JUDGING METHODOLOGY 2020-2021

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JUDGING PROFESSIONALISM

- Refer to the Cheer Canada Code of Conduct Policy.
- Practice in advance.
- Wear appropriate attire.
- Bring your own documents. See Cheer Canada website for Judging Resources.
- Arrive at the event early as the judges room/stand may take time to locate.
- No phone on the judging table (exception would be for safety judge for the sole purpose of using the IASF on-call system at a sanctioned event).
- Avoid negative facial expressions or overly enthusiastic positive ones.
- Do not leave the stand without permission from the head judge/event manager.
- Avoid conversations with coaches and athletes during the event unless responding to an official score review with a coach as per the Event Producer (EP).
- If this is your first event with an EP or Provincial Sport Organization (PSO) see if they have additional requirements.
- Read descriptions carefully.
- Ensure you are on the correct score sheet and referencing the correct resources for each division.
- Talk to your judging partner.
- Learn to script, and ensure notes provide clear skill counts and details.

GENERAL SCORING OVERVIEW

For the 2020-2021 season, all divisions and subsets will utilize comparative scoring as the method of evaluation. There are 5 distinct scoring sheets outlined in this document: Cheer Canada All Star Scoring System, Cheer Canada Scholastic Scoring System, Cheer Canada Game Day Scoring, Cheer Canada Performance Cheer Scoring System, and the Cheer Canada Cheer Abilities Scoring System. A brief outline of each is included below:

Cheer Canada All Star Scoring
- Follows IASF rules found here:
http://www.iasfworlds.com/wp-content/uploads/2020/04/IASF-2020-21-Rules-FInal-4_23_20.pdf
- Ranges are broad, teams are ranked comparatively against other teams in the same division and/or level.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.
- Cheer is evaluated in the Global divisions.
- Group/Partner Stunt and Individual/Duo/Trio divisions are based on a comparative scoring model

Cheer Canada Scholastic Scoring
- Follows ICU Scholastic rules (FISU/ICU National Team Rules for Premier divisions), available on the Cheer Canada website.
- Applies to all Scholastic Cheer teams.
- Comparative based system, with theoretical similarities to All Star Comparative scoring in terms of factors, difficulty considerations and deductions.
- The Scholastic Scoring System places emphasis on execution.
- Cheer is evaluated in school divisions.
- Tumbling divisions evaluate both standing and running tumbling in a combined category.
- Ranges are broad, teams are ranked comparatively against other teams in the same division and/or level.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.

Cheer Canada Scholastic Game Day Comparative Scoring
- Game Day is evaluated on a separate set of score sheets from the cheer/music routine division.
- There are no set skill requirements, but teams are evaluated on specific Game Day criteria.
- Scholastic (not including post-secondary) and Collegiate divisions have score sheet variances.

Cheer Canada Performance Cheer Comparative Scoring
- Applies to All Star and Scholastic teams in Performance Cheer/Dance divisions.
- Categories include Pom, Hip Hop and Jazz.
- Based on the Comparative Scoring model with adjudication categories that are specific to performance cheer.

Cheer Canada Cheer Abilities Scoring
- Comparative scoring based system.
- Uses ICU Rule set.

Since this methodology serves both coaches and judges, the scenarios, questions and instruction herein may switch between being directed to a coach or judge.

SCORING SYSTEM BY DIVISION/TYPE

Score Sheet	Division/Level	Rules
CC All Star & Global Cheer	Global Club 6 Global Club Coed 6	IASF (Global Cheer Rules)
CC All Star	U6 (formerly Tiny) 1 U8 (formerly Mini) 1, 2 U12 (formerly Youth) 1, 2, 3, 4, 5, 2NT, 3NT, 4NT, 5NT U17 (formerly Junior) 1, 2, 3, 2NT, 3NT, 4NT, 5NT, 6NT U17 AG (formerly Junior AG) 4 ,5, 6 U17 Coed (formerly Junior Coed) 4, 5, 6, JR/SR Combined 2, 3, 4, 5 U19 (formerly Senior) 1, 2,4.2, 2NT, 3NT, 4NT, 5NT, 6NT U19 AG (formerly Senior AG) 3, 4, 5, 6 U19 Coed (formerly Senior Coed) 3, 4 U19 Small Coed (formerly Senior Small Coed) 5, 6 U19 Medium Coed (formerly Senior Medium Coed) 5, 6 U19 Large Coed (formerly Senior Large Coed) 5, 6 Open 4.2, 3NT, 4NT, 5NT Open AG 3, 4, 5, 6, 6NT, 7 7NT Open Small Coed 5, 6, 7 Open Large Coed 5, 6, 7 Open Coed 7NT Masters 2NT	IASF
CC All Star Prep	Tiny Prep 1 Mini Prep 1, 2 Youth Prep 1, 2 Junior Prep 1, 2 Senior Prep 1, 2	IASF & Cheer Canada All Star Division Options/Age Grids (Prep specific rules)

CC All Star Novice	All Star Novice Divisions	IASF & Cheer Canada All Star Division Options/Age Grids (Rec specific rules)
CC Scholastic & Collegiate	All Scholastic Cheer Divisions	ICU/Cheer Canada
CC Game Day - Scholastic	All Game Day Scholastic Divisions	ICU/Cheer Canada
CC Cheer Abilities	All Adaptive Abilities, Special Abilities & Special Olympics Divisions	ICU/Cheer Canada
CC All Star Performance Cheer	All All Star Performance Cheer Divisions	IASF Dance Rules
CC Scholastic Performance Cheer	All Scholastic Performance Cheer Divisions	Cheer Canada Scholastic Performance Cheer/Dance ICU Rules
Group/ Partner Stunt	All Group & Partner Stunt	IASF
Indy/Duo/Trio	All Individual, Duo & Trio	IASF

- Ranges are broad, teams are ranked comparatively against other teams in the same division.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.
- Some judging concepts are similar to Rubric Scoring, but are broadly applied and not associated with specific point values.
- There is no list of Elite skills and no Stunt Quantity.
- The system does not have specific skill counts that are required for ranges, which allows for creativity and the development of a coaching strategy suited to your team.

What does a "comparative scoring system" mean?
This means that the judges will watch the routine and compare it to the other routines in the division. If Team A's stunts are better, then Team A's stunts should score higher than the competitors. If Team B's jumps are weaker, then Team B's competitors' jump score should be higher.

The rules tell you what you are allowed to put in your routine but not what you have to (must) put in the routine. If a level 5 routine includes level 4 skills, the below level skills are still considered in evaluating difficulty and execution. The actual difficulty of the skill performed, unrelated to level, is what is considered.

There are no set score values (numbers) attached to any certain skills or skill sets. The score will be based on your performance and the performance of your competitors.

Scores are awarded in tenths (1/10) of a point.

Score Tracking

The comparative nature of the Cheer Canada Scoring System requires that judges track and rank scores within a division. Judges should use a tracking sheet to record where each team scored within a specific category. As a new team performs, judges will rank that team against all preceding teams in that division to produce an accurate rank of all teams within a particular category. Judges will score to the tenth (0.1) and are encouraged to avoid issuing the same score twice.

The numerical scores will be largely indicative of ranking within a division. For accurate comparison of numerical scores it is recommended that judges track scores across multiple divisions and/or the level for greater accuracy. The comparative scoring system is designed to ensure ordinals are the primary indicator, rather than focusing on the meaning of a numerical score.

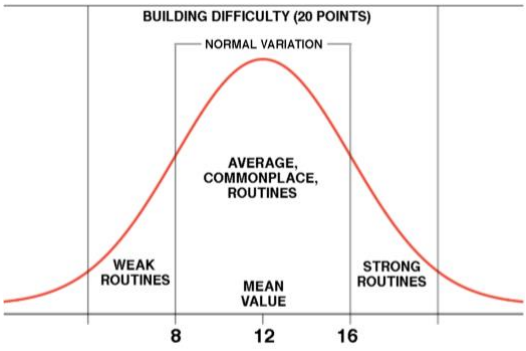
NOTE: When possible, judges should also track across a level to encourage consistency. Judges may be asked to track across multiple levels when relating to worlds bids. In these cases, the level standard appropriate to each team's level should be considered when ranking them.
Ability to accurately track across a level will be dependent upon division/event size, scheduling, event layout and other factors specific to each event.

First Five Teams

Judges should hold scores for the first five teams in a division. After the five teams have competed, judges will issue scores for each of the five teams, recording them on their tracking sheet and ranking

each against the other. Once these five scores are recorded, judges will use them as benchmarks to rank the remaining teams in the division, scoring each team above or below the preceding teams.

If consistency of numerical scores across a level is desired, it is recommended to hold the scores for the entire level.



The Normal Variation Method

In each category, the sixtieth (60th) percentage value is treated as the mean score for the category. Judges use this value as a benchmark for their scoring and score most teams within the Normal Variation of that value (20% above or below). Scores exceeding the Normal Variation are reserved for exceptionally strong routines. Scores below the Normal Variation are reserved for exceptionally weak ones. Approximately seven in ten (70%) of teams should score within the Normal Variation and three in ten (30%) teams will score above or below the Normal Variation. See table below:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
25-Point Categories	15	10-20	>20	<10
20-Point Categories	12	8-16	>16	<8
15-Point Categories	9	6-12	>12	<6
10-Point Categories	6	4-8	>8	<4
5-Point Categories	3	2-4	>4	<2

With this method, average and nominal teams are constrained to a localized region of the score sheet while remarkably strong teams are scored high and remarkably weak teams are scored low.

Recommended Scoring Intervals

Judges are encouraged to use specific intervals based on the size of their score range when ranking teams. The intervals are recommended, and depending upon the skill level of the teams and the depth of the division, judges may choose to place teams closer in score than the recommended intervals. The intervals are meant to provide a tool for judges to decide what a “meaningful” scoring difference should be, and to encourage using more of the available range to separate teams.

If the building judge is scoring all teams on a 0.1 point differential within that 20 point range, their scores may not have the desired impact on the final aggregate score if the tumbling judge is differentiating teams by 0.5 point within a 5 point scoring range.

The scoring intervals are found on the Judges’ Reference Sheet.

25-Point Categories	0.5
20-Point Categories	0.4
15-Point Categories	0.3

10-Point Categories	0.2
5-Point Categories	0.1

Navigating the Range - Using the Judges Script Sheets

Judges are encouraged to use the Cheer Canada Script Sheet for their category as an aid to accurately compare teams. The script sheets highlight each scoring consideration and factor, asking judges to note whether a team was strong, average or weak in relation to the specific scoring factor. These sheets, along with scripting of the skills, provide a tool for judges to fairly evaluate each team relative to the scoring considerations AND the performance of the other teams in their level/division. *Script sheets are available in the appendix.*

For each factor evaluate: (example is based on a 10 point scale)

- Was there just enough/minimal? 0.1- 4.0
    - Minimum number of skills, counted cumulatively (low team participation)
    - Low variety, basic skills with minimal at level skills
    - Below average pace
- Was there plenty? 4.0-8.0
    - Some elements had strong team participation
    - Lower difficulty/some connected/combined skills
    - Some variety in skill types (I.E. Releases, twisting, inversions)
- Was it wow? 8.0-10
    - More difficult variations
    - High team participation
    - Strong pace and linkage of skills
    - Strong variety (I.E. Releases, twisting, inversions)

NEW for 2020/2021:

Within each category, the "ranges" are different from previous years. In 2019/2020 the building difficulty ranges were 0, 1-6, 4-10, and 8-20. This season they have been adjusted to 0, 0-8, 8-16, and 16-20.

This will allow judges to reward 16-20 points to teams who are performing very difficult skills. Teams who receive scores between 8-16 are performing skills of average to above average difficulty.

These changes were made to better reflect the way the scoring scale can be more consistently used when point separations are applied to teams in each division. To learn more about point separation and scoring intervals, please refer to the section on scoring intervals and judges' reference sheet.

NOTE: The Cheer Canada All Star Scoring System "ranges" deviates slightly from the IASF Score System. The weighting, category scores and comparative methodology remain similar.

ALL STAR SCORE SHEET WEIGHTING

ALL STAR NON TUMBLING

	EXEC.	DIFF.	EX & DIFF	SUBTOTAL	% OF TOTAL
Stunts	20	20		40	29.6%
Pyramids	20	20		40	29.6%
Tosses	5	5		10	7.4%
Building Creativity		10		10	7.4%
BUILDING SCORE SHEET				**100**	**74.1%**
Jumps			5	5	3.7%
JUMP SCORE SHEET				**5**	**3.7%**
Dance			5	5	3.7%
Overall Routine Creativity			5	5	3.7%
Overall Routine Formations/Transitions			10	10	7.4%
Overall Showmanship			10	10	7.4%
CHOREOGRAPHY SCORE SHEET				**30**	**22.2%**
TOTAL POINTS POSSIBLE				**135**	**100%**

ALL STAR TUMBLING

	EXEC.	DIFF.	EX & DIFF	SUBTOTAL	% OF TOTAL
Standing Tumbling		5		5	3.3%
Running Tumbling		5		5	3.3%
Tumbling Execution	5			5	3.3%
Jumps			5	5	3.3%
TUMBLING SCORE SHEET				**20**	**13.2%**
Stunts	20	20		40	26.7%
Pyramids	20	20		40	26.7%
Tosses	5	5		10	6.7%
Building Creativity		10		10	6.7%
BUILDING SCORE SHEET				**100**	**66.8%**
Dance			5	5	3.3%
Overall Routine Creativity			5	5	3.3%
Overall Routine Formations/Transitions			10	10	6.7%
Overall Showmanship			10	10	6.7%
OVERALL SCORE SHEET				**30**	**20%**
TOTAL POINTS POSSIBLE				**150**	**100%**

***NOTE: Level 1 Teams are not scored on Tosses.**

GLOBAL

	EXEC.	DIFF.	EX & DIFF	SUBTOTAL	% OF TOTAL
Standing Tumbling		5		5	3.125%
Running Tumbling		5		5	3.125%
Tumbling Execution	5			5	3.125%
Jumps			5	5	3.125%
TUMBLING SCORE SHEET				**20**	**12.5%**
Stunts	20	20		40	25%
Pyramids	20	20		40	25%
Tosses	5	5		10	6.25%
Building Creativity		10		10	6.25%
BUILDING SCORE SHEET				**100**	**62.5%**
Dance			5	5	3.125%
Overall Routine Creativity			5	5	3.125%
Overall Routine Formations/Transitions			10	10	6.25%
Overall Showmanship			10	10	6.25%
OVERALL SCORE SHEET				**30**	**18.75**
Cheer			10	10	6.25%
CHEER SCORE SHEET				**10**	**6.25%**
TOTAL POINTS POSSIBLE				**160**	**100%**

ALL STAR COMPARATIVE SCORING SYSTEM - LEGALITY VIOLATIONS / SAFETY

All Star Safety Judges are taught, trained and certified by IASF only. This methodology does not cover rules or how to safety judge.

Warnings vs. Deductions

NOTE: This is a tool that can be used if a legality official does not have a predetermined protocol for if and when to assess warnings and deductions provided by the Event Producer.

NOTE: Legality rulings of the same skills at prior events do not affect the ruling at the current event in progress.

NO DEDUCTION

- All skills performed are legal.
- If a team provides an email with an official IASF ruling on a video and the skill in question is executed in the same manner.

WARNING (*There must be a legal version for comparison)

- If less than a majority of groups (up to 50%) perform a skill illegally.*
- In pyramids, "majority" is defined by the number of groups performing the illegal skill, not the total number of groups in the pyramid.*
- If a team has received legality approval from IASF for a video of the

# of groups	Minority (50% or less)	Majority (More than 50%)
1	n/a	1
2	1	2
3	1	2-3
4	1-2	3-4
5	1-2	3-5
6	1-3	4-6
7	1-3	4-7
8	1-4	5-8
9	1-4	5-9
10	1-5	6-10
11	1-5	6-11

skill performed the same way at competition but the skill is now illegal.

- If a team has a submitted IASF legally approved video of the skill performed and the IASF video ruling is incorrect.
- The skill performed is unclear to the judge.

DEDUCTION:

- If majority of the groups (more than 50%) perform a skill illegally.
- If only one group performs a particular skill and it is illegal.
  i.e. Level 2: One toss group performs a pike toss in the opening during tumbling.
- If multiple athletes perform an out of level skill in the same section, one deduction may be assessed per rule violation, per section, not for each individual athlete/group. If the judge feels there is an imminent safety concern or blatant disregard for the rules, additional deductions may be assessed.

MULTI-DAY/MULTI-PERFORMANCE EVENTS

Multi-day or multi-performance events are events in which scores from each performance are a portion of the total event score.

NOTE: If an illegal skill is missed during performance one, and done again during performance two, the penalty will be assessed to the performance one score. Performance one score is equivalent to the lowest weighted/percentage score when possible.

NOTE: If a skill is warned during performance one and all groups are not fixed for performance two, a deduction may be assessed.

ALL STAR COMPARATIVE SCORING SYSTEM - DEDUCTIONS

- Goal: Keep it safe! Safety of the athletes comes first. Avoid being too punitive.
- Recognize that your role in point deduction is reminding and demonstrating to the team that the skill that was executed was not safe.
- Be fair and consistent.
- Do not allow your experience/perception of how a coach/gym owner will react to impact your ruling.
- A deduction is a deduction regardless of the age or level of the team.
- When in doubt, don't give a deduction out (except for image policy and inappropriate choreography when it has been discussed by the panel).
- Ensure you know if you are a legality judge, point deduction judge, both or switching between each per panel.
- Be prepared. Bring your deduction scoring system, stop watch (make sure you check/practice with it before you start) and your score tracking system/script sheet.
- If you are judging both deductions and legalities: the deductions are the first priority. Watch for legalities but only use the time you have. Do not over think!

Communication

- Tell the panel judge if there was something questionable but you are not deducting.
- Be prepared for a panel judge to ask if you are deducting.
- Do not allow a panel judge to explain why they think you should deduct - stay consistent to what you have been doing that day.

- Use the abbreviation guide. Mark if it is jumps, tumbling, stunt or pyramid.
- Keep your language simple without unnecessary details.
    - I.E. BF in stunt (mark general area of floor and approximate time)
    - Do not write: Heel stretch in back left fell.

ATHLETE BOBBLES - 1.0
EXAMPLES:
- Hands down in tumbling
- Knees down in tumbling or jumps
- Incomplete tumbling twist(s)

ATHLETE FALL - 2.0
EXAMPLES:
- Multiple body parts down in tumbling or jumps
- Drops to the floor during individual skills (tumbling, jumps, etc.)

BUILDING BOBBLES - 2.0
EXAMPLES:
- Stunts, tosses and pyramids that almost drop/fall but are saved, this includes excessive movement of the building skill. Movement is defined as excessive if it meets any two or more of the following criteria:
    - Movement up or down
    - Lateral movement
    - Movement forward or backward
    - Visible instability in a building skill
- Blatant incomplete twisting cradles (landing on stomach, etc)
- Knee or hand touching ground during cradle or dismount
- Controlled cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)

BUILDING FALLS - 3.0
EXAMPLES:
- Uncontrolled cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)
- Base falling to the floor during a cradle, toss or dismount

MAJOR BUILDING FALLS - 4.0
EXAMPLES:
- Falls from individual stunt, pyramid or tosses to the ground (top person lands on the ground)

MAXIMUM BUILDING DEDUCTION- 5.0
- When multiple deductions should be assessed during an individual stunt or toss (by a single group), or during a pyramid collapse, then the sum of those deductions will not be greater than 5 pts.

Rule Violations

SAFETY VIOLATIONS - 4.0
-2.0 Tumbling skills performed out of level (or in non-tumbling division) and General Safety Guidelines
-4.0 Building skills performed out of level

- Skills performed out of level will not be counted towards difficulty.

TIME LIMIT VIOLATIONS - 4.0
- Novice = Maximum Routine length of 1:30 minutes
- Prep = Maximum Routine length of 2:00 minutes
- All Star = Maximum Routine length of 2:30 minutes
- All Star Non-Tumbling = Maximum routine length of 2:00 minutes
- All Star Global Club = Routine time limits as follows:
    - 30 - 40 seconds maximum for an opening cheer,
    - 20 seconds maximum to start the music portion, and
    - 2:30 maximum music portion.
- All Star Masters = Maximum routine length of 2:00 minutes
- Skills performed after time limit may not be assessed.

BOUNDARY VIOLATIONS - 1.0
- Both feet off the 42' by 54' performance surface and any immediate adjacent safety border. Stepping on or past the white tape is not a boundary violation.

IMAGE POLICY - 1.0
- Inappropriate choreography, uniform and/or music, as well as violations that break the image policy will be issued a 1.0 deduction.

UNSPORTSMANLIKE CONDUCT DEDUCTION - 5.0
- When an individual is in discussion with an official, other coaches, athletes and parents/spectators they must maintain proper professional conduct. Failing to do so will result in 5.0 deduction and removal of the individual or disqualification.

EXAMPLES:
- Inappropriate and deliberate physical contact between athletes during the event
- Abuse of equipment or any items associated with the event
- Using language or a gesture that is obscene, offensive, or insulting
- Using language or gestures that offend race, religion, color, descent or national or ethnic origin
- Failing to perform a routine (includes not performing full out when re-running a routine)
- Excessive appealing at score check (if available)
- Showing dissent towards scoring official decision by word or action
- Threat of assault to an event representative
- Public criticism of an event related incident or event official

MINIMUM ATHLETE REQUIREMENT
If a team competes with fewer than the minimum number of athletes for their specific division, a deduction will not be assessed if that team is registered and rostered with the minimum amount of athletes required for that division. Teams that register, roster, and compete with fewer than the number of athletes required for a specific division will either be moved to the correct division, exhibition division or issued a -5.0 point deduction.

Deductions Q & A

1. How do bobbles affect the score?
- A “Bobble” is a term used in Point Deduction.
- Two types of bobbles: Athlete Bobble or Building Bobble

- Bobbles have a specific point value for Point Deduction and will also be taken into account by the panel judge evaluating execution. See the "All Star Deduction Sheet" for information.

2. **If two people bump into each other while moving to spots is there a deduction?**
   There are no deductions assessed for bumping in general routine choreography. Judges will take this into account when determining the score in the Formations/Transitions category for All Star.

3. **Can Level 1 athletes doing building skills on their knees still get assessed a building fall?**
   Yes, depending on the manner in which the stunt came down. Point deduction judges will consider the safety implications when deciding whether to assess a building bobble or building fall.

4. **If a team ends a routine in a building skill and the skill falls or bobbles after the music finishes, would they still receive a point deduction?**
   Yes, point deduction could still apply to any falls, errors or unsafe skills that occur after the music ends and before the final building element is safely dismounted.

ALL STAR COMPARATIVE SCORING SYSTEM - EXECUTION

Athletes are expected to demonstrate excellent technique when performing each skill. A team's execution will be determined by all athletes performing the skill. The emphasis is on the TEAM, not individuals.

Each execution category is broken down into *Factors*, which determine the score.

Stunt/Pyramid Execution Factors	**Tosses Execution Factors**	**Jump Execution Factors***	**Tumbling Execution Factors**
Execution of Skills (control, speed, flow, mistakes) Stability, control, stance (Bases/Spotters) Alignment, Uniformity of Flexibility (Top Person) Uniformity of Technique Synchronization	Execution of skills (control, pace, mistakes) Bases/Spotters Top Person Uniformity of Height Catch/Cradle Synchronization/Timing	Uniformity of Technique Height/Speed Position (legs, toes, etc) Landings Synchronization/Timing	Approach Speed Body Control Landings Synchronization

*NOTE: Jump difficulty and execution are evaluated within the same 5 points. The factors above relate to the evaluation of jump execution only, which is part of the total jump score.

When determining an execution score, take percentages into account when determining the impact of errors and technique issues, especially when comparing teams of different sizes.

Additionally, any stylistic technique preferences will not impact the execution score of a skill. I.E. grip choice for a twisting skill or arms in the jump approach. Preferences of specific techniques are irrelevant and should not affect a score. The consistency of the technique used by all athletes is the focus. How the team executes the chosen grip IS part of execution - consistency in speed and flow, control throughout the mount and uniformity are all factors. How the team executes the chosen arm approach is what is evaluated.

Stunt & Pyramid Execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

EXECUTION (0-20 points)
0 pts: No skills performed
0.1- 8.0 pts: Below average execution
8.0 -16.0 pts: Average to above average execution
16.0-20 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.

- A team that performs below level skills could still score well in execution.

- Bobbles should be considered within the Execution score; Bobbles are also a deduction.

