



# ALBERT.IO

**Interactive** practice for  
**student engagement** and  
achievement



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# INTRODUCTION



# ABOUT US

“

*We started Albert.io because as students, we had more “ah-ha” moments working through real-world applications than from reading a book or watching videos.*

”



**LUKE LIU**  
CEO & Co-Founder



**WILL YANG**  
COO & Co-Founder

# THE TEAM



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Engineer



**DANIEL CORTES**  
Engineer



**NATALIA ZHURAVLEVA**  
Engineer



**DANIEL DAZA**  
Engineer



# WHO WE WORK WITH

Our licensed schools have seen record highs of **94% of students in individual AP subjects scoring 3s or higher** and significant increases in mean scores, all while growing program sizes.

*Our licensed schools share three core similarities:*

- Teachers are enthusiastic about using student data in supporting instruction
- Students are excited and engaged by online learning
- Administrators are committed to building and cultivating an AP culture

If your school shares these traits, we're a great fit.

In this brochure, you'll learn **what makes us different** compared to any other prep platform, what types of schools use us, and **how we can better support your AP program.**

If you have any questions, do not hesitate to call us.

Let's make your AP program even stronger.

*Sincerely,*

**The Albert.io Team**

*[schools@albert.io](mailto:schools@albert.io)*

*1 - (800) - 554 - 8115*



# GUIDING PRINCIPLES

1

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LEARNING BY  
DOING

---

2

---

BY TEACHERS,  
FOR TEACHERS

---

3

---

QUALITY  
FIRST

---







# CONTENT QUALITY



# WHY WE ARE UNIQUE

**Developed by experts:** We work with seasoned educators who have consistently demonstrated excellence in their field.

**Rigorous:** We make our practice questions tougher than the real exams to take a “train hard, win easy” approach. Our questions feature stimuli, supplements, and well-thought out question stems to promote critical thinking and inquiry.

**Aligned to standards:** Each question is aligned to the latest College Board framework with tags and labels.

**Constantly updated:** We are constantly updating questions to match and anticipate coming curriculum changes.

**Rich explanations:** Our questions are geared to teach then assess. This builds a lasting understanding of important concepts, which translates into tangible results.





## WHAT THIS MEANS FOR YOU

**Less stress.** Worry less about keeping teaching materials up-to-date with constantly changing standards.

**Accessibility.** Students have the latest materials at their fingertips to study on phones, tablets, and computers

**Value.** Students have 2-6 times more practice materials on Albert.io compared to any other site or book.

**Student confidence.** More practice contributes to greater familiarity with AP-style questions, improving student confidence and preparedness.

**Focus on teaching.** Teachers spend less time creating content, freeing time to provide differentiated instruction.

# AP US HISTORY PROMPT

## Hand-Picked Passages

*We scour historical archives, primary-source collections, and paid secondary sources to offer rich collections of stimuli.*

## Making Connections to Historical Context

*Beyond just analyzing the stimulus, we make meaningful connections to the broader historical context to match the style of the new exam.*

20 Puritanism in context Difficult

"Wherefore The devil is now making one Attempt more upon us; an Attempt more Difficult, more Surprising, more snarl'd with unintelligible Circumstances than any that we have hitherto Encountered; an Attempt so Critical, that if we get well through, we shall soon Enjoy Halcyon Days, with all the Vultures of Hell Trodden under our Feet. He has wanted his Incarnate Legions to Persecute us, as the People of God have in the other Hemisphere been Persecuted: he has therefore drawn forth his more spiritual ones to make an attacque upon us.

We have been advised by some Credible Christians yet alive, that a Malefactor, accused of Witchcraft as well as Murder, and Executed in this place more than Forty Years ago, did then give Notice of, An Horrible PLOT & agains! the Country by WITCHCRAFT, and a Foundation of WITCHCRAFT then laid, which if it were not seasonably discovered, would probably Blow up, and pull down all the Churches in the Country. And we have now with Horror seen the Discovery of such a WITCHCRAFT!"  
Cotton Mather 1693

Gilder Lehrman Institute of American History used by permission

The concerns expressed in the letter above can best be understood in the context of

- A Fear of Native American rebellions in the forests outside established Puritan communities like Boston.
- B Religious control and superstition present in 17th century British New England.**
- C Fear of religious and societal change resulting from the First Great Awakening.
- D Growing religious dissent in Massachusetts Bay in the late 1600s.

