

**Scholastic World Class guards are comprised of advanced to standard-setting levels of vocabulary skills and excellence.**

Stylistic diversity is to be encouraged with all choices given equal potential for success.

## Vocabulary

Score

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100

**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 material most compatible with performers' training

|                                     |                                    |                                    |                                           |                                   |                                        |
|-------------------------------------|------------------------------------|------------------------------------|-------------------------------------------|-----------------------------------|----------------------------------------|
| Box 1                               | Box 2                              | Box 3                              | Box 4                                     | Box 5                             | Box 6                                  |
| 0 to 6                              | 7 14 22                            | 30 40 50                           | 60 70 80                                  | 90 93 96                          | 99 to 100                              |
| Seldom Experiences<br><b>0 to 6</b> | Rarely Discovers<br><b>7 to 29</b> | Sometimes Knows<br><b>30 to 59</b> | Frequently Understands<br><b>60 to 89</b> | Always Applies<br><b>90 to 98</b> | Sets New Standards<br><b>99 to 100</b> |

## Excellence

Score

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100

**Whose performers demonstrated the better:**

- Understanding and application of equipment principles
- Understanding and application of dynamic range, through 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

### Sub Caption Spread Guidelines

|                           |                    |                      |                         |
|---------------------------|--------------------|----------------------|-------------------------|
| Insignificant Differences | Slight Differences | Moderate Differences | Significant Differences |
| 0 to 1 tenth              | 2 to 3 tenths      | 4 to 6 tenths        | 7 or more tenths        |

