
AP[®] Music Theory

Sample Student Responses and Scoring Commentary

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Free-Response Question S1

- Scoring Guidelines**
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Sight Singing Question 1**9 points****General Instructions**

Use EITHER the regular scoring guide OR an alternate scoring guide, whichever gives the higher score.

Moderato

I. Regular Scoring Guide

- | | | |
|----|--|---------------------------------|
| A. | Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo. | 1 point each
(max 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). | 1 point |
| C. | Record any score of 4 or higher. | |
| D. | If the score is less than 4, try an alternate scoring guide. | |

II. Alternate Scoring Guides (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. | Max 4 |
| 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. | Max 2 |

III. Scores with Additional Meaning

- 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.
- NR** This score (no response) is used for blank responses (including spoken AP number but no response).

IV. Scoring Notes

- A.** If a student restarts, score the last *complete* response, but do *not* award the “flow” point. If none are complete, score the last response.
- 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 and may not continue more than one eighth note beyond the bar line for that segment to receive credit.
- F.** Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, etc.
- 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.

Total for question S1 (Regular Scoring Guide) 9 points

For regular scoring, record points for correct segments and flow in the boxes below. For alternate scoring, award points holistically.

<i>Segment</i>	1	2	3	4	5	6	7	8	<i>Flow</i>	<i>Total</i>
<i>Regular Scoring</i>										

Question S1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This question assessed students' ability to:

- convert a notated melody in bass clef, simple quadruple meter, and a major key into an aural performance;
- determine major tonality based on the notated key signature, clef, and starting pitch;
- recognize and perform common melodic patterns, such as diatonic steps and leaps;
- recognize and perform common rhythmic patterns, such as dotted quarter-eighth and quarter-eighth combinations;
- maintain steady tempo, tonal center, and major tonality in a vocal performance; and
- sing the range of one octave.

Sample: S1A

Score: 8

This represents an excellent response. Segments one through seven are sung with the correct pitch and rhythm. Slight inconsistencies in pitch are well within the acceptable range. The pitch in segment eight is accurate; however, the note is not sustained for the proper duration. One point was awarded for each correct segment. There are no hesitations or restarts, so the flow point was also awarded. Scoring by segments was: 1111+1110+1=8.

Sample: S1B

Score: 4

This represents a fair response. Segments one, four, and eight are correct in pitch and rhythm in the key established by the student. Segments two, three, five, six, and seven contain errors in pitch (but not rhythm). Because there are no hesitations or restarts, the flow point was awarded. Scoring by segments was 1001+0001+1=4.

Sample: S1C

Score: 2

This represents a weak response. No segments are correct in both pitch and rhythm relative to the tonic established by the student. The final note is approached correctly but is not held long enough to be awarded the point for segment eight. The response is very accurate in rhythm and was therefore holistically awarded two points using the Alternate Scoring Guide for rhythm.