



COLOR GUARD

A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS



BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL			EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
0 – 49	50-54	55-59	60-64	65-69	70-74	75-79	80-83	84-88	89-92	93-95	96-98	99-100
	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL

SAMPLE ALL ELEMENTS OF THE COLOR GUARD

CONTENT

Whose CONTENT offered the greater:

- **QUALITY OF DESIGN SUPPORTING THE EFFECTIVENESS OF THE OVERALL PROGRAM:** *The degree to which the Color Guard design components support and/or elevate the quality and effectiveness of the overall program—including (but not limited to) the use of body; equipment; motion; form; expressive qualities, characterizations; generation/release of tension; intensity; surprise; excitement; and relationship to the music.*
- **RANGE AND VARIETY OF BODY, EQUIPMENT, MOTION, AND FORM RESPONSIBILITIES:** *The range and variety of class-appropriate body, equipment, motion, and form responsibilities in the program.*
- **RANGE AND VARIETY OF STYLISTIC, EXPRESSIVE, AND ENGAGEMENT RESPONSIBILITIES:** *The range and variety of class-appropriate expressive skills—including (but not limited to) time; space; weight; flow; character; communication, and engagement—in the program.*
- **CREATIVITY:** *The level of creativity displayed in the exploration, usage, and integration of class-appropriate design qualities, skills, and techniques.*

SUB-CAPTION
SCORE

100

ACHIEVEMENT

Whose PERFORMERS achieved the better:

- **DEMONSTRATION OF PHYSICAL DEVELOPMENT AND TRAINING IN SUPPORT OF THE CONTENT:** *The degree to which the demonstrated level of physical development and training successfully supports the responsibilities in the program.*
- **ACHIEVEMENT OF INDIVIDUAL AND ENSEMBLE BODY, EQUIPMENT, MOTION, AND FORM RESPONSIBILITIES:** *The degree to which the individual and ensemble body, EQ, motion, and form responsibilities are developed and achieved—including (but not limited to) completion of efforts and accuracy in time, space, path, rotation, and orientation.*
- **ACHIEVEMENT OF STYLISTIC, EXPRESSIVE, AND ENGAGEMENT RESPONSIBILITIES:** *The degree to which stylistic, expressive, and audience engagement skills—including (but not limited to) time; space; weight; flow; character; and communication—are developed and achieved.*
- **CONCENTRATION / FOCUS, STAMINA, AND RECOVERY:** *The degree to which class-appropriate concentration/focus, stamina, and recovery skills are developed and achieved.*

SUB-CAPTION
SCORE

100

STYLISTIC DIVERSITY IS ENCOURAGED AND ALL STYLISTIC CHOICES HAVE EQUAL OPPORTUNITY FOR SUCCESS.

The points of comparison listed above collectively represent a balanced assessment of the caption and are not intended to be in priority order.

Achievement should be recognized and rewarded through the balanced consideration of ALL aspects of BOTH sub-captions!

Measure the degree of success and achievement along the continuum and then compare to determine:

Who is better (ranking) and by how much (spreading), in order to arrive at each sub-caption score and the total score (rating).

TOTAL
MAX
SCORE

200

SPREAD GUIDELINES	Very Close	Slight Advantage	Advantage	Decision
100-point sub-caption scale	1	2	3	4+
200-point total score scale	1-2	3-4	5-6	7+

