



# EXPOFEST VIRTUAL SERIES

## JUDGING METHODOLOGY 2020-2021

Version 08.22.2020



### GENERAL SCORING OVERVIEW

For the 2020-2021 season, all divisions and subsets will utilize comparative scoring as the method of evaluation. The scoring system is inspired from the Cheer Canada scoring system which was inspired by the IASF and ICU scoring systems. Adjustments have been made to tailor to an international competition and the reality of the variety of COVID restrictions enforced worldwide.

All divisions (Allstar and Scholastic) will follow the IASF Legality Rules. Their rule verification system which is available on demand from all countries will assist all teams in ensuring success. The rules can be found here: [http://www.iasfworlds.com/wp-content/uploads/2020/04/IASF-2020-21-Rules-Final-4\\_23\\_20.pdf](http://www.iasfworlds.com/wp-content/uploads/2020/04/IASF-2020-21-Rules-Final-4_23_20.pdf)

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

### COMPARATIVE SCORING SYSTEM

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

#### 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.

### Video Scoring

Judges will score only what they can see in the submitted video and cannot make assumptions skills outside of frame or blocked by something in the foreground. Judges will be scoring unedited videos without the event logos on the screen and without ExpoFest stock music replacing unlicensed music (if applicable).

## Score Tracking

The comparative nature of the 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 each 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.

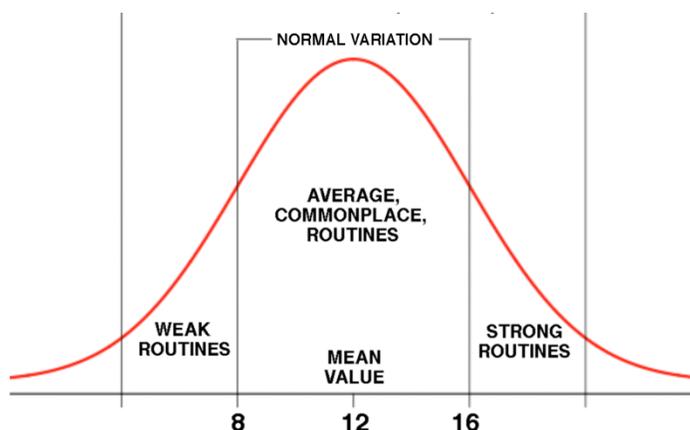
The numerical scores will be largely indicative of ranking within a division. The comparative scoring system is designed to ensure ordinals are the primary indicator, rather than focusing on the meaning of a numerical score.

## 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.

## 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 for the level. 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.



	Mean Score	Normal Variation	Strong Teams	Weaker Teams
45-Point Categories	27	18-36	>36	<18
40-Point Categories	24	16-32	>32	<16
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. This also allows the true value of the category in relation to the total score to remain consistent.

For example: A 45-point category should indicate that the category is worth a significant percentage of the total value of the score. However, if a judge on a 45-point category is only separating teams by 0.1, the relative importance of those scores on the final result will not be meaningful, especially if a judge on a 10-point category is separating teams by 1 full point. In this scenario, the final result would be more affected by the 10-point category than intended. The scoring intervals provide meaningful separation guidance to help ensure that category percentages hold their intended value on the final result.

The full scoring interval charts are found on the Judges’ Reference Sheet.

Category Values	Intervals
45-Point Categories	0.9
40-Point Categories	0.8
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 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.

For each factor evaluate: (example is based on a 20-point scale)

- Is there just enough/Minimal? 0.1- 8
  - Minimum number of skills, counted cumulatively (low team participation)
  - Low variety, basic skills with minimal at level skills
  - Below average pace
- Was there plenty? 8-16
  - 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? 16-20
  - More difficult variations
  - High team participation
  - Strong pace and linkage of skills
  - Strong variety (i.e. Releases, twisting, inversions)

## SCORING EXECUTION – ALL CATEGORIES

Athletes are expected to demonstrate excellent technique when performing each skill. A team’s execution score will be determined by all athletes performing the skill. The emphasis is on the TEAM, not individuals. When assessing 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 technique/approach IS part of execution (i.e. regardless of the chosen full up grip, the consistency in speed and flow, control throughout the mount and uniformity would all factors in determining a score.

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

## BUILDING SCORE SHEET

### COVID ADJUSTMENT:

Note that the Building category is NOT split into Stunts, Pyramids and Tosses. Due to varying restrictions, some teams may be able to stunt, but only in their permanent stunt groups which cannot make contact with other groups which eliminates their ability to perform pyramids. Tosses have also experienced restrictions in some areas due to the face-to-face proximity during the impact of the catch which could increase the potential for forceful exhalation in very close proximity.

As a result, the three categories have been combined into one category called “Building”. Judges will evaluate the difficulty of the skills performed only and not what is “typical” from a pre-COVID-19 era routine with full building capability. The lack of pyramid or toss skills should not negatively affect the scores in the building difficulty or execution categories.

When considering “variety” within this category, having stunts, pyramids and tosses does not constitute an increase the variety factor...but rather the variety of skills performed within each permitted subset should determine the score. If a team can only do stunts, the expectation is that they do a variety of stunts. If a team can do both stunts and pyramids, the expectation is that they do a variety of each, and so forth.

Since no points are “reserved” for subsets and only the difficulty of the skills performed is considered, it IS possible for a team that can only stunt (without any pyramids or tosses) to best a team with all elements and it would also be possible for them to receive a perfect score in building difficulty or execution categories.

### Building Difficulty:

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Allstar	45 Points	27	18-36	>36	<18
Prep & Scholastic	20 Points	12	8-16	>16	<8

**ALLSTAR BUILDING DIFFICULTY ( /45)**

<b>0 pts:</b>	No skills performed
<b>0.1 – 18 pts:</b>	Low difficulty
<b>18 – 36 pts:</b>	Average to above average difficulty
<b>36 – 45 pts:</b>	Very difficult skills

**PREP & SCHOLASTIC BUILDING DIFFICULTY ( /20)**

<b>0 pts:</b>	No skills performed
<b>0.1 – 8 pts:</b>	Low difficulty
<b>8 – 16 pts:</b>	Average to above average difficulty
<b>16 – 20 pts:</b>	Very difficult skills

- Using the Normal Variation Method, the average Allstar team should score between 18-36 points, with exceptional teams scoring above 36 and below average teams scoring below 18 points. Use the grid to decide where the first team should fall within the scoring range.
- Using the Normal Variation Method, the average Prep or Scholastic 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.
- Tiny Novice teams are not permitted to stunt.
- Even when Tosses are permitted according to COVID-19 guidelines, tosses are not permitted for Level 1 teams, Novice or Prep.

