

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

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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 BOX 2 BOX 3 Discovering Developing Understandi					g		
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 CAPTI	ON 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 con	tained the greater	Whose performer de	monstrated the better
 Range and variety of e Dynamic range throug space, time, weight, a Depth, range and variabetween equipment a Range of material mosperformers training. 	gh the efforts of nd flow. ety of blend nd body.	 Understanding and ap principles. Understanding and ap of space, time, weight Achievement of blend challenges. Development of breat flexion, and rotation. Training to support vo 	plication of the efforts, and flow. ed body and equipment h, muscle, tension,

Equipment	Novice, Junior, Middle School Class Novice, Junior, and Middle School Class units are comprised of simple basic skills- basic spins/twirls- flourishes/flutters/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								20 Points				
	BOX 1 Discovering			, <u>L</u>)				BOX 2 Developing	3	1	BOX 3 Understandin	g	
	40 - 44 45 - 50 51 - 54 55 - 63 64 - 73 74 - 84 Rarely Some Most Rarely Some Most				74 - 84 Most	85 - 89 Rarely	90 - 94 Some	95 - 100 Most					
VOCABULARY	 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. 			combina staging. Sometine range of flow. Coccasion MV/EQ Modera	 me variety, occasional nbinations with movement or ging. metimes explores dynamic ge of space, time, weight or Good basic range with some variety, versatility and dimensionality. Growing range of gradations. Some combining with MV/EQ or 					THE WHAT			
EXCELLENCE	being disc understor No under range. Inconsiste causes va movemer Developm tension, fi rarely und Extremely limit train	ent body develoriations in the riations in the requipment of breath, lexion and rotaderstood or appy incomplete pring demonstration recovery fro	not namic opment look of the it. muscle, ition are olied. rogram may ition.	individu in techn timing. Gradatic attempt develop Underde cause va moveme Aware o breath, and rota applied. Modera concent	ns between als. Improving ical methods, so one of time and beginn a but are spora eveloped body entation in look ent or equipment of responsibilitimuscle, tension and are so te introductory tration and . Inconsistent	d weight are ing to dic. qualities of the ent. es of n, flexion ometimes	technical timing. Gradation achieved Body dev lending so movement Breath, n and rotat frequentl Successfue More evice	nsistent unifor methods, stylens of time and for short peri- elopment is in upport beneat nt and equipm nuscle, tension ion are under y applied. Il training. dent recovery ng and good ation and stan	e and Weight are ods. mproving, th the nent. n, flexion stood and	ТНЕ HOW			

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			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 CAPTIO	N 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 cont	ained the greater:	Whose performer demonstrated the better:						
 Range and variety of m Dynamic range through space, time, weight, an Depth, range and varied equipment and body. Range of material most performers training. 	n the efforts of ad flow. ty of blend between	 Understanding and apprinciples. Understanding and apprinciples. Understanding and apprinciples and apprinciples. Achievement of blender challenges. Development of breath flexion, and rotation. Training to support vocal 	olication of the efforts of d flow. ed body and equipment n, muscle, tension,					

Movement	Novice, Junior, Middle School Class 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)								20 Points		
	BOX 1 Discovering				BOX 2 Developing			BOX 3 Understanding			
N	40 - 44 Rarely	45 - 50 Some	51 - 54 Most	55 - 63 Rarely	64 - 73 Some	74 - 84 Most	85 - 89 Rarely	N			
VOCABULARY	 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. 			 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. 			 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. 			тне wнат	
EXCELLENCE	being dis understo No under range. Inconsist causes vathe move Rarely ur Extremel may limit Weak or	ent body deverations in the ement or equipment or equipment or equipment or equipment or enderstood or applications, demino recovery from the enderstood or applications, demino recovery from breaks and fla	e not rnamic lopment look of oment. oplied. orogram onstration.	individue in technic timing. Gradati attemp develope Under cause with movem Aware breath, and rot applied Modera concen	ons between uals. Improving nical methods, ions of time and ted and beginn o, but are sporaleveloped body ariation in look muscle, tension and are sell. at eintroductor tration and a. Inconsistent	d weight are ing to edic. y qualities of the ent. ies of onetimes y training,	technical timing. Gradation are achievent bending sumovemer Breath, many flexion are frequentless. More evicent bevelopir	asistent unifor methods, styl as of time and ved for short pelopment is in upport beneat and equipment and equipment uscle, tension e understood y applied. Il training. dent recovery and good ation and stan	weight periods. mproving, th the nent. n, and and	тне ном	

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		\vee	BOX 2 Developing				g	
ĺ		40 - 54			55 - 84			85 - 100		
ĺ	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 CAPTIO	ON SPREAD GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths
REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire containe	d the greater:	Whose perform	ers better:
 Program concept & prod Dramatic contour & pacievents. Effective design of equipand staging. Range and variety of effectional, intellectual. Musicality and mood. 	ng of planned ment, movement,	 Demonstrated excellence Embodied/sustained char Delivered/sustained the oplanned effects. Engaged the audience throwariety of effects. Established/sustained desqualities, and visual music 	racter, role, ID, style. Iramatic contour and rough a range and sign mood, artistic

General Effect	Novice, Junior, Middle School Class 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.									20 Points
		BOX 1 Discovering			BOX 2 Developing	3		BOX 3 Understandin	g	
M	40 - 44 Rarely	45 - 50 Some	51 - 54 Most	55 - 63 Rarely	64 - 73 Some	74 - 84 Most	85 - 89 Rarely	90 - 94 Some	95 - 100 Most	P
REPERTOIRE EFFECT	 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. Program concept is clear, identifiable and engaging. Concepts show more consistently sustained understanding of design and are engaging. Dramatic contouring attempted and is moderately engaging. Dramatic contouring is more consistently sustained and 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 concept is clear, identifiable and engaging. Concepts show more consistently sustained dunderstanding of design and are 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 variety of effects are somewhat developed and engaging. Proper fundamentals of EQ/MVT design, staging, with more consistently and mood. Proper fundamentals of EQ/MVT design, staging, with more consistently and more consistently and engaging. Proper fundamentals of EQ/MVT design, staging, with more consistently and engaging. Proper fundamentals of EQ/MVT design, staging, with more consistently and engaging. Proper fundamentals of EQ/MVT design, staging, w					THE WHAT				
PERFORMANCE EFFECT	for perio Discover sporadica with min engagem Introduct characte success f Dramatic and dem periods c	tory understan r, role, ID, and for periods of t c contouring is constrated occa	enstrated s of time cation and ading of style with ime. introduced asionally for	Ionger p Adequar longer p community Growing character success Dramatic consister time. Artistic of	te level of achi periods of time te skills demon periods of time nication and er g understandin er, role, ID, and for longer peri ic contouring is ent for longer p qualities are de periods of time	strated for with some ngagement. g of style with ods of time. somewhat eriods of	most of t Good und demonsti time with communi Good und role, ID, a most of t Dramatic consisten Artistic q	derstanding of rated for most n more consist ication and en derstanding of and style with	f skills t of the ent gagement. f character, success for more the time.	THE HOW

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		U	BOX 3 nderstandin	g
	40 - 54			55 - 84			85 - 100	
40 - 44	- 44 45 - 50 51 - 54 5			64 - 73	74 - 84	85 - 89	90 - 94	95 - 100
Rarely	Some	Most	Rarely	Some	Most	Rarely Some		Most



	SUB CAPTIO	N SPREAD GUIDELINES						
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences					
0 to 1 tenth	2 to 3 tenths	2 to 3 tenths 4 to 6 tenths						
COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100					
Who had the greater understandi	ng/achievement as it relates to:	Who had the greater understan	ding/achievement as it relates to:					
 Basic use of design elembody, and/or equipment Basic motion to connect Basic elements of design used through time. Evidence of logic and contain adds to the dynamic rands to the dynamic rands time, weight, and flow. Evidence of designed trackinges. Characteristics, detail, and flow. 	t. t events. n and orchestration errectness of design ent of the audio that nge of efforts, space, ansitions and equipment	 Basic achievement of spanorientation. Basic knowledge of a dynal efforts of space, time, we are achievement of changes. Basic achievement of changes. Adherence to style in equal motion. Training, concentration, see a series. 	namic range through the eight. and flow aracteristics, detail, and uipment, movement and					

