

AP[®] MUSIC THEORY 2014 SCORING GUIDELINES

Question S2



SCORING: 9 points

Use EITHER the regular scoring guide OR an alternate scoring guide, 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 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. The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed and the original tonic is not approached correctly.
- D. 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.
- E. 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.
- F. Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- 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.

AP[®] MUSIC THEORY

2014 SCORING COMMENTARY

Question S2

Overview

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

- sight read and sing a melody in minor mode, using various forms of the scale;
- sing note values at the beat, the division, and the subdivision level in compound meter;
- sing dotted rhythms;
- interpret accidentals;
- sing across the vocal range from *ti* to *do*;
- sing skips and stepwise motion in ascending and descending directions;
- outline tonic and subdominant triads;
- recognize melodic, harmonic, and rhythmic patterns;
- establish and maintain a steady tempo;
- retain a sense of tonic; and
- read treble clef.

Sample: S2A

Score: 9

This represents an excellent response. The student sings all eight segments of the melody with correct pitch and rhythm; 1 point was awarded for each segment. Because the melody is sung with no hesitations or restarts, 1 point was awarded for flow. Scoring by segments was 1111 1111 + 1 = 9.

Sample: S2B

Score: 6

This represents a good response. The student sings the first four segments with correct pitch and rhythm; 1 point was awarded for each segment. The student sings segment five incorrectly, singing a raised seventh instead of the B-flat that is written, and makes a rhythmic error. Segments six and seven are correct in pitch but contain rhythmic errors. No points were awarded for those segments. Segment eight is sung correctly and was awarded 1 point. Since the student sings the exercise with no hesitations or restarts, 1 point was awarded for flow. Scoring by segments was 1111 0001 + 1 = 6.

Sample: S2C

Score: 2

This represents a poor response. Using the Regular Scoring Guide, 0 points were awarded, as there are no segments correct in regards to pitch. The student does, however, sing the rhythm in each segment correctly. Using the Alternate Scoring Guide, 2 points were awarded for rhythm.