

**Regional A Class guards are comprised of introductory/beginning 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
0 to 6	7    14    22	30   40   50	60   70   80	90   94   98
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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

**WGI DESIGN ANALYSIS REGIONAL A CLASS**

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												

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

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

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

<ul style="list-style-type: none"> <li>Per-formers are generally un-aware.</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> <li>Incomplete program limits demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>More consistent 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>	ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)	<ul style="list-style-type: none"> <li>Growing consistency and understanding of space, time and form.</li> <li>More consistent achievement moving through space.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding and achievement of space, time and form.</li> <li>Good uniformity relative to staging.</li> </ul>
	<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to develop.</li> </ul>	KNOWLEDGE OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Some achievement of a basic range.</li> </ul>	<ul style="list-style-type: none"> <li>A growing range of dynamic efforts is understood and applied.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizable but not well developed.</li> </ul>	ADHERENCE TO STYLE IN EQ, MV AND MOTION	<ul style="list-style-type: none"> <li>Growing.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and recognizable.</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 are a struggle.</li> </ul>	<ul style="list-style-type: none"> <li>Growing physical and mental development for this class.</li> <li>Occasional attempts at recovery from breaks and flaws.</li> <li>Developing stamina and concentration.</li> </ul>	TRAINING, CONCENTRATION, STAMINA, RECOVERY	<ul style="list-style-type: none"> <li>Consistent and ongoing physical and mental development for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Moderate display of concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Good physical and mental development for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Successful 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>Starting to develop.</li> </ul>	ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> <li>Good understanding and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, consistently achieved.</li> </ul>

**Regional A Class guards are comprised of introductory/beginning 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.



# Regional A Class Equipment

## 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
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

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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

**WGI EQUIPMENT REGIONAL A CLASS**

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:**

<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>Some variety.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	<b>RANGE AND VARIETY OF EQ SKILLS</b>	<ul style="list-style-type: none"> <li>Growing range, with some variety and dimensionality.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with variety and some versatility.</li> <li>Longer phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes explores gradations of time and weight.</li> </ul>	<b>DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Growing range of gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Growing range of qualities and gradations.</li> </ul>
	<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally combined with MV, motion or staging.</li> </ul>	<b>DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY</b>	<ul style="list-style-type: none"> <li>Some combining with MV or staging.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with some variety of combination with MV and/or staging.</li> </ul>
	<ul style="list-style-type: none"> <li>An extremely limited range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A limited range of introductory material is compatible with the training.</li> </ul>	<b>RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING</b>	<ul style="list-style-type: none"> <li>A moderate to broad range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range of introductory to some beginning material is compatible with the training.</li> </ul>

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

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

**Regional A 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
0 to 6	7   14   22	30   40   50	60   70   80	90   94   98
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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

**WGI GENERAL EFFECT REGIONAL A CLASS**

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	22	30	39	50		60	69	80	90	93	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		

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

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

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

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

**Regional A Class guards are comprised of introductory/beginning 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
0 to 6	7   14   22	30   40   50	60   70   80	90   94   98
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

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200

**WGI MOVEMENT REGIONAL A CLASS**

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:**

<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>Some variety.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	<b>RANGE AND VARIETY OF MV SKILLS</b>	<ul style="list-style-type: none"> <li>Growing range, with some variety and dimensionality.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with variety and some versatility.</li> <li>Longer phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes explores gradations of time and weight.</li> </ul>	<b>DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Growing range of gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Growing range of qualities and gradations.</li> </ul>
	<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally combined with EQ, motion or staging.</li> </ul>	<b>DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY</b>	<ul style="list-style-type: none"> <li>Some combining with EQ or staging.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with some variety of combination with MV and/or staging.</li> </ul>
	<ul style="list-style-type: none"> <li>An extremely limited range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A limited range of introductory material is compatible with the training.</li> </ul>	<b>RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING</b>	<ul style="list-style-type: none"> <li>A moderate to broad range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range of introductory to some beginning material is compatible with the training.</li> </ul>

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

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



**A Class guards are comprised intermediate levels 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
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2	Box 3	Box 4	Box 5
0 to 6	7   14   22	30   40   50	60   70   80	90   94   98
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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
- Achievement of a dynamic range through the efforts of space, time, weight, and flow
- Adherence to style in equipment, movement, and motion
- Training, concentration, stamina, and recovery
- Achievement of characteristics, detail, and nuance

### Sub Caption Spread Guidelines

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

TOTAL

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200

**WGI DESIGN ANALYSIS A CLASS**

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												

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

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

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

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

**A Class guards are comprised intermediate levels of 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
0 to 6	7   14   22	30   40   50	60   70   80	90   94   98
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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 dynamic range, through efforts of space, time, weight, and flow
- Achievement of blended body and equipment challenges
- Development of breath, muscle, tension, flexion, and rotation
- Training to support vocabulary

### Sub Caption Spread Guidelines

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

TOTAL

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200

**WGI EQUIPMENT A CLASS**

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

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

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

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

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

**A Class guards demonstrate intermediate 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
0 to 6	7   14   22	30   40   50	60   70   80	90   94   98
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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

**WGI GENERAL EFFECT A CLASS**

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

**A Class guards are comprised of intermediate levels of 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 6</b>	<b>7</b> <b>14</b> <b>22</b>	<b>30</b> <b>40</b> <b>50</b>	<b>60</b> <b>70</b> <b>80</b>	<b>90</b> <b>94</b> <b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 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 movement principles
- Understanding and application of dynamic range, through efforts of space, time, weight, and flow
- Achievement of blended body and equipment challenges
- Development of breath, muscle, tension, flexion, and rotation
- Training to support vocabulary

### Sub Caption Spread Guidelines

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

**TOTAL**

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**200**

**WGI MOVEMENT A CLASS**

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

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

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

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

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