

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.

Vocabulary

Score

100

Whose vocabulary contained the greater:

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

Box 1	Box 2	Box 3	Box 4	Box 5
0 to 6	7 14 22	30 40 50	60 70 80	90 94 98
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 100

Excellence

Score

100

Whose performers demonstrated the better:

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

Sub Caption Spread Guidelines

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

TOTAL

200

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers			BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies														
0 to 06			07 to 29			30 to 59				60 to 89			90 to 100														
0	3	6	7	13	14	21	22	29		30	39	40	49	50	59	60	69	70	79	80	89	90	93	94	97	98	100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:						SOME/SOME	MOST/MOST	ALL/ALL to 4 SOME/SOME		SOME/SOME	MOST/MOST	ALL/ALL to 5 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL												

VOCABULARY— AT AN INTERMEDIATE LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:

<ul style="list-style-type: none"> Generally lacks read-ability 	<ul style="list-style-type: none"> Limited, repetitious, or only single efforts. Short phrases. Program is extremely incomplete. 	<ul style="list-style-type: none"> Some variety. Longer phrases. May still be in a work in progress, but provides adequate opportunity. 	RANGE AND VARIETY OF EQ SKILLS	<ul style="list-style-type: none"> Broad and well understood for this class. More varied choreographic qualities. 	<ul style="list-style-type: none"> Fulfills all opportunities for this class. Broad, varied and versatile intermediate skills. Some advanced intermediate skills.
	<ul style="list-style-type: none"> Seldom included. 	<ul style="list-style-type: none"> Apparent gradations of time and weight offer some range. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Growing, with more dimensionality and challenges that broaden the range. 	<ul style="list-style-type: none"> Broad, varied and versatile intermediate skills. Dimensional phrases with dynamic range and gradation of efforts. Some advanced intermediate skills.
	<ul style="list-style-type: none"> Single efforts only. 	<ul style="list-style-type: none"> Occasionally combined with MV, motion or staging. 	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> Growing and more varied. Some challenges broaden the range. 	<ul style="list-style-type: none"> Broad, varied and versatile intermediate skills. Some advanced intermediate skills.
	<ul style="list-style-type: none"> Occasionally. 	<ul style="list-style-type: none"> Often. 	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> Mostly. 	<ul style="list-style-type: none"> Fully.

EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> No training in EQ principles demonstrated 	<ul style="list-style-type: none"> Discovering, with some training. Style not understood. Some uniformity in method and timing. 	<ul style="list-style-type: none"> Understood but may vary from individual to individual or relative to effort required. Developing style. More consistent method and timing. 	UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES	<ul style="list-style-type: none"> Understood and often achieved, with consistent uniformity in method, style and timing. 	<ul style="list-style-type: none"> Applied and consistently achieved, with excellent uniformity in method, style and timing for this class.
	<ul style="list-style-type: none"> Not understood and in some cases not written. 	<ul style="list-style-type: none"> Understood but may vary from individual to individual or relative to effort required. Some achievement of time and weight gradations. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Gradations of space, time, weight and flow are usually achieved. 	<ul style="list-style-type: none"> Greater achievement of dynamic gradations of space, time, weight and flow.
	<ul style="list-style-type: none"> Inconsistent body development causes variations in look of EQ. 	<ul style="list-style-type: none"> Move through space and achieve layered efforts w/more consistent ease. Undeveloped body qualities cause variation in look of EQ. 	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> Body development is improved in support beneath EQ. 	<ul style="list-style-type: none"> Body development lends good support beneath EQ.
	<ul style="list-style-type: none"> Not understood or applied. 	<ul style="list-style-type: none"> Known and sometimes applied. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> Understood and frequently applied. 	<ul style="list-style-type: none"> Applied throughout.
	<ul style="list-style-type: none"> Developing training. Weak recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 	<ul style="list-style-type: none"> Moderate training, concentration and stamina. Growing recovery from breaks and flaws. Average physical and mental development. May be a work in progress but allows adequate demonstration. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> Good training. Evident recovery from occasional breaks and flaws. Consistent concentration and stamina. Good physical and mental development. Some good success at some advanced intermediate challenges. 	<ul style="list-style-type: none"> Successful for this class. Quick recovery from infrequent breaks and flaws. Well achieved concentration and stamina. Good physical and mental development. Good success at some advanced intermediate challenges.

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.

