

2017

AP<sup>®</sup>

CollegeBoard

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# AP Music Theory Sight Singing

Sample Student Responses  
and Scoring Notes

**AP<sup>®</sup> MUSIC THEORY**  
**2017 SCORING GUIDELINES — Version 1.0**

**Question S1**

A musical score in bass clef, 6/8 time signature, and one flat (B-flat). The melody consists of 12 measures, with a slur over the first four and another slur over the last four. The notes are: G2 (quarter), A2 (quarter), Bb2 (quarter), C3 (quarter), D3 (quarter), E3 (quarter), F3 (quarter), G3 (quarter), A3 (quarter), Bb3 (quarter), C4 (quarter), D4 (quarter).

**0–9 points**

Use EITHER the regular scoring guide OR an alternate scoring guide, whichever gives the higher score.

**I. Regular Scoring Guide**

- A. Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- B. If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (= overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next response.
- D. If the score is less than 4, try an alternate scoring guide.

**II. Alternate Scoring Guides** (N.B.: Do *NOT* award the “flow” point in the alternate scoring guide.)

- A. If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.  
OR
- B. If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

**III. Scores with Additional Meaning**

- 1 This score may be given to a response that has two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
  - 0 This score is used for a response that has no redeeming qualities (or only one) or a response that is off-topic or irrelevant.
- NR** (no response) is used for blank responses (including spoken AP number but no response).

**Scoring Notes:**

- A. If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- B. Score from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- C. The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed, and the original tonic is not approached correctly.
- D. If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- E. The last note must be held at least to the attack of the final eighth note of measure four for that segment to receive credit.
- F. Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- G. If you try both regular and alternate guides, record the higher of the scores.
- H. Scores from one guide may *not* be combined with those of another.
- I. Listen beyond the end of the performance to ensure that the student made no additional response.

**AP<sup>®</sup> SAMPLE STUDENT RESPONSES AND SCORING NOTES**  
**2017 AP MUSIC THEORY**

**Question S1**

**Sample Identifier: S1A**

**Score: 9**

This represents an excellent response. The student correctly sings all pitches and rhythms without hesitation and demonstrates an understanding of compound meter. Each segment was awarded 1 point. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 9. Scoring by segments was:  $1111\ 1111 + 1 = 9$ .

**Sample Identifier: S1B**

**Score: 8**

This represents a very good response. Segments one through seven are sung correctly in both pitch and rhythm. In segment eight, the last note is too short. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 8. Scoring by segments was:  $1111\ 1110 + 1 = 8$ .

**Sample Identifier: S1C**

**Score: 7**

This represents a good response. The student correctly sings segments one, two, three, five, seven, and eight. For segments four and six, 0 points were awarded because of rhythmic errors. The student sings without hesitation and the flow point was awarded, resulting in a score of 7. Scoring by segments was:  $1110\ 1011 + 1 = 7$ .

**Sample Identifier: S1D**

**Score: 6**

This represents a fair response. The student correctly sings segments one, two, three, four, and seven. In segments five and six the student sings incorrect pitches and the note in segment eight is not held long enough. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 6. Scoring by segments was:  $1111\ 0010 + 1 = 6$ .

**Sample Identifier: S1E**

**Score: 5**

This represents a fair response. The student correctly sings segments one, two, four, and eight. In segment three, the student sings incorrect rhythms. In segments five and six, the student sings incorrect pitches. In segment seven, the student sings incorrect rhythms and pitches. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 5. Scoring by segments was:  $1101 + 0001 + 1 = 5$ .

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**Question S1 (continued)**

**Sample Identifier: S1F**

**Score: 4**

This represents a fair response. The student correctly sings segments one, four, and five. Because the last note is not held long enough, segment eight was awarded 0 points. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 4. Scoring by segments was:  $1001\ 0100 + 1 = 4$ .

**Sample Identifier: S1G**

**Score: 3**

This represents a weak response. The student correctly sings segments one and two but there are errors in pitch and rhythm in the remaining segments. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 3. Scoring by segment was:  $1100\ 0000 + 1 = 3$

**Sample Identifier: S1H**

**Score: 2**


This represents a poor response. The student correctly sings segment 8. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 2. Scoring by segments was:  $0000\ 0001 + 1 = 2$ .

**Sample Identifier: S1I**

**Score: 1**

This represents a poor response. Because each segment contains errors in pitch or rhythm or both, 0 points were awarded using the regular Scoring Guide. However, 1 point was awarded for redeeming qualities. The redeeming qualities identified are contour and rhythm. The score for this response was 1.

