

## AP Multiple Choice “Game”

*(Idea from Gretchen Polnac with modifications by Karen Werkenthin.)*

1. Have students take the test over one single AP passage from a released exam or an Acorn book.
2. Score them individually, but do not give them the results.
3. Group students as follows. Depending on class size, you will have 4-6 per group, 5 groups total. Do not tell them why you’ve grouped them this way.
  - High score(s)
  - Middle score(s)
  - Low score(s)

Usually the passages have from 10 – 15 questions. I considered “middle” usually as -3 to -6, but it depends upon the # of questions. “Low” scores are usually -7 or more.

4. Have students put away all writing utensils. Then have them get with their groups. Give each group a scantron, a pencil only YOU would have, and a set of colored answer keys (A, B, C, D, and E). Each group gets a different color. (We use half sheets of brightly colored paper. Write the letters as large as possible so you can see them from across the room.)

5. Have them discuss as a group and record their answers on the scantron. Pick up the scantron and pencil as soon as they finish. One of them in each group should mark the group’s answers on his/her test—which you pick up and keep on file permanently. (I keep all AP MC tests. They never leave my room until I take them home to recycle them. There are not enough of them, and we can’t have them “floating” around for all kinds of security reasons.) When you have collected all the group’s scantrons and pencils, proceed to #6.

6. Using a scoring chart (see example), read each question and have each group hold up the answer key, one at a time while you mark down the responses.

7. Double-check the answers they shared when you read the questions with their scantron answers. This keeps them from looking around the room at other group’s answer keys and changing their answers.

8. The group with the highest score gets a 100. If there are ties, that’s fine. The 2<sup>nd</sup> highest score gets a 95, third a 90, 4<sup>th</sup> an 85, and last places gets an 80. You might have 3 groups with a 100, 1 with a 95, 1 with a 90. Each class will be different.

9. Finally, average the individual score with the group score, and record that as the grade. I do not lower an individual’s score if the group score would pull the score down. This final score grants a sizable curve to many of the students.

Advantages: Students talk to each other about the questions and answers. It doesn’t take much time—about 15 or 20 minutes total. Many need the curve. Many need to hear their classmates’ reasoning in determining the answers. Etc. (One modification: give vocabulary from the passage and questions ahead of time; count it as a daily grade; collect before giving the test.)

**AP MC #2 – Queen Elizabeth I’s Speech to Her Last Parliament**

<b>Multiple Choice Test</b>	<b>Group 1— names:</b> a. b. c. d. e. f.	<b>Group 2— names:</b> a. b. c. d. e. f.	<b>Group 3— names:</b> a. b. c. d. e. f.	<b>Group 4— names:</b> a. b. c. d. e. f.	<b>Group 5— names:</b> a. b. c. d. e. f.
<b>Question #:</b>	<b>Answers:</b>	<b>Answers:</b>	<b>Answers:</b>	<b>Answers:</b>	<b>Answers:</b>
<b>1.</b>					
<b>2.</b>					
<b>3.</b>					
<b>4.</b>					
<b>5.</b>					
<b>6.</b>					
<b>7.</b>					
<b>8.</b>					
<b>9.</b>					
<b>10.</b>					
<b>11.</b>					
<b>12.</b>					
<b>13.</b>					

**Note: It’s best to print this chart as “landscape” rather than “portrait.”**