

NMAA Dance Scoresheet Strategies



NMAA Dance Coaches
9:00 - 10:30am

The purpose of this presentation is educational. Content is intended for the Dance Coaches of NMAA and should not be shared.

When viewing supplemental videos, please open the links in a separate tab

Purpose of the presentation

- *Review and discuss the Scoresheet and the Rubric*
- *Discuss ways the Scoresheet can be applied to your competition performances*

Audience

- *NMAA Coaches*

Scoring Philosophy and State Judge Slides

System Foundations

1. Scoresheet captions should be simple
2. The fewer captions to judge the better for both the coach and the judge.
3. Scoring systems should reflect a 50/50 balance between Artistic and Technical.
4. Organizations reflect what they value through the total number of points awarded.
5. A 50/50 balance allows coaches to coach their team's strengths instead of being essentially told what to focus on.
6. Asking the judge to select an area of expertise (Artistic or Technical) allows teams to receive the best the judge has to offer: time & expertise.
7. Specialized scoring systems - part of the competition world for over 70 years.
8. Musicality = integral part of dance team competition.
9. NDCA recommends musicality measured on both scoresheets.

Scoring reminders for State Judges

- (Re)Familiarize yourself with the captions
- (Re)Familiarize yourself with the subcaptions
- View each subcaption as its own competition
- All teams need to be accountable to all parts of the scoresheet. Do not be influenced by exceptional work in one subcaption and allow that to “bleed” into your other scores
- Use tenths of points
- Average: 7.5
- Subcaptions can be tied if necessary. Otherwise try not to tie subcaption or totals
- You can use pen or pencil, initial changes made before turning sheet in. Once sheet is turned in, only you can make adjustments for math errors
- Perfect 10 would be very difficult to justify but not impossible
- Scores: try not to score any team lower than a 5.5 in any subcaption. Preferably 6.0 is the lowest
- Score all teams using the same scale regardless of age or genre

Professionalism for State Judges

- Judges are provided a judges only area
- Please not discuss any team's performance with other judges
- If you notice a situation involving potential unsportsmanlike conduct, contact Vanessa Whitaker.
- Its okay for judges to be on the near edges of two different rubric ranges.

Written Feedback - Costumes - State Judges

Costuming:

- Comments on how the costume fits with the mood or theme are okay.
- Be careful not to body shame...**EVER**
- Only mention of concerns should be if costume impedes with movement ie: stepping on long skirt repeatedly or hat obstructs view of face.
- Let NMAA deal with costume issues as a matter of sportsmanship and keep any personal opinions professional and private.

Judging Processes

NMAA Judging Priorities

1. Priority #1 is to RATE: Score appropriately
2. Priority #2: Feedback - Make sure your comments support your scores and reflect strengths and weaknesses
3. Priority #3 is RANK: Rankings will fall where they fall according to score. Be mindful not to tie if possible.

The Role of an Adjudicator

- Evaluate
- Advocate

NMAA tools

- ◆ Score sheets
- ◆ Written Comments




Strategies


- ◎ Subcaption scoring and feedback - look at those before ranking outcomes
- ◎ Are the Artistic or Technical scores (50) trending higher/lower
- ◎ Musicality is worth 20 points!!!
- ◎ Look for trends in judges comments that match other judges and match scoring trends AND make sense to you

Scoresheets


NMAA State Spirit Championships Dance Scoresheet

	SCHOOL _____										
ARTISTIC											
DIVISION (Circle One):	A-3A	4A	5A								
				CATEGORY (Circle One)	POM	JAZZ	HIP-HOP	MILITARY			
COMPOSITION			MAX SCORE	COMMENTS				SCORE			
Artistry	At what level did the team produce an authentic, creative, well designed and meaningful performance that surprised, challenged, or entertained the audience? Did poms (if used) enhance the visuals and overall artistry?			10							
Staging	At what level did the performance create purposeful visual effects through the use of group movement, individual movement, formations and transitions?			10							
Choreographic Musicality	At what level did the choreographic script bring the music to life? Did the choreography effectively pick up the musical impacts, subtleties, layers, and pace?			10							
Challenge	At what level did the choreography show readable evidence of challenge through advanced dance and/or equipment skills, phrase development, intricate movements and variety? (Regardless of execution)			10							
Showmanship	At what level did the performance offer an intentional and effective portrayal, mood, energy or concept that was communicated by the performers?			10							
TOTAL MAXIMUM POINTS 50											
JUDGE SIGNATURE _____										TOTAL SCORE _____	