- *Execution Scoring Considerations:*
  - Execution of the skills (control, speed, flow, mistakes; includes loads/trans/dismounts)
  - Stability of the Stunt
  - Control during transition skills (amplitude, controlled descent, etc.)
  - Uniformity of technique (flexibility, styles, etc)
  - Synchronization (loads, transitions, skills and dismounts)

Stunt & Pyramid Execution Factors ***(may include but not limited to)*:**

- ***Execution of Entries/Transitions/Dismounts:*** Connection of skills, transitions, how well they are performed, how well the top person is caught, control of arms, absorbed with legs, speed/control/flow from skill to skill
- ***Stability (bases):*** Stability of the stunt, solid stance (bases positioned shoulder width apart, feet stationary in skill (when stunt is stationary), body control/alignment of the top
- ***Control during transition skills***: amplitude of releases, controlled descent from extended stunts
- ***Uniformity of Technique***: similar technique used by all athletes in that role, uniform flexibility, uniform motion placement
- ***Synchronization:*** Timing, load, skill & catch/dismount all executed on the same counts, driving up at the same time.

NOTE: When scoring uniformity, judges are looking at the uniformity of skill execution and placement. Uniformity scoring is not based on appearance or symmetry of costuming, hair, gender, race or ethnicity.

Building Execution Q & A

1. **How does the difficulty of the skill affect the execution score?**
   The difficulty of skills does not affect the execution score.

2. **If a team falls out of everything, what is the lowest execution score they can get?**
   The lowest execution score that will be given is a 0.1. HOWEVER, if a team fails to perform ANY skills in a category (zero for difficulty), they will also receive a zero for execution.

3. **If one of our stunts has a fall, how will this affect our execution score?**
   Panel judges will consider the ratio of successfully executed skills under difficulty, and may consider the error in their evaluation of the team's execution score. Multiple errors will have a larger impact on the execution score. Since scores are comparative, the team will be evaluated against the other teams in their division/level, so the exact numerical impact of a fall upon an execution score will vary.

Stunt Difficulty

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

DIFFICULTY (0-20 points)
0 pts: No skills performed
0.1- 8.0 pts: Below average difficulty
8.0 -16.0 pts: Average to above average difficulty
16.0-20 pts: Very difficult skills

Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.

- The following are considered when scoring difficulty in Stunts and Pyramids:
  - Degree of difficulty
  - Variety of load-ins, dismounts and transitional elements
  - Combination of skills/pace/ # of stunts
  - Percentage of team participation/minimal use of bases/Coed skills
  - Additional skills and combination of skills (non level included) may increase your score

Degree of Difficulty

- Amplitude
  - Where is the release initiated from?
  - What body level is it caught at?
  - How visible or pronounced was the release?
- Twisting
  - How many degrees are they twisting vs. what is allowed in the level?
  - What body level was it initiated from?
  - What body level does it land at?
  - How many legs are they landing on?
  - Does the grip make it more difficult than other methods?
- Inversions

- How inverted was the skill at the start of the release? (I.E. Plank up with little inversion vs. true hand-in-hand at perpendicular or back handspring ups)
- What body level did the inversion start and finish at?

Variety - Load Ins/Dismounts/Transitions:

- Do all the loads start in a traditional load-in position? (I.E. Ground up, waist level load-in)
- Do any loads start in a non-traditional position? (I.E. Tumble into load, split position, etc.)
- Do any loads incorporate skills prior to landing in the traditional load-in position?
- Do they show twisting dismounts?
- Do all dismounts land in a cradle or are some landing on the ground?
- Do they show inverting transitions/downward inversions?
- Are they getting down from stunts/sequences in various ways?
- Are they showing elements that link skills or is everything load-in, skill, dismount?
- Are there elements that link skills to create visuals? (I.E. Prone drops, use of inverted stunts, etc.)

Combo of Skills/Pace:

- How quickly are skills connected in the stunt sequences?
- Is the pace adding difficulty? (I.E. Tic toc immediate dismount)
- Is the finish of one skill the initiation of the next?
- Includes linkage of non-level appropriate skills, does the sequencing add difficulty?
- Are skills combined in a way that makes them more difficult?

Pyramid Difficulty

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

DIFFICULTY (0-20 points)
0 pts: No skills performed
0.1- 8.0 pts: Below average difficulty
8.0 -16.0 pts: Average to above average difficulty
16.0-20 pts: Very difficult skills

Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.

- **Pyramids**—minimum two structures: Consecutive transitions within a pyramid will not meet the minimum requirement of hitting a structure. The two structures must be different/show variety.

- The following are considered when scoring difficulty in stunts and pyramids:
  - Degree of difficulty
  - Percentage of team participation
  - Use of structures
  - Variety of load-ins, dismounts and transitional elements

    - Additional skills and combination of skills (non level included) may increase your score
    - Minimal use of bases
    - Pace/# of skills

Degree of Difficulty

- Releases
    - Amplitude/Magnitude, # of bracers, type of trick
- Twisting
    - Degree of rotation, # of legs it was supported by, # of bracers supporting
- Inversions
    - Degree of inversion, level it started/landed at, tricks performed during the inversion
- Structures
    - # of tops at extended level, or inverted, or on a single leg

Percentage of Team Participation/Minimal Use of Bases:

- How much of the team is participating in advanced skills/tricks/structures?
- Are some of the groups doing the more difficult skills while the majority are doing easier skills? How does this compare to other teams in the division?
- Are any skills executed with fewer than the traditional number of bases?
- Does Team A put up more athletes in their structures than Team B?

Variety - Load Ins/Dismounts/Transitions:

- Do all the loads start in a traditional load-in position? (I.E. Ground up, waist level load-in)
- Do any loads start in a non-traditional position? (I.E. Tumble into load, split position, etc.)
- Do any loads incorporate skills prior to landing in the traditional load-in position?
- Do all dismounts land in a cradle or are some landing on the ground?
- Are they showing elements that link skills or is everything load-in, skill, dismount?
- Are there elements that link skills that create visuals? (I.E. Prone drops, use of inverted stunts, etc.)
- Did they show a variety of pyramid skills (I.E. A release, an inversion, a twist) or did they repeat some skills and fail to show a variety?

Combo of Skills/Pace:

- How quickly are skills connected in the pyramid sequences?
- Is the pace adding difficulty? (I.E. Braced release that on the sink immediately goes into a braced inversion)
- Is the finish of one skill the initiation of the next?
- Includes linkage of non-level appropriate skills, does the sequencing add difficulty?
- Are skills combined in a way that makes them more difficult?

Percentage of Team Participation

STUNT PARTICIPATION GUIDE (Based on 4 person groups)			
# ATHLETES	MAJ.	MOST	MAX
5 - 7	1	1	1
8 - 11	2	2	2
12 - 15	2	2	3
16 - 19	3	3	4
20 - 23	3	4	5
24 - 27	4	5	6
28 - 31	4	5	7
32 - 35	5	6	8
36 - 38	5	7	9

The participation/ratio chart is provided to judges on the "Judges' Reference Sheet" to enable quick comparisons of team participation/ratios across teams of different sizes. There are no requirements for team participation in order to garner a specific score or enter a range. Team participation is one of the scoring factors that are considered when evaluating Stunt/Pyramid difficulty.

Percentage of Team Participation/Minimal Use of Bases

- How much of the team is participating in advanced sequences?
- Are some of the groups doing more difficult skills but the majority are doing easier skills? How does this compare to other teams in the division?
- Are all or many groups utilizing front spots?
- Are any skills executed with fewer than the traditional number of bases?
- Is this a Coed team? Are they showcasing Coed skills with minimal bases? How difficult are these Coed skills?

In general, when evaluating building difficulty review each factor and ask:

- Is there just enough to be in range? 0.1 - 8.0
  - Minimum number of skills, low team participation
- Was there plenty? 8.0 - 16.0
  - Minimum number of skills shown with unique athletes/high team participation
  - Lower difficulty/simpler variations of LAS
  - Some variety in skill types (I.E. Releases, twisting, inversions)
  - Some use of difficulty drivers (I.E. Slow pace but good variety)
- Was it wow? 16.0 - 20.0
  - More difficult LAS variations and structures
  - High team participation
  - Strong pace and linkage of skills
  - Strong variety (I.E. Releases, twisting, inversions)

Building Difficulty Q & A

1. Do Elite Stunt skills not "count" in the Comparative system?

All stunt skills - level and non-level appropriate, difficult and non-difficult, are considered when assigning a stunt or pyramid difficulty score. The Level Appropriate Skills List does not designate elite skills, no specific skills are required. The difficulty of the skills performed is assessed based on the level and the difficulty scoring considerations.

2. Are Coed skills required?

Coed skills and/or skills with minimal bases are considered when evaluating the difficulty of the skill set. Since all scoring is comparable, judges evaluate the difficulty of the skill and the number

of bases under it when comparing against other teams. The same skill performed Coed style could be considered more difficult than if performed with a traditional group of 4, but in a team setting there are always more factors affecting the evaluation of the entire skill set.

3. **Does a fall affect the stunt difficulty?**
Possibly. Skills only receive credit if they show control through the pop to dismount or transition to another skill. If the group hits the skill and then falls during the dismount or transition, the team will receive credit for the skill, but will also receive a deduction for the fall. The ratio of the team successfully executing the skill is considered when comparing teams.

4. **Why are there release style skills listed on the level appropriate skills list for Levels 1 and 2 when release moves are illegal in those levels?**
Release style skills in Level 1 and 2, where release moves are illegal, include skills that are meant to look like true release moves but remain connected to someone on the performing surface. I.E. Switch ups or tic tocs where a base or spotter remains connected to the top person's foot or ankle.

5. **Does a Coed team need to perform multi-base stunting skills?**
A Coed team may choose to perform Coed skills. It is the coaches' decision if they would prefer to include single-base or multi-base stunts in the routine in an attempt to increase stunt difficulty. Minimal use of bases is a consideration when evaluating stunt difficulty.

6. **If we have assisted Coed stunts will this affect our score?**
Comparative style scoring does not require unassisted Coed skills, however an unassisted Coed skill is generally considered more difficult than the assisted version.

7. **If my entire team is in a structure and then a majority of my groups sponge down and only two of my groups perform a level appropriate dismount, will I receive credit for the skill in pyramid or stunts?**
A dismount (level or non-level appropriate) from a pyramid structure would be considered under pyramid difficulty and execution. A team may also receive credit in pyramid creativity if the dismount is unique and visual. There are varying factors that could potentially allow a team to receive credit in stunts. For example, if some team members sponge down from the structure and move to a new formation and most of the groups are in a stunt (not connected) the team could potentially receive stunt credit.

8. **Would a toss behind the pyramid or a separate stunt within a pyramid section be counted towards pyramid difficulty or execution?**
Generally, elements executed within a clearly defined pyramid section will be adjudicated under the pyramid score. Exceptions would include a toss behind a structure, the toss would be evaluated under Tosses, but the visual impact could still be considered in Building Creativity, and possibly within Pyramids in relation to pace and/or combination of skills.

9. **What is different about the Comparative system and the Rubric system for Stunts?**
   - The comparative system does not have a separate stunt quantity score. The number of bases under the skill is a scoring consideration within stunt difficulty.
   - The comparative system does not have a Coed quantity score. Coed skills are evaluated within the stunt difficulty score.

- The comparative system does not require a specific list of designated elite skills, all stunt skills are considered when evaluating difficulty.
- The comparative system does consider that styles/grips that may affect the difficulty of a stunt skill (I.E. A 1.5 twist to extended that twists quickly may assist with receiving a higher difficulty score than a stunt that twists slowly to extended).

Building Creativity

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

CREATIVITY (0-10 points)
0-4.0 pts: Below average creativity
4.0-8.0 pts: Average to above average creativity
8.0-10 pts: Excellent creativity

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Consider variety, intricacy, visual effect and innovation/creativity in loads, stunts, pyramid structures, transitions and dismounts. Layered pyramids, ripples, movement and creative entries into stunts/tosses are all strong examples of building creativity.

Toss Execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION (0-5 points)
0 pts: No skills performed
0.1-2.0 pts: Below average execution
2.0-4.0 pts: Average to above average execution
4.0-5 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- A team that executes below level skills could still score well in execution.

- Incomplete twisting skills will be assessed a 2 point deduction by the point deduction judge, and will also be considered in the execution/technique score of the panel judge.

- T*echnique Scoring Considerations:*
    - Throwing technique of the bases (stance, power/speed, etc)

- Flexibility of the flyer in the toss skill, uniformity of this flexibility across the team
- Synchronization of the load, initiation of the toss and cradle
- Uniformity of the height of the toss across the team

Toss Execution Factors ***(may include but not limited to)***:

- ***Top Technique***: Body control, consistent execution of skill/trick (ie uniformity), legs straight, toes pointed, arm placement, basket position, stands quickly, precision in skill/shape, control and positioning on the descent and catch
- ***Bases/Spotters:*** Using arms/legs to throw together, solid stance, positioned shoulder width apart, timing (of the throw with base partner)
- ***Execution:*** height (relative to the size of the athletes), control, pace/, mistakes
- ***Cradle:*** Arms up to catch high, legs used to absorb catch, group positioned no more than shoulder width apart, controlled
- **Synchronization/Timing:** timing of group tosses or ripples

Toss Difficulty

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

DIFFICULTY (0-5 points)
0 pts: No skills performed
0.1-2.0 pts: Below average difficulty
2.0-4.0 pts: Average to above average difficulty
4.0-5 pts: Very difficult skills

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Level 1 teams are not permitted to toss; therefore, no toss scores will be given.

- The following are considered when scoring difficulty in tosses:
  - Degree of Difficulty
    - Except in Level 2, only straight rides are allowed; therefore the degree of difficulty will not be taken into consideration.
  - Height of Tosses
  - Percentage of team participation (total number divided by 5)
  - Additional skills, variety of skills and combination of skills (non level included) may increase the score (except for Level 2)
  - Minimal use of bases does NOT apply in tosses

- In comparative scoring, ideally judges want to ensure each team receives a different score in each category. In Tosses, it is possible that teams may truly deserve the same score, if they are throwing the same ratio, type and height of baskets. This is even more likely in Level 2.

Degree of Difficulty:

- Consider any skills directly connected to the sink of the basket, does this linkage make the toss more difficult?
- Considering all skills within the level, how difficult is the toss performed?
    - Generally, skills combined with twisting are considered difficult.
    - The execution of the skill can affect its difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill.
    - I.E. Team A (20 athletes) executes 3 kick fulls, but the kick is lower than 90 degrees. Team B executes 3 kick fulls with the kick at shoulder level. Team B's tosses are more difficult because they require additional flexibility and strength.
        - It is possible that a non-twisting skill could be more difficult than a twisting skill based on the magnitude of the non-twisting skill. This would need to be evaluated on a case-by-case basis.

Height:

- The height of the toss affects the timing of the skill/trick in the toss, and may make it more difficult to synchronize with other tosses, and higher tosses are considered more difficult.

Additional Skills/Variety of Skills/Combo of Skills:

- Consider single toss elements that may happen outside of a designated toss section (I.E. Behind a pyramid).
- Consider if a team shows a wide variety of tosses (including below level), showing expertise and execution of multiple types of tosses can add to the difficulty score.
- Consider skills that are directly connected to the sink of a toss when evaluating the tosses, this linked skill may increase the difficulty of the toss.

Toss Participation Ratios

TOSS PARTICIPATION GUIDE (Based on 5 person toss groups)			
# ATHLETES	MAJ.	MOST	MAX
5 - 9	1	1	1
10 - 14	2	2	2
15 - 19	2	2	3
20 - 24	3	3	4
25 - 29	3	4	5
30 - 34	4	5	6
35 - 38	4	6	7

Please note that there is a difference between toss and stunt participation ratio. Toss comparisons are based on groups of 5 athletes, with 4 tossing bases. Minimal use of bases is not a consideration for basket scores. While there is no required number of tosses, the "Judges Reference Sheet" outlines a general expectation of the number of basket tosses that should be included in a routine. If a team chooses to do more, judges will take that into account.

Percentage of Team Participation:

- Divide the team by 5 as a benchmark.
- Consider if the team throws multiple sets of team tosses (# athletes/5)
- Consider what % of the team is throwing the more difficult tosses

- A team of 20 that throws 4 toe touch tosses should score above a team that throws 2 'pretty girls', 2 toe touches

Toss Q & A

1. **What is different about the Comparative system in regards to Tosses compared to the Rubric system?**

- The comparative system does not have a skill cap. So teams may opt to throw multiple sets of team baskets as a coaching/routine strategy.
- The comparative system considers the difficulty of the toss, and not just if the toss was level appropriate.
- Height is considered when evaluating difficulty. The uniformity of the height of the tosses across the team is considered under execution.
- The comparative system has point deductions for incomplete twisting tosses. It may also be considered by the Panel judge.

<u>CC Comparative System:</u>
Tosses: Incomplete twists will carry at 2 point deduction for Tosses (ie Building Bobble - Point Deduction).

ALL STAR COMPARATIVE SCORING SYSTEM - JUMPS & TUMBLING

Tumbling Execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average execution
2.0-4.0 pts: Average to above average execution
4.0-5 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Execution
  - Consistent, building speed within passes
  - Body lines/body control (straight legs/arms, body alignment through the skill)
  - Perfection - Uniformity in technique and style throughout the team
  - Synchronization
    - Teams showing synchronized passes should be rewarded in difficulty and have the execution of the timing/synchronization evaluated in execution.

Tumbling Execution Factors <u>***(may include but not limited to)***</u>:

- ***Execution of Skills:*** mistakes; finished skills /passes

- ***Speed:*** Consistent throughout the pass or building speed through the pass (not losing speed), connection of pass/skills
- ***Body Control:*** Head placement, arm/shoulder placement in skills, hips, leg placement in skills, pointed toes, height
- ***Landings:*** Controlled, legs/feet together, chest placement, finished pass/skill, incomplete twisting skills
- ***Synchronization/timing:*** Timing of group passes from initiation to landing
- ***Uniformity of Technique:*** Technique used is the same throughout the team

Tumbling Difficulty

- In levels 1-4 individual tumbling passes (tumbling passes by a single person) will not be considered in the difficulty scoring process.

- In levels 5-7 individual tumbling passes (tumbling passes by a single person) will be considered in the difficulty scoring process and in levels 5-7, single full twisting tumbling skills and double twisting tumbling skills will not carry the same value in difficulty.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

STANDING TUMBLING DIFFICULTY (0-5 points)
0 pts: No skills performed
0.1-2.0 pts: Below average difficulty
2.0-4.0 pts: Average to above average difficulty
4.0-5 pts: Very difficult skills/passes

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Jumps and Standing Tumbling will be judged separately, even if connected. Jumps will be evaluated under the Jump category, and if connected to standing tumbling, may influence the difficulty of standing tumbling.

- Consider the ratio of the team completing the standing tumbling elements & the difficulty of the passes when comparing teams.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

RUNNING TUMBLING DIFFICULTY (0-5 points)
0 pts: No skills performed
0.1-2.0 pts: Below average difficulty
2.0-4.0 pts: Average to above average difficulty
4.0-5 pts: Very difficult skills/passes

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Consider the size of the groups of synched passes, and the complexity of the passes.
    - Synchronized passes are considered in difficulty, as it showcases unique athletes doing the skills.
    - Consider the complexity of the pass, the greater the complexity of the pass the more difficult it is to synchronize in groups.

NOTE: The Skills list is NOT an exhaustive list for Standing or Running Tumbling. Variations of skills are not always listed, but are still considered (I.E. walkover and limber).

Tumbling Participation Ratios

PARTICIPATION GUIDE		
# Ath	MAJ.	75%
5	3	4
6	4	5
7	4	6
8	5	6
9	5	7
10	6	8
11	6	9
12	7	9
13	7	10
14	8	11
15	8	12
16	9	12
17	9	13
18	10	14
19	10	15
20	11	15
21	11	16
22	12	17
23	12	18
24	13	18
25	13	19
26	14	20
27	14	21
28	15	21
29	15	22
30	16	23
31	16	24
32	17	24
33	17	25
34	18	26
35	18	27
36	19	27
37	19	28
38	20	29

The participation/ratio chart is provided to judges on the "Judges Reference Sheet" to enable quick comparisons of team participation/ratios across teams of different sizes. There are no requirements for team participation in order to garner a specific score or enter a range. Team participation is one of the scoring factors that are considered when evaluating tumbling difficulty.

Tumbling Q & A

1. What is different about the Comparative system in regards to Standing Tumbling compared to the Rubric system?

- The comparative system does not have a specific skill count requirement or designate specific passes as "elite". The passes are evaluated for difficulty/complexity and more difficult passes are rewarded.
- The comparative system does not consider single athlete passes for levels 1- 4. To count towards your tumbling difficulty in levels 1 - 4, the skill/pass must be synchronized. All tumbling skills/passes completed (regardless of synchronization requirements) will be evaluated under technique.
- The comparative system will deduct for incomplete twists (Athlete Bobble) in tumbling skills. Incomplete twisting skills are also considered in technique/execution by the panel judge.

2. If a team has NO running tumbling (or standing tumbling), will they get a zero?

Yes. If a team does nothing in a scoring category they will get a zero. However, all tumbling would count (not just at level). So a Level 6 team with one forward roll hiding in a dance would get the lowest score (0.1) for tumbling difficulty and not score a zero.

3. Is an Arabian considered a Level 5 pass?

Yes, it would be considered a Level Appropriate Pass.

4. If we have an incomplete twist in tumbling, will this be a deduction or will this be assessed in execution? Would we still get credit for the skill?

Incomplete twists may incur an athlete bobble deduction, however, if the incomplete twist results in a fall you may be assessed an athlete fall. Tumbling judges consider the difficulty of all the passes thrown by the team, synchronization and size of group passes, the complexity of the passes AND the quantity/ratio of passes performed. If many athletes are performing incomplete twists the tumbling scores will be affected.

5. Can we connect skills after a cartwheel in Level 1 to increase our Standing Tumbling score?

No. If you connect a skill it will become a Running Tumbling Pass.

By design, a cartwheel should technically always be a Running Tumbling skill unless it is done from a static lunge position with no prior steps. However, there is an exception for Level 1 for panel judges to consider a cartwheel either as a standing or running skill depending on how it is done (one step = standing, more steps/hurdle = running) and what the team needs. However, in standing tumbling, once you add a connected skill after a cartwheel (or any other forward facing skill), even if it is just another cartwheel, it **always** becomes a running pass, regardless of the skill.

Consider the IASF definition of Standing Tumbling: *"A tumbling skill (series of skills) performed from a standing position without any previous forward momentum. Any number of steps backward prior to execution of tumbling skill(s) is still defined as "standing tumbling."*

The key line here is *"…without any previous forward momentum".* A forward skill (forward roll, cartwheel, front walkover) must start from a static lunge position for it to have no previous forward momentum and truly be a Standing Tumbling Skill as per the IASF rules. A step, hurdle, multiple steps or another forward facing connected skill would all give the skill forward momentum and the skill would then be considered Running Tumbling.

Panel judges are not required to know every detail of the IASF rules. So the general rule that panel judges follow is that any skills that go forward are Running Skills and any skills that start/go backwards are Standing Skills.

Because Level 1 skills are so limited, Scoring System creators have decided that for LEVEL 1 ONLY, they will allow some forward skills to be considered as Standing Tumbling and Running Tumbling skills by PANEL judges, to allow for more variety and better progressions.

These skills include:

FORWARD ROLL • STRADDLE ROLL • HANDSTAND FORWARD ROLL • FRONT LIMBER • FRONT WALK OVER • CARTWHEEL

This exception is ONLY for Level 1. Again, the forward skills must be performed as a single skill (not connected). Panel Judges will allow a step into the skill. But once the skill connects to another skill it becomes a Running Tumbling Pass. Connected standing skills must go backwards.

6. Should we synchronize our Running Tumbling passes?

As a coach you will need to decide if synchronizing passes make the most sense for your team if in levels 5-7. Levels 1 - 4 only consider tumbling passes that are synchronized when scoring difficulty. In levels 5-7, synchronized passes have the potential to significantly boost your difficulty score, however, if your synchronized passes are not timed well, you may end up with a lower score in

execution and not get credit for the synchronization in your difficulty score. The answer to this question depends on the ability level of your athletes.

7. What makes a tumbling pass synchronized?

Judges will consider two passes as synchronized if at least 1 element in the pass must be synchronized. Synchronizing more than one skill will be rewarded.

