

Independent World Class guards are comprised of virtuosic to standard-setting levels of vocabulary skills and excellence. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

Vocabulary

Score

100

Whose vocabulary contained the greater:

- Range, variety and depth of equipment skills
- Dynamic range through the efforts of space, time, weight, and flow
- Variety of risks and difficulty, considering safety and compatibility
- Depth, range, and variety of blend between equipment and body
- Range of content most compatible with performers training

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
0 to 6	7 14 22	30 40 50	60 70 80	90 93 96	99 to 100
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 98	Sets New Standards 99 to 100

Excellence

Score

100

Whose performers demonstrated the better:

- Understanding and application of equipment principles
- Understanding and application of a dynamic range, through 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 and completion of skills

Sub Caption Spread Guidelines

Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

WGI EQUIPMENT INDEPENDENT WORLD CLASS

Box 1 Seldom Experiences	Box 2 Rarely Discovers			Box 3 Sometimes Knows			POINTS OF COMPARISON	Box 4 Frequently Understands				Box 5 Always Applies			Box 6 New Standards
0 to 06	07 to 29			30 to 59				60 to 89				90 to 98			99 to 100
0 3 6	7 13	14 21	22 29	30 39	40 49	50 59		60 69	70 79	80 89	90 92	93 95	96 98	99 100	
AMOUNT OF CRITERIA MET/ AMOUNT OF 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	5 ALL/ALL + 6 ALL/ALL	

VOCABULARY- AT A VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:

<ul style="list-style-type: none"> • Generally lacks readability. 	<ul style="list-style-type: none"> • Still in the discovery stage. • Limited, repetitious, or single efforts. • Short phrases. • Incompletion might limit the scoring potential. 	<ul style="list-style-type: none"> • Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality. • May still be in a work in progress, but provides adequate opportunity. 	<p align="center">RANGE, VARIETY AND DEPTH OF EQ SKILLS</p>	<ul style="list-style-type: none"> • Broad and varied, with significant ambidexterity, versatility, dimensionality, and good depth. 	<ul style="list-style-type: none"> • Superior, complex and varied. 	<ul style="list-style-type: none"> • Sets new standards
	<ul style="list-style-type: none"> • Sporadically written for this class; only occasionally included. 	<ul style="list-style-type: none"> • More frequent and mature gradations, with growing connection between the EQ and MV dynamics. 	<p align="center">DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</p>	<ul style="list-style-type: none"> • Broad and varied, with good depth. 	<ul style="list-style-type: none"> • Constant and sophisticated gradations demonstrate the fullest dynamic range. 	
	<ul style="list-style-type: none"> • Limited. 	<ul style="list-style-type: none"> • Present an average degree of challenge considering the class standard. 	<p align="center">VARIETY OF DIFFICULTY AND RISK</p>	<ul style="list-style-type: none"> • Present a high degree of challenge. 	<ul style="list-style-type: none"> • Significant, presenting the highest challenges to further enhance the vocabulary, both overt and subtle. 	
	<ul style="list-style-type: none"> • Still in the discovery stage, often extremely incomplete and lacking in development. 	<ul style="list-style-type: none"> • Moderate variety and more frequent combinations with MV or staging. 	<p align="center">DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY</p>	<ul style="list-style-type: none"> • Broad and varied, with significant synergy with MV and/or staging while moving through ongoing dynamic gradations. 	<ul style="list-style-type: none"> • Complex, varied synergy of EQ/MV/staging provides an inseparable and superb challenge. 	
	<ul style="list-style-type: none"> • A limited range of advanced material is compatible with the training. 	<ul style="list-style-type: none"> • A moderate range of advanced materials is compatible with the training. 	<p align="center">RANGE OF CONTENT MOST COMPATIBLE</p>	<ul style="list-style-type: none"> • A broad range of advanced material is compatible with the training. 	<ul style="list-style-type: none"> • A constant and extensive range of advanced material is compatible with the training. 	

EXCELLENCE - AT A VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> • Inadequate training in EQ principles. 	<ul style="list-style-type: none"> • Some development of principles, with occasional consistency. 	<ul style="list-style-type: none"> • Moderate development and achievement of principles. 	<p align="center">UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES</p>	<ul style="list-style-type: none"> • Excellent development, understanding and application of blended principles and efforts. • Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery 	<ul style="list-style-type: none"> • Superior application of all blended principles and efforts. • Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery. 	<ul style="list-style-type: none"> • Sets new standards
	<ul style="list-style-type: none"> • Some development of dynamic efforts. • Some individuals may be more expressive than others. • Dynamic range may suffer when EQ is layered on MV. 	<ul style="list-style-type: none"> • Longer displays of dynamic gradations. • Growing connection between MV and and EQ dynamic. 	<p align="center">UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</p>	<ul style="list-style-type: none"> • Excellent and consistent development, understanding and application of qualities that create dynamics through EQ, consistently moving with gradations of space, time, weight and flow. 	<ul style="list-style-type: none"> • The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level. 	
	<ul style="list-style-type: none"> • Inconsistent body development causes variations in the look. 	<ul style="list-style-type: none"> • Reasonably good during multiple or layered responsibilities. • Bodies are more consistently developed to control EQ. 	<p align="center">ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES</p>	<ul style="list-style-type: none"> • Development and achievement are strong and evident. • There is an inseparable dynamic demonstration between MV and EQ. 	<ul style="list-style-type: none"> • The synergistic blend of MV and EQ provide an inseparable dynamic display. 	
	<ul style="list-style-type: none"> • Insufficient development, not fully applied. 	<ul style="list-style-type: none"> • Use of breath is beginning to be more consistent from individual to individual. 	<p align="center">DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION</p>	<ul style="list-style-type: none"> • Breath is understood and used. • Strong application of muscle, tension, flexion and rotation. 	<ul style="list-style-type: none"> • Full understanding and ongoing control supports the fullest completion of phrases. 	
	<ul style="list-style-type: none"> • Weak completion of skills • Developing training or insufficient development for both dynamic and technical responsibilities. • Occasional adherence to style. • Sporadic recovery from frequent breaks and flaws. • Weak concentration. • Incomplete program may limit training demonstration 	<ul style="list-style-type: none"> • Moderate completion of skills • Moderate to good training, and individual development. • Style is developing and is usually evident and consistent. • Evident recovery from breaks and flaws. • Moderate to good concentration and stamina. 	<p align="center">TRAINING TO SUPPORT VOCABULARY AND COMPLETION OF SKILLS</p>	<ul style="list-style-type: none"> • Constant completion of skills • Strong and evident mental and physical development and training. • Evident and consistent style. • Evident and quick recovery from infrequent breaks and flaws. • Strong and constant concentration and stamina. 	<ul style="list-style-type: none"> • Inherent completion of skills • Superior mental and physical development and training. • Superbly defined characteristics and style. • Effortless recovery from rare breaks and flaws during instances of extreme difficulty and risk (where they are weighed against the skills and environment). • Superior concentration and stamina. • There is a crystallization of all efforts. 	