

Scholastic World Class guards are comprised of advanced to standard-setting levels of vocabulary skills and excellence.



Scholastic World Class Equipment

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

Vocabulary

Score

100

Whose vocabulary contained the greater:

- Range, variety and depth 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	Box 6
0 to 6	7 14 22	30 40 50	60 70 80	90 93 96	99 to 100
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 98	Sets New Standards 99 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 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

BOX 1 Seldom Exp. 0 to 06			BOX 2 Rarely Discovers 07 to 29				BOX 3 Sometimes Knows 30 to 59			POINTS OF COMPARISON	BOX 4 Frequently Understands 60 to 89				BOX 5 Always Applies 90 to 98			BOX 6 New Standards 99 to 100											
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	SOME/ SOME		MOST/ MOST	ALL/ALL	5 ALL/ALL + 6 ALL/ALL																

VOCABULARY— AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:

<ul style="list-style-type: none"> • Generally lacks readability. 	<ul style="list-style-type: none"> • Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential. 	<ul style="list-style-type: none"> • Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality. • Methods and techniques require average physical and mental development. • May still be in a work in progress, but provides adequate opportunity. 	RANGE, VARIETY AND DEPTH OF EQ SKILLS	<ul style="list-style-type: none"> • Broad and varied, with significant ambidexterity, versatility, dimensionality, and good depth. • Methods and techniques require a high degree of mental and physical development. 	<ul style="list-style-type: none"> • Superior, complex and varied. • Methods and techniques require the highest degree of physical and mental development. 	<ul style="list-style-type: none"> • Sets new standards.
	<ul style="list-style-type: none"> • Sporadically written for this class; only occasionally included. 	<ul style="list-style-type: none"> • More frequent and mature gradations, with growing connection between the EQ and MV dynamics. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> • Broad and varied, with good depth. 	<ul style="list-style-type: none"> • Constant and sophisticated gradations demonstrate the fullest dynamic range. 	
	<ul style="list-style-type: none"> • Still in the discovery stage, often extremely incomplete and lacking in development. 	<ul style="list-style-type: none"> • Moderate variety and more frequent combinations with MV or staging. 	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY	<ul style="list-style-type: none"> • Broad and varied, with significant synergy with MV and/or staging while moving through ongoing dynamic gradations. 	<ul style="list-style-type: none"> • Complex, varied synergy of EQ/MV/staging provides an inseparable and superb challenge. 	
	<ul style="list-style-type: none"> • A limited range of advanced material is compatible with the training. 	<ul style="list-style-type: none"> • A moderate range of advanced material is compatible with the training. 	RANGE OF MATERIAL MOST COMPATIBLE	<ul style="list-style-type: none"> • A broad range of advanced material is compatible with the training. 	<ul style="list-style-type: none"> • A constant & extensive range of advanced material is compatible with the training. 	

EXCELLENCE - AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> • Inadequate training in EQ principles. 	<ul style="list-style-type: none"> • Some development of principles, with occasional consistency. 	<ul style="list-style-type: none"> • Moderate development and achievement of principles. 	UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES	<ul style="list-style-type: none"> • Excellent development, understanding and application of blended principles and efforts. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery. 	<ul style="list-style-type: none"> • Superior application of all blended principles and efforts. • Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery. 	<ul style="list-style-type: none"> • Sets new standards.
	<ul style="list-style-type: none"> • Some development of dynamic efforts. • Some individuals may be more expressive than others. • Dynamic range may suffer when EQ is layered on MV. 	<ul style="list-style-type: none"> • Longer displays of dynamic gradations. • Growing connection between MV and EQ dynamics. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> • Excellent and consistent development, understanding and application of qualities that create dynamics through EQ, consistently moving with gradations of space, time, weight and flow. 	<ul style="list-style-type: none"> • The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level. 	
	<ul style="list-style-type: none"> • Inconsistent body development causes variations in the look. 	<ul style="list-style-type: none"> • Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ. 	ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES	<ul style="list-style-type: none"> • Development and achievement are strong and evident. • There is an inseparable dynamic demonstration between MV and EQ. 	<ul style="list-style-type: none"> • The synergistic blend of MV and EQ provide an inseparable dynamic display. 	
	<ul style="list-style-type: none"> • Insufficient development, not fully applied. 	<ul style="list-style-type: none"> • Use of breath is beginning to be more consistent from individual to individual. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> • Breath is understood and used. • Strong application of muscle, tension, flexion and rotation. 	<ul style="list-style-type: none"> • Full understanding and ongoing control supports the fullest completion of phrases. 	
<ul style="list-style-type: none"> • 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 may limit training demonstration. 	<ul style="list-style-type: none"> • 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. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> • Strong and evident mental and physical development and training. • Evident and consistent style. • Evident and quick recovery from infrequent breaks and flaws. • Strong and constant concentration and stamina. 	<ul style="list-style-type: none"> • Superior mental and physical development and training. • Superbly defined characteristics and style. • Effortless recovery from virtually non-existent breaks and flaws. • Superior concentration and stamina. • There is a crystallization of all efforts. 		