Vocabulary

Score

100

Whose vocabulary contained the greater:

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

Box 1	Box 2	Box 3	Box 4	Box 5
0 to 6	7 14 22	30 40 50	60 70 80	90 94 98
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 100

Excellence

Score

100

Whose performers demonstrated the better:

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

Sub Caption Spread Guidelines

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

TOTAL

200

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers			BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies														
0 to 06			07 to 29			30 to 59				60 to 89			90 to 100														
0	3	6	7	13	22	14	21	29		30	39	50	40	49	59	60	69	80	70	79	89	90	93	98	94	97	100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:						SOME/SOME	MOST/MOST	ALL/ALL to 4 SOME/SOME		SOME/SOME	MOST/MOST	ALL/ALL to 5 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL												

VOCABULARY— AT AN INTERMEDIATE LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:

<ul style="list-style-type: none"> Generally lacks read-ability. 	<ul style="list-style-type: none"> Limited, repetitious, or only single efforts. Short phrases. Program is extremely incomplete. 	<ul style="list-style-type: none"> Some variety. Longer phrases. May still be in a work in progress, but provides adequate opportunity. 	RANGE AND VARIETY OF MV SKILLS	<ul style="list-style-type: none"> Broad and well understood for this class. More varied choreographic qualities. 	<ul style="list-style-type: none"> Fulfills all opportunities for this class. Broad, varied and versatile intermediate skills. Some advanced intermediate skills.
	<ul style="list-style-type: none"> Seldom included. 	<ul style="list-style-type: none"> Apparent gradations of time and weight offer some range. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Growing, with more dimensionality and challenges that broaden the range. 	<ul style="list-style-type: none"> Broad, varied and versatile intermediate skills. Dimensional phrases with dynamic range and gradation of efforts. Some advanced intermediate skills.
	<ul style="list-style-type: none"> Single efforts only. 	<ul style="list-style-type: none"> Occasionally layered with EQ. 	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> Growing and more varied, with some challenges that broaden the range. 	<ul style="list-style-type: none"> Broad, varied and versatile intermediate skills. Some advanced intermediate skills.
	<ul style="list-style-type: none"> Occasionally. 	<ul style="list-style-type: none"> Usually. 	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> Mostly. 	<ul style="list-style-type: none"> Fully.

EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> No training in MV principles demonstrated 	<ul style="list-style-type: none"> Discovering, with some training. Style not understood. Some uniformity in method and timing. 	<ul style="list-style-type: none"> Understood but may vary from individual to individual or relative to effort required. More consistent centering and body alignment. Developing style. More consistent ease moving through space. 	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	<ul style="list-style-type: none"> Understood and often achieved. Consistent centering and body alignment. Good adherence to style. Consistent ease and quality moving through space. 	<ul style="list-style-type: none"> Applied and consistently achieved. Consistent adherence to style. Consistent centering , body alignment, and easy/quality moving through space.
	<ul style="list-style-type: none"> Still being discovered, not understood and in some cases not written. 	<ul style="list-style-type: none"> Understood but may vary from individual to individual or relative to effort required. Some good achievement of time and weight gradations. Fairly good space/time uniformity in staging responsibilities. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Gradations of space, time , weight and flow are usually achieved. Good space/time uniformity in staging responsibilities. 	<ul style="list-style-type: none"> Greater achievement of dynamic gradations of space, time, weight and flow. Consistent space/time uniformity in staging responsibilities.
	<ul style="list-style-type: none"> Inconsistent body development causes variations in the look. 	<ul style="list-style-type: none"> Undeveloped body qualities cause variation in the look. 	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> Body development is improved in support beneath EQ. 	<ul style="list-style-type: none"> Body development lends good support beneath EQ.
	<ul style="list-style-type: none"> Still being discovered, not understood or applied. 	<ul style="list-style-type: none"> Known and sometimes applied. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> Understood and frequently applied. 	<ul style="list-style-type: none"> Applied throughout.
	<ul style="list-style-type: none"> Developing training. Weak recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 	<ul style="list-style-type: none"> Moderate training, concentration and stamina. Growing recovery from breaks and flaws. Average physical and mental development. May be a work in progress but allows adequate demonstration. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> Good training. Evident recovery from occasional breaks and flaws. Consistent concentration and stamina. Good physical and mental development. Some success at occasional advanced intermediate challenges. 	<ul style="list-style-type: none"> Successful for this class. Quick recovery from infrequent breaks and flaws. Well achieved concentration and stamina. Good physical and mental development. Good success at some advanced intermediate challenges.

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.