Jumps Execution/Difficulty

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION/DIFFICULTY (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average execution and difficulty
2.0-4.0 pts: Average to above average execution and difficulty
4.0-5 pts: Excellent execution and difficulty

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- The jump score combines the evaluation of both difficulty and technique/execution into one score out of 5 points.
- Jump difficulty is comparative; it is not a capped skill.
- 50% of the score should be assigned to the evaluation of difficulty of the jumps performed, 50% of the score should be assigned to the evaluation of the execution of the jumps performed. Use the Normal Variation method to verify the combined score places the team correctly in relation to the mean and the other teams being considered.
- *The following factors should be considered when determining the jump score:*
    - Degree of difficulty
        - Variety, connection of jumps, use of advanced/difficult jump skills
    - Percentage of team participation
    - Synchronization
    - Height of jump(s)
        - The execution of the skill can affect its difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill. So a hyperextended toe touch is more difficult than a parallel toe touch.
    - Uniformity of technique (i.e., approach, landing style, arm placement)
    - Technique - flexibility, body alignment (legs straight, toes pointed)
- Variety is not required but is considered when evaluating difficulty. When evaluating variety, judges look for at least two different jump types. Performing the same jump with different legs does not constitute a variety (I.E. Left/right hurdler).
- When differentiating between “advanced” vs. “basic” jumps, the technique of the jump should not be too strictly considered. If in a toe touch both legs are below hip level (i.e. poor execution) but it is evident that the skill was supposed to be a toe touch (i.e. many athletes perform it

correctly, athletes show some "sit" into the jump) they should receive difficulty credit for it being an advanced jump.

Jumps Q & A

1. **How are jumps connected to tumbling assessed?**
   Jumps will be evaluated under the Jump category, and if connected to standing tumbling may influence the difficulty of standing tumbling.

2. **Is there any benefit to having the full team jump?**
   Team participation is a factor when determining the jump score. Teams may choose their strategy when designing a jump section. Since difficulty and execution are combined, coaches must decide on the best strategy for their athletes/team. For example:
   - less team participation but exceptional execution vs. high participation and below average execution

ALL STAR COMPARATIVE SCORING SYSTEM - OVERALL

Dance

A team's ability to incorporate level and formation changes with dance skills that create visual effects, seamless transitions, footwork, partner work, floor work with a high level of energy and entertainment value. Difficulty and technique are considered together.

- 50% of the score should be assigned to the evaluation of the difficulty of the dance; 50% of the score should be assigned to the evaluation of the execution of the dance. Use the Normal Variation Method to ensure the team is placed accurately in relation to the mean score and the other teams being considered.
- Comments should include points on execution and difficulty.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

DANCE (0-5 points)
0 pts: No dance performed
0.1-2.0 pts: Below average dance
2.0-4.0 pts: Average to above average dance
4.0-5 pts: Excellent dance

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams Dance incorporates minimal level and formation changes with dance skills that create minimal visual effects with seamless transitions. Minimal footwork, partner work and floor work. Performed with low energy and entertainment value. Dance

skills/elements performed with below average technique, perfection, synchronization, and uniformity. Slow pace.

Medium teams — Dance incorporates some level and formation changes with dance skills that create some visual effects with seamless transitions. Some footwork, partner work and floor work. Performed with average/above average energy and entertainment value. Dance skills/elements performed with average/above average technique, perfection, synchronization and uniformity. Average/above average pace.

Strong teams — Dance incorporates multiple level and formation changes with dance skills that create many visual effects with seamless transitions. Variety of footwork, partner work and floor work. Performed with high energy and entertainment value. Dance skills/elements performed with excellent technique, perfection, synchronization and uniformity. Strong pace.

The following items are taken into consideration throughout the routine and in all sections:

Difficulty	Execution

• Visual Elements
  ○ Levels
  ○ Formations/Transitions
  ○ Partner work
  ○ Footwork
  ○ Floorwork
• Intricacy/seamless transitions
• Pace
	• Perfection
	• Synchronization
	• Technique of motion/movement
	• Uniformity of technique
	• High Energy

Routine Creativity

A team's effectiveness to implement innovative, visual, unique and intricate ideas.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

ROUTINE CREATIVITY (0-5 points)

0.1-2.0 pts: Below average creativity
2.0-4.0 pts: Average to above average creativity
4.0-5 pts: Excellent creativity

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams — **Minimal** incorporation of innovative, visual, unique and intricate ideas

Medium teams — **Average to above average** incorporation of innovative, visual, unique and intricate ideas

Strong teams — **Excellent** incorporation of innovative, visual, unique and intricate ideas

The following items are taken into consideration throughout the routine and in all sections:

- Entries into skills, transitions, exits, ending of skills
- Incorporations in between skills, sections
- Visual, unique, creative ideas
- Additional skills to enhance overall appeal and visuals
- Impact, Appeal, Clarity, Flow
- Use of level and non level skills to enhance appeal
- Intricate and detailed choreo elements
- Flow, variety and incorporation
- Fresh and unique choreo elements
- Creative formations and level changes
- Creativity is not only the things you've never seen before. How well is everything put together?
- Seamless patterns of movement
- Motions of the top person are not considered creativity
- Use of innovative, visual, unique and intricate ideas and incorporations in:
  Building skills, tumbling skills, formations, transitions, jumps, tosses, dance section.

When writing comments use words and phrases from the Judges Reference Sheet but try to be specific
Ex: "Strong creativity in variety of formations and great visual impact in transition into jumps from tumbling"

Formations/Transitions

A team's effectiveness in demonstrating precise spacing and seamless patterns of movement.

Formations and transitions are considered together.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

FORMATIONS/TRANSITIONS (0-10 points)
0.1-4.0 pts: Below average formations/transitions
4.0-8.0 pts: Average to above average formations/transitions
8.0-10 pts: Excellent formations/transitions

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams **Below average** in spacing and seamless patterns of movement. **Below average** degree of difficulty with timing problems throughout routine along with **poor to below average** use of floor and minimal visual elements.

Medium teams	**Average to above average** spacing and seamless patterns of movement. **Average to above average** degree of difficulty, few timing problems with **average to above average** use of floor and visual elements.
Strong teams	**Excellent** spacing, seamless patterns of movement and degree of difficulty. Formation changes are cleanly executed with little to no timing problems. Formation changes throughout routine that add to visuals and excitement of routine. Great use of total floor.

The following items are taken into consideration throughout the routine and in all sections:

- Variety of formations - difficulty and intricacy of formations
- Precision of spacing in formations and transitions during:
    - Group tumbling, stunt sections, pyramids transitions, jump sections, group toss, dance
- Seamless patterns of movement
- Timing, Pace and Flow - execution of transitions (I.E. rushed or smooth)
- Use of floor

Overall Routine Impression & Showmanship

A team's effectiveness in performing a comprehensive and positive memorable experience.

A team's effectiveness in demonstrating genuine enthusiasm and confidence with a high level of energy and excitement while instilling that same energy and excitement in those viewing the routine.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

OVERALL ROUTINE IMPRESSION & SHOWMANSHIP (0-10 points)

0.1-4.0 pts: Below average impression & showmanship
4.0-8.0 pts: Average to above average impression & showmanship
8.0-10 pts: Excellent impression & showmanship

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams	Below average effectiveness in performing a comprehensive and positive memorable experience
Medium teams	Average to above average effectiveness in performing a comprehensive and positive memorable experience
Strong teams	Excellent effectiveness in performing a comprehensive and positive memorable experience

The following items are taken into consideration throughout the routine and in all sections:

- Energy and genuine enthusiasm, entertainment value
- Appropriate athletic impression
- Confidence and Eye contact
- Consistent and comprehensive level of showmanship - in transitions, loading in and out of skills
- Impact and perfection of the routine
- A positive and memorable experience from the start of the routine to the end of the routine

Overall Q & A

1. My Routine Creativity score should not change between day one and day two, right?

The score CAN change between day one and day two. Judges can only score what they see in front of them. If, on day one, the execution of the routine is such that the judge cannot see the intended visual effects and patterns of movement (people not making it to spots, timing off in choreography, people bumping or missing counts, etc.), the judge may score the team lower than on day two when the full effect is revealed once the execution is better.

Additionally, remember that your score on a comparative system is also impacted by the execution of other teams in your division/level. Therefore, even if you perform exactly the same on day two, your scores could change if other teams perform better (or worse).

2. Can you explain with a little more detail what is precise spacing/formations in all categories of skills (stunts, pyramids, tosses, jumps, dance, running and standing tumbling).

- Transitions/seamless patterns of movement. Is there a plan? Is it put together with purpose? Does it flow or is it frantic? Does it look choppy like "Skill-Stop-Move-Skill-Stop-Move" or do the skills and sections flow through to each other almost without notice? Are athletes constantly running across the floor to get to the next formation or do they seem to magically end up exactly where they need to be for the next section?

3. What is the difference between Routine Creativity and Building Creativity?

- Routine Creativity evaluates the visual impact of the routine from start to finish and the incorporation of innovative, visual, intricate ideas throughout the routine. Creative elements that add to the appeal of the skills performed, visual elements that may include the use of different levels of skills or patterns that create visual interest both in a close up view and from a bird's eye view; usage of skills in a non-traditional creative way, or a theme, etc. Examples could include creative formations in tumbling that adds to the visual impact of the routine, seamless transition out of the pyramid that easily flows into another section, etc.
- Building Creativity would include visual or unique loads/dismounts/elements in building skills.

4. If a team has no dance, will they get a zero?

Judges will evaluate all choreographed motions during transitions in addition to a defined dance. They would have to have no motions at all in their routine (not even in stunts) to get a zero in dance. If they had no dance section but had motions in their stunts (or elsewhere), they would get a low dance score, with a 0.1 minimum score.

5. If two people bump into each other while moving to spots is there a deduction?

There are no deductions assessed for bumping in general routine choreography. Judges will take this into account when determining the score in the Formations/Transitions category.

The focus is on technique and learning for All Star Prep.
*Check the Cheer Canada website for other restrictions for prep teams (Routine time limit, may only compete one day, etc.).

Key Differences from All Star

- Building categories evaluate difficulty out of 10 points, and execution out of 20 points, therefore emphasizing the importance of strong technique and execution of skills.
- Toss category is removed
- Standing and running tumbling is combined, teams will receive a difficulty score out of 5 points that evaluates the difficulty of both standing and running skills, and a score out of 5 points that evaluates the execution of both standing and running skills.
- Individual tumbling passes will be counted for prep divisions. Group tumbling is still a key component of the difficulty assessment.
- The dance score emphasizes execution of the dance, placing the focus on uniformity and technique.

Q & A

1. **Will a team be rewarded for executing a complex or more difficult dance?**
   The execution of the dance is the primary consideration in Prep represented by the Dance Execution score. If a Prep team performs an exceptionally intricate or difficult dance they may be additionally rewarded for the entertainment/visual effect in Overall Routine Impression and for the intricacy of transitions and formations in Transitions/Formations.

2. **If standing and running tumbling is combined, do teams have to include both?**
   Teams should showcase their strongest skills while considering the scoring factors such as variety, complexity/difficulty, use of group tumbling. Scores are still comparatively based against the skills executed by other teams in the division, so the appropriate strategy for your team may vary based on the teams in your division.

3. **What are the scoring differences for All Star, Prep and Novice?**
   Please review the scoresheets for each specific division category for additional details. Generally, Prep focuses heavily on execution and building the foundation of skills while still receiving a numerical score as well as a rank. Novice also focuses on skill foundations and execution with the focus on providing feedback without a numerical score or rank. Novice teams are rated independently of other Novice teams.

The focus is on technique and learning for All Star Novice.
*Check the Cheer Canada website for other restrictions for prep teams (Routine time limit, may only compete one day, etc.).

Key Differences from All Star

- Teams are not ranked against other teams. Instead they are rated as Superior (S), Excellent (E), or Outstanding (O).
- Novice sheets do not use numerical scores. Instead, a check box system will be used to rate teams.
- Novice teams will receive a deduction sheet to assist coaches with learning about rule infractions, point deduction and time violations.
- There are five sections on the Novice scoresheet: stunt execution; pyramid execution; jump execution; dance execution; routine impression and showmanship.
- Under each section there are different variables a judge will score. These scores correspond to the overall ratings: below average/low (outstanding), average/some (excellent), above average/excellent (superior).
- Teams will be given the rating of the column with the most checkmarks. Example: if a team has the most checkmarks under the average/some column, then that team would be rated “excellent”.
- Should a team be given an equal amount of check marks in two categories resulting in the inability to identify a majority, judges will judge in favour of the team and award the higher ranking.
- Deductions will still be given, but instead of impacting a numerical score, they will be taken into consideration when rating the different variables. Teams will still be issued a deduction sheet that outlines the deduction or rule violation.
- Teams are not evaluated on difficulty.
- Building and Routine creativity scores are not on the score sheet.
- U8, U12, U16, U18 Novice divisions follow the Level 1 rules (which also means no tosses.)
- U6 Novice are not permitted to perform building skills.
- U6 Novice are only allowed to do forward rolls and cartwheels.
- Novice teams are not evaluated on tumbling skills, if performed they will be included as part of routine impression

Event:
Team:
Division:

Team Number:
Day:
Panel:

CHEER CANADA

NOVICE

Excluded in Tiny Novice	Comments		Below average/ Low	Average-Above average/ Some	Excellent/ Plenty
		STUNT EXECUTION			
		Execution of skills (includes load/trans/dismounts)			
		Stability / control / stance (bases & spotters)			
		Flexibility / body control / alignment (top person)			
		Uniformity of technique			
		Synchronization / timing			
		PYRAMID EXECUTION			
		Execution of skills (includes load/trans/dismounts)			
		Stability / control / stance (bases & spotters)			
		Flexibility / body control / alignment (top person)			
		Uniformity of technique			
		Synchronization / timing			
		JUMP EXECUTION			
		Form / uniformity of technique			
		Height / speed			
		Leg position / legs straight / toes pointed / flexibility			
		Landings / control			
		Synchronization / timing			
		DANCE EXECUTION			
		Precision of movement / perfection			
		Energy / confidence displayed by athletes			
		Uniformity of technique and synchronization			
		ROUTINE IMPRESSION AND SHOWMANSHIP			
		Energy, excitement and genuine expression			
		Athletic impression			
		Confidence and eye contact			
		Consistent showmanship throughout routine			
		Successful execution of routine			
		Impact / positive experience / memorable			
		COLUMN WITH MAJORITY OF CHECK MARKS:			
			O	E	S

RATING		
OUTSTANDING	**EXCELLENT**	**SUPERIOR**

05-06-2020

Event:
Team:
Division:

Team Number:
Day:
Panel:

CHEER CANADA

GLOBAL CHEER

EFFECTIVE MATERIAL		**(Native language encouraged, voice, pace, flow, etc.)**	
Low	0 – 1.0		
Medium	1.0 – 1.4		
High	1.4 – 2.0		M /2
USE OF PROPS		**(Signs, megaphones, flags, motion technique, etc. emphasize the words)**	
Low	0 – 1.0		
Medium	1.0 – 1.4		
High	1.4 – 2.0		P /2
CROWD LEADING / ENERGY		**(Use of floor, engagement with crowd, consistent energy, etc.)**	
Low	0 – 1.0		
Medium	1.0 – 1.4		
High	1.4 – 2.0		L/E /2
SKILL INCORPORATION		**(Skills visually enhance and emphasize the cheer)**	
Low	0 – 1.0		
Medium	1.0 – 1.4		
High	1.4 – 2.0		SI /2
SKILL EXECUTION		**(Precision, execution and timing)**	
Low	0 – 1.0		
Medium	1.0 – 1.4		
High	1.4 – 2.0		SE /2

Total / 10	

The Global Club Cheer will be evaluated using the following drivers and guidelines:

- Effective Material (native language encouraged, voice, pace, flow, etc.)
- Use of Props (signs, megaphone, motion technique, flags, etc. emphasize the words)
- Crowd Leading/Energy (use of floor, engagement with crowd, consistent energy, etc.)
- Skill Incorporation (skills visually enhance and emphasize the cheer)
- Skill Execution (precision, execution and timing)

Cheer Parameters

- Cheer portion of the routine must be the first portion of the routine.
- Minimum of 30 seconds to maximum of 40 seconds.
- 20 seconds to move from cheer portion to set up for the music portion.
- 2:30 seconds maximum for music portion.
- Cheers may be in Native Language.

Cheer Scoring

Skills that are performed in the cheer are evaluated separately from skills in the music portion of the routine. Any dance/motions, stunts, jumps, tumbling, pyramids or tosses performed in the cheer section will not be counted towards the music portion's difficulty or execution scores. The Cheer score is entirely separate and evaluated as follows:

Effective Material

Effective cheer with easy to follow word choice, voice clarity and pace that helps build energy.

EFFECTIVE CHEER (0-2 points)

0-1.0 pts	Below average effective cheer
1.0-1.4 pts	Average to above average effective cheer
1.4-2 pts	Very effective cheer

The average team should score between 1.0-1.4 points, with exceptional teams scoring above 1.4 and below average teams scoring below 1.0 points. Use the grid to decide where the first team should fall within the scoring range.

Word Choice

- Avoid wordy or complex cheers, they are difficult to follow.
- Simple and clear is best.
- Do the words relate to the team and fans? (I.E. Team colours, mascot, names)

Voice Clarity

- Team voices should be loud and clear, building up to mascots, colours etc.
- Voices should not drop during skill incorporations, volume should remain consistent.
- Could you follow the cheer from beginning to end? Were the words clearly pronounced?

Pace

- Moderate pace that is easy to follow and allows the crowd time to respond.
- Does the pace of voice match signs, poms etc.?

Flow

- Material should be seamless from beginning to end – no abrupt transitions or tempo change
- Material should be easy to understand and help guide the eye to the appropriate sign or cue.
- Don't judge choreography – just listen. Can you understand? Did it make sense?

Use of Props

Props used are visible and their use emphasizes the cheer or signifies when to respond. If no props are used a score of 0 will be awarded for this category.

USE OF PROPS (0-2 points)

0 pts	No props used
0-1.0 pts	Below average use of props
1.0-1.4 pts	Average to above average use of props
1.4-2 pts	Excellent use of props

The average team should score between 1.0-1.4 points, with exceptional teams scoring above 1.4 and below average teams scoring below 1.0 points. Use the grid to decide where the first team should fall within the scoring range.

Motion Technique
- Placement of arms, uniformity of levels, sharpness both on the ground and in the air can enhance the overall cheer.

Signs
- Signs should promote crowd involvement, be easy to read and should be shown to the crowd in time to yell/call back.

Poms
- Poms should indicate specific colours or times to yell/call back.

Megaphones
- If megaphones are used they should be utilized to project voices, and to help add visuals to the cheer.

Tips - Judges Comments:
- Be sure to mention motion technique.
- Is the team leading the crowd?
- It is not necessary to use all props – signs, megaphones and poms, but what they are using should be used to effectively lead the crowd. It is important to note the quality of how the props were used over the quantity of props incorporated.
- Note that scoring should be focused on the effective USAGE of the props; not the quality of the props themselves. Homemade signs are fine, however, ensure that signs are legible from a distance.

Crowd Lead/Energy

Use of the floor, engagement with the crowd, genuine energy and enthusiasm.

CROWD LEAD/ENERGY (0-2 points)

0-1.0 pts	Below average crowd leading/energy
1.0-1.4 pts	Average to above average crowd leading/energy
1.4-2 pts	Excellent crowd leading/energy

The average team should score between 1.0-1.4 points, with exceptional teams scoring above 1.4 and below average teams scoring below 1.0 points. Use the grid to decide where the first team should fall within the scoring range.

- Teams should encourage crowd participation utilizing natural/genuine spirit.
- Encourage the crowd to yell from beginning to end.
- Teams should spread out on the floor to cover the crowd.
- Teams should demonstrate confidence and project enthusiasm.

Tips - Judges Comments:
- Did the team make you want to do the cheer with them?
- Did they display showmanship and energy?

Skill Incorporation

Skills used visually enhance and emphasize the cheer.

SKILL INCORPORATION (0-2 points)

0-1.0 pts Below average skill incorporation
1.0-1.4 pts Average to above average skill incorporation
1.4-2 pts Excellent skill incorporation

The average team should score between 1.0-1.4 points, with exceptional teams scoring above 1.4 and below average teams scoring below 1.0 points. Use the grid to decide where the first team should fall within the scoring range.

The key to skill incorporation is to use the skills to effectively lead the crowd. Skill choice should allow for the athletes to continue cueing the crowd and project their voices. Skills should reinforce and highlight when crowd responses are required.

Tips for choosing skills for a cheer:

- Single skills (not complex sequences), and synchronized skills are strong choices.
    - Synchronization is always better, unless choreographed to match response.
- Not only stunts, but tumbling as well. Does the tumbling go with the picture?
- A spell-out is not meant to be transitional, skills should still highlight the spell out.
- Stunts are used to make the cheerleaders more visible to better lead the crowd.
    Stunts to consider: preps, extensions, libs, hitches.
    Can they still lead the crowd in the stunt? Does it make sense?
- Running tumbling/jump combos are better for the MUSIC portion of the routine
- Skills should be practical. Skills that start facing away from the audience will affect voice projection, tumbling skills during the cheer must be timed so that they do not affect voice clarity, etc.

Execution of Skills

Skills are executed with precision, proper technique and timing.

SKILL EXECUTION (0-2 points)

0-1.0 pts Below average skill execution
1.0-1.4 pts Average to above average skill execution
1.4-2 pts Excellent skill execution

The average team should score between 1.0-1.4 points, with exceptional teams scoring above 1.4 and below average teams scoring below 1.0 points. Use the grid to decide where the first team should fall within the scoring range.

- Teams should incorporate skills that can be performed well. These skills should not inhibit their ability to lead the crowd effectively.
- Proper technique is important for top, bases and backspots in stunt skills. In jumps and tumbling, note the approach and landing and control during the skill.
- Teams should demonstrate proper technique, synchronization, spacing and timing. Skills should be SOLID, SAFE and 100% performance ready.

- Ranges are broad, teams are ranked comparatively against other teams in the same division.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.
- Some judging concepts are similar to Rubric Scoring, but are broadly applied and not associated with specific point values.
- There is no list of Elite skills and no Stunt Quantity.
- The system does not have specific skill counts that are required for ranges, which allows for creativity and the development of a coaching strategy suited to your team.

What does a "comparative scoring system" mean?
This means that the judges will watch the routine and compare it to the other routines in the division. If Team A's stunts are better, then Team A's stunts should score higher than the competitors. If Team B's jumps are weaker, then Team B's competitors' jump score should be higher.

The rules tell you what you are allowed to put in your routine but not what you have to (must) put in the routine. If a level 5 routine includes level 4 skills, the below level skills are still considered in evaluating difficulty and execution. The actual difficulty of the skill performed, unrelated to level, is what is considered.

There are no set score values (numbers) attached to any certain skills or skill sets. The score will be based on your performance and the performance of your competitors.

Scores are awarded in tenths (1/10) of a point.

Score Tracking

The comparative nature of the Cheer Canada Scoring System requires that judges track and rank scores within a division. Judges should use a tracking sheet to record where each team scored within a specific category. As a new team performs, judges will rank that team against all preceding teams in that division to produce an accurate rank of all teams within a particular category. Judges will score to the tenth (0.1) and are encouraged to avoid issuing the same score twice.

The numerical scores will be largely indicative of ranking within a division. For accurate comparison of numerical scores it is recommended that judges track scores across multiple divisions and/or the level for greater accuracy. The comparative scoring system is designed to ensure ordinals are the primary indicator, rather than focusing on the meaning of a numerical score.

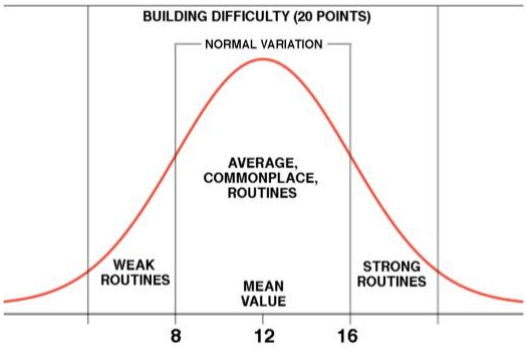
NOTE: When possible, judges should also track across a level to encourage consistency. Judges may be asked to track across multiple levels when relating to worlds bids. In these cases, the level standard appropriate to each team's level should be considered when ranking them.
Ability to accurately track across a level will be dependent upon division/event size, scheduling, event layout and other factors specific to each event.

First Five Teams

Judges should hold scores for the first five teams in a division. After the five teams have competed, judges will issue scores for each of the five teams, recording them on their tracking sheet and ranking each against

the other. Once these five scores are recorded, judges will use them as benchmarks to rank the remaining teams in the division, scoring each team above or below the preceding teams.

If consistency of numerical scores across a level is desired, it is recommended to hold the scores for the entire level.



The Normal Variation Method

In each category, the sixtieth (60th) percentage value is treated as the mean score for the category. Judges use this value as a benchmark for their scoring and score most teams within the Normal Variation of that value (20% above or below). Scores exceeding the Normal Variation are reserved for exceptionally strong routines. Scores below the Normal Variation are reserved for exceptionally weak ones. Approximately seven in ten (70%) of teams should score within the Normal Variation and three in ten (30%) teams will score above or below the Normal Variation. See table below:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
25-Point Categories	15	10-20	>20	<10
20-Point Categories	12	8-16	>16	<8
15-Point Categories	9	6-12	>12	<6
10-Point Categories	6	4-8	>8	<4
5-Point Categories	3	2-4	>4	<2

With this method, average and nominal teams are constrained to a localized region of the score sheet while remarkably strong teams are scored high and remarkably weak teams are scored low.