**Building Difficulty Factors (may include but not limited to):**

- Degree of difficulty
- Percentage of team participation (Stunts: ÷ 4) (Tosses if performed: ÷ 5)
- Minimal use of bases. Usage of Coed skills (especially if Coed)
- Use of structures if pyramids are performed
- Variety of load-ins, dismounts and transitional elements
- Additional skills and combination of skills (non-level included) may increase your score
  - Except for Level 2 Tosses if tosses are performed
- Pace / # of skills

***Some considerations and things to watch for:******Degree of Difficulty***

- Amplitude
  - Where is the level appropriate release initiated from?
  - What body level is it caught at?
  - How visible or pronounced was the level appropriate release?
  - In pyramids if performed, the numbers of bracers, type of trick and magnitude/amplitude of tricks
  - Degree of flexibility displayed in skills (i.e. are kick full baskets or cradles performing a high kick at shoulder level before the twist or is it there only a small degree of flexibility/cut off kick lower than 90 degrees? Etc.).
  - If tosses are performed, consider all skills allowable for the level, how difficult is the toss performed? What percentage of the team is throwing more difficult tosses? Generally, skills combined with twisting are considered difficult. 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 of tosses if performed.
  - If tosses are performed, the height of the toss also affects the timing of the skill/trick in the toss, and may make it more difficult to synchronize with other tosses.
  - If tosses are performed, note that in Level 2, only straight ride tosses are permitted, therefore the “degree of difficulty” aspect of the tosses will be the same if tosses are performed. Also, variety cannot be expected of Level 2 teams for tosses except in linkage of skills, pace and/or number of skills performed.
- 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?
    - In pyramids if performed, number of legs supported, number of bracers
- 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?
    - In pyramids if performed, tricks performed during inversions
- Pyramid Structures (if pyramids performed)
    - Usage of structures, number of tops at highest level permitted, or inverted or on a single leg
- Coed Skills (if performed)
    - How difficult are the coed skills? Are they completely assisted, partially assisted or completely unassisted? Are the skills held or are they just up and down? Do the skills incorporate a more difficult version of mount / dismount / transition than typically displayed?

***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 (if permitted)?
- 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.)
- In pyramids if performed, 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?
- If tosses are performed, 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 (except L2)

### **Additional Skills/Combo of Skills/Pace:**

- How quickly are skills connected in the stunt/pyramid sequences?
- Is the pace adding difficulty? (i.e. Tic toc immediate dismount; Braced release that on the sink immediately goes into a braced inversion, basket tosses that hop and go versus multiple sinks before toss, etc.)
- Is the finish of one skill the initiation of the next?
- Includes linkage of below-level skills, does the sequencing add difficulty?
- Are skills combined in a way that make them more difficult?
- If tosses are performed, consider single toss elements that may happen outside of a designated “toss section” (i.e. behind a pyramid, etc.).
- If tosses are performed, consider skills that are directly connected to the sink of a toss and/or from the catch of a toss; this linked skill may increase the difficulty.

### **Percentage of Team Participation:**

The participation/ratio charts are 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 Building difficulty.

The Stunt Participation Guide is based on 4-person stunt groups. The Toss participation guide is based on 5-person groups. There is no benefit to performing tosses with 4-person groups.

<b>STUNT PARTICIPATION GUIDE</b> (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

<b>TOSS PARTICIPATION GUIDE</b> (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
(If tosses are performed)			

### **Percentage of Team Participation/Minimal Use of Bases:**

- How much of the team is participating in advanced sequences, skills, tricks or structures?
  - 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 pyramids if performed, does Team A put up more athletes in their structures than Team B with a similar number of athletes?
- If tosses are performed, minimal number of bases is does not apply in tosses.

In general, when evaluating building difficulty review each factor & ask: (example is based on a 20-point scale)

- Is there just enough? 0.1 - 8.0
  - Minimum number of skills, low team participation, basic level skills
- Was there plenty? 8.0 - 16.0
  - Average to above average number of skills shown with unique athletes/high team participation
  - Lower difficulty/simpler variations of level appropriate skills
  - Some variety in skill types (i.e. Releases, twisting, inversions)
  - Some use of difficulty factors (i.e. Slow pace but good variety)
- Was it wow? 16.0 - 20.0
  - More difficult level appropriate variations and structures
  - Full amplitude of skills and flexibility
  - High team participation
  - Strong pace and linkage of skills
  - Usage of additional skills
  - Strong variety (i.e. Releases, twisting, inversions)

## **Building Difficulty Q & A:**

### **1. Do Elite Stunt skills not “count” in the Comparative system?**

All building skills - level and non-level appropriate, difficult and non-difficult, are considered when assigning a building difficulty score. The Skills List does not designate elite skills and no specific skills are required. The difficulty of the skills performed are assessed based on the level and the 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 as a Coed skill will typically 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 Building 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, etc.).

### **5. 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.

### **6. What are the required parameters for Coed Style Stunts?**

There are no specific parameters required. Teams are encouraged to be creative with different mounts, transitions and dismounts.

## Building Execution:

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Allstar	45 Points	27	18-36	>36	<18
Prep & Scholastic	40 Points	24	16-32	>32	<16

### ALLSTAR BUILDING EXECUTION ( /45)

<b>0 pts:</b>	No skills performed
<b>0.1 – 18 pts:</b>	Below average execution
<b>18 – 36 pts:</b>	Average to above average execution
<b>36 – 45 pts:</b>	Excellent execution

### PREP & SCHOLASTIC EXECUTION ( /40)

<b>0 pts:</b>	No skills performed
<b>0.1 – 16 pts:</b>	Below average execution
<b>16 – 32 pts:</b>	Average to above average execution
<b>32 – 40 pts:</b>	Excellent execution

- Using the Normal Variation Method, the average Allstar team should score between 18-36 points, with exceptional teams scoring above 36 and below average teams scoring below 18 points. Use the grid to decide where the first team should fall within the scoring range.
- Using the Normal Variation Method, the average Prep or Scholastic team should score between 16-32 points, with exceptional teams scoring above 32 and below average teams scoring below 16 points. Use the grid to decide where the first team should fall within the scoring range.
- Execution is independent of difficulty. A team that performs below level skills could still score well in execution.
- Incomplete Twists:** Incomplete twists in cradles or tosses will incur a deduction from the deduction/safety judge (i.e. Building Bobble - Point Deduction Sheet) and will also be considered in the execution/technique score of the panel judge. Allstar/Prep/Novice divisions will incur a 2-point deduction; Scholastic divisions will incur a 0.5-point deduction.
- Bobbles should be considered within the Execution score if they are reflective of the TEAMS' execution (see SCORING EXECUTION – ALL CATEGORIES on page 4). Bobbles are also a deduction.

