



AP[®] Music Theory: Sight-Singing 2011 Scoring Guidelines

The College Board

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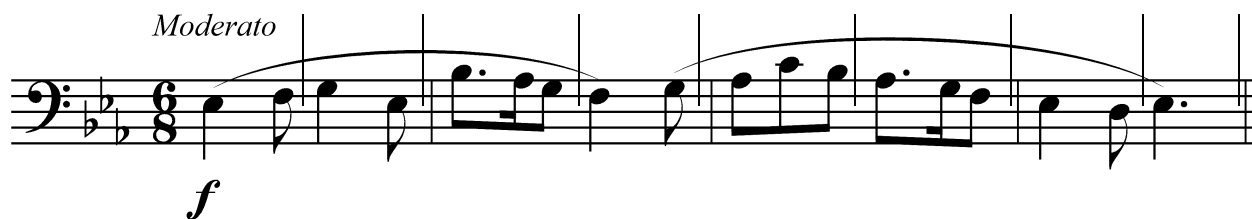
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**AP[®] MUSIC THEORY
2011 SCORING GUIDELINES**

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 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 (N.B.: 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.** Score 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 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

Moderato

f

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 (N.B.: 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.** Score 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.