

2023-24 WSCJA

Traditional Cheer

(includes music jumps/tumbling)

Training Packet

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Link to Cheer test: <https://forms.gle/wD9uNK98AczYYHAu6>

Link to Music Jump/Tumbling test: <https://forms.gle/goPHCEpNtibAvFDv7>

Summary of 2023-24 Traditional Cheer Changes

(Same as Game Day Crowd Leading changes)

Major Changes (may affect scoring):

- Weight of the skill incorporation elements clarified by adding average of difficulty and effectiveness.
- One new element added to final section to encourage high levels of participation throughout routines.
- Clarifying adjusted ranges of skills used for this score sheet for Coed teams.
- Difficulty ranges of some skills adjusted.

Minor Changes (not likely to affect scoring):

- All "high range" language has been removed from score sheets.
- Slight change in language to emphasize an actual crowd response is not evaluated.
- Some section titles changed to clarify elements scored within those sections.
- Some terms changed for consistency across all score sheets and rubrics.
- Skills list on score sheet removed, but reference to rubric added.
- Order of some elements changed for consistency across score sheets.
- Elements added to score sheet and/or rubric for alignment between the two documents.
- Removal of element duplicates.
- Removal of all "RD"s on subjective elements on rubric.
- Notes and definitions section new to rubric for clarifying statements.
- Common interpretations used by judges added.

WSCJA/WSCCA SCORESHEET

TRADITIONAL CHEER

EVENT:		JUDGE #:	
TEAM NAME:		DIVISION:	

CROWD LEADING (16)	Points	Score	Comments
<i>CROWD EFFECTIVE MATERIAL</i> Cheer Clarity, Pace, Creativity, Stylistic Elements, Dynamic Presentation, Crowd Coverage	5		
<i>ABILITY & ENERGY TO LEAD CROWD</i> Energy, Voice, Flow, Movement, Authenticity	5		
<i>MOTION TECHNIQUE</i> Motion Placement, Technique, Synchronization, Stylistic Consistency, Sharpness	3		
<i>USE OF PROPS</i> Prop Usage Effectiveness, Variety, Sharpness, Prop Distribution	3		

SKILL INCORPORATIONS (10)	Points	Score	Comments
<i>SKILL INCORPORATIONS</i> <i>Difficulty & Effectiveness Average</i> Proper Use of Skills to Effectively Lead the Crowd. Refer to Traditional Cheer Rubric for Skill Examples.	5	Diff. = Eff. =	
<i>EXECUTION OF SKILL INCORPORATIONS</i> Perfection of Skill, Technique, Synchronization, Spacing	5		

ROUTINE COMPOSITION & SHOWMANSHIP (4)	Points	Score	Comments
Routine Foundation, Excitement, Creativity of Choreography, Transitions, Genuine School Spirit, Engagement, Participation	4		

TOTAL POSSIBLE	30		
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This score sheet is used in Traditional Tumbling and Non-Tumbling routines for the Cheer components (portion that is not performed to music). If there is a music error, judges will use their best judgment to discern which elements of the performance are scored here.