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

- Execution of the skills:** control, speed, flow, pace, mistakes; includes loads/trans/dismounts - connection of skills, consistency of execution of skills, transitions, how well they are performed, absorbed with legs, speed/control/flow from skill to skill, height of tosses if performed (relative to the size of athletes), etc.
- Stability of stunts/pyramid skills, stance:** (bases & spotters) Stability of the stunt, solid stance (bases positioned shoulder width apart, feet stationary in skill (when stunt is stationary), etc.
- Control during transitions:** close together; using arms/legs; follow through; amplitude/power and timing of releases, controlled descent from extended stunts, minimal unintentional/unnecessary traveling or steps, etc.
- Alignment; uniform flexibility; body control:** (top person) body control/alignment of the top; control of arms; hollow body; load in position, stands quickly and fully in skills, degree of flexibility and uniform

flexibility, rides to top and hits skill precisely with correct shaping and pointed toes in releases, dismounts or tosses (if performed).

- **Uniformity of Technique:** similar technique / style used by all athletes in that role, uniform motion placement, uniform height in tosses if performed, etc.).
- **Synchronization/Timing:** Timing of ripples or synchronized skills, load, skill, transitions & catch/dismount all executed on the same counts, driving up at the same time, hitting skills at the same/correct time, etc.
- **Catches in dismount and in tosses if performed:** bases reaching up arms high; close; legs absorb; top controlled body position; controlled catch. How well the top person is caught?

**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 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 team's in their division/level, so the exact numerical impact of a fall upon an execution score will vary.

## Building Creativity

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Allstar	10 Points	6	4-8	>8	<4
Prep	5 Points	3	2-4	>4	<2

### ALLSTAR BUILDING CREATIVITY ( /10)

- 0.1–4.0 pts:** Below average creativity
- 4.0–8.0 pts:** Average to above average creativity
- 8.0–10.0 pts:** Excellent creativity

### PREP CREATIVITY ( /5)

- 0.1–2.0 pts:** Below average creativity
- 2.0–4.0 pts:** Average to above average creativity
- 4.0–5.0 pts:** Excellent creativity

- Using the Normal Variation Method, the average Allstar 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.
- Using the Normal Variation Method, the average Prep 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 variety, intricacy, visual effect and innovation/creativity in loads, stunts, pyramid structures, transitions and dismounts. Layered pyramids, ripples, movements and creative entries into stunts/tosses are all strong examples of building creativity.
  - 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 creativity score.
  - Examples of creativity may also include stunt ripples, levels, movement to create visual effect, etc.

## Building Overall Impression (Scholastic)

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Scholastic	5 Points	3	2-4	>4	<2

### SCHOLASTIC BUILDING OVERALL IMPRESSION ( /5)

**0.1–2.0 pts:** Below average creativity, transitions and flow

**2.0–4.0 pts:** Average to above average creativity, transitions and flow

**4.0–5.0 pts:** Excellent creativity, transitions and flow

- Using the Normal Variation Method, the average Scholastic 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.
- 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.
  - 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 also include stunt ripples, levels, movement to create visual effect, etc.
- For formations, transitions and flow, IN BUILDING SKILLS, consider: rushed or smooth, innovative, timing, difficulty and variety of transitions, visual impact of transitions and precision spacing in skills and transitions.

# JUMPS & TUMBLING SCORE SHEET

## Jumps

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
ALL	10 Points	6	4-8	>8	<4

### JUMPS DIFFICULTY & EXECUTION ( /10)

**0 pts** No skills performed

**0.1–4.0 pts:** Jump skills executed with poor to below average technique, perfection, flexibility and synchronization

**4.0–8.0 pts:** Jump skills executed with average to above average technique, perfection, flexibility and synchronization

**8.0–10.0 pts:** Jump skills executed with excellent technique, perfection, flexibility & synchronization

- 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 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.
- One thing you notice right away is that only the execution factors are noted in the ranges on the score sheet and the difficulty factors are listed above the ranges on the score sheet. This is a result of limited space on a score sheet. EXECUTION IS NOT THE SOLE DETERMINANT OF RANGE OR SCORE.
- When scoring jumps it may be easier to view it this way:

### JUMPS DIFFICULTY ( /5)

**0 pts** No skills performed

**0.1–2.0 pts:** Jump skills executed with poor to below average difficulty, variety, percent of team participation, synchronization and height/strength/flexibility required

**2.0–4.0 pts:** Jump skills executed with average to above average difficulty, variety, percent of team participation, synchronization and height/strength/flexibility required

**4.0–5.0 pts:** Jump skills executed with excellent difficulty, variety, percent of team participation, synchronization and height/strength/flexibility required

### JUMPS EXECUTION ( /5)

**0 pts** No skills performed

**0.1–2.0 pts:** Jump skills executed with poor to below average technique, perfection, flexibility and synchronization

**2.0–4.0 pts:** Jump skills executed with average to above average technique, perfection, flexibility and synchronization

**4.0–5.0 pts:** Jump skills executed with excellent technique, perfection, flexibility & synchronization

- Another way to look at the score is to consider what an “average” team performs. Most average teams perform a triple jump, or two connected jumps plus one additional jump. Typically, they perform two different jump types, both of which are of greater difficulty than that of a tuck jump or spread eagle/straddle/star jump. If you have an average jump sequence like that explaining herein, you could start the team at a 6 (which is the average score according to our Normal Variation Method. Then move the team higher or lower depending on the execution of the skills and any additional difficulty factors.
- Jump difficulty is comparative; it is not a capped skill.

**Jump Score Factors *(may include but not limited to):***

- Degree of difficulty
    - Variety, connection of jumps, use of advanced/difficult jump skills (height, flexibility and strength required for jump type)
  - Percentage of team participation
  - Synchronization – the difficulty of synchronizing the chosen jump sequence, and the execution of the synchronization should both be considered.
  - Height of jump(s)
    - Both difficulty and execution. 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. 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, chest up, strong landing with feet together, etc.)
- 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). Increasing the variety may increase your score.

**Jump 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. However, the difficulty of the jump is not changed by the addition of a connected tumbling skill.