Recommended Scoring Intervals

Judges are encouraged to use specific intervals based on the size of their score range when ranking teams. The intervals are recommended, and depending upon the skill level of the teams and the depth of the division, judges may choose to place teams closer in score than the recommended intervals. The intervals are meant to provide a tool for judges to decide what a “meaningful” scoring difference should be, and to encourage using more of the available range to separate teams.

If the building judge is scoring all teams on a 0.1 point differential within that 20 point range, their scores may not have the desired impact on the final aggregate score if the tumbling judge is differentiating teams by 0.5 point within a 5 point scoring range.

The scoring intervals are found on the Judges’ Reference Sheet.

25-Point Categories	0.5
20-Point Categories	0.4
15-Point Categories	0.3

10-Point Categories	0.2
5-Point Categories	0.1
2-Point Categories	0.1

Navigating the Range - Using the Judges Script Sheets

Judges are encouraged to use the Cheer Canada Script Sheet for their category as an aid to accurately compare teams. The script sheets highlight each scoring consideration and factor, asking judges to note whether a team was strong, average or weak in relation to the specific scoring factor. These sheets, along with scripting of the skills, provide a tool for judges to fairly evaluate each team relative to the scoring considerations AND the performance of the other teams in their level/division. *Script sheets are available in the appendix.*

For each factor evaluate: (example is based on a 10 point scale)

- Was there just enough/minimal? 0.1- 4.0
    - Minimum number of skills, counted cumulatively (low team participation)
    - Low variety, basic skills with minimal at level skills
    - Below average pace
- Was there plenty? 4.0-8.0
    - Some elements had strong team participation
    - Lower difficulty/some connected/combined skills
    - Some variety in skill types (I.E. Releases, twisting, inversions)
- Was it wow? 8.0-10
    - More difficult variations
    - High team participation
    - Strong pace and linkage of skills
    - Strong variety (I.E. Releases, twisting, inversions)

Adaptive Abilities vs Special Olympic/Abilities Divisions

The Special Olympics/Special Abilities and Adaptive Abilities/ParaCheer are divided as:

- **Special Olympics/Special Abilities** has a focus on those with intellectual impairment.
- **Adaptive Abilities/ParaCheer** has a focus on those with physical and sensory disabilities.

Special Olympics/Abilities cheerleading teams usually have support athletes who are on the mat with the participants during their routine, to aid them in executing the skills or to guide them through the routine. Adaptive Abilities / ParaCheer is a separate division to Special Olympics and focuses on creating an opportunity for athletes who have physical limitations, utilising the assistance of their team-mates in order to provide adaptations/support that make it possible for them to participate in all elements of the routine.

The intention is for all those involved in the Adaptive Abilities/ParaCheer teams' performance to be scored as part of the team, so all adaptations and assistance needed by any athlete with an impairment has to come from another team member and not an outside support athlete.

Routine Requirements Overview

- All divisions are required to perform a cheer (minimum requirement is 30 seconds); maximum time between cheer and music portion is thirty (30) seconds; music portion time limit is two minutes, fifteen seconds (2:15)
- Up to three (3) Coach(es) and/or Assistant(s) are allowed to signal from the front of the mat and may not obstruct the view of the judges. Additionally, there is no limit to the number of Assistants around the perimeter of the floor in a squat position. Assistants shall be dressed in contrasting attire compared to the Athletes, so it is clear to the judges who are the Athletes and who are the Assistants on the floor at any time.

Special Abilities

- offers division at the Intermediate level (similar to level 2, no basket tosses - with Special Abilities rule modifications)
- Special Abilities Unified teams must be comprised of 50% or more athletes with intellectual disabilities
- Special Abilities Traditional teams must be comprised of 100% athletes with intellectual disabilities per team

Special Olympics

- offers divisions at the Intermediate level (equivalent to level 2, no tosses - with Special Olympics rule modifications)
- Special Olympics Unified teams must comprise of a 1:1 ratio of athletes with and without intellectual disabilities per team
- Special Olympics Traditional teams must be comprised of 100% athletes with intellectual disabilities per team
- Please note that Special Olympic teams must meet additional requirements and are to contact Cheer Canada for additional information on requirements for this category.

Adaptive Abilities (Paracheer)

- Adaptive Abilities/ParaCheer offers divisions in the ICU Median (level 3) and ICU Advanced (level 4) levels, no basket tosses - with Adaptive Abilities rule modifications.
- Adaptive Abilities teams receive a classification score, these scores are provided by the ICU (TBD by ICU)
- Adaptive Abilities Unified teams must comprise of 25% or more athletes with disabilities per team.

Cheer

Crowd leading ability/ability to lead the crowd (native language & sign language encouraged), use of signs, poms, flags or megaphones, practical use of incorporated skills to lead the crowd and execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

CHEER (0-10 points)
0-4.0 pts: Below average Cheer
4.0-8.0 pts: Average to above average Cheer
8.0-10 pts: Excellent Cheer

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Did the team lead the crowd?
- Did the cheer/team make you want to cheer?
- Did they incorporate props (signs, flags, megs, poms) to enhance their ability to lead the crowd?
- Were the incorporated skills effective in leading the crowd and were they executed with proper speed, power and stability
- Did the team maximize crowd coverage and engagement or did they remain stationery?

Partner Stunts

Use of all athletes in partner stunts throughout routine; execution of skills; proper technique, synchronization, difficulty (Level of skill), creativity and variety

When scoring partner stunts, difficulty and execution are considered together.

Adaptive Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
15-Point Categories	9	6-12	>12	<6

PARTNER STUNTS (0-15 points)
0 pts: No skills performed
0.1-6.0 pts: Below average Partner Stunts
6.0-12.0 pts: Average to above average Partner Stunts
12.0-15 pts: Excellent Partner Stunts

Using the Normal Variation Method, the average team should score between 6-12 points, with exceptional teams scoring above 12 and below average teams scoring below 6 points. Use the grid to decide where the first team should fall within the scoring range.

Special Olympics/Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

PARTNER STUNTS (0-20 points)
0 pts: No skills performed
0.1-8.0 pts: Below average Partner Stunts
8.0-16.0 pts: Average to above average Partner Stunts
16.0-20 pts: Excellent Partner Stunts

Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.

- How many athletes performed the skill?
- Were the skills synchronized?
- What body positions did the top execute?
- Technique - the technique may be different due to limitations/disability - was the skill executed with proper speed, power and stability - was the skill stable and tight at the top
- Was there creativity and variety in their loads and dismounts?

Pyramids

Use of all athletes in pyramids throughout the routine; execution of skills, proper technique, synchronization, difficulty (level of skill), creativity and variety

When scoring pyramids, difficulty and execution are considered together.

Adaptive Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
15-Point Categories	9	6-12	>12	<6

PYRAMIDS (0-15 points)
0 pts: No skills performed
0.1-6.0 pts: Below average Pyramids
6.0-12.0 pts: Average to above average Pyramids
12.0-15 pts: Excellent Pyramids

Using the Normal Variation Method, the average team should score between 6-12 points, with exceptional teams scoring above 12 and below average teams scoring below 6 points. Use the grid to decide where the first team should fall within the scoring range.

Special Olympics/Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

PYRAMIDS (0-20 points)
0 pts: No skills performed
0.1-8.0 pts: Below average Pyramids
8.0-16.0 pts: Average to above average Pyramids
16.0-20 pts: Excellent Pyramids

Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.

- How many athletes were used in the structure?
- Were the skills synchronized?
- What body positions did the top execute?
- How many structures did the team perform throughout their routine?
- Was there creativity and variety in their loads and dismounts?
- Technique - the technique may be different due to limitations/disability - was the skill executed with proper speed, power and stability - was the skill stable and tight at the top

Tumbling/Individual Skills

Group tumbling, execution of skills (includes jumps if applicable), difficulty, proper technique and synchronization

When scoring tumbling, difficulty and execution are considered together.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

TUMBLING/INDIVIDUAL SKILLS (0-5 points)
0 pts: No skills performed
0.1-2.0 pts Below average Tumbling/Individual Skills
2.0-4.0 pts Average to above average Tumbling/Individual Skills
4.0-5 pts Excellent Tumbling/Individual Skills

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- How many athletes performed the skill?
- Were the skills synchronized?
- Was there good use of the floor?
- Did this section have good creativity
- Technique - the technique may be different due to limitations/disability - Did the athlete make an attempt for a correct approach?

Choreography

Routine creativity for crowd effectiveness, effective use of all athletes throughout the routine, synchronization and variety

Adaptive Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
15-Point Categories	9	6-12	>12	<6

CHOREGRAPHY (0-15 points)
0-6.0 pts: Below average Choreography
6.0-12.0 pts: Average to above average Choreography
12.0-15 pts: Excellent Choreography

Using the Normal Variation Method, the average team should score between 6-12 points, with exceptional teams scoring above 12 and below average teams scoring below 6 points. Use the grid to decide where the first team should fall within the scoring range.

Special Olympics/Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
25-Point Categories	15	10-20	>20	<10

CHOREGRAPHY (0-25 points)
0-10.0 pts: Below average Choreography
10.0-20.0 pts: Average to above average Choreography
20.0-25 pts: Excellent Choreography

Using the Normal Variation Method, the average team should score between 10-20 points, with exceptional teams scoring above 20 and below average teams scoring below 10 points. Use the grid to decide where the first team should fall within the scoring range.

- How well did the teams movement compliment the routine through musicality, variety of skills and use of the floor
- Did the team exhibit good synchronization
- Was there good variety included throughout the routine?

Flow of Routine/Transitions

Execution of routine components: flow, pace, timing of skills and transitions

Adaptive Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

FLOW OF ROUTINE/TRANSITIONS (0-5 points)
0-2.0 pts Below average Flow of Routine/Transitions
2.0-4.0 pts Average to above average Flow of Routine/Transitions
4.0-5 pts Excellent Flow of Routine/Transitions

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Special Olympics/Abilities

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

FLOW OF ROUTINE/TRANSITIONS (0-10 points)
0-4.0 pts: Below average Flow of Routine/Transitions
4.0-8.0 pts: Average to above average Flow of Routine/Transitions
8.0-10 pts: Excellent Flow of Routine/Transitions

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Did the routine demonstrate innovative use of skills that displayed good visual effects and seamless patterns all while having the athletes projecting confidence?

Overall Presentation, Crowd Appeal and Dance

Overall presentation, showmanship, dance and crowd effect

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

OVERALL PRESENTATION/CROWD APPEAL/DANCE (0-10 points)
0-4.0 pts: Below average Overall Presentation/Crowd Appeal/Dance
4.0-8.0 pts: Average to above average Overall Presentation/Crowd Appeal/Dance
8.0-10 pts: Excellent Overall Presentation/Crowd Appeal/Dance

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Were the overall visuals created because of good timing, use of skill and placement that also enhance musicality

- Did the athletes project confidence with energetic expression through facials, connecting with the audience, displaying pure joy throughout the routine

Body Centric Language & Judges Comments

- Speak encouragingly and celebrate the accomplishments of the team.
- Avoid the use of body centric language in scoresheet comments. Do not ask the athletes to perform something they may not be capable of just as you might with different age groups.
- Always use person-first language and do not describe an athlete by the features of their disability.
- Ensure comments are age appropriate. Ex: avoid descriptors such as "cute" or "buddy" or "so sweet" beyond the appropriate age group.
- Avoid acknowledging athletes with disabilities as inspirational simply because they have a disability. Calling an athlete or team "courageous" or "inspiring" for simply doing the same skills as all other teams can be patronising. They are here to compete, like all other teams and are seeking the same descriptors of their performance.
- Many of your classic “go to” judges’ comments may not be suitable for athletes with physical impairments.
- Comments such as “straighten your arms” or “point your toes in jumps” may be seen as unhelpful if it’s impossible for the athlete(s).
- Be specific about the intention behind a movement rather than the movement itself when making comments, or avoid comments of this style all together.
- As there may be more than one athlete with a specific visible disability on the team it is preferred that other descriptors are used where possible, like the skill they are performing or position on the competition floor.

Avoid ✖	**Use ✔**
Point your toes	Be crisp and precise
Straighten your arm/leg	Show us all of your energy; extend your arm/leg as much as you can
Don’t bend your knees	The flyer for a wheelchair user may need to jump from prep to assist in height, be specific in the place you’re discussing the knee bend
Grips	An athlete may use alternative hand placements due to physical restriction

Judges' Focus

In this division, judges should focus on constructive comments and the execution of a routine, which will lead to the correct score and rank. It is a judges' responsibility to score the athletes without bias based on their abilities, and therefore scores should reflect the performance accordingly. A performance cheer abilities team should be scored with the same considerations as a traditional performance cheer team, just as a judge would score a U8 team and U18 team with the same considerations. Lowering the bar for a cheer abilities team may be considered condescending, as it can limit the expectations of judges and hurts the athletes who are capable of performing above the bar. Cheer abilities athletes are simply that, athletes! Treat them with the same standard, and respect for the sport as you would all other teams and competitors.

Additional resources can be found at:
www.inclusivesportdesign.com/resources/guide-to-inclusive-language-in-sport-for-people-with-disability

- Ranges are broad, teams are ranked comparatively against other teams in the same division.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.
- Some judging concepts are similar to Rubric Scoring, but are broadly applied and not associated with specific point values.
- There is no list of Elite skills and no Stunt Quantity.
- The system does not have specific skill counts that are required for ranges, which allows for creativity and the development of a coaching strategy suited to your team.

What does a "comparative scoring system" mean?
This means that the judges will watch the routine and compare it to the other routines in the division. If Team A's stunts are better, then Team A's stunts should score higher than the competitors. If Team B's jumps are weaker, then Team B's competitors' jump score should be higher.

The rules tell you what you are allowed to put in your routine but not what you have to (must) put in the routine. If a level 5 routine includes level 4 skills, the below level skills are still considered in evaluating difficulty and execution. The actual difficulty of the skill performed, unrelated to level, is what is considered.

There are no set score values (numbers) attached to any certain skills or skill sets. The score will be based on your performance and the performance of your competitors.

Scores are awarded in tenths (1/10) of a point.

Score Tracking

The comparative nature of the Cheer Canada Scoring System requires that judges track and rank scores within a division. Judges should use a tracking sheet to record where each team scored within a specific category. As a new team performs, judges will rank that team against all preceding teams in that division to produce an accurate rank of all teams within a particular category. Judges will score to the tenth (0.1) and are encouraged to avoid issuing the same score twice.

The numerical scores will be largely indicative of ranking within a division. For accurate comparison of numerical scores it is recommended that judges track scores across multiple divisions and/or the level for greater accuracy. The comparative scoring system is designed to ensure ordinals are the primary indicator, rather than focusing on the meaning of a numerical score.

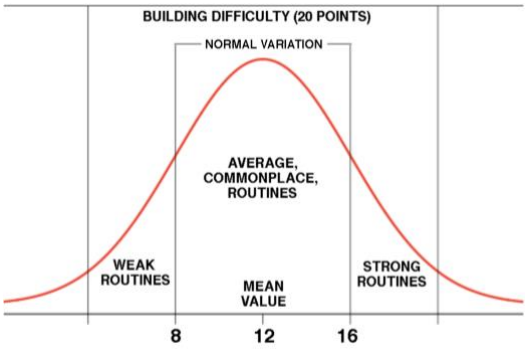
NOTE: When possible, judges should also track across a level to encourage consistency. Judges may be asked to track across multiple levels when relating to worlds bids. In these cases, the level standard appropriate to each team's level should be considered when ranking them. Ability to accurately track across a level will be dependent upon division/event size, scheduling, event layout and other factors specific to each event.

First Five Teams

Judges should hold scores for the first five teams in a division. After the five teams have competed, judges will issue scores for each of the five teams, recording them on their tracking sheet and ranking each against

the other. Once these five scores are recorded, judges will use them as benchmarks to rank the remaining teams in the division, scoring each team above or below the preceding teams.

If consistency of numerical scores across a level is desired, it is recommended to hold the scores for the entire level.



The Normal Variation Method

In each category, the sixtieth (60th) percentage value is treated as the mean score for the category. Judges use this value as a benchmark for their scoring and score most teams within the Normal Variation of that value (20% above or below). Scores exceeding the Normal Variation are reserved for exceptionally strong routines. Scores below the Normal Variation are reserved for exceptionally weak ones. Approximately seven in ten (70%) of teams should score within the Normal Variation and three in ten (30%) teams will score above or below the Normal Variation. See table below:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
25-Point Categories	15	10-20	>20	<10
20-Point Categories	12	8-16	>16	<8
15-Point Categories	9	6-12	>12	<6
10-Point Categories	6	4-8	>8	<4
5-Point Categories	3	2-4	>4	<2

With this method, average and nominal teams are constrained to a localized region of the score sheet while remarkably strong teams are scored high and remarkably weak teams are scored low.

Recommended Scoring Intervals

Judges are encouraged to use specific intervals based on the size of their score range when ranking teams. The intervals are recommended, and depending upon the skill level of the teams and the depth of the division, judges may choose to place teams closer in score than the recommended intervals. The intervals are meant to provide a tool for judges to decide what a “meaningful” scoring difference should be, and to encourage using more of the available range to separate teams.

If the building judge is scoring all teams on a 0.1 point differential within that 20 point range, their scores may not have the desired impact on the final aggregate score if the tumbling judge is differentiating teams by 0.5 point within a 5 point scoring range.

The scoring intervals are found on the Judges’ Reference Sheet.

25-Point Categories	0.5
20-Point Categories	0.4
15-Point Categories	0.3

10-Point Categories	0.2
5-Point Categories	0.1
2-Point Categories	0.1

Navigating the Range - Using the Judges Script Sheets

Judges are encouraged to use the Cheer Canada Script Sheet for their category as an aid to accurately compare teams. The script sheets highlight each scoring consideration and factor, asking judges to note whether a team was strong, average or weak in relation to the specific scoring factor. These sheets, along with scripting of the skills, provide a tool for judges to fairly evaluate each team relative to the scoring considerations AND the performance of the other teams in their level/division. *Script sheets are available in the appendix.*

For each factor evaluate: (example is based on a 10 point scale)

- Was there just enough/minimal? 0.1- 4.0
  - Minimum number of skills, counted cumulatively (low team participation)
  - Low variety, basic skills with minimal at level skills
  - Below average pace
- Was there plenty? 4.0-8.0
  - Some elements had strong team participation
  - Lower difficulty/some connected/combined skills
  - Some variety in skill types (I.E. Releases, twisting, inversions)
- Was it wow? 8.0-10
  - More difficult variations
  - High team participation
  - Strong pace and linkage of skills
  - Strong variety (I.E. Releases, twisting, inversions)

SCHOLASTIC SCORE SHEET WEIGHTING

SCHOLASTIC NON TUMBLING

	EXEC.	DIFF.	EX & DIFF	SUBTOTAL	% OF TOTAL
Stunts	15	10		25	25%
Pyramids	10	5		15	15%
Building Overall Impression			5	5	5%
BUILDING SCORE SHEET				**45**	**45%**
Jumps			10	10	10%
Dance & Motions Execution	10			10	10%
Overall Impression			5	5	5%
JUMPS/OVERALL SCORE SHEET				**25**	**25%**
Effective Material			5	5	5%
Use of Props			5	5	5%
Crowd Leading/Energy			5	5	5%

Skill Incorporation	5	5	5%
Skill Execution	5	5	5%
Cheer Overall Impression	5	5	5%
CHEER SCORE SHEET		**30**	**30%**
TOTAL POINTS POSSIBLE		**100**	**100%**

SCHOLASTIC DIVISIONS (TUMBLING)

	EXEC.	DIFF.	EX & DIFF	SUBTOTAL	% OF TOTAL
Stunts	15	10		25	25%
Pyramids	10	5		15	15%
Building Overall Impression			5	5	5%
BUILDING SCORE SHEET				**45**	**45%**
Jump Execution/Difficulty			5	5	5%
Tumbling	5	5		10	10%
Dance & Motions Execution	5			5	5%
Overall Impression			5	5	5%
TUMBLING/OVERALL SCORE SHEET				**25**	**25%**
Effective Material			5	5	5%
Use of Props			5	5	5%
Crowd Leading/Energy			5	5	5%
Skill Incorporation			5	5	5%
Skill Execution			5	5	5%
Cheer Overall Impression			5	5	5%
OVERALL SCORE SHEET				**30**	**30%**
TOTAL POINTS POSSIBLE				**100**	**100%**

COLLEGIATE SCHOLASTIC

	EXEC.	DIFF.	EX & DIFF	SUBTOTAL	% OF TOTAL
Stunts	15	10		25	25%
Pyramids	10	5		15	15%
Building Overall Impression			5	5	5%
Tosses	5	5		10	10%
BUILDING SCORE SHEET				**55**	**55%**
Tumbling	5	5		10	10%
Overall Impression			5	5	5%
TUMBLING SCORE SHEET				**15**	**15%**
Effective Material			5	5	5%

Use of Props	5	5	5%
Crowd Leading/Energy	5	5	5%
Skill Incorporation	5	5	5%
Skill Execution	5	5	5%
Cheer Overall Impression	5	5	5%
OVERALL SCORE SHEET		**30**	**30%**
TOTAL POINTS POSSIBLE		**100**	**100%**

SCHOLASTIC COMPARATIVE SCORING SYSTEM - LEGALITY VIOLATIONS / SAFETY

This methodology does not cover rules or how to safety judge.

Warnings vs. Deductions

NOTE: This is a tool that can be used if a legality official does not have a predetermined protocol for if and when to assess warnings and deductions provided by the Event Producer.

NOTE: Legality rulings of the same skills at prior events do not affect the ruling at the current event in progress.

# of groups	Minority (50% or less)	Majority (More than 50%)
1	n/a	1
2	1	2
3	1	2-3
4	1-2	3-4
5	1-2	3-5
6	1-3	4-6
7	1-3	4-7
8	1-4	5-8
9	1-4	5-9
10	1-5	6-10
11	1-5	6-11

NO DEDUCTION

- All skills performed are legal.
- If a team provides an email with an official PSO ruling on a video and the skill in question is executed in the same manner.

WARNING (*There must be a legal version for comparison)

- If less than a majority of groups (up to 50%) perform a skill illegally.*
- In pyramids, "majority" is defined by the number of groups performing the illegal skill, not the total number of groups in the pyramid.*
- If a team has received legality approval from PSO for a video of the skill performed the same way at competition but the skill is now illegal.
- If a team has a submitted PSO legally approved video of the skill performed and the PSO video ruling is incorrect.
- The skill performed is unclear to the judge.

DEDUCTION:

- If majority of the groups (more than 50%) perform a skill illegally.
- If only one group performs a particular skill and it is illegal.
  i.e. Intermediate level: One toss group performs a pike toss in the opening during tumbling.
- If multiple athletes perform an out of level skill in the same section, one deduction may be assessed per rule violation, per section, not for each individual athlete/group. If the judge feels there is an imminent safety concern or blatant disregard for the rules, additional deductions may be assessed.

MULTI-DAY/MULTI-PERFORMANCE EVENTS

Multi-day or multi-performance events are events in which scores from each performance are a portion of the total event score.

NOTE: If an illegal skill is missed during performance one, and done again during performance two, the penalty will be assessed to the performance one score. Performance one score is equivalent to the lowest weighted/percentage score when possible.

NOTE: If a skill is warned during performance one and all groups are not fixed for performance two, a deduction may be assessed.

Legality/Safety Q & A

1. **Will deduction judges still have the option of giving a Performance Error/Unintentional Legality?**
   No, judges will either deduct, not deduct or warn based on the scenario and guidelines above.

2. **How do we get a Scholastic Rules legality approved video?**
   This process will vary according to the province, please check with your PSO.

SCHOLASTIC COMPARATIVE SCORING SYSTEM - DEDUCTIONS

- Goal: Keep it safe! Safety of the athletes comes first. Avoid being too punitive.
- Recognize that your role in point deduction is reminding and demonstrating to the team that the skill that was executed was not safe.
- Be fair and consistent.
- Do not allow your experience/perception of how a coach/gym owner will react to impact your ruling.
- A deduction is a deduction regardless of the age or level of the team.
- When in doubt, don't give a deduction out (except for image policy and inappropriate choreography when it has been discussed by the panel).
- Ensure you know if you are a legality judge, point deduction judge, both or switching between each per panel.
- Be prepared. Bring your deduction scoring system, stop watch (make sure you check/practice with it before you start) and your score tracking system/script sheet.
- If you are on deductions and legalities, the deductions are the first priority. Watch for legalities but only use the time you have. Do not over think!

