



## AP Music Sight Singing 2000 Scoring Guidelines

**The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.**

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>™</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), and Pacesetter<sup>®</sup>. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

# AP<sup>®</sup> Music Theory 2000 — Scoring Standards

## Question 1



### SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides below.

#### I. Regular Scoring Guide

- A. Score 1 for each segment correct in pitch, rhythm, and tempo (beat flow) = 8.
- B. Score 1 point for responses that have no hesitations or restarts (=overall flow; the "flow" point).
- C. Record any score of four or higher and move to the next tape.
- D. If the score is less than four, try an alternate scoring guide.

#### II. Alternate Scoring Guides (N.B. - Do *NOT* award the "flow" point in the alternate scoring guides.)

- A. Award up to 4 points for correct pitches.  
**OR**
- B. Award up to 2 points for correct rhythm.

- 
- 
- 1 This score may be given for responses that have some redeeming quality.  
(Persistence alone is *not* a redeeming quality.)
  - 0 This score is for responses that have no redeeming qualities, 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 in the key the student uses. If the student changes key, do not credit the segment where the change occurs, but credit the ensuing segments.
- 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 downbeat of the third beat for that segment to receive credit.
- E. Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- F. Refer any problem tapes 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 metronome or piano, coaching, or other students singing in the background. etc.)
- G. If you use 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<sup>®</sup> Music Theory 2000 — Scoring Standards

## Question 2



### SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides below.

#### I. Regular Scoring Guide

- A. Score 1 for each segment correct in pitch, rhythm, and tempo (beat flow) = 8.
- B. Score 1 point for responses that have no hesitations or restarts (=overall flow; the "flow" point).
- C. Deduct 3 points from your total of A and B for responses that have been transformed to major if the major tonality has been sustained in a convincing manner. (This deduction is likely to occur only for scores at the top of the scale, i.e. - 6-9.)
- D. Record any score of four or higher and move to the next tape.
- E. If the score is less than four, try an alternate scoring guide.

#### II. Alternate Scoring Guides (N.B. - Do *NOT* award the "flow" point in the alternate scoring guides.)

- A. Award up to 4 points for correct pitches.

**OR**

- B. Award up to 2 points for correct rhythm.

- 
- 
- 1 This score may be given for responses that have some redeeming quality.  
(Persistence alone is *not* a redeeming quality.)
  - 0 This score is for responses that have no redeeming qualities, 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 in the key the student uses. If the student changes key, do not credit the segment where the change occurs, but credit the ensuing segments.
- 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 downbeat of the third beat for that segment to receive credit.
- E. Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- F. Refer any problem tapes 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 metronome or piano, coaching, or other students singing in the background. etc.)
- G. If you use 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.