**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 (i.e. less team participation but exceptional execution vs. high participation and below average execution)

**Tumbling Difficulty:**

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
ALL	5 Points	3	2-4	>4	<2

- NOTE: The Skills List is NOT an exhaustive list for Standing or Running Tumbling. Rather than listing all skills allowable, it lists the "Level Appropriate Skills". Variations of listed skills would also be level appropriate (i.e. walkover and limber). Although not all legal skills are listed, all skills are considered when determining a score.
- Note that by definition, skills must involve hip-over-head rotation to be considering "tumbling". Log rolls/barrel rolls are not tumbling. However, back bridge and handstand are considered variations of walkovers. **Tumbling:** Any hip-over-head skill that is not supported by a base that begins and ends on the performing surface. When no tumbling is allowed after a particular tumbling skill, at least one step into the next tumbling skill must be included to separate the two passes. Stepping out of a skill is considered a continuation of the same tumbling pass and an additional step is needed to separate the passes. If the athlete finishes the skill with both feet together, only one step is needed to create a new tumbling pass.
- **Standing Tumbling:** A tumbling skill (or 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." Previous forward momentum may come from a step, steps, hurdle or another skill.
- **Running Tumbling:** Tumbling that involves a forward step or a hurdle used to gain momentum as an entry to a tumbling skill.
- 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.
- For ALLSTAR ONLY - In levels 1-4 individual tumbling passes (tumbling passes by a single person) will not be considered in the difficulty scoring process. This is not applicable for prep or scholastic divisions. In those divisions, individual passes (tumbling passes by a single person) WILL be considered in the difficulty scoring process.

When assessing synchronized passes for levels 1-4, only the synchronized skills will be counted towards the difficulty score. For example:

Pass A: Round off

Pass B: Round off back handspring layout

The round off would be considered synched and "counted" towards the difficulty score. However, all skills will be assessed for the execution score.

- In levels 5-7 individual tumbling passes (tumbling passes by a single person) will be considered in the scoring process for all division and in levels 5-7, single full twisting tumbling skills and double twisting tumbling skills will not carry the same value in difficulty.
- **Incomplete Twists:** Incomplete twists in tumbling (unintentional, i.e. fulls / doubles) a will incur a deduction from the deduction/safety judge (i.e. Athlete Bobble - Point Deduction Sheet) and will also be considered in the execution/technique score of the panel judge. Allstar/Prep/Novice divisions will incur a 1-point deduction; Scholastic divisions will incur a 0.25-point deduction. Bobbles should also be

considered within the Execution score if they are reflective of the TEAMS' execution (see SCORING EXECUTION – ALL CATEGORIES on page 4).

- **Non-Stunt + Cheer Divisions:** In Non-Stunt + Cheer Divisions all Levels of the same age group are combined in one division to help ensure divisions are competitive. Therefore, in higher age groups you may have teams with Level 6 tumbling skills competing against teams with Level 1 tumbling skills. **EXECUTION ONLY** will be scored for tumbling skills; no scores for difficulty.

#### **PREP & SCHOLASTIC TUMBLING DIFFICULTY ( /5)**

<b>0 pts</b>	No skills performed
<b>0.1–2.0 pts:</b>	Non-difficult skills/passes
<b>2.0–4.0 pts:</b>	Average to above average difficulty in skills/passes
<b>4.0–5.0 pts:</b>	Very difficult skills/passes

- For Prep and Scholastic teams Standing and Running Tumbling difficulty is combined into one category: Tumbling Difficulty. Nearly identical factors are used when determining a score as in Allstar scoring. High scores should not be “saved” for teams who perform both. A team may perform only standing tumbling, only running tumbling or a mix of the two and still receive a high score. The difficulty of the skills performed will be assessed.

#### **ALLSTAR STANDING TUMBLING DIFFICULTY ( /5)**

<b>0 pts</b>	No skills performed
<b>0.1–2.0 pts:</b>	Non-difficult skills/passes
<b>2.0–4.0 pts:</b>	Average to above average difficulty in skills/passes
<b>4.0–5.0 pts:</b>	Very difficult skills/passes

#### **ALLSTAR RUNNING TUMBLING DIFFICULTY ( /5)**

<b>0 pts</b>	No skills performed
<b>0.1–2.0 pts:</b>	Non-difficult passes. Minimal athletes per pass; minimal synchronized passes; below average synchronization; below average difficulty
<b>2.0–4.0 pts:</b>	Moderately difficult passes. Minimal athletes per pass; minimal synchronized passes; average to above average synchronization; average to above average difficulty
<b>4.0–5.0 pts:</b>	Very difficult passes. Many athletes per pass; multiple synchronized passes; excellent synchronization; high degree of difficulty

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

- Degree of difficulty
  - Amplitude / power of skills
  - Intricacy of skills/passes
  - Pace of passes/skills
  - Strength & technical skills required to successfully complete the pass/skill
- Percent of team participation
  - Consider the ratio of the team completing tumbling elements
- Variety of Skills

- Skill Combinations
- Synchronization of skills
  - Consider the size of the groups of synched passes/skills, and the complexity of the passes/skills
  - 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

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

**Mimicked / Imitated Skills:**

Judges must watch out for *mimicked* or *imitated* skills: skills that look like a more difficult skill which are performed by team members to create a visual illusion that a higher ratio of athletes are completing a more difficult skill. These athletes are generally hidden in the back of formations and timed with athletes completing the more difficult (real) skill. Some examples include:

- Cartwheels which begin in a back-walkover stance but twist into a cartwheel to look like a back-walkover OR cartwheels in place of a front walkover
- Back Tucks which are really just tuck jumps without hip-over-head rotation
- Fulls or doubles which do not include hip-over-head rotation (jump/rebound and twist in a horizontal position)

**Tumbling Participation Ratios:**

The participation/ratio chart (shown to the left) 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 a Rubric style 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 in difficulty for Allstar Levels 1- 4. To count towards your tumbling difficulty in Allstar 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 tumbling, will they get a zero?**

Yes. If a team does nothing in a scoring category, they will receive 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. The ratio of incomplete twists will be considered to determine if tumbling category 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. Therefore, 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 single 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 our Allstar team 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. Allstar 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.

