



# Missouri State Marching Association: Music Effect

<p><b>Repertoire (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>  Creativity/Imagination  Coordination/Staging  Expression  Pacing/Continuity/Flow  Contribution of All Elements</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</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> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												
<p><b>Performance (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>  Communication of Musical Intent  Emotional Range  Artistry</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</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> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</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 Individual/Ensemble

<p><b>Ensemble Musicianship (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Expression</p> <p>Consistency of Timbre &amp; Sonority</p> <p>Balance &amp; Blend</p> <p>Style &amp; Interpretation</p> <p>Phrasing</p>	<p><b>Comments</b></p>	<table border="1"> <thead> <tr> <th>Box 1 0-29</th> <th>Box 2 30-44</th> <th>Box 3 45-75</th> <th>Box 4 76-89</th> <th>Box 5 90+</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: right;"> <b>Score</b> _____/100                 </td> </tr> </tbody> </table>	Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+	<b>Score</b> _____/100				
Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+								
<b>Score</b> _____/100												
<p><b>Individual Technique (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Consistency of Tempo and Pulse</p> <p>Clarity and Accuracy of Intonation</p> <p>Rhythmic Interpretation</p> <p>Ensemble Cohesiveness</p>	<p><b>Comments</b></p>	<table border="1"> <thead> <tr> <th>Box 1 0-29</th> <th>Box 2 30-44</th> <th>Box 3 45-75</th> <th>Box 4 76-89</th> <th>Box 5 90+</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: right;"> <b>Score</b> _____/100                 </td> </tr> </tbody> </table>	Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+	<b>Score</b> _____/100				
Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+								
<b>Score</b> _____/100												

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</b>	<b>Box 5 90+</b>
<b>Musicianship (100)</b>	<p>No attempt at <b>expression</b>.</p> <p><b>Consistency of timbre and sonority</b> is rarely evident from some of the performers.</p> <p>Ensemble <b>balance and blend</b> are not achieved.</p> <p><b>Style and interpretation</b> is never conveyed.</p> <p><b>Phrasing</b> is not evident.</p>	<p>Little attempt at <b>expression</b>.</p> <p><b>Consistency of timbre and sonority</b> is evident from some of the performers.</p> <p>Ensemble <b>balance and blend</b> are rarely achieved.</p> <p><b>Style and interpretation</b> is seldom conveyed.</p> <p>Few performers present the musical <b>phrase</b>.</p>	<p>An inconsistent attempt at <b>expression</b>.</p> <p><b>Consistency of timbre and sonority</b> is evident throughout the majority of the ensemble.</p> <p>Attempts for <b>balance and blend</b> are evident but inconsistent.</p> <p><b>Style and interpretation</b> is conveyed by most of the performers.</p> <p><b>Phrasing</b> is evident yet inconsistent.</p>	<p><b>Expression</b> is displayed throughout the performance.</p> <p><b>Consistency of timbre and sonority</b> is evident throughout the performance with minor lapses.</p> <p>Proper <b>balance and blend</b> is achieved. Lapses are infrequent and minor.</p> <p>Excellent <b>style and interpretation</b> is conveyed. Lapses are infrequent and minor.</p> <p>Performers play <b>phrases</b> at a high level.</p>	<p><b>Expression</b> is displayed throughout the entire performance.</p> <p><b>Consistency of timbre and sonority</b> is evident throughout the performance.</p> <p>Proper <b>balance and blend</b> is achieved.</p> <p>Excellent <b>style and interpretation</b> is conveyed.</p> <p>Performers play <b>phrases</b> at the highest level.</p>
<b>Technique (100)</b>	<p><b>Tempo and pulse control</b> is rarely achieved.</p> <p>Clarity and accuracy of <b>intonation</b> are not achieved.</p> <p><b>Rhythmic interpretation</b> is difficult to read.</p> <p>Performers do not exhibit <b>ensemble cohesiveness</b>.</p>	<p><b>Tempo and pulse control</b> is achieved but inconsistent.</p> <p>Clarity and accuracy of <b>intonation</b> are seldom achieved.</p> <p><b>Rhythmic interpretation</b> is inconsistent.</p> <p>Performers seldom exhibit <b>ensemble cohesiveness</b>.</p>	<p><b>Tempo and pulse control</b> is achieved through most of the performance.</p> <p>Clarity of <b>intonation</b> is achieved through most of the ensemble.</p> <p><b>Rhythmic interpretation</b> is consistent through much of the performance.</p> <p>Performers exhibit <b>ensemble cohesiveness</b> most of the time.</p>	<p><b>Tempo and pulse control</b> is well maintained during almost all of the performance.</p> <p><b>Intonation</b> is clear and accurate with infrequent and minor lapses.</p> <p><b>Rhythmic interpretation</b> is consistent throughout the ensemble with infrequent and minor lapses. .</p> <p>There are rare lapses in <b>ensemble cohesiveness</b>.</p>	<p><b>Tempo and pulse control</b> is well maintained during the performance.</p> <p><b>Intonation</b> is clear and accurate.</p> <p><b>Rhythmic interpretation</b> is consistent throughout the ensemble.</p> <p>There are almost no lapses in <b>ensemble cohesiveness</b>.</p>



