

Cadet / Novice Class guards are comprised of rudimentary and basic 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.

# Vocabulary

**Score**

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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		
<b>0 to 30</b>	<b>31</b>	<b>38</b>	<b>45</b>	<b>51</b>	<b>58</b>	<b>65</b>	<b>71</b>	<b>78</b>	<b>85</b>	<b>90</b>	<b>94</b>	<b>98</b>
Seldom Experiences <b>0 to 30</b>	Rarely Discovers <b>31 to 50</b>			Sometimes Knows <b>51 to 70</b>			Frequently Understands <b>71 to 89</b>			Always Applies <b>90 to 100</b>		

# Excellence

**Score**

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100

**Whose performers demonstrated the better:**

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

### 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**

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200

# Cadet / Novice Class Equipment

## Equipment Cadet and Novice Class

Box 1 Seldom Explores			Box 2 Rarely Discovers			Box 3 Sometimes Knows			POINTS OF COMPARISON	Box 4 Frequently Understands			Box 5 Always Applies		
0 to 30			31 to 50			51 to 70				71 to 89			90 to 100		
0	11	21	31-37	38-44	45-50	51-57	58-64	65-70		71-77	78-84	85-89	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
<b>Vocabulary – At a rudimentary and basic level, whose vocabulary contained the greater:</b>															
<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>	<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Short phrases.</li> <li>Program is extremely incomplete.</li> </ul>			<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Limited phrases.</li> </ul>			RANGE AND VARIETY OF EQUIPMENT SKILLS			<ul style="list-style-type: none"> <li>Some variety.</li> <li>May still be a work in progress but provides adequate opportunity.</li> </ul>			<ul style="list-style-type: none"> <li>Growing range, with some variety and dimensionality.</li> </ul>		
	<ul style="list-style-type: none"> <li>Rarely included.</li> </ul>			<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>			DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			<ul style="list-style-type: none"> <li>Sometimes explores gradations of time and weight.</li> </ul>			<ul style="list-style-type: none"> <li>Growing range of gradations.</li> </ul>		
	<ul style="list-style-type: none"> <li>Sometimes single efforts only.</li> </ul>			<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>			DEPTH, RANGE AND VARIETY OF BLEND BETWEEN EQ/BODY			<ul style="list-style-type: none"> <li>Occasionally combined with MV, motion or staging.</li> </ul>			<ul style="list-style-type: none"> <li>Some combining with appropriate MV or staging.</li> </ul>		
	<ul style="list-style-type: none"> <li>Very occasionally compatible.</li> </ul>			<ul style="list-style-type: none"> <li>Occasionally compatible.</li> </ul>			RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING			<ul style="list-style-type: none"> <li>Usually compatible.</li> </ul>			<ul style="list-style-type: none"> <li>Mostly compatible.</li> </ul>		
<b>Excellence – At a rudimentary and basic level, whose performers demonstrated the better:</b>															
<ul style="list-style-type: none"> <li>No training in EQ principles demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Very discovering, with some training and uniformity to introductory principles.</li> </ul>			<ul style="list-style-type: none"> <li>Discovering, with some training and uniformity relative to introductory principles.</li> <li>Style is not understood,</li> <li>Equipment is held in similarly.</li> </ul>			UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES			<ul style="list-style-type: none"> <li>Developing, but may vary from individual or relative to effort required.</li> <li>Developing style.</li> <li>More consistent method and timing.</li> </ul>			<ul style="list-style-type: none"> <li>Introductory skills understood and often achieved, with more consistent uniformity in method, style, and timing.</li> </ul>		
	<ul style="list-style-type: none"> <li>Not present.</li> </ul>			<ul style="list-style-type: none"> <li>Not understood.</li> <li>Phrases are not initiated together.</li> <li>Timing not well understood.</li> </ul>			UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			<ul style="list-style-type: none"> <li>Developing, but may vary from individual to individual or relative to effort required.</li> </ul>			<ul style="list-style-type: none"> <li>Gradations of time and weight are achieved for short periods.</li> </ul>		
	<ul style="list-style-type: none"> <li>Very inconsistent. Body development causes variations in look of EQ.</li> </ul>			<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in look of EQ.</li> </ul>			ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES			<ul style="list-style-type: none"> <li>Undeveloped body qualities cause a variation in look of equipment.</li> </ul>			<ul style="list-style-type: none"> <li>Body development is improving, lending support beneath EQ.</li> </ul>		
	<ul style="list-style-type: none"> <li>Not present.</li> </ul>			<ul style="list-style-type: none"> <li>Not understood or applied.</li> </ul>			DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION			<ul style="list-style-type: none"> <li>Introductory knowledge is applied in simple efforts.</li> </ul>			<ul style="list-style-type: none"> <li>Understood and applied in simple introductory efforts.</li> </ul>		
	<ul style="list-style-type: none"> <li>Very weak or no recovery from frequent breaks and flaws.</li> <li>Very weak concentration.</li> <li>Extremely incomplete program may limit training demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>Developing training.</li> <li>Weak or no recovery from frequent breaks or flaws.</li> <li>Weak concentration.</li> </ul>			TRAINING TO SUPPORT VOCABULARY			<ul style="list-style-type: none"> <li>Moderate introductory training, concentration, and stamina.</li> <li>Inconsistent recovery from breaks and flaws.</li> <li>Average physical and mental development for this level.</li> <li>May be a work in progress but allows adequate demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>Good introductory training for this class.</li> <li>More evident recovery from breaks and flaws.</li> <li>Developing and moderate concentration and stamina.</li> <li>Good physical and mental development for this class.</li> </ul>		

