

Regional A Class guards demonstrate introductory/beginning level qualities in repertoire and performance. Successful effect combines a logically written repertoire with an achieved and communicated performance. Physical and mental development separates standards between Independent and Scholastic age performers.

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

Repertoire Effect

Score

100

Whose repertoire contained the greater:

- Program concept and production values
- Dramatic contour and pacing of planned effects
- Effective craftsmanship and design of equipment, movement, and staging, considering safety and compatibility
- Range and variety of effects: aesthetic, emotional, intellectual
- Visual musicality/mood

Box 1	Box 2	Box 3	Box 4	Box 5
0 to 6	7	14	22	30
30	40	50	60	70
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

Performance Effect

Score

100

Whose performers better:

- Demonstrated excellence as an effect through safe and compatible choices
- Embodied/sustained character, role, identity, style
- Delivered/sustained the dramatic contour and planned effects
- Engaged the audience through a range and variety of effects
- Established/sustained designed mood, artistic qualities, and visual musicality

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 GENERAL EFFECT REGIONAL A CLASS

Box 1 Seldom Experiences			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 TIME			SOME/SOME				MOST/MOST				ALL/ALL/TO 4 SOME/SOME			SOME/SOME			MOST/MOST			ALL/ALL							

REPERTOIRE EFFECT - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:

• The program is confused and unclear.	<ul style="list-style-type: none"> • May be clear, with some thought, although undeveloped. • Concepts may show some understanding of design and are somewhat engaging. • Minimal or growing PV. • Incomplete program limits scoring potential. 	<ul style="list-style-type: none"> • Clear, moderately developed, adequately correct and somewhat engaging. • Generally successful PV provides moderate enhancement at this level. • Program may still be a work in progress. 	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> • Clear and identifiable with a sound understanding of programming, yielding good audience engagement for this class. • Usually effective PV provides good enhancement. 	<ul style="list-style-type: none"> • Clear, creative, successful and fully developed for this class. • Successful and effective PV. • Some effective advanced beginning approaches.
	<ul style="list-style-type: none"> • Sometimes attempted, at times engaging at this level. 	<ul style="list-style-type: none"> • Attempted and moderately engages the audience at this level. 	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> • Good introductory understanding. 	<ul style="list-style-type: none"> • The program shows logical planning and correctness, demonstrating successful awareness of the basics of planned effects.
	<ul style="list-style-type: none"> • Some fundamentals, often weak, occasionally produce effect. • Coordination is attempted. 	<ul style="list-style-type: none"> • Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects at this level. 	EFFECTIVE CRAFTSMANSHIP AND DESIGN OF EQ, MVT, AND STAGING	<ul style="list-style-type: none"> • Good introductory EQ/MV design, staging and coordination give more interest to the program. 	<ul style="list-style-type: none"> • EQ/MV design, staging, and coordination contribute well to the repertoire effect.
	<ul style="list-style-type: none"> • Sometimes attempted, at times engaging. 	<ul style="list-style-type: none"> • Moderately developed, and somewhat engaging. 	RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL	<ul style="list-style-type: none"> • Good introductory range is more consistently sustained. 	<ul style="list-style-type: none"> • Imaginative, successfully utilizing a variety of effects.
	<ul style="list-style-type: none"> • Sporadic. 	<ul style="list-style-type: none"> • Yields some designed effect at this level. 	VISUAL MUSICALITY/ MOOD	<ul style="list-style-type: none"> • More consistently sustained. 	<ul style="list-style-type: none"> • Sustained and effective for this class.

PERFORMANCE EFFECT - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS BETTER:

• Performer involvement and/or excellence do not exist.	<ul style="list-style-type: none"> • Introductory awareness of general responsibilities. 	<ul style="list-style-type: none"> • Aware, with moderate achievement for longer periods of time. 	DEMONSTRATED EXCELLENCE AS AN EFFECT	<ul style="list-style-type: none"> • Good for this level most of the time. 	<ul style="list-style-type: none"> • Good achievement throughout.
	<ul style="list-style-type: none"> • Discovering the skills but only sporadic in application. • Incomplete program limits the opportunity to demonstrate skills. 	<ul style="list-style-type: none"> • Developing, with introductory success for longer periods. • Program may be a work in progress, but provides adequate opportunity. 	ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS	<ul style="list-style-type: none"> • Introductory skills are understood, with some communication and engagement. 	<ul style="list-style-type: none"> • Introductory to beginning skills are communicated by the performers with good engagement.
	<ul style="list-style-type: none"> • Only an occasional introductory understanding. 	<ul style="list-style-type: none"> • Growing understanding, with introductory success for longer periods. 	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> • Displayed with greater confidence. 	<ul style="list-style-type: none"> • Understood and communicated effectively.
	<ul style="list-style-type: none"> • Occasional or inconsistent involvement. 	<ul style="list-style-type: none"> • Developing, introductory success for longer periods. 	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> • Introductory skills are more consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> • Introductory to beginning skills are more consistent from section to section and moment to moment.
	<ul style="list-style-type: none"> • Only an occasional introductory understanding. 	<ul style="list-style-type: none"> • Developing, introductory success for longer periods. 	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY	<ul style="list-style-type: none"> • Introductory skills are more consistent from section to section and moment to moment. 	<ul style="list-style-type: none"> • Introductory to beginning skills are more consistent from section to section and moment to moment.