



Unit Sticker

Individual Analysis

Vocabulary Analyze and credit the RANGE (depth & scope) of individual technical efforts. Variations, blends, effort gradations EXPAND the range of vocabulary.	
300	
Excellence Recognize and credit the achievement of all qualities demonstrated by the performers.	
300	
Maximum Score 600	

Comments:

Judge: _____

Individual Analysis

Criteria Reference

Vocabulary

0-149	150-189	190-229	230-269	270-300
Experiences Vocabulary	Discovers Vocabulary	Knows Vocabulary	Understands Vocabulary	Applies Vocabulary
The vocabulary is hardly ever clear. The individuals seldom understand the skills.	The vocabulary is still in the discovery stage. Sometimes displaying short phrases. At times , incomplete and lacking development.	The vocabulary is usually compatible to the individual's skills. Phrases are short. There is a good degree of variety with occasional versatility.	The vocabulary is mostly compatible to the individual's skills. Often times , phrases are lengthening. Frequently , the vocabulary is broad and varied showing a growing attempt at versatility.	The vocabulary is fully compatible to the individual's skills. Consistently , phrases are longer and more dimensional. The movement and equipment fulfills all opportunities for variety and versatility at this level.

Excellence

0-149	150-189	190-229	230-269	270-300
Experiences Skills	Discovers Skills	Knows Skills	Understands Skills	Applies Skills
There is rarely uniformity in method or timing. Breaks are constant. Recovery is nonexistent .	There is a fair display of uniformity in method and timing. Breaks and flaws are frequent. Recovery is rare . The training process is in the developing stage.	Generally , principles are understood but may vary from individual to individual. Breaks and flaws still occur but recovery is evolving . The training process is at a beginning level relative to skills.	Frequently , individual's maintain an understanding of principles at the beginning level. Breaks and flaws are less frequent and recovery is growing . Training is evident at the beginning level.	Beginning movement and equipment principles are consistently understood. Breaks and flaws are infrequent and recovery is good . Training is evident and accommodates the introduction of basic skills.

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Unit Sticker

General Effect

Repertoire Effect

Credit all aspects of program design contributing to the achievement of an effective and entertaining package.

200

Performance Effect

Credit the positive qualities of an emotional and/or artistic nature which are communicated through performance.

200

**Maximum
Score
400**

Comments:

Judge: _____

General Effect Criteria Reference

Repertoire Effect

0-79	80-119	120-149	150-179	180-200
The program is seldom clear and identifiable. Visual musicality is nonexistent and lacks readability. Use of color and costume to enhance the program is not apparent.	Occasionally , the program is understood. At times , basic musicality is attempted. A fair attempt has been made to use color and costume to enhance the program.	The program idea is usually clear and moderately developed. Basic musicality is typically evident. Good use of color and costume are moderately successful in enhancing the program concept.	The program idea is clearly developed. Repeatedly , visual musicality is evident. Greater variety adds interest to the repertoire. Color and costume enhance the program idea showing strong attention to detail.	The program idea is fully developed. A variety of design elements are fully developed and consistently depict the program idea. Ongoing coordination produces the highest effect possible at this level.

Performance Effect

0-79	80-119	120-149	150-179	180-200
Performers rarely experience beginning performance skills. Mood is never established and performer involvement is nonexistent .	There is an occasional or inconsistent performer involvement in creating appeal or emotion. Mood is occasionally established and performers show some understanding of their roles.	The performer usually expresses beginning levels of appeal and emotion. Communication through performer involvement is generally developing and becoming more consistent between individuals.	The performer frequently communicates improved levels of appeal and emotion. The existence of mood and communication is developing and the performers frequently understand their roles.	The performers consistently communicate beginning levels of appeal and emotion. Mood is consistently maintained. There is an excellent level of achievement throughout the performance.

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