## Tumbling Execution:

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Allstar	5 Points	3	2-4	>4	<2
Prep & Scholastic	10 Points	6	4-8	>8	<4

### ALLSTAR TUMBLING EXECUTION ( /5)

<b>0 pts</b>	No skills performed
<b>0.1–2.0 pts:</b>	Below average technique and synchronization
<b>2.0–4.0 pts:</b>	Average to above average technique and synchronization
<b>4.0–5.0 pts:</b>	Excellent technique and synchronization

### PREP & SCHOLASTIC TUMBLING EXECUTION ( /10)

<b>0 pts</b>	No skills performed
<b>0.1–4.0 pts:</b>	Below average technique and synchronization
<b>4.0–8.0 pts:</b>	Average to above average technique and synchronization
<b>8.0–10.0 pts:</b>	Excellent technique and synchronization

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

- **Execution of Skills:** Perfection, finished skills /passes, mistakes, incomplete twisting skills
- **Body Control, positioning and height:** Approach, shaping/body lines, head placement, arm/shoulder placement in skills, hips, leg placement in skills, pointed toes, height
- **Speed:** Consistent throughout the pass or building speed through the pass (not losing speed), connection of pass/skills
- **Landings:** Controlled, legs/feet together, chest placement
- **Synchronization/timing:** Timing of group passes from initiation to landing
- **Uniformity of Technique:** Technique used is the same throughout the team
  - Teams showing synchronized passes should be rewarded in difficulty and have the execution of the timing/synchronization evaluated in execution

## OVERALL SCORE SHEET

### COVID ADJUSTMENT:

Note that the Building category is NOT split into Stunts, Pyramids and Tosses. Due to varying restrictions, some teams may be able to stunt, but only in their permanent stunt groups which cannot make contact with other groups which eliminates their ability to perform pyramids. Tosses have also experienced restrictions in some areas due to the face-to-face proximity during the impact of the catch which could increase the potential for forceful exhalation in very close proximity.

As a result, the three categories have been combined into one category called “Building”. Judges will evaluate the Overall sections of the score sheet with this in mind. The lack of pyramid or toss skills should not negatively affect the scores on the Overall score sheet. Judges should not expect or reserve scores for a “typical” pre-COVID-19 era routine with full building capability.

Since no points are “reserved” for teams with full building capabilities, it IS possible for a team that can only stunt (without any pyramids or tosses) to best a team with all elements and it would also be possible for them to receive a perfect score in any category in which those elements are considered within the score (i.e. Routine Creativity, Overall Routine Impression and Showmanship, etc.).

**NON-STUNT ROUTINES** – Some areas may not be able to make contact with each other at all. In those areas, stunting is not possible...or may have just recently been allowed but they are not ready to safely perform building skills. You may see two different types of Non-Stunt Routines:

**Marked Stunt Routines:** These routines are 2:30 in length and have choreographed building sections, however, they cannot perform the building skills either because they are not yet permitted to stunt, or because they backtracked due to COVID outbreaks in their area. In these routines the athletes will either “mark” the skills (pretend they are stunting) or will stand in clean, cheer to crowd, etc. Those sections should NOT be considered in the scoring process and should essentially be “ignored”. Elements that would still be considered (jumps, tumbling in front of a marked pyramid sequence, etc.) should still be considered in the scoring process.

Non-Stunt routines are not permitted to do a full 2:30 routine of jumps, dance and tumbling only. This would be unfair for teams who must “mark” skills as longer routines without marked sequences would allow for much longer dances, much more time for variety in tumbling and jumps, etc. If they are taking out stunt sections, they must choreograph an “Intentional” Non-Stunt routine.

**Intentional Non-Stunt:** These routines are limited to 1:30 and will not have marked building sequences. Instead they are intentionally choreographed without building sequences to showcase only the scored sections (jumps, tumbling, dance, etc.).

To avoid further splitting of divisions, both types – “Marked” and “Intentional” Non-Stunt teams, will compete against each other in the same division (provided it is the same age group/level). Judges must take care to not reward one type of routine over the other when not warranted by the actual performance in the adjudicated score sheet sections (i.e. “Dead time” in Marked Non-Stunt routines should not negatively affect a team’s score). The pandemic is not the fault of the athletes and they have no control over regulations in their area.

**Partner Work in Dance & Formations Limitations:** When scoring teams in Non-Stunt divisions, the Dance scoring factor of “Partner Work” should not be factored into the Dance score. Also be aware that the required social distancing protocols that prevent them from stunting may also limit their formation choices in the dance and throughout the routine. Therefore, the expectation of the scoring factor “variety of formations” should be reduced for all teams in the Non-Stunt divisions.

**Masks:** Athletes in both regular divisions and non-stunt divisions may be required to wear masks during their routines depending on regulations in their area. Regardless if they are wearing masks or not, to make it fair, DO NOT LOOK FOR SMILES. Instead, focus on their posture, body language, confidence/head up/eye contact, gestures, appropriate athletic impression and energy when evaluating the “Showmanship” portion of the Overall Routine Impression and Showmanship category.

**Non-Stunt + Cheer Divisions:** In Non-Stunt + Cheer Divisions all Levels of the same age group are combined in one division to help ensure divisions are competitive. Therefore, in higher age groups you may have teams with Level 6 tumbling skills competing against teams with Level 1 tumbling skills (and everything in between). The tumbling judges will score **EXECUTION ONLY** for tumbling skills; no scores for difficulty. Overall Judges must take care not to let the difficulty of tumbling skills affect the score in the Overall Routine Impression and Showmanship category.

## Dance:

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Allstar	10 Points	6	4-8	>8	<4

A team's ability to incorporate level and formation changes with dance skills that create visual effects, and display seamless transitions, footwork, partner work, floor work with a high level of energy and entertainment value while demonstrating excellent technique, perfection, synchronization and uniformity at a strong pace.

<b>ALLSTAR DANCE ( /10)</b>	
<b>0 pts</b>	No skills performed
<b>0.1–4.0 pts:</b>	Dance incorporates <b>minimal</b> level and formation changes with dance skills that create <b>minimal</b> visual effects with seamless transitions. <b>Minimal</b> footwork, partner work* and floor work. Performed with <b>low</b> energy and entertainment value. Dance skills/elements performed with <b>below average</b> technique, perfection, synchronization, and uniformity. <b>Slow</b> pace.
<b>4.0–8.0 pts:</b>	Dance incorporates <b>some</b> level and formation changes with dance skills that create <b>some</b> visual effects with seamless transitions. <b>Some</b> footwork, partner work* and floor work. Performed with <b>average/above average</b> energy and entertainment value. Dance skills/elements performed with <b>average/above average</b> technique, perfection, synchronization and uniformity. <b>Average/above average</b> pace.
<b>8.0–10.0 pts:</b>	Dance incorporates <b>multiple</b> level and formation changes with dance skills that create <b>many</b> visual effects with seamless transitions. <b>Variety</b> of footwork, partner work* and floor work. Performed with <b>high</b> energy and entertainment value. Dance skills/elements performed with <b>excellent</b> technique, perfection, synchronization and uniformity. <b>Strong</b> pace.