TOTAL

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200

**WGI EQUIPMENT SCHOLASTIC WORLD CLASS**

| BOX 1<br>Seldom Exp.<br>0 to 06                                                                         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            | BOX 2<br>Rarely Discovers<br>07 to 29                                     |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           | BOX 3<br>Sometimes Knows<br>30 to 59                                  |               |                               | POINTS OF<br>COMPARISON | BOX 4<br>Frequently Understands<br>60 to 89 |               |                               | BOX 5<br>Always Applies<br>90 to 98 |               |         | BOX 6<br>New Standards<br>99 to 100 |    |    |    |    |    |    |    |    |    |    |    |     |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------|-------------------------------|-------------------------|---------------------------------------------|---------------|-------------------------------|-------------------------------------|---------------|---------|-------------------------------------|----|----|----|----|----|----|----|----|----|----|----|-----|
| 0                                                                                                       | 3                                                                                                                                                                                                                                                                                                                                                | 6                                                                                                                                                                                                                                                                                                                          | 7                                                                         | 13                                                                                                                                                                                                                                                                                      | 21                                                                                                                                                                                                                                                                                                                                        | 22                                                                    | 29            | 30                            |                         | 39                                          | 40            | 49                            | 50                                  | 59            | 60      | 69                                  | 70 | 79 | 80 | 89 | 90 | 92 | 93 | 95 | 96 | 98 | 99 | 100 |
| AMOUNT OF CRITERIA MET/<br>AMOUNT OF THE TIME:                                                          |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           | SOME/<br>SOME                                                         | MOST/<br>MOST | ALL/ALL to<br>4 SOME/<br>SOME |                         | SOME/<br>SOME                               | MOST/<br>MOST | ALL/ALL to<br>5 SOME/<br>SOME | SOME/<br>SOME                       | MOST/<br>MOST | ALL/ALL | 5 ALL/ALL +<br>6 ALL/ALL            |    |    |    |    |    |    |    |    |    |    |    |     |
| <b>VOCABULARY— AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:</b>    |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
| <ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>                          | <ul style="list-style-type: none"> <li>Still in the discovery stage.</li> <li>Limited, repetitious, or single efforts.</li> <li>Short phrases.</li> <li>Incompletion might limit the scoring potential.</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality.</li> <li>Methods and techniques require average physical and mental development.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul> | RANGE, VARIETY AND DEPTH OF EQ SKILLS                                     | <ul style="list-style-type: none"> <li>Broad and varied, with significant ambidexterity, versatility, dimensionality, and good depth.</li> <li>Methods and techniques require a high degree of mental and physical development.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Superior, complex and varied.</li> <li>Methods and techniques require the highest degree of physical and mental development.</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>Sets new standards.</li> </ul> |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Sporadically written for this class; only occasionally included.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>More frequent and mature gradations, with growing connection between the EQ and MV dynamics.</li> </ul>                                                                                                                                                                             | DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW                                  | <ul style="list-style-type: none"> <li>Broad and varied, with good depth.</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Constant and sophisticated gradations demonstrate the fullest dynamic range.</li> </ul>                                                                                                                                                                                                            |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Still in the discovery stage, often extremely incomplete and lacking in development.</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Moderate variety and more frequent combinations with MV or staging.</li> </ul>                                                                                                                                                                                                      | DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY                         | <ul style="list-style-type: none"> <li>Broad and varied, with significant synergy with MV and/or staging while moving through ongoing dynamic gradations.</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Complex, varied synergy of EQ/MV/staging provides an inseparable and superb challenge.</li> </ul>                                                                                                                                                                                                  |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Occasionally.</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Usually.</li> </ul>                                                                                                                                                                                                                                                                 | RANGE OF MATERIAL MOST COMPATIBLE                                         | <ul style="list-style-type: none"> <li>Mostly.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Fully.</li> </ul>                                                                                                                                                                                                                                                                                  |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
| <b>EXCELLENCE - AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:</b> |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
| <ul style="list-style-type: none"> <li>Inadequate training in EQ principles.</li> </ul>                 | <ul style="list-style-type: none"> <li>Some development of principles, with occasional consistency.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Moderate development and achievement of principles.</li> </ul>                                                                                                                                                                                                                      | UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES                            | <ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended principles and efforts.</li> <li>Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery.</li> </ul>            | <ul style="list-style-type: none"> <li>Superior application of all blended principles and efforts.</li> <li>Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery.</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Sets new standards.</li> </ul> |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Some development of dynamic efforts.</li> <li>Some individuals may be more expressive than others.</li> <li>Dynamic range may suffer when EQ is layered on MV.</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Longer displays of dynamic gradations.</li> <li>Growing connection between MV and EQ dynamics.</li> </ul>                                                                                                                                                                           | UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW | <ul style="list-style-type: none"> <li>Excellent and consistent development, understanding and application of qualities that create dynamics through EQ, consistently moving with gradations of space, time, weight and flow.</li> </ul>                                                | <ul style="list-style-type: none"> <li>The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level.</li> </ul>                                                                                                                                                                                      |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Inconsistent body development causes variations in the look.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Reasonably good during multiple or layered responsibilities.</li> <li>Bodies are more consistently developed to control EQ.</li> </ul>                                                                                                                                              | ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES                             | <ul style="list-style-type: none"> <li>Development and achievement are strong and evident.</li> <li>There is an inseparable dynamic demonstration between MV and EQ.</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>The synergistic blend of MV and EQ provide an inseparable dynamic display.</li> </ul>                                                                                                                                                                                                              |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Insufficient development, not fully applied.</li> </ul>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Use of breath is beginning to be more consistent from individual to individual.</li> </ul>                                                                                                                                                                                          | DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION                 | <ul style="list-style-type: none"> <li>Breath is understood and used.</li> <li>Strong application of muscle, tension, flexion and rotation.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Full understanding and ongoing control supports the fullest completion of phrases.</li> </ul>                                                                                                                                                                                                      |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |
|                                                                                                         | <ul style="list-style-type: none"> <li>Developing training or insufficient development for both dynamic and technical responsibilities.</li> <li>Occasional adherence to style.</li> <li>Sporadic recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Incomplete program may limit training demonstration.</li> </ul> | <ul style="list-style-type: none"> <li>Moderate to good training, and individual development.</li> <li>Style is developing and is usually evident and consistent.</li> <li>Evident recovery from breaks and flaws.</li> <li>Moderate to good concentration and stamina.</li> </ul>                                         | TRAINING TO SUPPORT VOCABULARY                                            | <ul style="list-style-type: none"> <li>Strong and evident mental and physical development and training.</li> <li>Evident and consistent style.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Strong and constant concentration and stamina.</li> </ul> | <ul style="list-style-type: none"> <li>Superior mental and physical development and training.</li> <li>Superbly defined characteristics and style.</li> <li>Effortless recovery from virtually non-existent breaks and flaws.</li> <li>Superior concentration and stamina.</li> <li>There is a crystallization of all efforts.</li> </ul> |                                                                       |               |                               |                         |                                             |               |                               |                                     |               |         |                                     |    |    |    |    |    |    |    |    |    |    |    |     |