Design Analysis	Novice, Junior, Middle School Class 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.									20 Points
		BOX 1 Discovering			BOX 2 Developing			BOX 3 Understandin		
1	40 - 44 Rarely	45 - 50 Some	51 - 54 Most	55 - 63 Rarely	64 - 73 Some	74 - 84 Most	85 - 89 Rarely	90 - 94 Some	95 - 100 Most	1 -
COMPOSITION	 Basic awareness of design fundamentals in equipment, movement, or staging. Incomplete composition may limit scoring potential. Motion to connect events is rarely evident. Basic and singular focus within events A need for unification of ideas is obvious. Transitions and equipment changes are dysfunctional and abrupt. Characteristics and details rarely evident. Good knowledge of design fundamentals with EQ, MVT, and staging. Good 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. Good audio structure with occasional dynamic changes. Good transitions and appropriate for the level. 						with son Often ur connects Sound ki Often in of equip Sound us within th Understa	nowledge of fucorporates dir ment of body. se of dynamic ne composition anding of how within the coeristics and de	on of ideas. w unity undamentals. mensionality changes n. transitions mposition.	THE WHAT
EXCELLENCE	responsik Sporadic Still learn through s Attempte learning. Weak or s Frequent Recovery attempte Concentr struggle. Charactel	uniformity. ning the princip space. ed dynamic rar sporadic style breaks and fla is not understed. ration and stan	ole of moving nges but still aws tood or nina are a	principle moving for Moderary May still opporture Dynamic Style recordevelop Growing develop Moderary Develop concent Characte	g physical and n ment for class. te attempts at ing stamina an	niformity. provides an strate skills. to develop. not well nental recovery.	understa form. Good ach through s Good ach dynamic Growing Consister and men class. Growing Good dis and stam Good und achieven	nievement of a range. style. nt and ongoing tal developme recovery. play of concer	e, time, and ving a basic g physical ent for this	тне ном

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			BOX 2	933	BOX 3				BOX 4			
R	Rarely Discove	rs	Sometimes Knows			Fred	uently Underst	ands	Always Applies				
	FAIR		GOOD			EXCELLENT			SUPERIOR				
	40 to 60		61 to 75		100	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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4		
		Some 2			Some 3			Some 4					

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE SCOF						
Whose vocabulary contained the great	er:	Whose performer demonstrated the better:						
 Range and variety of equipment skills. Dynamic range through the efforts of space, time flow. Depth, range, and variety of blend between equipment skills. Range of material most compatible with performent. 	oment and body.	 Understanding and application of equipmed Understanding and application of the effort weight, and flow. Achievement of blended body and equipmed Development of breath, muscle, tension, flow Training to support vocabulary. 	ts of space, time, ent challenges.					

Equipment

Regional A Class

20 Points

7	Ra	Rarely Discovers FAIR			netimes Kr GOOD	iows	1	ently Unde EXCELLENT		Al	ways Appl SUPERIOR		7
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
<u>)</u>	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	ľ
VOCABULARY	 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. Equipment principles being discovered. Some variety. Occasional combinations with movement, motion, or staging. Some variety. Uccasional combinations with movement, motion, or staging. Limited range of introductory material compatible with training. WIP but provides an adequate opportunity to develop performer range. Variations between individuals. Developing style. 					or staging. dynamic weight, or oductory with adequate	 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. 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. 			satility. d with namic ons. compatible	THE WHAT		
EXCELLENCE	discove Style is No und range. Inconsi causes Breath and rot Weak (Meak (od. dynamic velopment quipment. on, flexion, erstood.	 Develop Underd cause v Introdu applied Modera concen stamina Inconsis 	oing style. leveloped bod ariation in eq ctory knowled in simple efforte training, tration, and a. stent recovery	ly qualities uipment. dge is orts.	and oft More c method Gradat for sho Improv suppor Develo tension unders introdu More e Moders stamina Good ti	ictory skills un een achieved. onsistent unifich, style, and ti ions of time ar rt periods. ed body devel ting equipmer pment of brea a, flexion, and tood and appli ictory efforts. vident recove ate concentrates. raining and ph development	ormity in ming. and weight opment, at. ath, muscle, rotation ded in simple ry. ation and	and be dynam Good of uniform Develo Muscle rotatio unders Recove Consist individ Concer develop Adhere Greate in time Approp	uals apply intro ginning princip ic efforts. legree of achie nity in method pment is good , tension, flexi n, and breath tood and appli try is growing. ent uniformite ual responsibil atration and stabing. ence to style is r success with and weight. priate degree of ental developn	evement of land timing. on, are ied. y in ities. amina are improving. gradations	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				BOX 2	- 46	22-113-	вох з	la.		BOX 4		
Rarely Discovers			S	ometimes Know	'S	Fred	uently Underst	ands	Always Applies			
FAIR				GOOD			EXCELLENT	7005	SUPERIOR			
	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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	
		Some 2		Some 3				Some 4				

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100				
Whose vocabulary contained t	the greater:	Whose performer demonstrated the better:					
 Range and variety of movement skills. Dynamic range through the efforts of sp flow. Depth, range, and variety of blend betw and body. Range of material most compatible with 	reen equipment	 Understanding and application of move Understanding and application of the eweight, and flow. Achievement of blended body and equipole Development of breath, muscle, tensio Training to support vocabulary. 	fforts of space, time, ipment challenges.				

Movement

Regional A Class

	_	
20	PΛ	ints

7	Rai	r ely Discov FAIR	ers	Som	n etimes Kn GOOD	ows		e ntly Unde l EXCELLENT			ways Appl SUPERIOR		7
	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	efforts. Short phra Program is Dynamic ra An extrem	ses. sextremely incoming its seldon ely limited range with the train	complete. n included. nge is	Sometime time and v Occasiona equipmen Limited rai	e a WIP but propportunity.	dations of with taging. uctory	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.			 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	training an introductor Style not use Inconsiste causes var movement Developing Weak or no breaks and Weak cond Extremely	nt body develo iations in look :. g training. o recovery fro d flaws.	opment of the m frequent	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			 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. 			compatible with training. 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			тне ном

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			BOX 2	07		BOX 3			BOX 4	
Rarely Discovers			S	ometimes Know	/S	Fred	quently Underst	ands	Always Applies		
FAIR				GOOD	100		EXCELLENT	Day.		SUPERIOR	
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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4
		Some 2			Some 3			Some 4			

SUB CAPTION SPREAD GUIDELINES

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

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100				
Whose composition contained	the greater:	Whose performer demonstrated the better:					
Use of design elements in form, body. and e	equipment.	Achievement of spacing, line, timing, and	orientation.				
 Motion to connect events. 	100	Knowledge of a dynamic range through th	ne efforts of space, time,				
Design and orchestration, both through tim	e and in layered events	weight. and flow.					
 Logic and correctness of design. 		Adherence to style in equipment, movement, and motion.					
Reflection or enhancement of the audio incl	luding dynamic range of	 Training, concentration, stamina. and recovery. 					
efforts: space, time, weight. and flow.		Achievement of characteristics, detail. and nuance.					
 Transitions and equipment changes. 							
Characteristics, detail, and nuance.							

