



AP[®] Music Theory: Sight-Singing 2010 Scoring Guidelines

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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.

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Question S2

Musical notation for Question S2, showing a single staff in bass clef with a 6/8 time signature. The tempo is marked *Moderato* and the dynamics are marked *f*. The melody consists of 12 measures, each containing a half note. The notes are: G₂, A₂, B₂, C₃, D₃, E₃, F₃, G₃, A₃, B₃, C₄, D₄. A slur covers the entire piece. A sharp sign is placed above the note in the fifth measure.

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 half-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 final eighth note of measure four for that 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.