

		0	15	30	45	60	75
		Poor	Fair	Good	Excellent	Superior	
R e p e r t o i r e		7.5	22.5	37.5	52.5	67.5	
		Box 1 – The written program is unable to communicate desired effect due to lack of understanding of how to create visual enhancement of the music. Concepts generally do not hold interest and audience involvement is allowed to dissipate.	Box 2 – The written program is unable to communicate an awareness of the basic fundamentals of the creation of effect. Many lapses in interpretation, musicality, phrasing, and expression limit the effectiveness of the visual program. Repertoire vocabulary, while often lacking, is still able to generate some effect. The visual program usually represents a visual enhancement of only the most obvious of musical components.	Box 3 – The written program communicates a good knowledge of the fundamentals. Repertoire vocabulary is of moderate quality and hence, produces a moderate degree of affect overall, even though there may be sporadic moments of higher achievement. Inconsistencies in interpretation, musicality, phrasing, and expression limit the effectiveness of the program. Various elements of the visual vocabulary are not always appropriate to the ensemble or to the program effectiveness.	Box 4 – The written program communicates a high degree of effect. There are only occasional breaks in the repertoire, which hinder maximum visual enhancement of the music, while interpretation, musicality, phrasing, and expression limit the effectiveness are relatively strong. Various elements of visual enhancement, while present, are not always maximized.	Box 5 – The written program constantly communicates full effect through a high level of creativity and the highest levels of visual enhancement of the music. Interpretation, musicality, phrasing, and expression are performed in a superlative manner. The vocabulary of the repertoire is a natural outgrowth of the musical program presented and contributes to the superior effectiveness of the program.	
C o o r d i n a t i o n		7.5	22.5	37.5	52.5	67.5	
		Box 1 – Inexperience and/or improper understanding of basics does not allow the performers to communicate spirit/intensity or emotion. Mood is not established and performers show little understanding of their roles.	Box 2 – Performers display some level of communication of spirit/intensity and emotion, but it is occasional or inconsistent. Mood is occasionally established, and performers show varying degrees of comprehension. Performance is sometimes mechanical and uninspired.	Box 3 – Performers display a moderate level of achievement in the communication of spirit/intensity and emotion. The audience is somewhat entertained, although the level may be diminished by inconsistencies in performer concentration, intensity, or professionalism. The performers show a moderate understanding of their roles, but the quality of communication is inconsistent.	Box 4 – Performers display a consistently high level of achievement in the communication of spirit/intensity and emotion. The audience is entertained and interested throughout most of the program. Occasional flaws interrupt an otherwise high level of the professionalism demonstrated during most of the performance.	Box 5 – Performers display superior achievement in the communication of spirit/intensity. The audience is constantly entertained and absorbed by the performers ability to communicate their roles and the wide range of expressions and moods associated with those roles. The performers display the highest level of professionalism throughout the show.	

		0	10	20	30	40	50
		Poor	Fair	Good	Excellent	Superior	
S h o w m a n s h i p		5	15	25	35	45	
		Box 1 – The program does not appear to be planned well in terms of overall coordination of all the audio/visual elements. Communication between elements is severely lacking the overall product does not work together. Continuity, auxiliary, and staging are not successful in presenting an effective show.	Box 2 – There is some awareness of blending of the audio and visual elements. One or two elements may show efforts to produce a blend of effect, but overall success is impaired by the absence of effort on the part of the other elements. Nonetheless, there is some communication to the audience.	Box 3 – There is moderate success in blending the audio/visual elements. The design team displays understanding of the concepts of blend, though inconsistent on the level of effectiveness. Moments of high levels of effort occur, but they are sporadic the entire program. At other times, the auxiliary detracts from the overall effectiveness of the show through low level of performance quality or lack of coordination. The elements are not always staged well.	Box 4 – There is consistent high quality blending of all audio/visual elements and effects. A high level of effectiveness has been demonstrated as the design team demonstrates a strong understanding of the principles of blend and unity. The auxiliary contribution enhances the entire program. The elements have been staged well.	Box 5 – There is superlative blending of all audio/visual elements and effects. Outstanding effectiveness and emotional reaction are maintained throughout the program by the absolute command of the principles of blend and unity. The elements have been consistently staged to present the maximum effect. The auxiliary contribution is superlative in enhancing the entire program.	