Communication

- Tell the panel judge if there was something questionable but you are not deducting.
- Be prepared for a panel judge to ask if you are deducting.
- Do not allow a panel judge to explain why they think you should deduct - stay consistent to what you have been doing that day.
- Use the abbreviation guide. Mark if it is jumps, tumbling, stunt or pyramid.
- Keep your language simple without unnecessary details.
    - I.E. BF in stunt (mark general area of floor and approximate time)
    - Do not write: Heel stretch in back left fell.

ATHLETE BOBBLE -0.25

EXAMPLES:

- Hands down in tumbling
- Knees down in tumbling or jumps
- Incomplete tumbling twist

ATHLETE FALL - 0.5
EXAMPLES:
- Multiple body parts down in tumbling or jumps
- Drops to the floor during individual skills (tumbling, jumps, etc.)

BUILDING BOBBLES - 0.5
EXAMPLES:
- Stunts, tosses and pyramids that almost drop/fall but are saved, this includes excessive movement of the building skill. Movement is defined as excessive if it meets any two or more of the following criteria:
    - Movement up or down
    - Lateral movement
    - Movement forward or backward
    - Visible instability in a building skill
- Blatant incomplete twisting cradles (landing on stomach, etc)
- Knee or hand touching ground during cradle or dismount
- Controlled cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)

BUILDING FALLS - 2.0
EXAMPLES:
- Uncontrolled cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)
- Base falling to the floor during a cradle or dismount

MAJOR BUILDING FALLS - 3.0
EXAMPLES:
- Falls from individual stunt, pyramid or tosses to the ground (top person lands on the ground)

MAXIMUM BUILDING DEDUCTION - 4.0
- When multiple deductions should be assessed during an individual stunt or toss (by a single group), or during a pyramid collapse, then the sum of those deductions will not be greater than 5 pts

Rule Violations

SAFETY VIOLATIONS - 4.0
-2.0 Tumbling skills performed out of level (or in non-tumbling division) and General Safety Guidelines
-4.0 Building skills performed out of level
- Skills performed out of level will not be counted towards difficulty.

TIME LIMIT VIOLATIONS - 3.0
- Teams that exceed their division's time limit
- Skills performed after time limit may not be assessed.

BOUNDARY VIOLATIONS - 0.5
- Both feet off the performance surface and any immediate adjacent safety border. Stepping on or past the white tape is not a boundary violation.

IMAGE POLICY - 1.0

- Inappropriate choreography, uniform and/or music, as well as violations that break the image policy will be issued a 1.0 deduction.

UNSPORTSMANLIKE CONDUCT DEDUCTION - 5.0
- When a coach is in discussion with an official, other coaches, athletes and parents/spectators they must maintain proper professional conduct. Failing to do so will result in 5.0 deduction and removal of coach or disqualification.

EXAMPLES:
- Inappropriate and deliberate physical contact between athletes during the event
- Abuse of equipment or any items associated with the event
- Using language or a gesture that is obscene, offensive, or insulting
- Using language or gestures that offend race, religion, color, descent or national or ethnic origin
- Failing to perform a routine (includes not performing full out when re-running a routine)
- Excessive appealing at score check (if available)
- Showing dissent towards scoring official decision by word or action
- Threat of assault to an event representative
- Public criticism of an event related incident or event official

PROPS - 1.0/- 0.5 *Only issued once per performance
- Props (signs, etc.) that are made of solid material or have sharp edges/corners released from a top person to the ground: -1.0
- Persons on the ground throwing hard props (signs, megs, etc.). Breaking of the wrist or if the arm extends away from the body: -0.5

GAME DAY FORMAT VIOLATION - 2.0
- Skills or elements that do not meet the additional skill restrictions for a Game Day Performance.
EXAMPLES:
- Exceeding 3 consecutive 8-counts of incorporation during the fight song
- Stunts/pyramids/toss/tumbling that are not allowed during a Game Day Routine

Deductions Q & A

1. How do bobbles affect the score?
- A "Bobble" is a term used in Point Deduction.
- Two types of bobbles: Athlete Bobble or Building Bobble
- Bobbles have a specific point value for Point Deduction and will also be taken into account by the panel judge evaluating execution. See the "Scholastic Deduction Sheet" for information.

2. If two people bump into each other while moving to spots is there a deduction?
There are no deductions assessed for bumping in general routine choreography. Judges will take this into account when determining the score in the Overall Impression category.

3. Can Beginner athletes doing building skills on their knees still get assessed a building fall?
Yes, depending on the manner in which the stunt came down. Point deduction judges will consider the safety implications when deciding whether to assess a building bobble or building fall.

4. **If a team ends a routine in a building skill and the skill falls or bobbles after the music finishes, would they still receive a point deduction?**
   Yes, point deduction could still apply to any falls, errors or unsafe skills that occur after the music ends and before the final building element is safely dismounted.

Key Differences from All Star

- Adjudication is divided into three sheets: Building, Tumbling/Overall and Cheer
- Execution and technique is emphasized, especially in building skills where execution of building skills is evaluated out of a larger range than building difficulty.
- Tosses are evaluated within stunts rather than as its own category (except Collegiate)
- Building Overall Impression rather than Building Creativity
- Standing and Running Tumbling difficulty are combined into one category as “Tumbling Difficulty”
- Dance score is based on execution only
- Collegiate teams do not have scoring categories for jumps or dance
- Scholastic routines should not be compared to All Star routines

SCHOLASTIC COMPARATIVE SCORING SYSTEM - CHEER

Event:
Team:
Division:

Team Number:
Day:
Panel:

# Athletes	

CHEER CANADA

CHEER – SCHOOL

EFFECTIVE MATERIAL	**(Native language encouraged, voice, pace, flow, etc.)**		
Low	0 - 2		
Medium	2 - 4		
High	4 - 5		M /5
USE OF PROPS	**(Signs, megaphones, flags, motion technique, etc. emphasize the words)**		
Low	0 - 2		
Medium	2 - 4		
High	4 - 5		P /5
CROWD LEADING / ENERGY	**(Use of floor, engagement with crowd, consistent energy, etc.)**		
Low	0 - 2		
Medium	2 - 4		
High	4 - 5		L/E /5
SKILL INCORPORATION	**(Skills visually enhance and emphasize the cheer)**		
Low	0 - 2		
Medium	2 - 4		
High	4 - 5		SI /5
SKILL EXECUTION	**(Precision, solid execution and timing)**		
Low	0 - 2		
Medium	2 - 4		
High	4 - 5		SE /5
CHEER OVERALL IMPRESSION	**(Flow, athleticism, overall crowd effectiveness & difficulty of practical skills)**		
Below average flow, athleticism, overall crowd effectiveness & difficulty of practical skills	0 - 2		
Average to above average flow, athleticism, overall crowd effectiveness & difficulty of practical skills	2 - 4		
Excellent flow, athleticism, overall crowd effectiveness & difficulty of practical skills	4 - 5		IO /5

Total / 30	

05-27-2020

The Scholastic Cheer will be evaluated using the following drivers and guidelines:

- Effective Material (native language encouraged, voice, pace, flow, etc.)
- Use of Props (signs, megaphone, motion technique, flags, etc. emphasize the words)
- Crowd Leading/Energy (use of floor, engagement with crowd, consistent energy, etc.)
- Skill Incorporation (skills visually enhance and emphasize the cheer)
- Skill Execution (precision, execution and timing)
- Cheer Overall Impression (Flow, athleticism, overall crowd effectiveness & difficulty of practical skills)

Cheer Parameters

- Cheer can be placed at the start or in the middle of the music routine.
- Grades 1 - 12 Music Routine = 1 minute 30 seconds, no time between cheer and music.
- Post-Secondary Music Routine = 2 minutes 30 seconds (Max 20 seconds between cheer and music).

- Cheer Portion Grades 1 - 12 = no minimum time, 30-45 seconds recommended.
- Cheer Portion Post - Secondary = minimum of 30 seconds for Post-Secondary (45 seconds is recommended).
- Cheers may be in Native Language.

Cheer Scoring

Skills that are performed in the cheer are evaluated separately from skills in the music portion of the routine. Any dance/motions, stunts, jumps, tumbling, pyramids or tosses performed in the cheer section will not be counted towards the routine music portion's difficulty or execution scores. The Cheer score is entirely separate and evaluated as follows:

- Stunts and tumbling included in the cheer section only count within the cheer score. They do not contribute towards your building or tumbling difficulty.
- Props are required but they do not have to be professionally made. We recommend handmade signs if you do not already own props. The key is how effectively the props are used.
- Skill incorporation does not require the skills to be difficult, merely that they visually emphasize the cheer.
- Each "factor" for the Cheer score is clearly displayed on the score sheet. Each "factor" will be scored between 0-5.0 for a score out 30.
- Cheer Canada recommends that cheer is adjudicated by a separate judge/judges from the music portion of the routine. There is no averaging of scores.

Effective Material

Effective cheer with easy to follow word choice, voice clarity and pace that helps build energy.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EFFECTIVE MATERIAL (0-5 points)

0-2.0 pts Below average effective material
2.0-4.0 pts Average to above average effective material
4.0-5 pts Very effective material

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Word Choice

- Avoid wordy or complex cheers, they are difficult to follow.
- Simple and clear is best.
- Do the words relate to the team and fans? (I.E. Team colours, mascot, names)

Voice Clarity

- Team voices should be loud and clear, building up to mascots, colours etc.
- Voices should not drop during skill incorporations, volume should remain consistent.
- Could you follow the cheer from beginning to end? Were the words clearly pronounced?

Pace
- Moderate pace that is easy to follow and allows the crowd time to respond.
- Does the pace of voice match signs, poms etc.?

Flow
- Material should be seamless from beginning to end – no abrupt transitions or tempo change
- Material should be easy to understand and help guide the eye to the appropriate sign or cue.
- Don't judge choreography – just listen. Can you understand? Did it make sense?

Use of Props

Props used are visible and their use emphasizes the cheer or signifies when to respond. If no props are used a score of 0 will be awarded for this category.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

USE OF PROPS (0-5 points)

0 pts	No props used
0.1-2.0 pts	Below average use of props
2.0-4.0 pts	Average to above average use of props
4.0-5 pts	Excellent use of props

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Motion Technique
- Placement of arms, uniformity of levels, sharpness both on the ground and in the air can enhance the overall cheer.

Signs
- Signs should promote crowd involvement, be easy to read and should be shown to the crowd in time to yell/call back.

Poms
- Poms should indicate specific colours or times to yell/call back.

Megaphones
- If megaphones are used they should be utilized to project voices, and to help add visuals to the cheer.

Tips - Judges Comments:
- Be sure to mention motion technique.
- Is the team leading the crowd?
- It is not necessary to use all props – signs, megaphones and poms, but what they are using should be used to effectively lead the crowd. It is important to note the quality of how the props were used over the quantity of props incorporated.

Crowd Lead/Energy

Use of the floor, engagement with the crowd, genuine and consistent energy and enthusiasm.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

CROWD LEAD/ENERGY (0-5 points)

0-2.0 pts Below average crowd leading/energy
2.0-4.0 pts Average to above average crowd leading/energy
4.0-5 pts Excellent crowd leading/energy

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Teams should encourage crowd participation utilizing natural/genuine spirit.
- Encourage the crowd to yell from beginning to end.
- Teams should spread out on the floor to cover the crowd.
- Teams should demonstrate confidence and project enthusiasm.

Tips - Judges Comments:

- Did the team make you want to do the cheer with them?
- Did they display consistent showmanship and energy?

Skill Incorporation

Skills used visually enhance and emphasize the cheer.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

SKILL INCORPORATION (0-5 points)

0-2.0 pts Below average skill incorporation
2.0-4.0 pts Average to above average skill incorporation
4.0-5 pts Excellent skill incorporation

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

The key to skill incorporation is to use the skills to effectively lead the crowd. Skill choice should allow for the athlete's to continue cueing the crowd and project their voices. Skills should reinforce and highlight when crowd responses are required.

Tips for choosing skills for a cheer:

- Single skills (not complex sequences), and synchronized skills are strong choices.
  - Synchronization is always better, unless choreographed to match a response.

- Not only stunts, but tumbling as well. Does the tumbling go with the picture?
- A spell-out is not meant to be transitional; skills should still highlight the spell out.
- Stunts are used to make the cheerleaders more visible to better lead the crowd.
    - Stunts to consider -> preps, extensions, libs, hitches etc.
    - Can they still lead the crowd in the stunt? Does it make sense?
- Running tumbling/jump combos are better for the music portion of the routine.
- Skills should be practical. Skills that face away from the audience will affect voice projection. Tumbling skills during the cheer must be timed so that they do not affect voice clarity, etc.

Skill Execution

Skills are executed with precision, proper technique and timing.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

SKILL EXECUTION (0-5 points)

0-2.0 pts Below average skill execution
2.0-4.0 pts Average to above average skill execution
4.0-5 pts Excellent skill execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Teams should incorporate skills that can be performed well. These skills should not inhibit their ability to lead the crowd effectively.
- Proper technique is important for top, bases and backspots in stunt skills. In jumps and tumbling, note the approach and landing and control during the skill.
- Teams should demonstrate proper technique, synchronization, spacing and timing. Skills should be SOLID, SAFE and 100% performance ready.

Cheer Overall Impression

Overall Impression takes into consideration the flow, athleticism, overall crowd effectiveness & difficulty of practical skills displayed in the cheer.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

CHEER OVERALL IMPRESSION (0-5 points)

0-2.0 pts Below average cheer overall impression
2.0-4.0 pts Average to above average cheer overall impression
4.0-5 pts Excellent cheer overall impression

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Based on the criteria listed above, a team's Cheer Overall Impression will be considered Below Average, Average to Above Average or Far Above Average.

Cheer Q & A

1. **What if our props are "homemade"? Will that affect our score?**
   Homemade props are fine. Teams are not judged on the quality of their props, but are evaluated on how they are used, ability to enhance the cheer and lead the crowd. Ensure that signs are legible from a distance.

2. **Can we do our cheer in any language?**
   Yes, any language can be used. Judges will be looking to see if the team can lead the crowd. If the crowd speaks a different language, they should still be able to follow the cheer if the material is effective, props are used well, and skill incorporation enhances the crowd leading.

3. **Are the building skills in my cheer counted towards my Stunt or Pyramid difficulty score?**
   No, only the stunt skills performed during the music section will count towards your stunt difficulty score. Any element performed during the cheer is ONLY evaluated under the Cheer section of the score sheet.

4. **The crowd didn't participate well during our crowd leading portion of the cheer. Will this negatively impact our score?**
   The judges are looking for the team's enthusiasm and engagement with the crowd, not vice versa. The judges will consider the use of the floor, genuine facial expressions, the ability to build energy and the ability for a crowd to follow the cheer. If teams do not demonstrate a strong ability to lead a crowd then the two may correlate, however the judges understand that certain competitions will have larger crowds and different physical layouts than others.

5. **What props can I use in my routine?**
   Flags, banners, signs, pom poms, megaphones, and pieces of cloth are the only props allowed. Any uniform piece purposefully removed from the body and used for visual effect will be considered a prop. Props with poles or similar support apparatus may not be used in conjunction with any kind of stunt or tumbling. All props must be safely discarded out of harm's way (example: throwing a hard sign across the mat from a stunt is not allowed). Props must remain on the performing surface after they have been discarded following the cheer portion of the routine and should not be thrown into, or moved off of the mats by spectators. Spectators should not be involved in handling a team's props.

6. **What skills should I include in the cheer?**
   Leave the difficult skills for the music portion of the routine. Team tumbling and jumps are not necessarily the most effective way to lead a crowd. Use practical building skills that elevate props to encourage crowd participation.

7. **What if my team does not do a cheer?**
   If a cheer is not performed, or any elements of the cheer that are scored are not performed, the team will receive a 0 for that category. If no cheer at all is performed, the team will receive a score of 0 out of 30.

The Game Day Division highlights the incredible leadership skills that athletes have at football and basketball games throughout their year.

High Shool Format

Order:

- Band Chant
- Situational Sideline
- Crowd Leading Cheer
- Fight Song
- Total time limit is 3:00 minutes

Scoring:

- CrowdLeading Score Sheet (Situational Sideline and Crowd Leading Cheer) **50 points**
    - Situational Sideline **20 points:**
        - Game Day Situation **5 points**
        - Crowd Effectiveness **5 points**
        - Motion Technique / Crowd Leading Tools **5 points**
        - Execution of Skills Relevant to Game Day Environment **5 points**
    - Crowd Leading Cheer **20 points:**
        - Game Day Material **5 points**
        - Crowd Effectiveness **5 points**
        - Motion Technique / Crowd Leading Tools **5 points**
        - Execution of Skills Relevant to Game Day Environment **5 points**
    - Overall Impression **10 points**
- Fight Song / Band Chant Score Sheet (Band Chant and Fight Song) **50 points**
    - Band Chant **20 points:**
        - Game Day Visual Appeal **5 points**
        - Material Relevant to Game Day **5 points**
        - Motion Technique / Crowd Leading Tools **5 points**
        - Execution of Skills Relevant to Game Day Environment **5 points**
    - Fight Song **20 points:**
        - Game Day Visual Appeal **5 points**
        - Effectiveness of Incorporation **5 points**
        - Motion Technique / Crowd Leading Tools **5 points**
        - Execution of Skills Relevant to Game Day Environment **5 points**
    - Overall Impression **10 points**
- Deduction Score Sheet
- See Rules and Regulations for specific skill restrictions for Game Day

Band Chant Restrictions:

- Jumps and kicks are the only skills allowed

Fight Song Restrictions:

- Up to three (3) consecutive 8-counts of continuous incorporation

- If the Fight Song repeats and the incorporation happens a second time, it must be repeated the same exact way - order and skills

Additional Skill Restrictions:

- No tosses (basket, sponge or elevator) are allowed
- No inversions are allowed
- No twisting released dismounts are allowed
- Single leg stunts are limited to liberties and liberty hitches
- No running tumbling is allowed
- Standing tumbling is limited to one tumbling skill and a back tuck is the most elite tumbling skill allowed
- Stunts and tumbling are not allowed as a transition before/between sections. This includes entrance to the floor.

CrowdLeading Score Sheet

CrowdLeading Score Sheet - Game Day Situation

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper Response to Game Day situational cue:

- A designated game day situational cue will be given for either offensive or defensive response.
- The team will determine which sideline to perform, based on the cue by the announcer.
- Score will be based on the quick performance and seamless transition to the appropriate cue given.

CrowdLeading Score Sheet - Game Day Material

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper use of material and skills relevant to game day environment:

- Is the cheer easy for the crowd to understand?
- Does it encourage crowd response?
- Does it engage the crowd right away?
- Was the material performed practical?
- Are all the movements and stunts used to help increase crowd participation or are they used for visual effect?
- Are skills easily performed or does execution distract from ability to lead the crowd?

CrowdLeading Score Sheet - Crowd Effectiveness

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Voice:

- Team voices should be LOUD and CLEAR building up to mascots, colours, etc
- Voices should not drop during skill incorporations
- Are their voices loud and are they using proper inflection?

Pace:

- Moderate pace that is easy to follow and allow the crowd time to respond
- Avoid wordy cheers, they may be difficult to follow
- Tempo and pace of cheer consistent throughout

Flow:

- Material should be seamless from beginning to end – no abrupt transitions or tempo changes
- Material should be easy to understand

Maximum Crowd Coverage:

- Team formation should be spread out to cover the crowd

CrowdLeading Score Sheet - Motion Technique / Crowd Leading Tools

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Motion Technique:

- Arm levels and proper motion placement by all team members
- How sharp are they? On the ground and in the stunts

Proper Use of Signs, Poms, Megaphones & Flags:

- This section is judged on how well the listed props are used to help lead the crowd in responding to the cheer
- Signs & Flags – Promote crowd involvement, easy to read, shown to crowd in time to yell
- Poms – Indicate specific colours or times to yell
- Megaphones – Project voices to the crowd

Note: Full credit will NOT be given automatically for using all possible prop. Remember – quality vs quantity

CrowdLeading Score Sheet - Execution of Skills Relevant to Game Day Environment

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper technique, stability, synchronization and spacing (Sideline and Cheer)
Remember – Are they relevant to a true Game Day environment? Skills should be SOLID, SAFE & should be 100% performance READY!

Proper Technique & Stability

- Stunts – top, base and spots
- Tumbling
- Keeping in mind a game day performance, all skills should be stable with no movement

Synchronization & Spacing

- Timing of skills performed
- Formations during all skills performed

Skills should be practical and what is practical for one team might not be practical for another

CrowdLeading Score Sheet - Overall Impression

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Did the team lead the crowd effectively?
- Did the team demonstrate SPIRIT raising antics?
- Did the team exhibit strong athleticism?
- Did the team keep the crowd entertained?
- Was the overall routine well executed, which led to a solid and safe performance?

Fight Song / Band Chant Score Sheet

Band Chant

- The first section of the routine
- Similar to a :30 second time out at a game
- Should have an emphasis on crowd appeal and practicality
- No stunts or tumbling permitted
- Jumps and kicks are allowed

Fight Song

- The Fight Song can incorporate stunts and tumbling
- Should be practical and easy to follow
- Must follow 8 count restrictions and additional skill restrictions

Fight Song / Band Chant Score Sheet - Game Day Visual Appeal

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Level Changes, Ripples & Creative Movement

- Use of the floor throughout the routine
- Seamless flow from beginning to the end
- Use of floor and variety of formations

Fight Song / Band Chant Score Sheet - Material Relevant to Game Day

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper use of material and skills relevant to game day environment:

- Was the material practical and relevant?
- Can this be performed at any time during a game and in any situation?
- Was the team engaged with the crowd and encouraging participation?
- Skills should be clean and effective, not a distraction

Fight Song / Band Chant Score Sheet - Effectiveness of Incorporation

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper use of material and skills relevant to game day environment:

- Was the material practical and relevant?
- Can this be performed at any time during a game and in any situation?
- Was the team engaged with the crowd and encouraging participation?
- Skills should be clean and effective, not a distraction

Fight Song / Band Chant Score Sheet - Motion Technique / Crowd Leading Tools

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Motion Placement – levels of arms, wrists, elbows
- Sharpness – speed and precision, not bouncy
- Synchronization – motions and props are performed effectively as a whole or in groups
- Technique – good demonstration of team's cheer dance ability
- Timing – staying on counts
- Spacing – formations should be spread out for maximum coverage
- Props – used effectively to encourage crowd responses

Fight Song / Band Chant Score Sheet - Execution of Skills Relevant to Game Day Environment

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Skill Technique

- Practical skill incorporation and proper technique of skills performed
- Stability – strength of movement
- Synchronization – timing of skills performed
- Maximum crowd coverage – spread out formation to cover the crowd

Fight Song / Band Chant Score Sheet - Overall Impression

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Energy, Leadership & Connection to the Crowd

- Energy and enthusiasm from beginning to end
- Strong leadership for the crowd. Did the team lead the crowd effectively?
- Did the team keep the crowd entertained?
- Transitions between components were smooth and effective

Skill Incorporation Tips

Stunts

- Used to make cheerleaders visual to better lead the crowd
- Stunts to consider: preps, extension, liberties, hitches
- Can they still lead the crowd in the stunt?

Tumbling/Jumps

- Think S-S-S – Single Synchronized Skills

- Synchronized is always better, unless choreographed to match response
- Running Tumbling/jump combos are better for performance routines

Teams should incorporate skills that can be performed well. These skills should not inhibit their ability to lead the crowd effectively. Do what you do well and move on.

SCHOLASTIC COMPARATIVE SCORING SYSTEM - GAME DAY COLLEGIATE

The Game Day Division highlights the incredible leadership skills that athletes have at football and basketball games throughout their year.

Collegiate Format

Order: (random order with cues called by the announcer)

- Crowd Leading Sideline (Offensive or Defensive Cheer)
- Fight Song
- Timeout
- Total time limit is 3:00 minutes

Pointage:

- Sideline Score Sheet (Crowd Leading Sideline) **30 points**
  - Crowd Leading Sideline **30 points:**
    - Game Day Material **10 points**
    - Execution of Skills **10 points**
    - Crowd Effectiveness & Technique **5 points**
    - Crowd Leading Tools **5 points**
  - Overall Impression
- Fight Song Score Sheet (Fight Song) **30 points**
  - Fight Song **30 points:**
    - Game Day Material **10 points**
    - Execution of Skills **10 points**
    - Motion Technique **5 points**
    - Visual Appeal **5 points**
  - Overall Impression
- Timeout Score Sheet (Timeout) **40 points**
  - Timeout **30 points:**
    - Game Day Material **10 points**
    - Execution of Skills **10 points**
    - Crowd Leading Tools **5 points**
    - Visual Appeal **5 points**
  - Overall Impression **10 points**
- Note: Each scoresheet has an Overall Impression Score worth 10 marks that is averaged for the final score in this category.
- Deduction Score Sheet
- See Rules and Regulations for specific skill restrictions for Game Day

Sideline Score Sheet

Sideline Score Sheet - Game Day Material

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Proper Response to Game Day situational cue:

- A designated game day situational cue will be given for either offensive or defensive response.
- The team will determine which sideline to perform, based on the cue by the announcer.
- Score will be based on the quick performance and seamless transition to the appropriate cue given.