Design Analysis

Regional A Class

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7	Ra	r ely Discov FAIR	vers	Som	n etimes Kn GOOD	ows	I -	e ntly Unde l EXCELLENT		Al	ways Appl SUPERIOR		7
 	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	fundament movement singly. Incomplete scoring pot Motion to devident. Infrequent, A need for obvious. Occasional fundament Occasional basic melod Transitions dysfunction	presented sing unification of id awareness of thals. relationship, mo	att, senting ay limit is rarely ly. eas is the cost often to changes	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.			Some 4 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.			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	responsibil Sporadic ur Still learnin through sp. Incomplete demonstra Attempted learning. Weak or sp Frequent bi Recovery is attempted. Concentrat struggle.	iformity. g the principle of acce. program limits tion. dynamic range, oradic style. reaks and flaws. not understood ion and stamina	of moving but still dor	involving sp through spa • Moderate c • May still be opportunity • Dynamic ra • Style recogn developed. • Growing ph developme • Occasional • Developing	larity and unifo a WIP but prov to demonstrat nge is starting t nizable but not ysical and ment nt for class. attempts at rec stamina and co tics, details, and	moving rmity. rides te skills. to develop. well tal overy.	of space, tii More consist through space Some achie range. Growing style Consistent mental dev Growing ree Moderate of stamina. Good under	vement of a bas /le. and ongoing phy elopment for th	ent moving ic dynamic vsical and is class. attration and	space, time Good unifo Growing ra understood Understood Good physi for this clas Growing re Successful Clear, cons	d and recognizal cal and mental c	o staging. efforts ole style development aks and flaws. nd stamina.	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			BOX 2	07		BOX 3			BOX 4	
Rarely Discovers			S	ometimes Know	/S	Fred	quently Underst	ands	Always Applies		
FAIR				GOOD	100		EXCELLENT	Day.		SUPERIOR	
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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4
		Some 2			Some 3			Some 4			

SUB CAPTION SPREAD GUIDELINES

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

REPERTOIRE EFFECT SCORE 10	PERFORMANCE EFFECT SCORE 10
Whose repertoire contained the greater:	Whose performers better:
 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. 	 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	Dointe	
ZU	Points	

						08.0							
7	Ra	rely Discov FAIR	vers	Som	etimes Kn GOOD	ows	1	e ntly Unde EXCELLENT		Al	ways App l SUPERIOR		T
 	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	Some 2 Some 3					Most 3	All 3 Some 4	Some 4			
REPERTOIRE EFFECT	although u Concepts understan somewhat Minimal/g Incomplet potential. Dramatic sometime engaging. Some fund occasiona Coordinat Aesthetica intellectua sometime engaging.	oncept may be undeveloped. may show son ding of design tengaging. growing produce program limited and the program limited and the produce efficion is attempted all, emotional, all variety of efficial sattempted, and unusicality and	ne and are ction value. its scoring t times en weak, fect. ed. and fects it times,	moderately correct, an Generally, value provenhancem Program m Dramatic comoderately Proper fundesign, stacoordination effects at the Aesthetica intellectual moderately somewhat	l, emotional, a l variety of eff y developed a	adequately engaging. oduction e el. VIP. empted and e audience. EQ/MVT ne designed and fects and	concept, v understan yielding go for this cla Usually eff provides g Good intro dramatic o effects. Good intro staging, ar interest to Aesthetica intellectua more cons More cons	identifiable provith a sound ding of program od audience class. Fective productory undecontouring an oductory EQ/nd coordination the program al, emotional, al variety of effisistently sustal and mood.	amming, engagement ction value ment. erstanding of d planned MVT design, on give more and fects is ined.	 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	responsibi Discoverir sporadic ii Incomplet opportuni Only an od understan and style. Occasional involvemes contouring	ng the skills but n application. te program limity to demonst ccasional intro ding of charact all or inconsisted ent and drama 3. occasional int	its the rate skills. ductory ter, role, ID,	periods of Engagement introducto periods. Program materior provides and character, introducto periods. Developing contouring Developing	achievement time. Int developing ry success for any be a WIP to dequate opport of the success for success for g, introductors of longer period of the success for longer period of longer period	y, with clonger cout cortunity. of cityle with clonger	of the time Introductor with some engageme Character, displayed Dramatic of consistent and mome Introductor more cons	ory skills are u communicat	nderstood, ion and style confidence. more to section t. alities are ection to	Introductor are comm performer engageme Character, understoon effectively Introductor dramatic or consistent and mome Introductor qualities a	role, ID, and dand and commu	ng skills ne style inicated ng nore to section t. ng artistic stent from	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			BOX 2	10		вох з	Day.	BOX 4			
F	Rarely Discovers Sometimes Knows				Frequently Understands Always Applies							
	FAIR				EXCELLENT	700	SUPERIOR					
	7 to 29 30 to 59			107		60 to 89	100	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			Most 3	All 3	Some 4	Most 4	All 4	
		Some 2			Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained t	he greater:	Whose performers demonstrat	ted the better:
 Range and variety of equipment skills. Dynamic range through the efforts of spiflow. Depth, range, and variety of blend between body. Range of material most compatible with 	een equipment and	 Understanding and application of equip Understanding and application of dynar of space, time, weight, and flow. Achievement of blended body and equi Development of breath, muscle, tension Training to support vocabulary. 	mic range, through efforts pment challenges.

Equipment A Class 20 Points

Lquipinc	•••												o i oiiits
7	Rai	r ely Disco v FAIR	vers	Son	netimes Kr GOOD	nows	_	e ntly Unde EXCELLENT			ways Appl SUPERIOR		7
i t l ind)	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	 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. 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. 					well under More varies Dynamic radimensionabroaden th Growing an Some challe A modera	variety are br stood for this cl d choreographic inge growing wi ality and challen e range. id more varied. enges broaden t te range of compatible with	lass. c qualities. ith more ges that the range. intermediate	Fulfills all of Broad, varied intermediar Some advarence in Some advarence in Some advarence in Some advarence in Compatible	тне мнат			
EXCELLENCE	some traini Style not ur Some unifo Not unders written Inconsisten variations i Developme tension, fl not unders Developing Weak recovand flaws. Weak conce	 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 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. 					consistent u and timing. Gradations flow are us Body developments tension, fle understood Good traini Evident rece and flaws. Consistent Good physi Some good	of space, time, ually achieved. opment is impronent of breath, m xion, and rotatid and frequently	weight, and oved in int. uscle, on applied. assional breaks and stamina. development.	excellent un and timing Greater ach gradations flow. Body development tension, flex applied the Successful for Quick recovand flaws. Well-achieve stamina. Good physi Good success	nievement of dy of space, time, opment lends g uipment. ent of breath, m xion, and rotati roughout.	thod, style, /namic weight, and ood support uscle, on uent breaks on and development.	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			BOX 2	07		вох з		BOX 4			
R	Rarely Discovers Sometimes Knows				Frequently Understands Always Applies							
	FAIR			GOOD	1 1		EXCELLENT		SUPERIOR			
	7 to 29 30 to 59				100		60 to 89	Day.	90 to 100			
7 - 13	14 – 21	22-29	30-39	40-49	50-59	60-69	60-69 70-79 80-89			94-97	98-100	
Some 1	Most 1	All 1	Some 2 Most 2 All 2			Some 3	Most 3	All 3	Some 4	Most 4	All 4	
		Some 2			Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contained t	the greater:	Whose performers demonstrate	ted the better:
 Range and variety of movement skills. Dynamic range through the efforts of sp flow. Depth, range, and variety of blend betw body. Range of material most compatible with 	een equipment and	 Understanding and application of move Understanding and application of dynar of space, time, weight, and flow. Achievement of blended body and equi Development of breath, muscle, tension Training to support vocabulary. 	mic range, through efforts pment challenges.

