

Highlighted Items Added January 11, 2018 from Varsity updates made from November 3rd, 2017 through Jan 10th, 2018

Cheer Canada has again adopted the All Star Industry Standard Scoring System (Varsity/JamBrands/Epic). To allow for the most consistent, correct and informative scoring possible, this is a Category Scoring System whereby each judge only scores certain categories. It is recommended when selecting judges to allow them to request which sheet they would prefer to use.

Although this is a one sheet per category system, it is recommended to use 2 judges per sheet when possible. Video review and/or a range review panel are also recommended.

Although this is not **solely** a comparative system, scores **are** still relative to performances at that day's event compared to other teams in the division and/or level. Teams may notice a variance in scores from event to event (i.e. the most difficult pyramid sequence executed that day will score the highest at that event). Judges will not know what teams scored at previous events. We can only ensure that scores will be in the appropriate range. Once that is done, the actual score will be at the judges' discretion. It is suggested that judges track/note their team scores for consistency within each division at an event.

Basic Formatting Ideology: Ranges are on the score sheet to eliminate the need for additional rubrics to be referenced and/or memorized. An optional Judges' Worksheet is also included which lists count guides and options for many Level Appropriate Skills. Coaches may also use this as a tool for choreography purposes.

Since this methodology serves both coaches and judges, the scenarios, questions and instruction herein may switch between being directed to a coach or judge. Regardless, all information is important for both parties to fully understand the system.

General Overview

Body Positions:

- Lib and platform are not considered body positions.
- Body positions include: Stretch, bow & arrow, arabesque, scale, scorpion, etc.

Co-Ed Quantity:

- All Star Level 3-5 Senior Co-Ed and Level 5-6 International Open Co-Ed must satisfy this requirement.
- Does not apply for School, Recreation, Restricted Divisions, Open 4 or 4.2 divisions.
- Only the skills listed on the co-ed requirement grid will count for Co-Ed Quantity.
- Performing the same skill includes performing the same entry into the skill (toss or walk-in). Stunts may be rippled or synchronized.
- For unassisted credit, the entire skill must be unassisted, up through the actual dismount of the skill to a cradle or to the performance surface.
- Skills performed that do not meet the 4.0 requirement will result in a score of 3.5. This means that we will not be giving a "0" in this category unless there are absolutely no Co-Ed stunt skills thrown.

Co-Ed Style:

- Consists of a Base, Top Person and Spotter.
- Entry must be a Toss or Walk-in.
- Toss – Top person starts with both feet on the performance surface. Base starts with hands on Top Person's waist.
- Walk-In – Top person and Base start facing each other with one foot loaded in.
- Base must be directly under the stunt.
- Base and spotter may not be chest to chest.
- Actual base may be male or female.
- Also note – the Base & Spotter cannot change roles from initiation through to dismount

Standing Tumbling/Running Tumbling/Jumps:

- Tumbling passes and jump skills must land on feet to be considered level appropriate and receive difficulty credit (i.e. jump ¾ front flip to seat; back handsprings which land in a prone position, jumps that land on knee(s) or seat, etc. would not count).



- L1 – L5 Youth, Junior & Restricted Standing Tumbling – Same level appropriate synchronized pass cannot be used to fulfill Majority pass requirement. Clarification: If your team needs 15 passes for Most and 10 for Majority, if you do a synchronized pass with 20 athletes you CANNOT use 5 of those passes to fulfill your majority requirement.
- No skills out of RO that are ILLEGAL in L1 will count for Level Appropriate credit in L2
- No skills out of a BHS step out 1/2 turn that are ILLEGAL in L2 will count for Level Appropriate credit in L3.
- Punch front forward roll will not count for Level Appropriate credit in L4.
- Jumps within a pass will not break up the pass (i.e. Toe Touch BHS Toe Touch BHS is 1 pass in L3).
- T-Jumps are not considered a jump and will break up a pass into two separate passes.

Jumps:

- Variety means at least 2 different jumps.

Same Section:

- Single Portion of the routine where skills from a skill set (i.e. Standing Tumbling, Tosses, etc) are performed. For Tosses and Stunt/Co-Ed Quantity, athletes cannot be recycled in the same section.

Drivers – Difficulty & Technique:

- Factors that judges will consider when determining an actual score within range. These have been added to the score sheets for easy reference.

Difficulty Drivers	Stunt/Pyramid Technique Drivers	Tosses Technique Drivers	Jump Technique Drivers	Tumbling Technique Drivers
<ul style="list-style-type: none"> • Difficulty of the skill • % of team participation • Combination of skills (level and non-level appropriate) • Pace of skills performed 	<ul style="list-style-type: none"> • Top Person • Bases / Spotters • Transitions / Dismounts • Perfection • Synchronization 	<ul style="list-style-type: none"> • Top Person • Bases / Spotters • Height • Dismount / Cradle • Synchronization / Timing 	<ul style="list-style-type: none"> • Arm Placement • Leg Placement • Hyperextension / Height • Landings • Synchronization 	<ul style="list-style-type: none"> • Approach • Speed • Body Control • Landings • Synchronization

Level 1 / Level 2 Mini:

- Total possible score is out of 90 points.
- All scores will be converted to Percent of Perfection score out of 100%; then any deductions will be taken from that score.

All Star Prep / Tiny Novice:

- Stunts, Pyramids, Standing Tumbling and Running Tumbling will cap out at the LOW (4.0) range (when compared to All Star).
- Jump Difficulty will cap at 4.5 (when compared to All Star).
- All Star Prep - Tosses and Stunt Quantity have been removed from the score sheet. / Tiny Novice – Stunts, Pyramids, Tosses and Stunt Quantity have been removed from the score sheet.
- All Star Prep - Total Possible score is 80.5. / Tiny Novice – Total Possible score is out of 57.5 points.
- All scores will be converted to Percent of Perfection score out of 100%; then any deductions will be taken from that score.

Technique:

- This score is subjective and WILL vary throughout the season.

Difficulty:

- Note that the skills list/Judges worksheet has only examples of level appropriate skills; it may not cover all the possible At Level Skills.

Level 6

- All Level 5 & 6 level appropriate stunts will be considered level appropriate for scoring purposes (at least 2 different purely Level 6 skills are required to score in the high range for Stunt Skills).
- Level 5 & 6 ELITE level appropriate skills will count as Elite building skills for Stunt Quantity credit and to reach the two highest stunt difficulty ranges (All-star only).