\* Partner work not assessed for Non-Stunt divisions

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.

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 curve to ensure the team is placed accurately in relation to the mean score and the other teams in the division.
- Comments should include points on execution and difficulty.

- \*NOTE: PARTNER WORK IS NOT ASSESSED FOR NON-STUNT DIVISIONS. REDUCE EXPECTATIONS OF FORMATION CHANGES FOR NON-STUNT DIVISIONS.

Things to Consider for Difficulty	Things to Consider for Execution
<ul style="list-style-type: none"> <li>• Percent of participation</li> <li>• Visual Elements               <ul style="list-style-type: none"> <li>• Levels</li> <li>• Formations/Transitions</li> <li>• Partner work*</li> <li>• Footwork</li> <li>• Floorwork</li> </ul> </li> <li>• Intricacy/seamless transitions</li> <li>• Pace</li> </ul>	<ul style="list-style-type: none"> <li>• Perfection / Precision of movement</li> <li>• Synchronization</li> <li>• Technique of motion/movement</li> <li>• Uniformity of technique</li> <li>• Seamless Transitions</li> <li>• High Energy / Confidence / Entertainment Value</li> </ul>

It may be easier to consider the score this way:

ALLSTAR DANCE DIFFICULTY ( /5)	
<b>0 pts</b>	No skills performed
<b>0.1–2.0 pts:</b>	Dance incorporates <b>minimal</b> level and formation changes with dance skills that create <b>minimal</b> visual effects with seamless transitions. <b>Minimal</b> footwork, partner work* and floor work. <b>Slow</b> pace.
<b>2.0–4.0 pts:</b>	Dance incorporates <b>some</b> level and formation changes with dance skills that create <b>some</b> visual effects with seamless transitions. <b>Some</b> footwork, partner work* and floor work. <b>Average/above average</b> pace.
<b>4.0–5.0 pts:</b>	Dance incorporates <b>multiple</b> level and formation changes with dance skills that create <b>many</b> visual effects with seamless transitions. <b>Variety</b> of footwork, partner work* and floor work. <b>Strong</b> pace.

ALLSTAR DANCE EXECUTION ( /5)	
<b>0 pts</b>	No skills performed
<b>0.1–2.0 pts:</b>	Dance performed with <b>low</b> energy and entertainment value. Dance skills/elements performed with <b>below average</b> technique, perfection, synchronization, and uniformity.
<b>2.0–4.0 pts:</b>	Dance performed with <b>average/above average</b> energy and entertainment value. Dance skills/elements performed with <b>average/above average</b> technique, perfection, synchronization and uniformity.
<b>4.0–5.0 pts:</b>	Dance performed with <b>high</b> energy and entertainment value. Dance skills/elements performed with <b>excellent</b> technique, perfection, synchronization and uniformity.

# Prep & Scholastic: Dance & Motion Execution

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Prep & Scholastic	15 Points	9	6-12	>12	<6

## PREP & SCHOLASTIC DANCE & MOTION EXECUTION ( /15)

<b>0 pts</b>	No skills performed
<b>0.1–6.0 pts:</b>	<b>Below average</b> uniformity of technique and synchronization. <b>Below average</b> in precision of movement/perfection. <b>Minimal</b> energy/confidence displayed by athletes.
<b>6.0–12.0 pts:</b>	<b>Average to above average</b> uniformity of technique and synchronization. <b>Some</b> precision of movement/perfection. <b>Some</b> energy/confidence displayed by athletes.
<b>12.0–15.0 pts:</b>	<b>Excellent</b> uniformity of technique and synchronization. <b>Excellent</b> precision of movement/perfection. <b>High</b> energy/confidence displayed by athletes.

- The Prep and Scholastic dance scores emphasize execution of the dance / motions, placing the focus on uniformity and technique. Difficulty is not scored in this category.
- 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.

The following items are taken into consideration in the Dance/Motions Execution Category for Prep and Scholastic:

- Perfection / Precision of movement
- Synchronization
- Technique of motion/movement
- Uniformity of technique
- Seamless transitions
- High Energy / Confidence / Entertainment Value

Prep and Scholastic teams who additionally showcase excellence in the following scoring factors may be awarded in the Overall Routine Impression and Showmanship Category.

- Percent of participation
- Visual Elements
- Levels / Formations/Transitions
- Partner work\* (not applicable for Non-Stunt divisions)
- Footwork / Floorwork
- Intricacy/seamless transitions
- Pace

**NOTE:** Scholastic dances may be different in length, complexity and style from Allstar dances. Do not expect an Allstar style dance. For example, a scholastic dance may consist mainly of motions.

## Routine Creativity:

A team's effectiveness to implement innovative, visual, unique and intricate ideas. Prep and Scholastic teams do not have this category.

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Allstar	5 Points	3	2-4	>4	<2

### ALLSTAR ROUTINE CREATIVITY ( /5)

**0.1–2.0 pts:** **Minimal** incorporation of innovative, visual, unique and intricate ideas

**2.0–4.0 pts:** **Average to above average** incorporation of innovative, visual, unique and intricate ideas

**4.0–5.0 pts:** **Excellent** incorporation of innovative, visual, unique and intricate ideas

Using the Normal Variation Method, the average Allstar 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 following items are taken into consideration throughout the entire routine and in all sections:

- Entries into skills, transitions, exits, ending of skills
- Incorporations in between skills, sections
- Visual, fresh/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 choreography elements
- Flow, variety and incorporation
- Creative formations and level changes (lower "formation" expectations for Non-Stunt routines)
- Creativity is not only the things you've seen before. How well is everything put together?
- Seamless patterns of movement that add interest and appeal
- 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 (i.e.: "Strong appeal with good visual impact in transition into jumps from tumbling and great usage of additional skills")

## 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	Weaker Teams
ALL	10 Points	6	4-8	>8	<4

### FORMATIONS / TRANSITIONS ( /10)

- 0.1–4.0 pts:** **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.
- 4.0–8.0 pts:** **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.
- 8.0–10.0 pts:** **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