Proper use of material and skills relevant to game day environment:

- Is the cheer easy for the crowd to understand?
- Does it encourage crowd response?
- Does it engage the crowd right away?
- Was the material performed practical?
- Are all the movements and stunts used to help increase crowd participation or are they used for visual effect?
- Are skills easily performed or does execution distract from ability to lead the crowd?

Sideline Score Sheet - Execution of Skills

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Proper technique, stability, synchronization and spacing

Remember – Are they relevant to a true Game Day environment? Skills should be SOLID, SAFE & should be 100% performance READY!

Proper Technique & Stability

- Stunts – top, base and spots
- Tumbling
- Keeping in mind a game day performance, all skills should be stable with no movement

Synchronization & Spacing

- Timing of skills performed
- Formations during all skills performed

Skills should be practical and what is practical for one team might not be practical for another

Sideline Score Sheet - Crowd Effectiveness & Technique

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Crowd Effectiveness & Technique (0-5.0)

Voice:

- Team voices should be LOUD and CLEAR building up to mascots, colours, etc
- Voices should not drop during skill incorporations
- Are their voices loud and are they using proper inflection?

Pace:

- Moderate pace that is easy to follow and allow the crowd time to respond
- Avoid wordy cheers, they may be difficult to follow
- Tempo and pace of cheer consistent throughout

Flow:

- Material should be seamless from beginning to end – no abrupt transitions or tempo changes
- Material should be easy to understand

Maximum Crowd Coverage:

- Team formation should be spread out to cover the crowd

Motion Technique:

- Arm levels and proper motion placement by all team members
- How sharp are they? On the ground and in the stunts

Sideline Score Sheet - Crowd Leading Tools

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper Use of Signs, Poms, Megaphones & Flags

- This section is judged on how well the listed props are used to help lead the crowd in responding to the cheer
    - Signs & Flags – Promote crowd involvement, easy to read, shown to crowd in time to yell
    - Poms – Indicate specific colours or times to yell
    - Megaphones – Project voices to the crowd

Note: Full credit will NOT be given automatically for using all possible props. Remember – quality vs quantity

Sideline Score Sheet - Overall Impression

Note: Sideline, Timeout and Fight song overall impression scores will be averaged together for a final score in this category.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Did the team lead the crowd effectively?

- Did the team demonstrate SPIRIT raising antics?
- Did the team exhibit strong athleticism?
- Did the team keep the crowd entertained?
- Was the overall routine well executed, which led to a solid and safe performance?

Fight Song Score Sheet

The Fight Song can incorporate stunts and tumbling. It should be practical and easy to follow.

Fight Song Score Sheet - Game Day Material

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Material relevant to Game Day environment
Proper use of material and skills relevant to game day environment:
o Was the material practical and relevant?
o Can this be performed at any time during a game and in any situation?
o Was the team engaged with the crowd and encouraging participation?
o Skills should be clean and effective, not a distraction

Fight Song Score Sheet - Execution of Skills

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Skill Technique

- Practical skill incorporation and proper technique of skills performed

- Stability - strength of movement
- Synchronization - timing of skills performed
- Spacing - formations should be spread out for maximum coverage

Fight Song Score Sheet - Motion Technique

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Motion Placement – levels of arms, wrists, elbows
- Sharpness – speed and precision, not bouncy
- Synchronization – motions and props are performed effectively as a whole or in groups

Fight Song Score Sheet - Visual Appeal

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Crowd Coverage - spread out formation to cover the crowd
- Creative Movement - level changes, ripples, seamless flow

Fight Song Score Sheet - Overall Impression

Note: Sideline, Timeout and Fight song overall impression scores will be averaged together for a final score in this category.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Energy, Leadership & Connection to the Crowd

- Energy and enthusiasm from beginning to end
- Strong leadership for the crowd. Did the team lead the crowd effectively?
- Did the team keep the crowd entertained?
- Transitions between components were smooth and effective

Timeout Score Sheet

Similar to a :30 second time out at a game and should have an emphasis on crowd appeal and practicality.

Timeout Score Sheet - Game Day Material

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Material relevant to Game Day environment

Proper use of material and skills relevant to game day environment:

- Was the material practical and relevant?
- Can this be performed at any time during a game and in any situation?
- Was the team engaged with the crowd and encouraging participation?
- Skills should be clean and effective, not a distraction

Timeout Score Sheet - Execution of Skills

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Skill Technique

- Practical skill incorporation and proper technique of skills performed
- Stability - strength of movement
- Synchronization - timing of skills performed
- Spacing - formations should be spread out for maximum coverage

Timeout Score Sheet - Crowd Leading Tools

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Proper Use of Signs, Poms, Megaphones & Flags

- This section is judged on how well the listed props are used to help lead the crowd in responding to the cheer
  - Signs & Flags – Promote crowd involvement, easy to read, shown to crowd in time to yell
  - Poms – Indicate specific colours or times to yell
  - Megaphones – Project voices to the crowd

Note: Full credit will NOT be given automatically for using all possible props. Remember – quality vs quantity

Timeout Score Sheet - Visual Appeal

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

(0-5 points)
0-2.0 pts Below average
2.0-4.0 pts Average to above average
4.0-5 pts Excellent

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Crowd Coverage - spread out formation to cover the crowd
- Creative Movement - level changes, ripples, seamless flow

Timeout Score Sheet - Overall Impression

Note: Sideline, Timeout and Fight song overall impression scores will be averaged together for a final score in this category.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

(0-10 points)
0-4.0 pts: Below average
4.0-8.0 pts: Average to above average
8.0-10 pts: Excellent

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Energy, Leadership & Connection to the Crowd

- Energy and enthusiasm from beginning to end
- Strong leadership for the crowd. Did the team lead the crowd effectively?
- Did the team keep the crowd entertained?
- Transitions between components were smooth and effective

Skill Incorporation Tips

Stunts

- Used to make cheerleaders visual to better lead the crowd
- Stunts to consider: preps, extension, liberties, hitches
- Can they still lead the crowd in the stunt?

Tumbling/Jumps

- Think S-S-S – Single Synchronized Skills
- Synchronized is always better, unless choreographed to match response

- Running Tumbling/jump combos are better for performance routines

Teams should incorporate skills that can be performed well. These skills should not inhibit their ability to lead the crowd effectively. Do what you do well and move on.

SCHOLASTIC COMPARATIVE SCORING SYSTEM - EXECUTION

Athletes are expected to demonstrate excellent technique when performing each skill. A team's execution will be determined by all athletes performing the skill. The emphasis is on the TEAM, not individuals.

Each execution category is broken down into *Factors*, which determine the score.

Stunt/Pyramid Execution Factors	**Tosses* Execution Factors**	**Jump Execution Factors****	**Tumbling Execution Factors**
Execution of Skills (control, speed, flow, mistakes) Stability, control, stance (Bases/Spotters) Alignment, Uniformity of Flexibility (Top Person) Uniformity of Technique Synchronization	Execution of skills (control, pace, mistakes) Bases/Spotters Top Person Uniformity of Height Catch/Cradle Synchronization/Timing	Uniformity of Technique Height Position (legs, toes, etc) Landings Synchronization/Timing	Approach Speed Body Control Landings Uniformity Synchronization

*NOTE: Tosses are scored under Stunt Execution (except Collegiate)
**NOTE: Jump difficulty and execution are evaluated within the same 5 points. The factors above relate to the evaluation of jump execution only, which is part of the total jump score. Collegiate teams do not have a jump category.

When determining an execution score, take percentages into account when determining the impact of errors, technique issues and especially when comparing between teams of different sizes.

Additionally, any stylistic technique preferences will not impact the execution score of a skill. For example, grip choice for a twisting skill. Preferences of specific techniques are irrelevant and should not affect a score, the consistency of the technique used by all athletes is the focus. How the team executes the chosen grip IS part of execution, consistency in speed and flow, control throughout the mount, uniformity are all factors.

SCHOLASTIC COMPARATIVE SCORING SYSTEM - BUILDING

Stunt Execution/Pyramid Execution

- A team that executes below level skills could still score well in execution.
- Bobbles should be considered within the Execution score; bobbles are also a deduction.

- If tosses are included in non-collegiate divisions, incomplete twisting skills will be assessed a 2 point deduction by the point deduction judge, and will also be considered in the execution score of the panel judge.

- *Stunt & Pyramid Technique Scoring Considerations:*
    - Execution of skills (control, speed, flow, mistakes; includes loads/trans/dismounts)
    - Stability of the Stunt
    - Control during transition skills (amplitude, controlled descent, etc)
    - Uniformity of technique (flexibility, styles, etc)
    - Synchronization (loads, transitions, skills and dismounts)
    - If tosses are included in non-collegiate divisions, the toss execution scoring factors will be considered in the evaluation of the toss.

Stunt & Pyramid Execution Factors ***(may include but not limited to)*:**

- ***Execution of Entries/Transitions/Dismounts:*** Connection of skills, transitions, how well they are performed, how well the top person is caught, control of arms, absorbed with legs, speed/control/flow from skill to skill.
- ***Stability (bases):*** Stability of the stunt, solid stance (bases positioned shoulder width apart, feet stationary in skill (when stunt is stationary), top person body control/alignment.
- ***Control during transition skills:*** Amplitude and clarity in releases, controlled descent on transitions.
- ***Uniformity of Technique***: Similar technique used by all athletes in that role, uniform flexibility, uniform motion placement.
- ***Synchronization:*** Timing, load, skill & catch/dismount all executed on the same counts, driving up at the same time.

NOTE: When scoring uniformity, judges are looking at the uniformity of skill execution and placement. Uniformity scoring is not based on appearance or symmetry of costuming, hair, gender, race or ethnicity.

Stunt Execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
15-Point Categories	9	6-12	>12	<6

EXECUTION (0-15 points)
0 pts: No skills performed
0.1-6.0 pts: Below average execution
6.0-12.0 pts: Average to above average execution
12.0-15 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 6-12 points, with exceptional teams scoring above 12 and below average teams scoring below 6 points. Use the grid to decide where the first team should fall within the scoring range.

If tosses are included in non-collegiate divisions, the toss execution scoring factors will be considered in the evaluation of the toss within the Execution score.

Pyramid Execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

EXECUTION (0-10 points)
0 pts: No skills performed
0.1-4.0 pts: Below average execution
4.0-8.0 pts: Average to above average execution
8.0-10 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Toss Execution (Collegiate Teams Only)

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION (0-5 points)
0 pts: No skills performed
0.1-2.0 pts: Below average execution
2.0-4.0 pts: Average to above average execution
4.0-5 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- A team that executes below level skills could still score well in execution.

- Incomplete twisting skills will be assessed a 2 point deduction by the point deduction judge, and will also be considered in the execution/technique score of the panel judge.

- T*echnique Scoring Considerations:*
    - Throwing technique of the bases (stance, power/speed, etc)
    - Flexibility of the flyer in the toss skill, uniformity of this flexibility across the team
    - Synchronization of the load, initiation of the toss and cradle
    - Uniformity of the height of the toss across the team

Toss Execution Factors ***(may include but not limited to)***:

- ***Top Technique***: Body control, consistent execution of skill/trick (ie uniformity), legs straight, toes pointed, arm placement, basket position, stands quickly, precision in skill/shape, control and positioning on the descent and catch

- ***Bases/Spotters:*** Using arms/legs to throw together, solid stance, positioned shoulder width apart, timing (of the throw with base partner)
- ***Execution:*** height (relative to the size of the athletes), control, pace/, mistakes
- ***Cradle:*** Arms up to catch high, legs used to absorb catch, group positioned no more than shoulder width apart, controlled
- **Synchronization/Timing:** timing of group tosses or ripples

Stunt Execution/Pyramid Execution Q & A

1. **How does the difficulty of the skill affect the execution score?**
   The difficulty of skills does not affect the execution score.

2. **If a team falls out of everything, what is the lowest execution score they can get?**
   The lowest execution score that will be given is a 0.1. HOWEVER, if a team fails to perform ANY skills in a category (zero for difficulty), they will also receive a zero for execution.

3. **If one of our stunts has a fall, how will this affect our execution score?**
   Panel judges will consider the ratio of successfully executed skills under difficulty, and may consider the error in their evaluation of the team's execution score. Multiple errors will have a larger impact on the execution score. Since scores are comparative, the team will be evaluated against the other teams in their division/level, so the exact numerical impact of a fall upon an execution score will vary.

Stunt Difficulty

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

DIFFICULTY (0-10 points)

0 pts: No skills performed
0.1-4.0 pts: Below average difficulty
4.0-8.0 pts: Average to above average difficulty
8.0-10 pts: Very difficult skills

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- Scholastic teams in Secondary School and below, tosses are scored under Stunts and are not a required skill. If a team elects to include tosses in their routine, it does not have to involve full team participation. Collegiate teams have tosses evaluated in a separate category, see below for additional details.

- The following are considered when scoring difficulty in Stunts and Pyramids:
  - Degree of difficulty
  - Variety of load-ins, dismounts and transitional elements
  - Combination of skills/pace/ # of stunts
  - Percentage of team participation/minimal use of bases/Coed skills
  - Additional skills and combination of skills (non level included) may increase your score

- If tosses are included in non-collegiate divisions, the toss execution scoring factors will be considered in the evaluation of the toss within the Stunt Difficulty score.

Degree of Difficulty

- Amplitude
  - Where is the release initiated from?
  - What body level is it caught at?
  - How visible or pronounced was the release?
- Twisting
  - How many degrees are they twisting vs. what is allowed in the level?
  - What body level was it initiated from?
  - What body level does it land at?
  - How many legs are they landing on?
  - Does the grip make it more difficult than other methods?
- Inversions
  - How inverted was the skill at the start of the release? (I.E.P lank up with little inversion vs. true hand-in-hand at perpendicular or back handspring ups)
  - What body level did the inversion start and finish at?

Variety - Load Ins/Dismounts/Transitions:

- Do all the loads start in a traditional load-in position? (I.E. Ground up, waist level load-in)
- Do any loads start in a non-traditional position? (I.E. Tumble into load, split position, etc.)
- Do any loads incorporate skills prior to landing in the traditional load-in position?
- Do they show twisting dismounts?
- Do all dismounts land in a cradle or are some landing on the ground?
- Do they show inverting transitions/downward inversions?
- Are they getting down from stunts/sequences in various ways?
- Are they showing elements that link skills or is everything load-in, skill, dismount?
- Are there elements that link skills that create visuals? (I.E. Prone drops, use of inverted stunts, etc.)

Combo of Skills/Pace:

- How quickly are skills connected in the stunt sequences?
- Is the pace adding difficulty? (I.E. Tic toc immediate dismount)
- Is the finish of one skill the initiation of the next?
- Includes linkage of non-level appropriate skills, does the sequencing add difficulty?
- Are skills combined in a way that makes them more difficult?

Percentage of Team Participation

STUNT PARTICIPATION GUIDE (Based on 4 person groups)			
# ATHLETES	MAJ.	MOST	MAX
5 - 7	1	1	1
8 - 11	2	2	2
12 - 15	2	2	3
16 - 19	3	3	4
20 - 23	3	4	5
24 - 27	4	5	6
28 - 31	4	5	7
32 - 35	5	6	8
36 - 38	5	7	9

The participation/ratio chart is provided to judges on the "Judges' Reference Sheet" to enable quick comparisons of team participation/ratios across teams of different sizes. There are no requirements for team participation in order to garner a specific score or enter a range. Team participation is one of the scoring factors that are considered when evaluating Stunt/Pyramid difficulty.

Percentage of Team Participation/Minimal Use of Bases

- How much of the team is participating in advanced sequences?
- Are some of the groups doing more difficult skills but the majority are doing easier skills? How does this compare to other teams in the division?
- Are all or many groups utilizing front spots?
- Are any skills executed with fewer than the traditional number of bases?
- Is this a Coed team? Are they showcasing Coed skills with minimal bases? How difficult are these Coed skills?

In general, when evaluating building difficulty review each factor and ask:

- Is there just enough to be in range? 0.1 - 4.0
  - Minimum number of skills, low team participation
- Was there plenty? 4.0 - 8.0
  - Minimum number of skills shown with unique athletes/high team participation
  - Lower difficulty/simpler variations of LAS
  - Some variety in skill types (I.E. Releases, twisting, inversions)
  - Some use of difficulty drivers (I.E. Slow pace but good variety)
- Was it wow? 8.0 - 10.0
  - More difficult LAS variations and structures
  - High team participation
  - Strong pace and linkage of skills
  - Strong variety (I.E. Releases, twisting, inversions)

Pyramid Difficulty

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

DIFFICULTY (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average difficulty
2.0-4.0 pts: Average to above average difficulty
4.0-5 pts: Very difficult skills

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- **Pyramids**—minimum two structures: Consecutive transitions within a pyramid will not meet the minimum requirement of hitting a structure. The two structures must be different/incorporate variety.

- The following are considered when scoring difficulty in stunts and pyramids:
    - Degree of difficulty
    - Percentage of team participation
    - Use of structures
    - Variety of load-ins, dismounts and transitional elements
    - Additional skills and combination of skills (non level included) may increase your score
    - Minimal use of bases
    - Pace/# of skills

Degree of Difficulty

- Releases
    - Amplitude/Magnitude, # of bracers, type of trick
- Twisting
    - Degree of rotation, # of legs it was supported by, # of bracers supporting
- Inversions
    - Degree of inversion, level it started/landed at, tricks performed during the inversion
- Structures
    - # of tops at extended level, or inverted, or on a single leg

Percentage of Team Participation/Minimal Use of Bases:

- How much of the team is participating in advanced skills/tricks/structures?
- Are some of the groups doing the more difficult skills while the majority are doing easier skills? How does this compare to other teams in the division?
- Are any skills executed with fewer than the traditional number of bases?
- Does Team A put up more athletes in their structures than Team B?

Variety - Load Ins/Dismounts/Transitions:

- Do all the loads start in a traditional load-in position? (I.E. Ground up, waist level load-in)
- Do any loads start in a non-traditional position? (I.E. Tumble into load, split position, etc.)
- Do any loads incorporate skills prior to landing in the traditional load-in position?
- Do all dismounts land in a cradle or are some landing on the ground?
- Are they showing elements that link skills or is everything load-in, skill, dismount?
- Are there elements that link skills that create visuals? (I.E. Prone drops, use of inverted stunts, etc.)
- Did they show a variety of pyramid skills (I.E. A release, an inversion, a twist) or did they repeat some skills and fail to show a variety?

Combo of Skills/Pace:

- How quickly are skills connected in the pyramid sequences?
- Is the pace adding difficulty? (I.E. Braced release that on the sink immediately goes into a braced inversion)
- Is the finish of one skill the initiation of the next?
- Includes linkage of non-level appropriate skills, does the sequencing add difficulty?
- Are skills combined in a way that makes them more difficult?

Percentage of Team Participation

STUNT PARTICIPATION GUIDE (Based on 4 person groups)			
# ATHLETES	MAJ.	MOST	MAX
5 - 7	1	1	1
8 - 11	2	2	2
12 - 15	2	2	3
16 - 19	3	3	4
20 - 23	3	4	5
24 - 27	4	5	6
28 - 31	4	5	7
32 - 35	5	6	8
36 - 38	5	7	9

The participation/ratio chart is provided to judges on the "Judges' Reference Sheet" to enable quick comparisons of team participation/ratios across teams of different sizes. There are no requirements for team participation in order to garner a specific score or enter a range. Team participation is one of the scoring factors that are considered when evaluating Stunt/Pyramid difficulty.

Percentage of Team Participation/Minimal Use of Bases

- How much of the team is participating in advanced sequences?
- Are some of the groups doing more difficult skills but the majority are doing easier skills? How does this compare to other teams in the division?
- Are all or many groups utilizing front spots?
- Are any skills executed with fewer than the traditional number of bases?
- Is this a Coed team? Are they showcasing Coed skills with minimal bases? How difficult are these Coed skills?

In general, when evaluating building difficulty review each factor and ask:

- Is there just enough to be in range? 0.1 - 2.0
  - Minimum number of skills, low team participation
- Was there plenty? 2.0 - 4.0
  - Minimum number of skills shown with unique athletes/high team participation
  - Lower difficulty/simpler variations of LAS
  - Some variety in skill types (I.E. Releases, twisting, inversions)
  - Some use of difficulty drivers (I.E. Slow pace but good variety)
- Was it wow? 4.0 - 5.0
  - More difficult LAS variations and structures
  - High team participation
  - Strong pace and linkage of skills
  - Strong variety (I.E. Releases, twisting, inversions)

Toss Execution (Collegiate Teams Only)

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average execution
2.0-4.0 pts: Average to above average execution
4.0-5 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- A team that executes below level skills could still score well in execution.

- Incomplete twisting skills will be assessed a 2 point deduction by the point deduction judge, and will also be considered in the execution/technique score of the panel judge.

- T*echnique Scoring Considerations:*
    - Throwing technique of the bases (stance, power/speed, etc)
    - Flexibility of the flyer in the toss skill, uniformity of this flexibility across the team
    - Synchronization of the load, initiation of the toss and cradle
    - Uniformity of the height of the toss across the team

Toss Execution Factors ***(may include but not limited to)***:

- ***Top Technique***: Body control, consistent execution of skill/trick (ie uniformity), legs straight, toes pointed, arm placement, basket position, stands quickly, precision in skill/shape, control and positioning on the descent and catch
- ***Bases/Spotters:*** Using arms/legs to throw together, solid stance, positioned shoulder width apart, timing (of the throw with base partner)
- ***Execution:*** height (relative to the size of the athletes), control, pace/, mistakes
- ***Cradle:*** Arms up to catch high, legs used to absorb catch, group positioned no more than shoulder width apart, controlled
- **Synchronization/Timing:** timing of group tosses or ripples

Toss Difficulty (Collegiate Teams Only)

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

DIFFICULTY (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average difficulty

2.0-4.0 pts: Average to above average difficulty
4.0-5 pts: Very difficult skills

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Beginner Level teams are not permitted to toss; therefore no toss scores will be given.

- The following are considered when scoring difficulty in tosses:
    - Degree of Difficulty
        - Except in Intermediate level, only straight rides are allowed; therefore the degree of difficulty will not be taken into consideration.
    - Height of Tosses
    - Percentage of team participation (total number divided by 5)
    - Additional skills, variety of skills and combination of skills (non level included) may increase the score (except for Intermediate level)
    - Minimal use of bases does NOT apply in tosses

- In comparative scoring, ideally judges want to ensure each team receives a different score in each category. In Tosses, it is possible that teams may truly deserve the same score, if they are throwing the same ratio, type and height of baskets. This is even more likely in Intermediate level.

Degree of Difficulty:

- Consider any skills directly connected to the sink of the basket, does this linkage make the toss more difficult?
- Considering all skills within the level, how difficult is the toss performed?
    - Generally, skills combined with twisting are considered difficult.
    - The execution of the skill can affect its difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill.
    - I.E. Team A (20 athletes) executes 3 kick fulls, but the kick is lower than 90 degrees. Team B executes 3 kick fulls with the kick at shoulder level. Team B's tosses are more difficult because they require additional flexibility and strength.
        - It is possible that a non-twisting skill could be more difficult than a twisting skill based on the magnitude of the non-twisting skill. This would need to be evaluated on a case-by-case basis.

Height:

- The height of the toss affects the timing of the skill/trick in the toss, and may make it more difficult to synchronize with other tosses, and higher tosses are considered more difficult.

Additional Skills/Variety of Skills/Combo of Skills:

- Consider single toss elements that may happen outside of a designated toss section (I.E. Behind a pyramid).
- Consider if a team shows a wide variety of tosses (including below level), showing expertise and execution of multiple types of tosses can add to the difficulty score.
- Consider skills that are directly connected to the sink of a toss when evaluating the tosses, this linked skill may increase the difficulty of the toss.

Toss Participation Ratios (Collegiate Teams Only)

TOSS PARTICIPATION GUIDE (Based on 5 person toss groups)			
# ATHLETES	MAJ.	MOST	MAX
5 - 9	1	1	1
10 - 14	2	2	2
15 - 19	2	2	3
20 - 24	3	3	4
25 - 29	3	4	5
30 - 34	4	5	6
35 - 38	4	6	7

Please note that there is a difference between toss and stunt participation ratio. Toss comparisons are based on groups of 5 athletes, with 4 tossing bases. Minimal use of bases is not a consideration for basket scores. While there is no required number of tosses, the "Judges Reference Sheet" outlines a general expectation of the number of basket tosses that should be included in a routine. If a team chooses to do more, judges will take that into account.