More General Overview:

- a) Judges will measure level of participation by using the Quantity Charts (Jump/Tumble and Stunt/Tosses Chart) listed in the judges worksheets. Both Stunt Difficulty and Stunt Quantity will use the same grid now. For pyramid structures judges will go by approximately 75% for “Most” of the athletes.
- b) Choreographed VS Accomplished: **Skills must be executed** to count towards difficulty. For example, if a majority of the team is attempting a level appropriate stunt but one group does not perform the skill, they would not get credit for majority for that skill. A team will only get credit for the skill if it is performed. If a person bails/balks on a tumbling skill, it will not count as we will not assume what skill they were planning to perform. However, if a person performs the skills but then has a touchdown or a fall, they still get credit for performing the skill (in difficulty) but they may incur a deduction from the deduction judge (falls only) and it will affect the technique score.
- c) **It is the responsibility of the choreography & execution of the skills to make them clear & visible.**
- d) Points will be awarded in tenths (1/10).
- e) If **NO** skills are executed within a category, the team will receive a zero for that particular score. Judges are encouraged to discuss and confirm with the panel before giving a zero.

QUESTIONS & ANSWERS

TECHNIQUE & DEDUCTIONS

1. Will deductions affect our technique score?

Yes. This year a team will not receive a deduction for a bobble. A bobble will be reflected in your technique score of the skill that was performed.

2. Can a leap in a dance be assessed a fall like a jump?

Yes. They are treated the same as far as deductions are concerned.

3. How are incomplete twisting skills treated?

Incomplete twisting skills, whether they are in tumbling, stunts/pyramids or tosses will be assessed in the associated technique score only...they will not result in a fall deduction UNLESS the incomplete twist results in a fall (i.e. uncontrolled catch in a cradle, fall to the seat & hands after incomplete full in tumbling, etc).

4. What is a Performance Error / Unintentional Legality?

A Performance Error or Unintentional Legality Infraction occurs in a pyramid, stunt and/or toss when the skill becomes illegal due to a performance mistake. It must be evident that the routine was choreographed legally. The penalty is applied per section, not per person or group. Example: In a pyramid, a skill is started legally, but a connection is broken due to a mistake, causing the pyramid to become illegal. If the judges cannot determine whether or not the skill was originally choreographed legally, a full legality deduction will be given if it warranted. NOTE: This is Cheer Canada specific and is not included in the Varsity Scoring System.

5. How does the difficulty of the skill affect the technique score?

The difficulty of skills does not affect the technique score. In fact, it is theoretically possible to get max technique scores without doing any Level Appropriate skills. When creating your routine you should always consider whether the gain in difficulty points is worth the risk to the technique score. The moral is: DO WHAT YOU DO WELL!

6. If one of our stunts has a fall, how will this affect our technique score?

The deduction/safety judges assess deductions for falls. The panel judges will also take into consideration bobbles/falls and overall technique when determining the technique scores. The technical aspects should be scored as an overall picture of the **team's** technique and should not be guided by the poor technique of one or two individuals.

7. If a team falls out of everything, what is the lowest technique score they can get?

The lowest technique score that will be given is a 3.5. Judges can only evaluate what is executed.

8. 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 Routine Composition category.



9. If only one athlete performs a skill, how does technique work?

If only ONE athlete is performing a skill (i.e. tumbling or jumps), they can only score in the highest or lowest technique range (they either have excellent precision and form (4.5 – 5.0) or they do not (3.5 – 4.0). The mid range would not make sense as there is only one athlete.

10. I noticed that “Synchronization” is no longer listed in the technique grid. Is it considered somewhere else instead?

It has been added to the Technique Drivers for each skill set rather than in the scoring grid.

11. How do technique drivers affect the score? How are they used?

The judges will first decide which technique range a team falls under by determining how many of the athletes are executing the given skill set with excellent precision and form. Remember, to set the technique range we are only looking at the number of athletes that are doing the skill. For example, let’s pretend on a team of 20 athletes we only have 8 athletes jumping. The three ranges with numbers using our example are:

- a) Less than 50% of the athletes execute excellent precision and form = **with 8 jumpers less than 50% would be 3 or less**
- b) 50% of the athletes execute excellent precision and form = **with 8 jumpers 50% would be 4 or 5**
- c) 75% of the athletes execute excellent precision and form = **with 8 jumpers 75% would be 6 or more**

Therefore, it is the percentage of the JUMPERS that execute excellent precision and form that sets the technique range.

Once the range has been set, the judge will use the technique drivers. Every team will start at the bottom of the range. Using our example above, if 5 of the 8 jumpers have excellent precision and form the team will be placed in the MID range and have a 4.0. Now they have the opportunity to gain 0.5 points within their range in 0.1 increments.

There is a range of 0.5 in each of the 3 scoring ranges. There are 5 technique drivers for each category. This is no accident. Each driver is worth .1.

To attain a driver (meaning you get the .1), the group of people executing the skill (i.e. 8 jumpers if using the example above) must be executing the driver at an **above average/strong level**. Look at the drivers again:

Stunt/Pyramid Technique Drivers	Tosses Technique Drivers	Jump Technique Drivers	Tumbling Technique Drivers
<ul style="list-style-type: none"> • Top Person • Bases / Spotters • Transitions / Dismounts • Perfection • Synchronization 	<ul style="list-style-type: none"> • Top Person • Bases / Spotters • Height • Dismount / Cradle • Synchronization / Timing 	<ul style="list-style-type: none"> • Arm Placement • Leg Placement • Hyperextension / Height • Landings • Synchronization 	<ul style="list-style-type: none"> • Approach • Speed • Body Control • Landings • Synchronization

When a judge is looking at the drivers, they should think of them like this example:

Jump Technique Drivers	BA	A	AA
• Arm Placement		√	
• Leg Placement			√
• Hyperextension/Height			√
• Landings	√		
• Synchronization		√	

BA = Below Average A = Average AA = Above Average

For the drivers, judge’s should assess ALL of the athletes performing the skill (**8 in our example**) and determine if as a whole they are below average, average or above average (strong) in each of the drivers listed. If they are Above Average, the judge will award a .1 for that driver. In our example above, the 8 jumpers were above average in leg placement and hyperextension/height so they were awarded two drivers (.2) and earned a total jump technique score of 4.2. It’s important to note that drivers can only ADD to a score...they cannot negatively affect a score. A judge should not look at the team above and decide to give a 4.1 because their landings were below average...below average and average scores do not “cancel out” above average drivers.

The technique drivers are on the score sheet. If a team earns a driver, the judge should check mark or circle the drivers that were **earned** so the team knows which drivers they were awarded and which drivers they need to work on:

Jump Technique Drivers
<ul style="list-style-type: none"> • Arm Placement • Leg Placement ✓ • Hyperextension / Height ✓ • Landings • Synchronization

12. Can you be more specific on the each of the drivers? What is considered?

Here is a break down of each of the category drivers with a little more detail as to what judges may be looking for/assessing:

Stunts & Pyramids Technique Drivers:

- Top Person: Body lines/alignment, position, flexibility, stability in the stunt, technique used
- Bases/Spotters: Position (bases close together, strong load and stance, etc), spotter engagement (actively involved, pulling up on stunt, making sure everyone is working together, etc), control, technique used
- Transitions/Dismounts: Connection of skills, transitions, how well they are performed, how well they caught the top person, control of arms, absorbed with legs, technique used
- Perfection: Not necessarily looking for a perfect stunt...but rather no obvious mistakes (which could include deductions) and no obvious bobbles. If you have falls, mistakes or bobbles you would not be able to achieve the perfection driver.
- Synchronization: Timing, load, skill & catch/dismount all executed on the same counts, driving up at the same time.