- Variety of formations - variety, difficulty and intricacy of formations \*Lower formation “variety” expectations for Non-Stunt routines which may be limited due to social distancing protocols.
- Precision of spacing in formations and transitions during all sections of the routine
- Seamless patterns of movement (creates visual of one group working together instinctively and cohesively, rather than a group of individuals). Bumping? Swerving to avoid collisions?
- Timing, Pace and Flow - execution of transitions (i.e. rushed or smooth? too slow or impactful? Are steps on beat / ½ beat or completely random? Does the athletes’ posture / positioning during movements accentuate and/or blend when intended, or are spatial transitions an afterthought of movement necessity?
- Use of floor

### Overall Routine Impression & Showmanship:

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

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
ALL	10 Points	6	4-8	>8	<4

### OVERALL ROUTINE IMPRESSION & SHOWMANSHIP ( /10)

- 0.1–4.0 pts:** **Below average** effectiveness in performing a comprehensive and positive memorable experience
- 4.0–8.0 pts:** **Average to above average** effectiveness in performing a comprehensive and positive memorable experience
- 8.0–10.0 pts:** **Excellent** effectiveness in performing a comprehensive and positive memorable experience

Effectiveness in performing a comprehensive and positive memorable experience includes:

- Energy, excitement and genuine enthusiasm/expression, entertainment value
- Additional skills to enhance overall appeal and visuals (i.e. prep and school dance complexity, etc.)
- Appropriate athletic impression
- Confidence and Eye contact
- Consistent and comprehensive level of showmanship throughout routine - in transitions, loading in and out of skills
- Impact and perfection / successful execution of the routine
- A positive and memorable experience from the start of the routine to the end of the routine

- **Masks:** Athletes in both regular divisions and non-stunt divisions may be required to wear masks during their routines depending on regulations in their area. Regardless if they are wearing masks or not, to make it fair, DO NOT LOOK FOR SMILES. Instead, focus on their posture, body language, confidence/head up/eye contact, gestures, appropriate athletic impression and energy when evaluating the “Showmanship” portion of the Overall Routine Impression and Showmanship category
- **Non-Stunt + Cheer Divisions:** Overall Judges must take care not to let the difficulty of tumbling skills affect the score in the Overall Routine Impression and Showmanship category since teams of various tumbling levels will be combined into one category

## Overall Score Sheet 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 due to mistakes, 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 only.
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 very low dance score, with a 0.1 as a 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.

## PREP SCORING DIFFERENCES SUMMARY

The focus is on technique and learning for Prep teams.

### Key differences in scoring from Allstar:

- Execution and technique are emphasized, especially in building and tumbling where execution of skills is evaluated out of a larger range than difficulty.
- Standing and Running Tumbling are combined into one category as “Tumbling Difficulty”. There is no requirement to perform both in order to score well.
- Individual tumbling passes will be evaluated for all Prep divisions. Group tumbling is still a key component of the difficulty assessment.
- The category of Routine Creativity does not exist on Prep sheets. Prep divisions are meant to be cost effective introductions to cheerleading focusing on technique and without the need for hiring choreographers. Exceptional creativity may be rewarded in Overall Routine Impression and Showmanship.
- The Dance score is based on execution only, which emphasizes execution of the dance, placing the focus on uniformity and technique. Prep teams who additionally showcase exceptional creativity or complexity in dance may be awarded in the Overall Routine Impression and Showmanship Category and/or Formations / Transitions if applicable.

## SCHOLASTIC SCORING DIFFERENCES SUMMARY

- Execution and technique are emphasized, especially in building skills and tumbling where execution of skills is evaluated out of a larger range than difficulty.
- Building Overall Impression rather than Building Creativity
- Standing and Running Tumbling difficulty are combined into one category as “Tumbling Difficulty”. There is no requirement to perform both in order to score well.
- Individual tumbling passes will be evaluated for all Scholastic divisions. Group tumbling is still a key component of the difficulty assessment.
- The category of Routine Creativity does not exist on Scholastic sheets. Exceptional creativity may be rewarded in Overall Routine Impression and Showmanship.
- The Dance score is based on execution only, which emphasizes execution of the dance, placing the focus on uniformity and technique. Scholastic teams who additionally showcase exceptional creativity or complexity in dance may be awarded in the Overall Routine Impression and Showmanship Category and/or Formations / Transitions if applicable.
- The style of dance may be different than an Allstar routine with extra focus on motions/movement precision rather than “flash”. Evaluation should focus on the execution of the chosen technique rather than the choice of style.
- Scholastic routines should not be compared to Allstar routines.
- Many areas are prohibited from performing Cheers or Chats due to COVID-19 risk concerned. Rather than split divisions further and further, if a Cheer is performed during a routine, its’ merits will be assessed within the Overall Routine Impression and Showmanship category. Technical skills performed during the cheer (i.e. stunts, tumbling) will be assessed within their designated categories.

# Prep & Scholastic Score Sheet 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?

No. 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.

## NOVICE SCORING

- The focus is on technique and learning.
- Teams are not ranked against other teams. Instead they are rated as Outstanding (O), Excellent (E), or Superior (S).
- Novice sheets do not use numerical scores. Instead, a check box system will be used to rate teams.
- Novice teams will receive a legality / deduction sheet to assist coaches and athletes with learning about rule infractions, point deduction and time violations. Deductions will still be given, but instead of impacting a numerical score, they will be taken into consideration by panel judges when rating the execution of the corresponding categories.
- There are five sections on the Novice scoresheet: stunt execution; pyramid execution; jump execution; dance execution; routine impression and showmanship. Note that due to COVID-19 restrictions, pyramids are not “required” to rate high at ExpoFest events. If none are performed, the section is simply ignored. Similarity, if a team is unable to stunt at all, both stunts and pyramids sections will not be considered.
- 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, ignoring any categories that may be prohibited due to COVID-19. 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.
- Teams are not evaluated on difficulty.
- Building and Routine creativity scores are not on the score sheet.
- Novice divisions follow the Level 1 rules (which also means no tosses permitted).
- Tiny (U6) Novice are not permitted to perform building skills.
- Tiny (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.

RATING		
OUTSTANDING	EXCELLENT	SUPERIOR

## LEGALITY VIOLATIONS / SAFETY

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 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.

Number 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

### 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.
- 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.

## **POINT DEDUCTION**

- 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!
- Be sure to consult the correct deduction amount depending upon the score system you are using (i.e. Allstar vs Scholastic).

