



AP[®] Music Theory: Sight Singing 1999 Scoring Guidelines

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AP[®] MUSIC THEORY: SIGHT SINGING
1999 SCORING GUIDELINES

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. Deduct 3 points from your total of A and B for responses that have been transformed to another mode if the new mode 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.)

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 award up to 4 points.

OR

- B. If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may award up to 2 points.

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Question 1 (cont.)

- 1 This score may be given for responses that have some redeeming quality. (Persistence alone is not a redeeming quality.)
- 0 A response which demonstrates an attempt to answer the question but which has no redeeming qualities.
- This designation is reserved for irrelevant answers and blank papers.

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 half note must be held at least to the downbeat of beat four for that segment to receive credit.
- E. Ignore the incorrect use of syllables, letter names, or numbers.
- F. Ignore expletives, giggles, and the like.

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.)

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Question 2



SCORING: 9 points

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

III. 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 another mode if the new mode 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.)

IV. 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 award up to 4 points.

OR

- B. If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may award up to 2 points.

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Question 2 (cont.)

- 1 This score may be given for responses that have some redeeming quality. (Persistence alone is not a redeeming quality.)
- 0 A response which demonstrates an attempt to answer the question but which has no redeeming qualities.
- This designation is reserved for irrelevant answers and blank papers.

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 half note must be held at least to the downbeat of beat four for that segment to receive credit.
- E. Ignore the incorrect use of syllables, letter names, or numbers.
- F. Ignore expletives, giggles, and the like.
- G. 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.)