The Jumps Technique Drivers:

- Arm Placement: Alignment, uniformity of angles, where are the arms in the approach, when you hit the jump, everyone has to be at the same place, sharp, tight precise and controlled.
- Legs Placement: Pointed toes, straight legs, hip placement/rotation (at least with knees facing ceiling), legs are at level (i.e in a toe touch Legs are parallel to the ground).
- Hyperextension/Height: Anything that exceeds parallel is hyperextension; Good height of jump
- Landings: Feet together, knees together, knees not bent past 90 degrees/not crouched, consistency of placement of upper body/chest position, uniformity of landing technique
- Synchronization: Timing/Counts, approach, skill and landing are synchronized / all jumps executed on the same counts, does not look like popcorn popping

The Tumbling Technique Drivers:

- Approach: Entry into the tumbling skill, power of the hurdle, extension, sit/swing
- Speed: Speed of each skill, seamless connection of skills and body positions, control as well as a whole, speed consistent throughout the pass or building speed through the pass (not losing speed)
- Body Control: Body line in a skill, position, control of core
- Landings: Finishing of skills, feet together, position of upper body (consistent form), strong controlled landing
- Synchronization: Timing/Counts throughout pass(es) (from approach through landing)

The Tosses Technique Drivers:

- Top Person: Load in position, body lines, arm/leg control, technique of skill
- Bases/Spotters: Load position, spotter engagement, explosive power, control, technique used
- Height: Above average height of a Toss, Explosive power
- Cradle/Dismounts: Control, how well they caught the top person, control of arms/legs, absorbed with legs
- Synchronization/Timing: Timing of toss, executed on the same counts, going up at the same time; load, skill & catching at the same time

STUNTS

- To count for Most of the team doing a level appropriate skill, do all of the skills have to be the same? For example, in Level 4 (a team of 20) if we have two groups perform double downs from extension and two groups perform a pancake transition from prep level at the same time, will we still get credit for doing “most” of a level appropriate skill or will it be considered less than majority of two skills?**

The only requirement is that you show most of the team participating in a level appropriate skill for Stunt Difficulty. They do not have to be the same skills. Yes, you should get credit for doing most of a level appropriate skill. However, note that for Stunt Quantity the Elite Building Skill must be the same skill for credit in that category.

- Are Stunt Difficulty and Stunt Quantity BOTH using the Stunt / Toss Quantity Chart now?**

YES! This is a big change from the last couple years.

- What do you mean by “2 (or 3 or 4) different level appropriate skills performed by “most of the team” on the stunt difficulty rubric?**

Stunts are now cumulative in terms of determining the difficulty range. If you have a team of 16 athletes, Most = 3. To get into high range you need 4 different level appropriate skills, two of which are elite level appropriate. Therefore:

$3 \times 4 = 12$ Level appropriate skills...6 of which have to be elite level appropriate for high range. At least 4 different skills have to be performed...2 different elite level appropriate and 2 different level appropriate.

Let's consider another team example to clarify how this is counted:

A level 3 team has 20 athletes. To get into high range on the all star score sheet they need 4 different level appropriate skills at Most and 2 of them have to be Elite Level Appropriate. They need 4 stunt groups to be “Most”.

LA = Level Appropriate Skill ELA = Elite Level Appropriate skill

$4 \times 4 = 16$ stunts minimum. At least 8 have to be ELA.

Example #1	Example #2	Example #3	Example #4
a) 1 extended 1 leg stunt (LA) b) 1 Full up to Prep 2 Leg (LA) c) 1 suspended front flip (LA) d) 1 thigh to prep level tic tock (lib to lib) (LA) e) 1 downward inversion from below prep level (BWO out of cradle) (LA) f) 2 full down from prep (LA) g) 1 Log Roll (L2) h) 4 full up to prep level body position (ELA) i) 4 Ball up to prep level body position (ELA)	a) 2 inversion from ground to extended 1 leg (ELA) b) 6 Ball up to prep level body position (ELA) c) 2 extended 1 leg (LA) d) 4 Full up to Prep 2 Leg (LA) e) 4 suspended front flip (LA)	a) 2 Full up to Prep 2 Leg (LA) b) 1 Suspended Front Flip (LA) c) 1 Thigh to Prep level tic tock (lib to lib) (LA) d) 4 inversion from ground to extended 1 leg (ELA) e) 4 extended 1 leg (LA) f) 4 Ball up to prep level body position (ELA)	a) 4 Downward inversion from below prep level (BWO out of cradle catch) (LA) b) 4 Extended 1 leg stunt (LA) c) 4 inversion from ground to extended 1 leg (ELA) d) 2 Ball up to prep level body position (ELA) e) 2 Full up to prep level body position (ELA)
NO does not hit high range	NO does not hit high range	YES hits high range	YES hits high range
Does not have enough level appropriate skills to be considered “Most” of 2 different. Note that G is a level 2 skill.	WHY? Team did most of 1 ELA skill (6) but did not do most of a <u>different</u> ELA (2). They would need to add 2 more stunt groups doing an ELA skill that is different than Ball up to prep level body position somewhere in the routine. They could both be doing the same ELA as a) above; or they could do something different...but they cannot do the ball ups to extended 1 leg again.	WHY? $A+B+C = 4$ LA $E = 4$ LA $D = 4$ ELA $F = 4$ ELA $= 16$ stunts Meets range requirement	WHY? $A = 4$ LA $B = 4$ LA $C = 4$ ELA $D+E = 4$ ELA $= 16$ stunts Meets range requirement

- What qualifies a skill as “different”?**

As long as a skill is not technically the same as another skill (uses different skill sets/techniques by the group) it will qualify as a different skill when applying the following guidelines. For example: A level 1 team could do shoulder stands and later do preps. Although these are both “Two leg stunt at prep or below” they will qualify as two different

skills because the skill set/technique of the skill is different.

- For twisting skills at Level 5, there needs to be at least a half twist difference. So a 1½ up and a double up are two different skills, but a 1¾ up and a double up are not different enough.
- Based on that same logic, you would need at least a ½ twist difference in a body position to body position tic toc to make it different enough.
- To get into range, dismounts will only be categorized as either from a 2 leg stunt or from a single leg stunt at each height. For example, a cradle from an extended lib in Level 3 would not be considered “different” from a cradle from an extended heel stretch.
- To get into the range, straight up and straight down stunts will only be categorized as either 2 leg or single leg at each height. For example, a straight up to extended lib in Level 3 would not be considered “different” from a straight up to extended heel stretch.
- The difference of skill (degree of twist, etc) and where it lands makes it different. Note however, whether it begins at floor level or waist level is not enough to make the skill different.