TRADITIONAL CHEER RUBRIC

Crowd Effective Material			
LOW 0-1	AVG 2-3	HIGH 4-5	Notes and Definitions
Difficult to follow and/or understand	Moderate ability to follow and/or understand	Easy to follow and understand	*The actual crowd response will not be evaluated. *Maximum crowd coverage defined as having the team touch all 9 panels at least once during the Cheer.
Ineffective pace	Moderate pace to lead and excite the crowd	Dynamic pace leads and excites the crowd	
Lacks creativity with skill incorporations	Standard creativity with use of skill incorporations	Creativity within incorporations creates excitement	
Stylistic elements do not display school spirit	Stylistic elements moderately display school spirit	Stylistic elements showcase school spirit	
Cheer lacks dynamics	Cheer has average dynamics throughout	Cheer creates dynamic environment throughout	
Lack of crowd coverage	Average crowd coverage	Maximum crowd coverage	
Ability & Energy to Lead Crowd			
LOW 0-1	AVG 2-3	HIGH 4-5	Notes and Definitions
Low energy	Average energy	High energy	
Voices are not loud and clear	Voices have average enthusiasm and volume	Voices command the crowd's attention	
Volume inconsistencies throughout cheer	Some volume inconsistencies throughout cheer	Volume remains consistent throughout the cheer	
Athletes do not create energy through flow and movement	Athletes maintain average energy through flow and movement	Athletes create energy through strong flow and movement	
Crowd leading feels disingenuous	Average ability to lead crowd in a somewhat authentic manner	Athletes engage crowd in an authentic and genuine manner	
Motion Technique			
LOW 0-1	AVG 1-2	HIGH 2-3	Notes and Definitions
Poor placement (i.e. bent wrists and/or elbows)	Minor placement issues (i.e. wrists/elbows)	Excellent placement and motion technique	
Lacks synchronization	Average synchronization	Excellent synchronization	
No motion style or consistency	Inconsistent motion style throughout	Consistent motion style throughout	
Reduced sharpness	Average sharpness	Exceptionally sharp and clean	
Use Of Props			
LOW 0-1	AVG 1-2	HIGH 2-3	Notes and Definitions
Props are used ineffectively	Props are used somewhat effectively	Props are used effectively	* Variety of props alone does not increase score. It must be combined with confident use to lead the crowd.
Minimal variety of props while crowd leading demonstrates lack of confidence	Average variety of props while demonstrating mediocre confidence in crowd leading	High variety of props while demonstrating confidence in crowd leading	
Prop usage lacks sharpness and is distracting to performance	Prop usage displays average level of sharpness	Prop usage is sharp, clean and dynamic throughout performance	
Props are obtained and discarded with difficulty	Props are obtained and discarded in a relatively clean manner	Props are obtained and discarded with ease	
Skill Incorporations			
LOW 0-1	AVG 2-3	HIGH 4-5	Notes and Definitions
Skills used do not lead crowd	Skills used somewhat lead crowd	Skills used appropriately lead crowd	*Cheer Skill Incorporations score will reflect a difficulty score and an effectiveness score that have been averaged to arrive at the final score. *Stunts are the basis for the skill incorporation score. Tumbling that leads the crowd may increase score. *Skill Incorporations will be defined as: stunts and tumbling. *Coed is defined as 3 or more males. *Ratios do not apply.
Example of skills below:	Example of skills below:	Example of skills below:	
0 = No skills were used to lead the crowd, motions only	Shoulder sits, Preps, 1/2 up to prep	Extended single leg stunts	
Thigh stands	Extensions, Shoulder stands, Full up to prep	Full up extended or Full rounds to any level (RD)	
Low range tumbling (see Traditional Rubric)	Average range tumbling (see Traditional Rubric)	Extended switches, Low to high tick tocks. (RD)	
	1/2 up to Extended (RD)	High range tumbling (see Traditional Rubric)	
COED teams - Standard of Low Coed skill performed (Refer to Stunt Rubric)	COED teams - Must perform at least 1 Elite of Low or Standard of Average coed skill (Refer to Stunt Rubric)	COED teams - Must perform at least 1 Elite of Average or Standard of high range coed skill (Refer to Stunt Rubric)	
Execution of Skill Incorporations			
LOW 0-1	AVG 2-3	HIGH 4-5	Notes and Definitions
Skills performed demonstrate major errors and/or omissions	Skills performed demonstrate flaws and/or errors (Bobbles/Drops)	Skills performed have minimal errors	
Skills demonstrated throughout lacked safety and/or cleanliness	Somewhat clean skills demonstrated throughout	Clean, safe and solid skills demonstrated throughout	
Minimal use of technique, synchronization and spacing	Average use of technique, synchronization and spacing	Strong use of technique, synchronization and spacing	
Routine Composition & Showmanship			
LOW 0-1	AVG 2-3	HIGH 4	Notes and Definitions
Did not demonstrate clean and/or solid foundation	Demonstrates some clean foundational elements	Demonstrates clean, solid foundational elements	**"Nugget" will be defined as an individual that is inactive and hidden in a portion of the routine.
Presentation lacked excitement throughout	Presentation had mediocre excitement throughout	Presentation creates excitement throughout	
Lacks creative choreography	Average creative choreography	Creative dynamic choreography	
Demonstrates poor flow through transitions	Demonstrates average flow through transitions	Demonstrates seamless flow through transitions	
Poor demonstration of genuine school spirit	Average image of genuine school spirit	Positive image of genuine school spirit	
Cheerleaders are vocally and physically disengaged in performance	Most cheerleaders are vocally and physically engaged in performance	All cheerleaders are vocally and physically engaged in performance	
Involving some participants inconsistently throughout (i.e. minimum skill ratios, many "nuggets", skills OR choreo, etc.)	Involving most participants inconsistently throughout (i.e. minimum skill ratios, some "nuggets", skills and choreo sometimes, etc.)	Involving most participants consistently throughout (i.e. maxing skill ratios, minimizing "nuggets", skills and choreo simultaneously, etc.)	

