



NJA/TIA GUARD, DANCE, TWIRL PLACEMATS, SCORING GRIDS, AND WORKSHEETS

Novice, Junior, and Middle School Class	
Novice, Jr, Middle School Class Equipment	2
Novice, Jr, Middle School Class Movement	4
Novice, Jr, Middle School Class General Effect	6
Novice, Jr, Middle School Class Design Analysis	8

Regional A Class	
Regional A Equipment	10
Regional A Movement	12
Regional A Design Analysis	14
Regional A General Effect	16

A Class	
A Class Equipment	18
A Class Movement	20
A Class Design Analysis	22
A Class General Effect	24

Open Class	
Open Class Equipment	26
Open Class Movement	28
Open Class Design Analysis	30
Open Class General Effect	32

Scholastic World Class	
Scholastic World Class Equipment	34
Scholastic World Class Movement	36
Scholastic World Class Design Analysis	38
Scholastic World Class General Effect	40



Independent World Class	
Independent World Class Equipment	42
Independent World Class Movement	44
Independent World Class Design Analysis	46
Independent World Class General Effect	48

Cadet Class	
Cadet Class Equipment	50
Cadet Class Movement	51
Cadet Class General Effect	52

Miscellaneous	
Judge Worksheet	53
Scoring Grid – Regional A	54
Scoring Grid – Intermediate, A, Open, World	55
Floor Coordinator	56
Tech Tab Sign Out	57

Equipment	Novice, Junior, Middle School Class	20 Points
------------------	--	------------------

Novice, Junior, and Middle School Class units are comprised of basic level vocabulary, skills, and excellence. Success comes from strategic choices in basic vocabulary and is supported by a strong training program leading to the achievement of excellence.

	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
	40 - 54			55 - 84			85 - 100			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
--	--	--	--



VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
-------------------	-----------	-------------------	-----------

Whose vocabulary contained the greater...

Whose performer demonstrated the better...



- Range and variety of equipment skills.
- Dynamic range through the efforts of space, time, weight, and flow.
- Depth, range and variety of blend between equipment and body.
- Range of material most compatible with performers training.

- Understanding and application of equipment principles.
- Understanding and application of the efforts of space, time, weight, and flow.
- Achievement of blended body and equipment challenges.
- Development of breath, muscle, tension, flexion, and rotation.
- Training to support vocabulary.

Equipment	<p align="center">Novice, Junior, Middle School Class</p> <p align="center"><i>Novice, Junior, and Middle School Class units are comprised of simple basic skills- basic spins/twirls- flourishes/flutter/extensions- accented hits (angles, parallel, vertical)- simple wraps- right-hand dominant- simple low tosses with limited release/catch positions- simple layering with movement- mostly stationary- little change in dynamic qualities</i></p>									20 Points
	<p align="center">BOX 1 Discovering</p>			<p align="center">BOX 2 Developing</p>			<p align="center">BOX 3 Understanding</p>			
VOCABULARY	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	THE WHAT
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
EXCELLENCE	<ul style="list-style-type: none"> Limited, repetitious or only single efforts. Short phrases. No exploration of dynamic range of space, time, weight or flow. Singular attempts at combining body and equipment. A limited range is compatible with the training. 			<ul style="list-style-type: none"> Some variety, occasional combinations with movement or staging. Sometimes explores dynamic range of space, time, weight or flow. Occasionally combining with MV/EQ or staging. Moderate range of basic material is compatible with the training. 			<ul style="list-style-type: none"> Good basic range with some variety, versatility and dimensionality. Growing range of gradations. Some combining with MV/EQ or staging. Broad range of basic material is compatible with the training. 			THE HOW
	<ul style="list-style-type: none"> Principles of basic EQ skills are being discovered. Style not understood. No understanding of dynamic range. Inconsistent body development causes variations in the look of the movement or equipment. Development of breath, muscle, tension, flexion and rotation are rarely understood or applied. Extremely incomplete program may limit training demonstration. Weak or no recovery from frequent breaks and flaws. 			<ul style="list-style-type: none"> Variations between individuals. Improving uniformity in technical methods, style and timing. Gradations of time and weight are attempted and beginning to develop, but are sporadic. Underdeveloped body qualities cause variation in look of the movement or equipment. Aware of responsibilities of breath, muscle, tension, flexion and rotation and are sometimes applied. Moderate introductory training, concentration and stamina. Inconsistent recovery. 			<ul style="list-style-type: none"> More consistent uniformity in technical methods, style and timing. Gradations of time and weight are achieved for short periods. Body development is improving, lending support beneath the movement and equipment. Breath, muscle, tension, flexion and rotation are understood and frequently applied. Successful training. More evident recovery. Developing and good concentration and stamina. 			

Movement	Novice, Junior, Middle School Class	20 Points
-----------------	--	------------------

Novice, Junior, and Middle School Class units are comprised of basic level vocabulary, skills, and excellence. Success comes from strategic choices in basic vocabulary and is supported by a strong training program leading to the achievement of excellence.



	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
	40 - 54			55 - 84			85 - 100			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
--	--	--	--



VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
-------------------	-----------	-------------------	-----------

Whose vocabulary contained the greater:	Whose performer demonstrated the better:
<ul style="list-style-type: none"> • Range and variety of movement skills. • Dynamic range through the efforts of space, time, weight, and flow. • Depth, range and variety of blend between equipment and body. • Range of material most compatible with performers training. 	<ul style="list-style-type: none"> • Understanding and application of movement principles. • Understanding and application of the efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary.

Movement	<p align="center">Novice, Junior, Middle School Class</p> <p align="center"><i>Simple basic skills - body alignment - traveling (walking, running, chasses)- simple postural and gestural shaping- very little change in dynamic qualities- mostly stationary skills (foot positions, hops, plies, releves, and tendus)</i></p>									20 Points
	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
VOCABULARY	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	THE WHAT
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
EXCELLENCE	<ul style="list-style-type: none"> Limited, repetitious or only single efforts. Short phrases. No exploration of dynamic range of space, time, weight or flow. Singular attempts at combining body and equipment. A limited range is compatible with the training. 			<ul style="list-style-type: none"> Some variety, occasional combinations with movement or staging. Sometimes explores dynamic range of space, time, weight or flow. Occasionally combining with MVT/EQ or staging. Moderate range of basic material is compatible with the training. 			<ul style="list-style-type: none"> Good basic range with some variety, versatility and dimensionality. Growing range of gradations. Some combining with MV/EQ or staging. Broad range of basic material is compatible with the training. 			THE HOW
	<ul style="list-style-type: none"> Principles of basic MVT skills are being discovered. Style not understood. No understanding of dynamic range. Inconsistent body development causes variations in the look of the movement or equipment. Rarely understood or applied. Extremely incomplete program may limit training. demonstration. Weak or no recovery from frequent breaks and flaws. 			<ul style="list-style-type: none"> Variations between individuals. Improving uniformity in technical methods, style and timing. Gradations of time and weight are attempted and beginning to develop, but are sporadic. Underdeveloped body qualities cause variation in look of the movement or equipment. Aware of responsibilities of breath, muscle, tension, flexion and rotation and are sometimes applied. Moderate introductory training, concentration and stamina. Inconsistent recovery. 			<ul style="list-style-type: none"> More consistent uniformity in technical methods, style and timing. Gradations of time and weight are achieved for short periods. Body development is improving, lending support beneath the movement and equipment. Breath, muscle, tension, and flexion are understood and frequently applied. Successful training. More evident recovery. Developing and good concentration and stamina. 			

General Effect	Novice, Junior, Middle School Class	20 Points
-----------------------	--	------------------

Novice, Junior, and Middle School Class units are comprised of basic level qualities in repertoire and performance.
 Successful effect combines a logically written repertoire with an achieved and communicated performance.

	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
	40 - 54			55 - 84			85 - 100			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
--	--	--	--



REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
--------------------------	-----------	---------------------------	-----------

Whose repertoire contained the greater:

- Program concept & production values.
- Dramatic contour & pacing of planned events.
- Effective design of equipment, movement, and staging.
- Range and variety of effects: aesthetic, emotional, intellectual.
- Musicality and mood.



Whose performers better:

- Demonstrated excellence as an effect.
- Embodied/sustained character, role, ID, style.
- Delivered/sustained the dramatic contour and planned effects.
- Engaged the audience through a range and variety of effects.
- Established/sustained design mood, artistic qualities, and visual musicality.

General Effect	<p align="center">Novice, Junior, Middle School Class</p> <p align="center"><i>Novice, Junior, and Middle School Class units are comprised of basic level qualities in repertoire and performance. Successful effect combines a logically written repertoire with an achieved and communicated performance.</i></p>									20 Points
	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
REPERTOIRE EFFECT	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	THE WHAT
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
PERFORMANCE EFFECT	<ul style="list-style-type: none"> • Program concept is undeveloped and minimally engaging. • Concepts show some understanding of design and are somewhat engaging. • Dramatic contouring minimally attempted, at times engaging. • Some fundamentals of EQ/MVT design, staging, with occasional coordination that produces effects. • Aesthetical, emotional, and intellectual variety of effects are minimally attempted and engaging. • Sporadic musicality and mood. • Incomplete program limits scoring potential. 			<ul style="list-style-type: none"> • Program concept is moderately developed and somewhat engaging. • Concepts show adequate understanding of design and are somewhat engaging. • Dramatic contouring attempted and is moderately engaging. • Adequate fundamentals of EQ/MVT design, staging, with moderately coordination that produces effects. • Aesthetical, emotional, and intellectual verity of effects are somewhat developed and engaging. • Some musicality and mood. • Program may be a WIP. 			<ul style="list-style-type: none"> • Program concept is clear, identifiable and engaging. • Concepts show more consistently sustained understanding of design and are engaging. • Dramatic contouring is more consistently sustained and engaging. • Proper fundamentals of EQ/MVT design, staging, with more consistent and good coordination that produces effects. • Aesthetical, emotional, and intellectual variety of effect are developed and more consistently engaging. • More consistently sustained musicality and mood. 			THE HOW
	<ul style="list-style-type: none"> • Introductory level of achievement for periods of time. • Discovering skills demonstrated sporadically for periods of time with minimal communication and engagement. • Introductory understanding of character, role, ID, and style with success for periods of time. • Dramatic contouring is introduced and demonstrated occasionally for periods of time. • Artistic qualities are occasionally demonstrated for periods of time. 			<ul style="list-style-type: none"> • Moderate level of achievement for longer periods of time. • Adequate skills demonstrated for longer periods of time with some communication and engagement. • Growing understanding of character, role, ID, and style with success for longer periods of time. • Dramatic contouring is somewhat consistent for longer periods of time. • Artistic qualities are developing for longer periods of time. 			<ul style="list-style-type: none"> • Good level of achievement for most of the time. • Good understanding of skills demonstrated for most of the time with more consistent communication and engagement. • Good understanding of character, role, ID, and style with success for most of the time. • Dramatic contouring is more consistent for most of the time. • Artistic qualities are more consistent for most of the time. 			