More examples:

- Level 1: A team could do fake tic tocks below prep level and later do pendulums. Both would be “Transition Maintaining Contact with at least One Base” but they are different skills.
- Level 2: A team could ½ up to Prep and later ½ up to Extension. Because they are going to different levels they would be considered different skills.
- Level 3: A team could do back walkover out of cradle catch and later do forward roll out of prone position and they would get credit for two different skills.
- Level 4: A team could do double down from Prep and later do double down from Extension. Because they are coming from different levels these would be considered different skills.
- Level 5: A team could do double down from scale and later do kick doubles from stretch. These are both coming from the same level however the kick in the second dismount example makes them different skills.
- Level 6: A team could do front ¾ cradle and later do back tuck cradle. These are both examples of “Free Flipping Dismounts” but are clearly different skills, which would both receive credit.

5. If we’re doing two “at level” elements within one skill does it qualify for 2 different skills (i.e. twisting low to high tic tocks in level 5)?

No. This will be considered 1 skill however the difficulty of the skill should be considered within the range.

6. Please explain Stunt Quantity...where does the number score come from?

The score is based on the number of stunt groups used to perform any Level Appropriate/Elite building skill. Quantity must be performed at the same time. All groups must perform the same skill, including the same entry to the skill. There is no range, only a solid score (4.0, 4.2, 4.4, 4.6, 4.8 or 5.0). See the charts on the Judges Worksheet. Since Stunt Difficulty and Stunt Quantity are using the same quantity chart now, a team that attains the MID range of 4.0 – 4.5 in difficulty will also get a 5.0 in stunt quantity AS LONG AS your 1 elite skill adheres to the guidelines above (same time, same skill, same entry).

7. How does the technique used effect Stunt Quantity (i.e. full ups and double ups, tic tocks)?

The skill may utilize a variety of grips and still count as an elite skill if the required rotations/releases/body positions are hit in a clearly continuous manner.

To be counted as a tic tick, it has to be a pop and switch, with the initial foot being replaced under the centre of gravity of the athlete by the second foot. **In order to give elite credit, at the initiation of the skill, no one can be holding under the foot on which the top person is switching onto. It is acceptable for a base/spotter to be holding onto the ankle in order to ensure that USASF rule: “Stunts D” is followed during the tic tick in levels 1-3. Legal skills that do not adhere to this stipulation will receive level appropriate credit instead of elite.**

8. Which co-ed teams will be scored on the stunt quantity grid instead of co-ed quantity?

Only ALL STAR senior co-ed level 3, 4, 5 and International Level 5 & 6 co-ed teams will be scored using CO-ED QUANTITY. School teams, Junior co-ed, Open co-ed 4, any 4.2 co-ed (Senior Open or IO), restricted 5 co-ed and ALL other teams will be scored using Stunt Quantity.

9. There are skills that can be performed in each level that are technically harder to do in comparison to what is listed on the Elite Level Appropriate list. Will a team get credit for Stunt Quantity if they perform a harder skill that is not listed?

No. A team will need to perform one of the skills listed on the Elite Level Appropriate skills list for stunt or co-ed



quantity credit. Teams will be rewarded in stunt difficulty for performing an additional level appropriate skill that is not listed as Elite.

10. Will the 1 skill that my team performs for stunt or co-ed quantity count towards my difficulty score as 1 of my 4 skills required to meet the minimum requirement for the MID/HIGH range?

Yes, your stunt quantity can also count towards 1 of the 4 different level appropriate skills needed. In order for the co-ed quantity to also count for stunt difficulty range placement it must be a level appropriate skill.

11. Does a drop affect the stunt quantity?

Possibly. If you choreographed exactly the number of stunts you need for your range but one skill is missed, you would drop down to the next appropriate range. If the group hits and then falls, the team will receive credit for the skill, but will also receive a deduction for the fall.

12. I see on the Stunt Quantity Chart that the numbers are based on 4 person stunt groups (3 person groups for Co-Ed Quantity). Does the number of skills required change if we use less than 4 people per group? For the Cheer Canada Scoring System, the Stunt / Toss Quantity Grid AND Co-Ed Quantity grids are solid grids that do not change. For a team of 20 athletes, whether you choose to use 2, 3, 4 or 5 athletes per group, you will need 4 groups to be considered Most . This may or may not be scored differently at events outside of Canada or with independent event producers. Please contact your event producer to be sure.

13. I coach an all girl Senior Level 3 team of 10 athletes. As long as we put up a level appropriate stunt, our lowest score in stunt quantity will be 4.4. If we put up one Elite level appropriate stunt we will automatically get a 5.0...correct?

Yes, you are correct.

14. Will Youth 5, Junior 5 and Senior Restricted 5 teams have their own list of Elite Stunting skills to use for quantity?

Yes, again this year they have their own list.

15. How does the Coed score work and how do I get a score? What if I am not a coed team?

The Coed score will only pertain to teams competing in the All Star Senior Co-Ed Level 3, 4, and 5, and All Star International Co-ed Level 5 and 6. If a team is Coed, they will not receive a Stunt Quantity score. Rather, the Stunt Quantity score will be replaced with Coed Quantity.

Although divisions should always be split, if for some reason a Senior/IO Co-Ed team is combined with an All Girl division, Coed teams will still be scored on Coed Quantity. There is no range, only a solid score (3.5, 4.0, 4.2, 4.4, 4.6, 4.8 or 5.0). The COED QUANTITY CHART determines the number of skills/groups required depending on the number of MALES on the team. However, the bases of the skills performed may be male or female. The difficulty of the coed skills performed will be assessed and rewarded using the COED DIFFICULTY GRID. Coed stunts must be performed at the same time (synched or rippled) with the same entry and skill to receive credit. Unassisted skills must be completely unassisted from start to finish (through to the actual dismount to a cradle or the performance surface) to receive credit as unassisted (i.e. a spotter may not make contact until the catch of a cradle or dismount to performing surface). See chart in the Judges Worksheet.

16. If my level 5 team is required to have 2 coed stunts for the 5.0 and both boys attempt to perform a Toss 1 arm Cupie, and 1 sticks and the other hits and then falls, what will my score be?

The team would be rewarded the 5.0, but then given a deduction for the fall.

17. Using the same requirements as before, but 1 group performs Toss 1 arm Cupie and the other does Toss hands, what would the score be??

The team would receive a 4.0 for the unassisted toss to hands. (It is assumed that the boy performing the Toss 1 arm Cupie can do the skills preceding it on the list. Thus, both boys are capable of performing toss hands.)