LOW 0-4		AVG 5-7			HIGH 8-10		Notes and Definitions	
(1-2)	(3-4)	(5-6)	(7-7.5)	(8)	(9)	(10)		
Other Skills	Show and go	Prep	Prep level single leg	Extended lib	Extended immediate BP		*All skills that do not twist, release, cradle or invert are scored in this section.	
	Thigh stand	Extended straddle sit	Extension	Shoulder stand				
	Prep level flatback	Extended flatback	Cupie					
	Bump down		Leapfrog					
	Shoulder sit		Prep to prone transition					
LOW 0-4		AVG 5-7			HIGH 8-10		Notes and Definitions	
(1-2)	(3-4)	(5-6)	(7-7.5)	(8)	(9)	(10)		
Coed Skills	Toss toe touch	Toss shoulder sit	Toss chair	Toss shoulder stand	Walk up 180 to hands press extension	Walk up 180 to extension	Toss 360 to hands and above	*ONLY USED FOR TEAMS IN THE COED DIVISION. *Coed Skill is defined as being initiated from the ground with two acceptable types of entry: as a single base grabbing a top person and tossing them from the ground ("toss") or a top walking toward a base, stepping into the hands, pushing off the base's shoulders, and executing a half spin to end facing front ("walk up"). *May be assisted by 1 additional person. One Man Assisted Stunt: A single based stunt in which the spotter is hands ON from entry up to and including the intended stunt. If more than one person assists the stunt, then it will be viewed as a multi-base stunt and judged accordingly.
		Toss show and go		Pinwheel	Toss hands press extension	Toss hands press extended lib	Hand-in-hand pop to hands or above	
				Walk up 180 to hands	Peg leg 3/4 to hands	Toss extension	FHS/BHS up	
				Toss hands		Peg leg 3/4 hands press Extension	Toss extended lib	
							One-arm extended stunts	
							Peg leg 3/4 to extended stunts	
PYRAMIDS DIFFICULTY							Notes and Definitions	
Stunt difficulty scores are the baseline for pyramid scores. See <u>Stunt difficulty for base score</u> : increase 1 point if stunt skill is performed unbraced, but connects at the top; keep score the same if a stunt skill is performed with one bracer; decrease 1 point if stunt skill is performed with two bracers. See chart below for "Pyramid Only" skills which are only legal when performed braced.								
LOW 0-4		AVG 5-7			HIGH 8-10		*Pyramid Definition "Connected stunts" - skills can be performed with a bracer throughout, flow out of a connection, or connect immediately at the top. *PYRAMID ONLY: HITCH lib not counted as a "body position." *As with stunt skills, points within a range for pyramid skills will increase based on progression of beginning and ending stunt levels, landing position (2 feet, lib, immediate BP) as well as the number of bracers. *The number of bracers in parenthesis includes those bracing by hand and/or foot (note: bracing by foot is not legal for all skills).	
Braced release to prone		Braced release to new bases, landing prep level or below (1 bracer)			Braced release to new bases, landing extended (1 bracer)			
Braced splits		Braced release to cradle (1 foot bracer)			Braced release full twist to cradle (1 or 2 bracers, hands or 1 foot/1 hand)			
Braced flip ending on ground		Braced flip, landing below prep level (1 or 2 bracers)			Braced release, inverting full twist to cradle (1 bracer)			
		Braced flip, landing prep level or higher (2 bracers)			Braced flip, landing prep level or higher (2 bracers)			
		Braced twisting flip, landing below prep level (1 or 2 bracers)			Braced twisting flip, landing prep level or higher (1 or 2 bracers)			
		Braced flip, landing prep level or higher (1 bracer)			Braced flip, landing prep level or higher (1 bracer)			
		Braced side flip/sumi, landing below prep level (1 or 2 bracers)			Braced side flip/sumi, landing prep level or higher (1 or 2 bracers)			
STUNTS AND PYRAMIDS EXECUTION							Notes and Definitions	
LOW 0-4		AVG 5-7			HIGH 8-10			
Falls, unsafe		No falls, major bobbles			No falls, minor bobbles at bottom of range, no bobbles at top of range		*Perfection/technique weighted at 40% each, spacing/sync at 10% each. *Front spots are not proper technique (execution can be affected up to two points). *Using alternative techniques will negatively affect the execution score and include but are not limited to: double bouncing, hitting a stunt at the top with base walking away, walking 360s, Ruby Slippers, etc. *All stunts and pyramids considered for execution score respectively.	
Proper technique lacking for nearly all participants		Technique is mediocre and/or inconsistent			Technique is nearly perfect for nearly all participants			
Both sync and spacing are quite off		Both sync and spacing slightly off, or only one quite off			Both sync and spacing nearly perfect			
STUNTS AND PYRAMIDS CREATIVITY							Notes and Definitions	
LOW 0-0.5		AVG 0.5-1.5			HIGH 1.5-2.5			
Minimal variety in transitions, entrances, and exits		Average variety in transitions, entrances, and exits			Excellent variety in transitions, entrances, and exits		FOR PYRAMIDS ONLY: several structures, multiple flyers, includes "pyramid only" skills	
Most stunt and pyramid skills are the same		Some stunt and pyramid skills repeat			No repeating skills used combined between stunts AND pyramids (6 unique skills)			
Minimal use of different skill types		Some variety in skill types (inversions, releases, etc.)			Many different skill types represented (i.e. inversions, releases, NR twisting, etc.)			
FOR PYRAMIDS ONLY - limited structures, focused around one main flyer		FOR PYRAMIDS ONLY - average structures, and average use of flyer variety						