NMAA State Spirit Championships Dance Scoresheet

	SCHOOL _____										
TECHNICAL											
DIVISION (Circle One):	A-3A	4A	5A								
				CATEGORY (Circle One)	POM	JAZZ	HIP-HOP	MILITARY			
COMPOSITION			MAX SCORE	COMMENTS				SCORE			
Technique	At what level of quality and application did the team/performers demonstrate proper technique of <i>category</i> , <i>specific skills</i> ?			10							
Execution	At what level did the team execute clear and consistent articulation of both category specific skills and all other movement. Did they demonstrate strength, control and placement?			10							
Executed Musicality	At what level did the performers intentionally execute the choreographed musicality? Did they capture the nuances of tempo variations, meter, layers and musical queues?			10							
Unity	At what level did the team achieve the appearance of performing as ONE UNIT in relation to timing, consistent and uniform placements, body orientation and consistent style?			10							
Spacing & Transitions	At what level did the performers execute the accuracy of choreographed forms, maintain spacing and readable transitional pathways?			10							
TOTAL MAXIMUM POINTS 50											
JUDGE SIGNATURE _____										TOTAL SCORE _____	

Artistic

NMAA State Spirit Championships			
	SCHOOL _____		ARTIST _____
	DIVISION (Circle One): A-3A 4A 5A		
COMPOSITION		MAX SCORE	
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Staging	At what level did the performance create purposeful visual effects through the use of group movement, individual movement, formations and transitions?	10	
Choreographic Musicality	At what level did the choreographic script bring the music to life? Did the choreography effectively pick up the musical impacts, subtleties, layers, and pace?	10	
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Showmanship	At what level did the performance offer an intentional and effective portrayal, mood, energy or concept that was communicated by the performers?	10	
TOTAL MAXIMUM POINTS 50			
JUDGE SIGNATURE _____			




At what level did the team produce an **authentic, creative, well designed** and **meaningful** performance that **surprised, challenged, or entertained** the audience?

Did poms (if used) enhanced the **visuals** and **overall artistry**?

KEY TAKEAWAYS:

Meaningful matters! Does the program have an intention, purpose, feel, personality, concept, mood, something to say.

POM: The focus of a pom routine is on the pom. The pom is the hero. The pom should be an integral part of the artistry. It's not just all about visuals, poms can be used in other ways to create artistic moments.

NMAA State Spirit Championships			
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TOTAL MAXIMUM POINTS 50			
JUDGE SIGNATURE _____			

2 Old Subcaption description

Visual Effect: At what level did the performance create visual effects through the use of group movement, individual movement, formations, transitions and equipment use?

NEW last year - 2022-2023


STAGING:

At what level did the performance create purposeful visual effects through the use of group movement, individual movement, formations and transitions?

KEY TAKEAWAYS:

Movement of forms should appear to always have a purpose.

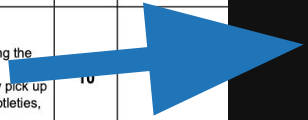
Judges should constantly switch between near focus and far focus to appreciate/evaluate group movement and individual movement.

NMAA State Spirit Championship			
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KEY TAKEAWAYS:

You should be able to see what the choreographer wrote. A well written script brings the music to life. Musicality can take advantage of the instrumentation, vocals, vocal pacing, silences and sound effects. Performances do not have to use all these to be “good” but relying on just one and doing well with it is challenging.

Judges, pay attention to how difficult the music is to dance to. Reward teams that bring those pieces to life.



At what level did the **choreographic script** bring the **music to life**? Did the choreography effectively pick up the **musical impacts, subtleties, layers, and pace**?

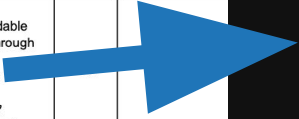
NMAA State Spirit Championships			
	SCHOOL _____		ARTIST _____
	DIVISION (Circle One): A-3A 4A 5A		
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KEY TAKEAWAYS:

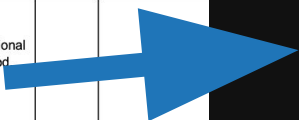
Challenge is more than just advanced dance skills. Includes phrase development, intricate movement and variety

Judges: Execution must be readable to receive credit for Challenge

At what level did the choreography show **readable evidence** of challenge through **advanced dance** and/or equipment skills, **phrase development**, **intricate movements** and **variety**? (Regardless of execution)



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JUDGE SIGNATURE _____			



KEY TAKEAWAYS:

You should be able to see what the choreographer wrote emotionally.