Cadet / Novice Class guards are comprised of rudimentary and basic 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.

# Vocabulary

Score

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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		
<b>0 to 30</b>	<b>31</b>	<b>38</b>	<b>45</b>	<b>51</b>	<b>58</b>	<b>65</b>	<b>71</b>	<b>78</b>	<b>89</b>	<b>90</b>	<b>94</b>	<b>98</b>
Seldom Experiences <b>0 to 30</b>	Rarely Discovers <b>31 to 50</b>			Sometimes Knows <b>51 to 70</b>			Frequently Understands <b>71 to 89</b>			Always Applies <b>90 to 100</b>		

# Excellence

Score

---

100

**Whose performers demonstrated the better:**

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

### 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

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200

# Cadet / Novice Class Movement

## Movement Cadet and Novice Class

Box 1 Seldom Explores			Box 2 Rarely Discovers			Box 3 Sometimes Knows			POINTS OF COMPARISON	Box 4 Frequently Understands			Box 5 Always Applies				
0 to 30			31 to 50			51 to 70				71 to 89			90 to 100				
0	11	21	31-37	38-44	45-50	51-57	58-64	65-70		71-77	78-84	85-89	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			
<b>Vocabulary – At a rudimentary and basic level, whose vocabulary contained the greater:</b>																	
<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>			<ul style="list-style-type: none"> <li>Very limited, repetitious, or only single efforts.</li> <li>Very short phrases.</li> <li>Program is extremely incomplete.</li> </ul>			<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Short phrases.</li> </ul>			RANGE AND VARIETY OF EQUIPMENT SKILLS			<ul style="list-style-type: none"> <li>Some variety.</li> <li>May still be a work in progress but provides adequate opportunity.</li> </ul>			<ul style="list-style-type: none"> <li>Growing range, with some variety and dimensionality.</li> </ul>		
			<ul style="list-style-type: none"> <li>More than seldom included.</li> </ul>			<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>			DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			<ul style="list-style-type: none"> <li>Sometimes explores gradations of time and weight.</li> </ul>			<ul style="list-style-type: none"> <li>Growing range of gradations.</li> </ul>		
			<ul style="list-style-type: none"> <li>Sometimes single efforts only.</li> </ul>			<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>			DEPTH, RANGE AND VARIETY OF BLEND BETWEEN EQ/BODY			<ul style="list-style-type: none"> <li>Occasionally combined with EQ, motion, or staging.</li> </ul>			<ul style="list-style-type: none"> <li>Some combining with appropriate MV or staging.</li> </ul>		
			<ul style="list-style-type: none"> <li>Very occasionally compatible.</li> </ul>			<ul style="list-style-type: none"> <li>Occasionally compatible.</li> </ul>			RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING			<ul style="list-style-type: none"> <li>Usually compatible.</li> </ul>			<ul style="list-style-type: none"> <li>Mostly compatible.</li> </ul>		
<b>Excellence – At a rudimentary and basic level, whose performers demonstrated the better:</b>																	
