

Poster Incentive — Requirements

AP Statistics — Mr. Levy — 2026–27

Before each exam you are invited to build a review poster. The good ones stay on the wall until the AP exam in May, so that all year we can look up and see how far we have come, and so that when we need something from Unit 1 in April it is still within reach.

This is an incentive, not an assignment. It is worth up to **10 bonus points on that unit's exam**. Nobody has to make one. If you do make one, make one worth hanging.

Keep this page — it is the same for every unit all year. Each unit gets its own one-page topic sheet, and the rubric is a separate page. Read the rubric before you start, not after you finish.

CHOOSING YOUR EIGHT TOPICS

Every poster covers **eight topics that you choose** from that unit's topic sheet. When a unit is taught in two halves, that is **four from each half** — a poster that is all A and no B is an incomplete poster.

One rule on the choosing: your four from a half must come from **at least three different CED numbers** (the bracket after each line on the topic sheet). Four slices of one topic is one topic, not four.

One piece of advice, which is not scored: pick at least one you do **not** already feel safe with. The poster is revision, and a poster made only of the parts you have cold is decoration.

What every one of the eight blocks needs

- The idea **in your own words**. Not the textbook's sentence, and not a sentence that would fit any statistics class in the country.
- The **notation or formula**, where there is one, written correctly.
- A **visual that explains** — a sketched boxplot, a labeled distribution, a tree of sampling methods. If the picture would still look fine with the numbers removed, it is decoration, not a visual.
- An **example with actual numbers in it**. “A survey of 500 people” with no further detail is not an example.
- Important vocabulary **underlined**.

FOUR THINGS THAT HAVE TO COME FROM THIS ROOM

These four are what separate a poster from a printout, and they are where the marks in **Evidence it is yours** come from. They also happen to be the four things no chatbot can do for you, which is deliberate.

1. Name four class moments, specifically

At least **four of your eight topics** must be anchored to something that actually happened in this class, named precisely enough that I can tell which day you mean. Not “we looked at a misleading graph” — *which* graph, and what was wrong with it.

I am not going to list them for you. If you were in the room you already have them — in your notes, in the slides, in the lab you ran and the games you played. That is rather the point.

2. Use your own numbers at least once

One topic must be built on data **you** produced: your group's lab results, your round of a game we played, a measurement you took, a count you made. Real figures, written down, with your group or your name beside them.

3. The box marked “What I had wrong”

Somewhere on the poster, one small block: **something you genuinely misunderstood at first, and the thing that fixed it.** Two or three sentences. This is the most useful block on the poster for whoever reads it in April, and it is worth more to you than another definition.

4. Be ready to explain it out loud

I cannot listen to every poster, so I will not try. On display day I take a **random sample of the posters handed in** — drawn the same way we would sample anything else in this course — and ask those students to explain **one of their eight topics for about a minute, without reading the poster.** Any poster that raises a question about who made it gets the same conversation, sampled or not.

It cannot raise your score. It confirms your *Evidence it is yours* marks, or it removes them. If you built the poster it costs you a minute; if you did not, this is where that shows. Because the sample is random, the only way to be safe is to be able to do it.

DESIGN THAT EARNS THE WALL

- **18 × 24 inches.** Readable standing six feet back — that is the test, not what it looks like on your laptop.
- **One idea per block,** eight blocks, with space between them. Crowding is the most common way a good poster goes wrong.
- **Two or three colors, used for meaning.** A color that means something is worth ten that do not.
- **Hand-drawn is welcome.** Neatness counts; polish does not. A careful hand-drawn boxplot beats a pasted one, and it is obviously yours.
- **Typed text should be typed well** — consistent sizes, aligned edges, headings that look like headings.

WHAT LOSES POINTS

So that there is no argument about it later, here is what a weak poster looks like:

- Definitions with no numbers, no context, and no sign that anyone sat in this room.
- Examples with invented data — round numbers, no source, nothing checkable.
- **AI-generated images,** stock photographs, or clip art used as decoration.
- Text that is fluent and says nothing: every sentence the same length, every topic described in the same shape, no voice.
- Visuals that sit beside the text rather than explaining it.
- Eight topics that are really four topics and four restatements.

The rules on outside help. All work must be original. Images taken from the web are discouraged, and must be cited to earn credit. **Posters generated with AI — text or images — receive zero.** Using a chatbot to check your own understanding is fine and always has been; handing in what it wrote is not, and on this assignment it will not score well anyway, because the rubric asks for things it cannot know — which display we argued about and what was wrong with it, what your own group’s numbers came to, what you personally had wrong in September.

HANDING IT IN

- **Due on exam day.** These are an incentive and are not accepted late. If you know you will miss the exam, hand it in early.
- **A day early earns the bonus half-point.**
- **On the back:** your name, testing number, period, and a numbered list of your eight topics.

I am looking forward to seeing the room fill up. — Mr. Levy