

	<b>BOX 1 1-9</b>	<b>BOX 2 10-29</b>	<b>BOX 3-A 30-49</b>	<b>BOX 3-B 50-69</b>	<b>BOX 4 70-89</b>	<b>BOX 5 90-100</b>
<b>CONTENT</b>	LACK OF READABILITY	The program consists of simplistic musical support. The use of the triad is rarely attempted. Little design effort is demonstrated to combine the guard into the total visual program. Expressive content is lacking or infrequent, or is limited to exploration in one or two areas of expression. The staging is below average, with problems in either developing or maintaining emphasis at the appropriate moments. The auxiliary may not always fit into the concept.	The program sometimes consists of proper phrasing with perhaps a few moments of average audio interpretations. Expressive efforts may be displayed sometimes. There is only minimal layering use of the triad, or design may be limited to average use of only one element of the triad. The design team only sometimes incorporates the auxiliary into the total visual program. The staging may be clear, but emphasis and integration are often not successful.	The program consists of proper phrasing with a consistent, average attempt to interpret the audio. Expressive efforts are average in their use, with exploration of more than one expressive element. The content displays an average use of the triad over the course of the program, with an exploration of more than one part of the triad. The design team often incorporates the auxiliary into the total visual program. The staging is usually successful. There is an average development and control of emphasis.	The program consists of proper phrasing with an above average, sometimes advanced interpretation of the audio and some moments of strong musical enhancement. Content displays an above average, sometimes advanced use of the triad with moments of inventiveness. The auxiliary is typically and successfully incorporated into the total visual program, with only minor lapses in details. Staging is successful and sometimes creative with few problems in emphasis.	The program consists of proper phrasing with superior interpretation of the audio and a consistent display of musical enhancement. Technical and expressive efforts display a constantly superior use of the triad with many moments of creativity and invention. The auxiliary is constantly incorporated into the total visual program in a seamless manner. It is an integral part of the concept. Emphasis is successful and varied. Staging is creative and varied.
<b>EXCELLENCE</b>	LACK OF READABILITY	Little technical or expressive skill is demonstrated by the ensemble. Performers are generally unaware of their most basic responsibilities in movement and equipment in space, line, and pulse. There are few moments lacking errors in timing and position. There is usually no recovery from error. Technique, whether uniform or sometimes varied, is difficult to read and apparently not well understood by most performers. A cohesive style does not appear to exist. Roles are rarely understood and never communicated by the ensemble.	Technical and expressive skills are demonstrated at a below average level. Performers display a below average level of achievement with movement and equipment in space, line, and pulse. Flaws often occur, with levels of inconsistency throughout the program in timing and position. Recovery is sometimes attempted, but generally lacks success. Technique is readable but inconsistent. A cohesive style may be apparent with some performers, but usually not apparent with all performers. Roles are not fully understood or communicated by the ensemble.	Technical and expressive skills are demonstrated at an average level. Performers display an average level of achievement with movement and equipment in space, line, and pulse. Timing and position are handled in an average manner. Flaws of varying degree occur from time to time throughout the program. Recovery is attempted, but may lack urgency. Technique is readable, but not well defined. Style is cohesive, but it is inconsistent. Roles are understood and communicated on an average level by the ensemble.	Technical and expressive skills are demonstrated at an above average and sometimes excellent level. Performers display an above average to excellent level of achievement with movement and equipment in space, line, and pulse. Flaws, usually infrequent, are present, but usually occur when the performers are challenged by greater responsibilities. Recovery is apparent and usually accurate. Technique and style are often clean. Roles are well understood and communicated on an above average level by the ensemble.	Technical and expressive skills are demonstrated at a superior level. Performers display a superior level of achievement with movement and equipment in space, line, and pulse. Flaws are usually limited to individuals during phrases of greatest responsibilities. Recovery from minor issues is immediate and accurate. Superior technique is highly developed and displayed by all members with consistent application. Style is cohesive and effortlessly displayed among all members. Roles are completely understood and consistently communicated.