Design Analysis	Novice, Junior, Middle School Class	20 Points
------------------------	--	------------------

**Novice, Junior, and Middle School Class units are comprised of basic levels of depth, quality of design, and excellence.
Successful design combines basic and logical composition with evidence of training by the performer.**



	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
	40 - 54			55 - 84			85 - 100			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
--	--	--	--

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100
--------------------	-----------	-------------------	-----------

<p>Who had the greater understanding/achievement as it relates to:</p> <ul style="list-style-type: none"> • Basic use of design elements apparent in form, body. and/or equipment. • Basic motion to connect events. • Basic elements of design and orchestration used through time. • Evidence of logic and correctness of design • Reflection or enhancement of the audio that adds to the dynamic range of efforts, space, time, weight. and flow. • Evidence of designed transitions and equipment changes. • Characteristics, detail, and nuance apparent. 	<p>Who had the greater understanding/achievement as it relates to:</p> <ul style="list-style-type: none"> • Basic achievement of spacing, line, timing and orientation. • Basic knowledge of a dynamic range through the efforts of space, time, weight. and flow • Basic achievement of characteristics, detail, and nuance. • Adherence to style in equipment, movement and motion. • Training, concentration, stamina. and recovery.
---	---

Design Analysis	<p align="center">Novice, Junior, Middle School Class</p> <p align="center"><i>Novice, Junior, and Middle School class units are comprised of basic levels of depth, quality of design, and excellence. Successful design combines basic and logical composition with evidence of training by the performer.</i></p>									20 Points
	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
COMPOSITION	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	THE WHAT
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
EXCELLENCE	<ul style="list-style-type: none"> • Weak achievement of some responsibilities. • Sporadic uniformity. • Still learning the principle of moving through space. • Attempted dynamic ranges but still learning. • Weak or sporadic style • Frequent breaks and flaws • Recovery is not understood or attempted. • Concentration and stamina are a struggle. • Characteristics, details, and nuances are rare and/or weak. 			<ul style="list-style-type: none"> • More consistent demonstration of principles involving space, time, and moving through space. • Moderate clarity and uniformity. • May still be a WIP but provides an opportunity to demonstrate skills. • Dynamic range starting to develop. • Style recognizable but not well developed. • Growing physical and mental development for class. • Moderate attempts at recovery. • Developing stamina and concentration. • Characteristics, details, and nuances starting to develop. 			<ul style="list-style-type: none"> • Growing consistency and understanding of space, time, and form. • Good achievement moving through space. • Good achievement of a basic dynamic range. • Growing style. • Consistent and ongoing physical and mental development for this class. • Growing recovery. • Good display of concentration and stamina. • Good understanding and achievement of characteristics, details, and nuances. 			THE HOW

Equipment

Regional A Class

20 Points

Regional A Class units comprise INTRODUCTORY/BEGINNING level vocabulary skills and excellence.
 Success comes from strategic choices in vocabulary that lead to the achievement of excellence.
 Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i> 40 to 60			BOX 2 Sometimes Knows <i>GOOD</i> 61 to 75			BOX 3 Frequently Understands <i>EXCELLENT</i> 76 to 94			BOX 4 Always Applies <i>SUPERIOR</i> 95 to 100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> • Range and variety of equipment skills. • Dynamic range through the efforts of space, time, weight, and flow. • Depth, range, and variety of blend between equipment and body. • Range of material most compatible with performers training. 		<ul style="list-style-type: none"> • Understanding and application of equipment principles. • Understanding and application of the efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary. 	

Equipment

Regional A Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> Limited, repetitious, or only single efforts. Short phrases. Program is very incomplete. No exploration of dynamic range of space, time, weight, or flow. Choreography is occasionally compatible with individual skills. Program extremely incomplete, limiting scoring potential. 			<ul style="list-style-type: none"> Some variety. Occasional combinations with movement, motion, or staging. Sometimes explores dynamic range of space, time, weight, or flow. Limited range of introductory material compatible with training. WIP but provides an adequate opportunity to develop performer range. 			<ul style="list-style-type: none"> Growing range, with some variety and dimensionality. Growing range of gradations. Some combining with movement or staging. Moderate to broad range of introductory material is compatible with the individual's training. 			<ul style="list-style-type: none"> Good introductory/beginning range. Some variety and versatility. Longer phrases. Performer challenged with growing range of dynamic qualities and gradations. Choreography is fully compatible to the individual's skill. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Equipment principles being discovered. Style is not understood. No understanding of dynamic range. Inconsistent body development causes variations in equipment. Breath, muscle, tension, flexion, and rotation not understood. Weak or no recovery. Weak concentration. Incomplete program limits training demonstration. 			<ul style="list-style-type: none"> Variations between individuals. Developing style. Underdeveloped body qualities cause variation in equipment. Introductory knowledge is applied in simple efforts. Moderate training, concentration, and stamina. Inconsistent recovery. Average physical and mental development. 			<ul style="list-style-type: none"> Introductory skills understood and often achieved. More consistent uniformity in method, style, and timing. Gradations of time and weight for short periods. Improved body development, supporting equipment. Development of breath, muscle, tension, flexion, and rotation understood and applied in simple introductory efforts. More evident recovery. Moderate concentration and stamina. Good training and physical and mental development for this class. 			<ul style="list-style-type: none"> Individuals apply introductory and beginning principles and dynamic efforts. Good degree of achievement of uniformity in method and timing. Development is good. Muscle, tension, flexion, rotation, and breath are understood and applied. Recovery is growing. Consistent uniformity in individual responsibilities. Concentration and stamina are developing. Adherence to style is improving. Greater success with gradations in time and weight. Appropriate degree of physical and mental development. 			THE HOW

Movement

Regional A Class

20 Points

Regional A Class units comprise INTRODUCTORY/BEGINNING level vocabulary skills and excellence. Success comes from strategic choices in vocabulary that lead to the achievement of excellence. Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
40 to 60			61 to 75			76 to 94			95 to 100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> Range and variety of movement skills. Dynamic range through the efforts of space, time, weight, and flow. Depth, range, and variety of blend between equipment and body. Range of material most compatible with performers training. 		<ul style="list-style-type: none"> Understanding and application of movement principles. Understanding and application of the efforts of space, time, weight, and flow. Achievement of blended body and equipment challenges. Development of breath, muscle, tension, flexion, and rotation. Training to support vocabulary. 	

Movement

Regional A Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> Limited, repetitious, or only single efforts. Short phrases. Program is extremely incomplete. Dynamic range is seldom included. An extremely limited range is compatible with the training. 			<ul style="list-style-type: none"> Some variety. May still be a WIP but provides adequate opportunity. Sometimes explores gradations of time and weight. Occasionally combined with equipment, motion, or staging. Limited range of introductory material, compatible with the training. 			<ul style="list-style-type: none"> Growing range, with some variety and dimensionality. Growing range of gradations. Some combining with equipment or staging. A moderate to broad range of introductory material is compatible with the training. 			<ul style="list-style-type: none"> Good introductory to beginning range, with variety and some versatility. Longer phrases. Growing range of qualities and gradations. Good introductory to beginning range, with some variety of combination with movement and/or staging. A broad range of introductory to some beginning material is compatible with training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Discovering skills, with some training and uniformity relative to introductory principles. Style not understood. Inconsistent body development causes variations in look of the movement. Developing training. Weak or no recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 			<ul style="list-style-type: none"> Skills may vary from individual to individual or relative to effort required. Developing style. More consistent method and timing. Attempted and beginning to develop but are sporadic. Undeveloped body qualities cause variation in look of the movement. Introductory knowledge is applied in simple efforts. Moderate introductory training, concentration, and stamina. Inconsistent recovery. Average physical and mental development. May be a WIP but allows adequate demonstration. 			<ul style="list-style-type: none"> Introductory skills understood and often achieved. More consistent uniformity in method, style, and timing. Gradations of time and weight are achieved for short periods. Body development is improving, lending support beneath the movement and equipment. Good training for this class. More evident recovery. Developing and moderate concentration and stamina. Good physical and mental development for this class. 			<ul style="list-style-type: none"> Introductory and beginning skills applied and achieved. Improved uniformity in methods, style, and timing. Introductory and beginning dynamic efforts are applied with greater success with gradations in time and weight. Body development lends good support beneath the movement and equipment. Successful training. Growing recovery. Developing and good concentration and stamina. Appropriate physical and mental development. Some success at some beginning challenges. 			THE HOW

Design Analysis

Regional A Class

20 Points

Regional A Class units comprise INTRODUCTORY/BEGINNING LEVEL of depth, quality of design and excellence. Success design combines a logical composition that facilitates the display of skills and achievability. Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
40 to 60			61 to 75			76 to 94			95 to 100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100
Whose composition contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> • Use of design elements in form, body, and equipment. • Motion to connect events. • Design and orchestration, both through time and in layered events • Logic and correctness of design. • Reflection or enhancement of the audio including dynamic range of efforts: space, time, weight, and flow. • Transitions and equipment changes. • Characteristics, detail, and nuance. 		<ul style="list-style-type: none"> • Achievement of spacing, line, timing, and orientation. • Knowledge of a dynamic range through the efforts of space, time, weight, and flow. • Adherence to style in equipment, movement, and motion. • Training, concentration, stamina, and recovery. • Achievement of characteristics, detail, and nuance. 	

Design Analysis

Regional A Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
COMPOSITION	<ul style="list-style-type: none"> Occasional awareness of design fundamentals in equipment, movement, or staging, presenting singly. Incomplete composition may limit scoring potential. Motion to connect events is rarely evident. Infrequent, presented singly. A need for unification of ideas is obvious. Occasional awareness of the fundamentals. Occasional relationship, most often to basic melody. Transitions and equipment changes dysfunctional and abrupt. Characteristics and detail rarely evident. 			<ul style="list-style-type: none"> Knowledge of design fundamentals in EQ, MVT, staging. Beginning understanding of how to blend elements to create a pleasing whole. May be a WIP; design ideas are clear. Some orchestration, elements are often presented singly. Questionable or incomplete unity of elements. Knowledge of fundamentals. Basically correct for this level. Beginning reflection of basic audio structure with occasional dynamic changes. Transitions basically correct for level. 			<ul style="list-style-type: none"> Sound knowledge of fundamentals of design and logic in equipment, movement, and form. Often incorporated motion to connect events. Sound knowledge of fundamentals with some orchestration of ideas. Some unity connects design. Sound knowledge of fundamentals. Some reflection through exploration of dimensionality of equipment of body. Some apparent dynamic changes. Transitions are sometimes well designed. Characteristics and detail often evident. 			<ul style="list-style-type: none"> Successful blend of beginning design techniques in equipment, movement, and form. Consistently incorporated motion to connect events. Sound horizontal orchestration. Good unity and understanding of design connection. A broad range of introductory to some beginning material is compatible with training. Equipment and movement reflect the audio with greater dimensionality. Logical transitions. Characteristics usually evident. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Occasional weak achievement of some responsibilities. Sporadic uniformity. Still learning the principle of moving through space. Incomplete program limits demonstration. Attempted dynamic range, but still learning. Weak or sporadic style. Frequent breaks and flaws. Recovery is not understood or attempted. Concentration and stamina are a struggle. Characteristics, details, and nuances are rare and/or weak. 			<ul style="list-style-type: none"> More consistent demo of principles involving space, time, and moving through space. Moderate clarity and uniformity. May still be a WIP but provides opportunity to demonstrate skills. Dynamic range is starting to develop. Style recognizable but not well developed. Growing physical and mental development for class. Occasional attempts at recovery. Developing stamina and concentration. Characteristics, details, and nuances starting to develop. 			<ul style="list-style-type: none"> Growing consistency and understanding of space, time, and form. More consistent achievement moving through space. Some achievement of a basic dynamic range. Growing style. Consistent and ongoing physical and mental development for this class. Growing recovery. Moderate display of concentration and stamina. Good understanding and achievement of characteristics, details, and nuances. 			<ul style="list-style-type: none"> Good understanding of achievement of space, time, and form. Good uniformity relative to staging. Growing range of dynamic efforts understood/applied. Understood and recognizable style Good physical and mental development for this class. Growing recover from breaks and flaws. Successful concentration and stamina. Clear, consistently achieved characteristics, details, and nuances. 			THE HOW

General Effect

Regional A Class

20 Points

Regional A, Jr, MS Class units comprise INTRODUCTORY/BEGINNING LEVEL qualities in repertoire and performance.
Success effect combines a logically written repertoire with an achieved and communicated performance.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
40 to 60			61 to 75			76 to 94			95 to 100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire contained the greater:		Whose performers better:	
<ul style="list-style-type: none"> • Program concept & Production Values. • Dramatic Contour & Pacing of Planned Effects. • Effective Design of Equipment, Movement, and Staging. • Range and Variety of Effects: Aesthetic, Emotional, Intellectual. • Musicality/Mood. 		<ul style="list-style-type: none"> • Demonstrated Excellence as an Effect. • Embodied/Sustained Character, Role, Identity, Style. • Delivered/Sustained the Dramatic Contour and Planned Effects. • Engaged the Audience through a Range and Variety of Effects. • Established/Sustained Design Mood, Artistic Qualities. and Visual Musicality. 	

