

Cadet	Prep	Scholastic Novice	Points of Comparison	Scholastic Regional A	Scholastic A	Scholastic A National
<p>Intermediate to primary age students who are 6th grade or younger Judged on local sheets designed by ETPAA No promotions</p>	<p>Middle school students or junior high students who are 8th grade or younger Judged on local sheets designed by ETPAA Not necessarily affiliated with a specific school No promotions</p>	<p>Units in their first 1-3 years of winterguard with little to no experience in design or performance OR JV groups with a majority of 1st year members May be promoted during the season based on achievement Judged on local sheets designed by ETPAA</p>	<p>General Definition</p>	<p>Units have surpassed the Novice class OR JV groups with a majority of returning members OR A mix of HS and MS students Training is a strong focus with emphasis on simple to intermediate skills May be promoted during the season Judged on WGI SRA sheets</p>	<p>Units have surpassed SRA levels Training is a strong focus Designers and performers explore some advanced elements Design of show with depth and detail, but not groundbreaking May be promoted during the season Judged on the WGI SA sheets</p>	<p>All of the characteristics of SA with more advanced elements of design and performance Show designs are made with depth and detail in mind Competitive or aspirations of being competitive at WGI events in the SA category Judged on WGI SA sheets Promoted only if done so at a WGI event</p>
<p>Basic with only a singular skills being implemented at any given time</p>	<p>Simple, singular, and repetitive</p>	<p>Simple, singular, and repetitive</p>	<p>Range and Variety of Skills</p>	<p>Explores some variety of skills and vocabulary at a beginning level</p>	<p>Variety and longer phrases Depth of vocabulary often present</p>	<p>Variety is evident Choreography has depth and some challenges for the performers</p>
<p>Not expected to be present</p>	<p>If present, very simple and for a short period of time.</p>	<p>Occasionally present for a short period of time.</p>	<p>Depth, Range, and Variety of Blended Equipment and Movement</p>	<p>Present most of the time, but simple in nature Performers can be challenged at times but not beyond the general capability of the group</p>	<p>Present most of the time Challenges are presented to the performers with regard to complexity or stamina at times</p>	<p>Consistently present in the program Challenges are given to performers and signs of maturity and understanding are shown</p>
<p>Basis of the class and should be highly credited</p>	<p>Basis of the class and should be highly credited</p>	<p>Basis of the class and should be highly credited Serves as the focus of vocabulary choices</p>	<p>Training Focus</p>	<p>Strong focus on training, more heavily awarded than challenges Vocabulary has some challenges that are understood by performers</p>	<p>Required to maximize credit Vocabulary is broad and performers show a deep understanding of concepts</p>	<p>Required to maximize credit Used to work towards challenges Training is copiously evident</p>

Cadet	Prep	Scholastic Novice	Points of Comparison	Scholastic Regional A	Scholastic A	Scholastic A National
Aesthetics are straight-forward Emotions are age appropriate with little variety	Aesthetics are simple and straight-forward Emotions are age appropriate	Intellectual concepts are not yet explored Aesthetics are simple Emotions are present, typically singular, and age appropriate	Concepts and Production Value	Intellectual effects are present, but simple in nature Emotions are singular but well understood by performers Aesthetics are well presented	Aesthetics are well presented A dynamic range of emotions are present but may not be fully understood or delivered Intellectual effects are attempted but may not be fully understood	Aesthetics are well presented A dynamic range of emotions is explored, understood and delivered Intellectual effects are present with some deeper qualities explored
Simple and straightforward	Simple and straightforward	Uncomplicated with some blend of body and equipment Transitions and pacing may present some problems for designers or performers Ensemble statements are simple and limited to one area of focus	Design and Orchestration	Use of body, equipment, and form blending is present and understood by performers Ensemble statements are frequent and show a blend of body and equipment Individuals may explore a few advanced skills if achievable	Design shows signs of maturity though performers may not show full understanding Use of body, equipment, and form as elements of design consistently present but may not always be achieved	Design and performers show maturity Ensemble explores some advanced body and equipment blend skills Use of body, equipment, and form as an element of design is consistently present and well understood by performers
Simple, age appropriate soundtrack	Simple, age appropriate soundtrack	Simple soundtrack that provides straightforward interpretation by the performers	Soundtrack	Soundtrack that may challenge performers at times but is not beyond their capabilities	Dynamic soundtrack that may challenge performers but is not beyond their capabilities Some elements of sound manipulation as a form of design can be present	Dynamic soundtrack that could challenge the performers but not beyond their capabilities Utilization of sound as an element of design can be present
Very limited, functional	Limited, functional	Limited in design or may be isolated from the main focus	Transitions and Equipment Changes	Simple in nature and, at times, part of the development from a staging point of view	Attention is paid to the transitions as a minor part of the design package Transitions are logical	Transitions and equipment changes are part of the overall effect and crafting of the design