18. Using the same requirements as before, but 1 group performs Toss 1 arm Cupie and the other doesn't get off the ground, what would the score be?

The score would be a 3.5. It is highly suggested that teams only put skills in that they have mastered.

19. Does a coed team need to perform multi-base stunting skills?

A coed team is required to perform a coed skill for quantity; however, stunt difficulty score will be rewarded based off of the stunting skills that most of your team performs. It is the coaches' decision if they would prefer to include single-

base or multi-base stunts in the routine in attempt to increase stunt difficulty. Both will count.

- 20. If a spotter steps in and briefly touches the coed quantity skill will that be considered assisted or unassisted?**
Assisted. If a spotter touches the coed stunt at any time (initiation of the skill, during the transition up, settling or stabilizing skill at the top) for any period of time, the skill will be looked at as assisted. Also note, if the top person touches another stunt or top person, the stunt will be considered assisted (i.e. the flyer cannot hitch to a shoulder sit and still be considered unassisted, etc).
- 21. Can a coed team perform a different entry into their coed stunt other than toss or walk-in?**
No. Teams can only do a toss or walk-in for coed credit. If a team performs a different entry, credit for that skill will be given in stunt difficulty.
- 22. Can a coed style toss have a “turbo”/another base assisting on the toss?**
Yes, however this skill would only get credit as assisted. Coed style refers to a single base directly underneath the stunt, holding the weight of the stunt and not sharing the weight. The base is typically facing forward (not facing a partner base). This base may receive assistance during the “toss” from another base/spotter, but the main base in a coed style toss must release the top person in order to still be considered a coed style toss. Ensure you are also following the guidelines set on page 1 of this document under “Co-Ed Style”. Note: the assist cannot be under the foot or they are considered a base. Also note that for toss skills the flyer must start with both feet on the floor.
- 23. What is considered a ‘walk-in’ for the Coed Stunt Quantity grid?**
A walk-in is a load into a stunt from ground level where the flyer typically steps into the hand(s) of the main base and is lifted into the stunt. The main base in a walk-in coed style stunt does not release the top person. Ensure you are also following the guidelines set on page 1 of this document under “Co-Ed Style”.
- 24. At the top of the Level 5 Coed Quantity Grid it says “Toss OR Walk in”. But for a score of 5.0 it only says “Toss 1 arm” and “Toss Full Up”. Does this mean that in order to receive a score of 5.0, a walk up 1 arm or Full Up would not count?**
That is correct.
- 25. We are playing around with an unassisted full up heel stretch, originating from a shoulder sit (not released). In Level 5, would this count for the 5.0 Coed Quantity?**
No. You would need to toss it from the ground in order to get credit in this specific category.
- 26. On the Elite skills list a toss extended 1 arm stunt is labelled as a level 5 coed style level appropriate stunt; however, it can be performed in level 4. Will a level 5 team get credit for stunt difficulty if most of the team performs an unassisted toss extended 1 arm stunt?**
Yes. An unassisted toss extended 1 arm stunt will not only receive coed quantity credit in levels 4 and 5, but it can also be counted as 1 of the 4 required level appropriate skills for stunt difficulty in levels 4 and 5. This skill is an exception on the level appropriate document because of the difficulty of the skill.
- 27. If we decide not to put in any Co-Ed skills for our Co-Ed team our minimum score will be a 3.5 anyway, right? No**
that is not correct. If you do not perform any Co-Ed skills you will get a ZERO. If you perform a co-ed skill but it does not meet the minimum 4.0 requirement (i.e. not enough groups, etc) you will get a 3.5. Note that the co-ed skill must match the 17/18 definition of co-ed style (on page 1). If no skills match the definition, a zero will be given for the category.
- 28. We had 5 Level Appropriate building skills and the other team only had 4. Why is their Stunt Difficulty score higher than ours?**
Your actual score within the range is a reflection of the overall difficulty of the stunting throughout your entire routine and in consideration of the difficulty drivers.
- 29. How are judges going to be determining if something is creative?**
This category will be based on unique, visual and innovative ideas both level and non-level appropriate. This score will not be determined based on the difficulty of the skills performed, but the creative way in which they were performed. Judges will be considering the entry, stunt and dismount of each stunt sequence to determine what ratio of the skills incorporate creativity (less than 50% or more than 50%). The 50% or less than 50% are applied loosely here...judges should not get caught up with specific numbers.

- Combinations of skills with visual transitions are good examples of creativity. These can include both at level and non-level appropriate skills.
- Can include the entries, transitions, dismounts and other lifts throughout the routine.
- Does not have to be original or something you've never seen before. If it was creative and visual in the fall, it should still be scored as creative at the end of the season in the spring.
- Note that arm motions/choreography of the flyer is NOT building/pyramid creativity.

PYRAMIDS

1. A team does not get credit for performing a skill more than once. How much variation is needed for the skill to be different?

If there is a legal variation to any part of the skill it is different. Examples used: In a level 4 pyramid both flyers start from sponge and land in a cradle, but one does a braced front flip and the other does a braced back flip, the team would have performed 2 different skills.

2. If my entire team is in a structure and then a majority of my group's sponge down and only 2 of my groups perform a level appropriate dismount, will I receive credit for the skill in pyramid or stunts?

If the dismount from the pyramid structure performed is level appropriate, you will get credit for the skill in pyramid difficulty. 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 it. 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.

3. What percentage of athletes need to perform pyramid skills and why are there two requirements for most of the ranges?

For Pyramid Difficulty, teams will be scored on level appropriate skills performed in pyramid sections throughout the routine. Only ONE (1) group in a pyramid sequence needs to perform the level appropriate skill to get credit but keep in mind that again, skills/transitions must be 'different' and repeating skills will not count more than once towards range. Actual score within the range will be derived from ALL skills in the pyramid(s) and the drivers.

Teams must include structures in their pyramid sequence(s) (connected/attached skills as a "picture moment") and structures must be held for at least one count. Most of the athletes must be involved in the structure. NEW: The Stunt and Toss Quantity Chart is what will be used to determine "most" in the structure. If most for your team size is 3, that means that 3 connected stunt groups have to be included in the structure to be considered as Most. The structure does not need to be level appropriate. Structures accumulate throughout the routine.

Clarification: If a structure is **At Level**, it may satisfy both requirements (level appropriate skill and structure). For example: It **IS** possible to satisfy requirements of the high range with only 4 skills total. Example: In level 1, a team may perform a braced extension pyramid (at level skill AND structure), a braced 1 leg at prep level pyramid (at level skill AND structure), and two different transitional skills to satisfy the high range requirements (as long as the structures are executed by most). Note that this gets more difficult to achieve in higher levels where **at level** structure types are more limited.

