AP® Music Theory: Sight Singing
2005 Scoring Guidelines

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Question S1

SCORING: 9 points

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

I. Regular Scoring Guide
   A. Award 1 point for each segment correct in pitch, rhythm, and tempo (0–8).
   B. If at least one segment is correct using I.A, score 1 point for responses that have no hesitations or restarts (≈overall flow; the “flow” point).
   C. Record any score of 4 or higher and move to the next tape.
   D. If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (Note: 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.

   1 This score may be given for responses that have some 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 for responses that have no redeeming qualities but demonstrate an attempt to sing.

   — This designation is for irrelevant responses and blank tapes.
V. Notes

- If a student restarts, score the last complete response, but do not award the flow point.
- Grade from the tonic established by the student. Credit any correctly transposed segment approached by the correct interval.
- 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.
- The last note must be held at least to the attack of the fourth beat for that segment to receive credit.
- Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- If you use both regular and alternate guides, record the higher of the scores.
- Scores from one guide may not be combined with those of another.
- Listen beyond the end of the performance to ensure that the student made no additional response.
SCORING: 9 points

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

II. Regular Scoring Guide
   A. Award 1 point for each segment correct in pitch, rhythm, and tempo (0–8).
   B. If at least one segment is correct using I.A, score 1 point for responses that have no hesitations or restarts (=overall flow; the “flow” point).
   C. Record any score of 4 or higher and move to the next tape.
   D. If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (Note: 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.

1 This score may be given for responses that have some 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 for responses that have no redeeming qualities but demonstrate an attempt to sing.

— This designation is for irrelevant responses and blank tapes.
V. Notes

• If a student restarts, score the last complete response, but do not award the flow point.
• Grade from the tonic established by the student. Credit any correctly transposed segment approached by the correct interval.
• 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.
• The last note must be held at least to the attack of beat six for that segment to receive credit.
• Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
• If you use both regular and alternate guides, record the higher of the scores.
• Scores from one guide may not be combined with those of another.
• Listen beyond the end of the performance to ensure that the student made no additional response.