General Effect

Regional A Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
REPERTOIRE EFFECT	<ul style="list-style-type: none"> • Program concept may be clear, although undeveloped. • Concepts may show some understanding of design and are somewhat engaging. • Minimal/growing production value. • Incomplete program limits scoring potential. • Dramatic contouring is sometimes attempted at times engaging. • Some fundamentals, often weak, occasionally produce effect. • Coordination is attempted. • Aesthetical, emotional, and intellectual variety of effects sometimes attempted, at times, engaging. • Sporadic musicality and mood. 			<ul style="list-style-type: none"> • Program concept is clear, moderately developed, adequately correct, and somewhat engaging. • Generally, successful production value provides moderate enhancement at this level. • Program may still be a WIP. • Dramatic contouring attempted and moderately engages the audience. • Proper fundamentals of EQ/MVT design, staging, and some coordination yield some designed effects at this level. • Aesthetical, emotional, and intellectual variety of effects moderately developed and somewhat engaging. • Some musicality and mood. 			<ul style="list-style-type: none"> • Clear and identifiable program concept, with a sound understanding of programming, yielding good audience engagement for this class. • Usually effective production value provides good enhancement. • Good introductory understanding of dramatic contouring and planned effects. • Good introductory EQ/MVT design, staging, and coordination give more interest to the program. • Aesthetical, emotional, and intellectual variety of effects is more consistently sustained. • More consistently sustained musicality and mood. 			<ul style="list-style-type: none"> • Program concept fully developed. • Successful and effective production value. • Some effective advanced beginning approaches. • Logical planning and correctness, demonstrating successful awareness of the basics of planned effects. • EQ/MVT design, staging, and coordination contribute well to the repertoire effect. • Aesthetical, emotional, and intellectual variety of effects successful utilizing a variety of effects. • Sustained and effective musicality and mood for this class. 			THE WHAT
PERFORMANCE EFFECT	<ul style="list-style-type: none"> • Introductory awareness of general responsibilities. • Discovering the skills but only sporadic in application. • Incomplete program limits the opportunity to demonstrate skills. • Only an occasional introductory understanding of character, role, ID, and style. • Occasional or inconsistent involvement and dramatic contouring. • Only an occasional introductory understanding of artistic qualities. 			<ul style="list-style-type: none"> • Moderate achievement for longer periods of time. • Engagement developing, with introductory success for longer periods. • Program may be a WIP but provides adequate opportunity. • Growing understanding of character, role, ID, and style with introductory success for longer periods. • Developing, introductory dramatic contouring for longer periods. • Developing, introductory artistic qualities for longer periods. 			<ul style="list-style-type: none"> • Good level of achievement, most of the time. • Introductory skills are understood, with some communication and engagement. • Character, role, ID, and style displayed with greater confidence. • Dramatic contouring is more consistent from section to section and moment to moment. • Introductory artistic qualities are more consistent from section to section and moment to moment. 			<ul style="list-style-type: none"> • Good achievement throughout. • Introductory to beginning skills are communicated by the performer with good engagement. • Character, role, ID, and style understood and communicated effectively. • Introductory to beginning dramatic contouring is more consistent from section to section and moment to moment. • Introductory to beginning artistic qualities are more consistent from section to section and moment to moment. 			THE HOW

Equipment

A Class

20 Points

A Class units are comprised of INTERMEDIATE levels of vocabulary skills and excellence.
Success comes from strategic choices in vocabulary that lead to the achievement of excellence.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 - 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performers demonstrated the better:	
<ul style="list-style-type: none"> Range and variety of equipment skills. Dynamic range through the efforts of space, time, weight, and flow. Depth, range, and variety of blend between equipment and body. Range of material most compatible with performers' training. 		<ul style="list-style-type: none"> Understanding and application of equipment principles. Understanding and application of dynamic range, through efforts of space, time, weight, and flow. Achievement of blended body and equipment challenges. Development of breath, muscle, tension, flexion, and rotation. Training to support vocabulary. 	

Equipment

A Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> Limited, repetitious, or only single efforts. Short phrases. Program is extremely incomplete. Dynamic range seldom included. Single efforts only. An extremely limited range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Some variety. Longer phrases. May still be a WIP but provides adequate opportunity. Apparent gradations of time and weight offer some range. Occasionally combined with movement, motion, or staging. Limited range of intermediate material is compatible with training. 			<ul style="list-style-type: none"> Range and variety are broad and well understood for this class. More varied choreographic qualities. Dynamic range growing with more dimensionality and challenges that broaden the range. Growing and more varied. Some challenges broaden the range. A moderate range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Fulfills all opportunities for this class. Broad, varied, and versatile intermediate skills. Some advanced intermediate skills. Dimensional phrases with dynamic range and gradation of efforts. Some advanced intermediate skills. Broad range of intermediate to some advanced-intermediate material is compatible with the training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Discovering equipment principles, with some training. Style not understood. Some uniformity in method and timing. Not understood and in some cases not written Inconsistent body development causes variations in look of equipment. Development of breath, muscle, tension, flexion, and rotation not understood or applied. Developing training. Weak recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 			<ul style="list-style-type: none"> Application of equipment principles may vary from individual to individual or relative to effort required. Developing style, with more consistent method and timing. Some achievement of time and weight gradations. Move through space and achieve layered efforts with more consistent ease. Undeveloped body qualities cause variation in look of equipment. Development of breath, muscle, tension, flexion, and rotation known and sometimes applied. Moderate training, concentration, and stamina. Growing recovery. Average physical and mental development. May be a WIP but allows adequate demonstration. 			<ul style="list-style-type: none"> Understood and often achieved, with consistent uniformity in method, style, and timing. Gradations of space, time, weight, and flow are usually achieved. Body development is improved in support beneath equipment. Development of breath, muscle, tension, flexion, and rotation understood and frequently applied. Good training. Evident recovery from occasional breaks and flaws. Consistent concentration and stamina. Good physical and mental development. Some good success at some advanced intermediate challenges. 			<ul style="list-style-type: none"> Applied and consistently achieved, with excellent uniformity in method, style, and timing for class. Greater achievement of dynamic gradations of space, time, weight, and flow. Body development lends good support beneath equipment. Development of breath, muscle, tension, flexion, and rotation applied throughout. Successful for this class. Quick recovery from infrequent breaks and flaws. Well-achieved concentration and stamina. Good physical and mental development. Good success at some advanced intermediate challenges. 			THE HOW

Movement

A Class

20 Points

A Class units are comprised of INTERMEDIATE levels of vocabulary skills and excellence.
 Success comes from strategic choices in vocabulary that lead to the achievement of excellence.
 Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 – 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performers demonstrated the better:	
<ul style="list-style-type: none"> • Range and variety of movement skills. • Dynamic range through the efforts of space, time, weight, and flow. • Depth, range, and variety of blend between equipment and body. • Range of material most compatible with performers' training. 		<ul style="list-style-type: none"> • Understanding and application of movement principles. • Understanding and application of dynamic range, through efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary. 	

Movement

A Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> Limited, repetitious, or only single efforts. Short phrases. Program is extremely incomplete. Dynamic range seldom included. Single efforts only. An extremely limited range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Some variety. Longer phrases. May still be a WIP but provides adequate opportunity. Apparent gradations of time and weight offer some range. Occasionally layered with equipment. Limited range of intermediate material is compatible with training. 			<ul style="list-style-type: none"> Broad and well understood for this class. More varied choreographic qualities. Growing with more dimensionality and challenges that broaden the range. Growing and more varied. Some challenges broaden the range. A moderate range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Fulfills all opportunities for this class. Broad, varied, and versatile intermediate skills. Some advanced intermediate skills. Dimensional phrases with dynamic range and gradation of efforts. Some advanced intermediate skills. Broad range of intermediate to some advanced-intermediate material is compatible with the training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Discovering movement principles, with some training. Style not understood. Some uniformity in method and timing. Not understood and in some cases not written Inconsistent body development causes variations in look of equipment. Development of breath, muscle, tension, flexion, and rotation not understood or applied. Developing training. Weak recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 			<ul style="list-style-type: none"> Application of movement principles may vary from individual to individual or relative to effort required. Developing style, with more consistent method and timing. Some achievement of time and weight gradations. Move through space and achieve layered efforts with more consistent ease. Undeveloped body qualities cause variation in look of equipment. Development of breath, muscle, tension, flexion, and rotation known and sometimes applied. Moderate training, concentration, and stamina. Growing recovery. Average physical and mental development. May be a WIP but allows adequate demonstration. 			<ul style="list-style-type: none"> Understood and often achieved, with consistent uniformity in method, style, and timing. Consistent centering and body alignment. Gradations of space, time, weight, and flow are usually achieved. Body development is improved in support beneath equipment. Development of breath, muscle, tension, flexion, and rotation understood and frequently applied. Good training. Evident recovery from occasional breaks and flaws. Consistent concentration and stamina. Good physical and mental development. Some good success at some advanced intermediate challenges. 			<ul style="list-style-type: none"> Applied and consistently achieved, with excellent uniformity in method, style, and timing for class. Consistent centering, body alignment, and ease/quality moving through space. Greater achievement of dynamic gradations of space, time, weight, and flow. Body development lends good support beneath equipment. Development of breath, muscle, tension, flexion, and rotation applied throughout. Successful for this class. Quick recovery from infrequent breaks and flaws. Well-achieved concentration and stamina. Good physical and mental development. Good success at some advanced intermediate challenges. 			THE HOW

Design Analysis

A Class

20 Points

A Class units are comprised of INTERMEDIATE levels of depth, quality of design, and excellence. Successful design combines a logical composition that facilitates the display of skills and achievability.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 - 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100
Whose composition contained the greater:		Whose performers demonstrated the better:	
<ul style="list-style-type: none"> • Use of design elements in form, body, and equipment. • Motion to connect events. • Design and orchestration, both through time and in layered events. • Reflection of enhancement of the audio including dynamic range of efforts: space, time, weight, and flow. • Imaginative and inventive use of design choices. • Variety of design choices. • Transitions and equipment changes. • Characteristics, detail, and nuance. 		<ul style="list-style-type: none"> • Achievement of spacing, line, timing, and orientation. • Achievement of a dynamic range through the efforts of space, time, weight, and flow. • Adherence to style in equipment, movement, and motion • Training, concentration, stamina, and recovery. • Achievement of characteristics, details, and nuance. 	

Design Analysis

A Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
COMPOSITION	<ul style="list-style-type: none"> Occasional design elements presented singly. Motion to connect events is rarely evident. Infrequent, presenting singly. Incomplete composition may limit scoring potential. Most often reflects basic melody. Rarely evident design choices. Dysfunctional, abrupt transitions. Characteristics, details, and nuances rarely evident. 			<ul style="list-style-type: none"> Knowledge of design fundamentals/blending of elements. Motion to connect events is sometimes evident. Some orchestration, but ideas often presented singly. Questionable or incomplete unity of elements. Reflect the basic audio structure with occasional dynamic changes. Basic variety of design choices for this class. Beginning understanding of logical transitions. Characteristics, details, and nuances sometimes evident 			<ul style="list-style-type: none"> Good knowledge of fundamentals of design and logic in EQ, MVT, and form, while additional challenges add depth. Growing understanding of triad options. Motion to connect events consistently incorporated. Strong understanding of continuity, development, and design for this level. Unity connects the design. Fully reflects basic audio structure with dimensionality and apparent dynamic changes. Good variety of design choices. Logical and well-designed transitions. Characteristics, details, and nuances elevate the composition beyond mere pictures. 			<ul style="list-style-type: none"> Successful and appealing blend of design techniques in EQ, MVT, and form. Successful application of triad options. Motion to connect events successfully incorporated throughout. Full understanding of horizontal and vertical orchestration. Consistent unity and successful design connection. Greater dimensionality and frequent dynamic changes. Broad variety of design choices. Transitions embedded in design, showing depth for class. Characteristics, details, and nuances define the details of the composition. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Occasional space, line, time achievement. Sporadic uniformity. Still learning how to move through space. Incomplete program limits demonstration. Attempted dynamic range but still learning. Weak or sporadic style. Frequent breaks and flaws without recovery. Concentration and stamina are sporadic. Weak or sporadic characteristic, detail, and nuance. 			<ul style="list-style-type: none"> Moderate achievement of space, line, time, and moving through space. Greater clarity, moderate uniformity. WIP but provides opportunity to demonstrate skills. Moderate achievement of time and weight. Recognizable style, but not well developed. Growing physical and mental development for this class. Attempted recovery from breaks and flaws. Developing stamina and concentration. Some characteristic, detail, and nuance. 			<ul style="list-style-type: none"> Usually achieved space, time, and line with expanded responsibilities adding to the range. Consistent achievement moving through space. Achieve an enhanced dynamic range. Evident and growing style. Good physical and mental development for this class. Good recover from infrequent breaks and flaws. Good display of concentration and stamina. Good understanding and enhancement of characteristic, detail, and nuance. 			<ul style="list-style-type: none"> Space, line, time, and moving through space achieved well and with clarity. Good uniformity relative to staging and orientation. Growing range or space, time, weight, and flow understood and applied. Consistent broad range of beginning style. Well development physical and mental development. Quick recovery from rare breaks and flaws. Successful concentration and stamina. Clear, consistently achieved characteristic, detail, and nuance enhanced with dynamic gradations. 			THE HOW

