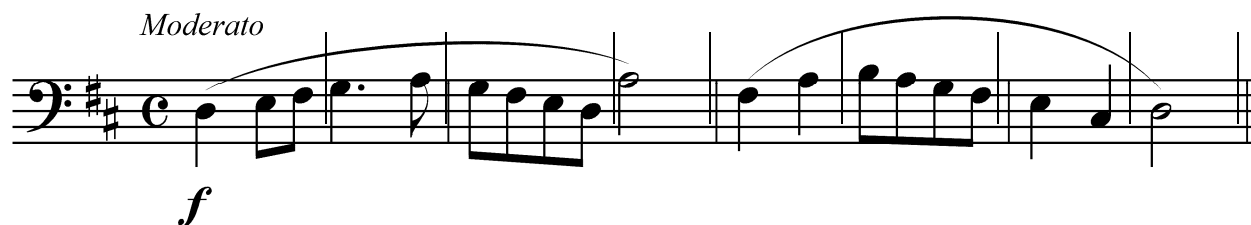


AP[®] MUSIC THEORY 2012 SCORING GUIDELINES

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 guides.)

- 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 a response that has 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 used for a response that has no redeeming qualities (or only one) or a response that is off topic or irrelevant.
- The dash is reserved for 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 eighth (8th) 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. If you try both regular and alternate guides, record the higher of the scores.
- G. Scores from one guide may *not* be combined with those of another.
- H. Listen beyond the end of the performance to ensure that the student makes no additional response.

AP[®] MUSIC THEORY

2012 SCORING COMMENTARY

Question S1

Overview

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

- sight-read and sing a melody in major mode;
- perform dotted rhythms;
- perform common rhythm patterns and variants of those patterns;
- perform simple meter correctly;
- retain a sense of tonic; and
- read bass clef.

Sample: S1A

Score: 9

This represents an excellent response. The student correctly sings all pitches and rhythms without hesitation and demonstrates a solid grasp of simple meter. With the addition of the flow point, the student received a score of 9. Scoring by segments was $1111\ 1111 + 1 = 9$.

Sample: S1B

Score: 5

This represents a fair response. The student correctly sings segments one, three, seven, and eight. Segments two, four, and six contain errors in rhythm, and segment five contains errors in both pitch and rhythm. Because the student performs without hesitation, the flow point was awarded, resulting in a score of 5. Scoring by segments was $1010\ 0011 + 1 = 5$.

Sample: S1C

Score: 1

This represents a poor response. Because each segment contains errors in pitch or rhythm or both, 1 point was awarded for redeeming qualities. The redeeming qualities identified were rhythms, intervals, and contour. The score for this sample was 1.