WSCJA Interpretations 2023-24

Traditional Cheer Scoring

This interpretation document will include language from the score sheet and rubric. Judges are to always look directly to the rubric for descriptions of elements in score ranges. The section and subsection titles, point values, and elements in quotes are copied from the score sheet. The elements judges should be looking for have been brought in from the rubric.

It is assumed that since there is no header stating what is required to enter into a range, that judges will place teams in the range that best describes their performance. If a team demonstrates elements in several different ranges within one subsection, the judges will use their best judgment to place the team in the most applicable and appropriate range by roughly averaging the elements, giving each element similar weight to the others listed. This method of scoring applies to the entire Cheer score sheet with the exception of Skill Incorporations subsection which has minimum requirements for the difficulty score portion.

Traditional Cheer judges will not evaluate an actual crowd response. *Effectiveness, execution, and difficulty* are the main areas of assessment for this score sheet. The Traditional Cheer is performed without music at any point during a traditional routine. If there is an error with music, Cheer judges should use their best judgment to determine the Cheer portion of the routine.

Crowd Leading (16) is defined as the elements the material, ability, energy, motions and props used to lead the crowd..

- **Crowd Effective Material (5)** - will be defined as “Cheer Clarity, Pace, Creativity, Stylistic Elements, Dynamic Presentation, Crowd Coverage.” According to the rubric, the judges are looking for how *effective* the following elements are used:
 - Level of potential ability of a home crowd to follow and understand (NOTE: actual crowd response not evaluated)
 - Level of ability of pace to lead and excite the crowd
 - Level of creativity and excitement of skill incorporations
 - Level of stylistic elements showcasing school spirit
 - Level of dynamic presentation and consistency
 - Level of crowd coverage (NOTE: high range would be team using all 9 panels)
- **Ability & Energy to Lead Crowd (5)** - will be defined as “Energy, Voice, Flow, Movement, Authenticity.” According to the rubric, the judges are looking for how *effective* the following elements are used:
 - Level of energy
 - Level of voice including volume, clarity, enthusiasm, and ability to command attention
 - Level of volume consistency
 - Level of flow and movement driving athlete’s energy
 - Level of authenticity and genuineness of crowd engagement
- **Motion Technique (3)** - will be defined as “Motion Placement, Technique, Synchronization, Stylistic Consistency, Sharpness” as demonstrated **during motions**. According to the rubric, the

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Traditional Cheer Scoring

judges are looking for the level of *execution* of the following elements **in relation to the use of motions only:**

- Level of motion placement (examples given include, but are not limited to: bent wrists and/or elbows)
- Level of synchronization
- Level of consistency in motion style
- Level of sharpness and cleanliness
- **Use of Props (3)** - will be defined as “Prop Usage Effectiveness, Variety, Sharpness, Prop Distribution” as demonstrated during use of props. According to the rubric, the judges are looking for the level of *effectiveness* and *execution* of the following elements **in relation to the use of props:**
 - Level of effectiveness of props
 -
 - Level of confidence AND variety in prop usage (NOTE: variety alone isn’t the goal)
 - Level of sharpness, cleanliness, and dynamic prop use throughout
 - Level of ease in obtaining and discarding props

Skill Incorporations (10) is defined as the stunts and/or tumbling performed during the Cheer portion of the routine.

