



A CLASS

OVERALL VISUAL EFFECT



BOX 1
NEVER
0 – 49
NEVER

BOX 2
RARELY
50-54 55-59 60-64
SOME MOST ALL

BOX 3
SOMETIMES
65-69 70-74 75-79
SOME MOST ALL

BOX 4
FREQUENTLY
80-82 83-85 86-89
SOME MOST ALL

BOX 5
CONSISTENTLY
90-93 94-97 98-100
SOME MOST ALL

PROGRAM EFFECT

- Coordination of All Elements
- Visual Continuity / Flow
- Pacing of Visual Effects
- Entertainment Value / Appeal
- Creativity

SUB-CAPTION SCORE

100

PERFORMER EFFECT

- Achieved Visual Effects
- Communication / Showmanship
- Emotion
- Involvement / Engagement

SUB-CAPTION SCORE

100

A Class: Beginner to Intermediate Skills

Adjudicators are to consider the program content and performer's excellence both as its own entity and as it relates to the overall design. Emphasis is placed on the achievement of technique and ensemble excellence by the performers through appropriate design choices as they relate to the maturity and skill sets of the performers.

TOTAL MAX SCORE

200

SCALE	Very Close	Slight Advantage	Advantage	Decision
100-point scale	1	2	3	4+
200-point total	1-2	3-4	5-6	7+



A CLASS OVERALL VISUAL EFFECT



BOX 1	BOX 2			BOX 3			POINTS OF COMPARISON	BOX 4			BOX 5		
NEVER	RARELY			SOMETIMES			A CLASS	FREQUENTLY			CONSISTENTLY		
0 – 49 NEVER	50-54 SOME	55-59 MOST	60-64 ALL	65-69 SOME	70-74 MOST	75-79 ALL		80-82 SOME	83-85 MOST	86-89 ALL	90-93 SOME	94-97 MOST	98-100 ALL

PROGRAM EFFECT

There are no program effects	There is rarely any coordination.	Coordination is sometimes presented through musical and visual repertoire at a basic level.	COORDINATION OF ALL ELEMENTS (MUSICAL AND VISUAL)	Coordination is frequently present in all elements at a basic to intermediate level.	Coordination is at an intermediate level and consistently displayed throughout the program.
	Musical continuity is rarely demonstrated.	Flow and continuity is sometimes present and there are some issues in basic program flow.	VISUAL CONTINUITY / FLOW	There is frequent use of musical program flow and planned continuity.	Successful intermediate visual and musical continuity and flow is consistently offered throughout the entirety of the program.
	Pacing is rarely presented.	There are visual pacing issues that impact scoring potential at a basic level.	PACING OF VISUAL EFFECTS	The pacing of the visual effects are frequently successful.	Pacing is at a strong intermediate level in programming and consistently offered.
	The program rarely offers entertainment and appeal.	Entertainment is sometimes present. Visual repertoire is developing at a basic level.	ENTERTAINMENT VALUE / APPEAL	The program is basically appealing and entertainment is frequently present.	Audience is fully entertained consistently and there is much appeal to the visual and musical programming.
	There is little creativity of effects.	Creativity is present at a basic level and is sometimes present.	CREATIVITY	There is good creativity of effects frequently offered.	A broad range of intermediate creative effects are offered consistently.

PERFORMER EFFECT

Audience engagement is never communicated	Achievement is rarely offered and impaired by insecurity.	Basic level achievement is present at times and there is opportunity for growth.	ACHIEVED VISUAL EFFECT	Performers frequently deliver intended visual effects.	Visual achievement is consistently displayed at an intermediate level.
	Program repertoire is rarely communicated.	Performers sometimes understand their responsibility at a basic level.	COMMUNICATION / SHOWMANSHIP	Communication and showmanship are frequently displayed.	The performers consistently offer communication and showmanship at an intermediate level.
	There is rarely an emotional range.	Emotion is sometimes present at a basic level.	EMOTION	The performers offer emotion frequently in portraying the visual program.	The ensemble displays a full range of emotional believability that is consistently offered throughout the program in all elements
	Intensity and spirit is rarely demonstrated	Commitment from the performers is sometimes inconsistent and lacking in confidence.	INVOLVEMENT / ENGAGEMENT	Performers frequently understand the role by design. Training is evident and can project intensity and spirit.	There is present an impressive display of passion that consistently generates program effectiveness unattainable through repertoire alone for A Class.