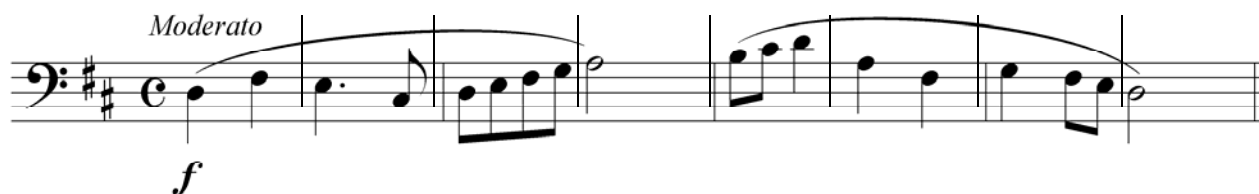


AP[®] MUSIC THEORY (SIGHT-SINGING)
2007 SCORING GUIDELINES

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

- Score 1 for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- 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).
- Record any score of 4 or higher and move to the next tape.
- 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.)

- 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

- 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

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

NOTES

- If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- Grade from the original tonic established by the student. NB: 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.*
- 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.

**AP[®] MUSIC THEORY (SIGHT-SINGING)
2007 SCORING GUIDELINES**

Question S1 (continued)

- 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).
- 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

2007 SCORING COMMENTARY

Question S1

Overview

The intent of this question was:

- To test students' ability to sing a diatonic melody in a major key.
- To test students' ability to sing from notation using bass clef.
- To test students' ability to recognize the tonic triad in the melody (even if presented in an inversion).
- To test students' ability to perform several basic rhythms, including a dotted rhythm.

Sample: S1A

Score: 8

This represents a very good response and is a good example of "flow," which was defined at the AP Reading as "the momentum of musical motion." The student sings the melody with confidence but shortens the rhythmic value in the fourth segment by half, then moves on too soon to the second phrase of the melody. In all other aspects the melody is executed well. The student received credit for all segments except the fourth and, with the flow point, was awarded a score of 8.

Sample: S1B

Score: 5

This represents a fairly good attempt at singing the melody. Segment two contains a common error where the student drops to the dominant instead of the leading tone. She continues with correct execution of the fifth segment but goes astray thereafter. The final pitch does not match the original tonic and is not approached correctly, and therefore it could not be credited. With four segments correct, plus the flow point, the student received a score of 5.

Sample: S1C

Score: 2

This represents a poor attempt at singing the melody. The student ascends a perfect fourth in the first segment, a common error heard with this melody. The dominant pitch in segment four, however, matches up well with the tonic originally established by the student and was therefore awarded 1 point. Segments five through eight contain pitch errors, but the rhythms are correct. With just segment 4 correct plus the flow point, the student received a score of 2. If the alternate scoring guide for rhythm were used, the student would also receive a holistic score of 2. Because Readers begin with the regular scoring guide, there really was no need to consider the alternate scoring guide, since the maximum possible score there was also a 2. The student therefore received a score of 2.