Movement A Class 20 Points

Ra	rely Disco v FAIR	vers	Son	netimes Kn GOOD	ows	1	ntly Unde EXCELLENT			ways App 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		
efforts. • Short phra • Program is • Dynamic ra • Single effo • An extrem	extremely incor ange seldom incl rts only. ely limited rango ate material is co	mplete. luded. e of	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.			class. More varied Growing with challenges Growing an Some challe A moderate	vell understood d choreographic th more dimens that broaden th d more varied. enges broaden t e range of interr compatible with	e qualities. ionality and e range. the range. mediate	 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 				
some train Style not u Some unifi Not under: written Inconsister variations Developm tension, f not under Weak reco	nderstood. primity in metholistood and in some the body developing in look of equiping the form of breath, mand rostood or applied attaining. It wery from frequent the form frequent of the form of the form frequent of the form frequent of the form of the form frequent of the form of the f	d and timing. ne cases not ment causes ment. nuscle, ntation d. nent breaks	vary from i relative to o Developing method an • Some achie gradations. • Move throu layered efficease. • Undevelop variation in • Developme tension, fle sometimes • Moderate t stamina. • Growing re • Average ph developme	evement of time ugh space and a orts with more or ed body qualitie. I look of equipm ent of breath, m xion, and rotatic applied. craining, concent covery. sysical and menta	e consistent and weight chieve onsistent s cause eent. uscle, on known and tration, and	consistent u and timing. Consistent alignment. Gradations flow are usi Body develor support bei Developme tension, fle understood Good traini Evident rece and flaws. Consistent Good physi Some good	d and often achi uniformity in me centering and be of space, time, ually achieved. opment is impro- neath equipmen nt of breath, m xion, and rotati and frequently ng. overy from occa concentration a concentration a success at some te challenges.	ethod, style, ody weight, and oved in nt. uscle, on applied. usional breaks nd stamina. development.	excellent un and timing Consistent and ease/qu Greater ach gradations flow. Body developmentension, flex applied thr Successful for Quick recovand flaws. Well-achieves stamina. Good physi Good succes	centering, body uality moving the nievement of dy of space, time, opment lends gouipment. The of breath, makion, and rotation of the notation of the nievember	y alignment, nrough space. ynamic weight, and cood support nuscle, on quent breaks on and development.		

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			BOX 2			вох з		BOX 4			
F	Rarely Discove <i>FAIR</i>	rs	S	ometimes Know GOOD	rs .	Fred	uently Underst EXCELLENT	ands				
	7 to 29	o 29 30 to 59			100		60 to 89	Dis.	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	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100					
Whose composition contained	the greater:	Whose performers demonstrated the better:						
 Use of design elements in form, body, Motion to connect events. Design and orchestration, both through events. Reflection of enhancement of the audit range of efforts: space, time, weight, a Imaginative and inventive use of design Variety of design choices. Transitions and equipment changes. Characteristics, detail, and nuance. 	and equipment. In time and in layered o including dynamic nd flow.	 Achievement of spacing, line, timing, and Achievement of a dynamic range through time, weight, and flow. Adherence to style in equipment, moven Training, concentration, stamina, and red Achievement of characteristics, details, and 	d orientation. In the efforts of space, ment, and motion covery.					

Design Analysis A Class 20 Points

ii Ailaiysi											_
R	arely Disco FAIR	vers	Som	netimes Kr GOOD	nows		ntly Unde XCELLEN			ways App i SUPERIOR	
ਜ) 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	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
present Motion rarely (Infrequi Incomp scoring Most of Rarely (Dysfund Charact rarely e	nt, presenting si ete composition potential. en reflects basic vident design ch tional, abrupt tra eristics, details, a rident.	rigly. may limit melody. oices. ansitions. and nuances	Motion to sometime: Some orch presented Questiona elements. Reflect the occasional Basic varie class. Beginning transitions Characteri sometime:	tals/blending of connect events is evident. estration, but is singly. ble or incomplete basic audio strict dynamic changity of design characteristics, details, are sevident	deas often ete unity of ructure with ges. bices for this of logical	design and form, while depth. Growing up options. Motion to incorporate developments. Unity connormal fevel. Unity connormal fevel. Good varied developments of Good varied Logical and Characteristic elevate the pictures.	erstanding of cent, and design ects the design ts basic audio assionality and anges. ty of design ch well-designed stics, details, a composition b	vT, and llenges add f triad consistently ontinuity, for this . structure apparent pices. transitions. and nuances eyond mere	design tech form. Successful options. Motion to incorporat Full unders vertical orc Consistent connection Greater dir dynamic ch Broad varie Transitions showing de Characteris define the	mensionality ar nanges. ety of design ch s embedded in epth for class. stics, details, a details of the c	MVT, and criad successfully izontal and essful design and frequent noices. design, and nuances composition.
achieve Sporadi Still lear space. Incomp demons Attemp learning Weak o Frequer recover Concensporadi Weak o	uniformity. Ining how to move te program limeration. ed dynamic rang sporadic style. t breaks and flav ration and stam	e through its ge but still vs without ina are	time, and Greater cla WIP but pridemonstra Moderate weight. Recognizal developed Growing pridevelopma Attempted flaws. Developing concentrate	achievement o ble style, but no hysical and mei ent for this clas d recovery from g stamina and	h space. uniformity. unity to f time and ot well ntal ss. breaks and	with expar to the rang Consistent through sp Achieve an Evident an Good phys developme Good recor and flaws. Good displ stamina.	achievement race. enhanced dynd growing style ical and menta ent for this class ver from infreq ay of concentra	noving amic range I s. uent breaks	space achi Good unifo and orienta Growing ra and flow u Consistent style. Well devel mental dev Quick reco flaws. Successful Clear, cons characteris	, time, and mo eved well and ormity relative ation. Inge or space, to the space of	with clarity. to staging ime, weight, applied. f beginning al and breaks and and stamina. ed nuance

General Effect A Class 20 Points

A Class units demonstrate INTERMEDIATE 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			BOX 2	-		BOX 3					
R	arely Discove	rs	S	ometimes Know	rs .	Frequently Understands				Always Applies		
	FAIR						EXCELLENT	SUPERIOR				
	7 to 29			30 to 59	All		60 to 89	700		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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	
		Some 2			Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100
Whose repertoire contained the	e greater:	Whose performers bette	er:
 Program concept & production values. Dramatic contour & pacing of planned eve Effective design of equipment, movement Range and variety of effect: aesthetic, emintellectual. Musicality/mood. 	, and staging.	 Embodied/sustained character, role, identified to Delivered/sustained the dramatic contour Demonstrated excellence as an effect. Engaged the audience through a range and Established/sustained designed mood, artimusicality. 	and planned events.

General Effect A Class 20 Points

		LIICCE												O I OIIICS
	3	Rar	r ely Disco FAIR	vers	Som	getimes Kr GOOD	nows	1 -	ntly Unde EXCELLEN		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	
ERT	EFFECI	and clarity Some creater concepts. Minimal or Incomplete potential. Pacing is at engaging. Some fund occasional create efference coordination Range some times engageners.	tivity with unsor growing PV. e program limi ttempted. At till amentals, ofte ly depict the coect. on is attempte attempte attempte attempte inetimes attempte in the coect.	ome thought ophisticated ts scoring times en weak, oncept and d. oted. At	concept, w Generally senderate Program n Planned of moderatel Proper fur design, stayield some Moderatel adequate	effects attem, y engage the and amentals of aging, and coore design effects by developed ra	pped reativity. rovides pted and udience. EQ/MVT dination s. enge with	good imag greater de Impressive frequent e Sound und audience s Good EQ/I coordinati successful Clear and variety with creativity a depth.	dentifiable con ination, creation pth. e and effective nhancement. erstanding eng uccessfully. MVT design, sta on frequently y designed effect dentifiable ran h good imagin and greater var istently sustair and mood.	PV provides gaging the aging, and yield cts. age and ation, iety and	blend of consistent Successful consistent Some effer intermedia Well plant audience t coordinati designed of concept w Imaginativ variety of Fully susta	and effective in the control of the	PV provides d s. es the and d successful bict the I range. utilizing a y and mood,	THE WHAT
PERFORMANCE	EFFECI	excellence. Occasional engagement incomplete opportunit Occasional role, ID, and Discovering	l or inconsister nt. e program limi ty to demonstr lly embodies cl	its the ate skills. naracter, contour,	for longer Understock moderatel Program n but provid Awareness style, with longer per Developing and artisticconsistence	th moderate ac periods of time of engagement y successful. nay be a work in es adequate op s of character, moderate achi iods of time. g contour, plan c qualities with ry from section ent to moment	e. and progress portunity. role, ID, and evement for med effects, a some to section	Understock improved engageme Confident role, ID, at More considered, ar	and consistent	t, with n and c character, , planned ities from	Strong eng added der manipulat Character, understoo greater de Strong cor artistic qui added deg	evement throug gagement thro oth and ability de audience res , role, ID, and s dd and commun epth. ntour, planned alities through oth and ability e audience res	ughout, with to sponse. style nicated with effects, and out, with to	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			BOX 2			вох з			BOX 4	
F	Rarely Discovers <i>FAIR</i>		Sometimes Knows GOOD			Frequently Understands EXCELLENT					
	7 to 29			30 to 59			60 to 89	Day .	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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4
		Some 2			Some 3			Some 4			

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100						
Whose vocabulary contained	the greater:	Whose performers better:							
 Range, variety, and depth of equipmen Dynamic range though the efforts of specific flow. Depth, range, and variety of blend between and body. Range of material most compatible with 	veen equipment	 Understanding and application of equipment of understanding and application of dynamous of space, time, weight, and flow. Achievement of blended body and equipment of breath, muscle, tension. Training to support vocabulary. 	mic range, through efforts pment challenges.						