# Missouri State Marching Association: Visual Effect

<p><b>Repertoire (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Creativity/Imagination          Coordination/Staging          Interpretation of Visual to Audio          Pacing/Continuity/Flow          Use of Form, Color, and Movement</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</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> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												
<p><b>Performance (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Communication of Visual Intent          Emotional Involvement          Artistry</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</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> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</b>	<b>Box 5 90+</b>
<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 Individual and Ensemble

<p><b>Technique (100)</b> Who had the greater understanding/achievement as it relates to:</p> <p>Uniformity of method/style</p> <p>Individual Control</p> <p>Projection of Style</p> <p>Recovery</p>	<p><b>Comments</b></p>	<table border="1"> <thead> <tr> <th>Box 1 0-29</th> <th>Box 2 30-44</th> <th>Box 3 45-75</th> <th>Box 4 76-89</th> <th>Box 5 90+</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: right;"> <b>Score</b> _____/100               </td> </tr> </tbody> </table>	Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+	<b>Score</b> _____/100				
Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+								
<b>Score</b> _____/100												
<p><b>Definition (100)</b> Who had the greater understanding/achievement as it relates to:</p> <p>Timing Control</p> <p>Form Control</p> <p>Interval/Spacing</p> <p>Training, Detail and Nuance</p>	<p><b>Comments</b></p>	<table border="1"> <thead> <tr> <th>Box 1 0-29</th> <th>Box 2 30-44</th> <th>Box 3 45-75</th> <th>Box 4 76-89</th> <th>Box 5 90+</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: right;"> <b>Score</b> _____/100               </td> </tr> </tbody> </table>	Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+	<b>Score</b> _____/100				
Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+								
<b>Score</b> _____/100												

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</b>	<b>Box 5 90+</b>
<b>Repertoire (100)</b>	<p>There is rarely a display of <b>uniformity of method/style</b>.</p> <p>Proper technical <b>control</b> is rarely evident.</p> <p>There is rarely a <b>projection of style</b> from some of the performers.</p> <p><b>Recovery</b> is not evident.</p>	<p>There is an occasional display of <b>uniformity of method/style</b>.</p> <p>Proper technical <b>control</b> is seldom evident.</p> <p>There is a <b>projection of style</b> from some of the performers.</p> <p><b>Recovery</b> is seldom evident.</p>	<p>Most performers display a <b>uniformity of method/style</b>.</p> <p>Proper technical <b>control</b> is usually evident.</p> <p>There is a projection of <b>style</b> from most of the performers.</p> <p><b>Recovery</b> is slow from most of the performers.</p>	<p>Almost all of the performers display a <b>uniformity of method/style</b>.</p> <p>Proper technical <b>control</b> is evident most of the time.</p> <p>There is a projection of <b>style</b> from almost all the performers.</p> <p><b>Recovery</b> is well done by most of the performers.</p>	<p>All of the performers display a <b>uniformity of method/style</b>.</p> <p>Proper technical <b>control</b> is evident.</p> <p>There is a projection of <b>style</b> from all the performers.</p> <p><b>Recovery</b> is well done.</p>
<b>Definition (100)</b>	<p>Performers rarely display <b>timing control</b>.</p> <p><b>Form control</b> is rarely evident.</p> <p>There are <b>interval/spacing</b> problems throughout all of this performance.</p>	<p>Performers occasionally display <b>timing control</b>.</p> <p><b>Form control</b> is seldom evident.</p> <p>There are <b>interval/spacing</b> problems throughout much of this performance.</p>	<p>Performers display <b>timing control</b> during much of the performance.</p> <p><b>Form control</b> is evident during much of the performance.</p> <p>There are some minor <b>interval/spacing</b> problems throughout the performance.</p>	<p>Performers display <b>timing control</b> during almost all of the performance.</p> <p><b>Form control</b> is evident during most of the performance.</p> <p>There are a few minor <b>interval/spacing</b> problems throughout the performance.</p>	<p>Performers display <b>timing control</b> during all of the performance.</p> <p><b>Form control</b> is evident during the performance.</p> <p>There are rare <b>interval/spacing</b> problems throughout the performance.</p>





# Missouri State Marching Association: Color Guard

<p><b>Content (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          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> <th>Box 1 0-29</th> <th>Box 2 30-44</th> <th>Box 3 45-75</th> <th>Box 4 76-89</th> <th>Box 5 90+</th> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+	<p><b>Score</b> _____/100</p>				
Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+								
<p><b>Score</b> _____/100</p>												
<p><b>Excellence (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          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> <th>Box 1 0-29</th> <th>Box 2 30-44</th> <th>Box 3 45-75</th> <th>Box 4 76-89</th> <th>Box 5 90+</th> </tr> <tr> <td colspan="5"> <p><b>Score</b> _____/100</p> </td> </tr> </table>	Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+	<p><b>Score</b> _____/100</p>				
Box 1 0-29	Box 2 30-44	Box 3 45-75	Box 4 76-89	Box 5 90+								
<p><b>Score</b> _____/100</p>												

