

A FREE GUIDE FOR STUDENTS, PARENTS, AND TEACHERS

THE UPTEST! GUIDE TO

AP[®] Statistics

2027

What changed, and how to score

The redesigned course, the fully digital exam, and the free-response answers that earn points. Written by a veteran AP[®] Statistics teacher.

Exam date: Tuesday, May 11, 2027

By [Your Name] · October 2026 edition

UpTest!

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The 2027 exam at a glance

Everything below was checked against the College Board's own AP Central pages and its Course and Exam Description.

The May 2027 exam	
Date	Tuesday, May 11, 2027
Format	Fully digital. Every response, including free response, is typed in the Bluebook app. There are no paper booklets.
Section I Multiple choice	42 questions · 90 minutes · 50% of the score. Each question has four answer choices. Some questions come in two sets of three that share one prompt: one set on probability, random variables, and distributions, the other on regression.
Section II Free response	4 questions · 90 minutes · 50% of the score. Each question is worth 10 points.
Tools	An approved handheld graphing calculator <i>and</i> the built-in Desmos calculator. Scratch paper is provided. A reference information sheet is printed and also available inside Bluebook.

What changed from the old exam

	Before	Now (2026–27 course, 2027 exam)
Course units	Nine units	Five units (Units 1–8 consolidated; the old Unit 9 on slopes was removed)
Multiple choice	40 questions, 5 choices	42 questions, 4 choices , including two 3-question sets
Free response	6 questions, 4 points each	4 questions, 10 points each
Testing	Hybrid digital: free response written on paper	Fully digital : all responses typed in Bluebook
Prerequisite	A second-year algebra course was recommended	First-year algebra is enough
New topic	—	Investigative questions (deciding what question a study can answer) were added

Why it matters: with only four free-response questions at ten points each, a single question is worth **12.5% of your whole exam score** (each question is one quarter of the half that is free response). Quality, complete answers matter more than ever.

The five units and what they are worth

The weights below describe the **multiple-choice** section. The College Board publishes them as ranges, not exact counts.



Dark blue shows the minimum share of the multiple-choice section; gold shows how much higher it could be.

Unit	What it covers
1 One-variable data and collecting data	Describing distributions, summary statistics, z-scores, sampling and bias, experiments, and what a study allows you to conclude.
2 Probability and distributions	Two-way tables, probability rules, simulation, random variables, the binomial and normal distributions, sampling distributions and the central limit theorem.
3 Inference for proportions	Confidence intervals and tests for one proportion and for a difference of two proportions, p-values, errors, and chi-square tests for homogeneity and independence.
4 Inference for means	t-procedures for one mean, for a difference of two means, and for matched pairs.
5 Regression	Scatterplots, correlation, least-squares lines, residuals, and interpreting a model.

Three things this tells you

- **Units 1–3 together are 50–80% of the multiple-choice section.** Data collection and design (in Unit 1) are not extras. They are the biggest single unit.
- **Inference is everywhere.** Units 3 and 4 are inference, and **free-response Question 3 is always an inference question** (a hypothesis test or a confidence interval).
- **Regression has its own three-question set** on the multiple-choice section, but the exam no longer tests inference for slopes.

Removed from the exam: analyzing departures from linearity, combining random variables, the geometric distribution, the chi-square *goodness-of-fit* test, and inference for regression slopes. They are still good statistics, but you will not be tested on them. **Chi-square tests for homogeneity and independence are still in.**

The four free-response questions

The College Board has told teachers what each question focuses on. Here is what that means for you.

Question	The College Board's description	What to expect (our reading)
1	Multi-focus on Practices 1 and 2 (formulate questions; collect data)	A study is described. You may need to state what question it can answer, name the sampling method or design, spot bias, and say what conclusion the design allows.
2	Multi-focus on Practices 3 and 4 (analyze data; interpret results)	Data, tables, or graphs. You calculate (summary statistics, probabilities, a regression prediction) and then interpret the results in context.
3	Inference: a hypothesis test or a confidence interval	A full inference procedure from start to finish, with conditions and a conclusion.
4	Multi-focus on Practices 2, 3, and 4, across more than one content area	A longer problem that mixes design, analysis, and inference pieces.

No 2027-format free-response questions have been released yet, so the right column is our interpretation of the College Board's descriptions. We will update this guide when real ones appear.