Equipment Open Class 20 Points

Equipme	5116					Opcii	Ciass					2	O Points
	Rai	r ely Disco FAIR	vers	Som	ge times Ki GOOD	nows	_	ntly Unde EXCELLEN		Alı			
_	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-93	94-97	98-100	1
	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	Longer phra Extremely in scoring pote Gradations range. Occasional MVT, motic A limited ra	ncomplete progra	am may limit th offer some combined with ate material is	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.			Phrases are move throu increase arm Methods an physical anc A broad and space, time, Significant d MVT or stag A broad ran,	aried, range with longer, more dim gh multiple plane bidexterity and values required mental develop varied range of game, and flow lepth and range biging. ge of advanced in ompatible with the same and range with the same and range biging.	ensional and es, with versatility. uire good ment. gradations of v. olended on	Range enric variety and ambidexter both direct. Methods ar physical and level. Good dynar and full cho Consistent of EQ dynamic Depth and relayered responserial is common to the common terms.	THE WHAT		
EXCELLENCE	Style not consider the style not consider th	ormity in meth nge not understo t body developm n look of EQ. e of breath, mu exion, and rota this level. g training. very from frequ oncentration. e program limi	od and od. ent causes uscle, tion not fully ent breaks	Moderate m Beginning are space in both done on or a control of gradation flow. Bodies are mand control of Knowledge flexion, and and applied of Evolving receptors. Developing with good and layered respect	of breath, muscl rotation is more overy from brea concentration a chievement duri	ying through ills and skills , , achievement e, weight, and ed to handle e, tension, understood ks and flaws. nd stamina ng multiple or	understood application. Good unifor timing. An advanced is understood application. Good conned dynamics. Bodies are vecontrol the Sound achies responsibilities Breath, must rotation use Good recover flaws. Consistent of	vement of multip	style, and ynamic range trong Q and MVT andle and ole or layered on, and Q skills. ent breaks and d stamina. velopment for	applied and strong unifor timing. • An advance is applied, c • Consistent c dynamics. • Body trainin • Strong and comultiple or • Breath, must rotation app to achieve a Quick recover flaws. • Consistently stamina. • Full physical this level.	ntermediate princonsistently ach printity in method dintermediate clear, and consistent connection betwork of the consistent achieved responsistent achieved responsibilitie ery from infrequity achieved concelland mental deves at some advangements achieved concelland mental deves at some advangements achieved concelland mental deves achieved ac	ieved, with l, style, and synamic range ently achieved. een EQ/MVT EQ skills. vement of libilities. kion, and and work well s. eent breaks and entration and elopment for	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.

R	BOX 1 arely Discover <i>FAIR</i>	rs		BOX 2 Sometimes Know GOOD	S	Frec	BOX 3 Juently Underst EXCELLENT	ands		BOX 4 Always Applies SUPERIOR 90 to 100 90-93 94-97 98		
	7 to 29			30 to 59			60 to 89	8	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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	
		Some 2			Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100				
Whose vocabulary contained the	ne greater:	Whose performers better:					
 Range, variety, and depth of movement so Dynamic range though the efforts of spa flow. Depth, range, and variety of blend betwe and body. Range of material most compatible with 	ce, time, weight, and en equipment	 Understanding and application of move of space, time, weight, and flow. Achievement of blended body and equence of present of breath, muscle, tension of the support vocabulary. 	amic range, through efforts uipment challenges.				

Movement Open Class 20 Points

				<u> </u>										
\mathcal{T}	Rai	r ely Disco v FAIR	vers	Son	n etimes Kr GOOD	iows	_	e ntly Unde EXCELLENT		I .	ways Appl SUPERIOR		7	
HIA)	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	Longer phra Extremely i limit scorin Apparent gra some range. Occasionally staging. A limited ra	ncomplete prog	gram may nd weight offer 2, motion, or diate	and indirect ambidexter Methods and average pholy developme May still be opportunity Good, involving weight, and methods and Good, involving staging. A moderate	WIP but provid Inggradations of solutions of solutions are an integral	nsionality, ility. equire tal des adequate space, time, Il part of all with EQ or mediate	Phrases are and move to increase and Methods are physical and space, time, Significantly A broad rare	varied, with good a longer, more of hrough multiple inbidexterity and techniques red mental development and flow. Blended on EQ or nge of advanced te material is coaining.	limensional planes, with diversatility. equire good oppment. adations of staging.	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	Phrases are and move to increase and physical and space, time, Significantly, A broad and space, time, Significantly, A broad rare intermediate with the transfer and move to increase and Methods and Methods and Methods and Methods and Methods and move to increase and methods	varied, with good le longer, more of hrough multiple inbidexterity and techniques red mental develorated range of groweight, and floor te material is considered, with good le longer, more of hrough multiple inbidexterity and techniques red mental develorated mental develorated.	dimensional eplanes, with diversatility. equire good opment. adations of staging. If mpatible ad depth. dimensional eplanes, with diversatility. equire good	variety and ambidexter in both dire work. • Methods are physical and this level. • Good dynammer full choreogree Consistent of the compatible compatible compatible compatible challenges versatility, and varied and indirected in Methods are work.	ith challenges of versatility, with ity and varied of ct and indirect and techniques red mental developments applied and layere and the training varies with the training varies with frequent a combination in the multi-planar and techniques red mental development and development and techniques red mental development and techniques red	h frequent combination multi-planar equire strong opment at geonsistent and y. In MVT and EQ at aterial is ng. ety and mbidexterity both direct work. equire strong	understood stronger ap Good unifo timing. Good unde space in bo done in sup An advanced understood of Good connect dynamics. Bodies are we the EQ. Sound achiev responsibilitie Well-develor Good recover and flaws. Consistent Good physi for this level	rmity in method rstanding of meth isolated EQ soport of the EQ. Intermediate dyn with clear to stron ction between EQ ell trained to hand wement of multiple es. oped training. wery from infreq concentration a cal and mental of	g with ds, style, and oving through skills and skills amic range is g application. and MVT dle and control e or layered uent breaks nd stamina. development	applied and strong unifitiming. Strong ach space in iscom suppor An advanced applied, clea Consistent or dynamics. Body training Strong and comultiple or later and stamin and stamin Full physication for this level	al and mental de el. ess at some adva	chieved, with od, style, and ong through skills done namic range is y achieved. En EQ/MVT Q skills. Ment of lities. Sentration evelopment	THE HOW	

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			BOX 2	100		вох з		BOX 4			
R	arely Discove	rs	9	Sometimes Know	S	Fred	quently Underst	ands	Always Applies			
	FAIR			GOOD			EXCELLENT		SUPERIOR			
	7 to 29	30 to 59			100		60 to 89	Silva .	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	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	
		Some 2			Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100				
Whose composition contained	d the greater:	Whose performers demonstrated the better:					
 Use of design elements in form, body, Motion to connect events. Design and orchestration, both throug events. Reflection of enhancement of the audi range of efforts: space, time, weight, a Imaginative and inventive use of desig Variety of design choices. Transitions and equipment changes. Characteristics, detail, and nuance. 	h time and in layered o including dynamic and flow	 Achievement of spacing, line, timing, and Achievement of a dynamic range through time, weight, and flow. Adherence to style in equipment, mover Training, concentration, stamina, and research Achievement of characteristics, details, and 	h the efforts of space, ment, and motion covery.				

