



A CLASS

OVERALL EFFECT



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

- Coordination of All Elements
- Programmatic Flow / Pacing
- Entertainment Value / Appeal
- Variety of Effects
- Creativity

SUB-CAPTION
SCORE

100

PERFORMER EFFECT

- Achieved Effects
- Musical and Visual Impacts
- 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 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

Program is confusing and unclear	There is rarely any coordination	Coordination is sometimes presented through layered musical and visual presentations at a basic level	COORDINATION OF ALL ELEMENTS	Coordination is frequently present in all elements at an basic to intermediate level	Consistently displays effective coordination between musical and visual components at an intermediate level
	There is rare any flow and pacing	Connections are lacking sometimes and there are some issues in basic program pacing	PROGRAMMATIC FLOW / PACING	There is frequent use of successful program flow and planned pacing.	There is consistent successful intermediate flow and pacing explored both musically and visually.
	This program rarely offers entertainment and appeal.	Entertainment is sometimes present. Musical and visual repertoire is developing at a basic level.	ENTERTAINMENT VALUE / APPEAL	The program is basically appealing and entertainment is frequently present.	Audiences are consistently engaged throughout the program through intermediate entertainment value and appeal.
	Program show minimal variety and repetitioning design choice	Basic variety is sometimes present.	CREATIVITY	Variety is observed frequently within sequential program segments and impacts.	Intermediate display of variety with programmatic choices in music and visual.

PERFORMER EFFECT

Audience engagement and emotions are never communicated by the performers	Achievement is rarely offered and impaired by insecurity.	There is achievement at times and still clear opportunity for growth.	ACHIEVED EFFECT	Performers are frequently successful with effects.	Strong excellence in musical and visual achievement is consistently applied by performers.
	There are rarely impacts.	Visual and Musical impacts are sometimes present with some satisfactory outcomes.	MUSICAL AND VISUAL IMPACTS	Visual and Music impacts are frequently achieved by performers.	Performers consistently display and understand their responsibilities to fulfill the impacts both musically and visually.
	Performers are impaired by insecurity and rarely offer showmanship	Performers sometimes communicate repertoire in music movement and role/identity.	COMMUNICATION / SHOWMANSHIP	Performers frequently demonstrate ability to communicate successfully with the audience through showmanship.	Performers display impressive training and presence that consistently communicates through role, music, movement and identity.
	Emotion is rarely communicated	Performers sometimes show promise and emerging interest emotionally.	EMOTION	Emotional range is frequently demonstrated by performers	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 and intensity.	INVOLVMENT / ENGAGEMENT	Performers frequently understand the role they undertake in projection program. 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.