TOSSES

1. How many tosses do I need to do in a routine and what requirements do I need to meet?

Tosses are a solid score and do not have ranges. The number of tosses needed for any given score is based on the number of athletes on the floor. Use the Stunt / Toss Quantity Chart to determine how many tosses will be required for your team size.

For the 4.5 score, the tosses may accumulate in the routine (can recycle athletes). That means you could have 1 group tossing multiple times throughout the routine to add up to Majority.

For the 5.0, you cannot recycle. Tosses have to be in the same occurrence to count as majority. Tosses in one occurrence do not all have to be the same body position; they just have to be level appropriate. Ripples that clearly show participation level can be considered as majority.

2. If I have a team of 20 kids, is there an advantage to throwing 4 tosses over 3 tosses?

No. The toss difficulty score would be the same. With 20 athletes you only need 3 tosses to get the 5.0. However, there are 2 things to consider when making this choice.

With it being so easy to attain the highest range, the separation between teams will come from the technique score. One argument is to pick your three best tosses and don't do any extra; as any additional creates room to lose points in technique.

However, adding an extra toss may add in some extra "insurance"...if one toss is not executed (example: someone doesn't make it to the spot, etc); having 4 tosses planned will ensure that you still have majority and can attain the highest difficulty range.

Your choice will depend on the ability and technique of your athletes. If you have 4 groups that have perfect technique, maybe the insurance is worth it. If you only have 3 groups that have perfect technique, best not to use the extra because the "insurance" may not be worth the drop in technique scores. However, you may also want to have one of those 3 groups do a toss somewhere else in the routine. That way, if for some reason one of your three tosses is not executed, you will only drop to the mid range, not the low range. Additional tosses may also be considered on the Overall score sheet.

3. If we have an incomplete twist in a toss, will this be a fall deduction, legality deduction or assessed in technique?

The answer depends on how the toss comes down and is caught. If it is unsafe/uncontrolled then yes, a fall deduction would be applied. However, if it is caught safely, this will be considered in the technique score this season.

JUMPS

1. How do we qualify for the max score in Jumps? *See #5 for extra info on Prep and Novice**

Jumps are a solid score and there are no ranges. In order to receive the highest score, most (roughly 75%...use chart) of the team needs to perform 3 connected advanced jumps (or 2 connected advanced jumps plus 1 additional advanced jump at Most. Must include variety and must be synchronized. For example, if a team performs a synchronized: toe touch, , right hurdler, toe touch – they would receive the max score. If a team performs a synchronized: pike, hurdler, toe touch – they would also receive the max score. If a team performs a synchronized: toe touch, toe touch, toe touch, they did not show variety and would drop to a 4.0. Note: Performing jumps in a ripple would drop the score down to 4.0 since the jump(s) are not synchronized. Being "synchronized" here means it MUST BE THE SAME JUMP. You cannot have some doing a pike jump and others doing a toe touch and have that count.

If participation is less than "Most", the score given will be 3.5. The additional jump must also be done by MOST. No jumps = 0.

Jumps have to be in the same occurrence to count as most. A team cannot have a few athletes perform jumps at the beginning of the routine and a few athletes later in the routine and have them count as most. They do not accumulate. Clarification: The preceding point refers only to satisfying the participation percentage (most). As long as it meets the requirement (most) the additional jump can be done in a different section of the routine.

- Teams must perform the required skill set or they will be given a lower score. Teams performing only basic jumps will score a 3.5.
- In order to get credit for connected jumps, the elements must be in immediate combination (whip approach...no prep in between). The landing of first jump is the set of the second jump (i.e. you have to rebound into jumps). Generally if it takes more than a count, then it is not considered a connected jump.
- Jumps connected to tumbling can be used to satisfy the jump requirements (i.e. the jump in a jump/tumbling combo can be the 1 additional jump required in the highest range as long as it is a synchronized advanced jump performed by most of the team).
- Jumps are a solid score (no range), therefore separation between teams will be driven by technique scores.
- Jumps must land on feet to be considered Level Appropriate.

2. What jumps should I perform?

Connected advanced jumps (double, triple, quad, etc) must consist only of advanced jumps. A "Tuck, Toe Touch" will be considered a single advanced jump, not two connected advanced jumps. Jumps that can be done left or right (or front/side) can be considered two different jumps for variety.

Basic Jumps = Spread Eagle, Tuck Jump

Advanced Jumps = Pike, Right/Left Hurdlers (front or side), Toe Touch, Double 9, Around the World, etc

When determining “advanced” vs “basic” jump **difficulty**, the technique of the jump should not be 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) they should receive difficulty credit for it being an advanced jump. They will be scored on the technique of the jumps separately.

3. If a team is doing 2 + 1, does the extra jump need to be in the jump sequence or can it be somewhere else in the routine?

It can be somewhere else in the routine. Example: It is acceptable for teams to use their single jump as part of their jump/tumble combination, and then later do an additional 2.

4. Does a team that performs 3 different jumps have an advantage over a team that performs a double toe and a pike?

No. Both teams will receive a max score for difficulty. The team that performs the most technically sound jumps will score the highest in technique. It is in the team’s best interest to perform their two best types of jumps in a 2 + 1 or a 3 whipped jump sequence.

5. What are the differences for Tiny and Mini All Star, Prep and Tiny Novice?

- Tiny and Mini All Star teams do not have to connect their jumps with a whip approach.
- Prep and Tiny Novice teams will cap out at the 4.5 range (most of the team performs 2 advanced jumps and they do NOT need to be connected by a whip approach).
- Variety is NOT required for highest ranges for Tiny & Mini All Star, Prep and Tiny Novice divisions.

TUMBLING

1. Are there skill caps for tumbling?

There are no skill caps this year therefore percentage of team participation may affect your score within a range.

2. Is a Jump ¾ front flip considered level appropriate?

No. Tumbling passes must land on feet to be considered level appropriate (i.e. jump ¾ front flip to seat; back handsprings which land in a prone position , etc. would not count as level appropriate passes). <- This is not new...it was already on page 1 of the methodology but we added here for easier reference.

3. In running tumbling – how many passes do I need to have my athletes perform to score well?

The running tumbling ranges dictate the participation percentage (majority/most, etc) of level appropriate passes (or Elite level appropriate passes for level 5 and 6) required to be performed to get into any particular scoring range. The number of passes required for any given range depends on the number of athletes on your team. Synchronizing passes is not required for running tumbling, however, synchronized passes are more difficult and may affect your score within your range.

As a coach you will need to decide if synchronizing passes make the most sense for your team. They have the potential to boost your difficulty score, however, if your synchronized passes are not on timed well, you may end up with a lower score in technique and not get credit for the synchronization.

4. You keep stressing pass rather than skills – why and what does that mean?

Tumbling will be judged based on level appropriate passes within the routine rather than skills. For example, if a L4 athlete performs a punch front, round off, back handspring, whip, back handspring, whip punch layout step out...the team would receive credit for doing one level appropriate pass rather than doing four level appropriate skills. The difficulty of the passes (additional skills, specialty skills, etc) will be considered WITHIN the range only.

