



# Missouri State Marching Association: Music Effect

<p><b>Repertoire (100)</b></p> <p>Creativity/Imagination</p> <p>Coordination/Staging</p> <p>Expression</p> <p>Pacing/Continuity/Flow</p> <p>Contribution of All Elements</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <th>Box 1 0-9</th> <th>Box 2 10-29</th> <th>Box 3 30-69</th> <th>Box 4 70-89</th> <th>Box 5 90+</th> </tr> <tr> <td colspan="5" style="height: 100px;"></td> </tr> <tr> <td colspan="4"><b>Score</b></td> <td>_____</td> </tr> <tr> <td colspan="5" style="text-align: right;"><b>/100</b></td> </tr> </table>	Box 1 0-9	Box 2 10-29	Box 3 30-69	Box 4 70-89	Box 5 90+						<b>Score</b>				_____	<b>/100</b>				
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<b>Score</b>				_____																		
<b>/100</b>																						
<p><b>Performance (100)</b></p> <p>Communication of Musical Intent</p> <p>Emotional Range</p> <p>Artistry</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <th>Box 1 0-9</th> <th>Box 2 10-29</th> <th>Box 3 30-69</th> <th>Box 4 70-89</th> <th>Box 5 90+</th> </tr> <tr> <td colspan="5" style="height: 100px;"></td> </tr> <tr> <td colspan="4"><b>Score</b></td> <td>_____</td> </tr> <tr> <td colspan="5" style="text-align: right;"><b>/100</b></td> </tr> </table>	Box 1 0-9	Box 2 10-29	Box 3 30-69	Box 4 70-89	Box 5 90+						<b>Score</b>				_____	<b>/100</b>				
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Adjudicator's Signature \_\_\_\_\_

Total Score \_\_\_\_\_/200

	<b>Box 1 0-9</b>	<b>Box 2 10-29</b>	<b>Box 3 30-69</b>	<b>Box 4 70-89</b>	<b>Box 5 90+</b>
<b>Repertoire (100)</b>	<p><b>Creativity/imagination</b> is seldom evident.</p> <p><b>Coordination and staging</b> are ineffective and seldom evident.</p> <p><b>Expression</b> through use of interpretive elements is not present.</p> <p>There are numerous breaks in <b>pace, continuity, and flow.</b></p> <p><b>Contribution of all elements</b> is rare.</p>	<p><b>Creativity/imagination</b> is somewhat evident.</p> <p><b>Coordination and staging</b> are slightly effective and somewhat evident.</p> <p><b>Expression</b> through use of interpretive elements is limited.</p> <p>There are some breaks in <b>pace, continuity, and flow.</b></p> <p><b>Contribution of all elements</b> is unbalanced.</p>	<p>Moments of <b>creativity/imagination</b> may be present and effective.</p> <p>The elements are sometimes <b>coordinated</b> to create musical effect, and sections are sometimes <b>staged</b> for effective communication.</p> <p><b>Expression</b> is evident but sometimes lacking.</p> <p>Sometimes, there are breaks in the <b>pace, continuity, and flow</b> as musical events unfold.</p> <p><b>Contribution of all elements</b> is somewhat unbalanced.</p>	<p><b>Creativity/imagination</b> exists throughout most of the program.</p> <p>The elements are usually <b>coordinated</b> to create musical effect, and sections are usually <b>staged</b> for effective communication.</p> <p><b>Expression</b> through use of interpretive elements is utilized to a fairly high degree.</p> <p>There is a high level of understanding of <b>spacing, continuity, and flow</b>, with very few breaks as musical events unfold.</p> <p>All <b>elements contribute</b> at a fairly high rate throughout the program.</p>	<p><b>Creativity/imagination</b> exists throughout the entire program.</p> <p>The elements are always <b>coordinated</b> to create musical effect, and sections are usually <b>staged</b> for effective communication.</p> <p><b>Expression</b> through use of interpretive elements is utilized to a high degree.</p> <p>There is a complete understanding of <b>spacing, continuity, and flow</b>, with very few breaks as musical events unfold.</p> <p>All <b>elements contribute</b> at a high rate throughout the program.</p>
<b>Performance (100)</b>	<p><b>Communication of musical intent</b> is seldom evident.</p> <p><b>Emotional musical involvement</b> is nonexistent.</p> <p>There is no display of musical <b>artistry.</b></p>	<p><b>Communication of musical intent</b> is somewhat evident.</p> <p><b>Emotional musical involvement</b> is lacking.</p> <p>There is an inconsistent display of musical <b>artistry.</b></p>	<p>Performers display an average achievement level in <b>communication of musical intent.</b></p> <p><b>Emotional musical involvement</b> is presented to the audience, but sometimes diminished.</p> <p>Performers display an average level of musical <b>artistry.</b></p>	<p><b>Communication of musical intent</b> is at a fairly high level.</p> <p><b>Emotional musical involvement</b> is almost always constantly presented to the audience.</p> <p>Performers display a high level of <b>artistry.</b></p>	<p><b>Communication of musical intent</b> is at a high level.</p> <p><b>Emotional musical involvement</b> is constantly presented to the audience.</p> <p>Performers display the highest level of <b>artistry.</b></p>