General Effect

A Class

20 Points

<p>A Class units demonstrate INTERMEDIATE level qualities in repertoire and performance. Success Effect combines a logically written repertoire with an achieved and communicated performance</p>
<p>Stylistic diversity is to be encouraged with all choices given equal potential for success.</p>

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 - 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire contained the greater:		Whose performers better:	
<ul style="list-style-type: none"> • Program concept & production values. • Dramatic contour & pacing of planned events. • Effective design of equipment, movement, and staging. • Range and variety of effect: aesthetic, emotional, and intellectual. • Musicality/mood. 		<ul style="list-style-type: none"> • Embodied/sustained character, role, identity, and style. • Delivered/sustained the dramatic contour and planned events. • Demonstrated excellence as an effect. • Engaged the audience through a range and variety of effects. • Established/sustained designed mood, artistic qualities, and visual musicality. 	

General Effect

A Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
REPERTOIRE EFFECT	<ul style="list-style-type: none"> Undeveloped concept, some thought and clarity. Some creativity with unsophisticated concepts. Minimal or growing PV. Incomplete program limits scoring potential. Pacing is attempted. At times engaging. Some fundamentals, often weak, occasionally depict the concept and create effect. Coordination is attempted. Range sometimes attempted. At times engaging. Sporadic musicality and mood. 			<ul style="list-style-type: none"> Clear, moderately developed concept, with adequate creativity. Generally successful PV provides moderate enhancement. Program may be WIP. Planned effects attempted and moderately engage the audience. Proper fundamentals of EQ/MVT design, staging, and coordination yield some design effects. Moderately developed range with adequate creativity. Musicality yields some designed effect. 			<ul style="list-style-type: none"> Clear and identifiable concept with good imagination, creativity, and greater depth. Impressive and effective PV provides frequent enhancement. Sound understanding engaging the audience successfully. Good EQ/MVT design, staging, and coordination frequently yield successful designed effects. Clear and identifiable range and variety with good imagination, creativity and greater variety and depth. More consistently sustained musicality and mood. 			<ul style="list-style-type: none"> Clear, successful, and fully developed blend of concepts. Successful and effective PV provides consistent enhancement. Some effective advanced intermediate approaches. Well planned and engages the audience throughout. EQ/MVT design, staging, and coordination always yield successful designed effects and depict the concept with quality and range. Imaginative, successfully utilizing a variety of effects. Fully sustained musicality and mood, effective, and always enhancing. 			THE WHAT
PERFORMANCE EFFECT	<ul style="list-style-type: none"> Some general awareness of excellence. Occasional or inconsistent engagement. Incomplete program limits the opportunity to demonstrate skills. Occasionally embodies character, role, ID, and style. Discovering but sporadic contour, planned effects, and artistic qualities. 			<ul style="list-style-type: none"> Aware, with moderate achievement for longer periods of time. Understood engagement and moderately successful. Program may be a work in progress but provides adequate opportunity. Awareness of character, role, ID, and style, with moderate achievement for longer periods of time. Developing contour, planned effects, and artistic qualities with some consistency from section to section and moment to moment. 			<ul style="list-style-type: none"> Good excellence for this level. Understood engagement, with improved communication and engagement. Confident and consistent character, role, ID, and style. More consistent contour, planned effects, and artistic qualities from section to section and moment to moment. 			<ul style="list-style-type: none"> High achievement throughout. Strong engagement throughout, with added depth and ability to manipulate audience response. Character, role, ID, and style understood and communicated with greater depth. Strong contour, planned effects, and artistic qualities throughout, with added depth and ability to manipulate audience response. 			THE HOW

Equipment

Open Class

20 Points

Open Class units are comprised of INTERMEDIATE AND SOME ADVANCED levels of vocabulary skills and excellence.
 Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 – 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performers better:	
<ul style="list-style-type: none"> • Range, variety, and depth of equipment skills. • Dynamic range though the efforts of space, time, weight, and flow. • Depth, range, and variety of blend between equipment and body. • Range of material most compatible with performers’ training. 		<ul style="list-style-type: none"> • Understanding and application of equipment principles. • Understanding and application of dynamic range, through efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary. 	

Equipment

Open Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> Sporadic range, with some variety. Longer phrases. Extremely incomplete program may limit scoring potential. Gradations of time and weight offer some range. Occasional depth and range combined with MVT, motion, or staging. A limited range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Good range, with fuller phrases, variety, direct and indirect planes, dimensionality, ambidexterity, and versatility. Methods and techniques require average physical and mental development. May still be WIP but provides adequate opportunity. Good, involving gradations of space, time, weight, and flow as an integral part of all methods and techniques. Good depth and range, involving combinations with MVT or staging. A moderate range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Broad and varied, range with good depth. Phrases are longer, more dimensional and move through multiple planes, with increase ambidexterity and versatility. Methods and techniques require good physical and mental development. A broad and varied range of gradations of space, time, weight, and flow. Significant depth and range blended on MVT or staging. A broad range of advanced intermediate material is compatible with the training. 			<ul style="list-style-type: none"> Range enriched with challenges containing variety and versatility, with frequent ambidexterity and varied combination in both direct and indirect multi-planar work. Methods and techniques require strong physical and mental development at this level. Good dynamic range providing consistent and full choreographic opportunity. Consistent connection between MVT and EQ dynamics. Depth and range consistent multiple and layered responsibilities. A full range of advanced intermediate material is compatible with the training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Experiencing some training. Style not defined. Some uniformity in method and timing. Dynamic range not understood. Inconsistent body development causes variations in look of EQ. Knowledge of breath, muscle, tension, flexion, and rotation not fully applied at this level. Developing training. Rare recovery from frequent breaks and flaws. Sporadic concentration. Incomplete program limits training demonstration. 			<ul style="list-style-type: none"> Developing style and understanding. Moderate method and timing. Beginning awareness of moving through space in both isolated EQ skills and skills done on or around the body. Longer periods of moderate achievement of gradations of space, time, weight, and flow. Bodies are moderately trained to handle and control the EQ. Knowledge of breath, muscle, tension, flexion, and rotation is more understood and applied. Evolving recovery from breaks and flaws. Developing concentration and stamina with good achievement during multiple or layered responsibilities. Average physical and mental development. 			<ul style="list-style-type: none"> Advanced intermediate principles are understood and developing with stronger application. Good uniformity in methods, style, and timing. An advanced intermediate dynamic range is understood with clear to strong application. Good connection between EQ and MVT dynamics. Bodies are well trained to handle and control the EQ. Sound achievement of multiple or layered responsibilities. Breath, muscle, tension, flexion, and rotation used in support of EQ skills. Good recovery from infrequent breaks and flaws. Consistent concentration and stamina. Good physical and mental development for this level. Some success at occasional advanced challenges. 			<ul style="list-style-type: none"> Advanced intermediate principles are applied and consistently achieved, with strong uniformity in method, style, and timing. An advanced intermediate dynamic range is applied, clear, and consistently achieved. Consistent connection between EQ/MVT dynamics. Body training supports good EQ skills. Strong and consistent achievement of multiple or layered responsibilities. Breath, muscle, tension, flexion, and rotation applied throughout and work well to achieve all responsibilities. Quick recovery from infrequent breaks and flaws. Consistently achieved concentration and stamina. Full physical and mental development for this level. Good success at some advanced challenges. 			THE HOW

Movement

Open Class

20 Points

Open Class units are comprised of INTERMEDIATE AND SOME ADVANCED levels of vocabulary skills and excellence.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 – 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performers better:	
<ul style="list-style-type: none"> • Range, variety, and depth of movement skills. • Dynamic range though the efforts of space, time, weight, and flow. • Depth, range, and variety of blend between equipment and body. • Range of material most compatible with performers’ training. 		<ul style="list-style-type: none"> • Understanding and application of movement principles. • Understanding and application of dynamic range, through efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary. 	

Movement

Open Class

20 Points

	Rarely Discovers <i>FAIR</i>			Sometimes Knows <i>GOOD</i>			Frequently Understands <i>EXCELLENT</i>			Always Applies <i>SUPERIOR</i>			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> • Sporadic, with some variety. • Longer phrases. • Extremely incomplete program may limit scoring potential. • Apparent gradations of time and weight offer some range. • Occasionally combined with EQ, motion, or staging. • A limited range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> • Good, with fuller phrases, variety, direct and indirect planes, dimensionality, ambidexterity, and versatility. • Methods and techniques require average physical and mental development. • May still be WIP but provides adequate opportunity. • Good, involving gradations of space, time, weight, and flow as an integral part of all methods and techniques. • Good, involving combinations with EQ or staging. • A moderate range of intermediate material is compatible with the training. 			<ul style="list-style-type: none"> • Broad and varied, with good depth. • Phrases are longer, more dimensional and move through multiple planes, with increase ambidexterity and versatility. • Methods and techniques require good physical and mental development. • A broad and varied range of gradations of space, time, weight, and flow. • Significantly blended on EQ or staging. • A broad range of advanced intermediate material is compatible with the training. 			<ul style="list-style-type: none"> • Enriched with challenges containing variety and versatility, with frequent ambidexterity and varied combination in both direct and indirect multi-planar work. • Methods and techniques require strong physical and mental development at this level. • Good dynamic range providing consistent and full choreographic opportunity. • Consistent connection between MVT and EQ dynamics. • Consistent multiple and layered responsibilities. • A full range of advanced intermediate material is compatible with the training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> • Broad and varied, with good depth. • Phrases are longer, more dimensional and move through multiple planes, with increase ambidexterity and versatility. • Methods and techniques require good physical and mental development. • A broad and varied range of gradations of space, time, weight, and flow. • Significantly blended on EQ or staging. • A broad range of advanced intermediate material is compatible with the training. • Broad and varied, with good depth. • Phrases are longer, more dimensional and move through multiple planes, with increase ambidexterity and versatility. • Methods and techniques require good physical and mental development. 			<ul style="list-style-type: none"> • Enriched with challenges containing variety and versatility, with frequent ambidexterity and varied combination in both direct and indirect multi-planar work. • Methods and techniques require strong physical and mental development at this level. • Good dynamic range providing consistent and full choreographic opportunity. • Consistent connection between MVT and EQ dynamics. • Consistent multiple and layered responsibilities. • Advanced intermediate material is compatible with the training. • Challenges containing variety and versatility, with frequent ambidexterity and varied combination in both direct and indirect multi-planar work. • Methods and techniques require strong physical and mental development. 			<ul style="list-style-type: none"> • Advanced intermediate principles are understood and developing with stronger application. • Good uniformity in methods, style, and timing. • Good understanding of moving through space in both isolated EQ skills and skills done in support of the EQ. • An advanced intermediate dynamic range is understood with clear to strong application. • Good connection between EQ and MVT dynamics. • Bodies are well trained to handle and control the EQ. • Sound achievement of multiple or layered responsibilities. • Well-developed training. • Good recovery from infrequent breaks and flaws. • Consistent concentration and stamina. • Good physical and mental development for this level. • Some success at occasional advanced challenges. 			<ul style="list-style-type: none"> • Advanced intermediate principles are applied and consistently achieved, with strong uniformity in method, style, and timing. • Strong achievement moving through space in isolated EQ skills, skills done on support of the EQ. • An advanced intermediate dynamic range is applied, clear, and consistently achieved. • Consistent connection between EQ/MVT dynamics. • Body training supports good EQ skills. • Strong and consistent achievement of multiple or layered responsibilities. • Fully developed training. • Quick recovery from infrequent breaks and flaws. • Consistently achieved concentration and stamina. • Full physical and mental development for this level. • Good success at some advanced challenges. 			THE HOW

Design Analysis

Open Class

20 Points

Open Class units are comprised of INTERMEDIATE levels of depth, quality of design, and excellence. Successful design combines a logical composition that facilitates the display of skills and achievability.



Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 - 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100
Whose composition contained the greater:		Whose performers demonstrated the better:	
<ul style="list-style-type: none"> • Use of design elements in form, body, and equipment. • Motion to connect events. • Design and orchestration, both through time and in layered events. • Reflection of enhancement of the audio including dynamic range of efforts: space, time, weight, and flow • Imaginative and inventive use of design choices. • Variety of design choices. • Transitions and equipment changes. • Characteristics, detail, and nuance. 		<ul style="list-style-type: none"> • Achievement of spacing, line, timing, and orientation. • Achievement of a dynamic range through the efforts of space, time, weight, and flow. • Adherence to style in equipment, movement, and motion • Training, concentration, stamina, and recovery. • Achievement of characteristics, details, and nuance. 	

Design Analysis			Open Class									20 Points		
	Rarely Discovers FAIR			Sometimes Knows GOOD			Frequently Understands EXCELLENT			Always Applies SUPERIOR				
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100		
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4		
COMPOSITION	<ul style="list-style-type: none"> Occasional awareness of fundamentals and logic. Weak composing process Rare and/or weak connection of events through motion. Some understanding of horizontal orchestration and design. Lacking in development and crafting of phrases. Incomplete composition may limit scoring potential. Occasional, most often basic melody with minimal dynamic range. Minimal. Artistic effort is rarely part of the composition having been neither written nor achieved. Minimal variety of design choices, with dysfunctional and abrupt transitions. Sporadic characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Fundamental design, logic, and variety. Moderate quality and depth of design elements in form, body, or EQ. Correct composing process. Moderate connection of events. Good horizontal orchestration design. Basic crafting of EQ and MVT. Mostly correct vertical orch. Moderate fusion of triad options and unity of elements. Exploration of multiple lines and some elevation of design quality through dynamic range. Moderate imagination/artistic effort. Developing variety of design choices, with logical transitions. Fairly successful characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Good fundamentals of design, logic, and variety. Good use of elements, with sophisticated techniques to add depth. Strong composing process. Good connection of events through motion in form, body, and EQ. Well-developed horizontal orchestration. Good crafting of EQ and MVT. Good depth and success in vertical orchestration. Good fusion of triad options. Good unity elevates design. Explores inner structure of audio. Good level of imagination and artistic effort. Good variety of logical transitions. Good characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Broad fundamentals of design, logic, and variety. Strong successful composing process. Strong connection of events through motion in form, body, and EQ. Broad understanding of horizontal and vertical orchestration, design, and continuity. Strong crafting of EQ and MVT phrases. Consistent dimensionality and fusion of triad options. Consistent unity. Consistently explores the inner structure of the audio. Consistent display of imagination and artistic effort. Broad variety of design choices, with strong transitions. Characteristics, detail, and nuance elevates the depth. 			THE WHAT	
	<ul style="list-style-type: none"> Some understanding and occasional achievement. Some uniformity. Incomplete program limits demonstration. Occasional achievement of a narrow range for this class. Occasional style adherence. Attempted recovery from frequent breaks and flaws. Concentration and stamina vary and are sporadic. Rare characteristics, detail, and nuance. 			<ul style="list-style-type: none"> More consistent clarity and fairly good uniformity. WIP but provides opportunity to demonstrate skills. Longer periods of moderate achievement in gradations. Developing style and growing physical and mental development. Attempted recovery. Moderately achieved stamina and concentration. Occasional characteristic, detail, and nuance. 			<ul style="list-style-type: none"> Good level of understanding and consistent achievement. Growing range understood and consistently achieved. Good adherence to style and physical/mental development. Strong recovery from infrequent breaks and flaws. Consistent and on-going display of concentration and stamina. Strong and clear characteristic, detail, and nuance. 			<ul style="list-style-type: none"> Responsibilities understood and achieved with excellence and clarity. Broad range applied. Fully recognizable style and physical /mental development. Quick recovery from rare breaks and flaws. Successful and sustained concentration and stamina. Excellent and consistent characteristic, detail, and nuance. 				THE HOW

General Effect

Open Class

20 Points

Open Class units are comprised of INTERMEDIATE AND SOME ADVANCED level qualities in repertoire and performance. Success Effect combines a logically written repertoire with an achieved and communicated performance
Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
7 to 29			30 to 59			60 to 89			90 to 100		
7 - 13	14 – 21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES



Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire contained the greater:		Whose performers better:	
<ul style="list-style-type: none"> • Program concept & production values. • Dramatic contour & pacing of planned events. • Effective design of equipment, movement, and staging. • Range and variety of effect: aesthetic, emotional, and intellectual. • Musicality/mood. 		<ul style="list-style-type: none"> • Embodied/sustained character, role, identity, and style. • Delivered/sustained the dramatic contour and planned events. • Demonstrated excellence as an effect. • Engaged the audience through a range and variety of effects. • Established/sustained designed mood, artistic qualities, and visual musicality. 	

General Effect

Open Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
REPertoire EFFECT	<ul style="list-style-type: none"> Programming is not yet fully understood or demonstrated. Concepts are not clear or successful. Minimal, adequate, growing PV. Incomplete program limits scoring potential. Basic contouring and planned effects. Only basically depicts the concept. Principles of coordination produce some effect. Crafting of EQ and MVT phrases is not apparent. Moderate musical interpretations are attempted but not fulfilled. Mood is not sustained, and intended effect is questionable or limited. 			<ul style="list-style-type: none"> Program intent is clear with moderate imagination and variety. Generally successful PV provides moderate enhancement. Program may be a WIP. Effect planning produces a good level of effect. Imagination, personality, and surprise elevate the programming. Moderate range of development, and coordination. Basic crafting of effective EQ and MVT phrases. Some variety adds interest. Moderate to good range of interpretation. 			<ul style="list-style-type: none"> Well-developed and effective, with strong design principles and creative ideas. Impressive and effective PV enhances the program. Good effect planning and strong audience intrigue. Good range of creative ideas, development, coordination, and crafting of EQ and MVT phrases, successfully engages the audience. Greater variety, depth, and maturity in repertoire. Mood and visual musicality explore more complex interpretations and are consistently successful. 			<ul style="list-style-type: none"> Strong, fully developed, and effective, engages the audience through creative ideas. Consistently impressive and effective PV provides completely successful enhancement. There is maturity to the program. Well planned, successful, and unique, with creative concepts. EQ/MVT design, staging, coordination, and crafting of phrase explore a wide range of development. Imaginative and successful variety adds interest and depth. Mood and visual musicality successfully explore varied interpretations. 			THE WHAT
EXCELLENCE EFFECT	<ul style="list-style-type: none"> Impaired by insecurity, struggle with new material or lack of training. Incomplete program limits the opportunity to demonstrate skills. Occasionally moderate skills, not yet manipulating audience involvement. Rare characters, role, ID, and style evident. Occasionally contouring and delivery of planned effects. Occasional designed mood and artistic qualities Some excellence for effect. 			<ul style="list-style-type: none"> Moderate engagement and range through a moderate dialog with the audience. Good understanding and achievement of character, role, ID, and style. Developing contouring and delivery of planned effects. Developing designed mood and artistic qualities. Moderate excellence for effect. 			<ul style="list-style-type: none"> Consistent engagement of a good range through successful and effective dialog with the audience. Character, role, ID, and style range are fully understood. Dramatic contouring and planned events consistent from section to section and moment to moment. Consistent designed mood and artistic qualities. Good excellence for effect is usually demonstrated. 			<ul style="list-style-type: none"> Strong engagement, with some advanced techniques and ability to manipulate audience response throughout. Consistent character, role, ID, and style with some advanced techniques and ability to manipulate audience response throughout. Strong dramatic contouring and planned events with some advanced techniques. Strong artistic qualities and designed mood. Strong excellence for effect throughout. 			THE HOW

Equipment

Scholastic World Class

20 Points

Scholastic World Class units are comprised of **ADVANCED TO STANDARD-SETTING** levels of vocabulary skills and excellence.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>			BOX 5 <i>World</i> <i>Sets New Standards</i>
7 to 29			30 to 59			60 to 89			90 to 98			
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	99-100

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> Range and variety of equipment skills. Dynamic range through the efforts of space, time, weight, and flow. Depth, range, and variety of blend between equipment and body. Range of material most compatible with performers training. 		<ul style="list-style-type: none"> Understanding and application of equipment principles. Understanding and application of the efforts of space, time, weight, and flow. Achievement of blended body and equipment challenges. Development of breath, muscle, tension, flexion, and rotation. Training to support vocabulary. 	

Equipment

Scholastic World Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			<i>BOX 5</i> <i>World</i> <i>Sets New</i> <i>Standards</i> <i>99 - 100</i>
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> • Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential. • Sporadically written for this class. • Dynamic range occasionally included. • Still in the discovery stage, often extremely incomplete, and lacking in development. • A limited range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality. • Methods and techniques require average physical and mental development. • WIP but provides opportunity. • More frequent and mature gradations, with growing connection between the EQ and MVT dynamics. • Moderate variety and more frequent combinations with MVT or staging. • A moderate range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Broad and varied range and variety, with significant ambidexterity, versatility, dimensionality, and good depth. • Methods and techniques require a high degree of mental and physical development. • Broad and varied gradations, with good depth. • Broad and varied, with significant synergy with MVT and/or staging while moving through ongoing dynamic gradations. • A broad range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Superior, complex, and varied EQ skills. • Methods and techniques require the highest degree of physical and mental development. • Constant and sophisticated gradations demonstrate the fullest dynamic range. • Complex, varied synergy of EQ/MVT/staging provides an inseparable and superb challenge. • A constant and extensive range of advanced material is compatible with training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> • Some development of principles, with occasional consistency. • Some development of dynamic efforts. • Some individuals more expressive than others. • Dynamic range may suffer with EQ is layered on MVT. • Inconsistent body development causes variations in the look. • Insufficient development of breath, muscle, tension, flexion, and rotation. • Developing training or insufficient development for both dynamic and technical responsibilities. • Occasional adherence to style. • Sporadic recovery from frequent breaks and flaws. • Weak concentration. • Incomplete program limits training demonstration. 			<ul style="list-style-type: none"> • Moderate development and achievement of principles. • Longer displays of dynamic gradations. • Growing connection between MW and EQ dynamics. • Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ. • Use of breath is beginning to be more consistent from individual to individual. • Moderate to good training and individual development. • Style is developing and is usually evident and consistent. • Evident recovery from breaks and flaws. • Moderate to good concentration and stamina. 			<ul style="list-style-type: none"> • Excellent development, understanding, and application of blended principles and efforts. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery. • Excellent and consistent development, understanding, and application of qualities that create dynamics through EQ, consistently moving with gradation of space, time, weight, and flow. • Inseparable dynamics between MVT and EQ. • Breath is understood and used. • Strong application of muscle, tension, flexion, and rotation. • Strong and evident mental and physical development and training. • Evident and consistent style and quick recovery. • Strong and constant concentration and stamina. 			<ul style="list-style-type: none"> • Superior achievement of all blended principles and efforts. • Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery. • The fullest dynamic range is demonstrated with ease and elevates the performance to a high level. • The synergistic blend of MVT and EQ provides an inseparable dynamic display. • Full understanding and ongoing control support the fullest completion of phrases. • Superior mental and physical development • Superb characteristics and style. • Effortless recovery. • Superior concentration and stamina. • Crystallization of all efforts. 			THE HOW

Movement

Scholastic World Class

20 Points

Scholastic World Class units are comprised of ADVANCED TO STANDARD-SETTING levels of vocabulary skills and excellence.
 Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i> 7 to 29			BOX 2 Sometimes Knows <i>GOOD</i> 30 to 59			BOX 3 Frequently Understands <i>EXCELLENT</i> 60 to 89			BOX 4 Always Applies <i>SUPERIOR</i> 90 to 98			BOX 5 <i>World</i> <i>Sets New Standards</i> 99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> Range and variety of movement skills. Dynamic range through the efforts of space, time, weight, and flow. Depth, range, and variety of blend between equipment and body. Range of material most compatible with performers training. 		<ul style="list-style-type: none"> Understanding and application of movement principles. Understanding and application of the efforts of space, time, weight, and flow. Achievement of blended body and equipment challenges. Development of breath, muscle, tension, flexion, and rotation Training to support vocabulary. 	

