepared you to explore them?
2. How did you handle the uncertainty of the research process?
3. If you could revisit your research process, what would you do differently and why?
4. What was the most important research skill you developed as a result of this process, and how might you apply it to your future endeavors?
5. How did your expert adviser facilitate your deeper understanding of the research process?

   Note: This question should only be asked if the student engaged with an expert adviser.
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 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.

<table>
<thead>
<tr>
<th>AP Research: Role of the Teacher</th>
<th>DO</th>
<th>DO NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure students, expert advisors, and panel members are aware of the timeline, assessment task components, and scoring criteria/rubrics.</td>
<td>Assign, provide, distribute, or generate research questions or project goals for students.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment.</td>
<td></td>
</tr>
<tr>
<td>Engage in whole class teaching of skills pertinent to the performance task as students are working on their research and/or presentations.</td>
<td>Provide specific, directive feedback to individuals or groups (teachers must not tell students what to do).</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Conduct research or provide specific sources, articles or evidence for students.</td>
<td></td>
</tr>
<tr>
<td>Provide effective guidelines for peer-to-peer review and feedback. Co-ordinate opportunities for students to engage in peer review.</td>
<td>Proofread or copyedit student work for students.</td>
<td></td>
</tr>
<tr>
<td>Provide students with the list of possible oral defense questions.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Provide any necessary assistance to students in finding external expert advisers if warranted (experts in the field or discipline).</td>
<td>Violate local, district, state and/or country policies regarding student engagement with external expert advisers.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Leave students to submit work unsupervised.</td>
<td></td>
</tr>
<tr>
<td>Score student presentations and oral defense (POD) and submit the scores in the AP Digital Portfolio prior to the April 30 at 11:59 p.m. ET submission deadline.</td>
<td>Release these scores to students.</td>
<td></td>
</tr>
</tbody>
</table>

(continues)
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.

<table>
<thead>
<tr>
<th>AP Research: Role of Expert Advisers</th>
<th>DO</th>
<th>DO NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>May hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress.</td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Conduct research or provide specific sources, articles or evidence for students.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>
AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.
AP Capstone Tips for Students

1. Be prepared to perform your best on your assessment! Your academic performance provides evidence of your academic achievements as a result of hard work in AP.
2. Send your AP scores! During AP Exam registration, be sure to indicate the code for the colleges you want to receive your scores. This alerts them of your interest as a potential applicant and invites college recruiters to reach out to you to learn more about your AP Capstone experience and future research interests. The volume of AP scores received by postsecondary campuses helps drive support for credit and placement policies.
3. Indicate your participation in AP Capstone and your future research interests in college applications. It might prompt further consideration of your application and may even yield a scholarship possibility.
4. Be prepared to succinctly describe your AP Capstone experience and give a summary of your research and findings. This brief conceptual summary will help you advocate for college credit/placement and allow you to capture the attention of colleges offering undergraduate research opportunities that you may want to explore.
5. Check the AP Capstone website for more information about the colleges and universities that support the AP Capstone program and offer credit/placement for qualifying scores in AP Seminar and AP Research.
AP Research Glossary

alignment — Cohesion between the focus of an inquiry, the method of collecting information, the process of analysis of the information, and the conclusions made to increase understanding of that focus

argument — A claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence

assumption — A belief regarded as true and often unstated

author — One who creates a work (e.g., article; research study; foundational, literary, or philosophical text; speech, broadcast, or personal account; artistic work or performance) that conveys a perspective and can be examined

bias — A personal opinion, belief, or value that may influence one’s judgment, perspective, or claim

claim — A statement made about an issue that asserts a perspective

coding — A method for reducing data sets into categories or numbers for the purpose of analyzing emerging themes, patterns, or trends

commentary — Discussion and analysis of evidence in relation to the claim that may identify patterns, describe trends, and/or explain relationships

complex issue — Issue involving many facets or perspectives that must be understood in order to address it

concession — Acknowledgment and acceptance of an opposing or different view

conclusion — Understanding resulting from analysis of evidence

context — The intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference

conventions — The stylistic features of writing (e.g., grammar, usage, mechanics)

counterargument — An opposing perspective, idea, or theory supported by evidence

credibility — The degree to which a source is believable and trustworthy

cross-curricular — Goes beyond the traditional boundary of a single content area or discipline

deductive — A type of reasoning that constructs general propositions that are supported with evidence or cases

evidence — Information (e.g., data, quotations, excerpts from texts) used as proof to support a claim or thesis

fallacy — Evidence or reasoning that is false or in error

feasible — Able to be accomplished within the time, resources, and processes available