BOX 1	BOX 2			BOX 3			POINTS OF COMPARISON	BOX 4			BOX 5				
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE				
0 – 49	50-54 SOME	55-59 MOST	60-64 ALMOST ALL	65-69 SOME	70-74 MOST	75-79 ALMOST ALL		A CLASS			80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST
Fundamental offerings are not present.	Fundamental, basic skills & qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast & few gradations.						CONTENT	Skills & qualities offer some complexity & dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts & some gradations. Slight to moderate layering of efforts.							
	Design choices occasionally provide very basic support of the program & may appear to be a separate thought process. Components are basic, uneven & create simple & similar effects. Basic reflection of obvious musical structure is emerging.						QUALITY OF DESIGN SUPPORTING THE EFFECTIVENESS OF THE OVERALL PROGRAM	Design choices often support the full program. Expanded components are more dimensional, offer some interest & are sometimes layered to create moderate aesthetic &/or emotional effects. The relationship to the musical structure & some of its layers is evident, literal & moderately effective.							
	Fund. components are presented singly. Obvious events are occasionally supported at a very basic level. There is some rudimentary effect.			Established fund. components are sometimes layered, with 1 branch of the triad dominating. Some obvious musical aspects are reflected. Some basic support of the program. Occasional effects are basic.				Emerging int. qualities usually explore 2 layers. The basic/literal structure of the music is sometimes reflected. There is moderate support of the program. Effects are usually moderate and similar.			Established int. qualities involve at least 2 layers. Some layers & qualities of the music are reflected & explored. There is good support of the program. Effects are good and offer some variety.				
	A very narrow range & variety of fundamental responsibilities; beginning exploration of the triad.						RANGE & VARIETY OF BODY, EQUIPMENT, MOTION & FORM RESPONSIBILITIES	Moderate to good range & variety of intermediate responsibilities often explores the triad, although 1 branch may offer less.							
	Narrow variety within a very basic range, usually dominated by 1 branch of the triad & varying from section to section.			Moderate range &/or variety of fund. responsibilities, usually dominated by 1 branch of the triad & varying from section to section.				Moderate range &/or variety of int. responsibilities. 1 branch of the triad may offer less & this may vary from section to section.			Good range & variety of int. responsibilities across the triad, moderately distributed throughout the ensemble.				
	A very narrow of fundamental stylistic/engagement responsibilities.						RANGE & VARIETY OF STYLISTIC, EXPRESSIVE & ENGAGEMENT RESPONSIBILITIES	Moderate to good range & variety of intermediate stylistic/expressive/engagement responsibilities.							
	Minimal expressive responsibilities are present.			Very basic style/character responsibilities are present.				Moderate stylistic expressive & audience engagement responsibilities vary from section to section.			Good int. stylistic, expressive & engagement responsibilities are often present.				
	A basic approach may sometimes include the creative use of a fundamental range of skills.						CREATIVITY	Some distinctive moments & novel approaches may be present.							
Emerging fund. design employs the most basic approach to establish a foundation for future growth.			Est. fund. design employs some basic creativity to display fund. skills.			Emerging int. creativity employs int. qualities & skills to create some interest & effect.			Est. int. creativity employs int. qualities & skills to create moderate interest & effect.						
A foundation for fundamental achievement is not present.	Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble & the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections & over time.						ACHIEVEMENT	Moderate individual skill, strength & stamina emerging from a good technical foundation & a broader range & variety of responsibilities. Moderate to good ensemble awareness & individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections & over time.							
	Fundamental skills are supported by some physical development.						DEMONSTRATION OF PHYSICAL DEVELOPMENT & TRAINING IN SUPPORT OF THE CONTENT	A good range of Intermediate skills are supported by moderate to good physical development.							
	Emerging physical development barely supports the most fund. skills; the foundation for further growth is unstable.			A foundation of moderate physical development supports fund. skills; this may vary between sections & skills.				Moderate physical development supports int. skills, but varies btw secs. & aspects of training.			Good physical development supports int. skills w/slight variation btw secs. & aspects of training.				
	Achievement of the most fundamental skills & orientation in time & space is emerging but inconsistent.						ACHIEVEMENT OF INDIVIDUAL & ENSEMBLE BODY, EQUIPMENT, MOTION & FORM RESPONSIBILITIES	Techniques, articulations & completions are moderately consistent but vary across the triad &/or between sections. Good ensemble orientation in time & space/ path/form. Moderately layered responsibilities sometimes compromise consistency.							
	Basic achievement of fund. skills is emerging.			Moderate achievement of fund. skills. 1 branch of the triad may be stronger & this may vary between sections & over time.				Moderate achievement of a good range of int. skills is emerging. This may vary across the triad & from section to section.			Good achievement of a broad range of int. skills is established across the triad. This may vary from section to section.				
	An understanding of time & space is emerging but there is flat approach to expression & communication.						ACHIEVEMENT OF STYLISTIC, EXPRESSIVE & ENGAGEMENT RESPONSIBILITIES	Performers understand & have some success in achieving many of the expressive/ dynamic efforts of time, space, character, communication & engagement.							
	Basic achievement of the most fund. qualities is emerging.			Moderate achievement of fund. qualities is established. This may vary between sections & over time.				Moderate achievement of a good range of int. qualities is emerging but may vary.			Good achievement of a broad range of int. qualities is established but may vary slightly.				
	Basic concentration & stamina, frequent distractions, rare recoveries.						CONCENTRATION/FOCUS, STAMINA & RECOVERY	Moderate to good concentration & stamina, occasional distractions with some successful recoveries.							
Emerging basic concentration & occasionally sufficient stamina. Very occasional/ minimally successful recovery attempts.			Established basic concentration w/frequent breaks. Moderately sufficient stamina. Occasional & moderately successful recovery attempts.			Established good concentration w/occasional breaks. Moderately sufficient stamina. Frequent & moderately successful recoveries.			Established good concentration w/ occasional minor breaks. Good stamina. Recoveries are usually applied with good success.						