Movement

Scholastic World Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			<i>BOX 5</i> <i>World</i> <i>Sets New</i> <i>Standards</i> <i>99 - 100</i>
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> • Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential. • Sporadically written for this class. • Dynamic range occasionally included. • Still in the discovery stage, often extremely incomplete, and lacking in development. • A limited range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality. • Methods and techniques require average physical and mental development. • WIP but provides opportunity. • More frequent and mature gradations, with growing connection between the EQ and MVT dynamics. • Moderate variety and more frequent combinations with MVT or staging. • A moderate range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Broad and varied range and variety, with significant ambidexterity, versatility, dimensionality, and good depth. • Methods and techniques require a high degree of mental and physical development. • Broad and varied gradations, with good depth. • Broad and varied, with significant synergy with MVT and/or staging while moving through ongoing dynamic gradations. • A broad range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Superior, complex, and varied MVY skills. • Methods and techniques require the highest degree of physical and mental development. • Constant and sophisticated gradations demonstrate the fullest dynamic range. • Complex, varied synergy of EQ/MVT/staging provides an inseparable and superb challenge. • A constant and extensive range of advanced material is compatible with training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> • Some development of principles, with occasional consistency. • Some development of dynamic efforts. • Some individuals are more expressive than others. • Dynamic range may suffer with EQ is layered on MVT. • Inconsistent body development causes variations in the look. • Insufficient development of breath, muscle, tension, flexion, and rotation. • Developing training or insufficient development for both dynamic and technical responsibilities. • Occasional adherence to style. • Sporadic recovery from frequent breaks and flaws. • Weak concentration. • Incomplete program limits training demonstration. 			<ul style="list-style-type: none"> • Moderate development and achievement of principles. • Moderate alignment and definition of body line. • Longer displays of dynamic gradations. • Growing connection between MW and EQ dynamics. • Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ. • Use of breath is beginning to be more consistent from individual to individual. • Moderate to good training and individual development. • Style is developing and is usually evident and consistent. • Evident recovery from breaks and flaws. • Moderate to good concentration and stamina. 			<ul style="list-style-type: none"> • Excellent development, understanding, and application of blended principles and efforts, centering and alignment. • Developed postural/gestural line. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery. • Excellent and consistent development, understanding, and application of qualities that create dynamics through EQ, consistently moving with gradation of space, time, weight, and flow. • Inseparable dynamics between MVT and EQ. • Breath is understood and used. • Strong muscle, tension, flexion, and rotation. • Strong mental and physical development and training. • Evident and consistent style and quick recovery. • Strong and constant concentration and stamina. 			<ul style="list-style-type: none"> • Superior achievement of all blended principles and efforts, including centering, balance, weight force, alignment, and connection between all body parts. • Full understanding of moving through space and constant use of weight and energy toward excellent MVT delivery. • The fullest dynamic range is demonstrated with ease and elevates the performance to a high level. • The synergistic blend of MVT and EQ provides an inseparable dynamic display. • Full understanding and ongoing control support the fullest completion of phrases. • Superior mental and physical development • Superb characteristics and style. • Effortless recovery. • Superior concentration and stamina. • Crystallization of all efforts. 			THE HOW

Design Analysis

Scholastic World Class

20 Points

Scholastic World Class units are comprised of **ADVANCED TO STANDARD-SETTING** levels of depth, quality of design and excellence.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>			BOX 5 <i>World Sets New Standards</i>
7 to 29			30 to 59			60 to 89			90 to 98			99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100
Whose composition contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> • Use and interrelationship of design elements in form, body, and equipment. • Motion to connect events. • Design and orchestration, both through time and in layered events • Reflection or enhancement of the audio including dynamic range of efforts: space, time, weight, and flow. • Imaginative and inventive use of design choices • Variety of design choices. • Characteristics, detail, and nuance. 		<ul style="list-style-type: none"> • Achievement of spacing, line, timing, and orientation. • Achievement of full dynamic range through the efforts of space, time, weight, and flow. • Adherence to style in equipment, movement, and motion. • Training, concentration, stamina, and recovery. • Achievement of characteristics, detail, and nuance. 	

Design Analysis

Scholastic World Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			<i>BOX 5</i> <i>World</i> <i>Sets New</i> <i>Standards</i> <i>99 - 100</i>
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
COMPOSITION	<ul style="list-style-type: none"> Occasional awareness of design fundamentals. Weak composing process. Classification might be an issue, with a sense of program incompleteness. Weak connection of events through motion in form, body, or equipment. Infrequent orchestration of EQ and MVT on staging. Horizontal construction lacks continuity and development. Minimal crafting of EQ and MVT phrases. Rare artistic effort. Obvious need for unification of ideas. Occasional, basic reflection with rare dynamic efforts. Weak and/or limited design choices and characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Knowledge of design fundamentals and logic. Correct composing process with moderate use of sound design elements. Good connection of events through motion. Horizontal orchestration shows good placement, logic, and continuity. Good crafting of EQ and MVT phrases. Vertical orchestration provides a growing vehicle. Incomplete or questionable unity. Moderate/basic reflection, with sporadic dynamic efforts. Moderate design choices and characteristics, detail, and nuance. 			<ul style="list-style-type: none"> A high degree of design and logic. Well-developed and strong composing process with high-quality elements. Strong connection of events through motion in form, body, and equipment. Horizontal orchestration shows strong placement, logic, continuity, and creativity. Strong clarity of EQ and MVT phrases. Vertical orchestration is well developed and provides a strong vehicle for artistic effort. Strong unity elevates the design. Literal or abstract reflection and enhancement, with a broad and consistent range of dynamic efforts. Broad design choices and characteristics, detail, and nuance, with excellent depth. 			<ul style="list-style-type: none"> The highest level of sophisticated design is always displayed. Superior composing with superior elements. Superb connection of events through motion in form, body, and equipment. Horizontal orchestration weaves a series of creative ideas, seamless through outstanding placement, logic, and continuity. Superior crafting of EQ and MVT phrases. Vertical orchestration is always fully developed with depth and artistic effort. Superior unity. Constant reflection and enhancement through a fully developed range of dynamic efforts. Superior design choices and characteristics, detail, and nuance. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Some understanding and uniformity. Momentary gradations. Occasionally demonstrated. Attempted recovery from frequent breaks and flaws. Inconsistent and sporadic concentration, stamina, and demonstration of skills. Inconsistent characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Growing consistency with fairly good uniformity. Moderate achievement for longer periods. Usually evident and consistent Good physical and mental development. Evident recovery from breaks and flaws. Developing/moderate concentration and stamina. Moderate characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Highly developed skills, maintained with excellent consistency and uniformity. At high level, consistent and strong. Excellent level of consistency—sustained and ongoing. A high degree of physical and mental development. Evident and quick recovery from infrequent breaks and flaws. Constant concentration and stamina. High level of characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Superior skills, constantly displayed with superior clarity, ease, and uniformity in all responsibilities. Superior achievement of the fullest, most sophisticated range. Superb and constant. Highest degree of physical and mental development for this age group. Effortless recovery from rare breaks and flaws. Superior concentration and stamina. Superior characteristics, detail, and nuance. Crystallization of all efforts. 			THE HOW

General Effect

Scholastic World Class

20 Points

Scholastic World Class units are comprised of **ADVANCED TO STANDARD-SETTING** qualities in repertoire and performance

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>			BOX 5 <i>World</i> Sets New Standards
7 to 29			30 to 59			60 to 89			90 to 98			99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire contained the greater:		Whose performer better:	
<ul style="list-style-type: none"> • Program concept & production values. • Dramatic contour & pacing of planned events. • Effective design of equipment, movement, and staging. • Range and variety of effect: aesthetic, emotional, and intellectual. • Musicality/mood. 		<ul style="list-style-type: none"> • Embodied/sustained character, role, identity, and style. • Delivered/sustained the dramatic contour and planned events. • Demonstrated excellence as an effect. • Engaged the audience through a range and variety of effects. • Established/sustained designed mood, artistic qualities, and visual musicality. 	

General Effect

Scholastic World Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			<i>BOX 5</i> <i>World</i> <i>Sets New</i> <i>Standards</i> <i>99 - 100</i>
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
REPERTOIRE EFFECT	<ul style="list-style-type: none"> Undeveloped, some thought and clarity. Some creativity with unsophisticated concepts. Minimal or growing PV. Incomplete program limits scoring potential. Pacing is attempted. Some fundamentals depict the concept and create effect. Coordination is attempted. Crafting of EQ and MVT phrase is not apparent. Range and variety of aesthetic, emotional, and intellectual effects attempted, with sporadic musicality and mood. 			<ul style="list-style-type: none"> Clear, moderately developed, with adequate, although unsophisticated, creativity. Generally successful PV provides moderate enhancement. Program may still be a WIP. Mostly successful and moderately engages the audience. Proper fundamentals of EQ/MVT design, staging, and coordination yield moderate effect. Crafting of EQ and MVT phrases is apparent and moderately effective. Some unique and effective design. Moderate aesthetic, emotional, and intellectual effects with mostly successful guiding audience responses 			<ul style="list-style-type: none"> Strong and well developed. Concepts, while excellent, may not explore new realms of creativity. Strong attention to detail and PV enhances the program. Consistently successful and guides the audience through intended aesthetic, emotional, and intellectual responses. Reflects a mature understanding of repertoire design and crafting of phrase. Excellent range and variety, with consistent quality and interest. Excellent range and variety of aesthetic, emotional, and intellectual effects guiding the audience through the intended responses. 			<ul style="list-style-type: none"> Superb and fully developed. Superior concepts explore new realms of creativity and imagination. Consistently successful and effective PV provides constant enhancement. Complete successful in producing optimum intended impact. An unparalleled profusion of creative and effective design, combining optimum quality, originality, variety, and detailed crafting of phrase. Maximized range and variety and completely successful in elevating and guiding the audience through maximized aesthetic, emotional, and intellectual responses. 			THE WHAT
PERFORMANCE EFFECT	<ul style="list-style-type: none"> Occasional or inconsistent engagement. Program may limit the opportunity to demonstrate skills. A fair understanding of character, role, ID, and style, although may be sporadic in their definition and inclusion. Occasional or inconsistent dramatic contouring and planned effects. Inconsistent artistic qualities. Occasional excellence as an effect. . 			<ul style="list-style-type: none"> Average range is understood and moderately successful. Program may be a WIP but provides adequate opportunity. Aware, with moderate achievement most of the time. Dramatic contouring and planned effects developing, with some consistency from section to section and moment to moment. Some consistency in artistic qualities. Moderate demonstration of excellence as effect. 			<ul style="list-style-type: none"> A broad range is understood and consistently achieved. Strong awareness and consistency of character, role, ID, and style. Strong and consistent dramatic contouring and planned effects from section to section and moment to moment. Strong consistency in artistic qualities. Consistent and strong demonstration of excellence as effect. 			<ul style="list-style-type: none"> A broad range throughout with maximized manipulation of audience response. Superlative achievement of a broad range of character, role, ID, and style. Superlative achievement with maximized manipulation of audience response. Superlative dramatic contouring and planned effects overall. Superlative consistency in artistic qualities and demonstration of excellence as effect. 			THE HOW

Equipment

Independent World Class

20 Points

Independent World Class units are comprised of ADVANCED/VIRTUOSIC TO STANDARD-SETTING levels of vocabulary skills and excellence. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers. Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i> 7 to 29			BOX 2 Sometimes Knows <i>GOOD</i> 30 to 59			BOX 3 Frequently Understands <i>EXCELLENT</i> 60 to 89			BOX 4 Always Applies <i>SUPERIOR</i> 90 to 98			BOX 5 <i>World Sets New Standards</i> 99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> • Range and variety of equipment skills. • Dynamic range through the efforts of space, time, weight, and flow. • Difficulty and risk. • Depth, range, and variety of blend between equipment and body. • Range of material most compatible with performers training. 		<ul style="list-style-type: none"> • Understanding and application of equipment principles. • Understanding and application of the efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary. 	