## Thought Provoking Question Stems

*Distractors are plausible and well-thought-out to promote critical thought in the process of evaluating the correct response.*



# AP US HISTORY EXPLANATION

## Thorough Explanations

All explanations are peer-reviewed, thoroughly researched, and touch on all relevant historical facts and connections to understand the question at a deep level.

✔
Correct!

By the late 1600s, Puritan control over Massachusetts was beginning to ebb. Dissidents such as Roger Williams and Anne Hutchinson challenged Puritan authority and the children who grew up as Puritans began to drift away from the faith of their parents.

That didn't prevent underlying fear and long-standing superstitions to fade before mass hysteria gripped the town of Salem Massachusetts in the Salem Witch Trials. This hysteria did, however, mark the beginning of the gradual decline of Puritan control in Massachusetts Bay.

Distractors in this question represent choices that are not as good as option 'B'. Puritans did fear Native Americans, but that fear alone would not have led to the hysteria the Salem Witch Trials represented.

The First Great Awakening occurred well after the Witch Trials, eliminating it as an answer choice. Although there was religious dissent in the 1600s, it was not the cause of the hysteria surrounding witches.

**Tags**

Historical Thinking Skill 1: Causation

**Average Answer Percentages**

A	<div style="width: 5%; height: 10px; background-color: #42a5f5; border-radius: 5px;"></div>	5%
✔	<div style="width: 66%; height: 10px; background-color: #42a5f5; border-radius: 5px;"></div>	66%
C	<div style="width: 18%; height: 10px; background-color: #42a5f5; border-radius: 5px;"></div>	18%
D	<div style="width: 12%; height: 10px; background-color: #42a5f5; border-radius: 5px;"></div>	12%

[Report content issue](#)

## Framework Aligned

Tagged to show how it aligns to the skills and learning objectives set forth by the College Board.

See how others answered the question to give context to your own response.

## Answer Analytics



# AP CHEMISTRY

## PROMPT

### Experimental Supplements

12 Most reactive element Moderate

Element	Reaction with water	$\Delta T$ ( $^{\circ}\text{C}$ )
A	small bubbles formed	-2
B	vigorous bubbling	+10
C	dissolved, no bubbles	0
D	small bubbles formed	0

Which electron configuration would match the laboratory data for Element B?

A  [Ne]  $3s^2$

B  [Xe]  $6s^2$

C  [Ar]  $4s^2 3d^{10}$

D  [Ne]  $3s^2 3p^1$

*We develop our own experiments and experimental data to offer original and authentic real-world application problems.*



# AP CHEMISTRY

## EXPLANATION

### Video Explanations

Where text is not enough, we created video explanations to simulate a tutor-style walkthrough of what the question is asking and how to use the underlying concepts to find the correct answer.

✓ Correct!
❤

**CHB1EB11.mp4**

from **Learnertutor PLUS**

no chemical  
change decrease in temperature  
no change in temperature  
small bubbles formed, no change in temperature

Which electron configuration would match the laboratory data for Element B?

- (A)  $3s^2 3p^2$
- (B)  $2s^2 2p^2$
- (C)  $2s^2 4s^2 2d^6$
- (D)  $3s^2 3p^2 3d^6$

Element B is the most reactive element in the data set as evidenced by the largest temperature increase and largest amount of gas produced when reacted with water. The electron configuration needs to represent the most reactive element.

Ba  $[[Xe] 6s^2]$  is more reactive because its electron configuration is closest to that of a noble gas since it can obtain the noble gas configuration by losing just a few electrons.

Ba is also larger than Mg  $[[Ne] 3s^2]$ , thus its valence electrons are farther from the nucleus and experience more shielding from core electrons.