- **Skill Incorporations (5)** - will be defined as the “Proper Use of Skills to Effectively Lead the Crowd.” “Refer to Traditional Cheer Rubric for Skill Examples will be interpreted to mean teams need to meet skill difficulty requirements for entry into a point range for this score section and those skills along with their ranges are to be found on the Cheer rubric (not the Stunt rubric).. This score will reflect a *difficulty* score and an *effectiveness* score that have been averaged to arrive at the final score..
 - Level of skill effectiveness in leading the crowd
 - Level of stunt skill difficulty - according to Traditional Cheer Rubric and ratios do not apply (NOTE: Stunts are the basis for the skill incorporation score)
 - Level of tumbling skill difficulty - according to Traditional Music Rubric and ratios do not apply (NOTE: Tumbling that leads the crowd may increase score but cannot be without stunts)
 - COED TEAMS ONLY: Level of coed skill difficulty - according to ranges detailed in Traditional Cheer Rubric and skills found on the Traditional Music Rubric and ratios do not apply (NOTE: Coed is defined as 3 or more males)
- **Execution of Skill Incorporations (5)** - will be defined as “Perfection of Skill, Technique, Synchronization, Spacing” as demonstrated during stunting and/or tumbling in the Cheer. According to the rubric, the judges are looking for the level of *execution* of the following elements **in relation to skills:**
 - Level of errors and omissions including bobbles/drops
 - Level of consistency of cleanliness and safety of skills

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Traditional Cheer Scoring

- Level of technique, synchronization, and spacing of skills

Routine Composition & Showmanship (4) will be defined as: “Routine Foundation, Excitement, Creativity of Choreography, Transitions, & Genuine School Spirit, Engagement, Participation” for the Cheer.

According to the rubric, the judges are looking for the level of presentation of the following elements:

- Level of foundation of routine elements being clean and solid
- Level of excitement throughout
- Level of creative use of choreography
- Level of seamlessness and fluidity of transitions into and out of Cheer
- Level of genuineness of school spirit
- Level of vocal and physical engagement of cheerleaders
- Level of consistency of participation of team members (NOTE: this includes but is not limited to - putting up more skills than “meeting ratio”, minimizing the hiding of unused “nuggets”, performing skills and choreography simultaneously)

Summary of 2023-24 Traditional Music Changes

Major Changes (may affect scoring):

- Range Driver Overall Impression removed to solve lack-of-clarity issues.
- One point added to value of overall.
- Elements added to Stunt and Pyramid Creativity to enhance criteria. Pyramids have more criteria than Stunts.
- Jump ratio reduced to match tumbling.
- Dance ratio rule added.
- One new element added to the final section to encourage high levels of participation throughout routines.
- High range jump to tumble moved to count for jump difficulty score only (previously counted for jumps and tumbling difficulty scores). TUMBLING TEAMS THAT JUMP TO TUMBLE ALSO NEED AN ADDITIONAL TUMBLING SKILL.
- Highest scoring jump to tumble changed to a jump combo to high range tumble.
- Skills highlighted in yellow have moved in range.
- Coed skills must initiate from the ground to meet the “one coed skill” requirement for coed teams.
- Coed transitions changed to require initiation from the ground.
- Coed dismounts have been removed as options from meeting this skill requirement.
- Pyramid rubric combined with stunt rubric and most skills removed and replaced with a scoring concept.

Minor Changes (not likely to affect scoring):

- Some section titles changed to clarify elements scored within those sections.
- All "high range" language has been removed from score sheets.
- Some terms changed for consistency across all score sheets and rubrics.
- Ratio Rubric references added.
- Ratio formulas clarified.
- Skills listed on score sheet removed.
- Removal of element duplicates.
- Notes and definitions section new to rubric for clarifying statements.
- Common interpretations used by judges added.
- Removal of all "RD"s on subjective elements on rubric.
- Missing rubric language added in ranges.
- Double base partner stunt column removed and statement added in header that skills performed with fewer than standard participants will increase score up to 2 points.
- “Standard” and “Elite” distinctions have been removed from the rubric.
- Skill list has been altered by adding new skills and removing others.
- Clarification added for when each skill section/type is used.
- Coed emphasis added that the ratio rule will be based upon the registered number of males as confirmed by the coach.
- Many remaining pyramid skill names were replaced with new terminology.