# Missouri State Marching Association: Music Ensemble

<p><b>Repertoire (100)</b></p> <ul style="list-style-type: none"> <li>● Orchestration             <ul style="list-style-type: none"> <li>○ Elements of Design</li> <li>○ Depth and Range of Content</li> <li>○ Variety</li> </ul> </li> <li>● Expressive and Dynamic Range</li> <li>● Simultaneous Responsibilities</li> <li>● Appropriate for the level of the ensemble</li> </ul>	<p><b>Comments</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> </table> <p style="text-align: right;"><b>Score</b> _____/100</p>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+
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<p><b>Ensemble Musicianship (100)</b></p> <ul style="list-style-type: none"> <li>● Consistency of Tempo and Pulse</li> <li>● Clarity and Accuracy of Intonation</li> <li>● Rhythmic Interpretation</li> <li>● Ensemble Cohesiveness</li> <li>● Expression</li> <li>● Consistency of Timbre &amp; Sonority</li> <li>● Balance &amp; Blend</li> </ul>	<p><b>Comments</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> </table> <p style="text-align: right;"><b>Score</b> _____/100</p>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+
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**Adjudicator's Signature** \_\_\_\_\_

**Total Score** \_\_\_\_\_/200

	<b>Box 1 0-9</b>	<b>Box 2 10-29</b>	<b>Box 3 30-69</b>	<b>Box 4 70-89</b>	<b>Box 5 90+</b>
<b>Repertoire (100)</b>	<p>Orchestration shows little creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Orchestration contains little in the way of <b>Expressive and Dynamic Range</b>.</p> <p>Orchestration requires very few <b>simultaneous responsibilities</b>.</p> <p>The required repertoire is not <b>appropriate</b> for the ensemble.</p>	<p>Orchestration shows some creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Orchestration contains some <b>Expressive and Dynamic Range</b>.</p> <p>Orchestration requires some <b>simultaneous responsibilities</b>.</p> <p>The required repertoire has moments that are <b>appropriate</b> for the ensemble, but still has unattainable requirements.</p>	<p>Orchestration shows creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Orchestration contains <b>Expressive and Dynamic Range</b>.</p> <p>Orchestration requires <b>simultaneous responsibilities</b>.</p> <p>The required repertoire is generally <b>appropriate</b> for the ensemble, providing some challenges.</p>	<p>Orchestration shows a high level of creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Orchestration contains a wide array of <b>Expressive and Dynamic Range</b>.</p> <p>Orchestration requires several <b>simultaneous responsibilities</b>.</p> <p>The required repertoire is <b>appropriate</b> for the ensemble while still providing moderate challenges.</p>	<p>Orchestration shows the highest level of creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Orchestration contains constant <b>Expressive and Dynamic Range</b>.</p> <p>Orchestration requires <b>simultaneous responsibilities</b> throughout.</p> <p>The required repertoire provides significant challenges that are still <b>appropriate</b> for the ensemble.</p>
<b>Ensemble Musicianship (100)</b>	<p>The following musical elements are <b>rarely</b> achieved.</p> <ul style="list-style-type: none"> <li>• Consistency of Tempo and Pulse</li> <li>• Clarity and Accuracy of Intonation</li> <li>• Rhythmic Interpretation</li> <li>• Ensemble Cohesiveness</li> <li>• Expression</li> <li>• Consistency of Timbre &amp; Sonority</li> <li>• Balance &amp; Blend</li> </ul>	<p>The following musical elements are <b>inconsistently</b> achieved.</p> <ul style="list-style-type: none"> <li>• Consistency of Tempo and Pulse</li> <li>• Clarity and Accuracy of Intonation</li> <li>• Rhythmic Interpretation</li> <li>• Ensemble Cohesiveness</li> <li>• Expression</li> <li>• Consistency of Timbre &amp; Sonority</li> <li>• Balance &amp; Blend</li> </ul>	<p>The following musical elements are achieved a <b>fair amount of the time</b>.</p> <ul style="list-style-type: none"> <li>• Consistency of Tempo and Pulse</li> <li>• Clarity and Accuracy of Intonation</li> <li>• Rhythmic Interpretation</li> <li>• Ensemble Cohesiveness</li> <li>• Expression</li> <li>• Consistency of Timbre &amp; Sonority</li> <li>• Balance &amp; Blend</li> </ul>	<p>The following musical elements are <b>consistently</b> achieved.</p> <ul style="list-style-type: none"> <li>• Consistency of Tempo and Pulse</li> <li>• Clarity and Accuracy of Intonation</li> <li>• Rhythmic Interpretation</li> <li>• Ensemble Cohesiveness</li> <li>• Expression</li> <li>• Consistency of Timbre &amp; Sonority</li> <li>• Balance &amp; Blend</li> </ul>	<p>The following musical elements are <b>always</b> achieved.</p> <ul style="list-style-type: none"> <li>• Consistency of Tempo and Pulse</li> <li>• Clarity and Accuracy of Intonation</li> <li>• Rhythmic Interpretation</li> <li>• Ensemble Cohesiveness</li> <li>• Expression</li> <li>• Consistency of Timbre &amp; Sonority</li> <li>• Balance &amp; Blend</li> </ul>