Ba, therefore, has a lower ionization energy, making it more reactive since it can more easily lose electrons.

**Tags**

SP 5.1
LO 1.6



# LITERATURE PROMPT

10 Banquo's Prophecy
Difficult

Which of the following best describes the effect of the witches' wording of Banquo's prophecy?

"Lesser than Macbeth, and greater.  
Not so happy, yet much happier.  
Thou shalt get kings, though thou be none.  
So all hail Macbeth and Banquo.  
Banquo and Macbeth, all hail!"

- A The parallel structure of comparisons emphasizes the competition that exists between Macbeth and Banquo and between good and evil.
- B The paradoxes demonstrate the longer term power Banquo would possess over Macbeth, as well as the unclear intentions of the witches.
- C The series of oxymorons creates a flippant tone, mirroring the same tone with which Banquo questioned the witches.
- D The paradoxes reinforce that this world is filled with ambiguity and that those who trust in appearances are often easily deceived.
- E The parallel structure emphasizes the empty nature of their prophecies by undermining each of their statements.

Submit

## Textual Analysis

*Questions call on textual references to promote critical analysis of text at a deeper level.*

*We don't ask about what happened or who said what.*

*We focus on drawing connections between writing techniques and the meaning they create as well as literary themes and motifs.*

*We believe this is only way to truly elevate reading and writing levels.*

## Beyond Recall



# LITERATURE EXPLANATION

## Discussion of Distractors

*In many cases, discussing the incorrect distractors is just as helpful as explaining the correct answer.*

## Common-Core Aligned

*We offer hundreds of stimulus based practice questions to truly assess students.*

✓
Correct!

While the paradoxes might seem confusing at first, which would seem to make meaning ambiguous or false (answer choices 'D' and 'E'), they clearly lay out differences in time.

Though Banquo would be less than Macbeth in the short term, the witches promise greater things (his sons would be kings). The use of the paradoxes, then, call to question the witches' motives: why do they stop Macbeth and Banquo with such "prophetic greeting"?

Answer choice 'A' falls apart because the characters representing good and evil have not (yet) been established. Answer choice 'C' is wrong as oxymorons are two contradictory terms usually placed next to each other (e.g. lesser greatness, or unhappy happiness).

**Tags**

11-12.4

**Average Answer Percentages**

A	<div style="background-color: #ccc; height: 10px; position: relative;"><div style="background-color: #ccc; width: 18%;"></div></div>	18%
✓	<div style="background-color: #ccc; height: 10px; position: relative;"><div style="background-color: #008000; width: 45%;"></div></div>	45%



# ALTERNATIVES DO NOT COMPARE

**Next Question**

**Incorrect**  
Sampling is usually more expensive.

Obtaining a **census** is more expensive than sampling a **population**. A census requires more resources, such as census takers.

Which statement is NOT accurate when comparing a sample to a census?

- A) Sampling takes less time.
- B) Sampling is usually more expensive.
- C) Sampling is not destructive in observational research.
- D) Sampling represents populations which cannot be enumerated.
- E) Sampling can represent populations which are not easily accessible.

**Next Question**

## Shallow Explanations

The explanation does not explain the distractors and simply restates the correct answer.

The question itself was a shallow identification-type question, which is not conducive to critical thinking or deep explanations.

\*USATestPrep

The CollegeBoard's guidance has been to deprecate questions of the format:

"All of the following are true EXCEPT"

...because it requires less critical reasoning when 4 of the 5 options are true statements.