<ul style="list-style-type: none"> <li>No training in MV principles demonstrated.</li> </ul>			<ul style="list-style-type: none"> <li>Very discovering, with some training and uniformity to introductory principles.</li> </ul>			<ul style="list-style-type: none"> <li>Discovering, with some training and uniformity relative to introductory principles.</li> <li>Style is not understood,</li> <li>Equipment is held in similarly.</li> </ul>			UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES			<ul style="list-style-type: none"> <li>Developing, but may vary from individual or relative to effort required.</li> <li>Developing style.</li> <li>More consistent method and timing.</li> </ul>			<ul style="list-style-type: none"> <li>Introductory skills understood and often achieved, with more consistent uniformity in method, style, and timing.</li> </ul>		
			<ul style="list-style-type: none"> <li>Not present.</li> </ul>			<ul style="list-style-type: none"> <li>Not understood.</li> <li>Phrases are not initiated together.</li> <li>Timing not well understood.</li> </ul>			UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			<ul style="list-style-type: none"> <li>Developing, but may vary from individual to individual or relative to effort required.</li> </ul>			<ul style="list-style-type: none"> <li>Gradations of time and weight are achieved for short periods.</li> </ul>		
			<ul style="list-style-type: none"> <li>Very inconsistent. Body development causes variations in look of EQ.</li> </ul>			<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in look of EQ.</li> </ul>			ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES			<ul style="list-style-type: none"> <li>Undeveloped body qualities cause a variation in look of equipment.</li> </ul>			<ul style="list-style-type: none"> <li>Body development is improving, lending support beneath EQ.</li> </ul>		
			<ul style="list-style-type: none"> <li>Not present.</li> </ul>			<ul style="list-style-type: none"> <li>Not understood or applied.</li> </ul>			DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION			<ul style="list-style-type: none"> <li>Introductory knowledge is applied in simple efforts.</li> </ul>			<ul style="list-style-type: none"> <li>Understood and applied in simple introductory efforts.</li> </ul>		
			<ul style="list-style-type: none"> <li>Very weak or no recovery from frequent breaks and flaws.</li> <li>Very weak concentration.</li> <li>Extremely incomplete program may limit training demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>Developing training.</li> <li>Weak or no recovery from frequent breaks or flaws.</li> <li>Weak concentration.</li> </ul>			TRAINING TO SUPPORT VOCABULARY			<ul style="list-style-type: none"> <li>Moderate introductory training, concentration, and stamina.</li> <li>Inconsistent recovery from breaks and flaws.</li> <li>Average physical and mental development for this level.</li> <li>May be a work in progress but allows adequate demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>Good introductory training for this class.</li> <li>More evident recovery from breaks and flaws.</li> <li>Developing and moderate concentration and stamina.</li> <li>Good physical and mental development for this class.</li> </ul>		

Cadet / Novice Class guards are comprised of rudimentary basic level 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.

## Composition

Score

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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
- Logic and correctness of design
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2			Box 3			Box 4			Box 5		
<b>0 to 30</b>	<b>31</b>	<b>38</b>	<b>45</b>	<b>51</b>	<b>58</b>	<b>65</b>	<b>71</b>	<b>78</b>	<b>85</b>	<b>90</b>	<b>94</b>	<b>98</b>
Seldom Experiences <b>0 to 30</b>	Rarely Discovers <b>31 to 50</b>			Sometimes Knows <b>51 to 70</b>			Frequently Understands <b>71 to 89</b>			Always Applies <b>90 to 100</b>		