Design A	nalysis					Open	Class						20 Points
		r ely Disco FAIR	vers	Sometimes Knows GOOD			1 -	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	fundament Weak com Rare and/o through m Some unde orchestrati Lacking in o phrases. Incomplete scoring pot Occasional with minim Minimal. A rarely part been neith Minimal va dysfunction	erstanding of hor ion and design. development and e composition ma	rizontal d crafting of ay limit ic melody ge. on having chieved. hoices, with ransitions.	Moderate of design electrons of design electrons of design electrons of design electrons of design elevation of dynamic ra Moderate in elevation of dynamic ra Moderate in effort. Developing with logica	n of multiple line of design quality nge. magination/artis g variety of desig I transitions. ssful characteris	h, body, or EQ. rents. rion design. /T. btions and s and some through	variety. Good use of techniques Strong com Good conn motion in f Well-develd Good cafti Good depth orchestrati Good unity Explores in Good leve effort. Good varie	f elements, with to add depth. posing process. ection of events: orm, body, and I opped horizontal orn of EQ and MV or and success in von. of triad options elevates design. her structure of it of imagination ty of logical transcteristics, detail,	sophisticated through EQ. corchestration. T. vertical i. audio. a and artistic	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
EXCELLENCE	achievemen Some unifor Incomplete demonstrat Occasional a range for th Occasional s Attempted breaks and Concentrati	rmity. program limits ion. achievement of a is class. style adherence. recovery from fro	a narrow equent vary and are	uniformity. WIP but prodemonstrat Longer periachievemen Developing physical an Attempted Moderately concentrati	ods of moderate nt in gradations style and growid d mental develo recovery. y achieved stami	ity to e ing pment. ina and	Growing racconsistently Good adhee physical/me Strong recobreaks and Consistent concentrat stamina.	rence to style an ental development every from infreq flaws. and on-going dis	and id nt. uent play of	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			BOX 2	0		BOX 3		BOX 4			
F	Rarely Discove	rs	S	ometimes Know	/S	Fred	quently Underst	ands	Always Applies			
	FAIR			GOOD	100		EXCELLENT	Day.	SUPERIOR			
	7 to 29			30 to 59			60 to 89	100	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 Most 2 All 2			Some 3	Most 3	All 3	Some 4	Most 4	All 4	
		Some 2			Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100				
Whose repertoire contained the gre	eater:	Whose performers better:					
 Program concept & production values. Dramatic contour & pacing of planned events. Effective design of equipment, movement, and Range and variety of effect: aesthetic, emotion intellectual. Musicality/mood. 	l staging.	 Embodied/sustained character, role, identified to Delivered/sustained the dramatic contour of Demonstrated excellence as an effect. Engaged the audience through a range and Established/sustained designed mood, artismusicality. 	and planned events.				

General Effect Open Class 20 Points

		LIICCL													
Y	7-13 14-21 22-29			vers	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		
REPERTOIRE	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.				imagination Generally signoderate e Program me Effect planneffect. Imagination elevate the Moderate rocordinatio Basic crafting phrases.	n, personality, ar programming. ange of develop	vides good level of nd surprise ment, and Q and MVT	design prind Impressive a program. Good effect intrigue. Good range developmen of EQ and Nengages the Greater var repertoire. Mood and vomplex int	 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 			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.			
EXCELLENCE	EFFECT	new mate Incomplet opportuni Occasiona manipulat Rare chara evident. Occasiona of planned Occasiona artistic qu	ıl designed mo	training. its the rate skills. kills, not yet nvolvement. and style and delivery	through a audience. Good und achievement and style. Developin of planned Developin artistic qu	g designed mo	d der, role, ID, and delivery	range through range through range fully under the fully under the fully under the full range ran	llence for effe	Il and audience. tyle range d planned section to moment. od and	techniques response the Consistent advanced the audience results of Strong drawith some Strong artis	_	and style with some lity to manipulate ut. nd planned events ues. esigned mood.	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		BOX 2			BOX 3			BOX 4			BOX 5
R	Rarely Disco	vers	Soi	metimes K	nows	Frequently Understands			Always Applies		es	World
	FAIR			GOOD	- 1		EXCELLENT		SUPERIOR			Sets New Standards
	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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4 Most 4 All 4		All 4	99-100
		Some 2		2	Some 3	100		Some 4				

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths
		100	

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100			
Whose vocabulary co	ntained the greater:	Whose performer demonstrated the better:				
	orts of space, time, weight, and flow. nd between equipment and body.	 Understanding and application of equation of the weight, and flow. Achievement of blended body and ending to support vocabulary. 	e efforts of space, time, quipment challenges.			

Equipment

Scholastic World Class

20 Points

7	Rarely Discovers FAIR		Sometimes Knows GOOD			Frequently Understands EXCELLENT			Always Applies SUPERIOR			BOX 5 World	
 	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	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
VOCABULARY	Still in the discovery stage. Limited reportitions or single offerts.		 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 		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.			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	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.			is compatible with the training. 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.		 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. 			principles a Full unders space and energy tow The fullest demonstrathe perform The synerg provides and display. Full unders support the phrases. Superior madevelopme Superb chae Effortless r Superior co	standing of move constant use of vard excellent E dynamic range ted with ease al mance to a high istic blend of M in inseparable dy tanding and ong e fullest comple ental and physi- int	ring through weight and Q delivery. is and elevates level. IVT and EQ raamic going control etion of cal style.	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			BOX 2	100	APP .	BOX 3			BOX 4		BOX 5
R	Rarely Discovers		Sometimes Knows			Frequ	Frequently Understands Always Applies		World			
	FAIR				GOOD		EXCELLENT SUPERIOR		EXCELLENT		Sets New Standards	
	7 to 29			30 to 59		10000	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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	99-100
		Some 2		2	Some 3	5.69		Some 4				

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCEL	LENCE	SCORE 100			
Whose vocabulary co	ntained the greater:	Whose performer demonstrated the better:					
	orts of space, time, weight, and flow. and between equipment and body.	 Understanding weight, and flo Achievement o Development o 	g and application of took. of blended body and	novement principles. he efforts of space, time, equipment challenges. nsion, flexion, and rotation			

Movement

Scholastic World Class

20 Points

7	Ra	r ely Discov FAIR	ers	Som	netimes Kn GOOD	iows	_	e ntly Unde EXCELLENT		Al	ways Appl SUPERIOR		BOX 5 World
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	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
VOCABULARY	Limited, rej Short phras Incompletic potential. Sporadicall Dynamic ra Still in the cextremely indevelopme A limited ra	on might limit the y written for thinge occasionall discovery stage, ncomplete, and	e scoring s class. y included. often lacking in d material is	 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 			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.			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	 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. A Moderate development a achievement of principles. Moderate alignment and body line. Longer displays of dynam Growing connection betw EQ dynamics. Reasonably good during n layered responsibilities. Bodies are more consistent to control EQ. Use of breath is beginning consistent from individual development. Style is developing and is revident and consistent. Evident recovery from breading in the training demonstration. Moderate alignment and body line. Longer displays of dynam Growing connection betw EQ dynamics. Bodies are more consistent to control EQ. Use of breath is beginning consistent from individual development. Style is developing and is revident and consistent. Evident recovery from breading in the training demonstration. 				levelopment and of of principles. Ilignment and delays of dynamic nnection betweens. good during me onsibilities. more consistent of the consistent of good training evelopment. Eloping and is used consistent. overy from breast and the consistent.	efinition of caracteristics and and caracteristics and flaws.	Excellent dand application and application and efforts Developed Strong und through space of weight a EQ delivery Excellent an understance qualities the EQ, consistion of space, times and EQ. Breath is unit of strong must rotation. Strong must rotation. Strong mer developme Evident and recovery.	evelopment, un ition of blendec , centering and postural/gestur erstanding of m ace and consiste nd energy towa	derstanding, I principles alignment. al line. noving ent projection ard efficient evelopment, ation of mics through th gradation d flow. even MVT used. xion, and	principles a centering, lalignment, body parts. Full unders space and energy tow The fullest demonstra the perforr The synerg provides ar display. Full unders support the phrases. Superior m developme Superb cha Effortless re Superior co	standing of mon constant use of ard excellent M dynamic range ted with ease an mance to a high istic blend of M inseparable dy tanding and ong e fullest comple ental and physic nt racteristics and	uding I force, I between all I ving through If weight and IVT delivery. IS IND delevates I level. IVT and EQ INTAINIC ISION OF INTAINIC IS	THE HOW

Design Analysis

Insignificant Differences

0 to 1 tenth

Characteristics, detail, and nuance.