## Outdated Question Formats





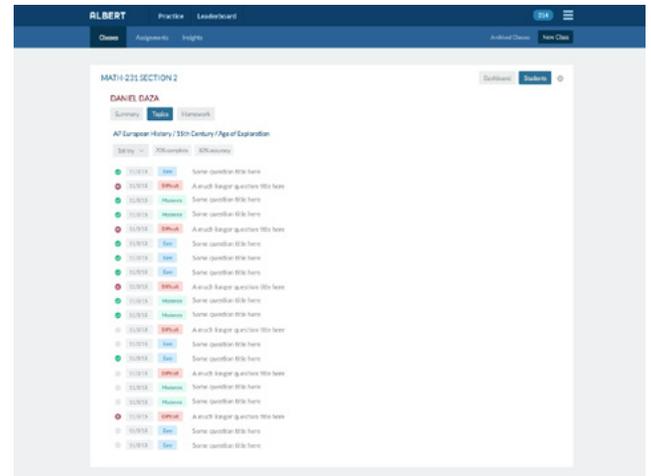
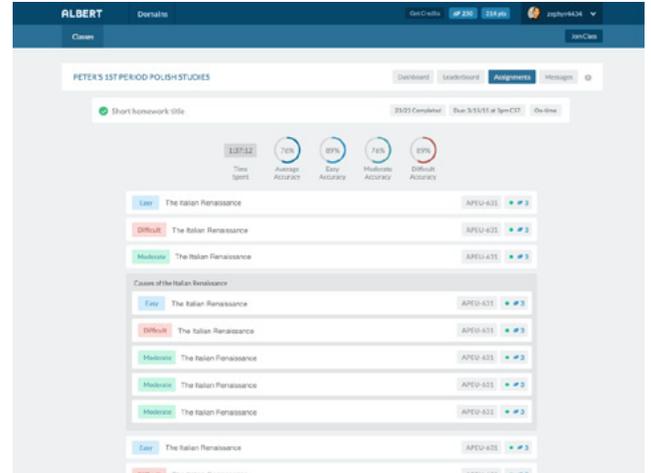
# FEATURES



# TEACHER TOOLS

Our teacher tools allow you to hold your students accountable, gather immediate insights into your classroom, and better understand your classroom.

- Monitor student activity, questions answered, and accuracies
- Follow accuracy trends, depth of student understanding, and pain points
- Pinpoint specific questions your students struggle with the most to review particularly tricky answer choices
- Visualize student completion by question difficulty
- Discover class trends and correlations by question difficulty
- Personalize instruction for your students to facilitate productive parent-teacher conferences and after-school tutoring
- Save time grading with our Assignments tool so you can spend more time instructing your students



The screenshot shows the ALBERT dashboard for a homework title. It displays a table with columns for Name, Status, Progress, Mastery, Accuracy, Time Spent, and Last Activity. The table lists several students and their performance on the homework title.

Name	Status	Progress	Mastery	Accuracy	Time Spent	Last Activity
Deza, Daniel	Finished	3/10	Strong	80%	12m 05s	3/18/19 1:30pm CST
Ethau, Aid	Struggling	1/10	Struggling	20%	12m 05s	3/18/19 1:30pm CST
Hatcherson, Percy	Struggling	2/10	Struggling	40%	12m 05s	3/18/19 1:30pm CST
Li, Luke	Struggling	3/10	Struggling	60%	12m 05s	3/18/19 1:30pm CST
Redburn, Kelly	Struggling	4/10	Struggling	80%	12m 05s	3/18/19 1:30pm CST
Deza, Daniel	Finished	3/10	Strong	80%	12m 05s	3/18/19 1:30pm CST
Ethau, Aid	Struggling	1/10	Struggling	20%	12m 05s	3/18/19 1:30pm CST
Deza, Daniel	Finished	3/10	Strong	80%	12m 05s	3/18/19 1:30pm CST
Ethau, Aid	Struggling	1/10	Struggling	20%	12m 05s	3/18/19 1:30pm CST
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Li, Luke	Struggling	3/10	Struggling	60%	12m 05s	3/18/19 1:30pm CST
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Deza, Daniel	Finished	3/10	Strong	80%	12m 05s	3/18/19 1:30pm CST
Ethau, Aid	Struggling	1/10	Struggling	20%	12m 05s	3/18/19 1:30pm CST

The screenshot shows the ALBERT dashboard for a homework title. It displays a list of questions with difficulty levels (Easy, Medium, Difficult) and completion status (Solved, Unsolved). The questions are related to 'The Question 10 Gas Hires'. A 'Students' table is also visible on the right side of the dashboard.