Percentage of Team Participation:

- Divide the team by 5 as a benchmark.
- Consider if the team throws multiple sets of team tosses (# athletes/5)
- Consider what % of the team is throwing the more difficult tosses
    - A team of 20 that throws 4 toe touch tosses should score above a team that throws 2 'pretty girls', 2 toe touches

Building Difficulty Q & A

1. Do Elite Stunt skills not "count" in the Comparative system?

All stunt skills - level and non-level appropriate, difficult and non-difficult, are considered when assigning a stunt or pyramid difficulty score. The Level Appropriate Skills List does not designate elite skills, no specific skills are required. The difficulty of the skills performed is assessed based on the level and the difficulty scoring considerations.

2. Are Coed skills required?

Coed skills and/or skills with minimal bases are considered when evaluating the difficulty of the skill set. Since all scoring is comparable, judges evaluate the difficulty of the skill and the number of bases under it when comparing against other teams. The same skill performed Coed style could be considered more difficult than if performed with a traditional group of 4, but in a team setting there are always more factors affecting the evaluation of the entire skill set.

3. Does a fall affect the stunt difficulty?

Possibly. Skills only receive credit if they show control through the pop to dismount or transition to another skill. If the group hits the skill and then falls during the dismount or transition, the team will receive credit for the skill, but will also receive a deduction for the fall. The ratio of the team successfully executing the skill is considered when comparing teams.

4. **Why are there release style skills listed on the level appropriate skills list for Beginner and Intermediate levels when release moves are illegal in those levels?**
   Release style skills in Beginner and Intermediate levels, where release moves are illegal, include skills that are meant to look like true release moves but remain connected to someone on the performing surface. I.E. Switch ups or tic tocs where a base or spotter remains connected to the top person's foot or ankle.

5. **Does a Coed team need to perform multi-base stunting skills?**
   A Coed team may choose to perform Coed skills. It is the coaches' decision if they would prefer to include single-base or multi-base stunts in the routine in an attempt to increase stunt difficulty. Minimal use of bases is a consideration when evaluating stunt difficulty.

6. **If we have assisted Coed stunts will this affect our score?**
   Comparative style scoring does not require unassisted Coed skills, however an unassisted Coed skill is generally considered more difficult than the assisted version.

7. **If my entire team is in a structure and then a majority of my groups sponge down and only two of my groups perform a level appropriate dismount, will I receive credit for the skill in pyramid or stunts?**
   A dismount (level or non-level appropriate) from a pyramid structure would be considered under pyramid difficulty and execution. A team may also receive credit in pyramid creativity if the dismount is unique and visual. There are varying factors that could potentially allow a team to receive credit in stunts. For example, if some team members sponge down from the structure and move to a new formation and most of the groups are in a stunt (not connected) the team could potentially receive stunt credit.

8. **Would a toss behind the pyramid or a separate stunt within a pyramid section be counted towards pyramid difficulty or execution?**
   Generally, elements executed within a clearly defined pyramid section will be adjudicated under the pyramid score. Exceptions would include a toss behind a structure, the toss would be evaluated under Tosses, but the visual impact could still be considered in Building Creativity, and possibly within Pyramids in relation to pace and/or combination of skills.

9. **What is different about the Comparative system and the Rubric system for Stunts?**
   - The comparative system does not have a separate stunt quantity score. The number of bases under the skill is a scoring consideration within stunt difficulty.
   - The comparative system does not have a Coed quantity score. Coed skills are evaluated within the stunt difficulty score.
   - The comparative system does not require a specific list of designated elite skills, all stunt skills are considered when evaluating difficulty.
   - The comparative system does consider that styles/grips that may affect the difficulty of a stunt skill (I.E. A 1.5 twist to extended that twists quickly may assist with receiving a higher difficulty score than a stunt that twists slowly to extended).

Toss Q & A

1. **What is different about the Comparative system in regards to Tosses compared to the Rubric system?**
   - The comparative system does not have a skill cap. So teams may opt to throw multiple sets of team baskets as a coaching/routine strategy.
   - The comparative system considers the difficulty of the toss, and not just if the toss was level appropriate.
   - Height is considered when evaluating difficulty. The uniformity of the height of the tosses across the team is considered under execution.
   - The comparative system has point deductions for incomplete twisting tosses. It may also be considered by the Panel judge.

<u>CC Comparative System:</u>
Tosses: Incomplete twists will carry at 2 point deduction for Tosses (ie Building Bobble - Point Deduction).

Building Overall Impression

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

BUILDING OVERALL IMPRESSION (0-5 points)

0-2.0 pts: Below average building overall impression
2.0-4.0 pts: Average to above average building overall impression
4.0-5 pts: Excellent building overall impression

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Weak teams	Below average creativity, transitions & flow
Medium teams	Average to above average creativity, transitions & flow
Strong teams	Excellent creativity, transitions & flow

- For creativity, consider: variety, intricacy, visual effect and innovation/creativity in loads, stunts, pyramid structures, transitions and dismounts. Layered pyramids, ripples, movement and creative entries into stunts/tosses are all strong examples of building creativity.
- For formations, transitions and flow, consider: rushed or smooth, innovative, timing , use of floor, seamless patterns of movement in transitions, difficulty and variety of formations and transitions, visual impact and creativity, visual impact of formation changes and transitions, execution of formation changes and precision spacing in formations and transitions.
- Motions of the top person are not considered creativity.
- Creativity does not mean you have not seen it before.
- NOT the difficulty of the skills but the creative way in which they were performed. Judges will be considering the entry, stunt, transitions and dismount of each stunt sequence to determine what ratio of the skills incorporate creativity.

- If something was creative at the start of the season, it should still be considered creative at the end of the season.
- Additional lifts throughout the routine should impact building overall impression score.
- Examples of creativity may include:
  - ripples, levels, movement to create visual effect, tumbling into or out of skills etc.

SCHOLASTIC COMPARATIVE SCORING SYSTEM - JUMPS & TUMBLING

Tumbling Execution

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average execution
2.0-4.0 pts: Average to above average execution
4.0-5 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Technique
  - Consistent, building speed within passes
  - Body lines/body control (straight legs/arms, body alignment through the skill)
  - Perfection - Uniformity in technique and style throughout the team
  - Synchronization
    - Teams showing synchronized passes should be rewarded in difficulty and have the execution of the timing/synchronization evaluated in technique.

- The scholastic Jumps and Tumbling judge is expected to also adjudicate Dance and Motions Execution.

Tumbling Execution Factors ***(may include but not limited to)***:

- ***Execution of Skills:*** mistakes; finished/skills and passes
- ***Approach/Speed:*** Consistent throughout the pass or building speed through the pass (not losing speed), connection of pass/skills
- ***Body Control:*** Head placement, arm/shoulder placement in skills, hips, leg placement in skills, pointed toes, height
- ***Landings:*** Controlled, legs/feet together, chest placement, finished pass/skill, incomplete twisting skills
- ***Synchronization/timing:*** Timing of group passes from initiation to landing
- ***Uniformity of Technique:*** Technique used is the same throughout the team

Tumbling Difficulty

- Individual tumbling passes will be counted for scholastic divisions. Group tumbling is still a key component of the scholastic difficulty assessment.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

DIFFICULTY (0-5 points)
0 pts: No skills performed
0.1-2.0 pts: Below average difficulty
2.0-4.0 pts: Average to above average difficulty
4.0-5 pts: Very difficult skills/passes

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- Jumps and Standing Tumbling will be judged separately, even if connected. Jumps will be evaluated under the Jump category, and if connected to standing tumbling may influence the difficulty of standing tumbling.

- Consider the ratio of the team completing the tumbling elements & the difficulty of the passes when comparing teams.

- Consider the size of the groups of synched passes, and the complexity of the passes.
    - Synchronized passes are considered in difficulty, as it showcases unique athletes doing the skills.
    - Consider the complexity of the pass, the greater the complexity of the pass the more difficult it is to synchronize in groups.

- The Skills list on the LAS Chart is NOT an exhaustive list for Standing or Running Tumbling - not all variations of each skills are listed, but they are considered (I.E. Walkover and limber).

The following concepts apply to Scholastic Tumbling:
- Jumps within a pass will not break up the pass (I.E. Toe Touch BHS Toe Touch BHS is one pass in Median).
- T-Jumps are not considered a jump and will break up a pass into two separate passes.

Tumbling Participation Ratios

The participation/ratio chart is provided to judges on the “Judges Reference Sheet”to enable quick comparisons of team participation/ratios across teams of different sizes. There are no requirements for team participation in order to garner a specific score or enter a range. Team participation is one of the scoring factors that are considered when evaluating tumbling difficulty.

PARTICIPATION GUIDE		
# Ath	MAJ.	75%
5	3	4
6	4	5
7	4	6
8	5	6
9	5	7
10	6	8
11	6	9
12	7	9
13	7	10
14	8	11
15	8	12
16	9	12
17	9	13
18	10	14
19	10	15
20	11	15
21	11	16
22	12	17
23	12	18
24	13	18
25	13	19
26	14	20
27	14	21
28	15	21
29	15	22
30	16	23
31	16	24
32	17	24
33	17	25
34	18	26
35	18	27
36	19	27
37	19	28
38	20	29

Tumbling Q & A

1. What is different about the comparative system for Scholastic teams in regards to Tumbling compared to the Rubric system?

- The comparative system does not have a specific skill count requirement. The passes are evaluated for difficulty/complexity and more difficult passes are rewarded.
- The comparative system does not require specific ratios of athletes executing the skill, BUT group passes and synchronized skills are a key element of the difficulty evaluation.
- The comparative system will deduct for incomplete twists (Athlete Bobble) in tumbling skills. Incomplete twisting skills are also considered in technique/execution by the panel judge.

2. If a team has NO tumbling, will they get a zero?

Yes. If a team does nothing in a scoring category they will get a zero. However, all tumbling would count (not just at level). So an Advanced team with one forward roll hiding in a dance may get the lowest score (0.1) for tumbling difficulty and not score a zero.

3. If we have an incomplete twist in tumbling, will this be a deduction or will this be assessed in technique? Would we still get credit for the skill?

If the incomplete twist results in a fall you would be assessed an athlete fall. Incomplete twists may incur an athlete bobble deduction. Tumbling judges consider the difficulty of all the passes thrown by the team, synchronization and size of group passes, the complexity of the passes AND the quantity/ratio of passes performed. If many athletes are performing incomplete twists the tumbling scores will be affected.

4. Should we synchronize our tumbling passes?

Synchronized tumbling is encouraged and a key part of the difficulty evaluation. Complexity of the pass AND size of the group/ratio of the team participating are key points of consideration. Teams that are not able to synchronize can still increase their difficulty score by including variety, recycling tumblers and working the complexity of the passes/skills included.

5. What makes a tumbling pass synchronized?

Judges will consider two passes as synchronized if at least 1 element in the pass must be synchronized. Synchronizing more than one skill will be rewarded.

Jumps Execution/Difficulty (for divisions with jumps and tumbling)

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION/DIFFICULTY (0-5 points)

0 pts: No skills performed
0.1-2.0 pts: Below average execution and difficulty
2.0-4.0 pts: Average to above average execution and difficulty
4.0-5 pts: Excellent execution and difficulty

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

- The jump score combines the evaluation of both difficulty and technique/execution into one score out of 5 points.
- 50% of the score should be assigned to the evaluation of difficulty, 50% of the score should be assigned to the evaluation of execution.
- Jump difficulty is comparative; it is not a capped skill.
- *The following factors should be considered when determining the jump score:*
    - Degree of difficulty
        - Variety, connection of jumps, use of advanced/difficult jump skills
    - Percentage of team participation
    - Synchronization
    - Height of jump(s)
        - The execution of the skill can affect its difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill. So a hyperextended toe touch is more difficult than a parallel toe touch.
    - Uniformity of technique (I.E. Approach, landing style, arm placement)
    - Technique - flexibility, body alignment (legs straight, toes pointed)
- A variety requires at least two different jump types. Performing the same jump with different legs does not constitute a variety (i.e. left/right hurdler). Variety is not required, but is considered when evaluating difficulty.
- When differentiating between “advanced” vs. “basic” jumps, the technique of the jump should not be too strictly considered. If in a toe touch both legs are below hip level (i.e. poor execution) but it is evident that the skill was suppose to be a toe touch (i.e. many athletes perform it correctly, athletes show some “sit” into the jump) they should receive difficulty credit for it being an advanced jump.

Jumps Execution/Difficulty (for divisions with jumps without tumbling)

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

EXECUTION/DIFFICULTY (0-10 points)

0 pts: No skills performed
0.1-4.0 pts: Below average execution and difficulty
4.0-8.0 pts: Average to above average execution and difficulty
8.0-10 pts: Excellent execution and difficulty

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

- The jump score combines the evaluation of both difficulty and technique/execution into one score out of 10 points.
- 50% of the score should be assigned to the evaluation of difficulty, 50% of the score should be assigned to the evaluation of execution.
- Jump difficulty is comparative; it is not a capped skill.
- *The following factors should be considered when determining the jump score:*
    - Degree of difficulty
        - Variety, connection of jumps, use of advanced/difficult jump skills
    - Percentage of team participation
    - Synchronization
    - Height of jump(s)
        - The execution of the skill can affect its difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill. So a hyperextended toe touch is more difficult than a parallel toe touch.
    - Uniformity of technique (I.E. Approach, landing style, arm placement)
    - Technique - flexibility, body alignment (legs straight, toes pointed)
- A variety requires at least two different jump types. Performing the same jump with different legs does not constitute a variety (i.e. left/right hurdler). Variety is not required, but is considered when evaluating difficulty.
- When differentiating between "advanced" vs. "basic" jumps, the technique of the jump should not be too strictly considered. If in a toe touch both legs are below hip level (i.e. poor execution) but it is evident that the skill was suppose to be a toe touch (i.e. many athletes perform it correctly, athletes show some "sit" into the jump) they should receive difficulty credit for it being an advanced jump.

Jumps Q & A

1. **How are jumps connected to tumbling assessed?**
   Jumps and Standing Tumbling will be judged separately, even if connected. Jumps will be evaluated under the Jump category, and if connected to standing tumbling may influence the difficulty of tumbling.

2. **Is there any benefit to having the full team jump?**
   Ratio is considered when evaluating jumps, higher team participation may influence the score positively, provided the athletes have strong execution. Teams may also choose to have only select athletes with strong technique execute the jumps. The best strategy will depend on the strength of the team in this skill set.

3. **Do Collegiate teams need to jump?**
   There is no score category for jumps on the Collegiate scoresheet. If jumps are performed they may be considered in Overall Impression.

Dance and Motions (for divisions with jumps and tumbling)

The dance score emphasizes execution of the dance, placing the focus on uniformity and technique.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

EXECUTION (0-5 points)

0 pts: No dance or motion sequence performed
0.1-2.0 pts: Below average execution
2.0-4.0 pts: Average to above average execution
4.0-5 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams — **Below average** uniformity of technique and synchronization. **Below average** in precision of movement/perfection. **Minimal** energy/confidence displayed by the athletes.

Medium teams — **Average to above average** uniformity of technique and synchronization. **Some** precision of movement/perfection. **Some** energy/confidence displayed by athletes.

Strong teams — **Excellent** uniformity of technique and synchronization. **Excellent** precision of movement/perfection. **High** energy/confidence displayed by athletes.

The following items are taken into consideration in the dance section:

- Seamless transitions
- Synchronization
- Technique and perfection
- Energy level
- Entertainment value

Teams who additionally showcase excellence in the following scoring factors may be awarded in Overall Impression:

- Levels and formation changes
- Dance skills with visual effect
- Footwork/Floorwork
- Partner work
- Visual elements
- Pace and intricacy
- Team participation

Dance and Motions (for divisions with jumps without tumbling)

The dance score emphasizes execution of the dance, placing the focus on uniformity and technique.

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

EXECUTION (0-10 points)

0 pts: No dance or motion sequence performed
0.1-4.0 pts: Below average execution
4.0-8.0 pts: Average to above average execution
8.0-10 pts: Excellent execution

Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams — **Below average** uniformity of technique and synchronization. **Below average** in precision of movement/perfection. **Minimal** energy/confidence displayed by the athletes.

Medium teams — **Average to above average** uniformity of technique and synchronization. **Some** precision of movement/perfection. **Some** energy/confidence displayed by athletes.

Strong teams — **Excellent** uniformity of technique and synchronization. **Excellent** precision of movement/perfection. **High** energy/confidence displayed by athletes.

The following items are taken into consideration in the dance section:

- Seamless transitions
- Synchronization
- Technique and perfection
- Energy level
- Entertainment value

Teams who additionally showcase excellence in the following scoring factors may be awarded in Overall Impression:

- Levels and formation changes
- Dance skills with visual effect
- Footwork/Floorwork
- Partner work
- Visual elements
- Pace and intricacy
- Team participation

Overall Impression

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

OVERALL IMPRESSION (0-5 points)

0.1-2.0 pts: Below average overall impression
2.0-4.0 pts: Average to above overall impression
4.0-5 pts: Excellent overall impression

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

Generally:

Weak teams	**Below average** creativity, transitions & flow
Medium teams	**Average to above average** creativity, transitions & flow
Strong teams	**Excellent** creativity, transitions & flow

- For creativity, consider: variety, intricacy, visual effect and innovation/creativity in transitions and formations.
- For formations, transitions and flow, consider: rushed or smooth, innovative, timing , use of floor, seamless patterns of movement in transitions, difficulty and variety of formations and transitions, visual impact and creativity, visual impact of formation changes and transitions, execution of formation changes and precision spacing in formations and transitions.
- Teams who additionally showcase excellence in the above scoring factors in Dance and Motions may be awarded in Overall Impression.

The following items are taken into consideration throughout the routine and in all sections:

- Entries into skills, transitions, exits, ending of skills
- Incorporations in between skills, sections
- Visual, unique, creative ideas
- Additional skills to enhance overall appeal and visuals
- Impact, Appeal, Clarity, Flow
- Use of level and non level skills to enhance appeal
- Intricate and detailed choreo elements
- Flow, variety and incorporation
- Fresh and unique choreo elements
- Creative formations and level changes
- Creativity is not only the things you've never seen before. How well is everything put together?
- Seamless patterns of movement
- Motions of the top person are not considered creativity
- Use of innovative, visual, unique and intricate ideas and incorporations in:
  Building skills, tumbling skills, formations, transitions, jumps, tosses, dance section.

When writing comments use words and phrases from the Judges Reference Sheet but try to be specific
Ex: "Average creativity, below average execution of transitions between formations throughout the routine."

Overall Q & A

1. **My Overall Impression score should not change between day one and day two, right?**
The score CAN change between day one and day two. Judges can only score what they see in front of them. If, on day one, the execution of the routine is such that the judge cannot see the intended visual effects and patterns of movement (people not making it to spots, timing off in choreography, people bumping or missing counts, etc.), the judge may score the team lower than on day two when the full effect is revealed once the execution is better.

Additionally, remember that your score on a comparative system is also impacted by the execution of other teams in your division/level. Therefore, even if you perform exactly the same on day two, your scores could change if other teams perform better (or worse).

2. **Can you explain with a little more detail what Overall Impression for Scholastic teams includes?**
   - Transitions/seamless patterns of movement. Is there a plan? Is it put together with purpose? Does it flow or is it frantic? Does it look choppy like "Skill-Stop-Move-Skill-Stop-Move" or do the skills and sections flow through to each other almost without notice? Are athletes constantly running across the floor to get to the next formation or do they seem to magically end up exactly where they need to be for the next section?
   - Innovative, visual, intricate ideas. Not just in skills but throughout the routine. Creative elements that add to the appeal of the skills performed, visual elements that may include the use of different levels of skills or patterns that create visual interest both in a close up view and from a bird's eye view; usage of skills in a non-traditional creative way, or a theme, etc. Does not have to be things that nobody has ever seen before.
   - Additional skills (both level appropriate and non-level appropriate) performed to enhance the overall appeal (visuals, extra difficulty, etc.). This could include extra choreography like lifts, partner work or other non-level appropriate skills used to transition into a new section; creative entry or exit from basket tosses, or maybe even a hyper-extended heel stretch performed by the whole team that shows the amazing flexibility of the entire team, etc. The list could be endless.

3. **If a team has no dance, will they get a zero?**
Judges will evaluate all choreographed motions during transitions in addition to a defined dance. A team would have to have no motions at all in their routine (not even in stunts) to get a zero in Dance and Motions. Note: This score is based on the execution of the dance and motions throughout the routine, not the difficulty. Difficulty can be rewarded in the Overall Impression score.

4. **If two people bump into each other while moving to spots is there a deduction?**
There are no deductions assessed for bumping in general routine choreography. Judges will take this into account when determining the score in the Overall Impression category.

5. **How do Scholastic dances differ from All Star?**
Scholastic dances are often shorter than those in All Star due to the Scholastic music limit of 1 min and 30 sec. Scholastic dances may be different in length, complexity and style from All Star dances.

6. **Do collegiate teams have to dance?**
Dance and Motions is not included in the Collegiate score sheet. Teams who choose to execute a Dance may be rewarded under Overall Impression.

- Ranges are broad, teams are ranked comparatively against other teams in the same division.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.

What does a "comparative scoring system" mean?
This means that the judges will watch the routine and compare it to the other routines in the division. If Team A's stunts are better, then Team A's stunts should score higher than the competitors. If Team B's jumps are weaker, then Team B's competitors' jump score should be higher.

The rules tell you what you are allowed to put in your routine but not what you have to (must) put in the routine. If a level 5 routine includes level 4 skills, the below level skills are still considered in evaluating difficulty and execution. The actual difficulty of the skill performed, unrelated to level, is what is considered.

There are no set score values (numbers) attached to any certain skills or skill sets. The score will be based on your performance and the performance of your competitors.

Scores are awarded in tenths (1/10) of a point.

Score Tracking

The comparative nature of the Cheer Canada Scoring System requires that judges track and rank scores within a division. Judges should use a tracking sheet to record where each team scored within a specific category. As a new team performs, judges will rank that team against all preceding teams in that division to produce an accurate rank of all teams within a particular category. Judges will score to the tenth (0.1) and are encouraged to avoid issuing the same score twice.

The numerical scores will be largely indicative of ranking within a division. For accurate comparison of numerical scores it is recommended that judges track scores across multiple divisions and/or the level for greater accuracy. The comparative scoring system is designed to ensure ordinals are the primary indicator, rather than focusing on the meaning of a numerical score.

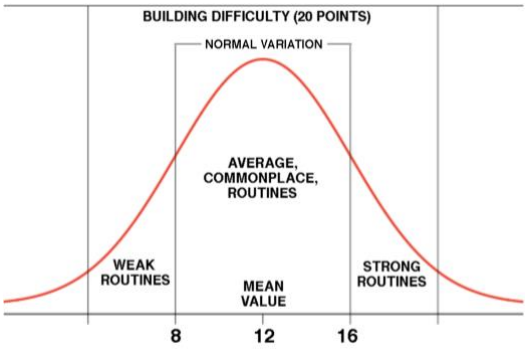
NOTE: When possible, judges should also track across a level to encourage consistency. Judges may be asked to track across multiple levels when relating to worlds bids. In these cases, the level standard appropriate to each team's level should be considered when ranking them. Ability to accurately track across a level will be dependent upon division/event size, scheduling, event layout and other factors specific to each event.

First Five Teams

Judges should hold scores for the first five teams in a division. After the five teams have competed, judges will issue scores for each of the five teams, recording them on their tracking sheet and ranking each against

the other. Once these five scores are recorded, judges will use them as benchmarks to rank the remaining teams in the division, scoring each team above or below the preceding teams.

If consistency of numerical scores across a level is desired, it is recommended to hold the scores for the entire level.



The Normal Variation Method

In each category, the sixtieth (60th) percentage value is treated as the mean score for the category. Judges use this value as a benchmark for their scoring and score most teams within the Normal Variation of that value (20% above or below). Scores exceeding the Normal Variation are reserved for exceptionally strong routines. Scores below the Normal Variation are reserved for exceptionally weak ones. Approximately seven in ten (70%) of teams should score within the Normal Variation and three in ten (30%) teams will score above or below the Normal Variation. See table below:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
25-Point Categories	15	10-20	>20	<10
20-Point Categories	12	8-16	>16	<8
15-Point Categories	9	6-12	>12	<6
10-Point Categories	6	4-8	>8	<4
5-Point Categories	3	2-4	>4	<2

With this method, average and nominal teams are constrained to a localized region of the score sheet while remarkably strong teams are scored high and remarkably weak teams are scored low.

