



School _____ Class _____ Event _____ Date _____	SCSBOA AUXILIARY
--	--------------------------------

Auxiliary Performance: Analyze and credit the depth of the program content and its ability to interpret the music along with the achievement of the technical, expressive and communication skills. Understand that we evaluate **what** is being performed at the same time we are evaluating **how** it is being communicated. **Comment on the relative strengths and weaknesses of all sections: weapons, flags, and props when and if displayed.**

CRITERIA REFERENCE

Composition					Musicality/Expressive components as they relate to: Composition – “WHAT”	
Box 1	Box 2	Box 3	Box 4	Box 5		
Limited	Occasionally Emerging	Usually Proficient	Frequently Excellent	Consistently Superior		
0 – 8 9 – 16	17 – 24 25 – 29 30 – 34	35 – 39 40 – 49 50 – 59	60 – 69 70 – 75 76 – 82	83 – 89 90 – 92 93 – 96		
	Staging / Integration / Coordination with the Band					
	Variety and Depth of Vocabulary – Form / Body / Equipment					
	Visual Interpretation of the Music					
	Visual Effect generated by the Auxiliary					
Achievement					Achievement – “How”	
0 – 8 9 – 16	17 – 24 25 – 29 30 – 34	35 – 39 40 – 49 50 – 59	60 – 69 70 – 75 76 – 82	83 – 89 90 – 92 93 – 96		
	Overall Achievement Responsibilities – Movement / Equipment / Staging					
	Technique					
	Timing / Recovery from Error					
	Expression					
	Communication Visual Intents / Engagement					

Box 5 90 - 100
Box 4 70 - 89
Box 3 40 - 69
Box 2 25 - 39
Box 1 0 - 24

Box 5 90 - 100
Box 4 70 - 89
Box 3 40 - 69
Box 2 25 - 39
Box 1 0 - 24

SCSBOA Criteria Reference

AUXILIARY

COMPOSITION

<i>ELEMENTS</i>	Box 1	Box 2 <i>Occasionally Emerging</i>	Box 3 <i>Usually Proficient</i>	Box 4 <i>Frequently Excellent</i>	Box 5 <i>Consistently Superior</i>
	0 - 24	25 - 27 - 29 35 - 37 - 39 30 - 32 - 34	40 - 44 - 49 60 - 64 - 69 50 - 54 - 59	70 - 72- 75 83 - 87 - 89 76 - 78 - 82	90- 91 - 92 97 - 99 - 100 93 - 95 - 96
Staging	<i>Limited</i>	The auxiliary contribution is <i>emerging</i> and <i>occasionally</i> staged to support and augment the concept and design of the total show.	The auxiliary contribution is <i>proficient</i> and <i>usually</i> staged to support and augment the concept and design of the total show.	The auxiliary contribution is <i>excellent</i> and <i>frequently</i> staged to support and augment the concept and design of the total show.	The auxiliary contribution is <i>superior</i> and <i>consistently</i> staged to support and augment the concept and design of the total show.
Variety & Depth Vocabulary		Visual musicality is <i>emerging</i> with attempts to follow the melodic or rhythmic line, but lacks expression. Vocabulary of equipment and/or body is at an <i>emerging</i> level and <i>occasionally</i> offers expressive or stylistic variety.	Visual musicality is reflected at a <i>proficient</i> level following the melodic or rhythmic lines but does not offer many stylistic or expressive qualities. Vocabulary of equipment and/or body is <i>usually</i> at a proficient level and offers expressive and stylistic variety with some versatility.	Visual musicality is reflected at an excellent level following the multiple musical lines and expressive qualities bringing the program to life. Vocabulary of equipment and/or body is <i>frequently</i> at an excellent level that offers an <i>excellent</i> range of expressive and stylistic variety <i>frequently</i> with versatility.	Visual musicality and expressiveness is reflected at a <i>superior</i> level and <i>consistently</i> follows the multiple musical lines including nuance and sophisticated reflections of the music. Vocabulary of equipment and/or body is at an intricate, <i>superior</i> level that <i>consistently</i> maximizes expressive and stylistic variety and versatility.
Visual Interpretation of Music		The overall program is <i>emerging</i> but incomplete. Music dynamics, accents, and other means of expression are <i>occasionally</i> visible in the program.	The overall program is a work in progress. Music dynamics, accents, and other means of expression are <i>proficient</i> and <i>usually</i> visible in the program.	The overall program is full and thoughtfully designed. Music dynamics, accents, and other means of expression are <i>excellent</i> and <i>frequently</i> visible in the program.	The overall program is full and <i>consistently</i> innovative and creative. Music dynamics, accents, and other means of expression are <i>superior</i> and <i>consistently</i> visible in the program.
Visual Effect Generated		Visual effect generated by the auxiliary is <i>emerging</i> and <i>occasionally</i> creates coordinated success.	Visual effect generated by the auxiliary is at a <i>proficient</i> level and <i>usually</i> creates some coordinated success.	Visual effect generated by the auxiliary is <i>frequently excellent</i> and strong, with ongoing coordinated success.	Visual effect generated by the auxiliary is <i>consistently</i> fully developed with <i>superior</i> success in coordination of all staged elements.