Equipment

Independent World Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			BOX 5 <i>World Sets New Standards</i> 99 - 100
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> • Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential. • Sporadically written for this class. • Limited difficulty and risk. • Dynamic range occasionally included. • Still in the discovery stage, often extremely incomplete, and lacking in development. • A limited range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality. • Methods and techniques require average physical and mental development. • WIP but provides opportunity. • More frequent and mature gradations, with growing connection between the EQ and MVT dynamics. • Average degree of challenge. • Moderate variety and more frequent combinations with MVT or staging. • A moderate range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Broad and varied range and variety, with significant ambidexterity, versatility, dimensionality, and good depth. • Methods and techniques require a high degree of mental and physical development. • Broad and varied gradations, with good depth. • Broad and varied, with significant synergy with MVT and/or staging while moving through ongoing dynamic gradations. • High degree of challenge. • A broad range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Superior, complex, and varied EQ skills. • Methods and techniques require the highest degree of physical and mental development. • Constant and sophisticated gradations demonstrate the fullest dynamic range. • Significant highest challenges to further enhance vocabulary. • Complex, varied synergy of EQ/MVT/staging provides an inseparable and superb challenge. • A constant and extensive range of advanced material is compatible with training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> • Some development of principles, with occasional consistency. • Some development of dynamic efforts. • Some individuals are more expressive than others. • Dynamic range may suffer with EQ is layered on MVT. • Inconsistent body development causes variations in the look. • Insufficient development of breath, muscle, tension, flexion, and rotation. • Developing training or insufficient development for both dynamic and technical responsibilities. • Occasional adherence to style. • Sporadic recovery from frequent breaks and flaws. • Weak concentration. • Incomplete program limits training demonstration. 			<ul style="list-style-type: none"> • Moderate development and achievement of principles. • Longer displays of dynamic gradations. • Growing connection between MW and EQ dynamics. • Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ. • Use of breath is beginning to be more consistent from individual to individual. • Moderate to good training and individual development. • Style is developing and is usually evident and consistent. • Evident recovery from breaks and flaws. • Moderate to good concentration and stamina. 			<ul style="list-style-type: none"> • Excellent development, understanding, and application of blended principles and efforts. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery. • Excellent and consistent development, understanding, and application of qualities that create dynamics through EQ, consistently moving with gradation of space, time, weight, and flow. • Inseparable dynamics between MVT and EQ. • Breath is understood and used. • Strong application of muscle, tension, flexion, and rotation. • Strong and evident mental and physical development and training. • Evident and consistent style and quick recovery. • Strong and constant concentration and stamina. 			<ul style="list-style-type: none"> • Superior achievement of all blended principles and efforts. • Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery. • The fullest dynamic range is demonstrated with ease and elevates the performance to a high level. • The synergistic blend of MVT and EQ provides an inseparable dynamic display. • Full understanding and ongoing control support the fullest completion of phrases. • Superior mental and physical development • Superb characteristics and style. • Effortless recovery. • Superior concentration and stamina. • Crystallization of all efforts. 			THE HOW

Movement

Independent World Class

20 Points

Independent World Class units are comprised of ADVANCED/VIRTUOSIC TO STANDARD-SETTING levels of vocabulary skills and excellence. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers. Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i> 7 to 29			BOX 2 Sometimes Knows <i>GOOD</i> 30 to 59			BOX 3 Frequently Understands <i>EXCELLENT</i> 60 to 89			BOX 4 Always Applies <i>SUPERIOR</i> 90 to 98			BOX 5 <i>World Sets New Standards</i> 99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> • Range and variety of movement skills. • Dynamic range through the efforts of space, time, weight, and flow. • Difficulty and risk. • Depth, range, and variety of blend between equipment and body. • Range of material most compatible with performers training. 		<ul style="list-style-type: none"> • Understanding and application of movement principles. • Understanding and application of the efforts of space, time, weight, and flow. • Achievement of blended body and equipment challenges. • Development of breath, muscle, tension, flexion, and rotation. • Training to support vocabulary. 	

Movement

Independent World Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			BOX 5 World Sets New Standards 99 - 100
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
VOCABULARY	<ul style="list-style-type: none"> • Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential. • Sporadically written for this class. • Limited difficulty and risk. • Dynamic range occasionally included. • Still in the discovery stage, often extremely incomplete, and lacking in development. • A limited range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Good range, with fuller phrases moderate variety, ambidexterity, versatility, dimensionality. • Methods and techniques require average physical and mental development. • WIP but provides opportunity. • More frequent and mature gradations, with growing connection between the EQ and MVT dynamics. • Average degree of challenge • Moderate variety and more frequent combinations with MVT or staging. • A moderate range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Broad and varied range and variety, with significant ambidexterity, versatility, dimensionality, good depth. • Methods and techniques require a high degree of mental and physical development. • Broad and varied gradations, good depth. • Broad and varied, with significant synergy with MVT and/or staging while moving through ongoing dynamic gradations. • High degree of challenge. • A broad range of advanced material is compatible with the training. 			<ul style="list-style-type: none"> • Superior, complex, and varied MVY skills. • Methods and techniques require the highest degree of physical and mental development. • Constant and sophisticated gradations demonstrate the fullest dynamic range. • Significant highest challenges. • Complex, varied synergy of EQ/MVT/staging provides an inseparable and superb challenge. • A constant and extensive range of advanced material is compatible with training. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> • Some development of principles, with occasional consistency. • Some development of dynamic efforts. • Some individuals are more expressive than others. • Dynamic range may suffer with EQ is layered on MVT. • Inconsistent body development causes variations in the look. • Insufficient development of breath, muscle, tension, flexion, and rotation. • Developing training or insufficient development for both dynamic and technical responsibilities. • Occasional adherence to style. • Sporadic recovery from frequent breaks and flaws. • Weak concentration. • Incomplete program limits training demonstration. 			<ul style="list-style-type: none"> • Moderate development and achievement of principles. • Moderate alignment and definition of body line. • Longer displays of dynamic gradations. • Growing connection between MW and EQ dynamics. • Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ. • Use of breath is beginning to be more consistent from individual to individual. • Moderate to good training and individual development. • Style is developing and is usually evident and consistent. • Evident recovery from breaks and flaws. • Moderate to good concentration and stamina. 			<ul style="list-style-type: none"> • Excellent development, understanding, and application of blended principles and efforts, centering and alignment. • Developed postural/gestural line. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery. • Excellent and consistent development, understanding, and application of qualities that create dynamics through EQ, consistently moving with gradation of space, time, weight, and flow. • Inseparable dynamics between MVT and EQ. • Breath is understood and used. • Strong muscle, tension, flexion, and rotation. • Strong mental and physical development and training. • Evident and consistent style and quick recovery. • Strong and constant concentration and stamina. 			<ul style="list-style-type: none"> • Superior achievement of all blended principles and efforts, including centering, balance, weight force, alignment, and connection between all body parts. • Full understanding of moving through space and constant use of weight and energy toward excellent MVT delivery. • The fullest dynamic range is demonstrated with ease and elevates the performance to a high level. • The synergistic blend of MVT and EQ provides an inseparable dynamic display. • Full understanding and ongoing control support the fullest completion of phrases. • Superior mental and physical development • Superb characteristics and style. • Effortless recovery. • Superior concentration and stamina. • Crystallization of all efforts. 			THE HOW

Design Analysis

Independent World Class

20 Points

Independent World Class units are comprised of the most ADVANCED/VIRTUOSIC TO STANDARD-SETTING level of depth, quality of design, and excellence.

Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>			BOX 5 <i>World Sets New Standards</i>
7 to 29			30 to 59			60 to 89			90 to 98			99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100
Whose composition contained the greater:		Whose performer demonstrated the better:	
<ul style="list-style-type: none"> Use and interrelationship of design elements in form, body, and equipment. Motion to connect events. Design and orchestration, both through time and in layered events Reflection or enhancement of the audio including dynamic range of efforts: space, time, weight, and flow. Imaginative and inventive use of design choices. Variety of design choices. Characteristics, detail, and nuance. 		<ul style="list-style-type: none"> Achievement of spacing, line, timing, and orientation. Achievement of full dynamic range through the efforts of space, time, weight, and flow. Adherence to style in equipment, movement, and motion. Training, concentration, stamina, and recovery. Achievement of characteristics, detail, and nuance. 	

Design Analysis

Independent World Class

20 Points

	<i>Rarely Discovers</i> <i>FAIR</i>			<i>Sometimes Knows</i> <i>GOOD</i>			<i>Frequently Understands</i> <i>EXCELLENT</i>			<i>Always Applies</i> <i>SUPERIOR</i>			<i>BOX 5</i> <i>World</i> <i>Sets New</i> <i>Standards</i> <i>99 - 100</i>
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
COMPOSITION	<ul style="list-style-type: none"> Occasional awareness of design fundamentals. Weak composing process. Classification might be an issue, with a sense of program incompleteness. Weak connection of events through motion in form, body, or equipment. Infrequent orchestration of EQ and MVT on staging. Horizontal construction lacks continuity and development. Minimal crafting of EQ and MVT phrases. Rare artistic effort. Obvious need for unification of ideas. Occasional, basic reflection with rare dynamic efforts. Weak and/or limited design choices and characteristics, detail, and nuance. Weak use of performer maturity and advanced level of development. 			<ul style="list-style-type: none"> Knowledge of design fundamentals and logic. Correct composing process with moderate use of sound design elements. Good connection of events through motion. Horizontal orchestration shows good placement, logic, and continuity. Good crafting of EQ and MVT phrases. Vertical orchestration provides a growing vehicle. Incomplete or questionable unity. Moderate/basic reflection, with sporadic dynamic efforts. Moderate design choices and characteristics, detail, and nuance. Moderate use of performer maturity and advanced level of development. 			<ul style="list-style-type: none"> A high degree of design and logic. Well-developed and strong composing process with high-quality elements. Strong connection of events through motion in form, body, and equipment. Horizontal orchestration shows strong placement, logic, continuity, creativity. Strong clarity of EQ and MVT phrases. Vertical orchestration is well developed providing strong artistic effort vehicle. Strong unity elevates the design. Literal or abstract reflection and enhancement, with a broad and consistent range of dynamic efforts. Broad design choices and characteristics, detail, and nuance, with excellent depth. Broad use of performer maturity. 			<ul style="list-style-type: none"> The highest level of sophisticated design is always displayed. Superior composing with superior elements. Superb connection of events through motion in form, body, and equipment. Horizontal orchestration weaves a series of creative ideas, seamless through outstanding placement, logic, and continuity. Superior crafting of EQ/MVT phrases. Vertical orchestration is always fully developed with depth and artistic effort. Superior unity. Constant reflection and enhancement through a fully developed range of dynamic efforts. Superior design choices and characteristics, detail, and nuance. Superior use of performer maturity. 			THE WHAT
EXCELLENCE	<ul style="list-style-type: none"> Some understanding and uniformity. Momentary gradations. Occasionally demonstrated. Attempted recovery from frequent breaks and flaws. Inconsistent and sporadic concentration, stamina, and demonstration of skills. Inconsistent characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Growing consistency with fairly good uniformity. Moderate achievement for longer periods. Usually evident and consistent Good physical and mental development. Evident recovery from breaks and flaws. Developing/moderate concentration and stamina. Moderate characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Highly developed skills, maintained with excellent consistency and uniformity. At high level, consistent and strong. Excellent level of consistency—sustained and ongoing. A high degree of physical and mental development. Evident and quick recovery from infrequent breaks and flaws. Constant concentration and stamina. High level of characteristics, detail, and nuance. 			<ul style="list-style-type: none"> Superior skills, constantly displayed with superior clarity, ease, and uniformity in all responsibilities. Superior achievement of the fullest, most sophisticated range. Superb and constant. Highest degree of physical and mental development for this age group. Effortless recovery from rare breaks and flaws. Superior concentration and stamina. Superior characteristics, detail, and nuance. Crystallization of all efforts. 			THE HOW

General Effect

Independent World Class

20 Points

Independent World Class units demonstrate **ADVANCED/VIRTUOSIC TO STANDARD-SETTING** qualities in repertoire and performance.
 Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.
 Stylistic diversity is to be encouraged with all choices given equal potential for success.