The standing tumbling pass begins when the athlete starts the first skill, and the pass ends when the athlete pauses or stops. It doesn’t matter if the athlete performs 1 skill or multiple level appropriate skills within the same pass. It will only be counted as 1. If a team is looking to receive credit for 2 passes, they must STOP after the first level appropriate skill/pass...PAUSE (or take steps)...and then continue with a second pass.

Other considerations:

- Jumps DO NOT break up a pass for panel judge scoring. So Level 3 standing BHS, Toe Touch, BHS will be ONE

- standing tumbling pass (unless it splits the pass into a running pass and a standing pass)
- T-Jumps are not considered a jump and will break up a pass into two separate passes.
 - Bounce back passes in running tumbling that tumble to a corner and rebound /bounce back from the corner will be counted as ONE pass. The difficulty of the pass would be considered in the range. However, if there is a clear stop and pause, and then a new pass begins that would be counted as 2 passes.
 - Passes that switch direction are two different passes. I.e. Level 3 BHS BHS RO BHS Tuck will be 1 standing pass and 1 running pass.

5. Are level 1 skills connected to a round-off now considered level appropriate for Level 2?

No. With the new rule changes, level 1 teams are no longer permitted to connect a walkover (or any other level 1 skill) to a round off. By definition, this automatically makes the pass a level 2 skill. However, as this was flagged as a safety concern, we do not want to encourage level 2 athletes to do these potentially dangerous combination skills by giving them credit as level 2 skills. In doing so we would also be encouraging level 2 athletes to work on level 1 skills...which would be backwards. Therefore, a round-off in combination with a level 1 skill (walkover, roll, cartwheel, etc) will only be considered within the range as a non-level appropriate skill for level 2.

Level 3: This also applies for twisting after a back handspring step out (now illegal in level 2)...this would NOT be an at level skill for level 3 (unless the pass included a level 3 skill).

Level 4: Punch front forward roll will not count for Level Appropriate credit in L4

These decisions were made in discussion with many Canadian event producers. We have not heard what every US event producer intends to do with these scenarios, therefore, we cannot predict what will happen if you compete outside the country.

Below is a list of 2017-2018 tumbling rule changes per level that will adjust how you score/what you put in your routine (added for easy reference):

Level 1: No tumbling is allowed in immediate combination with a round off. Therefore, passes like Round off BWO are no longer legal. They must have a clear stop between the skills. This would make them two passes (1) round off STOP (2) BWO...because they are not permitted as one pass. Note: This makes the BWO a standing pass.

Level 2: BHS Step out can only twist if feet come back together first. So they cannot step out directly into another skill. For example, RO BHS Step out RO BHS would now be illegal unless they step feet together first. The step together pause between the skills would also split this into two passes.

Level 3: No tumbling is allowed out of a flip or aerial. Therefore punch front forward roll is illegal.

Level 5R: Front handspring front full is now LEGAL

Just to reiterate...due to these rule changes:

- No skills out of RO that are ILLEGAL in L1 will count for Level Appropriate credit in L2
- No skills out of a BHS step out 1/2 turn that are ILLEGAL in L2 will count for Level Appropriate credit in L3
- Punch front forward roll will not count for Level Appropriate credit in L4

6. Do Passes accumulate?

Both Standing and Running Tumbling passes will accumulate throughout the routine. However, the synchronized pass required for the two highest ranges in Standing Tumbling* are not cumulative and therefore must show the required participation level (i.e. majority/most, etc) during one occurrence. Therefore, on a L4 team of 20 you can have 1 kid do 10 level appropriate standing passes throughout the routine to get into the 3.5 – 4.0 range. This could also be attained by 10 different athletes performing 1 level appropriate pass. However, the next range up (MID) would require 15 (most) athletes performing the same level appropriate pass, synchronized from initiation to get into Mid range. The High range would require both of these scenarios (Most of team performs the same level appropriate pass, synchronized from initiation AND Majority of the team performs and additional level appropriate pass . *Synchronized pass is not required for Prep, Novice or School Divisions).

For School Teams Only: Both Standing and Running Tumbling will accumulate together throughout the routine. The participation expectation for school teams is lower than that of All Star teams for any given range. See school score sheet.

In level 5 and 6, the requirements for difficulty ranges are different. This only applies for level 5 and 6 divisions that are at Worlds (does not apply for Levels 1-4, any partial division (4.2, 2.0, etc), Level 5 Restricted, Youth 5 or Junior Level 5 or school divisions. Elite level appropriate passes can be found in the judges' worksheets.

7. How many specialty passes does my Level 3 team need?

Specialty passes are not required to get into range however they may affect your score within the range.

8. What will be more difficult for Level 5: Whip through to full or double?

This is the determination of the judge. Twisting comes easy for some athletes and connecting more skills is easier for others. How many athletes are performing the skill with great technique? Suggestion is to determine what passes are the best passes for your kids and to show variety amongst your team. It shows depth of the ability of your team. How many athletes are performing the elite passes, what the elite passes are and if any of the passes are synched, could affect your score in regards to difficulty.

9. I have 10 athletes on my Level 5 worlds team. For standing tumbling it says "most of the team performs an elite level appropriate pass in the same section"...it doesn't say "synchronized" like it does for levels 1-4. Can I satisfy this requirement by:

a) Having 5 athletes do standing fulls and then have the same 5 athletes do series to full...would this add up to 10 elite passes in the same section? Yes, as long as no other type of skill is being performed by those athletes in between the two different passes.

b) Having 10 separate athletes doing the same skill rippled? Yes, that can count as well.

c) Having 10 separate people doing different elite skills (ie. 4 standing fulls and 6 OTHER PEOPLE doing series to fulls)? Yes, this can count as well.

10. Does a Restricted 5 team need to perform Elite tumbling passes?

No. Elite passes are only required for worlds eligible teams (however, level appropriate elite passes could drive your score within a range.)

11. Can a team recycle kids to meet running tumbling minimum requirements for a range?

Yes. Running tumbling is cumulative throughout the routine. The number of passes performed will be added up to determine which range the team should be scored in. However, only having few members of your team perform passes could affect your score within the range.

12. For Level 5 and 6 Elite Level Appropriate Passes – Can we do passes that are not listed? Will Level 6 Passes be considered elite? Yes. This is different than elite stunts for quantity and difficulty scores. For L5&6 Tumbling, Anything more technically difficult than the passes listed as NON-Elite level appropriate, would be elite level appropriate. Note - Changing the number of jumps or simply combining non-elite level appropriate passes together is not enough to make them Elite. For example:

a) Front Walkover, Front Walkover, Round Off BHS Full would not be considered Elite. This is still just low level skills (level 1 and 2 skills) connected to a full.

b) However, Round Off BHS Whip to Full BHS Series Double Full would be considered Elite even though it is not specifically listed as an Elite Level Appropriate pass.