## Excellence

Score

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100

**Whose performers demonstrated the better:**

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

### 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

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200

## Design Analysis Cadet and Novice Class

Box 1 Seldom Explores			Box 2 Rarely Discovers			Box 3 Sometimes Knows			POINTS OF COMPARISON	Box 4 Frequently Understands			Box 5 Always Applies									
0 to 30			31 to 50			51 to 70				71 to 89			90 to 100									
0	11	21	31	37	44	45	50	51		57	64	65	70	71	77	84	85	89	90	93	97	98
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						
<b>Composition – At a rudimentary and basic level, whose composition contained the greater:</b>																						
<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>			<ul style="list-style-type: none"> <li>Minimal awareness of the fundamentals of design in EQ, MV, or staging, present singly.</li> <li>Incomplete composition may limit scoring.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional awareness of the fundamentals of design in EQ, MV, or staging, presented singly.</li> </ul>			USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ			<ul style="list-style-type: none"> <li>Knowledge of fundamentals of design in EQ, MV, and staging.</li> <li>Beginning understanding of how to blend elements to create a pleasing whole.</li> <li>Work may still be in progress, but the design is clear.</li> </ul>			<ul style="list-style-type: none"> <li>Design ideas are clear even with gaps in unity or incompleteness.</li> <li>Complete and appropriate for this class.</li> </ul>							
<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>			<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>			MOTION TO CONNECT EVENTS			<ul style="list-style-type: none"> <li>Incorporate as compatible to skills.</li> </ul>			<ul style="list-style-type: none"> <li>Sometimes incorporated.</li> </ul>										
<ul style="list-style-type: none"> <li>A need for unification of ideas is necessary.</li> </ul>			<ul style="list-style-type: none"> <li>Infrequent, presented singly.</li> <li>A need for unification of ideas is obvious.</li> </ul>			DESIGN AND ORCHESTRATION THROUGH TIME AND IN LAYERED EVENTS			<ul style="list-style-type: none"> <li>Some orchestration, elements are often presented singly.</li> <li>Questionable or incomplete unity of elements.</li> </ul>			<ul style="list-style-type: none"> <li>A sound knowledge of the fundamentals with some orchestration of ideas.</li> <li>Some unity connects the design for this level.</li> </ul>										
<ul style="list-style-type: none"> <li>Rare awareness of the fundamentals.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional awareness of the fundamentals.</li> </ul>			LOGIC AND CORRECTNESS OF DESIGN			<ul style="list-style-type: none"> <li>Knowledge of fundamentals basically correct for this level.</li> </ul>			<ul style="list-style-type: none"> <li>A sound knowledge of the fundamentals for this level.</li> <li>Correct and logical for this level.</li> </ul>										
<ul style="list-style-type: none"> <li>Rare relationship, most often basic melody.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional relationship, most often to basic melody.</li> </ul>			REFLECTION/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS			<ul style="list-style-type: none"> <li>Beginning reflection of the basic audio structure with occasional dynamic changes.</li> </ul>			<ul style="list-style-type: none"> <li>Compatible reflection through exploration of dimensionality of EQ or body.</li> <li>Some apparent dynamic changes.</li> </ul>										
