

Scholastic World Class guards are comprised of virtuosic and standard-setting levels of depth, quality of design, and excellence. Sophisticated Challenges emphasize the physical and mental capabilities of these Scholastic Age Performers.

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



# Scholastic World Class Design Analysis

## Composition

|       |
|-------|
| Score |
| 100   |

**Whose composition contained the greater:**

- Use and interrelationship of design elements in form, body, and equipment
- Motion to connect events
- Craftsmanship and orchestration, both through time and in layered events
- Use of performers maturity and virtuosity, considering safety and compatibility
- Relationship to, or enhancement of the audio, through a dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of a variety of design choices and compositional risks
- Characteristics, detail, and nuance

| 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<br>0 to 6 | Rarely Discovers<br>7 to 29 | Sometimes Knows<br>30 to 59 | Frequently Understands<br>60 to 89 | Always Applies<br>90 to 98 | Sets New Standards<br>99 to 100 |

## Excellence

|       |
|-------|
| Score |
| 100   |

**Whose performers demonstrated the better:**

- Achievement of spacing, line, timing, and orientation
- Achievement of a full dynamic range through the efforts of space-time, weight, and flow
- Adherence to style and equipment, movement, and motion
- Training, concentration, stamina, recovery and completion of skills
- Achievement of characteristics, detail, and nuance

### 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        |

|              |
|--------------|
| <b>TOTAL</b> |
| <b>200</b>   |

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Published by Winter Guard International, Inc., Dayton, OH.

**WGI DESIGN ANALYSIS SCHOLASTIC WORLD CLASS**

| Box 1<br>Seldom Experiences               |   |   | Box 2<br>Rarely Discovers |    |    |               | Box 3<br>Sometimes Knows |                           |               | POINTS OF<br>COMPARISON | Box 4<br>Frequently Understands |                           |           | Box 5<br>Always Applies |         |                          | Box 6<br>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/<br>AMOUNT OF TIME |   |   |                           |    |    | SOME/<br>SOME | MOST/<br>MOST            | ALL/ALL/TO 4<br>SOME/SOME | SOME/<br>SOME |                         | MOST/<br>MOST                   | ALL/ALL/TO 5<br>SOME/SOME | SOME/SOME | MOST/MOST               | ALL/ALL | 5 ALL/ALL +<br>6 ALL/ALL |                        |    |    |    |    |    |    |    |    |    |    |    |     |

**COMPOSITION - AT A VIRTUOSIC TO STANDARD-SETTING LEVEL WHOSE COMPOSITION CONTAINED THE BETTER:**

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>There is a lack of readability.</li> </ul> | <ul style="list-style-type: none"> <li>Occasional awareness of design fundamentals.</li> <li>Weak composing process and/or elements.</li> <li>Classification might be an issue.</li> <li>Strong sense of program incompleteness.</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of design fundamentals and logic.</li> <li>Correct composing process, with moderate use of sound design elements.</li> </ul>  | <p align="center">USE AND INTERRELATIONSHIP OF DESIGN ELEMENTS IN FORM, BODY AND EQ</p>             | <ul style="list-style-type: none"> <li>A high degree of design and logic.</li> <li>Well-developed and strong composing process with high-quality elements.</li> </ul>   | <ul style="list-style-type: none"> <li>The highest level of sophisticated design is always displayed.</li> <li>Superior composing with superior elements.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Infrequent or weak connection of events through motion in form, body or EQ.</li> </ul>   | <ul style="list-style-type: none"> <li>Good connection of events through motion in form, body or EQ.</li> </ul>  | <p align="center">MOTION TO CONNECT EVENTS</p>  | <ul style="list-style-type: none"> <li>Strong connection of events through motion in form, body and EQ.</li> </ul>  | <ul style="list-style-type: none"> <li>Superb connection of events through motion in form, body and EQ.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Infrequent orch. of EQ and MV on staging.</li> <li>Horizontal construction lacks continuity and development.</li> <li>Minimal crafting of EQ and MV phrases.</li> <li>Rare artistic effort.</li> <li>Obvious need for unification of ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Horizontal orch. shows good placement, logic and continuity.</li> <li>Good crafting of EQ and MV phrases.</li> <li>Vertical orch. provides a growing vehicle for artistic effort.</li> <li>Incomplete or questionable unity.</li> </ul> | <p align="center">CRAFTSMANSHIP AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</p>                    | <ul style="list-style-type: none"> <li>Horizontal orch. shows strong placement, logic, continuity and creativity.</li> <li>Strong crafting of EQ and MV phrases.</li> <li>Vertical orch. is well developed and provides a strong vehicle for artistic effort.</li> <li>Strong unity elevates the design.</li> </ul> | <ul style="list-style-type: none"> <li>Horizontal orch. weaves a series of creative ideas into a seamless through outstanding placement, logic, and continuity.</li> <li>Superior crafting of EQ and MV phrases.</li> <li>Vertical orch. is always fully developed with depth and artistic effort.</li> <li>Superior unity.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Occasional, basic reflection with rare dynamic efforts.</li> </ul>   | <ul style="list-style-type: none"> <li>Moderate/basic reflection, with sporadic dynamic efforts.</li> </ul>  | <p align="center">RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</p>          | <ul style="list-style-type: none"> <li>Literal or abstract reflection and enhancement, with a broad and consistent range of dynamic efforts.</li> </ul>   | <ul style="list-style-type: none"> <li>Constant reflection and enhancement through a fully developed range of dynamic efforts.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>  | <ul style="list-style-type: none"> <li>Mostly correct but lacks depth or development.</li> </ul>   | <p align="center">IMAGINATIVE AND INVENTIVE USE OF A VARIETY OF COMPOSITIONAL CHOICES AND RISKS</p> | <ul style="list-style-type: none"> <li>Broad, with excellent depth.</li> </ul>  | <ul style="list-style-type: none"> <li>Superior.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>   | <ul style="list-style-type: none"> <li>Some manifestation enhances depth.</li> </ul>   | <p align="center">CHARACTERISTICS, DETAIL AND NUANCE</p>  | <ul style="list-style-type: none"> <li>Well-developed and consistently displayed.</li> </ul>  | <ul style="list-style-type: none"> <li>Superb and fully developed.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>  | <ul style="list-style-type: none"> <li>Moderate.</li> </ul>  | <p align="center">USE OF PERFORMERS' MATURITY AND VIRTUOSIC LEVEL OF DEVELOPMENT</p>                | <ul style="list-style-type: none"> <li>Broad.</li> </ul>  | <ul style="list-style-type: none"> <li>Superior.</li> </ul>  |

