AP® Instructional Planning Report – By Section (2018)

✔ Data Updated Aug 11, 2018, Report Run Aug 29, 2018

This subject-specific report compares your students' performance on specific topics in this AP Exam with the performance of all students on these same topics, helping teachers target areas for increased attention and focus in the curriculum. Other uses of the report, such as teacher evaluation or institutional ranking, are not warranted. Students who tested on late-testing dates are not included in this report.

Zionsville Community High School (153900) - World History - All Students
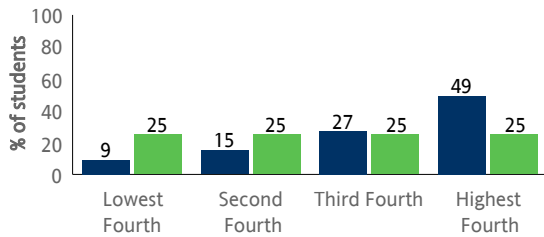
■ **Your Group** Total Students: 126   ■ **Global** Total Students: 281,793

Overall Score Distributions
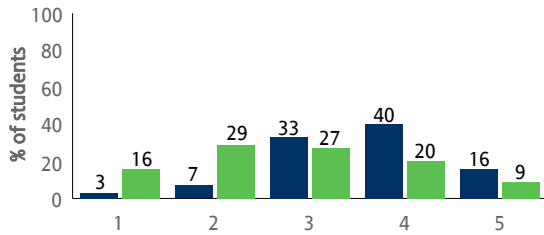
Overall Score Distributions	1	2	3	4	5
Number of Students in Your Group	4	9	42	51	20
■ % Students in Your Group	3.2	7.1	33.3	40.5	15.9
■ % Students Globally	15.6	28.6	27.4	19.8	8.7

Multiple-Choice Section

Multiple-Choice Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	11	19	34	62
■ % Students in Your Group	8.7	15.1	27.0	49.2
■ % Students Globally	25.0	25.0	25.0	25.0

Free-Response Section
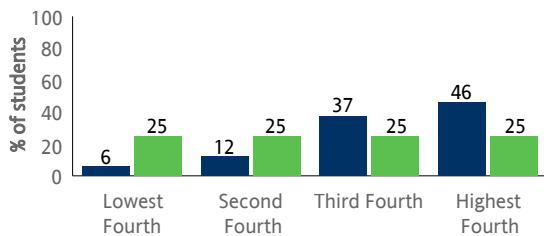
Free-Response Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	7	15	46	58
■ % Students in Your Group	5.6	11.9	36.5	46.0
■ % Students Globally	25.0	25.0	25.0	25.0

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Zionsville Community High School (153900) - World History - All Students

Performance on Multiple-Choice Section (Maximum Possible Score = 56)

Content Area	Number of Questions	Global Mean	Group Mean	Number of Students in Your Group			
				Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
PERIODS 1 AND 2: TO C. 600 C.E.	12	8	9	7	26	16	77
PERIOD 3: C. 600 - C. 1450	9	5	5	11	27	21	67
PERIOD 4: C. 1450 - C. 1750	10	6	7	8	26	25	67
PERIOD 5: C. 1750 - C. 1900	11	6	7	4	29	17	76
PERIOD 6: C. 1900 – PRESENT	12	6	8	12	13	36	65
INTERACTION BETWEEN HUMANS AND THE ENVIRONMENT	6	4	4	5	21	39	61
DEVELOPMENT AND INTERACTION OF CULTURES	19	12	14	6	22	44	54
STATE BUILDING, EXPANSION AND CONFLICT	13	7	8	13	17	19	77
CREATION, EXPANSION, AND INTERACTION OF ECONOMIC SYSTEMS	16	9	10	13	25	12	76
DEVELOPMENT AND TRANSFORMATION OF SOCIAL STRUCTURES	5	3	3	7	21	28	70
ANALYZING HISTORICAL EVIDENCE	15	9	10	9	23	34	60
CONTEXTUALIZATION	10	6	8	6	20	24	76
COMPARISON	6	3	3	10	21	39	56
CAUSATION	19	10	12	11	20	25	70
CONTINUITY AND CHANGE OVER TIME	9	6	7	9	14	31	72
TEXT-BASED STIMULUS: PRIMARY AND/OR SECONDARY	28	17	20	2	22	32	70
NON-TEXT-BASED STIMULUS: ARTWORK, CHARTS, ETC.	26	14	17	11	20	31	64
Multiple-Choice Summary		**32**	**38**	**11**	**19**	**34**	**62**

Indicates that the distribution is not displayed because more than half of the total AP global group earned the same score.

