

Hello everyone – now that the band season is on its final legs, we will begin to shift focus to the winter. I appreciate your patience as we rolled out the 400 series on e-adjudicate several weeks ago. As you are aware, there were several “bugs” that needed to be worked out; now that we have fixed those it’s time to move forward. The series is expected to take approximately four hours to complete (several people have completed it within this time frame). Remember that the series should be completed by January first, please communicate with your manager should you have further questions or concerns.

In addition to the 400 series, we have developed several educational documents that highlight some minor adjustments to our approach as well as some clarifications for 2020; they will also provide a framework going forward into 2021. Our hope is that by focusing on one concept at a time, you will not be overwhelmed with review material. But will be more inclined to reflect and ask questions about a singular topic at a time. We expect to send out these educational documents every three to four weeks. Below is the first of those educational documents. Thank you and let us know if you have any questions – Curtis, Karl, Shirley, Bev and William.

Profiling –

This will serve as a continuation of several years of training clarifying a concept in numbers management called profiling. Some of this information is contained in the 2020 Judges Manual starting on page 25. To begin with, there is no change in the profiling guidelines for 2020. Recent conversations regarding profiling guidelines have revealed that many in the instructor community and some in the judge community still feel that when the second box is placed over the first it reflects a weakness in composition, vocabulary or repertoire. That certainly can be true, but it is only one of many situations that would require the use of profiling the sub-captions in that way. Lesson 420 covers this in detail and you can use both the lesson notes and the worksheet, “Profiling The How Over The What” to review many of the possibilities.

Though the sub-caption scores are directly related through profiling, judges are to rank within each sub-caption. In a real-life situation, sub-caption ranking and spreads *between groups* may require something of a separation between the “what and how” for *each group*. Instructors accept this more when they are assured that profiling is not seen in the isolation of their program but as a result of comparison between groups. Sub-caption profiling is one of the methods in which we respond to the performance of the day, when it is not utilized, we are not conveying a true picture of a performance. Our job is to accurately reflect the actual achievement of the day along with our recognition of the content displayed.

You are required to use the full range of numbers available, albeit, never manufactured or arbitrarily. One concept that holds instructors back is the use of the terms “what and how”. These terms have been hardwired into the understanding of the sub-captions and how they work. However, the “what and how” shorthand of the sub-captions leads instructors to the skating and diving misinterpretation of the intent of the sub-captions and how we use them to arrive at a score.

Each Marching Arts activity has its own philosophy on profiling, and this may be a point where the “activities” do not agree. Remember to shift gears here. For 2020, we are asking judges in critique situations (think local contests), to prioritize (and perhaps take the lead in) explaining why a score may have the “how” sub-caption over the “what”. Remember there can be multiple reasons, foremost of which might be sub-caption ranking and the performance of the day. Help the instructors to understand how this philosophy is applied in the winter.

Key points for you to remember, and communicate whenever possible, are:

- Both sub-captions reflect the hard work and dedication of the instructors.
- The “how” does not compete against the “what”. Judges should always strive to reward a performance by giving as many tenths as possible.
- The “how” does not exist without the “what”. Judges should remind instructors that performance numbers are based on the training students receive and demonstrate.
- As we have determined over the last few seasons, a neighborhood is a third of a box. This means sub-caption ranking within a neighborhood truly compares the teams and is the basis of our profiling guidelines.

Most of you have shifted your thinking regarding profiling, but as we move forward to yet another season, it is critical that we all accept and use the philosophy with earnest. It is critical to our system that we are all speaking the same language and judging with a unified approach. When individual judges don’t use these guidelines in profiling, it sends a mixed and confused message to instructors. Practice this approach locally and every time you judge.

Looking ahead to 2021, we will look at the use of “what and how” in the judge manual and find opportunities to move towards “challenges and achievements” – you will see these terms shift over the coming years. For decades we have placed emphasis on judge commentary, and it has served us well in the verbal information we provide color guards. We are now in a development cycle that emphasizes clear numbers management. Profiling is the cornerstone in that training, along with the meaning of a tenth, and the scoring priorities. Again, there is nothing “new” here, these are just reminders and reinforcements intended to continually refine our skills when it comes to numbers management.