PERFORMER ACHIEVEMENT

<i>ELEMENTS</i>	Box 1	<i>Occasionally Emerging</i>	<i>Usually Proficient</i>	<i>Frequently Excellent</i>	<i>Consistently Superior</i>
	0 - 24	25 - 27 - 29 35 - 37 - 39 30 - 32 - 34	40 - 44 - 49 60 - 64 - 69 50 - 54 - 59	70 - 72- 75 83 - 87 - 89 76 - 78 - 82	90- 91 - 92 97 - 99 - 100 93 - 95 - 96
Overall Achievement Responsibilities	<i>Limited</i>	The <i>auxiliary</i> demonstrates an emerging level of achievement of equipment and/or movement principles. Staging assignments are <i>occasionally</i> achieved as designed.	The auxiliary demonstrates a <i>proficient</i> level of achievement of equipment and/or movement principles. Staging assignments are <i>usually</i> achieved as designed.	The auxiliary demonstrates an <i>excellent</i> level of achievement of equipment and/or movement principles. Staging assignments are <i>frequently</i> achieved as designed.	The auxiliary demonstrates a <i>superior</i> level of achievement of equipment and/or movement principles. Staging assignments are <i>consistently</i> achieved as designed.
Technique		Skills are <i>emerging</i> and <i>occasionally</i> achieved, but uniformity is not always evident or understood by members.	Skills are <i>proficient</i> and <i>usually</i> achieved, and uniformity is evident and demonstrated by some members.	Skills are <i>excellent</i> and <i>frequently</i> achieved, and uniformity is evident and demonstrated by most members.	Skills are <i>superior</i> and <i>consistently</i> achieved, and uniformity is evident and demonstrated by the ensemble.
Timing		Breaks and flaws are frequent and <i>emerging</i> recovery is <i>occasionally</i> attempted with limited success.	Breaks and flaws sometimes occur, and a <i>proficient</i> level of recovery is developing and <i>usually</i> evident.	Breaks and flaws are infrequent, and an <i>excellent</i> level of recovery is quickly and <i>frequently</i> achieved.	Breaks and flaws are rare, and a <i>superior</i> level of recovery is <i>consistently</i> and effortlessly achieved.
Expression		Expression, dynamics and style are <i>emerging</i> and <i>occasionally</i> demonstrated.	Expression, dynamics and adherence are <i>proficient</i> to style and is developing and <i>usually</i> evident.	Expression, dynamics and adherence to style is <i>excellent</i> , developed and is <i>frequently</i> evident.	Expression, dynamics and adherence to style is <i>superior</i> , well developed and <i>consistently</i> evident.
Communication		Communication of the visual intent is <i>emerging</i> and <i>occasionally</i> evident, but performer engagement is sporadic.	Communication of the visual intent is <i>usually</i> evident demonstrating <i>proficient</i> performer engagement.	Communication of the visual intent is <i>frequently</i> evident demonstrating <i>excellent</i> performer engagement.	Communication of the visual intent is <i>consistently</i> evident demonstrating <i>superior</i> performer engagement.