Composition

Score

100

Whose composition contained the greater:

- Use of design elements in form, body, and equipment
- Motion to connect events
- Design and orchestration, both through time and in layered events
- Reflection or enhancement of the audio including dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2	Box 3	Box 4	Box 5
0 to 6	7 14 22	30 40 50	60 70 80	90 94 98
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 100

Excellence

Score

100

Whose performers demonstrated the better:

- Achievement of spacing, line, timing, and orientation
- Achievement of a dynamic range through the efforts of space, time, weight, and flow
- Adherence to style in equipment, movement, and motion
- Training, concentration, stamina, and recovery
- Achievement of characteristics, detail, and nuance

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

TOTAL

200

BOX 1 Seldom Exp.	BOX 2 Rarely Discovers			BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies																
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0	3	6	7	13	14	21		22	29	30	39	40	49	50	59	60	69	70	79	80	89	90	93	94	97	98	100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:				SOME/SOME	MOST/MOST	ALL/ALL to 4 SOME/SOME		SOME/SOME	MOST/MOST	ALL/ALL to 5 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL														

COMPOSITION – AT AN INTERMEDIATE LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

<ul style="list-style-type: none"> Generally lacks readability. 	<ul style="list-style-type: none"> Occasional, presented singly. 	<ul style="list-style-type: none"> Knowledge of fundamentals of design and blending of elements. 	USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ	<ul style="list-style-type: none"> Good knowledge of fundamentals of design and logic in EQ, MV and form, while additional challenges add depth. Growing understanding of triad options. 	<ul style="list-style-type: none"> Successful and appealing blend of design techniques in EQ, MV and form. Successful application of triad options.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Sometimes evident. 	MOTION TO CONNECT EVENTS	<ul style="list-style-type: none"> Consistently incorporated. 	<ul style="list-style-type: none"> Successfully incorporated throughout.
	<ul style="list-style-type: none"> Infrequent, presented singly. Incomplete composition may limit scoring potential. 	<ul style="list-style-type: none"> Some orchestration, but ideas often presented singly. Questionable or incomplete unity of elements. 	DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS	<ul style="list-style-type: none"> Strong understanding of continuity, development and design for this level. Unity connects the design. 	<ul style="list-style-type: none"> Full understanding of horizontal and vertical orch. Consistent unity and successful design connection.
	<ul style="list-style-type: none"> Occasional, most often basic melody. 	<ul style="list-style-type: none"> Reflects the basic audio structure with occasional dynamic changes. 	REFLECTION/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS	<ul style="list-style-type: none"> Fully reflects the basic audio structure with dimensionality, and apparent dynamic changes. 	<ul style="list-style-type: none"> Consistently reflects with greater dimensionality and frequent dynamic changes.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Basically correct. Beginning level of imagination and artistic effort. 	IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES	<ul style="list-style-type: none"> Good level of imagination and artistic effort. 	<ul style="list-style-type: none"> Consistent display of imagination and artistic effort.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Basic for this class. 	VARIETY OF DESIGN CHOICES	<ul style="list-style-type: none"> Good for this class. 	<ul style="list-style-type: none"> Broad for this class.
	<ul style="list-style-type: none"> Dysfunctional, abrupt 	<ul style="list-style-type: none"> Beginning understanding of logical transitions 	TRANSITIONS AND EQ CHANGES	<ul style="list-style-type: none"> Logical and well designed. 	<ul style="list-style-type: none"> Embedded in the design, showing depth for this class.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Sometimes evident. 	CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> Elevate the composition beyond mere pictures. 	<ul style="list-style-type: none"> Define the details of the composition.

EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> Performers are generally unaware 	<ul style="list-style-type: none"> Occasional achievement. Sporadic uniformity. Still learning how to move through space. Incomplete program limits demonstration. 	<ul style="list-style-type: none"> Moderate achievement of space, line, time, and moving through space. Greater clarity, moderate uniformity. May still be in progress but provides opportunity to demonstrate skills. 	ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)	<ul style="list-style-type: none"> Usually achieve space, time, line with expanded responsibilities adding to the range. Consistent achievement moving through space. 	<ul style="list-style-type: none"> Always achieved well and with clarity. Good uniformity relative to staging and orientation.
	<ul style="list-style-type: none"> Attempted but still learning. 	<ul style="list-style-type: none"> Moderate achievement of time and weight. 	ACHIEVEMENT OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Achieve an enhanced dynamic range. 	<ul style="list-style-type: none"> Growing range of space, time, weight and flow is understood and applied.
	<ul style="list-style-type: none"> Weak or sporadic. 	<ul style="list-style-type: none"> Recognizable but not well developed. 	ADHERENCE TO STYLE IN EQ, MV AND MOTION	<ul style="list-style-type: none"> Evident and growing. 	<ul style="list-style-type: none"> Consistent broad range of beginning style.
	<ul style="list-style-type: none"> Frequent breaks and flaws without recovery. Concentration and stamina are sporadic. 	<ul style="list-style-type: none"> Growing physical and mental development for this class. Attempted recovery from breaks and flaws. Developing stamina and concentration. 	TRAINING, CONCENTRATION, STAMINA, RECOVERY	<ul style="list-style-type: none"> Good physical and mental development for this class. Good recovery from infrequent breaks and flaws. Good display of concentration and stamina. 	<ul style="list-style-type: none"> Well-developed physical and mental development for this class. Quick recovery from rare breaks and flaws. Successful concentration and stamina.
	<ul style="list-style-type: none"> Weak or sporadic. 	<ul style="list-style-type: none"> Some. 	ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> Good understanding and enhancement. 	<ul style="list-style-type: none"> Clear, consistently achieved and enhanced with dynamic gradations.

and performance. Successful 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.