13. In highest range of standing tumbling, does the additional pass accumulate throughout the routine (i.e. I could have 1 athlete tumble over and over (recycle) to satisfy that part)? Yes. However you cannot use "extra" skills performed in the synchronized pass. See clarification in the next question.

14. Does the additional pass in the highest range have to be different from the synchronized pass (i.e. Can we do Most of the team doing jump tucks, and then later have majority of the team doing jump tucks again)? The additional pass does NOT have to be different so YES you could do jump tucks twice as in your example to hit that range. However, the same level appropriate synchronized pass cannot be used to fulfill Majority pass requirement. Clarification: If your team needs 15 passes for Most and 10 for Majority, if you do a synchronized pass with 20 athletes you CANNOT use 5 of those passes to fulfill your majority requirement.

15. **If we have an incomplete twist in tumbling, will this be a deduction or will this be assessed in technique?** It will be assessed in your Technique score unless the incomplete twist results in a fall.
16. **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 1 forward roll hiding in a dance would get into the lowest range for tumbling and not score a zero.

OVERALL

1. **What do I need to put in my dance to get in the high range? How many eight counts do I need to perform?**
There is no solid answer to this question – and that is okay. Thankfully, we are a part of a sport that embraces creativity and showmanship. Dances that will score well will be fun, exciting, performed well, and follow the text in the dance rubric on the score sheet. Dances should demonstrate a high level of energy and entertainment value, which incorporates multiple visual elements including a variety of levels, formation changes, partner work, foot work and floor work. Note that these are OPTIONS, not “drivers” that have to be hit in the same way as other categories. It is possible for a team to score very well by doing a great job of incorporating only 2 or 3 of these options.

Note that for dance there is one range, which also encompasses technique, perfection, synchronization, pace and intricacy of dance moved performed.

2. **If a team has no dance, will they get a zero?**
Probably not. 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 the lowest dance score.
3. **How would a cheer be scored on the school scoresheet?**
Two Answers:
- 1) If the divisions are split between “cheer” and “no-cheer” divisions, they will each use the appropriate score sheet pertaining to their division. Divisions with cheer will use the school score sheet that includes a cheer section.
 - 2) If the divisions are combined (cheer and no-cheer teams are combined together), cheer will be evaluated within the Routine Composition and Performance sections of the Tosses and Overall Scoresheet. Contact your Provincial Governing Body or Event Producer to see which version applies to your team.

4. **Are there any minimum scores or ranges within the values for Dance, Performance and Routine Composition?**
The minimum is 9.0 for both Dance, Performance and Routine Composition

Although this scoring system is not a comparative system, your scores will reflect the talent pool at the event and these ranges may skew up or down depending on the talent displayed. For example, if the first team performs and were pretty impressive, the judges may score them high in the mid range. If all of the following teams were less impressive, the “average scores” for that division may end up low in the mid range or in the lower range. Alternatively, if the rest of the teams were all better than the first team, the average scores may end up in the highest range, with some teams possibly scoring in at the top of the range who may never earn a score that high again at another event.

It is okay for two (or more) teams to score exactly the same if they truly are matched in quality. However judges must be cognizant of the fact that they are ultimately hired to rank the teams in the divisions...scoring everyone the same/very close does not achieve this goal.

5. **I am confused by the difference between Performance and Routine Composition. Can you explain the difference?**
In the most simplistic terms, for Performance you are scoring the athletes on how well they “sold” the routine. For routine composition you are scoring the coach/choreographers’ ability to create (and teach) a routine that is exciting & intricate but also suits the ability of the athletes. Read the descriptions for each category on the score sheet with this mindset.
6. **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 Routine Composition category.

7. My routine composition score should not change between day 1 and day 2, right?

The score CAN change between day 1 and day 2. Judges can only score what they see in front of them. If, on day 1 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 2 when the full effect is revealed once the execution is better.

8. Can you explain with a little more detail what is Routine Composition?

Routine Composition is the teams’ ability to demonstrate:

- 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?
- 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 birds 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 capped and non-capped) 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; the extra basket tosses or jumps that will not add anything else to the category difficulty scores but show how strong the team is, or 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. etc. The list could be endless.

9. Can you explain with a little more detail what is meant by Performance and what the judges are looking at to score this category?

This category pertains to how well the athletes sell the routine. It is NOT skill based nor the perfection of skills. It is not choreography or overall appeal. Its more about how the athletes’ performance makes you feel. Does it draw you in and engage you? Are their high levels of energy and excitement? Do they project confidence...even when things are not going well? Are the facial expressions genuine or do they have strange/crazy or even mean faces? Does it look like the coaches choreographed them to be bobble heads or is the body language natural/genuine? Are they keeping eye contact with the judges/crowd or looking at the floor? Do all members look confident or it is just a few? Are they projecting the same energy level throughout the routine or are there peaks and valleys? Etc.

10. Dance / Routine Composition / Performance Range Guidelines:

All three of these categories are scored from 9.0 – 10. The following grid can be loosely applied for each of these categories:

Range		Dance	Performance	Routine Composition
9.0 – 9.4	Less than 50% of the...dance demonstrates a high level of energy and entertainment value which incorporates multiple visual elements including a variety of levels, formation changes, partner work, foot work and floor work. / This includes technique, perfection, synchronization, pace and intricacy of dance moves performed.athletes demonstrate high levels of energy and excitement while maintaining genuine enthusiasm and showmanship. This will include appropriate athletic impression throughout the routine. routine includes precise spacing and seamless patterns of movement performed throughout the routine. This includes innovative, visual and intricate ideas; as well as any additional skills performed to enhance the overall appeal.
9.4 – 9.7	50% - 75% of the....			
9.7 – 10.0	75% or more of the...			

11. Dance as TWO Ranges Guideline:

Since Dance is the only skill category that takes into account both the difficulty/creativity AND the Execution of the skill, sometimes it is easier to stay consistent by scoring each separately and then combining the score together. This can be done in two different ways. You can score the dance composition using the guide above and then score the dance execution using the same grid and take an average of those two scores (i.e. 9.6 + 9.4 divided by 2 = 9.5), OR you can score each part separately out of .5 and add together with 9: (i.e. 0.3 + 0.2 = 0.5 + 9 = 9.5)

Range		Dance
0.1 – 0.2	Less than 50% of the...dance demonstrates a high level of energy and entertainment value which incorporates multiple visual elements including a variety of levels, formation changes, partner work, foot work and floor work. / This includes technique, perfection, synchronization, pace and intricacy of dance moves performed.
0.2 – 0.4	50% - 75% of the....	
0.4 – 0.5	75% or more of the...	