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.

R	BOX 1 Rarely Discovers FAIR			BOX 2 metimes K GOOD	nows	BOX 3 Frequently Understands EXCELLENT			BOX 4 Always Applies SUPERIOR			BOX 5 World Sets New Standards
	7 to 29	7 to 29		30 to 59		6		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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	99-100
		Some 2		2	Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

Moderate Differences

4 to 6 tenths

Slight Differences

2 to 3 tenths

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100				
Whose composition contained t	he greater:	Whose performer demonstrated the better:					
Use and interrelationship of design element equipment. Motion to connect events. Design and orchestration, both through time Reflection or enhancement of the audio income.	ne and in layered events	 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. 					
efforts: space, time, weight, and flow. Imaginative and inventive use of design che Variety of design choices.	7-12	 Training, concentration, stamina, and Achievement of characteristics, detail 	•				

Last Updated: 11/19/2023

Significant Differences

7 or more tenths

Design Analysis

Scholastic World Class

20	D-	:	L _
20	20	บท	ΓS

7	Rai	Rarely Discovers FAIR 7-13 14-21 22-29			netimes Kn GOOD	iows	_	ently Unde EXCELLENT			ways Appl SUPERIOR		BOX 5 World
 	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	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		
COMPOSTION	Occasional awareness of design fundamentals. Weak composing process. Classification might be an issue, with a sense of program incompletion. 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.			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.			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.			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 purpose.			THE WHAT
EXCELLENCE	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.			uniformity. Moderate aperiods. Usually evident evelopme Evident recommendations and stamin	achievement for dent and consist cal and mental nt. overy from brea /moderate conc	r longer tent aks and flaws. centration	excellent or At high leve Excellent le sustained a A high degr developme Evident and infrequent Constant or	eloped skills, ma onsistency and el, consistent an evel of consisten and ongoing. ee of physical a nt. d quick recovery breaks and flaw oncentration an of characteristics	uniformity. d strong. cy— nd mental from rs. d stamina.	 Superior design choices and characteristics, detail, and nuance. 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. 			ТНЕ 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.

R	BOX 1 Rarely Discovers FAIR			BOX 2 metimes K GOOD	nows		BOX 3 Frequently Understands EXCELLENT			BOX 4 Always Appl SUPERIOR		BOX 5 World Sets New Standards
	7 to 29		30 to 59			1 109	60 to 89	100		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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	99-100
		Some 2		2	Some 3			Some 4			l.	

SUB CAPTION SPREAD GUIDELINES

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

REPERTOIRE EFFECT SCO	ORE 100	PERFORMANCE EFFECT	SCORE 100				
Whose repertoire contained the greater:		Whose performer better:					
 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 inte Musicality/mood. 	llectual.	 Embodied/sustained character, role, id Delivered/sustained the dramatic continuous Demonstrated excellence as an effect. Engaged the audience through a range Established/sustained designed mood visual musicality. 	tour and planned events. e and variety of effects.				

General Effect

Scholastic World Class

20 Points

7	Ra	rely Disco v FAIR	vers	Son	netimes Kn GOOD	iows	· · · · ·	e ntly Unde EXCELLENT		Al	BOX 5 World		
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
l	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
REPERTOIRE	Some creat concepts. Minimal or Incomplete potential. Pacing is at Some fund and create Coordinati Crafting of apparent. Range and emotional,	e program limits tempted. amentals depict	s scoring t the concept	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			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.			 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	engageme Program i to demon A fair und role, ID, a sporadic i inclusion. Occasiona contourin Inconsiste	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 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				 Strong aw of charact Strong and contourin from section moment t Strong corqualities. Consisten 	ange is unders tly achieved. areness and c eer, role, ID, and d consistent di g and planned ion to section to moment. Insistency in are t and strong ation of excell	onsistency nd style. ramatic effects and tistic	 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>		BOX 2 Sometimes Knows GOOD			BOX 3 Frequently Understands EXCELLENT			BOX 4 Always Applies SUPERIOR			BOX 5 World Sets New Standards	
	7 to 29			30 to 59		11-11	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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	99-100
		Some 2		2	Some 3			Some 4			B.	

SUB CAPTION SPREAD GUIDELINES

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

VOCABULARY	SCORE 100	EXCELLENCE SCOF						
Whose vocabulary con	tained the greater:	Whose performer demonstrated the better:						
Difficulty and risk.	rts of space, time, weight, and flow. nd between equipment and body.	 Understanding and application of ed Understanding and application of the weight, and flow. Achievement of blended body and ed Development of breath, muscle, ten Training to support vocabulary. 	equipment challenges.					

Equipment

Independent World Class

20 Points

7	Ra	r ely Disco v FAIR	vers	Som	netimes Kn GOOD	ows		e ntly Unde EXCELLENT		Al	ways App SUPERIOR		BOX 5 World
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	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
VOCABULARY	Limited, rej Short phras Incompletic potential. Sporadicall Limited diff Dynamic ra Still in the cextremely indevelopme A limited ra	on might limit the y written for thi iculty and risk. nge occasionall discovery stage, ncomplete, and	ne scoring s class. y included. often lacking in d material is	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.			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			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.			тне мнат
EXCELLENCE	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.			achievemee Longer disp Growing co EQ dynamie Reasonably layered res Bodies are to control E Use of brea consistent f Moderate t individual d Style is deve	good during m ponsibilities. more consistent	e gradations. een MW and ultiple or tly developed to be more to individual. and sually aks and flaws.	 A broad range of advanced material is compatible with the training. 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 			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

Insignificant Differences

0 to 1 tenth

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>			So	BOX 2 metimes K GOOD	nows	ows Frequently Ur EXCELL			derstands Always Applies			BOX 5 World Sets New Standards
	7 to 29			30 to 59)	2.07	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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	99-100
		Some 2		2	Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

Moderate Differences

4 to 6 tenths

Slight Differences

2 to 3 tenths

VOCABULARY	SCORE 100	EXCELLENCE	SCORE 100
Whose vocabulary contain	ed the greater:	Whose performer demo	nstrated the better:
 Range and variety of movement skills Dynamic range through the efforts of Difficulty and risk. Depth, range, and variety of blend be Range of material most compatible w 	space, time, weight, and flow. tween equipment and body.	 Understanding and application Understanding and application weight, and flow. Achievement of blended body Development of breath, muscl Training to support vocabulary 	and equipment challenges. le, tension, flexion, and rotation.

