



AP[®] Music Theory (Sight Singing) 2003 Scoring Guidelines

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AP[®] MUSIC THEORY (Sight Singing)
2003 SCORING GUIDELINES

Melody S1



SCORING: 9 points

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

I. Regular Scoring Guide

- A. Score 1 for each segment correct in pitch, rhythm, and tempo (beat flow) = 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. Deduct 3 points from your total of A and B for responses that have been transformed to major if the major tonality has been sustained in a convincing manner. (This deduction is likely to occur only for scores at the top of the scale, i.e. - 6-9.)
- D. Record any score of four or higher and move to the next tape.
- E. If the score is less than four, try an alternate scoring guide.

II. Alternate Scoring Guides (N.B. - Do *NOT* award the "flow" point in the alternate scoring guides.)

- 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.

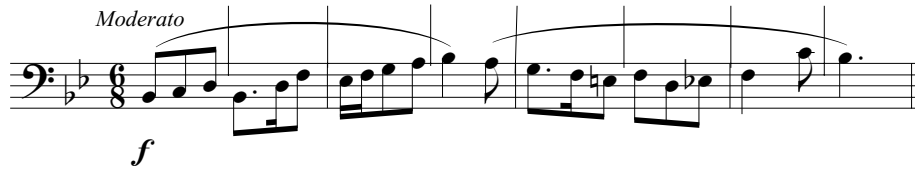
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- 1 This score may be given for responses that have some redeeming quality (e.g. - retention of the tonic pitch and singing the melody with a correct contour. Persistence alone is *not* a redeeming quality.)
 - 0 This score is for responses that have no redeeming qualities, but demonstrate an attempt to sing.
 - The dash is reserved for totally irrelevant responses and blank tapes.

NOTES

- A. If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- B. Grade in the key the student uses. If the student changes key, do not credit the segment where the change occurs, but credit the ensuing segments.
- C. 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.
- D. The last note must be held at least to the downbeat of the fourth beat for that segment to receive credit.
- E. Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- F. Refer any problem tapes to the question leader (e.g. - incompletely recorded tapes, tapes that play back at the wrong speed, tapes that might indicate security violations such as the use of a metronome or piano, coaching, or other students singing in the background, etc.)
- G. If you use 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[®] MUSIC THEORY (Sight Singing)
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Melody S2



SCORING: 9 points

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

I. Regular Scoring Guide

- A. Score 1 for each segment correct in pitch, rhythm, and tempo (beat flow) = 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. Deduct 3 points from your total of A and B for responses that have been transformed to minor if the minor tonality has been sustained in a convincing manner. (This deduction is likely to occur only for scores at the top of the scale, i.e. - 6-9.)
- D. Record any score of four or higher and move to the next tape.
- E. If the score is less than four, try an alternate scoring guide.

II. Alternate Scoring Guides (N.B. - Do *NOT* award the "flow" point in the alternate scoring guides.)

- 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.

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- 1 This score may be given for responses that have some redeeming quality (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.
 - The dash is reserved for totally irrelevant responses and blank tapes.

NOTES

- A. If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- B. Grade in the key the student uses. If the student changes key, do not credit the segment where the change occurs, but credit the ensuing segments.
- C. 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.
- D. The last note must be held at least to the downbeat of the sixth eighth note for that segment to receive credit.
- E. Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- F. Refer any problem tapes to the question leader (e.g. - incompletely recorded tapes, tapes that play back at the wrong speed, tapes that might indicate security violations such as the use of a metronome or piano, coaching, or other students singing in the background, etc.)
- G. If you use 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.