Scholastic World Class guards 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.



Scholastic World Class Movement

Vocabulary

Score

100

Whose vocabulary contained the greater:

- Range, variety and depth 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	Box 6
0 to 6	7 14 22	30 40 50	60 70 80	90 93 96	99 to 100
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 98	Sets New Standards 99 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 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

BOX 1 Seldom Exp. 0 to 06			BOX 2 Rarely Discovers 07 to 29			BOX 3 Sometimes Knows 30 to 59			POINTS OF COMPARISON	BOX 4 Frequently Understands 60 to 89			BOX 5 Always Applies 90 to 98			BOX 6 New Standards 99 to 100				
0	3	6	7	13	22	30	39	50		60	69	80	90	92	96	99	100			
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:			SOME/ SOME			MOST/ MOST				ALL/ALL to 5 SOME/ SOME			SOME/ SOME			MOST/ MOST			ALL/ALL	

VOCABULARY— AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:

• Generally lacks readability.	• Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential.	• Good range with moderate variety/ versatility and more dimensional phrases. • Methods and techniques require average physical and mental development. • May still be in a work in progress, but provides adequate opportunity.	RANGE, VARIETY AND DEPTH OF MV SKILLS	• Broad and varied, with significant versatility and good depth. • Methods and techniques require a high degree of mental and physical development.	• Superior, complex and varied. • Methods and techniques require the highest degree of physical and mental development.	• Sets new standards.
	• Sporadically written for this class; only occasionally included.	• More frequent gradations, with growing connection between the MV and EQ dynamics.	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	• Broad and varied, with good depth.	• Constant and sophisticated gradations demonstrate the fullest dynamic range.	
	• Still in the discovery stage, often extremely incomplete and lacking in development.	• Moderate variety and more frequent combinations with EQ or staging.	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY	• Broad and varied, with significant synergy with EQ and/or staging.	• Complex, varied synergy of MV/ EQ/staging provides an inseparable and superb challenge.	
	• A limited range of advanced material is compatible with the training.	• A moderate range of advanced material is compatible with the training.	RANGE OF MATERIAL MOST COMPATIBLE	• A broad range of advanced material is compatible with the training.	• A constant & extensive range of advanced material is compatible with the training.	