# Missouri State Marching Association: Visual Effect

<p><b>Repertoire (100)</b></p> <p>Creativity/Imagination</p> <p>Coordination/Staging</p> <p>Interpretation of Visual to Audio</p> <p>Pacing/Continuity/Flow</p> <p>Use of Form, Color, and Movement</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
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<p><b>Score</b> _____/100</p>												
<p><b>Performance (100)</b></p> <p>Communication of Visual Intent</p> <p>Emotional Involvement</p> <p>Artistry</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
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Adjudicator's Signature \_\_\_\_\_

Total Score \_\_\_\_\_/200

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<b>Repertoire (100)</b>	<p><b>Creativity/imagination</b> is rarely evident.</p> <p><b>Coordination and staging</b> are ineffective and rarely evident.</p> <p>There are major lapses in the <b>interpretation of audio to visual elements</b>.</p> <p>There is almost no <b>pace, continuity, and flow</b>.</p> <p><b>Form, color, and movement</b> are not utilized to produce effect.</p>	<p><b>Creativity/imagination</b> is seldom evident.</p> <p><b>Coordination and staging</b> are ineffective and seldom evident.</p> <p>There are lapses in the <b>interpretation of audio to visual elements</b>.</p> <p>There are numerous breaks in <b>pace, continuity, and flow</b>.</p> <p><b>Form, color, and movement</b> are utilized to produce effect, with frequent breaks.</p>	<p>Moments of <b>creativity/imagination</b> may be present and effective.</p> <p>The elements are sometimes <b>coordinated</b> to create musical effect, and sections are sometimes <b>staged</b> for effective communication.</p> <p><b>Interpretation of audio to visual elements</b> is present, but inconsistencies limit the effectiveness of the program.</p> <p>Sometimes, there are breaks in the <b>pace, continuity, and flow</b> as visual events unfold.</p> <p><b>Form, color, and movement</b> are utilized to produce effect, with occasional breaks.</p>	<p><b>Creativity/imagination</b> exists throughout the program.</p> <p>The elements are usually <b>coordinated</b> to create musical effect, and sections are usually <b>staged</b> for effective communication.</p> <p><b>Interpretation of audio to visual elements</b> is relatively strong, but not always maximized.</p> <p>There is a high level of understanding of <b>spacing, continuity, and flow</b>, with very few breaks as visual events unfold.</p> <p><b>Form, color, and movement</b> are utilized to produce effect at a high level.</p>	<p><b>Creativity/imagination</b> exists throughout the entire program.</p> <p>The elements are <b>coordinated</b> to create musical effect, and sections are <b>staged</b> for effective communication.</p> <p><b>Interpretation of audio to visual elements</b> is maximized.</p> <p>There is a high level of understanding of <b>spacing, continuity, and flow</b>.</p> <p><b>Form, color, and movement</b> are utilized to produce effect at the highest level.</p>
<b>Performance (100)</b>	<p><b>Communication of visual intent</b> is rarely evident.</p> <p><b>Emotional visual involvement</b> is missing.</p> <p>There is no display of visual <b>artistry</b>.</p>	<p><b>Communication of visual intent</b> is seldom evident.</p> <p><b>Emotional visual involvement</b> is lacking.</p> <p>There is an inconsistent display of visual <b>artistry</b>.</p>	<p>Performers display an average achievement level in <b>communication of visual intent</b>.</p> <p><b>Emotional visual involvement</b> is presented to the audience, but sometimes diminished.</p> <p>Performers display an average level of visual <b>artistry</b>.</p>	<p><b>Communication of visual intent</b> is at a high level.</p> <p><b>Emotional visual involvement</b> is constantly presented to the audience.</p> <p>Performers display a high level of visual <b>artistry</b>.</p>	<p><b>Communication of visual intent</b> is at the highest level.</p> <p><b>Emotional visual involvement</b> is always presented to the audience.</p> <p>Performers display the highest level of visual <b>artistry</b>.</p>