What the College Board tells teachers to watch for

- **Answer the question that was asked.** If it asks whether results can be generalized, give a clear yes or no, then explain.
- **Describe a distribution completely:** shape, center, and variability, plus unusual features such as outliers or gaps, all in context. An answer about the center alone is incomplete.
- **Use precise words.** *Random selection* lets you generalize to a population. *Random assignment* is what supports a cause-and-effect conclusion in an experiment. Do not swap them.
- **Show the structure of a calculation:** the expression, the values substituted in, and the answer.
- **“Convincing evidence” means a significance test,** not just a description of the data.
- **Hypotheses are about parameters** (population values), never about sample statistics.
- **Interpret in context, with units,** every probability, parameter, and conclusion.

Anatomy of a strong inference answer

The College Board says a complete test answer does four things. Here they are on one example.

Problem. A random sample of 150 students from a large high school (2,400 students) was asked whether the school should start later. Of the 150, 93 said yes. Is there convincing evidence that **more than half** of all students at the school support a later start? Use $\alpha = 0.05$.

1 Parameter and hypotheses	Let p = the true proportion of all students at this school who support a later start time. $H_0: p = 0.50$ $H_a: p > 0.50$
2 Procedure and conditions	One-sample z-test for a proportion. Random: the problem states a random sample. 10%: 150 is less than 10% of 2,400 (which is 240). Large counts: $150(0.50) = 75 \geq 10$ and $150(0.50) = 75 \geq 10$.
3 Test statistic and p-value	$\hat{p} = 93/150 = 0.62$ $z = (0.62 - 0.50) / \sqrt{(0.50 \cdot 0.50/150)} \approx \mathbf{2.94}$ $p\text{-value} = P(Z \geq 2.94) \approx \mathbf{0.0016}$ (calculator: 1-PropZTest)
4 Conclusion in context	Because the p-value of 0.0016 is less than $\alpha = 0.05$, we reject H_0 . There is convincing evidence that more than half of all students at this school support a later start time.

Why this earns the points

- The parameter is **named in words** and tied to the **whole population**, not the 150 students.
- The conditions are checked **with the numbers from the problem**, not just listed.
- The calculation is **shown**, so a grader can follow it even if a button was pressed wrong.
- The conclusion **compares p to α** , says “convincing evidence,” and names what it means for these students.

The College Board has not yet published scoring guidelines for the new 10-point questions, so we do not say how many points each step is worth.

A template you can reuse

1 Parameter and hypotheses	Let [parameter] = the true [proportion / mean / difference] of [population] that [what is measured] . H_0 : [parameter] = [value] ; H_a : [parameter] [>, <, $\neq$] [value] .
2 Procedure and conditions	[Name of the test] . Random: [evidence] . 10%: [n] is less than 10% of [N] . Large counts or Normal: [the numbers from the problem] .
3 Statistic and p-value	[Formula with the values substituted] = [statistic] . $p\text{-value}$ = [value] (calculator: [tool]).
4 Conclusion	Because the p-value of [] is [less / greater] than α = [] , we [reject / fail to reject] H_0 . There [is / is not] convincing evidence that [H_a in context] .

*For a confidence interval: keep steps 1 and 2, show the interval in step 3, and end with “We are 95% confident the interval from **[]** to **[]** captures the true **[parameter in context]**.”*

The same problem, a weaker answer

Every number below is correct. The answer still loses points.

Weak answer

$z = 2.94$, $p\text{-value} = 0.0016$. Reject H_0 . Students want a later start time.

What is missing	Why it costs points
No parameter or hypotheses	The grader cannot see what you were testing, or that you chose the right alternative (greater than 0.50).
No procedure or conditions	Two numbers do not show that a z-test was appropriate. Conditions need evidence from the problem.
No link to α	“Reject H_0 ” needs a reason: the p-value is less than the significance level.
The conclusion has no context	“Students want a later start” is not what was tested. It was <i>more than half of all students at this school</i> , and the wording is <i>convincing evidence</i> .

Six habits that cost points

- **Writing hypotheses with sample statistics** (“ $\hat{p} = 0.5$ ”). Use the parameter, p .
- **Listing conditions as labels** (“random, 10%, large counts”) with no evidence beside them.
- **Saying “accept H_0 ” or “proved.”** A test gives evidence. It does not prove.
- **Confusing selection and assignment.** Generalize because of random *selection*; claim cause because of random *assignment*.
- **Describing only the center** of a distribution and leaving out shape, variability, and outliers.
- **Answering a different question** than the one asked. Underline the task in the prompt before you start.