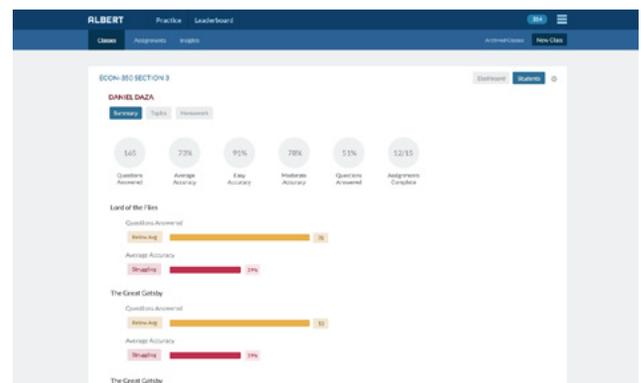
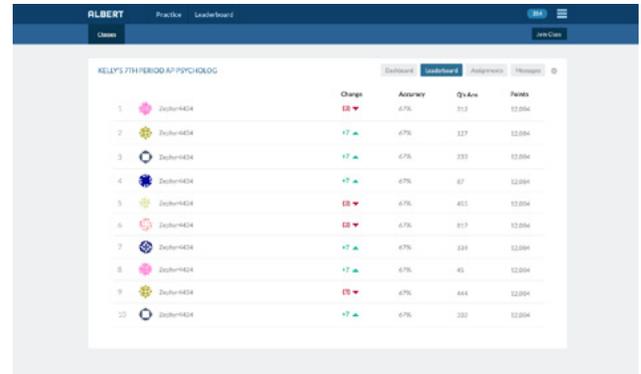
Question	Difficulty	Completion
1	Medium	Solved
2	Medium	Solved
3	Medium	Solved
4	Medium	Solved
5	Medium	Solved
6	Medium	Solved
7	Medium	Solved
8	Medium	Solved
9	Medium	Solved
10	Medium	Solved
11	Medium	Solved
12	Medium	Solved
13	Medium	Solved
14	Medium	Solved



# ADMIN TOOLS

Our admin tools allow you to keep students and teachers accountable to making the most of your Albert.io license.

- Track school statistics and compare usage to other schools around the nation
- Monitor classroom specific usage by period to reward active teachers
- Understand subject specific usage to track student exposure to practice materials
- Recognize active student users as well as overall school trends by question difficulty







# CASE STUDIES



# 262

AP students in  
2014-2015

# 564

AP exams in  
2014-2015

# 23

AP Courses

# 67.6%

of AP students with  
score 3+

# JACKSON MEMORIAL HIGH SCHOOL



# 428

AP students in  
2014-2015

# 739

AP exams in  
2014-2015

# 21

AP Courses

# 78.3%

of AP students with  
score 3+

**FORT  
COLLINS**  
HIGH SCHOOL



# 721

AP students in  
2014-2015

# 1,626

AP exams in  
2014-2015

# 25

AP Courses

# 76.1%

of AP students with  
score 3+

**HUNTINGTON  
BEACH**

**HIGH SCHOOL**

## CHALLENGES

- Maintaining success after growing the program  
72.9% in 5 years
- Assisting teachers with significantly larger class sizes
- Continuing to increase the percentage of students scoring 3+