implication — A possible future effect or result

inductive — A type of reasoning that presents cases or evidence that lead to a logical conclusion

inquiry — A process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work

interdisciplinary — Involving two or more areas of knowledge

lens — Filter through which an issue or topic is considered or examined
limitation — A boundary or point at which an argument or generalization is no longer valid

line of reasoning — Arrangement of claims and evidence that leads to a conclusion

literature — The foundational and current texts of a field or discipline of study

material culture — Physical objects, resources, and spaces that people use to define their culture

perspective — A point of view conveyed through an argument

plagiarism — Failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source

point of view — A position or standpoint on a topic or issue

primary research — The planning and implementation of an inquiry to gather firsthand data or information pertaining to a topic of interest

primary source — An original source of information about a topic (e.g., study, artifact, data set, interview, article)

qualification — A condition or exception

qualitative — Having to do with text, narrative, or descriptions

quantitative — Having to do with numbers, amounts, or quantities

rebuttal — Contradicting an opposing perspective by providing alternate, more convincing evidence

refutation — Disproving an opposing perspective by providing counterclaims or counterevidence

reliability — The extent to which something can be trusted to be accurate

resolution — The act of solving a problem or dispute

secondary research — The process of gathering data or information about a topic of interest from previously published sources

secondary source — A commentary about one or more primary sources that provides additional insight, opinions, and/or interpretation about the primary source data, study, or artifacts

solution — A means of answering a question or addressing a problem or issue

text — Something composed (e.g., articles; research studies; foundational, literary, and philosophical texts; speeches, broadcasts, and personal accounts; artistic works and performances) that conveys a perspective and can be examined

thesis — A claim or position on an issue or topic put forward and supported by evidence

tone — The way in which an author expresses an attitude about his or her topic or subject through rhetorical choices

triangulation — Implementing more than one research method and/or gathering more than one type of data set to strengthen the depth of understanding and validity of the findings pertaining to a phenomenon or observation

validity (argument) — The extent to which an argument or claim is logical

validity (research) — The extent to which conclusions of an inquiry accurately address the variables to be measured or align with the authenticity of the observations made

vocal variety — Changing vocal characteristics (e.g., pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes

workshopping — Presenting scholarly works to peers for feedback to inform or guide revisions
About the Appendixes

The following pages include useful information and references for students, parents, educators, expert advisers, and colleges:

- **Appendix A: AP Research: QUEST Framework Essential Questions**
  A quick-reference list of the overarching AP Research Curriculum Framework big ideas and the essential questions associated with each.

- **Appendix B: AP Research Timeline**
  A timeline for teachers and school administrators showing key dates and activities.
AP Research: QUEST Framework

Essential Questions

**Question and Explore**
Challenge and expand the boundaries of your current knowledge.

- What do I want to know, learn, or understand?
- What questions have yet to be asked?
- How does my research question shape how I go about trying to answer it?
- How does my project goal shape the research or inquiry I engage in to achieve it?
- What information/evidence do I need to answer my research question?

**Understand and Analyze**
Contextualize arguments and comprehend authors’ claims.

- What strategies will help me comprehend a text?
- What is the main idea of the argument or artistic work, and what reasoning does the author use to develop it?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How can I assess the quality or strength of others’ research, products, or artistic works?

**Evaluate Multiple Perspectives**
Consider individual perspectives and the larger conversation of varied points of view.

- How might others see a problem or issue differently?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple arguments? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?

**Synthesize Ideas**
Combine knowledge, ideas, and your own perspective into an argument.

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- Are there other conclusions I should consider?
- How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale?
- How do I acknowledge and account for my own biases and assumptions?
- What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument?
- How do I ensure the conclusions I present are my own?

**Team, Transform, and Transmit**
Collaborate, reflect, and communicate your argument in a method suited to your audience.

- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to reach my audience?
- How might I adapt my written and oral presentations for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- Which revision strategies are most appropriate to developing and refining my project at different stages?
- How do I provide feedback that is valuable to others? How do I act upon feedback I have received?
- How can I benefit from reflecting on my own work?
# AP Research Timeline

