

AP[®] MUSIC THEORY 2010 SCORING GUIDELINES

Question S1

SCORING: 9 points

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

I. Regular Scoring Guide

- A. Score 1 point for each segment (i.e., each measure) correct in pitch, rhythm and tempo (0–8).
- B. If at least one segment is correct using **I.A.**, add 1 point for a complete response that has 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/CDs.

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 third quarter-note pulse of the measure for the last segment to receive credit.
- E. Ignore any use (correct or incorrect) of syllables, letter names or numbers, as well as expletives, giggles and the like.
- F. Refer often to the posted instructions concerning problem tapes/CDs.
- 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 2010 SCORING COMMENTARY

Question S1

Overview

The intent of this question was to test students' ability to:

- differentiate between major and minor;
- perform dotted rhythms;
- perform common rhythmic patterns and variants of those patterns (such as the short–long values in bar 7);
- sing a two-phrase unit with motion from *do–sol* and *sol–do*;
- correctly perform simple meter;
- retain a sense of tonic from the beginning to the end of the melody; and
- read treble clef.

Sample: S1A

Score: 9

This represents an excellent response and is a good example of “flow,” which was defined at the AP Reading as the “momentum of musical motion.” The student sings all pitches and rhythms correctly. With the addition of the flow point, the student received a total score of 9.

Sample: S1B

Score: 6

This represents a fairly good response. The first phrase is sung without error. The last pitch is incorrect in both segment five and segment six, and segment seven is incorrect in pitch and rhythm. Segment eight is sung correctly, so the student received a total score of 6. Scoring by segments was 1111 0001 + 1 = 6.

Sample: S1C

Score: 2

This represents a poor response. Segment one is correct in pitch and rhythm, but there are incorrect rhythms or pitches, or both, in all the remaining segments. The flow point was awarded, so the student received a final score of 2. Scoring by segments was 1000 0000 + 1 = 2.