



AP[®] Music Theory: Sight Singing 2005 Scoring Guidelines

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AP[®] MUSIC THEORY (Sight-Singing)
2005 SCORING GUIDELINES

Question S1



SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides below.

I. Regular Scoring Guide

- A. Award 1 point for each segment correct in pitch, rhythm, and tempo (0–8).
- B. If at least one segment is correct using I.A, score 1 point for responses that have no hesitations or restarts (=overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next tape.
- D. If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (Note: 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.

1 This score may be given for responses that have some 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 for responses that have no redeeming qualities but demonstrate an attempt to sing.

— This designation is for irrelevant responses and blank tapes.

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Question S1 (continued)

V. Notes

- If a student restarts, score the last *complete* response, but do *not* award the flow point.
- Grade from the tonic established by the student. Credit any correctly transposed segment approached by the correct interval.
- 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.
- The last note must be held at least to the attack of the fourth beat for that segment to receive credit.
- Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- If you use both regular and alternate guides, record the higher of the scores.
- Scores from one guide may *not* be combined with those of another.
- Listen beyond the end of the performance to ensure that the student made no additional response.

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Question S2



SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides below.

II. Regular Scoring Guide

- A. Award 1 point for each segment correct in pitch, rhythm, and tempo (0–8).
- B. If at least one segment is correct using I.A, score 1 point for responses that have no hesitations or restarts (=overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next tape.
- D. If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (Note: 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.

1 This score may be given for responses that have some 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 for responses that have no redeeming qualities but demonstrate an attempt to sing.

— This designation is for irrelevant responses and blank tapes.

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Question S2 (continued)

V. Notes

- If a student restarts, score the last *complete* response, but do *not* award the flow point.
- Grade from the tonic established by the student. Credit any correctly transposed segment approached by the correct interval.
- 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.
- The last note must be held at least to the attack of beat six for that segment to receive credit.
- Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- If you use both regular and alternate guides, record the higher of the scores.
- Scores from one guide may *not* be combined with those of another.
- Listen beyond the end of the performance to ensure that the student made no additional response.