



# MIDDLE SCHOOL DIVISION

\_\_\_\_\_ Team Name

\_\_\_\_\_ Division

\_\_\_\_\_ Event / Date

*Judge the level of **training**, the range of **skills**, and the ability to **perform** at the middle school level.*

Beginning					Intermediate					Advanced				
5 - 9					10 - 15					16 - 20				
5	6	7	8	9	10	11	12-13	14	15	16	17	18	19	20

<p><b>EXECUTION</b> <span style="float: right;">20 pts.</span></p> <p>The level of technical training, conditioning, body alignment.                  The understanding of spatial awareness and guiding.                  The command of timing, rhythm, and stops/starts.</p> <p>COMMENTS</p>	
<p><b>CHOREOGRAPHY</b> <span style="float: right;">20 pts.</span></p> <p>The range of skills, vocabulary, and creative efforts.                  The variety of forms, lines, and intervals.                  The variety of locomotor skills and motion around the floor.</p> <p>COMMENTS</p>	
<p><b>PERFORMANCE</b> <span style="float: right;">20 pts.</span></p> <p>The level of personality, confidence, commitment.                  The understanding and memory of the routine.                  The balance of challenge and achievement.                  The ability to recover.</p> <p>COMMENTS</p>	
Total Points	
Overall Score (points / 3)	



\_\_\_\_\_ Judge



# MIDDLE SCHOOL LINEAR SCALE

*Judge the level of training,  
the range of skills, and the  
ability to perform at the  
middle school level.*

Beginning 5 - 9	Intermediate 10 - 15	Advanced 16 - 20
<p><b>Training</b>, conditioning, and body alignment are weak and hardly evident.</p> <p><b>Spatial</b> awareness and guiding are inconsistent to not evident at all.</p> <p><b>Timing</b>, rhythm, stops/starts are inconsistent to not evident at all.</p>	<p><b>Training</b>, conditioning, and body alignment are still developing.</p> <p><b>Spatial</b> awareness and guiding are still developing.</p> <p><b>Timing</b>, rhythm, stops/starts are still developing.</p>	<p><b>Training</b>, conditioning, and body alignment is mostly understood.</p> <p><b>Spatial</b> awareness and guiding is evident.</p> <p><b>Timing</b>, rhythm, stops/starts are evident.</p>
<p><b>Skills</b> are mostly single efforts of balance, rotations, weight change, jumps, control.</p> <p><b>Vocabulary</b> is limited to bound, direct efforts following musical downbeat.</p> <p><b>Choreography</b> is mostly individuals in unison.</p> <p><b>Forms</b> / lines are repetitive, geometric, centrally stagnant.</p> <p><b>Locomotor</b> skills are limited to walks, runs, hops, simple leaps; motion is often unpredictable.</p>	<p><b>Skills</b> show some compound efforts of balance/extension, single turns, weight/ direction/ timing changes, strength.</p> <p><b>Vocabulary</b> has mix of bound &amp; sustained motion, gestures, musical accents.</p> <p><b>Ensemble</b> choreography, use of groups, levels, layering is developing.</p> <p><b>Forms</b> / lines are similar in shape and interval; often symmetrical.</p> <p><b>Locomotor</b> skills are occasionally dance like; motion has direction, simple logic.</p>	<p><b>Skills</b> increase with compound efforts of off-balance, multiple turns, dexterity, speed, held extensions, flexibility.</p> <p><b>Phrases</b> and combinations are longer.</p> <p><b>Vocabulary</b> has variety, exploring body lines, musical expression, breath, and creativity.</p> <p><b>Ensemble</b> choreography, use of ripples, timing, texture, staging, control of focus is creative.</p> <p><b>Forms</b> / lines have variety, some creativity of shape, interval; attempt to use entire floor.</p> <p><b>Locomotor</b> skills are combinations with fuller use of body; motion has creativity and logic.</p>
<p><b>Personality</b>, commitment, and performer contribution is weak and inconsistent.</p> <p><b>Concentration</b> and stamina is weak.</p> <p><b>Program</b> is very challenging.</p> <p><b>Confidence</b> and ability to <b>recover</b> needs improvement. More rehearsal is needed.</p> <p><b>Memory</b> / understanding of responsibilities is lacking. Dancers watch each other.</p>	<p><b>Personality</b>, commitment, and performer contribution is good.</p> <p><b>Concentration</b> and consistency is moderately achieved.</p> <p><b>Program</b> has challenging moments achieved most of time.</p> <p><b>Confidence</b> and ability to <b>recover</b> is developing.</p> <p><b>Memory</b> / understanding of responsibilities is moderately achieved.</p>	<p><b>Personality</b>, commitment, and performer contribution is strong.</p> <p><b>Concentration</b> and consistency is well achieved for most dancers.</p> <p><b>Program</b> challenge with dancer potential is balanced.</p> <p><b>Confidence</b> and <b>recovery</b> is comfortable and mostly effortless.</p> <p><b>Memory</b> / understanding of responsibilities is evident.</p>