WSCJA/WSCCA SCORESHEET TRADITIONAL MUSIC

EVENT:	JUDGE #:		
TEAM NAME:	DIVISION:		
STUNTS (22.5)	Points	Score	Comments
DIFFICULTY Level of Skill: Average of 3 Highest Scoring Skills Meets Ratio: Majority (See Ratio Rubric)	10	0.0	1:
EXECUTION Perfection of Skill, Proper Technique, Synchronization, Spacing	10		2:
CREATIVITY Transitions, Entrances/Exits, Uniqueness, Variety of Skill Type	2.5		3:
PYRAMIDS (22.5)	Points	Score	Comments
DIFFICULTY Level of Skill: Average of 3 Highest Scoring Skills Meets Ratio: Majority (See Ratio Rubric)	10	0.0	1:
EXECUTION Perfection of Skill, Proper Technique, Synchronization, Spacing	10		2:
CREATIVITY Transitions, Entrances/Exits, Uniqueness, Variety of Skill Type Structures, Variety of Flyers, Pyramid-Only Skills	2.5		3:
TUMBLING (10)	Points	Score	Comments
DIFFICULTY Level of Skills Meets Ratio: 40% (See Ratio Rubric)	5		
EXECUTION Form, Body Control, Landings, Synchronization, Pace/Speed	5		
JUMPS (5)	Points	Score	Comments
DIFFICULTY & EXECUTION AVERAGE Level of Skills Meets Ratio: 40% (See Ratio Rubric) Technique Elements, Synchronization, Height, Uniform Style	5	0.0	D:
DANCE (5)	Points	Score	Comments
DIFFICULTY & EXECUTION AVERAGE Meets Ratio: 40% (See Ratio Rubric) Choreography, Visual Appeal, Use of Levels Synchronization, Spacing, Motion Placement/Sharpness, Timing	5	0.0	E:
ROUTINE COMPOSITION & SHOWMANSHIP (5)	Points	Score	Comments
Routine Foundation, Excitement, Creativity, or Choreography, Transitions, Participation	5		
TOTAL POSSIBLE	70		

This score sheet is used in Traditional Tumbling and Non-Tumbling routines for the Music components (portion that is performed to music). If there is a music error, judges will use their best judgment to discern which elements of the performance are scored here.

TRADITIONAL MUSIC RUBRIC

See Ratio Rubric for minimum number of tumblers, jumpers, and dancers to qualify for entry into a difficulty range.