**Academic Year 1**  
AP Seminar instruction begins in the fall

**Academic Year 2**  
AP Research instruction begins in the fall

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>June–August</td>
<td>AP Research professional development.</td>
</tr>
<tr>
<td>August 1</td>
<td><a href="myap.collegeboard.org">My AP</a> opens.</td>
</tr>
<tr>
<td>August–September</td>
<td>AP Research instruction begins. Students can access EBSCO and Turnitin through the <a href="https://apcollege.collegeboard.org/digitalportfolio">AP Digital Portfolio</a> once they have enrolled in their AP Research class section in My AP.</td>
</tr>
<tr>
<td>October 1</td>
<td>Deadline for new teachers to complete the <a href="https://apcollege.collegeboard.org/audit">AP Course Audit</a> form and submit course syllabi. Designated administrators must approve Course Audit forms prior to this date. Administrators must renew previously authorized courses.</td>
</tr>
<tr>
<td>October 4</td>
<td>Preferred deadline for AP coordinators to order AP Exams through <a href="https://apcollege.collegeboard.org/order">AP Registration and Ordering</a>.</td>
</tr>
<tr>
<td>November 15 at 11:59 p.m. ET</td>
<td>Final deadline for the AP coordinator to submit the exam order through <a href="https://apcollege.collegeboard.org/order">AP Registration and Ordering</a>. No payment is due to College Board until June. Exams ordered or canceled after this date may incur a fee.</td>
</tr>
<tr>
<td>November 30</td>
<td>Recommended deadline for students to submit and teachers to approve AP Research Proposal Forms.</td>
</tr>
<tr>
<td>December</td>
<td>Required online scoring training for AP Research launches.</td>
</tr>
<tr>
<td>January–March</td>
<td>Begin scheduling current AP Seminar students for AP Research.</td>
</tr>
<tr>
<td>March 13 at 11:59 p.m. ET</td>
<td>Spring course orders and fall order changes deadline for AP coordinators to make final updates to the school’s order through <a href="https://apcollege.collegeboard.org/order">AP Registration and Ordering</a>, if needed. Fees may apply.</td>
</tr>
<tr>
<td>March 27</td>
<td>Recommended deadline for all AP Research teachers to complete required online scoring training modules.</td>
</tr>
<tr>
<td>April 30 at 11:59 p.m. ET</td>
<td>Deadline for all student work to be submitted as final in the <a href="https://apcollege.collegeboard.org/digitalportfolio">AP Digital Portfolio</a> and for teachers to submit scores for all presentations in the AP Digital Portfolio.</td>
</tr>
<tr>
<td>May–June</td>
<td>AP Research teachers should meet AP Seminar students to discuss the course, get students ready to work with an expert adviser, identify a topic of interest, and develop a research question.</td>
</tr>
<tr>
<td>July</td>
<td>AP score reports, including AP Capstone awards, released online.</td>
</tr>
</tbody>
</table>
Contact Us

NEW YORK OFFICE
250 Vesey Street
New York, NY 10281
212-713-8000
212-713-8277/55 (fax)

AP SERVICES FOR EDUCATORS
P.O. Box 6671
Princeton, NJ 08541-6671
212-632-1781
877-274-6474 (toll free in the U.S. and Canada)
610-290-8979 (fax)
Email: apexams@info.collegeboard.org

AP CANADA OFFICE
2950 Douglas Street, Suite 550
Victoria, BC, Canada V8T 4N4
250-472-8561
800-667-4548 (toll free in Canada only)
Email: gewonus@ap.ca

COLLEGE BOARD INTERNATIONAL
Serving all countries outside the U.S. and Canada
250 Vesey Street
New York, NY 10281
212-373-8738
646-417-7350 (fax)
Email: international@collegeboard.org

MIDDLE STATES REGIONAL OFFICE
Serving Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands
Three Bala Plaza East, Suite 501
Bala Cynwyd, PA 19004-1501
866-392-3019
610-227-2580 (fax)
Email: middlestates@collegeboard.org

MIDWESTERN REGIONAL OFFICE
Serving Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia, and Wisconsin
8700 West Bryn Mawr Avenue, Suite 900N
Chicago, IL 60631-3512
866-392-4086
847-653-4528 (fax)
Email: ROMWRO@collegeboard.org

NEW ENGLAND REGIONAL OFFICE
Serving Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
1601 Trapelo Road, Suite 12
Waltham, MA 02451-7333
866-392-4089
781-663-2743 (fax)
Email: newengland@collegeboard.org

SOUTHERN REGIONAL OFFICE
Serving Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia
3700 Crestwood Parkway, Suite 700
Duluth, GA 30096-7155
866-392-4088
770-225-4062 (fax)
Email: sro@info.collegeboard.org

SOUTHWESTERN REGIONAL OFFICE
Serving Arkansas, New Mexico, Oklahoma, and Texas
4330 Gaines Ranch Loop, Suite 200
Austin, TX 78735-6735
866-392-3017
512-721-1841 (fax)
Email: southwestern@collegeboard.org

WESTERN REGIONAL OFFICE
2001 Gateway Place, Suite 220W
San Jose, CA 95110-1038
866-392-4078
408-367-1459 (fax)
Email: western@collegeboard.org