## RESULTS



**5-10%** gains in students scoring 3+ in key APs such as AP English Literature

○ ○ ○ average number of questions answered per student

⊗ ○ **127**

**3.60**   
five-year record high mean score for AP US History

## SOLUTION

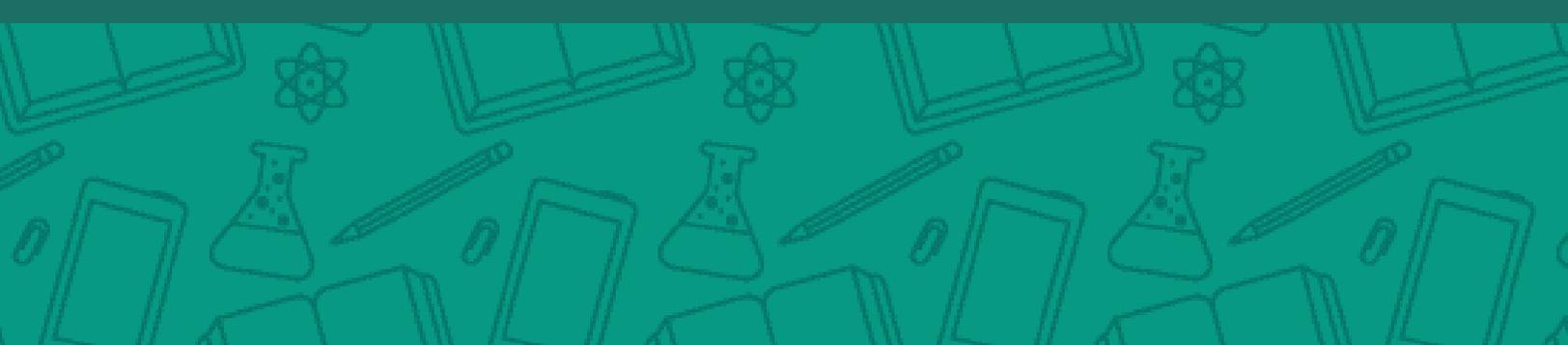
Albert.io Tier 5  
Standard AP  
License







# TESTIMONIALS



## WHAT STUDENTS HAVE TO SAY:



*"My scores **increased from 2's and 3's to 4's and 5's.** I credit this to my own hard work as well as the **exposure of question styles** for each subject provided by Albert.io. "*

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*"Albert.io was the best thing I could have hoped for. It provided **the best and most comprehensive review** of the material and I will surely be back again!"*

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*"I was concerned about having enough time to complete review for the exam. Albert.io proved **a concise and effective review site for any length of time,** which was truly key to my time management strategy."*



*"It gave me **a resource that wasn't used up** (like a review book could easily be) or vague. **The separation of the difficulty** of the questions made for easier studying and **the specificity of the questions** helped me know exactly what I still needed to work on. It was the best study tool I have used by far and made for a great classroom study tool."*

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*“One of the hardest things to do is write high quality multiple choice questions **where every option is reasonable**, and that is exactly what Albert.io offers my students. Many of my students **attribute Albert.io as the number one reason that they score well** on their class assessments.”*

## WHAT TEACHERS HAVE TO SAY:



*“Two of my students scored 5’s - the **first 5’s I have ever had as an AP English Literature teacher**. The **affordability** of the Albert.io classroom license and the caliber of questions students are exposed to make it a terrific tool for preparing students for the rigors of AP testing.”*

*“Students found Albert.io extremely helpful. **The concepts and some exact questions on Albert.io were addressed on the actual AP exam**. Students found the program easy to use and more importantly, **very convenient**. It was a great use for both teachers and students in preparing for the AP exam.”*





“Albert.io proved to be one of the **best investments** we’ve made for our Advanced Placement Program. When I introduced Albert.io to our AP instructors, they were 100% on board. Our test scores showed a **significant increase** over last year’s scores.”

“My students love the **instant feedback** since they do not have to complete an entire test before finding out the answer. Instead, they get the response **while they are still actively thinking about the question.**”



“A few of my students used Albert.io last year. One particular student had struggled all semester but she **worked with your questions as if her life depended on it** and she got a 4 on the exam.”

“As an AP Psychology teacher I am always looking for **engaging online activities** for students and Albert.io definitely fits the description. My kids find it very useful in that it provides **immediate, specific feedback.**”







# NEXT STEPS



# THE TIME IS NOW



We get it.

Meeting the constantly changing standards of the APs is difficult.

**It shouldn't have to be.**

We created Albert.io behind a simple idea:

**Students and teachers** deserve **high-quality, engaging** resources.

It's time to give your students **the edge** and join hundreds of phenomenal schools who have turned to us as their go-to AP resource.

Call or e-mail us today so we can discuss how to meet your specific program's needs.

*Sincerely,*

**The Albert.io Team**

[schools@albert.io](mailto:schools@albert.io)

1 - (800) - 554 - 8115