## Missouri State Marching Association: Visual Ensemble

<p><b>Repertoire (100)</b></p> <ul style="list-style-type: none"> <li>● Composition             <ul style="list-style-type: none"> <li>○ Elements of Design</li> <li>○ Depth and Range of Content</li> <li>○ Variety/Creativity</li> </ul> </li> <li>● Simultaneous Responsibilities</li> <li>● Appropriate for the level of the ensemble</li> </ul>	<p><b>Comments</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> </table> <p><b>Score</b> _____/100</p>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+
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<p><b>Ensemble Definition (100)</b></p> <ul style="list-style-type: none"> <li>● Uniformity of method/style</li> <li>● Body Projection</li> <li>● Recovery</li> <li>● Timing Control</li> <li>● Form Control</li> <li>● Interval/Spacing</li> <li>● Training, Detail, and Nuance</li> </ul>	<p><b>Comments</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> </table> <p><b>Score</b> _____/100</p>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+
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Total Score \_\_\_\_\_/200

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<b>Repertoire (100)</b>	<p>Composition shows little creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Composition requires very few <b>simultaneous responsibilities</b>.</p> <p>The required repertoire is not <b>appropriate</b> for the ensemble.</p>	<p>Composition shows some creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Composition requires some <b>simultaneous responsibilities</b>.</p> <p>The required repertoire has moments that are <b>appropriate</b> for the ensemble, but still has unattainable requirements.</p>	<p>Composition shows creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Composition requires <b>simultaneous responsibilities</b>.</p> <p>The required repertoire is generally <b>appropriate</b> for the ensemble, providing some challenges.</p>	<p>Composition shows a high level of creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Composition requires several <b>simultaneous responsibilities</b>.</p> <p>The required repertoire is <b>appropriate</b> for the ensemble while still providing moderate challenges.</p>	<p>Composition shows the highest level of creativity in <b>Elements of Design, Depth and Range of Content, or Variety</b></p> <p>Composition requires <b>simultaneous responsibilities</b> throughout.</p> <p>The required repertoire provides significant challenges that are still <b>appropriate</b> for the ensemble.</p>
<b>Ensemble Definition (100)</b>	<p>The following visual elements are <b>rarely</b> achieved.</p> <ul style="list-style-type: none"> <li>• Uniformity of method/style</li> <li>• Body Projection</li> <li>• Recovery</li> <li>• Timing Control</li> <li>• Form Control</li> <li>• Interval/Spacing</li> <li>• Training, Detail, and Nuance</li> </ul>	<p>The following visual elements are <b>inconsistently</b> achieved.</p> <ul style="list-style-type: none"> <li>• Uniformity of method/style</li> <li>• Body Projection</li> <li>• Recovery</li> <li>• Timing Control</li> <li>• Form Control</li> <li>• Interval/Spacing</li> <li>• Training, Detail, and Nuance</li> </ul>	<p>The following visual elements are achieved a <b>fair amount of the time</b>.</p> <ul style="list-style-type: none"> <li>• Uniformity of method/style</li> <li>• Body Projection</li> <li>• Recovery</li> <li>• Timing Control</li> <li>• Form Control</li> <li>• Interval/Spacing</li> <li>• Training, Detail, and Nuance</li> </ul>	<p>The following visual elements are <b>consistently</b> achieved.</p> <ul style="list-style-type: none"> <li>• Uniformity of method/style</li> <li>• Body Projection</li> <li>• Recovery</li> <li>• Timing Control</li> <li>• Form Control</li> <li>• Interval/Spacing</li> <li>• Training, Detail, and Nuance</li> </ul>	<p>The following visual elements are <b>always</b> achieved.</p> <ul style="list-style-type: none"> <li>• Uniformity of method/style</li> <li>• Body Projection</li> <li>• Recovery</li> <li>• Timing Control</li> <li>• Form Control</li> <li>• Interval/Spacing</li> <li>• Training, Detail, and Nuance</li> </ul>