• Sets new standards

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

|   |   |  |  |   |   |
|---|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>The ensemble is inadequately trained.</li> </ul> | <ul style="list-style-type: none"> <li>Some understanding and uniformity.</li> </ul>  | <ul style="list-style-type: none"> <li>Growing consistency with fairly good uniformity.</li> </ul>   | <p align="center">ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)</p> | <ul style="list-style-type: none"> <li>Highly developed skills, maintained with excellent consistency and uniformity.</li> </ul>  | <ul style="list-style-type: none"> <li>Superior skills, constantly displayed with superior clarity, ease and uniformity in all responsibilities.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Momentary gradations.</li> </ul>   | <ul style="list-style-type: none"> <li>Moderate achievement for longer periods</li> </ul>  | <p align="center">ACHIEVEMENT OF A FULL DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</p>         | <ul style="list-style-type: none"> <li>At high level, consistent and strong.</li> </ul>   | <ul style="list-style-type: none"> <li>Superior achievement of the fullest, most sophisticated, range.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Excellent level of consistency sustained and ongoing.</li> </ul>   | <ul style="list-style-type: none"> <li>Excellent level of consistency-sustained and ongoing.</li> </ul>  | <p align="center">ADHERENCE TO STYLE IN EQ, MV AND MOTION</p>                                | <ul style="list-style-type: none"> <li>Excellent level of consistency-sustained and ongoing.</li> </ul>   | <ul style="list-style-type: none"> <li>Superb and constant.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Attempted recovery from frequent breaks and flaws.</li> <li>Inconsistent and sporadic concentration, stamina, and demonstration of skills.</li> <li>Weak completion of skills</li> </ul> | <ul style="list-style-type: none"> <li>Good physical and mental development.</li> <li>Evident recovery from breaks and flaws.</li> <li>Developing/moderate concentration and stamina.</li> <li>Moderate completion of skills.</li> </ul> | <p align="center">TRAINING, CONCENTRATION, STAMINA, RECOVERY, COMPLETION OF SKILLS</p>       | <ul style="list-style-type: none"> <li>A high degree of physical and mental development.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Constant concentration and stamina.</li> <li>Constant completion of skills</li> </ul> | <ul style="list-style-type: none"> <li>The highest degree of physical and mental development for this age group.</li> <li>Effortless recovery from rare breaks and flaws.</li> <li>Superior concentration and stamina.</li> <li>Inherent completion of skills.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Inconsistent</li> </ul>  | <ul style="list-style-type: none"> <li>Moderate.</li> </ul>  | <p align="center">ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</p>                      | <ul style="list-style-type: none"> <li>At high level, consistent and strong.</li> </ul>   | <ul style="list-style-type: none"> <li>Superior.</li> <li>There is a crystallization of all efforts.</li> </ul>   |

• Sets new standards