

Open Class guards are comprised of advanced level vocabulary skills and excellence. 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.



Open Class Equipment

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
- Depth, range, and variety of blend between equipment and body
- Range of content most compatible with performers' training and safety

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

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 |

| |
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| TOTAL |
| 200 |

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WGI EQUIPMENT OPEN 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/TO 5 SOME/SOME | SOME/SOME | MOST/MOST | ALL/ALL | | | | | | | | | | | | |

COMPOSITION - AT AN INTERMEDIATE TO SOME ADVANCED LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

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|--|--|---|---|--|---|
| <ul style="list-style-type: none"> Generally lacks readability. | <ul style="list-style-type: none"> Sporadic, with some variety. Longer phrases. Extremely incomplete program may limit scoring potential. | <ul style="list-style-type: none"> Good, with fuller phrases, variety, direct and indirect planes, dimensionality, ambidexterity and versatility. Methods and techniques require average physical and mental development. May still be in a work in progress, but provides adequate opportunity. | RANGE, VARIETY AND DEPTH OF EQ SKILLS | <ul style="list-style-type: none"> Broad and varied, with good depth. Phrases are longer, more dimensional and move through multiple planes, with increased ambidexterity and versatility. Methods and techniques require good physical and mental development. | <ul style="list-style-type: none"> Enriched with challenges containing variety and versatility, with frequent ambidexterity and varied combinations in both direct and indirect multi-planar work. Methods and techniques require strong physical and mental development at this level. |
| | <ul style="list-style-type: none"> Apparent gradations of time and weight offer some range. | <ul style="list-style-type: none"> Good, involving gradations of space, time, weight and flow as an integral part of all methods and techniques. | DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW | <ul style="list-style-type: none"> A broad and varied range of gradations of space, time, weight, and flow. | <ul style="list-style-type: none"> A good dynamic range to provide consistent and full choreographic opportunity. Consistent connection between MV and EQ dynamics. |
| | <ul style="list-style-type: none"> Occasionally combined with MV, motion or staging. | <ul style="list-style-type: none"> Good, involving combinations with MV or staging. | DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY | <ul style="list-style-type: none"> Significantly blended on MV or staging. | <ul style="list-style-type: none"> Consistent multiple and layered responsibilities. |
| | <ul style="list-style-type: none"> A limited range of intermediate material is compatible with the training. | <ul style="list-style-type: none"> A moderate range of intermediate material is compatible with the training. | RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING | <ul style="list-style-type: none"> A broad range of intermediate material is compatible with the training. | <ul style="list-style-type: none"> A full range of intermediate to some advanced material is compatible with the training. |

EXCELLENCE - AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

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|---|--|---|---|---|--|
| <ul style="list-style-type: none"> Inadequate training in EQ principles. | <ul style="list-style-type: none"> Experiencing some training. Style not defined. Some uniformity in method and timing. | <ul style="list-style-type: none"> Understood but may vary from individual to individual. Developing style. Moderate method and timing. Beginning awareness of moving through space in both isolated EQ skills and skills done on or around the body. | UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES | <ul style="list-style-type: none"> Advanced intermediate principles are understood and developing with stronger application. Good uniformity in method, style and timing. Good understanding of moving through space in both isolated EQ skills and skills done on or around the body. | <ul style="list-style-type: none"> Advanced intermediate principles are applied and consistently achieved, with strong uniformity in method, style and timing. Strong achievement moving through space in isolated EQ skills, skills done on or around the body. |
| | <ul style="list-style-type: none"> Not understood. | <ul style="list-style-type: none"> Longer periods of moderate achievement of gradations of space, time, weight and flow. | UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW | <ul style="list-style-type: none"> An advanced intermediate dynamic range is understood with clear to strong application. Good connection between EQ and MV dynamics. | <ul style="list-style-type: none"> An advanced intermediate dynamic range is applied, clear, and consistently achieved. Consistent connection between EQ and MV dynamics. |
| | <ul style="list-style-type: none"> Inconsistent body development causes variations in look of the EQ. | <ul style="list-style-type: none"> Bodies are moderately trained to handle and control the EQ. | ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES | <ul style="list-style-type: none"> Bodies are well trained at this level to handle and control the EQ. Sound achievement of multiple or layered responsibilities. | <ul style="list-style-type: none"> Body training supports good EQ skills. Strong and consistent achievement of multiple or layered responsibilities. |
| | <ul style="list-style-type: none"> Knowledge not fully applied at this level. | <ul style="list-style-type: none"> Knowledge is more understood and applied. | DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION | <ul style="list-style-type: none"> Used in support of EQ skills. | <ul style="list-style-type: none"> Applied throughout and work well to achieve all responsibilities. |
| | <ul style="list-style-type: none"> Rare and sporadic completion of skills Developing training. Rare recovery from frequent breaks and flaws. Sporadic concentration. Incomplete program may limit training demonstration. | <ul style="list-style-type: none"> Developing completion of skills Moderate training, relative to skills. Evolving recovery from breaks and flaws. Developing concentration and stamina, with good achievement during multiple or layered responsibilities. Average physical and mental development. | TRAINING TO SUPPORT VOCABULARY AND COMPLETION OF SKILLS | <ul style="list-style-type: none"> Broad completion of skills. Well-developed training for this level. Good recovery from infrequent breaks and flaws. Consistent concentration and stamina. Good physical and mental development for this level. Some success at occasional advanced challenges. | <ul style="list-style-type: none"> Constant completion of skills Fully developed training for this level. Quick recovery from infrequent breaks and flaws. Consistently achieved concentration and stamina. Full physical and mental development for this level. Good success at some advanced challenges. |