

# AP<sup>®</sup> MUSIC THEORY (SIGHT-SINGING) 2008 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 point 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.**, award 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/CD.
- 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 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).
- 0 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:

- 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 exactly 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.
- E. Ignore the incorrect use of syllables, letter names, or numbers, as well as expletives, giggles, etc.
- F. Refer any problem tapes or CDs 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).
- 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<sup>®</sup> MUSIC THEORY

## 2008 SCORING COMMENTARY

### Question S1

#### Overview

The intent of this question was:

- To test students' ability to sing a diatonic melody in minor
- To test students' ability to sing common melodic patterns and simple rhythms, including a dotted rhythm
- To test students' ability to read treble clef
- To test students' ability to sing in simple meter

#### Sample: S1A

##### Score: 8

This represents a very good response. All but one segment are sung correctly with respect to both pitch and rhythm. In segment six, the student sings a B-natural instead of a B-flat, so no credit was awarded for that segment. Although the F-natural in segment seven is high, it was judged close enough to be awarded credit. The seven correct segments were awarded 7 points; the flow point was also awarded, resulting in a score of 8. Flow is defined as “the momentum of musical motion.” Scoring by segments was: 1111 1011 + 1 = 8.

#### Sample: S1B

##### Score: 5

This represents a fairly good attempt at singing the melody, but the student sings the entire example in major—a common error. Because segments two, three, six, and seven are mode specific, only segments one, four, five, and eight received credit. Therefore, with the flow point, the student received a score of 5. Scoring by segments was: 1001 1001 + 1 = 5.

#### Sample: S1C

##### Score: 2

This represents a poor response. The alternate scoring guide for rhythm was used to score this example. The student makes no attempt to sing the pitches but executes the rhythm of the melody flawlessly. Because Readers may determine holistically to award up to 2 points for correct rhythm, this student was awarded the maximum allowable under the alternate scoring guide and received a score of 2. (The flow point is not awarded if the alternate scoring guide is used.)