

**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
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

<b>TOTAL</b>
<b>200</b>

**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 read-ability</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>