Scholastic World Class guards demonstrate advanced to standard-setting qualities in repertoire and performance. Stylistic diversity is to be encouraged with all choices given equal potential for success.

**Repertoire Effect**

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

<table>
<thead>
<tr>
<th>Score</th>
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<th>Box 4</th>
<th>Box 5</th>
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<tr>
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<td>7</td>
<td>14</td>
<td>22</td>
<td>30</td>
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<td>Seldom Experiences</td>
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<td>Sets New Standards</td>
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**Performance Effect**

Whose performers better:
- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained the Dramatic Contour and Planned Effects
- Demonstrated Excellence as an Effect
- Engaged the Audience through a Range and Variety of Effects
- Established/Sustained Designed Mood, Artistic Qualities, and Visual Musicality

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<tr>
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**General Effect**

Sub Caption Spread Guidelines

<table>
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<tr>
<th>Insignificant Differences</th>
<th>Slight Differences</th>
<th>Moderate Differences</th>
<th>Significant Differences</th>
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<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>
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<table>
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<tbody>
<tr>
<td>Seldom Exp.</td>
<td>Rarely Discovers</td>
<td>Sometimes Knows</td>
<td>Frequently Understands</td>
<td>Always Applies</td>
<td>New Standards</td>
</tr>
<tr>
<td>0 to 6</td>
<td>7 to 29</td>
<td>30 to 59</td>
<td>60 to 89</td>
<td>90 to 98</td>
<td>99 to 100</td>
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<tr>
<th>AMOUNT OF CRITERIA MET/AMOUNT OF THE TIME:</th>
<th>SOME/ SOME</th>
<th>MOST/ MOST</th>
<th>ALL/ ALL</th>
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<tbody>
<tr>
<td>0 to 3</td>
<td>6</td>
<td>7</td>
<td>13</td>
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<tr>
<td>30</td>
<td>39</td>
<td>40</td>
<td>49</td>
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**REPERTOIRE EFFECT** – AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:

**PROGRAM CONCEPT AND PRODUCTION VALUE**
- Undeveloped, some thought and clarity.
- Some creativity with unsophisticated concepts.
- Minimal or growing PV.
- Incomplete program limits scoring potential.

**Dramatic Contour and Pacing of Planned Effects**
- Clear, moderately developed, with adequate, although unsophisticated, creativity.
- Generally successful PV provides moderate enhancement.
- Program may still be a work in progress.

**Effective Design of EQ, MV and Staging**
- Pacing is attempted, at times engaging.
- Mostly successful and moderately engages the audience.

**Range and Variety of Effects: Aesthetic/Emotional/Intellectual**
- Sometimes attempted, at times engaging.
- Moderate, with mostly successful responses.

**Visual Musicality/Mood**
- Sporadic.
- Usually successful in guiding the audience through the program intent.

**POINTS OF COMPARISON**
- Strong and well developed.
- Concepts, while excellent, may not explore new realms of creativity.
- Strong attention to detail and PV enhance the program.

**PERFORMANCE EFFECT** – AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS BETTER:

**Engaged the Audience Through a Range and Variety of Effects**
- Strong awareness and consistency.
- Superb awareness and consistency.
- Superlative achievement of a broad range.

**Embodied/Sustained Character/Role/Id/Style**
- A fair understanding, although may be sporadic in their definition and inclusion.
- Developing, with some consistency from section to section and moment to moment.
- Occupational or inconsistent.

**Delivered/Sustained the Dramatic Contour and Planned Effects**
- A broad range is understood and consistently achieved.
- A broad range throughout, with maximized manipulation of audience response.
- Sets new standards.

**Established/Sustained Designed Mood, Artistic Quality and Visual Musicality**
- Occupational or inconsistent.
- Developing, with some consistency from section to section and within the show.
- Occupational or inconsistent.

**Demonstrated Excellence as an Effect**
- Occupational or inconsistent.
- Aware, with moderate achievement for longer periods of time.
- Occupational or inconsistent.

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