# Missouri State Marching Association: Color Guard

<p><b>Content (100)</b></p> <p>Creativity/Innovation/Imagination</p> <p>Coordination/Construction/Staging</p> <p>Variety</p> <p>Musical Interpretation</p> <p>Expressive Components</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
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<p><b>Excellence (100)</b></p> <p>Control</p> <p>Communication</p> <p>Technique/Timing</p> <p>Recovery</p> <p>Emotion/Style</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												

**Adjudicator's Signature** \_\_\_\_\_

**Total Score** \_\_\_\_\_/200

	<b>Box 1 0-9</b>	<b>Box 2 10-29</b>	<b>Box 3 30-69</b>	<b>Box 4 70-89</b>	<b>Box 5 90+</b>
<b>Content (100)</b>	<p><b>Creativity/innovation/imagination</b> are rarely evident.</p> <p>Effective <b>Coordination, construction, staging,</b> are rarely evident.</p> <p><b>Variety</b> is not evident.</p> <p>The written program does not enhance the <b>musical</b> program.</p> <p><b>Expressive components</b> are non-existent.</p>	<p><b>Creativity/innovation/imagination</b> is seldom evident.</p> <p>Effective <b>Coordination, construction, staging,</b> is seldom evident.</p> <p><b>Variety</b> is evident to a small degree.</p> <p>The written program does enhance the <b>musical</b> program in a few instances.</p> <p><b>Expressive components</b> are very limited.</p>	<p>Program communicates a moderate degree of <b>creativity/innovation/imagination.</b></p> <p><b>Coordination, construction, staging,</b> are effective and sometimes evident.</p> <p><b>Variety</b> is evident on a moderate level.</p> <p>Inconsistencies in the <b>musical interpretation</b> limit the effectiveness of the program.</p> <p><b>Expressive Components</b> are sometimes successful.</p>	<p>Program communicates a high degree of <b>creativity/innovation/imagination.</b></p> <p>There is a frequent high degree of effective <b>coordination, construction, and staging.</b></p> <p><b>Variety</b> is frequently evident.</p> <p><b>Musical interpretation</b> is frequently strong.</p> <p><b>Expressive components</b> are successful to a high degree.</p>	<p>Program communicates the highest degree of <b>creativity/innovation/imagination.</b></p> <p>There is constant <b>coordination, construction, and staging.</b></p> <p><b>Variety</b> is evident.</p> <p><b>Musical interpretation</b> is strong.</p> <p><b>Expressive components</b> are successful.</p>
<b>Excellence (100)</b>	<p><b>Control</b> is rarely evident.</p> <p><b>Communication</b> is rarely evident.</p> <p>Performers rarely display <b>technique/timing</b> during the performance.</p> <p><b>Recovery</b> is rarely evident.</p> <p><b>Emotional</b> involvement is non-existent.</p>	<p><b>Control</b> is seldom evident.</p> <p><b>Communication</b> is seldom evident.</p> <p>Performers seldomly display <b>technique/timing</b> during the performance.</p> <p><b>Recovery</b> is somewhat evident.</p> <p><b>Emotional</b> involvement is lacking.</p>	<p><b>Control</b> is sometimes evident.</p> <p>Performers display an average level in <b>communicating</b> their understanding and intent.</p> <p>Performers sometimes display <b>technique/timing</b> during the performance.</p> <p><b>Recovery</b> is slow from most performers.</p> <p>The level of <b>emotional</b> involvement reaches the audience, but is diminished.</p>	<p><b>Control</b> is evident during most of the program.</p> <p>Almost all performers display a high level of <b>communicating</b> their understanding and intent.</p> <p>Performers frequently display <b>technique/timing.</b></p> <p><b>Recovery</b> is frequently well done by most of the performers.</p> <p>The level of <b>emotional</b> involvement reaches the audience frequently and effectively.</p>	<p><b>Control</b> is evident during all of the program.</p> <p>All performers display a high level of <b>communicating</b> their understanding and intent.</p> <p>Performers display <b>technique/timing.</b></p> <p><b>Recovery</b> is well done.</p> <p>The level of <b>emotional</b> involvement reaches the audience.</p>