Was there an “emotional script?”

The students should demonstrate that they understood that script through communication.

At what level did the performance offer an intentional and effective portrayal, mood, energy or concept that was communicated by the performers?


Technical

At what level of quality and application did the team/performers demonstrate proper technique of category specific skills?



KEY TAKEAWAYS:

Category specific skill focus


NMAA State Spirit Championships Dance			
	SCHOOL _____		TECHNICAL CATEGOR POM JAZZ
	DIVISION (Circle One): A-3A 4A 5A		
COMPOSITION		MAX SCORE	COMMENTS
Technique	At what level of quality and application did the team/performers demonstrate proper technique of <i>category specific skills</i> ?	10	
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TOTAL MAXIMUM POINTS 50			
JUDGE SIGNATURE _____			TOTAL _____

At what level did the team execute clear and consistent articulation of **both category specific skills and all other movement**. Did they demonstrate strength, control and placement?



KEY TAKEAWAYS:

- Judged from start to finish
- Did they execute?
- Were they strong and in control?
- Did they hit their movements?


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TOTAL MAXIMUM POINTS 50				
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KEY TAKEAWAYS:

Some basic intentional musicality must be present. Performers should execute the vision of the choreographer.

At what level did the performers intentionally **execute** the **choreographed musicality**? Did they capture the **nuances of tempo variations, meter, layers and musical queues**?




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TOTAL MAXIMUM POINTS 50			
JUDGE SIGNATURE _____			TOTAL _____

KEY TAKEAWAYS:

- More sophisticated than Uniformity and Synchronization
- Ask yourself - did they look like a cohesive unit?
- Was unity displayed through timing (sync), body placement, orientations and consistent style

At what level did the team achieve the appearance of performing as **ONE UNIT** in relation to timing, consistent and uniform placements, body orientation and consistent style?




NMAA State Spirit Championships Dan			
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TOTAL MAXIMUM POINTS 50			
JUDGE SIGNATURE _____			TOTAL

KEY TAKEAWAYS:

This subcaption measures the execution of ACCURACY of FORMS in addition to spacing and transitions

At what level did the performers execute the **accuracy** of **choreographed forms**, **maintain spacing** and **readable transitional pathways**?



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TOTAL MAXIMUM POINTS 50			
JUDGE SIGNATURE _____			TOTAL _____

Understanding the Rubric

Rubrics and the NMAA Rubric



NMAA Dance Rubric



Points	DISCOVERS	KNOWS	UNDERSTANDS	APPLIES	SETS NEW STANDARDS
10 Points	5 - 5.9	6 - 7.9	8 - 8.9	9 - 9.6	9.7 - 10
<i>Low</i>	5 - 5.2	6 - 6.6	8 - 8.2	9 - 9.2	9.7
<i>Middle</i>	5.3 - 5.6	6.7 - 7.2	8.3 - 8.6	9.3 - 9.4	9.8 - 9.9
<i>High</i>	5.7 - 5.9	7.3 - 7.9	8.7 - 8.9	9.5 - 9.6	10
100 Points	50 - 59	60 - 79	80 - 89	90 - 96	97 - 100
<i>Low</i>	50 - 52	60 - 66	80 - 82	90 - 92	97
<i>Middle</i>	53 - 56	67 - 72	83 - 86	93 - 94	98 - 99
<i>High</i>	57 - 59	73 - 79	87 - 89	95 - 96	100
	DISCOVERS	KNOWS	UNDERSTANDS	APPLIES	SETS NEW STANDARDS
	Beginner Inconsistent Basic Inadequate Simplistic Lack of Variety Incomplete Weak	Intermediate Moderate Aware Average Developing Good Work in Progress Strong Awareness Clear Personality	Advanced Excellent Well Developed Strongly Defined Dimensional Consistent Effective More Maturity Greater Variety	Dynamic Wide Range Intricate Superb Maximized	Elite Superior Highest Effect Stunning


The Box Categories

- Box 2 Discovers
- Box 3 Knows
- Box 4 Understands
- Box 5 Applies
- Box 6 Sets New Standards

Rubric Curve

Ranges vary so the scale does not produce a straight linear curve.

Students and teams develop through a natural growth curve. Rubric point ranges should match that natural curvature.