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</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>  <b>Who had the greater understanding/achievement as it relates to:</b>          Balance/Blend           Expression           Accuracy           Coordination/Contribution</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</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> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												
<p><b>Technique (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Consistency of Tempo and Pulse           Ensemble Cohesiveness           Technique/Uniformity           Style/Interpretation           Tuning and Implement Selection</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</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> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+	<p><b>Score</b> _____/100</p>				
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+								
<p><b>Score</b> _____/100</p>												

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</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>



# Missouri State Marching Association: Parade

<p><b>Music (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Expression</p> <p>Consistency of Timbre &amp; Sonority</p> <p>Balance &amp; Blend</p> <p>Style &amp; Interpretation</p> <p>Phrasing</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</td> <td><b>Box 5</b> 90+</td> </tr> </table> <p><b>Score</b> _____/100</p>	<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+			
<p><b>Visual (100)</b>  <b>Who had the greater understanding/achievement as it relates to:</b>          Timing Control</p> <p>Form Control</p> <p>Interval/Spacing</p> <p>Training, Detail and Nuance</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td><b>Box 1</b> 0-29</td> <td><b>Box 2</b> 30-44</td> <td><b>Box 3</b> 45-75</td> <td><b>Box 4</b> 76-89</td> <td><b>Box 5</b> 90+</td> </tr> </table> <p><b>Score</b> _____/100</p>	<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+
<b>Box 1</b> 0-29	<b>Box 2</b> 30-44	<b>Box 3</b> 45-75	<b>Box 4</b> 76-89	<b>Box 5</b> 90+			

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

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

	<b>Box 1 0-29</b>	<b>Box 2 30-44</b>	<b>Box 3 45-75</b>	<b>Box 4 76-89</b>	<b>Box 5 90+</b>
<b>Music (100)</b>	<p>No attempt at <b>expression</b>.</p> <p><b>Consistency of timbre and sonority</b> is rarely evident from some of the performers.</p> <p>Ensemble <b>balance and blend</b> are not achieved.</p> <p><b>Style and interpretation</b> is never conveyed.</p> <p><b>Phrasing</b> is not evident.</p>	<p>Little attempt at <b>expression</b>.</p> <p><b>Consistency of timbre and sonority</b> is evident from some of the performers.</p> <p>Ensemble <b>balance and blend</b> are rarely achieved.</p> <p><b>Style and interpretation</b> is seldom conveyed.</p> <p>Few performers present the musical <b>phrase</b>.</p>	<p>An inconsistent attempt at <b>expression</b>.</p> <p><b>Consistency of timbre and sonority</b> is evident throughout the majority of the ensemble.</p> <p>Attempts for <b>balance and blend</b> are evident but inconsistent.</p> <p><b>Style and interpretation</b> is conveyed by most of the performers.</p> <p><b>Phrasing</b> is evident yet inconsistent.</p>	<p><b>Expression</b> is displayed throughout the performance.</p> <p><b>Consistency of timbre and sonority</b> is evident throughout the performance with minor lapses.</p> <p>Proper <b>balance and blend</b> is achieved. Lapses are infrequent and minor.</p> <p>Excellent <b>style and interpretation</b> is conveyed.</p> <p>Performers play <b>phrases</b> at a high level.</p>	<p><b>Expression</b> is displayed throughout the entire performance.</p> <p><b>Consistency of timbre and sonority</b> is evident throughout the performance.</p> <p>Proper <b>balance and blend</b> is achieved.</p> <p>Excellent <b>style and interpretation</b> is conveyed.</p> <p>Performers play <b>phrases</b> at the highest level.</p>
<b>Visual (100)</b>	<p>Performers rarely display <b>timing control</b>.</p> <p><b>Form control</b> is rarely evident.</p> <p>There are <b>interval/spacing</b> problems throughout all of this performance.</p>	<p>Performers occasionally display <b>timing control</b>.</p> <p><b>Form control</b> is seldom evident.</p> <p>There are <b>interval/spacing</b> problems throughout much of this performance.</p>	<p>Performers display <b>timing control</b> during much of the performance.</p> <p><b>Form control</b> is evident during much of the performance.</p> <p>There are some minor <b>interval/spacing</b> problems throughout the performance.</p>	<p>Performers display <b>timing control</b> during almost all of the performance.</p> <p><b>Form control</b> is evident during most of the performance.</p> <p>There are a few minor <b>interval/spacing</b> problems throughout the performance.</p>	<p>Performers display <b>timing control</b> during all of the performance.</p> <p><b>Form control</b> is evident during the performance.</p> <p>There are rare <b>interval/spacing</b> problems throughout the performance.</p>