Repertoire Effect

Score

100

Whose repertoire contained the greater:

- 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

Box 1	Box 2	Box 3	Box 4	Box 5
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Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 100

Performance Effect

Score

100

Whose performers better:

- 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 Designed Mood, Artistic Qualities, and Visual Musicality

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TOTAL

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BOX 1 Seldom Exp.			BOX 2 Rarely Discovers				BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands					BOX 5 Always Applies														
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AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:									SOME/SOME		MOST/MOST	ALL/ALL to 4 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL to 5 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL	SOME/SOME	MOST/MOST	ALL/ALL									
REPertoire Effect – AT AN INTERMEDIATE LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:																														
<ul style="list-style-type: none"> The program is unclear and under-developed. 	<ul style="list-style-type: none"> Undeveloped, some thought and clarity. Some creativity with unsophisticated concepts. Minimal or growing PV. Incomplete program limits scoring potential. 	<ul style="list-style-type: none"> Clear, moderately developed, with adequate creativity. Generally successful PV provides moderate enhancement. Program may still be a work in progress. 	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> Clear and identifiable with good imagination, creativity and greater depth. Impressive and effective PV provides frequent enhancement. 	<ul style="list-style-type: none"> Clear, successful and fully developed blend of concepts. Successful and effective PV provides consistent enhancement. Some effective advanced intermediate approaches. 																									
	<ul style="list-style-type: none"> Pacing is attempted, at times engaging. 	<ul style="list-style-type: none"> Attempted and moderately engages the audience. 		DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> A sound understanding engages the audience successfully. 	<ul style="list-style-type: none"> Well planned and engages the audience throughout. 																								
	<ul style="list-style-type: none"> Some fundamentals, often weak, occasionally depict the concept and create effect. Coordination is attempted. 	<ul style="list-style-type: none"> Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects. 			EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> Good EQ/MV design, staging and coordination frequently yield successful designed effects. 	<ul style="list-style-type: none"> EQ/MV design, staging, and coordination always yield successful designed effects and depict the concept with quality and range. 																							
	<ul style="list-style-type: none"> Sometimes attempted, at times engaging. 	<ul style="list-style-type: none"> Moderately developed, with adequate creativity. 				RANGE AND VARIETY OF EFFECTS: AESTHETIC/ EMOTIONAL/ INTELLECTUAL	<ul style="list-style-type: none"> Clear and identifiable with good imagination, creativity and greater variety and depth. 	<ul style="list-style-type: none"> Imaginative, successfully utilizing a variety of effects. 																						
	<ul style="list-style-type: none"> Sporadic. 	<ul style="list-style-type: none"> Yields some designed effect. 					MUSICALITY/ MOOD	<ul style="list-style-type: none"> More consistently sustained. 	<ul style="list-style-type: none"> Fully sustained, effective and always enhancing. 																					
PERFORMANCE Effect - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS BETTER:																														
<ul style="list-style-type: none"> Lacks performer involvement or excellence for engagement, emotion or effect. 	<ul style="list-style-type: none"> Some general awareness. 	<ul style="list-style-type: none"> Aware, with moderate achievement for longer periods of time. 	DEMONSTRATED EXCELLENCE AS AN EFFECT	<ul style="list-style-type: none"> Good for this level. 				<ul style="list-style-type: none"> High achievement throughout. 																						
	<ul style="list-style-type: none"> Occasional or inconsistent. Incomplete program limits the opportunity to demonstrate skills. 	<ul style="list-style-type: none"> Understood and moderately successful. Program may be a work in progress, but provides adequate opportunity. 		ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS	<ul style="list-style-type: none"> Understood, with improved communication and engagement. 			<ul style="list-style-type: none"> Strong throughout, with added depth and ability to manipulate audience response. 																						
	<ul style="list-style-type: none"> Occasional understanding. 	<ul style="list-style-type: none"> Aware, with moderate achievement for longer periods of time. 			EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> Confident and consistent. 		<ul style="list-style-type: none"> Understood and communicated with greater depth. 																						
	<ul style="list-style-type: none"> Discovering but sporadic. 	<ul style="list-style-type: none"> Developing, with some consistency from section to section and moment to moment. 				DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> More consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> Strong throughout, with added depth and ability to manipulate audience response. 																						
	<ul style="list-style-type: none"> Inconsistent and sporadic. 	<ul style="list-style-type: none"> Developing, with some consistency from section to section and within the show. 					ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY	<ul style="list-style-type: none"> More consistent from section to section and within the show. 	<ul style="list-style-type: none"> Strong throughout, with added depth and ability to manipulate audience response. 																					