Recommended Scoring Intervals

Judges are encouraged to use specific intervals based on the size of their score range when ranking teams. The intervals are recommended, and depending upon the skill level of the teams and the depth of the division, judges may choose to place teams closer in score than the recommended intervals. The intervals are meant to provide a tool for judges to decide what a “meaningful” scoring difference should be, and to encourage using more of the available range to separate teams.

If the building judge is scoring all teams on a 0.1 point differential within that 20 point range, their scores may not have the desired impact on the final aggregate score if the tumbling judge is differentiating teams by 0.5 point within a 5 point scoring range.

The scoring intervals are found on the Judges’ Reference Sheet.

25-Point Categories	0.5
20-Point Categories	0.4
15-Point Categories	0.3

10-Point Categories	0.2
5-Point Categories	0.1
2-Point Categories	0.1

Navigating the Range - Using the Judges Script Sheets

Judges are encouraged to use the Cheer Canada Script Sheet for their category as an aid to accurately compare teams. The script sheets highlight each scoring consideration and factor, asking judges to note whether a team was strong, average or weak in relation to the specific scoring factor. These sheets, along with scripting of the skills, provide a tool for judges to fairly evaluate each team relative to the scoring considerations AND the performance of the other teams in their level/division. *Script sheets are available in the appendix.*

For each factor evaluate: (example is based on a 10 point scale)

- Was there just enough/minimal? 0.1- 4.0
    - Minimum number of skills, counted cumulatively (low team participation)
    - Low variety, basic skills with minimal at level skills
    - Below average pace
- Was there plenty? 4.0-8.0
    - Some elements had strong team participation
    - Lower difficulty/some connected/combined skills
    - Some variety in skill types (I.E. Releases, twisting, inversions)
- Was it wow? 8.0-10
    - More difficult variations
    - High team participation
    - Strong pace and linkage of skills
    - Strong variety (I.E. Releases, twisting, inversions)

PERFORMANCE CHEER SCORE SHEET WEIGHTING

Cheer Canada Performance Cheer (Dance) scoring consists of 3 scoresheets that separate 3 main facets of a team dance routine - Group Execution, Choreography, and Technical Execution. Judges proficient in cheer can judge choreography and group execution, as they assess items such as: pace, visual effects, variety, uniformity, spacing, formations and transitions. The technical execution judge is a dance style specialist. All dance styles will be judged on the same scoresheets with style specific elements outlined on the technical execution scoresheet.

Cheer Canada recommends Event Producers use a panel of 3 Performance Cheer judges - one per score sheet.

Scholastic, All Star, Cheer Abilities and pom duos Performance Cheer divisions will be scored on the same scoresheets.

Categories

All categories will be scored on the same scoresheets.

POM – Incorporates the use of proper Pom motion technique that is sharp, clean and precise while allowing for the use of concepts from Jazz, Hip Hop and High Kick. An emphasis is placed on group execution including synchronization, uniformity and spacing. The choreography of a dynamic and effective routine focuses on musicality, staging of visual effects through fluid and creative transitions, levels and groups, along with complexity of movement and skills. Poms are required to be used throughout the routine. Costuming should reflect the category style.

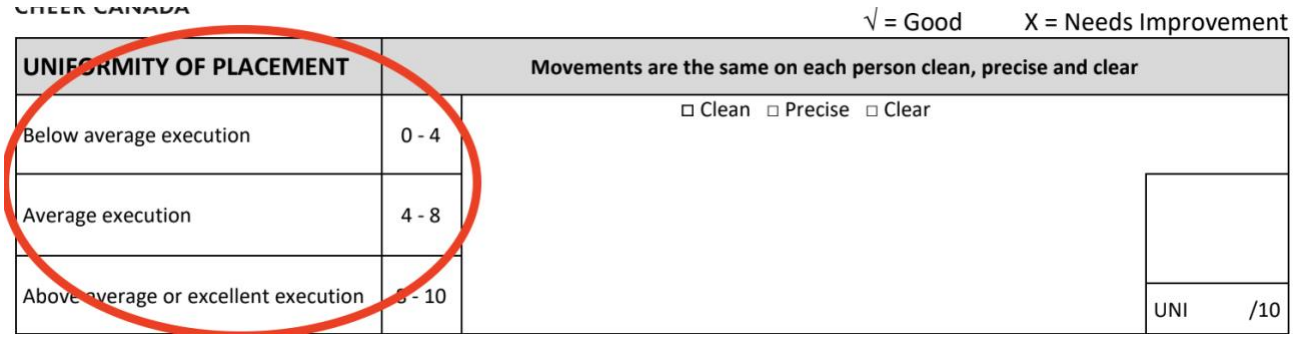
HIP HOP - Incorporates authentic street style influenced movements with groove and style. An emphasis is placed on group execution including synchronization, uniformity, and spacing. The choreography of a dynamic and effective routine utilizes musicality, staging, complexity of movement and athleticism. Costuming should reflect the category style.

JAZZ - Incorporates traditional or stylized dynamic movements with strength, continuity, presence and proper technical execution. An emphasis is placed on group execution including synchronization, uniformity, and spacing. The choreography of a dynamic and effective routine utilizes musicality, staging, complexity of movement and skills. The overall impression of the routine should be lively, energetic and motivating, with the understanding that the dynamics of movement may change to utilize musicality. Costuming should reflect the category style.

Cheer Canada will only offer the categories of pom, jazz and hip hop, and will revisit opening new categories after consulting PSOs and EPs on their growth and recommendations in 2021.

Ranges

Each Score sheet is divided into four sections. Each section uses ranges to help judges narrow their score from the initial 10-point range: Below average (needs improvement), average and above average.



√ = Good X = Needs Improvement

UNIFORMITY OF PLACEMENT		Movements are the same on each person clean, precise and clear
Below average execution	0 - 4	☐ Clean ☐ Precise ☐ Clear
Average execution	4 - 8	
Above average or excellent execution	8 - 10	UNI /10

Below, Average and Above average ranges refer to an industry/regional standard. Scoring on a regional or Industry/Worlds standard will be at the discretion of EPs. This may vary from judge to judge, or competition to competition based on the judge's own experiences, and may be marked comparatively within the range at the judge's discretion.

A regional standard indicates that judges are assessing scores based on the talent and abilities of teams in the region. This means the best team in the region is still able to score in the excellent range, even if they would not score in the excellent range if competing at a higher caliber competition such as Worlds.

Check Boxes

When scoring a routine, it is important for judges to use the check boxes (located in the large comment box) to assist with narrowing their scores into a range. When an item is checked off, it is an indication that it was recognized in the routine. When an item has an "X", it is an indication that it requires more work. Check marks and Xs have no numerical value associated with them, they are a tool for judges and provide feedback to coaches.

CHEER CANADA

√ = Good X = Needs Improvement

UNIFORMITY OF PLACEMENT		Movements are the same on each person clean, precise and clear ☐ Clean ☐ Precise ☐ Clear
Below average execution	0 - 4	
Average execution	4 - 8	
Above average or excellent execution	8 - 10	UNI /10

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM - LEGALITY VIOLATIONS / SAFETY

This methodology does not cover rules or how to safety judge.

Warnings vs. Deductions

NOTE: This is a tool that can be used if a legality official does not have a predetermined protocol for if and when to assess warnings and deductions provided by the Event Producer.

NOTE: Legality rulings of the same skills at prior events do not affect the ruling at the current event in progress.

NO DEDUCTION

- All skills performed are legal.
- If a team provides an email with an official PSO ruling on a video and the skill in question is executed in the same manner.

WARNING

- If a team has received legality approval from PSO for a video of the skill performed the same way at competition but the skill is now illegal.
- If a team has a submitted PSO legally approved video of the skill performed and the PSO video ruling is incorrect.
- The skill performed is unclear to the judge.

DEDUCTION:

- If a skill performed is illegal.
- If multiple athletes perform an out of level skill in the same section, one deduction may be assessed per rule violation, per section, not for each individual athlete/group. If the judge feels there is an imminent safety concern or blatant disregard for the rules, additional deductions may be assessed.

MULTI-DAY/MULTI-PERFORMANCE EVENTS

Multi-day or multi-performance events are events in which scores from each performance are a portion of the total event score.

NOTE: If an illegal skill is missed during performance one, and done again during performance two, the penalty will be assessed to the performance one score. Performance one score is equivalent to the lowest weighted/percentage score when possible.

NOTE: If a skill is warned during performance one and all groups are not fixed for performance two, a deduction may be assessed.

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM - DEDUCTIONS

- Goal: Keep it safe! Safety of the athletes comes first. Avoid being too punitive.
- Recognize that your role in point deduction is reminding and demonstrating to the team that the skill that was executed was not safe (I.E. Top falling to the floor from an extended stunt).
- Be fair and consistent.
- Do not allow your experience/perception of how a coach/gym owner will react to impact your ruling.
- A deduction is a deduction regardless of the age or level of the team.
- When in doubt, don't give a deduction out (except for image policy and inappropriate choreography when it has been discussed by the panel).
- Ensure you know if you are a legality judge, point deduction judge, both or switching between each per panel.
- Be prepared. Bring your deduction scoring system, stop watch (make sure you check/practice with it before you start) and your score tracking system/script sheet.
- If you are on deductions and legalities, the deductions are the first priority. Watch for legalities but only use the time you have. Do not over think!

Communication

- Tell the panel judge if there was something questionable but you are not deducting.
- Be prepared for a panel judge to ask if you are deducting.
- Do not allow a panel judge to explain why they think you should deduct - stay consistent to what you have been doing that day.
- Use the abbreviation guide.
- Keep your language simple without unnecessary details.

Rule Violations

TIME LIMIT VIOLATIONS - 4.0

- Scholastic Performance Cheer = Maximum Routine length of 2:00 minutes; No Minimum
- All Star Performance Cheer = Maximum Routine length of 2:15 minutes; Minimum Routine length of 1:45 minutes
- Skills performed after time limit may not be assessed

RULES VIOLATIONS - 1.0 UP TO 5.0

Rules violations will be assessed by the safety judge and may range from -1.0 to -5.0 determined by the severity of the violation and/or safety concern of the dancer(s). Intentional choreography and performance errors will be taken into consideration during assessment.

Having the point deduction range from 1.0 up to 5.0 allows for the safety judge(s) to make rule violation calls in FAVOUR of the team, rather than a blanket deduction for any rule violation. Coaches should not

appeal legality deductions when there is a clear rule violation as they must respect the final decision made by the safety judge(s).

Example - Rule Violation

If a full U9 (mini) team performs choreographed back-handsprings their rule violation deduction would be much greater than if a single dancer touched down in an aerial while holding a pom.

IMAGE POLICY - 1.0

Inappropriate choreography, uniform and/or music, as well as violations that break the image policy will be issued a 1.0 deduction.

UNSPORTSMANLIKE CONDUCT DEDUCTION - 5.0

When a coach is in discussion with an official, other coaches, athletes and parents/spectators they must maintain proper professional conduct. Failing to do so will result in 5.0 deduction and removal of coach or disqualification.

EXAMPLES:

- Inappropriate and deliberate physical contact between athletes during the event
- Abuse of equipment or any items associated with the event
- Using language or a gesture that is obscene, offensive, or insulting
- Using language or gestures that offend race, religion, color, descent or national or ethnic origin
- Failing to perform a routine (includes not performing full out when re-running a routine)
- Excessive appealing at score check (if available)
- Showing dissent towards scoring official decision by word or action
- Threat of assault to an event representative
- Public criticism of an event related incident or event official

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM - PERFORMANCE

Each judge scores the team on their performance on a ten point range, utilizing check boxes and ranges like all other areas of the scoresheet. All 3 performance scores will be averaged for one final performance score.

PART OF THE AVERAGE PERFORMANCE SCORE			
PERFORMANCE	**Demonstration of genuine project ion of emotion, intensity and energy. Display of appropriate content that is appealing and strong presentation.**		
Below average execution	0 - 4	☐ Genuine use of projection/emotion/intensity ☐ Energy ☐ Appropriate Content ☐ Appealing ☐ Presentation	
Average execution	4 - 8		
Above average or excellent execution	8 – 10		PERF /10

When scoring performance, judges are giving the team credit for their ability to exhibit a dynamic routine with genuine showmanship and audience appeal, age appropriate music, costume and choreography that enhances the performance.

When judges are considering costuming it is in reference to how the costuming compliments the feel and theme of the routine. The "value" of the costuming should not affect score, but rather did they consider the look at all, with an emphasis on the importance of appropriate costuming for the age and category.

Inappropriate content such as suggestive, offensive, or vulgar choreography, costuming, makeup, and/or music are inappropriate for family audiences and therefore lack overall audience appeal. This may affect the judges' performance score of the routine. Vulgar or suggestive choreography is defined as any movement implying something improper or indecent, appearing offensive or sexual in content, and/or relaying lewd or profane gestures or implications.

Comments

Providing quality feedback to coaches and athletes is a vital part of Performance Cheer. Judges are to comment only on the specific items they are judging.

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM - GROUP EXECUTION

The first three subsections of the group execution scoresheet are to reflect the ability of the team as a whole. One dancer carrying the team is not to be rewarded.

CHEER CANADA

DANCE – GROUP EXECUTION

√ = Good X = Needs Improvement

UNIFORMITY OF PLACEMENT	**Movements are the same on each person clean, precise and clear**		
Below average execution	0 - 4	☐ Clean ☐ Precise ☐ Clear	
Average execution	4 - 8		
Above average or excellent execution	8 - 10		UNI /10
SPACING & TRANSITIONS	**Spacing and transitions have clear formations, even spacing and smooth transitions**		
Below average execution	0 - 4	☐ Clear Formations ☐ Even Spacing ☐ Smooth Transitions	
Average execution	4 - 8		
Above average or excellent execution	8 - 10		SPAC /10
SYNCHRONIZATION & TIMING	**Level of synchronization with the team and with the music**		
Below average execution	0 - 4	☐ Correct synch. with team members ☐ Correct timing with music	
Average execution	4 - 8		
Above average or excellent execution	8 - 10		SYNC /10

Uniformity of Placement

Uniformity of placement refers to the overall ability of the athletes on a team to match their movements to one another. This includes arm positions, leg positions and posture looking consistent between each team member, and their ability to stay consistent throughout the duration of the routine.

Movements are the same for each person: clean, clear and precise.

When scoring uniformity, judges are looking at the uniformity of skill execution and placement. Uniformity scoring is not based on appearance or symmetry of costuming, hair, gender, race or ethnicity.

Spacing & Transitions

This score should be assessed based on the team's ability to transition seamlessly from one formation to the next, with even and consistent spacing. Formations should be clear and concise, as well as centered appropriately. Correct positioning/distance between individuals on the performance surface is also to be considered throughout the routine and transitions. It is important to note that choreography, such as a variety of formations and transitions being present, is not to be rewarded in this category.

Synchronization & Timing

Synchronization and timing refers to the team's ability to dance as one. Full team synchronization and timing of ripples/cannons are to be assessed. Correct timing with team members and the music are both considered. In this case, one or two individuals may affect this score.

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM - CHOREOGRAPHY

The first three subsections of the choreography scoresheet are to reflect the building blocks/contents of the routine, not how it was executed.

DANCE – CHOREOGRAPHY

√ = Good X = Needs Improvement

ROUTINE COMPOSITION			
Below average composition	0 - 4	☐ Unique Choreography ☐ Musicality ☐ Transitions/Flow ☐ Originality ☐ Creativity ☐ Appropriate Use of Team's Ability	
Average composition	4 - 8		
Above average or excellent composition	8 - 10		RC /10
COMPLEXITY OF MOVEMENT			
Below average complexity	0 - 4	☐ Intricacy of Movement ☐ Pace/Timing/Tempo ☐ Continuity ☐ Variety of Movement/Skills ☐ Weight Changes ☐ Directional Changes ☐ Connectivity	
Average complexity	4 - 8		
Above average or excellent complexity	8 - 10		CM /10
STAGING & VISUAL EFFECTS			
Below average composition	0 - 4	☐ Variety of Seamless Transitions ☐ Formation Changes ☐ Use of Floor ☐ Level Changes ☐ Group/Ground Work ☐ Staging ☐ Visual Effects	
Average composition	4 - 8		
Above average or excellent composition	8 - 10		SV /10

Routine Composition

Routine Composition is to be scored based on the fundamentals of the routine. Appropriate use of the team's ability, overall routine flow, and creativity are to be considered. Movement that complements the music accents, rhythm, tempo, phrasing, lyrics, style, etc. in a creative, unique and original manner. Crediting unique pictures and moments with-in the choreography. Judges will consider if the composition matched the team's ability. Was it too difficult? Too easy?

Complexity of Movement

Complexity of movement (routine difficulty) is to be scored looking at the movement sections in the routine. The technical execution of skills is not to be considered in this section. Judges will consider the following:

- Intricacy: complex motions
- Pace: use of off counts & half counts
- Tempo of the music: fast vs slow
- Weight changes
- Directional changes

- Connectivity
- Continuity
- Overall difficulty, including technical skills and tricks
- Percentage of the team performing the complex movement

Although it seems as though many descriptors are the same between routine composition and complexity of movement - they must be regarded differently.

Example - Tempo

- If the tempo is slow, and the choreographed movement matches the tempo - you give credit under routine comp, but not complexity.
- If the tempo is fast, but choreographed movement does not match the tempo, you give credit under complexity.
- If the tempo is fast and the movement matches, you give credit in both areas.

Staging & Visual effects

Staging and visual effects refer to the use of a variety of elements incorporated to enhance the overall depth of a routine. Use of levels, ripples, cannons, opposition, unison and variety sections, floor work, group work, partner work, lifts and seamless transitions are all to be considered. Please note that as a judge you are looking for the presence of these items in the routine, not how well they are executed.

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM - TECHNICAL EXECUTION

The first three subsections of the technical scoresheet are to reflect the ability of the individual dancers. All skills performed are to be scored in technical execution. Execution is to be used to assess how well dancers perform skills, tricks and overall movement. Technique refers to each individual dancer. Judges must consider how each dancer performs their category specific technique, their skills/elements like leaps and turns and finally, how do they "connect the dots" and DANCE. Their presence, strength of movement of their arms, control of their torso, etc. throughout the piece.

When approaching the technique scoresheet consider it as a meal. The "meat" is the style specific execution. The "potatoes" are the leaps, turns and specific skills and elements considered as skill execution. The "sauce" is the quiet moments that make a dance fluid and complete in between the combinations and skills which is the movement execution.

DANCE – TECHNICAL EXECUTION

√ = Good X = Needs Improvement

STYLE SPECIFIC EXECUTION	QUALITY of how the individuals performed/executed each genre style and technique. The building blocks of the style.		
Below average execution	0 – 4	**Pom :** ☐ Placement ☐ Control ☐ Precise ☐ Strong Completion **Hip Hop**: ☐ Groove ☐ Quality of Authentic Hip Hop/Street Style **Jazz:** ☐ Continuity of Movement ☐ Quality of Style ☐ Extension	
Average execution	4 - 8		
Above average or excellent execution	8 - 10		STYLE /10
SKILL EXECUTION	**Ability to execute skills with correct placement, body alignment, control, extension, balance, strength, and completion of movement. The quality of the skills.**		
Below average execution	0 – 4	☐ Accuracy of Body Alignment ☐ Superior Precision ☐ Correct Placement ☐ Posture Maintained Throughout ☐ Stamina Maintained Throughout	
Average execution	4 - 8		
Above average or excellent execution	8 - 10		SKILL /10
MOVEMENT EXECUTION	**Ability to execute the movement and flow with strength, intensity, placement, control, presence and commitment. The "in-between" moments of the routine.**		
Below average execution	0 – 4	☐ Movements Display Strength & Muscle Tension ☐ Clean Placement ☐ Presence ☐ Movements Executed with Intensity ☐ Commitment	
Average execution	4 – 8		
Above average or excellent execution	8 – 10		MOV /10

Style Specific Execution

Judges must consider the QUALITY of how the individual dancers performed/executed each dance category style and technique. Judges will note the key words listed (checkboxes) are there to assist with understanding the main concepts of each style. This list is not exhaustive, but highlights the verbiage that is unique to each style. Judges are giving credit to how well the dancers execute the building blocks of the style (the "meat" of the routine).

- *Pom* - Quality of Pom motion Technique: placement, control, precise and strong completion of movement
- *Hip Hop* - Groove and quality of authentic hip hop/street dance style
- *Jazz* - Continuity of movement and quality of style, extension and presence/carriage

Skill Execution

Judges will consider the individual dancers' ability to execute appropriate level skills with correct placement, body alignment, control, extension, balance, strength and completion of movement. Judges are giving credit to the execution of the quality of the skills (the "potatoes" of the routine).

While scoring skill execution, judges should be considering:

- How do the dancers leap, turn, and perform their elements with control, strength, extension, balance, correct placement and completion of the movement?
- Is the entire group able to master the skills or just the downstage (front row) performers?
- If a team performs a specific skill, such as a turn series, credit their skill technique
- Are the dancers using appropriate posture throughout?

Movement Execution

Judges will consider how the individual dancers execute the movement and flow with strength, intensity, placement, control, presence and commitment. Judges are giving credit for the execution of the "in-between" moments of the routine (the "sauce").

While scoring movement execution, judges should be asking:

- What is their overall movement besides the skills and elements that they perform?
- What are the quiet movements between combinations in a routine?
- How are the connections between the skills executed?
- What is the "special sauce" they use to spice up their routine between their combinations, skills and athletic movements?
- How completely do the dancers move with intensity and presence during the dance piece overall?
- How the dancers move their arms from one position to another?
- How they move/locomotor from one combination/transition to another?

PERFORMANCE CHEER COMPARATIVE SCORING SYSTEM – CHEER ABILITIES

Adaptive Abilities vs Special Olympic/Abilities Divisions

The Special Olympics/Special Abilities and Adaptive Abilities/ParaCheer are divided as:

- **Special Olympics/Special Abilities** has a focus on those with intellectual impairment.
- **Adaptive Abilities/ParaCheer** has a focus on those with physical and sensory disabilities.

Special Olympics/Abilities performance cheer teams usually have support athletes who are on the mat with the participants during their routine, to aid them in executing the skills or to guide them through the routine. Adaptive Abilities / ParaCheer is a separate division to Special Olympics and focuses on creating an opportunity for athletes who have physical limitations, utilising the assistance of their team-mates in order to provide adaptations/support that make it possible for them to participate in all elements of the routine.

The intention is for all those involved in the Adaptive Abilities/ParaCheer teams' performance to be scored as part of the team, so all adaptations and assistance needed by any athlete with an impairment has to come from another team member and not a support athlete.

Scoring

All performance cheer abilities teams will be scored on the Cheer Canada Dance scoresheets.

Body Centric Language & Judges Comments

- Speak encouragingly and celebrate the accomplishments of the team.
- Avoid the use of body centric language in scoresheet comments. Do not ask the athletes to perform something they may not be capable of just as you might with different age groups.
- Always use person-first language and do not describe an athlete by the features of their disability.
- Ensure comments are age appropriate. Ex: avoid descriptors such as "cute" or "buddy" or "so sweet" beyond the appropriate age group.
- Avoid acknowledging athletes with disabilities as inspirational simply because they have a disability. Calling an athlete or team "courageous" or "inspiring" for simply doing the same skills as all other teams can be patronising. They are here to compete, like all other teams and are seeking the same descriptors of their performance.
- Many of your classic “go to” judges’ comments may not be suitable for athletes with physical impairments.
- Comments such as “straighten your arms” or “point your toes in jumps” may be seen as unhelpful if it’s impossible for the athlete(s).
- Be specific about the intention behind a movement rather than the movement itself when making comments, or avoid comments of this style all together.
- As there may be more than one athlete with a specific visible disability on the team it is preferred that other descriptors are used where possible, like the skill they are performing or position on the competition floor.

Avoid ✗	**Use ✔**
Point your toes	Be crisp and precise
Straighten your arm/leg	Show us all of your energy; extend your arm/leg as much as you can
Don’t bend your knees	The flyer for a wheelchair user may need to jump from prep to assist in height, be specific in the place you’re discussing the knee bend
Grips	An athlete may use alternative hand placements due to physical restriction

Judges' Focus

In this division, judges should focus on constructive comments and the execution of a routine, which will lead to the correct score and rank. It is a judges' responsibility to score the athletes without bias based on their abilities, and therefore scores should reflect the performance accordingly. A performance cheer abilities team should be scored with the same considerations as a traditional performance cheer team, just as a judge would score a U8 team and U18 team with the same considerations. Lowering the bar for a cheer abilities team may be considered condescending, as it can limit the expectations of judges and hurts the athletes who are capable of performing above the bar. Cheer abilities athletes are simply that, athletes! Treat them with the same standard, and respect for the sport as you would all other teams and competitors.

Additional resources can be found at:
www.inclusivesportdesign.com/resources/guide-to-inclusive-language-in-sport-for-people-with-disability