### **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: ALLSTAR/PREP/NOVICE - 1.0 SCHOLASTIC - 0.25**

**EXAMPLES:**

- Hands down in tumbling
- Knees down in tumbling or jumps
- Incomplete tumbling twist(s)

**ATHLETE FALL: ALLSTAR/PREP/NOVICE - 2.0 SCHOLASTIC - 0.5**

**EXAMPLES:**

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

**BUILDING BOBBLES: ALLSTAR/PREP/NOVICE - 2.0 SCHOLASTIC - 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 in cradles (i.e. 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: ALLSTAR/PREP/NOVICE - 3.0 SCHOLASTIC – 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, toss or dismount

\* See note below concerning ExpoFest guidelines on “controlled vs uncontrolled” cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)

**MAJOR BUILDING FALLS: ALLSTAR/PREP/NOVICE - 4.0 SCHOLASTIC – 3.0**

**EXAMPLES:**

- Falls from individual stunt, pyramid or tosses to the ground (top person lands on the ground)

**MAXIMUM BUILDING DEDUCTION: ALLSTAR/PREP/NOVICE - 5.0 SCHOLASTIC – 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 amount listed above for division type.

**CONTROLLED EARLY DISMOUNT (BOBBLE) VS UNCONTROLLED EARLY DISMOUNT (FALL)**

Note that this is an Expofest *guideline* for Deduction judges and does not cover all possibilities or scenarios. Judges will use their best judgement and stay consistent throughout the event.

**4 Factors to Consider:**

1. Proper catch - Biggest concern. Was the catch (cradle or otherwise) caught properly with correct placement/technique or did it look like a mess? Did the cradle look like a cradle catch?
2. Speed of drop - did the top person drop like rock or was it slowed down?
3. Flailing - was the top person in control of their body or did the top person display obvious amount of flailing / falling out of alignment?
4. Travelling Skill – Did the skill travel forward, backwards or laterally (unintended) prior to the early dismount (more than a shuffle/step or 2)?

- An early dismount will be considered uncontrolled if the catch is not a proper catch (Factor #1).
- An early dismount will be considered uncontrolled if 2 of the other 3 factors exhibit a lack of control: the speed of the drop was fast; there was obvious flailing by the top person, or the skill was travelling (unintended) prior to the early dismount.

Some Examples:

- If it drops fast but the top is in control, the skill is not travelling and the catch is good = controlled
- If it is slowed down, no travelling and the catch is good but the top person was flailing a bit = controlled
- Top person dropped quickly with no ability to control or slow the fall and the top was flailing / out of alignment but it was caught correctly – uncontrolled (2 out of 3)
- The skill is leaning and travelling sideways while the top person flails and drops out of alignment. It is slowed and caught properly – uncontrolled (2 out of 3)
- If they were slowed down, the top was in control of their body and the skill was not travelling but the catch did not look at all like a proper catch (for example one base had a hand still on foot in cradle catch (not under the body); one base grabs just an arm; the top person is over piked with legs apart, etc.) = uncontrolled. Because the catch itself is uncontrolled which is a more major safety concern. Factor #1 does not need to be combined with any other factors.

This guideline does not preclude judges from using their judgement for extreme situations (i.e. Excessive and scary looking flailing, skills that lean and travel excessively (i.e. a full panel mat, etc.).

## Rule Violations

**SAFETY VIOLATIONS: ALL DIVISIONS - 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: ALLSTAR/PREP/NOVICE - 4.0 SCHOLASTIC – 3.0**

Max Time Limit	Applicable Divisions
1:00	Stunt Groups; Partner Stunts; Allstar Intentional* Non-Stunt+Non-Tumble Routines
1:30	Novice; Individuals; Duos; Allstar Intentional Non-Stunt Routines; Prep Intentional Non-Stunt Routines and Masters Intentional Non-Stunt Routines
2:00	Prep; Masters; Allstar Non-Tumbling Routines; Scholastic Non-Tumbling Routines; Allstar+Cheer Intentional Non-Stunt Routines; Scholastic Non-Stunt+Non-Tumble Routines
2:30	Allstar; Allstar+Cheer, or Scholastic Routines (regular or “marked”* Non-Stunt Routines)

\* “Intentional Non-Stunt” routines have no choreographed stunt sections. “Marked” Non-Stunt Routines have been choreographed with building skills, however the team stands in clean or “marks” the building skills.

- All Star Global Club = Routine time limit is 2:30 for music portion plus 30-40 seconds (max) for opening cheer. Global teams will have 20 seconds after the cheer to start the music portion.
- Skills performed after time limit may not be assessed.

**BOUNDARY VIOLATIONS: ALLSTAR/PREP/NOVICE - 1.0 SCHOLASTIC – 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: ALL DIVISIONS - 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: ALL DIVISIONS - 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.

**SOME 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, colour, 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: ALLSTAR/PREP/NOVICE ONLY - 5.0**

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 number 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.

**PROPS: SCHOLASTIC ONLY - 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, mags, etc.). Breaking of the wrist or if the arm extends away from the body: -0.5

## **Point Deduction 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 “Deduction Information” 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.

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/end of the routine, would they still receive a point deduction?**  
Yes, point deductions and legality infractions could still apply to falls, errors or unsafe skills that occur after the music / routine ends.

## CHEER SCORE SHEET

Any division that includes a Cheer will be evaluated using the following 5 subsections 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)

Each of the 5 subsections are scored out of 5 points for a total Cheer score value of 25 points.

		Mean Score	Normal Variation	Strong Teams	Weaker Teams
Cheer Subset	5 Points	3	2-4	>4	<2

### Global Club Parameters:

- 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.
- Cheer portion of the routine must be the first portion of the routine.

### Global Club 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 scores.

### Parameters for other divisions that include Cheer:

- Maximum time limit 2:30 which includes **both** cheer and music portions.

### Cheer Scoring for other Divisions that include Cheer:

Skills that are performed in the cheer are NOT 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 count towards the scores on all score sheets.

# Cheer Scoring

## Effective Material (0.1-5.0)

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

### **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 would allow a 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 changes
- 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 (0.1-5.0)

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.

- **Motion Technique:** Placement of arms, uniformity of levels, sharpness both on the ground or 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 & 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.
- 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 Leading/Energy (0.1-5.0)

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

- 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 & Comments:***

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

**Skill Incorporation (0.1-5.0)**

Skills used visually enhance and emphasize the cheer.

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.

**\*\* NOTE:** Teams may not be permitted to perform building skills. Skill incorporation may include jumps, tumbling skills, motions, etc.

***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, jumps and motions 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 (if performed)
- Can they still lead the crowd while performing skills? Does it make sense?
- 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 (0.1-5.0)**

Skills are executed with precision, proper technique and timing.

- 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. Motions should be sharp and precise.
- Teams should demonstrate proper technique, synchronization, spacing and timing. Skills should be SOLID, SAFE and 100% performance ready.