

Regional A Class guards are comprised of introductory/beginning level vocabulary skills and excellence. Success comes from strategic choices in vocabulary that lead to the achievement of 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.

Score

100

Vocabulary

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 performer's 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

Score

100

Excellence

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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

WGI EQUIPMENT REGIONAL A 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	07	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									
VOCABULARY – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:																											
• Generally lacks readability.	• Limited, repetitious, or only single efforts. • Short phrases. • Program is extremely incomplete.						• Some variety. • May still be in a work in progress, but provides adequate opportunity.						RANGE AND VARIETY OF EQ SKILLS			• Growing range, with some variety and dimensionality.”						• Good introductory to beginning range, with variety and some versatility. • Longer phrases.					
	• Seldom included.						• Sometimes explores gradations of time and weight.						DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			• Growing range of gradations						• Growing range of qualities and gradations.					
	• Single efforts only.						• Occasionally combined with MV, motion or staging.						DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY			• Some combining with MV or staging.						• Good introductory to beginning range, with some variety of combination with MV and/or staging.					
	• An extremely limited range of introductory material is compatible with the training and safety.						• A limited range of introductory material is compatible with the training and safety.						RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING AND SAFETY			• A growing range of introductory material is compatible with the training and safety.						• A wide range of material is compatible with the training and safety.					
EXCELLENCE – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:																											
• Inadequate training in EQ principles.	• Discovering, with some training and uniformity relative to introductory principles. • Style not understood.						• Developing but may vary from individual to individual or relative to effort required. • Developing style. • More consistent method and timing.						UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES			• Introductory skills understood and often achieved, with more consistent uniformity in method, style and timing.						• Introductory and beginning skills are applied and achieved, with improved uniformity in method, style and timing for this class.					
	• Not understood.						• Developing, but may vary from individual to individual or relative to effort required.						UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			• Gradations of time and weight are achieved for short periods.						• Introductory and beginning dynamic efforts are applied with greater success with gradations in time and weight					
	• Inconsistent body development causes variations in look of EQ.						• Undeveloped body qualitie cause variation in look of EQ.						ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES			• Body development is improving, lending support beneath EQ.						• Body development lends good support beneath EQ.					
	• Not understood or applied.						• Introductory knowledge is applied in simple efforts.						DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION			• Understood and applied in simple introductory efforts.						• Understood and applied in introductory to beginning efforts.					
	• Developing training. • Weak or no recovery from frequent breaks and flaws. • Weak concentration. • Extremely incomplete program may limit training demonstration. • Rare and sporadic completion of skills						• Moderate introductory training, concentration and stamina. • Inconsistent recovery from breaks and flaws. • Average physical and mental development for this level. • May be a work in progress but allows adequate demonstration. • Developing completion of skills.						TRAINING TO SUPPORT VOCABULARY AND COMPLETION OF SKILLS			• Good training for this class. • More evident recovery from breaks and flaws. • Developing and broad display of concentration and stamina. • Good physical and mental development for this class • Frequent completion of skills.						• Successful training for this class. • Growing recovery from breaks and flaws. • Developing and good concentration and stamina. • Appropriate physical and mental development. • Some success at some beginning intermediate challenges. • Consistent completion of skills					