

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.



Regional A Class Equipment

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 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

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 INTRODUCTORY TO BEGINNING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:

• 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. May still be in a work in progress, but provides adequate opportunity. 	RANGE AND VARIETY OF EQ SKILLS	<ul style="list-style-type: none"> Growing range, with some variety and dimensionality. 	<ul style="list-style-type: none"> Good introductory to beginning range, with variety and some versatility. Longer phrases.
	<ul style="list-style-type: none"> Seldom included. 	<ul style="list-style-type: none"> Sometimes explores gradations of time and weight. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Growing range of gradations. 	<ul style="list-style-type: none"> Growing range of qualities and gradations.
	<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"> Some combining with MV or staging. 	<ul style="list-style-type: none"> Good introductory to beginning range, with some variety of combination with MV and/or staging.
	<ul style="list-style-type: none"> Occasionally compatible. 	<ul style="list-style-type: none"> Usually compatible. 	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> Mostly compatible. 	<ul style="list-style-type: none"> Fully compatible to skills which are properly developed in support of the growing vocabulary.

EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

• No training in EQ principles demonstrated	<ul style="list-style-type: none"> Discovering, with some training and uniformity relative to introductory principles. Style not understood. 	<ul style="list-style-type: none"> Developing, 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"> Introductory skills understood and often achieved, with more consistent uniformity in method, style and timing. 	<ul style="list-style-type: none"> Introductory and beginning skills are applied and achieved, with improved uniformity in method, style and timing for this class.
	<ul style="list-style-type: none"> Not understood. 	<ul style="list-style-type: none"> Developing, but may vary from individual to individual or relative to effort required. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Gradations of time and weight are achieved for short periods. 	<ul style="list-style-type: none"> Introductory and beginning dynamic efforts are applied, with greater success with gradations in time and weight.
	<ul style="list-style-type: none"> Inconsistent body development causes variations in look of EQ. 	<ul style="list-style-type: none"> Undeveloped body qualities cause variation in look of EQ. 	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> Body development is improving, lending 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"> Introductory knowledge is applied in simple efforts. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> Understood and applied in simple introductory efforts. 	<ul style="list-style-type: none"> Understood and applied in introductory to beginning efforts.
	<ul style="list-style-type: none"> Developing training. Weak or no recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 	<ul style="list-style-type: none"> Moderate introductory training, concentration and stamina. Inconsistent recovery from breaks and flaws. Average physical and mental development for this level. May be a work in progress but allows adequate demonstration. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> Good training for this class. More evident recovery from breaks and flaws. Developing and moderate concentration and stamina. Good physical and mental development for this class 	<ul style="list-style-type: none"> Successful training for this class. Growing recovery from breaks and flaws. Developing and good concentration and stamina. Appropriate physical and mental development. Some success at some beginning intermediate challenges.

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.



Regional A Class Movement

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 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

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 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 INTRODUCTORY TO BEGINNING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:													
• 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. May still be in a work in progress, but provides adequate opportunity. 	RANGE AND VARIETY OF MV SKILLS	<ul style="list-style-type: none"> Growing range, with some variety and dimensionality. 	<ul style="list-style-type: none"> Good introductory to beginning range, with variety and some versatility. Longer phrases. 								
	<ul style="list-style-type: none"> Seldom included. 	<ul style="list-style-type: none"> Sometimes explores gradations of time and weight. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Growing range of gradations. 	<ul style="list-style-type: none"> Growing range of qualities and gradations. 								
	<ul style="list-style-type: none"> Single efforts only. 	<ul style="list-style-type: none"> Occasionally combined with EQ, motion or staging. 	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> Some combining with EQ or staging. 	<ul style="list-style-type: none"> Good introductory to beginning range, with some variety of combination with MV and/or staging. 								
	<ul style="list-style-type: none"> Occasionally compatible. 	<ul style="list-style-type: none"> Usually compatible. 	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> Mostly compatible. 	<ul style="list-style-type: none"> Fully compatible to skills which are properly developed in support of the growing vocabulary. 								

EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:													
• No training in EQ principles demonstrated	<ul style="list-style-type: none"> Discovering, with some training and uniformity relative to introductory principles. Style not understood. 	<ul style="list-style-type: none"> Known, but may vary from individual to individual or relative to effort required. Developing style. More consistent method and timing. 	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	<ul style="list-style-type: none"> Introductory skills understood and often achieved, with more consistent uniformity in method, style and timing. 	<ul style="list-style-type: none"> Introductory and beginning skills are applied and achieved, with improved uniformity in method, style and timing for this class. 								
	<ul style="list-style-type: none"> Not understood. 	<ul style="list-style-type: none"> Attempted, beginning to develop, but are sporadic. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Gradations of time and weight are achieved for short periods. 	<ul style="list-style-type: none"> Introductory and beginning dynamic efforts are applied, with greater success with gradations in space, time, weight and flow. 								
	<ul style="list-style-type: none"> Inconsistent body development causes variations in look of the MV. 	<ul style="list-style-type: none"> Undeveloped body qualities cause variation in look of the MV. 	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> Body development is improving, lending support beneath MV and EQ. 	<ul style="list-style-type: none"> Body development lends good support beneath MV and EQ. 								
	<ul style="list-style-type: none"> Not understood or applied. 	<ul style="list-style-type: none"> Introductory knowledge is applied in simple efforts. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> Understood and applied in simple introductory efforts. 	<ul style="list-style-type: none"> Understood and applied in introductory to beginning efforts. 								
	<ul style="list-style-type: none"> Developing training. Weak or no recovery from frequent breaks and flaws. Weak concentration. Extremely incomplete program may limit training demonstration. 	<ul style="list-style-type: none"> Moderate introductory training, concentration and stamina. Inconsistent recovery from breaks and flaws. Average physical and mental development for this level. May be a work in progress but allows adequate demonstration. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> Good training for this class. More evident recovery from breaks and flaws. Developing and moderate concentration and stamina. Good physical and mental development for this class 	<ul style="list-style-type: none"> Successful training for this class. Growing recovery from breaks and flaws. Developing and good concentration and stamina. Appropriate physical and mental development. Some success at some beginning intermediate challenges. 								

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

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
- Reflection or enhancement of the audio including 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
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
- 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 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														

COMPOSITION – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

<ul style="list-style-type: none"> Generally lacks readability. 	<ul style="list-style-type: none"> Occasional awareness of the fundamentals of design in EQ, MV or staging, presented singly Incomplete composition may limit scoring potential.. 	<ul style="list-style-type: none"> Knowledge of fundamentals of design in EQ, MV and staging. Beginning understanding of how to blend elements to create a pleasing whole. Work may still be in progress, but the design ideas are clear. 	USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ	<ul style="list-style-type: none"> Sound knowledge of fundamentals of design and logic in EQ, MV and form. 	<ul style="list-style-type: none"> A successful blend of beginning design techniques in EQ, MV and form.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Sometimes incorporated 	MOTION TO CONNECT EVENTS	<ul style="list-style-type: none"> Often incorporated. 	<ul style="list-style-type: none"> Consistently incorporated.
	<ul style="list-style-type: none"> Infrequent, presented singly. A need for unification of ideas is obvious. 	<ul style="list-style-type: none"> Some orchestration, elements are often presented singly. Questionable or incomplete unity of elements. 	DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS	<ul style="list-style-type: none"> A sound knowledge of the fundamentals with some orchestration of ideas. Some unity connects the design. 	<ul style="list-style-type: none"> Sound horizontal orchestration. Good unity and understanding of design connection.
	<ul style="list-style-type: none"> Occasional awareness of the fundamentals. 	<ul style="list-style-type: none"> Knowledge of fundamentals Basically correct for this level. 	LOGIC AND CORRECTNESS OF DESIGN	<ul style="list-style-type: none"> A sound knowledge of the fundamentals. Correct and logical for this level. 	<ul style="list-style-type: none"> Correct and logical, showing good development for this level.
	<ul style="list-style-type: none"> Occasional relationship, most often to basic melody. 	<ul style="list-style-type: none"> Beginning reflection of the basic audio structure with occasional dynamic changes. 	REFLECTION/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS	<ul style="list-style-type: none"> Some reflection through exploration of dimensionality of EQ or body. Some apparent dynamic changes. 	<ul style="list-style-type: none"> EQ and MV reflect the audio with greater dimensionality.
	<ul style="list-style-type: none"> Dysfunctional, abrupt. 	<ul style="list-style-type: none"> Basically correct for this level. 	TRANSITIONS AND EQ CHANGES	<ul style="list-style-type: none"> Logical and sometimes well designed. 	<ul style="list-style-type: none"> Logical, with good design.
	<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"> Often evident. 	<ul style="list-style-type: none"> Usually evident.

EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> Performers are generally unaware. 	<ul style="list-style-type: none"> Occasional weak achievement of some responsibilities. Sporadic uniformity. Still learning the principle of moving through space. Incomplete program limits demonstration. 	<ul style="list-style-type: none"> More consistent demonstration of principles involving space, time, and moving through space. Moderate clarity and uniformity. May still be 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"> Growing consistency and understanding of space, time and form. More consistent achievement moving through space. 	<ul style="list-style-type: none"> Good understanding and achievement of space, time and form. Good uniformity relative to staging.
	<ul style="list-style-type: none"> Attempted but still learning. 	<ul style="list-style-type: none"> Starting to develop. 	KNOWLEDGE OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> Some achievement of a basic range. 	<ul style="list-style-type: none"> A growing range of dynamic efforts 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"> Growing. 	<ul style="list-style-type: none"> Understood and recognizable.
	<ul style="list-style-type: none"> Frequent breaks and flaws; recovery is not yet understood or attempted. Concentration and stamina are a struggle. 	<ul style="list-style-type: none"> Growing physical and mental development for this class. Occasional attempts at recovery from breaks and flaws. Developing stamina and concentration. 	TRAINING, CONCENTRATION, STAMINA, RECOVERY	<ul style="list-style-type: none"> Consistent and ongoing physical and mental development for this class. Growing recovery from breaks and flaws. Moderate display of concentration and stamina. 	<ul style="list-style-type: none"> Good physical and mental development for this class. Growing recovery from breaks and flaws. Successful concentration and stamina.
	<ul style="list-style-type: none"> Rare and/ or weak. 	<ul style="list-style-type: none"> Starting to develop. 	ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> Good understanding and achievement. 	<ul style="list-style-type: none"> Clear, consistently achieved.

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

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
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

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

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 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										

REPertoire Effect – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:

<ul style="list-style-type: none"> The program is confused and unclear. 	<ul style="list-style-type: none"> May be clear, with some thought, although undeveloped. Concepts may show some understanding of design and are somewhat engaging. Minimal or growing PV. Incomplete program limits scoring potential. 	<ul style="list-style-type: none"> Clear, moderately developed, adequately correct and somewhat engaging. Generally successful PV provides moderate enhancement at this level. Program may still be a work in progress. 	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> Clear and identifiable with a sound understanding of programming, yielding good audience engagement for this class. Usually effective PV provides good enhancement. 	<ul style="list-style-type: none"> Clear, creative, successful and fully developed for this class. Successful and effective PV. Some effective advanced beginning approaches.
	<ul style="list-style-type: none"> Sometimes attempted, at times engaging at this level. 	<ul style="list-style-type: none"> Attempted and moderately engages the audience at this level. 	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> Good introductory understanding. 	<ul style="list-style-type: none"> The program shows logical planning and correctness, demonstrating successful awareness of the basics of planned effects.
	<ul style="list-style-type: none"> Some fundamentals, often weak, occasionally produce effect. Coordination is attempted. 	<ul style="list-style-type: none"> Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects at this level. 	EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> Good introductory EQ/MV design, staging and coordination give more interest to the program. 	<ul style="list-style-type: none"> EQ/MV design, staging, and coordination contribute well to the repertoire effect.
	<ul style="list-style-type: none"> Sometimes attempted, at times engaging. 	<ul style="list-style-type: none"> Moderately developed and somewhat engaging. 	RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL	<ul style="list-style-type: none"> Good introductory range is more consistently sustained. 	<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 at this level. 	MUSICALITY/ MOOD	<ul style="list-style-type: none"> More consistently sustained. 	<ul style="list-style-type: none"> Sustained, and effective for this class.

PERFORMANCE EFFECT - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS BETTER:

<ul style="list-style-type: none"> Performer involvement and/or excellence do not exist. 	<ul style="list-style-type: none"> Introductory awareness of general responsibilities. 	<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, most of the time. 	<ul style="list-style-type: none"> Good achievement throughout.
	<ul style="list-style-type: none"> Discovering the skills but only sporadic in application. Incomplete program limits the opportunity to demonstrate skills. 	<ul style="list-style-type: none"> Developing, with introductory success for longer periods. 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"> Introductory skills are understood, with some communication and engagement. 	<ul style="list-style-type: none"> Introductory to beginning skills are communicated by the performers with good engagement.
	<ul style="list-style-type: none"> Only an occasional introductory understanding. 	<ul style="list-style-type: none"> Growing understanding, with introductory success for longer periods. 	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> Displayed with greater confidence. 	<ul style="list-style-type: none"> Understood and communicated effectively.
	<ul style="list-style-type: none"> Occasional or inconsistent involvement. 	<ul style="list-style-type: none"> Developing, introductory success for longer periods. 	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> Introductory skills are more consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> Introductory to beginning skills are more consistent from section to section and moment to moment.
	<ul style="list-style-type: none"> Only an occasional introductory understanding. 	<ul style="list-style-type: none"> Developing, introductory success for longer periods. 	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY	<ul style="list-style-type: none"> Introductory skills are more consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> Introductory to beginning skills are more consistent from section to section and moment to moment.