Before you submit: a seven-point check

- ☐ I named the parameter **in words**, in context.
- ☐ My hypotheses use the **parameter**, not a sample statistic.
- ☐ Each condition has **evidence from the problem** beside it.
- ☐ I showed the **formula, the substituted values, and the result**.
- ☐ My decision **compares the p-value with α** .
- ☐ My conclusion is **in context**, about the **population**, and uses “convincing evidence” (or says there is not).
- ☐ I answered the **exact question asked**, and used *selection* and *assignment* correctly.

Typing statistics in Bluebook

Every part of the 2027 exam, including free response, is typed. This is a skill, and it takes practice.

What the College Board has confirmed

- All responses are **submitted through Bluebook**. Paper free-response booklets are gone.
- The Bluebook **symbols menu is being updated** with common statistical symbols, and free-response questions are written to **minimize the need for symbols**.
- The College Board publishes **Digital Response Guidelines** on typing statistical notation on a regular keyboard. Read them once, then practice.
- **Scratch paper is provided** for planning and calculations. Only what you submit in Bluebook is scored.
- You may use an **approved handheld graphing calculator** and the built-in **Desmos** calculator.

Habits that help (our advice)

- **Plan on paper, then type a clean answer.** Sketch the parameter, the conditions, and the calculation first. Do not use the answer box as a first draft.
- **Spell symbols out when it is quicker:** “p-hat,” “mu,” “H₀,” and “square root of” are perfectly clear. Clarity beats fancy notation.
- **Use short, complete sentences.** Name the population or parameter, give the number, then say what it means.
- **Type your practice answers**, at least one a week from March on, under a timer.
- **Choose your calculator now** and rehearse the statistics tools (1-PropZTest, 2-SampTTest, and so on) until they are automatic.

Pacing guide: 90 minutes for 42 multiple-choice questions is about **2 minutes per question**. 90 minutes for 4 free-response questions is about **22 minutes each**, including planning.

A study plan from now to May 11

About 2–3 hours a week, rising to 4–5 in April. Consistency beats cramming.

When	What to do
Now to December	Learn with your class and keep up. Start an error log : one line per mistake with the topic, what you did, and what was right. Practice writing answers in complete sentences, in context.
January	Review Units 1–3 (50–80% of the multiple-choice section). Practice the four-step inference answer until it is automatic.
February	Take your first full, timed practice exam in Bluebook-like conditions. Sort every miss into: <i>concept</i> , <i>procedure</i> , <i>careless</i> , or <i>time</i> .
March	Fix your biggest error category. Review Units 4 and 5 . Type one free-response answer a week under a timer.
April	Take two more full practice exams , spaced about two weeks apart. Re-read your error log before each one.
The last week	Light review only: the error log, the reference sheet, and your calculators. Check your device and Bluebook login. Sleep.

A note on predicting your score

Score cutoffs are set **after** each exam, and the 2027 exam is new, so nobody can honestly tell you exactly which raw score earns a 4. In 2025, about 60% of students scored a 3 or higher and the mean score was about 2.9. Be wary of any calculator that sounds more certain than that. Aim for steady accuracy on both sections, and for complete free-response answers.

Free tools, and what to do next

Start with what costs nothing.

Resource	What it gives you
AP Classroom (free through your school)	Practice questions and Progress Checks. The College Board says one new practice exam for the revised course is already available, with more coming during 2026–27. Ask your teacher for the join code.
Bluebook test previews (free)	The real testing app. Do a practice run so the screen is familiar on exam day.
Digital Response Guidelines (free PDF)	The College Board's tips for typing statistical notation on a regular keyboard.
The Course and Exam Description (free PDF)	The official framework. Each unit opener has a “Preparing for the AP Exam” section listing common mistakes.
Past free-response questions (free)	From the old six-question format, but the standards for complete reasoning carry over. Multi-part questions that mix design, analysis, and inference are the best old practice for the new ten-point questions.

Want practice built for the 2027 format?
UpTest! has a free **12-question diagnostic** written for the five-unit course and the new exam style. You get your weakest topics and a plan to fix them, with no credit card.

Take it free: [\[your-website\]/diagnostic](#)

About the author

[Your Name] is a veteran AP® Statistics teacher who built UpTest! to give students the kind of practice and feedback that is hard to get outside a classroom. [Add two sentences about your teaching and why you wrote this guide.]

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