<ul style="list-style-type: none"> <li>Dysfunctional or abrupt.</li> </ul>			<ul style="list-style-type: none"> <li>Sometimes functional or abrupt.</li> </ul>			TRANSITIONS AND EQ CHANGES			<ul style="list-style-type: none"> <li>Growing compatibility for this class.</li> </ul>			<ul style="list-style-type: none"> <li>Complete and appropriate for this class</li> </ul>										
<ul style="list-style-type: none"> <li>Rarely evident</li> </ul>			<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>			CHARACTERISTICS, DETAIL AND NUANCE			<ul style="list-style-type: none"> <li>Growing compatibility for this class.</li> </ul>			<ul style="list-style-type: none"> <li>Complete and appropriate for this class.</li> </ul>										
<b>Excellence – At a rudimentary and basic level, whose performers better:</b>																						
<ul style="list-style-type: none"> <li>Performers are generally unaware of responsibilities.</li> </ul>			<ul style="list-style-type: none"> <li>Rare or so weak achievement of some responsibilities.</li> <li>Still learning the principle of moving through space.</li> <li>Incomplete program limits demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional weak achievement of some responsibilities.</li> <li>Sporadic uniformity.</li> <li>Still learning the principle of moving through space.</li> </ul>			ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)			<ul style="list-style-type: none"> <li>Growing demonstration of principles involving space, time, and moving through space.</li> <li>Moderate clarity and uniformity.</li> <li>May still be in progress but provides opportunity to demonstrate skills.</li> </ul>			<ul style="list-style-type: none"> <li>Consistent understanding of space, time, and form.</li> <li>Consistent achievement moving through space as appropriate for this level.</li> </ul>							
<ul style="list-style-type: none"> <li>Rare and/or weak.</li> </ul>			<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>			KNOWLEDGE OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			<ul style="list-style-type: none"> <li>Growing and recognizable.</li> </ul>			<ul style="list-style-type: none"> <li>Consistent understanding and achievement.</li> </ul>										
<ul style="list-style-type: none"> <li>Rare and/or weak.</li> </ul>			<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>			ADHERENCE TO STYLE IN EQ, MV AND MOTION			<ul style="list-style-type: none"> <li>Growing and recognizable.</li> </ul>			<ul style="list-style-type: none"> <li>Consistent understanding and achievement.</li> </ul>										
<ul style="list-style-type: none"> <li>Frequent breaks and flaws; recovery is not yet understood or attempted.</li> <li>Concentration and stamina is lacking.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional breaks and flaws; Still learning the principle of recovery.</li> <li>Concentration and stamina are starting to develop.</li> </ul>			TRAINING, CONCENTRATION, STAMINA, RECOVERY			<ul style="list-style-type: none"> <li>Growing physical and mental development for this class.</li> <li>Growing understanding of recovery from breaks and flaws.</li> <li>Concentration and stamina are more evident throughout.</li> </ul>			<ul style="list-style-type: none"> <li>Consistent and enhanced physical and mental development for this class.</li> <li>Consistent recovery from minimal breaks and flaws.</li> <li>Consistent and enhanced display of concentration and stamina.</li> </ul>										
<ul style="list-style-type: none"> <li>Rare and/or weak.</li> </ul>			<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>			ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE			<ul style="list-style-type: none"> <li>Growing and recognizable.</li> </ul>			<ul style="list-style-type: none"> <li>Consistent understanding and achievement.</li> </ul>										

