

**AP[®] MUSIC THEORY (SIGHT-SINGING)
2008 SCORING GUIDELINES**

Question S2

Moderato

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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 sixth eighth-note pulse 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[®] MUSIC THEORY

2008 SCORING COMMENTARY

Question S2

Overview

The intent of this question was:

- To test students' ability to sing leaps, including some not found in the tonic triad
- To test students' ability to sing in compound meter
- To test students' ability to read bass clef
- To test students' ability to retain tonic from start to finish
- To test students' ability to recognize and perform proper phrasing involving an anacrusis
- To test students' ability to sing chromatically altered pitches

Sample: S2A

Score: 8

This represents a very good response, even though the student sings the melody at a slow pace that stretches the time limit for the performance to the maximum. The tempo, slow as it is, remains steady (within acceptable fluctuation); the only error occurs in segment four, with the opening note of the second phrase held too long and performed within the breath of the previous phrase. While the performance displays a trained voice, it is important to note that the attractive vocal qualities do not hide or compensate for the error in segment four. With the flow point, the student received a score of 8. Scoring by segments was: 1110 1111 + 1 = 8.

Sample: S2B

Score: 5

This represents a fair response. The student begins the example by sounding the first note, coughs or clears his throat, and then sings through the example. This was not viewed as a restart but as the student's finding his bearings. The student enters the fourth segment by the correct interval and therefore establishes a new "key" for that segment in which the half-step motion is given credit. With four segments awarded credit plus the flow point, the student received a score of 5. Scoring by segments was: 1101 0001 + 1 = 5.

Sample: S2C

Score: 3

This represents a poor response. The student strays melodically so that it is difficult to ascertain a single key or pitch center. However, the student approaches the third segment with the correct interval and then sings that segment (plus the downbeat at the conclusion of the phrase) correctly. In addition, the student approaches the final "tonic" by the correct interval, so that segment was also awarded 1 point. With the addition of the flow point (since there is no hesitation), the student received a total score of 3. Scoring by segments was: 0010 0001 + 1 = 3.