EXCELLENCE - AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

• Inadequate training in MV principles.	• Some development of principles, with occasional consistency of body line in posture and gesture.	• Moderate development and achievement of principles. • Sporadic to moderate alignment and definition of body line.	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	• Excellent development, understanding and application of blended principles and efforts. • Highly developed centering, alignment. And postural/gestural line. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient MV delivery.	• Superior application of all blended principles and efforts. • Superior development of 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 MV delivery.	• Sets new standards.
	• Some development of dynamic efforts. • Some individuals may be more expressive than others. • Dynamic range may suffer when EQ is layered on MV.	• Longer displays of dynamic gradations. • Growing connection between MV and EQ dynamics.	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	• Excellent development, understanding and application of blended dynamic/technical principles and efforts, with consistent dynamic gradations.	• The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level.	
	• Inconsistent body development causes variations in the look.	• Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ.	ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES	• Development and achievement are strong and evident. • There is an inseparable dynamic demonstration between MV and EQ.	• The synergistic blend of MV and EQ provide an inseparable dynamic display.	
	• Insufficient development.	• Use of breath is beginning to be more consistent from individual to individual.	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	• Breath is understood and used. • Strong application of muscle, tension, flexion and rotation.	• Full understanding and ongoing control supports the fullest completion of phrases.	
	• 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 may limit training demonstration.	• 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.	TRAINING TO SUPPORT VOCABULARY	• Strong and evident mental and physical development and training. • Evident and consistent style. • Evident and quick recovery from infrequent breaks and flaws. • Strong and constant concentration and stamina.	• Superior mental and physical development and training. • Superbly defined characteristics and style. • Effortless recovery from virtually non-existent breaks and flaws. • Superior concentration and stamina. • There is a crystallization of all efforts.	

Scholastic World Class guards are comprised of the most advanced level of depth, quality of design, and excellence

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



Scholastic World Class Design Analysis

Composition

Score

100

Whose composition contained the greater:

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

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
0 to 6	7 14 22	30 40 50	60 70 80	90 93 96	99 to 100
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 98	Sets New Standards 99 to 100

Excellence

Score

100

Whose performers demonstrated the better:

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

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				BOX 6 New Standards									
0 to 06			07 to 29				30 to 59					60 to 89				90 to 98				99 to 100									
0	3	6	7	13	14	21	22	29	30	39		40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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		5 ALL/ALL + 6 ALL/ALL			

COMPOSITION – AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

<ul style="list-style-type: none"> There is a lack of readability. 	<ul style="list-style-type: none"> Occasional awareness of design fundamentals. Weak composing process and/or elements. Classification might be an issue. Strong sense of program incompleteness. 	<ul style="list-style-type: none"> Knowledge of design fundamentals and logic. Correct composing process with moderate use of sound design elements. 	<p>USE AND INTERRELATIONSHIP OF DESIGN ELEMENTS IN FORM, BODY AND EQ</p>	<ul style="list-style-type: none"> A high degree of design and logic. Well developed and strong composing process with high-quality elements. 	<ul style="list-style-type: none"> The highest level of sophisticated design is always displayed. Superior composing with superior elements. 	<ul style="list-style-type: none"> Sets new standards.
	<ul style="list-style-type: none"> Infrequent or weak connection of events through motion in form, body or EQ. 	<ul style="list-style-type: none"> Good connection of events through motion in form, body and EQ. 	<p>MOTION TO CONNECT EVENTS</p>	<ul style="list-style-type: none"> Strong connection of events through motion in form, body and EQ. 	<ul style="list-style-type: none"> Superb connection of events through motion in form, body and EQ. 	
	<ul style="list-style-type: none"> Infrequent orch. of EQ and MV on staging. Horizontal construction lacks continuity and development. Minimal crafting of EQ and MV phrases. Rare artistic effort. Obvious need for unification of ideas. 	<ul style="list-style-type: none"> Horizontal orch. shows good placement, logic and continuity. Good crafting of EQ and MV phrases. Vertical orch. provides a growing vehicle for artistic effort. Incomplete or questionable unity. 	<p>DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</p>	<ul style="list-style-type: none"> Horizontal orch. shows strong placement, logic, continuity and creativity. Strong crafting of EQ and MV phrases. Vertical orch. is well-developed and provides a strong vehicle for artistic effort. Strong unity elevates the design. 	<ul style="list-style-type: none"> Horizontal orch. weaves a series of creative ideas into a seamless through outstanding placement, logic, and continuity. Superior crafting of EQ and MV phrases. Vertical orch. is always fully developed with depth and artistic effort. Superior unity. 	
	<ul style="list-style-type: none"> Occasional, basic reflection with rare dynamic efforts. 	<ul style="list-style-type: none"> Moderate/basic reflection, with sporadic dynamic efforts. 	<p>REFLECTION/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</p>	<ul style="list-style-type: none"> Literal or abstract reflection and enhancement, with a broad and consistent range of dynamic efforts. 	<ul style="list-style-type: none"> Constant reflection and enhancement through a fully developed range of dynamic efforts. 	
	<ul style="list-style-type: none"> Weak and/or limited. 	<ul style="list-style-type: none"> Mostly correct but lacks depth or development. 	<p>IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</p>	<ul style="list-style-type: none"> Broad, with excellent depth. 	<ul style="list-style-type: none"> Superior. 	
	<ul style="list-style-type: none"> Weak and/or limited. 	<ul style="list-style-type: none"> Moderate. 	<p>VARIETY OF DESIGN CHOICES</p>	<ul style="list-style-type: none"> Broad. 	<ul style="list-style-type: none"> Superior. 	
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Some manifestation enhances depth. 	<p>CHARACTERISTICS, DETAIL AND NUANCE</p>	<ul style="list-style-type: none"> Well-developed and consistently displayed. 	<ul style="list-style-type: none"> Superb and fully developed. 	