TUMBLING DIFFICULTY			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4-5	*This chart outlines point ranges by low, average and high for tumbling skills performed by 40%. *Tumbling will be defined as any inverting skill that is completed on the performing surface. Inversions into and out of stunts will not be counted as tumbling. Teams that tumble in the Non-Tumbling category will be automatically placed into the Tumbling category regardless of registration. *High range jump-to-tumble counts only in jumps.
Rolls, cartwheels	Roundoffs, walkovers	HIGH 4 = Handspring and Handspring Variations	
	Connected average tumbling	HIGH 5 = Tuck and Tuck Variations (including but not limited to: Punch Front, Tuck, Layouts & Fulls) (RD)	
TUMBLING EXECUTION			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4-5	*Technique includes form, body control, and landings and will be defined as each individual performing the skill with commonly accepted standards of appropriate form and method for that skill (examples include: feet together, finish rotations before landing, spinning where head remains neutral vs head out, ankles together, etc.). *All tumbling performed in the music section considered for execution score.
Technique lacking for nearly all participants	Moderate technique	Technique nearly perfect for nearly all participants	
Skills performed demonstrate major errors and/or omissions	Skills performed demonstrate flaws and/or errors	Skills performed have minimal errors	
Lacks synchronization	Average synchronization	Excellent synchronization	
Slow pace/speed with excessive counts	Moderate pace/speed	Quick pace/speed to appropriate counts	
JUMPS DIFFICULTY			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4-5	*Jumps score will reflect a difficulty and execution score that has been averaged to arrive at the final score. *This chart outlines point ranges by low, average and high for jumps skills performed by 40%. *Jumps include but are not limited to: Pike, Toe Touch, Hurdler Variations. *Combination defined as two or more jumps combined with no prep inbetween. *Hip rotation is defined as front to side, or side to front.
One single jump	Two non-connected single jumps	One combination + one single jump	
	One combination (RD)	One combination that includes hip rotation + one single jump (RD)	
		TUMBLING TEAMS ONLY: One jump connected to high difficulty tumbling skill, One jump combo connected to high difficulty tumbling skill (RD)	
JUMPS EXECUTION			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4-5	*Jumps score will reflect a difficulty score and an execution score that has been averaged to arrive at the final score. *Technique includes landings, straight legs, pointed toes, and arm placement and will be defined as each individual performing skills with commonly accepted standards of appropriate form and method. *All jumps performed in the music section considered for execution score.
Technique lacking for nearly all participants	Moderate technique	Technique nearly perfect for nearly all participants	
Lacks synchronization	Average synchronization	Excellent synchronization	
Low or inconsistent jump height	Moderate jump height	Consistent and high jump height	
Inconsistent style throughout	Moderately consistent style throughout	Consistent style throughout	
DANCE DIFFICULTY			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4-5	*Score will reflect a difficulty score and an execution score that has been averaged to arrive at the final score. *This chart outlines point ranges by low, medium, and high for Dance skills performed. *Formation changes do not need to utilize the whole team. *Jumps, leaps, and side-rolls on the performing surface are not considered to be tumbling. *Dance Ratio: 40% (See Ratio Rubric).
Teams demonstrate a FEW of the following skills:	Teams demonstrate MOST of the following skills :	Teams demonstrate MANY of the following skills:	
Entertainment - Low energy throughout with no entertainment value	Entertainment - Average energy throughout with little driving entertainment value	Entertainment - Strong energy throughout with a driving entertainment value	
Visual Elements incorporate a low level of progressive dimension, pace, and speed	Visual Elements incorporate an Average level of progressive dimension, pace, and speed	Visual Elements incorporate a High level of creative dimension, pace, and speed	
Footwork shows a low level of clarity and intricacy	Footwork shows an average level of clarity and intricacy	Footwork shows a High level of clarity and intricacy	
No level changes are present	Level changes are somewhat distinct, clear and visual	Level changes are distinct, clear and visual	
Basic formation changes	Average formation changes	Creative and intricate formation changes	
Demonstrates a low level of "TEAM" showmanship throughout	Demonstrates an average level of "TEAM" showmanship throughout	Demonstrates a high level of "TEAM" showmanship throughout	
DANCE EXECUTION			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4-5	*Score will reflect a difficulty score and an execution score that has been averaged to arrive at the final score.
Lacks synchronization	Average synchronization	Precise synchronization	
Reduced sharpness	Average sharpness	Exceptionally sharp and clean	
Poor placement (i.e. bent wrists and/or elbows)	Minor placement issues (i.e. wrists/elbows)	Excellent placement and motion technique	
Spacing errors	Moderate spacing	Effective spacing with minimal errors	
Choreography performed demonstrates major errors and/or omissions	Choreography performed demonstrates flaws and/or errors	Choreography performed has minimal errors	
Routine Composition & Showmanship			Notes and Definitions
LOW 0-1	AVG 2-3	HIGH 4	**"Nugget" will be defined as an individual that is inactive and hidden in a portion of the routine.
Did Not demonstrate clean and /or solid foundation	Demonstrates some clean foundational elements	Demonstrates clean, solid foundational elements	
Presentation lacked excitement throughout	Presentation had Mediocre excitement throughout	Presentation creates excitement throughout	
Lacks creative choreography	Average creative choreography	Exceptional creative choreography	
Poor flow through transitions	Average flow through transitions	Demonstrates seamless flow through transitions	
Involving some participants inconsistently throughout (i.e. minimum skill ratios, many "nuggets", skills OR choreo, etc.)	Involving most participants inconsistently throughout (i.e. minimum skill ratios, some "nuggets", skills and choreo sometimes, etc.)	Involving most participants consistently throughout (i.e. maxing skill ratios, minimizing "nuggets", skills and choreo simultaneously, etc.)	

RATIO RUBRIC				
<i>Ratios only used when a rule is stated in a scoring rubric. Number indicates the number of required individuals or groups necessary for a skill to score according to the difficulty range.</i>				
	Category	Traditional		Stomp
	# of Athletes	Jumps, Tumbling, Dance	Stunts/Pyramids	Stunts/Pyramids
Division		40% (Individuals)	Majority (Groups)	40% (Groups)
Small	5	2	1	1
	6	3	1	1
	7	3	1	1
	8	4	2	1
	9	4	2	1
	10	4	2	1
	11	5	2	1
Medium	12	5	2	2
	13	6	2	2
	14	6	2	2
	15	6	2	2
	16	7	3	2
	17	7	3	2
	18	8	3	2
Large	19	8	3	2
	20	8	3	2
	21	9	3	2
	22	9	3	2
	23	10	3	2
	24	10	4	3
	25	10	4	3
	26	11	4	3
	27	11	4	3
	28	12	4	3
	29	12	4	3
	30	12	4	3
	31	13	4	3
	32	13	5	4
Coed (3 or more males)	# of Males		Stunts/Pyramids	
			Majority (Groups)	
	3		2	
	4		3	
	5		3	
	6		4	
	7		4	
	8		5	
9		5		
10		6		

WSCJA Interpretations 2023-24

Traditional Music Scoring Jumps and Tumbling

Important note for cheer judges - you will now be watching for the cheer portion of each routine (the portion without music) PLUS the portion with music that includes any jumps and any tumbling (for tumbling teams). DO NOT score jumps and tumbling in the cheer portion (the portion without music). Please be aware of the following:

- **Tumbling is considered skills that start and end on the ground. When a skill starts in a stunt or instead of landing the tumbling is received into a stunt, that is an inversion and should not be scored as a tumbling skill. An easy way to distinguish tumbling skills from inverting stunts is if a skill is completed on the ground, it is tumbling.**
- **You will need to keep an eye on teams in the Non-Tumbling division as well. Occasionally a team registered as "Non-Tumbling" may believe they are executing an inversion into a stunt, yet they are completing the skill on the floor and jumping back into a load. In this case, you will change the team to "Tumbling" and score the skills as a tumble. The Head Judge and Music judges should be notified so it counts as tumbling not as an inversion and all are aware of the change of category.**

If there is an error preventing the playing of music, judges will use their best judgment to evaluate what they determine to be jumps and tumbling respectively in the music section.

Jumps and Tumbling Rubric Skills - since there are many more skills that teams perform than are listed, judges will use skills to 1) determine the point value of those skills listed, and 2) place skills not listed in accordance with comparable skills according to the difficulty scale. Skills not listed will be up to the judge's best judgment. Judges only consider those skills performed during the music section of the routine and will not include in their score any jumps or tumbling performed during the cheer.

Tumbling (10)

- Tumbling Difficulty (5) - will be defined as the "Level of Skills" that "Meet Ratio (40%)."
"Tumbling Skills performed by 40%" will be interpreted to mean the only skills considered for the tumbling difficulty score are those involving at least the number of participants required by the Ratio Rubric. If any tumbling skills do not involve the minimum number of participants according to the Ratio Rubric, that skill will not be considered in the difficulty score. Judges do not calculate, instead refer to the table.
- Tumbling Execution (5) - will be defined as "Form, Body Control, Landings & Pace/Speed" with mistakes/errors/omissions as a standard assumption for execution. If a team's performance falls under different columns in different areas of execution, judges will treat each column as roughly of equal importance and use their best judgment to place the team in the appropriate range. Judges will consider all tumbling to music for execution, not only that which meets the ratio.
 - "Form/Body Control/Landings" will be defined as each individual performing the skill with commonly accepted standards of appropriate form and method for that skill (examples include: feet together, finish rotations before landing, spinning where head remains neutral vs head out, ankles together, etc.)

WSCJA Interpretations 2023-24

Traditional Music Scoring Jumps and Tumbling

- “Mistakes/Errors/Omissions” will be defined as the level at which intended skills are performed by participants with success including limiting any errors.
- “Pace/Speed” will be defined as the level at which skills are performed slow or fast as marked by counts in comparison to appropriate expectations for pace and speed.

Jumps (5)

- Notes and Definitions:
 - “Score will reflect a difficulty score and an execution score that has been averaged to arrive at the final score.” This will be interpreted to mean: These two scores (each out of 5 points possible) will be added together and divided by 2. This is automated on the digital score sheet.
 - Jump skills listed on the rubric include star, pike, toe touch, and hurdler variations. This is not a complete list of jumps judges might see.
 - “Combination defined as two or more jumps combined with no prep inbetween.”
 - “Hip rotation is defined as front to side, or side to front.”
- Jump Difficulty - will be defined as the “Level of Skills” that “Meet Ratio (40%).” will be interpreted to mean the only skills considered for the jump difficulty score are those involving at least the number of participants required by the Ratio Rubric. If any jump skills do not involve the minimum number of participants according to the Ratio Rubric, that skill will not be considered in the difficulty score. Judges do not calculate, instead refer to the table.
 - A note regarding the High level jump to tumble on the rubric - this only counts for a jump score. A separate tumbling skill would be needed for a tumbling score. This is to distinguish between previous years where this high level jump to tumble was given credit in both places.
- Jump Execution - will be defined as “Synchronization, Landings, Height & Technique.” If a team’s performance falls under different columns in different areas of execution, judges will treat each column as roughly of equal importance and use their best judgment to place the team in the appropriate range. Judges will consider all jumping to music for execution, not only that which meets the ratio.
 - “Synchronization” will be defined as skills being performed in unison, and/or staggered skills being performed according to clearly designated and equally timed counts.
 - “Landings, Straight Legs & pointed toes, and arm placement” will be defined as each individual performing skills with commonly accepted standards of appropriate form and method.
 - “Jump height” will be defined as flexibility and elevation.
 - “Uniform style throughout” will be defined as consistency in approach and body positioning all the way from the prep to the landing between participants.