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>			BOX 5 <i>World</i> Sets New Standards
7 to 29			30 to 59			60 to 89			90 to 98			99-100
7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	

SUB CAPTION SPREAD GUIDELINES


Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
---	-------------------------------------	---------------------------------------	---

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire contained the greater:		Whose performer better:	
<ul style="list-style-type: none"> Program concept & production values. Dramatic contour & pacing of planned events. Effective design of equipment, movement, and staging. Range and variety of effect: aesthetic, emotional, and intellectual Musicality/mood. Effective use of difficulty and risk. 		<ul style="list-style-type: none"> Embodied/sustained character, role, identity, and style. Delivered/sustained the dramatic contour and planned events. Demonstrated excellence as an effect. Engaged the audience through a range and variety of effects. Established/sustained designed mood, artistic qualities, and visual musicality. Demonstrated authenticity and believability as a result of emotional maturity. 	

General Effect

Independent World Class

20 Points

	<i>Rarely Discovers</i> FAIR			<i>Sometimes Knows</i> GOOD			<i>Frequently Understands</i> EXCELLENT			<i>Always Applies</i> SUPERIOR			BOX 5 <i>World Sets New Standards</i> 99 - 100
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
REPERTOIRE EFFECT	<ul style="list-style-type: none"> Undeveloped, some thought and clarity. Some creativity with unsophisticated concepts. Minimal or growing PV. Incomplete program limits scoring potential. Pacing is attempted. Some fundamentals depict the concept and create effect. Coordination is attempted. Crafting of EQ and MVT phrase is not apparent. Range and variety of aesthetic, emotional, and intellectual effects attempted, with sporadic musicality and mood. Minimal use of difficulty and risk. 			<ul style="list-style-type: none"> Clear, moderately developed, with adequate, although unsophisticated, creativity. Generally successful PV provides moderate enhancement. Program may still be a WIP. Mostly successful and moderately engages the audience. Proper fundamentals of EQ/MVT design, staging, and coordination yield moderate effect. Crafting of EQ and MVT phrases is apparent and moderately effective. Some unique and effective design. Moderate aesthetic, emotional, and intellectual effects with mostly successful guiding audience responses Moderate use of difficulty and risk. 			<ul style="list-style-type: none"> Strong and well developed. Concepts, while excellent, may not explore new realms of creativity. Strong attention to detail and PV enhances the program. Consistently successful and guides the audience through intended aesthetic, emotional, and intellectual responses. Reflects a mature understanding of repertoire design and crafting of phrase. Excellent range and variety, with consistent quality and interest. Excellent range and variety of aesthetic, emotional, and intellectual effects guiding the audience through the intended responses. Strong use of difficulty and risk. 			<ul style="list-style-type: none"> Superb and fully developed. Superior concepts explore new realms of creativity and imagination. Consistently successful and effective PV provides constant enhancement. Complete successful in producing optimum intended impact. An unparalleled profusion of creative and effective design, combining optimum quality, originality, variety, and detailed crafting of phrase. Maximized range and variety and completely successful in elevating and guiding the audience through maximized aesthetic, emotional, and intellectual responses. Superb use of difficulty and risk. 			THE WHAT
PERFORMANCE EFFECT	<ul style="list-style-type: none"> Occasional or inconsistent engagement. Program may limit the opportunity to demonstrate skills. A fair understanding of character, role, ID, and style, although may be sporadic in their definition and inclusion. Occasional or inconsistent dramatic contouring and planned effects. Inconsistent artistic qualities. Occasional excellence as an effect. Occasional authenticity and believability as a result of emotional maturity. . 			<ul style="list-style-type: none"> Average range is understood and moderately successful. Program may be a WIP but provides adequate opportunity. Aware, with moderate achievement most of the time. Dramatic contouring and planned effects developing, with some consistency from section to section and moment to moment. Some consistency in artistic qualities. Moderate demonstration of excellence as effect. Developing authenticity and believability as a result of emotional maturity. . 			<ul style="list-style-type: none"> A broad range is understood and consistently achieved. Strong awareness and consistency of character, role, ID, and style. Strong and consistent dramatic contouring and planned effects from section to section and moment to moment. Strong consistency in artistic qualities. Consistent and strong demonstration of excellence as effect. Strong authenticity and believability as a result of emotional maturity. . 			<ul style="list-style-type: none"> A broad range throughout with maximized manipulation of audience response. Superlative achievement of a broad range of character, role, ID, and style. Superlative achievement with maximized manipulation of audience response. Superlative dramatic contouring and planned effects overall. Superlative consistency in artistic qualities and demonstration of excellence as effect. Superb authenticity and believability as a result of emotional maturity. . 			THE HOW

Cadet Class Equipment



1 = BRONZE	2 = SILVER	3 = GOLD
Some uniformity in carriage of equipment.	Moderate achievement of basic vocabulary is evident.	Uniform technique is displayed on a consistent basis.
Basic vocabulary and technique are beginning to develop.	Beginning to apply technique more frequently.	Equipment vocabulary contains more variety and begins to develop basic equipment/body combinations.

Cadet Class Movement



1 = BRONZE	2 = SILVER	3 = GOLD
Developing an awareness of body and movement. Inconsistent application of technique and style.	Training is evident to support basic vocabulary. Beginning to show application of movement principles.	Uniform technique is displayed on a consistent basis. Movement vocabulary contains more variety and begins to develop basic equipment/body combinations.

Cadet Class General Effect



1 = BRONZE	2 = SILVER	3 = GOLD
<p>Program concept is not clear.</p> <p>Limited degree of audience appeal is achieved.</p>	<p>Program concept is clear.</p> <p>Design shows thought and performer is more consistently involved in creating appeal.</p> <p>Musicality, emotions, and moods are starting to develop.</p>	<p>Consistent levels of appeal and emotion are expressed by the performer.</p> <p>Program concept is developed and guides the audience through intended entertainment reactions.</p>



2024 TOURNAMENT INDOOR ASSOCIATION WORKSHEET



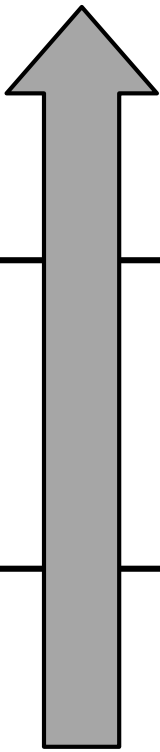
Novice/Jr./Middle	VOCAB/COMPOSITION/REPERTOIRE EXCELLENCE/PERFORMANCE	40 - 54	55 - 84	85 - 100		
Regional A/Natl.-A OPEN/WORLD	VOCAB/COMPOSITION/REPERTOIRE EXCELLENCE/PERFORMANCE	07 - 29	30 - 59	60 - 89	90 - 100	WORLD 99 - 100

SUB-CAPTION SPREADS			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

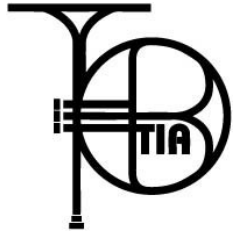
UNIT														
CLASS														
THE WHAT														
THE HOW														
TOTAL														
UNIT														
CLASS														
THE WHAT														
THE HOW														
TOTAL														

2024 TIA MIDDLE/JUNIOR/NOVICE Scoring Grid - 10 Points



		Box 1	Box 2	Box 3
		Discovering	Developing	Understanding
		40 to 54	55 to 84	85 to 100
HIGH		53, 54 51, 52,	82, 83, 84 79, 80, 81, 76, 77, 78, 74, 75,	98, 99, 100 95, 96, 97
		MID	48, 49, 50 45, 46, 47,	71, 72, 73 68, 69, 70 65, 66, 67, 64
LOW		42, 43, 44 40, 41	61, 62, 63 58, 59, 60, 55, 56, 57,	87, 88, 89 85, 86,

2024 TIA – REGIONAL A/A/OPEN/WORLD - Scoring Grid - 10 Points



	Box 1	Box 2	Box 3	Box 4
	<i>Rarely Discovers</i> FAIR	<i>Sometimes Knows</i> GOOD	<i>Frequently Understands</i> EXCELLENT	<i>Always Applies</i> SUPERIOR
	7 TO 29	30 TO 59	60 TO 89	90 TO 100
HIGH	26, 27, 28, 29 22, 23, 24, 25	56, 57, 58, 59 52, 53, 54, 55, 50, 51,	86, 87, 88, 89 82, 83, 84, 85, 80, 81,	98, 99, 100
MID	18, 19, 20, 21 14, 15, 16, 17	46, 47, 48, 49 42, 43, 44, 45, 40, 41,	76, 77, 78, 79 72, 73, 74, 75, 70, 71,	94, 95, 96, 97
LOW	11, 12, 13 8, 9, 10 7	36, 37, 38, 39 32, 33, 34, 35 30, 31	66, 67, 68, 69 63, 64, 65, 60, 61, 62,	90, 91, 92, 93

NOTE: World Class "Box 5" (99-100)—Sets new standards



UNIT SHOW COORDINATOR

DATE: _____

UNIT: _____

Check Appropriate Class: ___ World ___ Open ___ A/Sr/Univ ___ Reg A/Novice/Jr/Middle ___ Cadet

Number of Performers: _____ (Min 5/Max 30 – World 40)

SET UP TIME: _____

Class	Interval	MINIMUM Performance Time	MAXIMUM Performance Time	MINIMUM Equipment Time
World	10.0	4.0	7.5	3.5
Open	9.0	4.0	6.5	3.5
A/Sr/Univ	8.0	4.0	5.5	3.5
Novice/Reg A/Jr/Middle	8.0	3.0	4.5	2.0
Cadet	6.0	2.0	3.0	-

INTERVAL TIME: _____ seconds over/3 _____ x0.1=

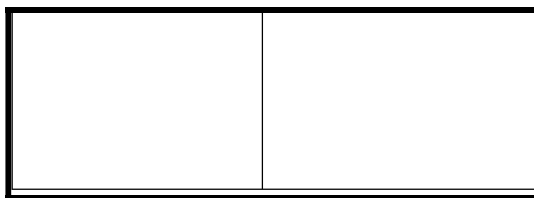
PERFORMANCE TIME: _____ seconds under/over/3 x0.1=

EQUIPMENT TIME: _____
(Intentional Grounding)

_____ seconds under/3 _____ x0.1=

OUT OF BOUNDS/BOUNDARY VIOLATIONS:

Performer or walking over the front sideline/throwing equipment over the front sideline. Note time in performance and point to occurrence.



Front

0.1/Occurrence # _____ x0.1=

Other: (see Rule Book for details)

NOTE TIME IN SHOW EACH OCCURRENCE

- Flag Code Coaching Illegal Equipment
- Conduct Late to the Line

Describe:

Signature: _____

TOTAL PENALTIES:



TIA Show:	DATE:
TABULATOR:	

TECH-TAB SIGN OUT/IN SHEET

Please have each judge sign out and sign in the unit indicated. Please check for all parts of the unit taken out and returned.

PARTS: Phone, Clip, Cord, and Charger.

The Show Coordinator will check the units back in after the show at the tab table.

PLEASE PRINT LEGIBLY

	NAME	UNIT #	SIGN OUT	SIGN IN	PASSWORD
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					