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

Question S2



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 third eighth note of that segment for that segment to receive credit.

© 2006 The College Board. All rights reserved.

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

Question S2 (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 S2

Overview

The intent of this question was:

- To test students' ability to sight-sing a triad and a melody featuring compound meter, simple chromaticism, and dotted rhythms
- To test students' ability to read bass clef
- To test students' ability to sight-sing rather large intervals

Sample: S2A Score: 8

This represents a very good attempt at singing the melody. The student sings the first segment incorrectly in pitch. However, all of the subsequent segments are correct in both pitch and rhythm, even though the student sings a slight pitch bend in the second segment. The flow is maintained throughout the performance, earning the flow point, and thus the response was awarded a score of 8.

Sample: S2B Score: 4

This represents a fair attempt at singing the melody. The pitch is incorrect in the first segment, leading to a transposed performance of segment two. It is entered by the correct interval and has the correct pitch pattern (major second–minor second) and therefore earned a point. The third, fourth, and fifth segments are incorrect with regard to pitch. The student recovers the remainder of the melody and maintains the flow throughout the performance. However, she does not hold the final note long enough to receive a point. Therefore she earned a score of 4

Sample: S2C Score: 2

This represents a poor attempt at singing the melody. The student does not sing the pitches of any segment correctly, but the rhythm of the exercise is perfect. Therefore the alternate scoring guide for rhythm (II.B.) was used. The score was determined holistically to be a 2. No flow point is awarded when the alternate scoring guide is used.