

2024



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# AP<sup>®</sup> Music Theory

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Free-Response Question S2**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Sight Singing Question 2****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.  | <b>1 point each<br/>(max 8)</b> |
| B. | If at least one segment is correct using <b>I.A.</b> , add 1 point for a complete response that has no hesitations or restarts (= overall flow; the “flow” point). | <b>1 point</b>                  |
| 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.                     | <b>Max 4</b> |
|    | <b>OR</b>  |              |
| 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. | <b>Max 2</b> |

**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 S2 (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.*

Segment	1	2	3	4	5	6	7	8	Flow	Total
Regular Scoring										

## Question S2

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

### Overview

This question assessed students' ability to apply music reading skills to melodic and rhythmic performance at sight, including:

- knowledge of treble clef, key signature, and accidentals;
- ability to sing in the minor mode;
- treatment of leading tone and chromatic alterations in minor;
- ability to perform in compound meter and maintain the same compound duple meter throughout their performance;
- ability to accurately sing six different compound meter patterns and rhythms;
- ability to sing with a steady tempo;
- retention of tonic throughout their performance;
- ability to sing leaps within the dominant triad, especially in segment seven;
- ability to sustain a dotted quarter note for three eighth-note beats (as in segment eight);
- ability to sing a melody in two phrases with good musical flow;
- ability to perform whole-step approaches to segments three and seven; and
- ability to perform stepwise contours and common skips and leaps such as diminished, minor, and major 3rds, and minor 6ths (segment seven).

### Sample: S2A

**Score: 9**

This represents an excellent response. Segments one through eight are sung with the correct pitch and rhythm. Each correct segment was awarded 1 point. There are no hesitations or restarts, so the flow point was also awarded. Scoring by segments was 1111+1111+1=9.

### Sample: S2B

**Score: 6**

This represents a fair response. Because segments one, two, four, six, and eight are sung correctly in both pitch and rhythm, 5 points were awarded using the regular Scoring Guide. Segment three contains errors in pitch and rhythm. Segment five contains errors in rhythm (but not pitch), and segment seven contains errors in pitch (but not rhythm). Because there are no hesitations or restarts, the flow point was awarded. Scoring by segments was 1101+0101+1=6.

### Sample: S2C

**Score: 3**

This represents a poor response. Because segments one and eight are sung correctly in both pitch and rhythm, 2 points were awarded using the regular Scoring Guide. Segments two, three, four, six, and seven contain errors in pitch (but not rhythm), and segment five contains errors in pitch and rhythm. Because there are no hesitations or restarts, the flow point was awarded. Scoring by

### **Question S2 (continued)**

segments was 1000 0001+1=3. Because the score was lower than 4 using the regular Scoring Guide, the Alternate Scoring Guide for pitch was consulted. The pitch is performed fairly accurately throughout and therefore the response holistically earned 3 points using the Alternate Scoring Guide for pitch (II.A.). The flow point was not awarded when using the Alternate Scoring Guide.