EXCELLENCE - AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> The ensemble is inadequately trained. 	<ul style="list-style-type: none"> Some understanding and uniformity. 	<ul style="list-style-type: none"> Growing consistency with fairly good uniformity. 	<p>ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV & FORM)</p>	<ul style="list-style-type: none"> Highly developed skills, maintained with excellent consistency and uniformity. 	<ul style="list-style-type: none"> Superior skills, constantly displayed with superior clarity, ease and uniformity in all responsibilities. 	<ul style="list-style-type: none"> Sets new standards.
	<ul style="list-style-type: none"> Momentary gradations. 	<ul style="list-style-type: none"> Moderate achievement for longer periods. 	<p>ACHIEVEMENT OF A FULL DYNAMIC RANGE: S/T/W/F</p>	<ul style="list-style-type: none"> At high level, consistent and strong. 	<ul style="list-style-type: none"> Superior achievement of the fullest, most sophisticated, range. 	
	<ul style="list-style-type: none"> Occasionally demonstrated. 	<ul style="list-style-type: none"> Usually evident and consistent. 	<p>ADHERENCE TO STYLE IN EQ, MV AND MOTION</p>	<ul style="list-style-type: none"> Excellent level of consistency - sustained and ongoing. 	<ul style="list-style-type: none"> Superb and constant. 	
	<ul style="list-style-type: none"> Attempted recovery from frequent breaks and flaws. Inconsistent and sporadic concentration, stamina, and demonstration of skills. 	<ul style="list-style-type: none"> Good physical and mental development. Evident recovery from breaks and flaws. Developing/moderate concentration and stamina. 	<p>TRAINING, CONCENTRATION, STAMINA, RECOVERY</p>	<ul style="list-style-type: none"> A high degree of physical and mental development. Evident and quick recovery from infrequent breaks and flaws. Constant concentration and stamina. 	<ul style="list-style-type: none"> The highest degree of physical and mental development for this age group. Effortless recovery from rare breaks and flaws. Superior concentration and stamina. 	
	<ul style="list-style-type: none"> Inconsistent. 	<ul style="list-style-type: none"> Moderate. 	<p>ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</p>	<ul style="list-style-type: none"> At high level, consistent and strong. 	<ul style="list-style-type: none"> Superior. There is a crystallization of all efforts. 	

Scholastic World Class guards demonstrate advanced to standard-setting qualities in repertoire and performance.