# Missouri State Marching Association: Percussion

<p><b>Musicianship (100)</b></p> <p>Balance/Blend</p> <p>Expression</p> <p>Accuracy</p> <p>Coordination/Contribution</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												
<p><b>Technique (100)</b></p> <p>Consistency of Tempo and Pulse</p> <p>Ensemble Cohesiveness</p> <p>Technique/Uniformity</p> <p>Style/Interpretation</p> <p>Tuning and Implement Selection</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-9</td> <td><b>Box 2</b> 10-29</td> <td><b>Box 3</b> 30-69</td> <td><b>Box 4</b> 70-89</td> <td><b>Box 5</b> 90+</td> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	<b>Box 1</b> 0-9	<b>Box 2</b> 10-29	<b>Box 3</b> 30-69	<b>Box 4</b> 70-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
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Total Score \_\_\_\_\_/200

	<b>Box 1 0-9</b>	<b>Box 2 10-29</b>	<b>Box 3 30-69</b>	<b>Box 4 70-89</b>	<b>Box 5 90+</b>
<b>Musicianship (100)</b>	<p>There is almost never a display of <b>musicianship</b>.</p> <p>Ensemble <b>balance and blend</b> are not achieved.</p> <p>The range of <b>expression</b> is non-existent.</p> <p>Rhythmical <b>accuracy</b> is unreadable.</p>	<p>There is rarely a display of <b>musicianship</b>.</p> <p>Ensemble <b>balance and blend</b> are rarely achieved.</p> <p>The range of <b>expression</b> is limited.</p> <p>Rhythmical <b>accuracy</b> is rarely achieved.</p>	<p>Performers display an average level of <b>musicianship</b>.</p> <p>Attempts for <b>balance and blend</b> are sometimes evident.</p> <p><b>Expressive</b> elements are evident but sometimes lacking.</p> <p>Rhythmical <b>accuracy</b> and clarity are achieved through most of the performance.</p>	<p>Performers frequently display a high level of <b>musicianship</b>.</p> <p>Proper <b>balance and blend</b> are frequently achieved.</p> <p><b>Expressive elements</b> are used to a high degree.</p> <p>Rhythmical <b>accuracy</b> and clarity are achieved through the performance.</p>	<p>Performers display a high level of <b>musicianship</b>.</p> <p>Proper <b>balance and blend</b> are achieved.</p> <p><b>Expressive elements</b> are used to the highest degree.</p> <p>Rhythmical <b>accuracy</b> and clarity are achieved.</p>
<b>Technique (100)</b>	<p><b>Coordination and communication</b> is limited.</p> <p><b>Style or interpretation</b> is rarely conveyed.</p> <p><b>Instrument tuning</b> needs to be addressed and stick and mallet <b>choices</b> are not suitable.</p> <p>There is no display of <b>uniformity and understanding of technique</b>.</p>	<p><b>Coordination and communication</b> is somewhat limited.</p> <p><b>Style or interpretation</b> is somewhat conveyed.</p> <p>Some areas of <b>instrument tuning</b> need to be addressed and some stick and mallet <b>choices</b> are not suitable.</p> <p>There is rarely a display of <b>uniformity and understanding of technique</b>.</p>	<p><b>Coordination and communication</b> is moderately evident.</p> <p><b>Interpretation and style</b> is conveyed by most performers.</p> <p><b>Instrument tuning</b> is good and the appliances are <b>suitable</b> for the musical style.</p> <p>Most performers display <b>uniformity and understanding of technique</b>.</p>	<p>There is frequent <b>coordination and communication</b>.</p> <p><b>Interpretation and style</b> is frequently conveyed by the ensemble.</p> <p><b>Instrument tuning</b> is excellent and proper or acceptable appliances are used in most all occasions.</p> <p>Performers frequently display <b>uniformity and understanding of technique</b>.</p>	<p>There is <b>coordination and communication</b>.</p> <p><b>Interpretation and style</b> is conveyed by the ensemble.</p> <p><b>Instrument tuning</b> is excellent and proper or acceptable appliances are used in all occasions.</p> <p>Performers display <b>uniformity and understanding of technique</b>.</p>