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Zionsville Community High School (153900) – World History – All Students

Performance on Free-Response Section (Maximum Possible Score = 84)

Question/Problem	Max Possible Score	Global Mean	Group Mean	Number of Students in Your Group			
				Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
SHORT ANSWER QUESTION 1: ANALYZING SECONDARY SOURCES	3	1.3	1.6	6	0	50	70
SHORT ANSWER QUESTION 2: CONTINUITY AND CHANGE OVER TIME WITH STIMULUS	3	1.2	1.6	0	20	34	72
SHORT ANSWER QUESTION 3: COMPARISON	3	1.1	1.4	0	11	40	35
SHORT ANSWER QUESTION 4: COMPARISON	3	1.2	1.8	0	3	12	25
DBQ: RAILROADS AND EMPIRE-BUILDING 1860-1918 TOTAL	7	2.5	3.5	1	10	21	94
DBQ: THESIS/CLAIM	1	0.6	0.8	##	##	##	##
DBQ: CONTEXTUALIZATION	1	0.3	0.6	##	##	##	##
DBQ: EVIDENCE	3	1.4	1.8	##	##	##	##
DBQ: ANALYSIS AND REASONING	2	0.1	0.2	##	##	##	##
ESSAY 2: EMERGENCE AND SPREAD OF RELIGIONS 600 BCE-600 CE TOTAL	6	1.8	2.8	0	4	4	13
ESSAY 2: THESIS/CLAIM	1	0.6	0.9	##	##	##	##
ESSAY 2: CONTEXTUALIZATION	1	0.1	0.0	##	##	##	##
ESSAY 2: EVIDENCE	2	0.9	1.3	0	5	5	11
ESSAY 2: ANALYSIS AND REASONING	2	0.2	0.6	##	##	##	##
ESSAY 3: COLUMBIAN EXCHANGE EFFECTS ON PEOPLES IN THE AMERICAS 1450-1750 TOTAL	6	3.0	3.3	7	13	30	35
ESSAY 3: THESIS/CLAIM	1	0.8	0.9	##	##	##	##
ESSAY 3: CONTEXTUALIZATION	1	0.2	0.3	##	##	##	##
ESSAY 3: EVIDENCE	2	1.7	1.7	##	##	##	##
ESSAY 3: ANALYSIS AND REASONING	2	0.3	0.4	##	##	##	##
ESSAY 4: IDEOLOGIES CHALLENGING POLITICAL OR SOCIAL ORDER 1900-2001 TOTAL	6	2.4	3.2	0	1	13	6
ESSAY 4: THESIS/CLAIM	1	0.4	0.6	##	##	##	##
ESSAY 4: CONTEXTUALIZATION	1	0.5	0.5	##	##	##	##
ESSAY 4: EVIDENCE	2	1.3	1.8	0	0	5	15
ESSAY 4: ANALYSIS AND REASONING	2	0.2	0.3	##	##	##	##
Free-Response Summary		33.1	43.2	7	15	46	58

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Tips for interpreting this report

Page 1 – Score and quartile distributions

To compare your students' performance with the global population, we evenly divide the total number of students who took this exam globally into fourths, or quartiles, based on their performance on the multiple-choice and free-response sections of the exam. We then calculate the percentage of your students that fall within each fourth or quartile based on their performance on each section.

- These fourths do NOT correspond with the final AP score of 1, 2, 3, 4 or 5.
- On the three bar graphs on the left side of the page, your students are represented by the blue bars, and the global population is represented by the green bars. For example, the right-most blue bar shows the percentage of your students who fall into the highest fourth or top quartile.
- If your students' score distribution is comparable to the global population, then your students will group evenly (approximately) across the quartiles.
- Grouping of your students in the higher quartiles indicates higher performance than the global population; grouping of your students in the lower quartiles indicates performance below the global population.
- If you are viewing a report for Seminar or Computer Science Principles, the charts will compare your students with the global population on the overall score, the performance tasks, and the end-of-course exam.
- If you are viewing a report for Research, the charts will compare your students with the global population on the overall score, the academic paper, and the presentation and oral defense.

Page 2 – Detailed quartile distributions by section

The following appear in each table:

- **Number of Questions –** maximum possible score for that content area. The mean score for the content areas will be the average number of multiple-choice questions answered correctly. Also note that individual multiple-choice questions may test more than one content area, so the summation across all content areas may be greater than the number of multiple-choice questions on the exam.
- **Global Mean –** average scores on reportable areas for all AP students globally.*
- **Group Mean –** average scores on reportable areas for your students.*
- **Number of Students in Your Group –** for each content area or free response question, this represents the number of your students that fell into a specific fourth or quartile. The quartiles are derived from dividing the total student population equally into four parts based on their performance in each content area.
- **SP (Free Response table only) –** mapping of science practices (listed in the Multiple Choice table) to the question/problem on the Free Response that tests these skills. Only applicable for Biology, Chemistry, Physics 1, and Physics 2.
- **Max Possible Score (Free Response table only) –** maximum possible score for that free-response question.

*Some AP Exams allow students to choose between two or more free response questions. Mean scores are not provided for those questions because the populations of AP students choosing each question when choice is permitted can be quite different.

In Seminar, or Research, and Computer Science Principles the quartile distributions are across content areas and performance tasks.