Last Updated: 11/19/2023

Significant Differences

7 or more tenths

Movement

Independent World Class

20	D-	:	L _
20	20	บท	ΓS

70	Rai	r ely Discov FAIR	vers	Son	netimes Kr GOOD	iows	_	e ntly Unde EXCELLENT		Always Applies SUPERIOR			BOX 5 World
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	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
VOCABULARY	Limited, rep Short phras Incompletic potential. Sporadicall Limited diff Dynamic ra Still in the context extremely in developmential. A limited ra	on might limit the y written for thi iculty and risk. nge occasionall discovery stage, ncomplete, and	ne scoring s class. y included. often lacking in d material is	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.			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.			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	occasional Some deve Some indivition other Dynamic ralayered on Inconsisten variations i Insufficient muscle, ten Developing developme technical re Occasional Sporadic re and flaws. Weak conce	nge may suffer MVT. It body developing the look. development cosion, flexion, are training or insunt for both dynamics adherence to stooyery from free the training or insunt for both dynamics. The program limits are program limits.	amic efforts. expressive with EQ is ment causes of breath, ad rotation. ufficient amic and yle. quent breaks	Moderate of achievement a	development ar nt of principles. alignment and d plays of dynamic annection betweens. y good during m ponsibilities. more consisten	efinition of c gradations. een MW and ultiple or tly developed to be more to individual. and sually aks and flaws.	Excellent de and applica and efforts Developed Strong und through space of weight a EQ delivery Excellent au understance qualities the EQ, consiste of space, till lnseparable and EQ. Breath is une Strong must rotation. Strong mer developme Evident and recovery.	evelopment, un ition of blendec , centering and postural/gestur erstanding of m ace and consiste nd energy towa	derstanding, I principles alignment. al line. I projection and efficient evelopment, ation of nics through th gradation of flow. I projection and efficient even MVT ased. exion, and	 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 FAIR			So	BOX 2 metimes K GOOD	nows	BOX 3 Frequently Underst EXCELLENT			BOX 4 Always Applies SUPERIOR			BOX 5 World Sets New Standards
	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	00.400
Some 1	Most 1	All 1	Some 2	Most	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	99-100
		Some 2		2	Some 3			Some 4				

SUB CAPTION SPREAD GUIDELINES

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

COMPOSITION	SCORE 100	EXCELLENCE	SCORE 100				
Whose composition co	ontained the greater:	Whose performer demonstrated the better:					
equipment.Motion to connect events.Design and orchestration, both	of design choices.	 Achievement of spacing, line, timing, Achievement of full dynamic range the space, time, weight, and flow. Adherence to style in equipment, mo Training, concentration, stamina, and Achievement of characteristics, detail 	rough the efforts of vement, and motion.				

Design Analysis

Independent World Class

20 Points

7	Ra	r ely Discov FAIR	vers	Son	netimes Kr GOOD	nows	_	e ntly Unde EXCELLENT		Al	ways App SUPERIOR		BOX 5 World
 	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	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
COMPOSTION	Occasional awareness of design fundamentals. Weak composing process.				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.			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.			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.		
EXCELLENCE	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.			uniformity. Moderate aperiods. Usually evidevelopme Evident received and stamin	achievement for dent and consistical and mental nt. overy from bread/moderate conc	r longer tent aks and flaws. centration				characteristics, detail, and nuance. Superior use of performer maturity. 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 FAIR			So	BOX 2 metimes K GOOD	nows	BOX 3 Frequently Understands EXCELLENT			BOX 4 Always Applies SUPERIOR			BOX 5 World Sets New Standards
7.12	7 to 29		30 to 59 30-39 40-49 50-59			60 to 89 60-69 70-79 80-89			90 to 98			
7-13 Some 1	14-21 Most 1	22-29 All 1	30-39 Some 2	Most	50-59 All 2	60-69 Some 3	Most 3	80-89 All 3	90-92 Some 4	93-95 Most 4	96-98 All 4	99-100
		Some 2		2	Some 3	F		Some 4				

SUB CAPTION SPREAD GUIDELINES

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

REPERTOIRE EFFECT	SCORE 100	PERFORMANCE EFFECT	SCORE 100				
Whose repertoire cor	ntained the greater:	Whose performer better:					
 Program concept & production Dramatic contour & pacing of p Effective design of equipment, Range and variety of effect: aes Musicality/mood. Effective use of difficulty and ris 	lanned events. movement, and staging. thetic, emotional, and intellectual	 Embodied/sustained character, role, id Delivered/sustained the dramatic confidence Demonstrated excellence as an effect. Engaged the audience through a range Established/sustained designed mood visual musicality. Demonstrated authenticity and believe emotional maturity. 	e and variety of effects. , artistic qualities, and				

General Effect

Independent World Class

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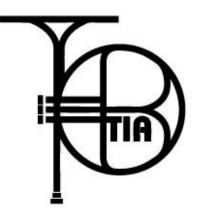
7	Ra	rely Disco v FAIR	vers	Son	netimes Kn GOOD	ows		e ntly Unde EXCELLENT			ways Appl SUPERIOR		BOX 5 World
	7-13	14-21	22-29	30-39	40-49	50-59	60-69	70-79	80-89	90-92	93-95	96-98	Sets New Standards
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	99 - 100
REPERTOIRE EFFECT	Some creat concepts. Minimal or Incomplete potential. Pacing is at Some fund and create Coordinati Crafting of apparent. Range and emotional, attempted mood.	 Clear, moderately developed, with adequate, although unsophisticated creativity with unsophisticated concepts. Ilinimal or growing PV. Icomplete program limits scoring otential. 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 phrase is not oparent. Engage and variety of aesthetic, motional, and intellectual effects 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. 		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.		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.			тне wнат				
PERFORMANCE EFFECT	engageme Program I to demon A fair und role, ID, a sporadic i inclusion. Occasiona contourin Inconsiste Occasiona Occasiona believabil		character, ugh may be ion and ent dramatic d effects. alities. s an effect. and	moderate Program r provides a Aware, wi achievem Dramatic effects de consistent and mom Some con qualities. Moderate excellence Developin	 Moderate use of difficulty and risk. 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 		 Strong aw of charact Strong and contourin from section moment t Strong conqualities. Consisten demonstreffect. Strong au believabili 	ange is unders tly achieved. areness and conter, role, ID, and deconsistent dig gand planned ion to section o moment. nasistency in are at and strong ation of excell thenticity and ity as a result of I maturity.	onsistency nd style. ramatic effects and tistic	maximize audience • Superlative range of control style. • Superlative maximize audience • Superlative and planne • Superlative qualities are excellence • Superb audience	ve achievemer character, role ve achievemer d manipulatio	n of at of a broad , ID, and at with n of ntouring erall. in artistic ation of	ТНЕ НОМ

Cadet Class Equipment



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

Cadet Class General Effect



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



2024 TOURNAMENT INDOOR ASSOCIATION WORKSHEET 🔂



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

					SI	JB-CAPTIO	N SPREADS	5					
In	significant l	Differences		Slight Diff	erences			Moderate D	ifferences		Significant D 7 or more	ifferences	
	0 to 1	tenth		2 to 3 t	enths	100	COLUMN TO SERVICE STATE OF THE PERSON NAMED IN COLUMN TO SERVICE STATE OF THE PERSON NAMED STATE STATE OF THE PERSON NAMED STATE STATE STATE OF THE PERSON NAMED STATE STATE STATE STATE STATE STATE STATE STATE STAT	4 to 6 t	enths		7 or more	tenths	
LINO					M					h			
CLASS										10			
THE WHAT									-	97			
THE HOW					16				1	h			
TOTAL													
UNIT						1				y			
CLASS						P			and P				
THE WHAT													
THE HOW				1	8								
TOTAL													

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

Y)	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	92, 93, 94 90, 91
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

To	Box 1	Box 2	Box 3	Box 4
	Rarely Discovers FAIR	Sometimes Knows GOOD	Frequently Understands EXCELLENT	Always Applies 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



DATE:			
UNIT: _			
OIVII	 	 	

Check Appropriate Class:	World Ope	en A/Sr/Univ _	Reg A/Novice/Jr/M	liddleCadet
Number of Performers:	(Min 5/M	ax 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/3x0.1=	
PERFORMANCE TIME:		seconds	under/over/3 _. x0.1=	
OUT OF BOUNDS/BOUNDA Performer or walking over the frotime in performance and point to	ont sideline/throwing equ		s under/3x0.1= deline. Note	
	Front	0.1/Occurrence	e #x0.1=	
Other: (see Rule Book for o	details)	NOTE TIME IN SHOW		
Flag Code Coaching Conduct Late to the Line	Illegal Equipment	Describe:		
Signature:			TOTAL PENALTIES:	

Y	_	
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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

F LEASE FRINT LEGIDLY							
	NAME	UNIT#	SIGN OUT	SIGN IN	PASSWORD		
1				I.V.			
2				1/1			
3	13		3				
4	I mile		Sugar III	10			
5				11 1/			
6		1		- 10			
7		10	V.				
8							
9	100						
10							