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

**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

### Design Analysis

#### Sub Caption Spread Guidelines

<table>
<thead>
<tr>
<th>Insignificant Differences</th>
<th>Slight Differences</th>
<th>Moderate Differences</th>
<th>Significant Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 1 tenth</td>
<td>2 to 3 tenths</td>
<td>4 to 6 tenths</td>
<td>7 or more tenths</td>
</tr>
</tbody>
</table>

#### Score

**Composition**

100

**Excellence**

100

**TOTAL**

200

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

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### WGI Design Analysis Regional A Class

<table>
<thead>
<tr>
<th>BOX 1</th>
<th>BOX 2</th>
<th>BOX 3</th>
<th>BOX 4</th>
<th>BOX 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seldom Exp.</td>
<td>Rarely Discovers</td>
<td>Sometimes Knows</td>
<td>Frequently Understands</td>
<td>Always Applies</td>
</tr>
<tr>
<td>0 to 06</td>
<td>07 to 29</td>
<td>30 to 59</td>
<td>60 to 89</td>
<td>90 to 100</td>
</tr>
</tbody>
</table>

#### Points of Comparison

**AMOUNT OF CRITERIA MET/AMOUNT OF THE TIME:**

<table>
<thead>
<tr>
<th>0</th>
<th>3</th>
<th>6</th>
<th>7</th>
<th>13</th>
<th>14</th>
<th>21</th>
<th>24</th>
<th>29</th>
</tr>
</thead>
</table>

**Generally lacks readability.**

- Occasional awareness of the fundamentals of design in EQ, MV or staging, presented singly.
- Incomplete composition may limit scoring potential.

- Rarely evident.
- Infrequent, presented singly.
- A need for unification of ideas is obvious.

- Occasionally aware.
- Weak or sporadic.
- Some achievement or attempt at recovery.

- Rarely and/or weak.
- Developing skills.

**Excellence - At an Introductory to Beginning Level, Whose Performers Demonstrated the Better:**

- Occasional weak achievement of some responsibilities.
- Sporadically uniform.
- Still learning the principle of moving through space.
- Incomplete program limits demonstration.

- Attempted but still learning.
- Weak or sporadic.
- Frequent breaks and flaws; recovery is not yet understood or attempted.
- Concentration and stamina are a struggle.

- Rare and/or weak.
- Starting to develop.

**Excellence - At an Introductory to Beginning Level, Whose Performers Demonstrated the Better:**

- More consistent demonstration of principles involving space, time, and moving through space.
- Moderate clarity and uniformity.
- May still be in progress but provides opportunity to demonstrate skills.

- Starting to develop.
- Recognizable but not well developed.
- Frequent breaks and flaws; recovery is not yet understood or attempted.
- Concentration and stamina are a struggle.

- Starting to develop.

**Excellence - At an Introductory to Beginning Level, Whose Performers Demonstrated the Better:**

- Growing physical and mental development for this class.
- Occasional attempts at recovery from breaks and flaws.
- Developing stamina and concentration.

- Growing physical and mental development for this class.
- Growing recovery from breaks and flaws.
- Moderate display of concentration and stamina.

- Achieving Understanding and Achievement.
- Clear, consistently achieved.