Rubric: Point Scale and Box Terminology					
Points	Box 2	Box 3	Box 4	Box 5	Box 6
Subcaption	DISCOVER	KNOWS	UNDERSTANDS	APPLIES	EXCELS
10 points	5 - 5.9	6.0 - 7.9	8 - 8.9	9 - 9.6	9.7 - 10
Low	5.0 - 5.2	6.0 - 6.6	8.0 - 8.2	9.0 - 9.2	9.7
Middle	5.3 - 5.6	6.7 - 7.2	8.3 - 8.6	9.3 - 9.4	9.8 - 9.9
High	5.7 - 5.9	7.3 - 7.9	8.7 - 8.9	9.5 - 9.6	10
Total	DISCOVER	KNOWS	UNDERSTANDS	APPLIES	EXCELS
100 Points	50 - 59	60 - 79	80 - 89	90 - 96	97 - 100
Low	50 - 52	60 - 66	80 - 82	90 - 92	97
Middle	53 - 56	67 - 72	83 - 86	93 - 94	98 - 99
High	57 - 59	73 - 79	87 - 89	95 - 96	100
	Beginner	Average	Advanced	Dynamic	Elite
	Inconsistent	Moderate	Excellent	Wide Range	Superior
	Inadequate	Aware	Well Developed	Superb	Highest
	Basic	Intermediate	Defined	Maximized	Stunning
	Simplistic	Developing	Dimensional	Intricate	Beyond
	Lack of Variety	Good	Consistent		
	Incomplete	Work in Progress	Effective		
	Weak	Strong Awareness	More Mature		
		Clear personality	Greater Variety		

Strategies

1. Study the Scoresheet and Rubric OFTEN
2. Review the Category Definitions
3. Teach the Scoresheet and Rubric to your students
4. Make SURE your choreographer(s) are accountable and use the Category Definition, Scoresheet and Rubric when designing and use the language on it when teaching

Strategies

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Strategies: Know yourself

- We all have preferences, biases, previous unique experiences and opinions that matter
- We bring things to our teams and their performances
- You can only control what you recognize and manage
- “Make it your own” only works if you know what that means

ARE YOU NATURALLY
CREATIVE OR
ANALYTICAL?

What would your dancers say you are?

Analytical Thinking



Focused



Consciousness

Serious

Rule-Based + Rigid + control

Creative Thinking

Open-minded



Subconsciousness

Relaxed / Happy

Outside of Box + Child-like

University of TikTok Personality Test



Class Notes: This is meant to be fun, but also remind us that we might show ourselves to different people in different ways.


Rank Order (no ties)



Class Notes:


1. In the absence of a clear judging process, we are left to our own biases to decide ranking. A good scoring systems should be easy to understand by all otherwise biases can too easily influence outcomes.
2. The Coach group picked Kelly Clarkson as #1 most often, but all three received #1 votes. The Judge Group was mixed. The reasons were based on personal preferences.

NMAA State Spirit Championships Dance Scoresheet

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Showmanship	At what level did the performance offer an intentional and effective portrayal, mood, energy or concept that was communicated by the performers?			10							
TOTAL MAXIMUM POINTS 50											
JUDGE SIGNATURE _____										TOTAL SCORE	

Which scoresheet would you prefer to use?

NMAA State Spirit Championships Dance Scoresheet

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TOTAL MAXIMUM POINTS 50											
JUDGE SIGNATURE _____										TOTAL SCORE	

Scoring Practice

- You will need the scoresheets, rubric and tracker
- Watch each video
- Silently fill out your tracker sheet and add written comments.
- Profile the scores (Intentional high/low)
- Please do NOT write your name on the tracker

POM



Pom 1



Pom 2



Class Notes

- ◎ Coaches generally felt that Pom 2 would perform better against NMAA Scoresheet. The total score would fall in High Box 4 to High Box 5.
- ◎ Pom 1 incorporated strong Pom motion technique but in general Pom was not the Hero artistically according to the NMAA category definition. Pom 1 would have a difficult time scoring above average (7.5) in Artistry or Challenge due to lower amount of Pom focus.

HIP HOP



Hip Hop 4



Class Notes:

1. Tricks in Hip Hop should be purposeful.
2. Performances can be successful without any tricks

JAZZ



Jazz 6



Class Notes:

1. Jazz performances should balance artistry and technical achievement
2. Reminder that the “Challenge” does not just measure advanced dance skills only

MILITARY



Military 7



Class Notes:

1. Precision is the focus
2. Reminder that Musicality is 20% of the scoresheet and represents a great opportunity for Military performances



“

A good coach can change a game,
a great coach can change a life

- *John Wooden*