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



Scholastic World Class General Effect

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	Box 6
0 to 6	7 14 22	30 40 50	60 70 80	90 93 96	99 to 100
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 98	Sets New Standards 99 to 100

Performance Effect

Score

100

Whose performers better:

- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained the Dramatic Contour and Planned Effects
- Demonstrated Excellence as an Effect
- Engaged the Audience through a Range and Variety of Effects
- Established/Sustained Designed Mood, Artistic Qualities, and Visual Musicality

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

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BOX 1 Seldom Exp. 0 to 06			BOX 2 Rarely Discovers 07 to 29				BOX 3 Sometimes Knows 30 to 59				POINTS OF COMPARISON	BOX 4 Frequently Understands 60 to 89				BOX 5 Always Applies 90 to 98			BOX 6 New Standards 99 to 100										
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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	5 ALL/ALL + 6 ALL/ALL												

REPERTOIRE EFFECT – AT AN ADVANCED TO STANDARD-SETTING 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, although unsophisticated, 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"> Strong and well developed. Concepts, while excellent, may not explore new realms of creativity. Strong attention to detail and PV enhance the program. 	<ul style="list-style-type: none"> Superb and fully developed. Superior concepts explore new realms of creativity and imagination Consistently successful and effective PV provides constant enhancement.
	<ul style="list-style-type: none"> Pacing is attempted, at times engaging. 	<ul style="list-style-type: none"> Mostly successful and moderately engages the audience. 	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> Consistently successful and guides the audience through intended aesthetic, emotional, and intellectual responses. 	<ul style="list-style-type: none"> Completely successful in producing optimum intended impact.
	<ul style="list-style-type: none"> Some fundamentals, often weak, occasionally depict the concept and create effect. Coordination is attempted. Crafting of EQ and MV phrases is not apparent. 	<ul style="list-style-type: none"> Proper fundamentals of EQ/MV design, staging, and coordination yield moderate effect. Crafting of EQ and MV phrases is apparent and moderately effective. Some moments of unique and effective design. 	EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> Reflects a mature understanding of repertoire design and crafting of phrase. Excellent range and variety, with consistent quality and interest. 	<ul style="list-style-type: none"> An unparalleled profusion of creative and effective design, combining optimum quality, originality, variety, and detailed crafting of phrase.
	<ul style="list-style-type: none"> Sometimes attempted, at times engaging. 	<ul style="list-style-type: none"> Moderate, with mostly successful responses. 	RANGE AND VARIETY OF EFFECTS: AESTHETIC/ EMOTIONAL/ INTELLECTUAL	<ul style="list-style-type: none"> Excellent and consistently successful in guiding the audience through the intended responses. 	<ul style="list-style-type: none"> Maximized and completely successful in elevating and guiding the audience through maximized aesthetic, emotional, and intellectual responses.
	<ul style="list-style-type: none"> Sporadic. 	<ul style="list-style-type: none"> Usually successful in guiding the audience through the program intent. 	MUSICALITY/ MOOD	<ul style="list-style-type: none"> Always successful in guiding the audience through the program intent. 	<ul style="list-style-type: none"> Maximized, producing full effect.

PERFORMANCE EFFECT – AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS BETTER:

<ul style="list-style-type: none"> There is a lack of performer involvement in creating audience engagement and emotion. 	<ul style="list-style-type: none"> Occasional or inconsistent. The program may limit the opportunity to demonstrate skills. 	<ul style="list-style-type: none"> An average range is 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"> A broad range is understood and consistently achieved. 	<ul style="list-style-type: none"> A broad range throughout, with maximized manipulation of audience response.
	<ul style="list-style-type: none"> A fair understanding, although may be sporadic in their definition and inclusion. 	<ul style="list-style-type: none"> Aware, with moderate achievement most of the time. 	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> Strong awareness and consistency. 	<ul style="list-style-type: none"> Superlative achievement of a broad range.
	<ul style="list-style-type: none"> Occasional or inconsistent. 	<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"> Strong and consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> Superlative achievement with maximized manipulation of audience response.
	<ul style="list-style-type: none"> Occasional or inconsistent. 	<ul style="list-style-type: none"> Developing, with some consistency from section to section and within the show. 	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUALITY AND VISUAL MUSICALITY	<ul style="list-style-type: none"> Strong and consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> Superlative achievement with maximized manipulation of audience response.
	<ul style="list-style-type: none"> Occasional or inconsistent. 	<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"> Strong and consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> Superlative achievement of a broad range.