**2017 AP<sup>®</sup> MUSIC THEORY FREE-RESPONSE QUESTIONS**

**Question 2.** Look over the melody and begin practicing. You have 75 seconds to practice. This is the starting pitch of the printed melody. 

**Moderato**



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**2017 SCORING GUIDELINES — Version 1.0**

**Question S2**



**0–9 points**

Use EITHER the regular scoring guide OR an alternate scoring guide, whichever gives the higher score.

**I. Regular Scoring Guide**

- A. Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- B. If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (= overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next response.
- D. If the score is less than 4, try an alternate scoring guide.

**II. Alternate Scoring Guides** (N.B.: Do *NOT* award the “flow” point in the alternate scoring guide.)

- A. If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.  
*OR*
- B. If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

**III. Scores with Additional Meaning**

- 1 This score may be given to a response that has two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
  - 0 This score is used for a response that has no redeeming qualities (or only one) or a response that is off-topic or irrelevant.
- NR** (no response) is used for blank responses (including spoken AP number but no response).

**Scoring Notes:**

- A. If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- B. Score from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- C. The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed, and the original tonic is not approached correctly.
- D. If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- E. The last note must be held at least to the attack of the final eighth note of measure four for that segment to receive credit.
- F. Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- G. If you try both regular and alternate guides, record the higher of the scores.
- H. Scores from one guide may *not* be combined with those of another.
- I. Listen beyond the end of the performance to ensure that the student made no additional response.

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**Question S2**

**Sample Identifier: S2A**

**Score: 9**

This represents an excellent response. The student sings all eight segments of the melody with correct pitch and rhythm; 1 point was awarded for each segment. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 9. Scoring by segments was: 1111 1111 +1 = 9.

**Sample Identifier: S2B**

**Score: 8**

This represents a very good response. The student sings segments one through seven with correct pitch and rhythm; 1 point was awarded for each correct segment. In segment eight the student sings the correct pitch, but does not sustain it for the full rhythmic value. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 8. Scoring by segments was: 1111 1110 +1 = 8.

**Sample Identifier: S2C**

**Score: 7**

This represents a good response. The student sings six segments with correct pitch and rhythm; 1 point was awarded for each correct segment. The student performs segment four incorrectly, holding the note for the duration of a dotted quarter note instead of a half note as written. The student also sings segment five incorrectly, performing the first note as an eighth note instead of a quarter note as written. In addition, the student sings the first note of segment five as a B-flat instead of a B-natural as written. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 7. Scoring by segments was: 1110 0111 +1 = 7.

**Sample Identifier: S2D**

**Score: 6**

This represents a fair response. The student sings segments one and two with correct pitch and rhythm. The student sings segment three incorrectly, with errors in both pitch and rhythm. The student sings the correct pitch in segment four, but does not hold it long enough. The student also performs segment five incorrectly, singing a B-flat instead of B-natural as written. The student sings segments six through eight correctly. Because the student sings without hesitation, the flow point was awarded. Scoring by segments was: 1100 0111 +1 = 6.

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## Question S2 (continued)

### Sample Identifier: S2E

Score: 5

This represents a fair response. The student sings the first segment with correct pitch and rhythm. Because the student sings segments two through four with errors in pitch, 0 points were awarded for these segments. The student transposes segments five and six down a perfect fourth, but the student approaches segment five by the correct interval, so 1 point was awarded for each of these segments. The student sings segment seven incorrectly, with a descending minor third instead of a descending minor sixth as written. Segment eight is approached by the correct interval and is correct in duration; 1 point was awarded. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 5. Scoring by segments was: 1000 1101 +1 = 5.

### Sample Identifier: S2F

Score: 4

This represents a fair response. The student sings segments one and three with correct pitches and rhythms, and sings without hesitation. Using the regular Scoring Guide, 3 points would be awarded. Because all of the pitches are correct, however, 4 points were awarded using the Alternate Scoring Guide for pitch.

### Sample Identifier: S2G

Score: 3

This represents a weak response. The student sings segments one and eight with correct pitches and rhythms. Segments two through seven are incorrect in both pitch and rhythm. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 3. Scoring by segments was: 1000 0001 +1 = 3.

### Sample Identifier: S2H

Score: 2

This represents a weak response. Using the regular Scoring Guide, 0 points would be awarded, as there are no segments correct in pitch. Because all of the rhythms are correct, however, 2 points were awarded using the Alternate Scoring Guide for rhythm.

### Sample Identifier: S2I

Score: 1

This represents a poor response. Using the regular Scoring Guide, 0 points would be awarded, as there are no segments correct in either pitch or rhythm. The student does not sing enough pitches or rhythms correctly to earn any points using the Alternate Scoring Guide. The response earned 1 point for redeeming qualities, which included contour and correct melodic intervals.