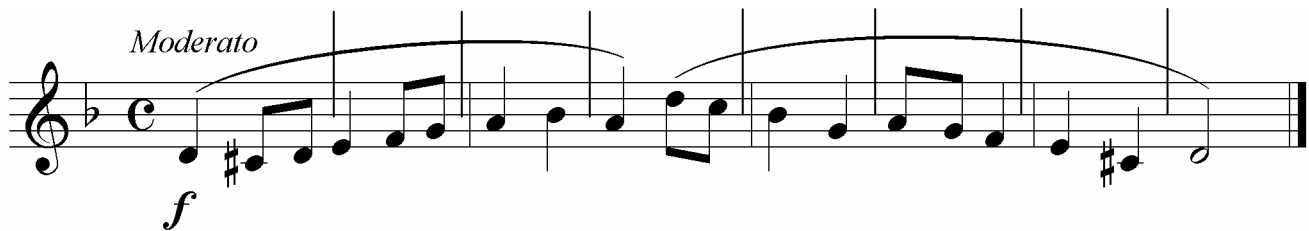


AP[®] MUSIC THEORY (SIGHT-SINGING)
2006 SCORING GUIDELINES

Question S1



SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides, whichever gives the highest score.

I. Regular Scoring Guide

- A. Score 1 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., 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 (NB: 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. Other Scores with Special Meanings

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 (or only one) but demonstrate an attempt to sing.

— This designation 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 from the tonic established by the student. However, credit any correctly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- 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 attack of the fourth beat for that segment to receive credit.

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Question S1 (continued)

- 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 piano, coaching, or other students singing in the background, etc.).
- 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[®] MUSIC THEORY

2006 SCORING COMMENTARY

Question S1

Overview

The intent of this question was:

- To test students' ability to sight-sing in treble clef, minor mode, and simple meter
- To test students' ability to sight-sing stepwise motion, straightforward rhythms, and a *ti-do* melodic pattern

Sample: S1A

Score: 8

This represents a very good attempt at singing the melody and also illustrates the peculiarity common to grading AP Music Theory sight-singing melodies: "Credit any correctly transposed segment entered by the correct interval." The student sings the first six segments correctly but leaves the home key in the seventh segment. However, he enters the last segment correctly, and he holds the last note long enough. Therefore the student received credit for the last segment. With the addition of the flow point, this response was awarded 8 points.

Sample: S1B

Score: 5

This represents a fair attempt at singing the melody. The student sings segments 1, 2, and 3 well enough. But in segment 4, she lengthens the quarter note on the downbeat to a half note. She then sings the next three segments incorrectly but recovers at the end by retaining the tonic. She also holds the final note long enough. Leaders at the Reading agreed that this attempt meets the minimal standard for awarding the flow point. With four segments correct plus the flow point, the response was awarded 5 points.

Sample: S1C

Score: 2

This represents a weak attempt at singing the melody. The student does not sing a single segment correctly in pitch, rhythm, and tempo. He also never returns to the original tonic. He does sing the correct interval chain in segment 4 but did not receive the point because it is out of the original key, and the segment was not entered by the correct interval. Since no points were awarded through use of the regular scoring guide, and since the performance contains accurate rhythms from beginning to end, this response was awarded 2 points holistically for correct rhythms. No flow point is awarded when the alternate scoring guide is used.