



AP[®] Music Theory (Sight-Singing) 2004 Scoring Guidelines

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AP[®] MUSIC THEORY (Sight-Singing)
2004 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. Score 1 for each segment correct in pitch, rhythm, and tempo (beat flow) = 8.
- B. If at least one segment is correct using IA, 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 (NB 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.

III. Scores with additional meaning

- 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.
- The dash is reserved for totally irrelevant responses and blank tapes.

IV. 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.

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Question S1 (cont'd.)

- 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.

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2004 SCORING GUIDELINES

Question 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 IA, 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 (NB 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.

III. Scores with additional meaning

- 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.
- The dash is reserved for totally irrelevant responses and blank tapes.

IV. 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.

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Question S2 (cont'd.)

- 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.