Cadet / Novice Class guards demonstrate introductory/beginning level qualities in repertoire 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

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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
- Visual Musicality/Mood

Box 1	Box 2			Box 3			Box 4			Box 5		
<b>0 to 30</b>	31	38	45	51	58	65	71	78	85	90	94	98
Seldom Experiences <b>0 to 30</b>	Rarely Discovers <b>31 to 50</b>			Sometimes Knows <b>51 to 70</b>			Frequently Understands <b>71 to 89</b>			Always Applies <b>90 to 100</b>		

# Performance Effect

Score

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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

### 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

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200

Cadet / Novice class

# General Effect

## General Effect Cadet and Novice Class

Box 1 Seldom Explores	Box 2 Rarely Discovers					Box 3 Sometimes Knows			POINTS OF COMPARISON	Box 4 Frequently Understands			Box 5 Always Applies																																																									
0 to 30	31 to 50					51 to 70				71 to 89			90 to 100																																																									
0	11	21	31	37	38	44	45	50		51	57	58	64	65	70	71	77	78	84	85	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																																																
<b>Repertoire Effect – At a rudimentary and basic level, whose repertoire contained the greater:</b>																																																																						
<ul style="list-style-type: none"> <li>The program is confused and unclear.</li> </ul>			<ul style="list-style-type: none"> <li>May be clear with some thought, although very undeveloped.</li> <li>Concepts show seldom understanding of design.</li> <li>Minimal PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>					<ul style="list-style-type: none"> <li>Becoming clearer, although still lacking development.</li> <li>Concepts show some understanding of design and are somewhat engaging.</li> <li>Growing PV.</li> </ul>			PROGRAM CONCEPT AND PRODUCTION VALUE (PV)			<ul style="list-style-type: none"> <li>Clear, moderately developed and somewhat engaging.</li> <li>Generally successful PV provides moderate enhancement at this level.</li> <li>Program concept may still be a work in progress.</li> </ul>			<ul style="list-style-type: none"> <li>Clear and identifiable with a sound understanding of programming, yielding a good audience engagement for this class.</li> <li>Effective PV, concept, and creativity exists for this level of development.</li> </ul>																																																					
																				<ul style="list-style-type: none"> <li>Rarely attempted and minimally engaging with the audience at this level.</li> </ul>					<ul style="list-style-type: none"> <li>At time attempted</li> <li>At times engaging with the audience</li> </ul>			DRAMATIC CONTOUR AND PACING OF PLANNED EVENTS			<ul style="list-style-type: none"> <li>More frequent and growing engagement with the audience.</li> </ul>			<ul style="list-style-type: none"> <li>Good introductory understanding throughout with continued engagement with the audience at this level.</li> </ul>																																				
																																					<ul style="list-style-type: none"> <li>Rarely attempted fundamentals, seldomly producing effect and lack of coordination.</li> </ul>					<ul style="list-style-type: none"> <li>Some fundamentals, often weak, occasionally produce effect. Coordination is attempted.</li> </ul>			EFFECTIVE DESIGN OF EQ, MV, AND STAGING			<ul style="list-style-type: none"> <li>Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects at this level.</li> </ul>			<ul style="list-style-type: none"> <li>Good introductory EQ/MV design, staging and coordination give more interest to the program.</li> </ul>																			
																																																						<ul style="list-style-type: none"> <li>Rarely attempted.</li> </ul>					<ul style="list-style-type: none"> <li>Sometime attempted.</li> <li>Sometime engaging.</li> </ul>			RANGE AND VARIETY OF EFFECTS: AESTHETIC / EMOTIONAL / INTELLECTUAL			<ul style="list-style-type: none"> <li>Moderately developed and engaging.</li> </ul>			<ul style="list-style-type: none"> <li>Good introductory range is more consistently sustained.</li> </ul>		
<b>Performance Effect – At a rudimentary and basic level, whose performers better:</b>																																																																						
<ul style="list-style-type: none"> <li>Involvement of performers and / or performance is not present.</li> </ul>			<ul style="list-style-type: none"> <li>Awareness of general responsibilities lacking.</li> </ul>					<ul style="list-style-type: none"> <li>Introductory awareness of general responsibilities.</li> </ul>			DEMONSTRATED EXCELLENCE AS AN EFFECT			<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>			<ul style="list-style-type: none"> <li>Good for this level, most of the time.</li> </ul>																																																					
																				<ul style="list-style-type: none"> <li>Rarely attempts skills.</li> <li>Incomplete program limits the opportunity to demonstrate skills.</li> </ul>					<ul style="list-style-type: none"> <li>Attempting the skills but only sporadic in application.</li> </ul>			ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS			<ul style="list-style-type: none"> <li>Developing, with introductory success for longer periods.</li> <li>Program may be a work in progress but provides adequate opportunity.</li> </ul>			<ul style="list-style-type: none"> <li>Introductory skills are understood, with some communication and engagement.</li> </ul>																																				
			<ul style="list-style-type: none"> <li>Awareness of general responsibilities lacking.</li> </ul>					<ul style="list-style-type: none"> <li>Introductory awareness of general responsibilities.</li> </ul>			EMBODIED / SUSTAINED THE DRAMATIC CONTOUR OF PLANNED EFFECTS			<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>			<ul style="list-style-type: none"> <li>Good for this level, most of the time.</li> </ul>																																																					
																																					<ul style="list-style-type: none"> <li>Rarely attempted involvement</li> </ul>					<ul style="list-style-type: none"> <li>Sometime attempted involvement.</li> </ul>			DELIVERED / SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS			<ul style="list-style-type: none"> <li>Developing introductory success for longer periods.</li> </ul>			<ul style="list-style-type: none"> <li>Introductory skills are more consistent from section to section and moment to moment.</li> </ul>																			
																																																						<ul style="list-style-type: none"> <li>Rarely attempted.</li> </ul>					<ul style="list-style-type: none"> <li>Sometimes an introductory understanding.</li> </ul>			ESTABLISHED / SUSTAINED DESIGNED MOOD, ARTISTIC QUALITIES AND VISUAL MUSICALITY			<ul style="list-style-type: none"> <li>Developing, introductory success for longer periods.</li> </ul>			<ul style="list-style-type: none"> <li>Introductory skills are more consistent from section to section and moment to moment.</li> </ul>		