

Minutes of the 2019-20 IHSA Competitive Cheerleading

Advisory Committee Meeting

Wednesday, March 11, 2020

The IHSA Competitive Cheerleading Advisory Committee met at the IHSA office in Bloomington. Voting committee members present were IHSA Division 1 Coach - Tamario Jones Chicago (Brooks); IHSA Division 2 Coach - Jeff Siegal, Buffalo Grove; IHSA Division 3 Coach - Christine DiVenti, Oak Forest; IHSA Division 4 Coach – Kim Pillman, Farmington; IHSA Division 5 Principal – Dan Kaiser, Dwight; IHSA Division 6 Athletic Director – Eric Matthews, Galesburg; IHSA Division 7 Coach – Julianne Jacob, Breese (Central). IHSA Officials Representative, Tiffany Michaels, was unable to attend. Sara Flanigan, CCOI; Mickey Klement, ICCA; Amy DiForti, IHSCCO, Nadege Beauvois, CPS Cheer Administrator and Leslie Alappattu, IESA Cheer Administrator also attended the meeting. IHSA Assistant Executive Director, Susie Knoblauch, conducted the meeting.

TERMS AND CONDITIONS RECOMMENDATIONS

1. Recommendation: VIII. Tournament Rules C. Competition Guidelines 4 Props f.

f. No other props may be allowed.

f. Props are not permitted. Only crowd leading signs, poms, school flags/banners may be used in a safe manner per VIII. C. 4. a.

Rationale: Teams are using signs in the shape of cameras, film makers, jackets, houses, playing cards, shopping bags, top hats etc. Some are printing small school initials in the corners. Others have signs that say nothing that is school related (jackpot, free spins, towels, round 1, round 2...) or that represent the school identity or lead the crowd. None of these items are being used to LEAD the crowd. This rule revision will assist in clarification.

Approved by Consent

2. Recommendation: XI Officials A. Assignments 1. Sectionals:

“1. Sectionals: At each sectional level of competition seven (7) officials will be assigned to each sectional: One (1) head official, three (3) panel officials, and three (3) technical officials in which one will be designated as the head tech official. The head official will make comments only.”

Rationale: By allowing head officials to provide “comments only” we are providing schools additional information and feedback, but not placing additional demands on the head official to enter scores and complete the other duties as a head official. This allows for some of the highest rated officials to provide feedback to teams, ensuring that they get adequate comments in each rubric category

Approved by Consent

ADMINISTRATIVE RECOMMENDATIONS

1. **Tournament Information:** Information to assigned and/or advancing schools from the host site(s) regarding competition shall be emailed to the head coach and the IHSA official representative.

Rationale: In some sports and activities, information for the tournament is sent directly to the coach or advisor. The IHSA official representative should also receive this information as he/she is ultimately responsible for making sure his/her teams abide by local and IHSA rules and guidelines for competition. If the IHSA official representative does not receive this information, important deadlines and submission of critical information may be missed

Approved by Consent

2. **Scoresheet, Rubric and Execution Descriptors:** Below is the recommended scoresheet, rubric and execution descriptors to be implemented in the 21-22 school year.
Score Sheet Out of 100 Points - Rubric - 4 Levels with a 10-5 Difficulty - Execution Split
Detailed Execution Descriptors, Detailed Projection/Showmanship, Skill Utilization and Overall Impression Descriptors – Updated execution descriptors.

2021 IHSA COMPETITIVE CHEERLEADING SCORESHEET

JUMPS	/ 10 pts _____
Execution	/ 5 pts _____
TUMBLING	/ 10 pts _____
Execution	/ 5 pts _____
PYRAMID / TOSSES	/ 10 pts _____
Execution	/ 5 pts _____
PARTNER STUNTS	/ 10 pts _____
Execution	/ 5 pts _____
MOTIONS / DANCE	/ 10 pts _____
PROJECTION / SHOWMANSHIP	/ 10 pts _____
SKILL UTILIZATION	/ 10 pts _____
ROUTINE COMPOSITION	/ 10 pts _____

RAW SCORE _____ / 100 pts
- DEDUCTIONS _____
- LEGALITIES _____
TOTAL _____ / 100 pts

2021 IHSA COMPETITIVE CHEERLEADING RUBRIC AND DESCRIPTORS

Difficulty Rubric

JUMPS

Additional jumps beyond four will be rewarded in the Skill Utilization category.

LEVEL 1: 4.5-5.5 6-7	LEVEL 2: 5.5-6.5 7-8	LEVEL 3: 6.5-7.5 8-9	LEVEL 4: 7.5-8.5 9-10
-One full team synchronized advanced* jump -Two different advanced* jumps	-Two different advanced* jumps Including: <ul style="list-style-type: none"> • One full team synchronized advanced* jump 	-Three different advanced* jumps Including <ul style="list-style-type: none"> • One full team synchronized advanced* jump • One combination jump 	-Four advanced* jumps Including <ul style="list-style-type: none"> • One full team synchronized advanced* combination jump • Three different advanced* jumps • One combination jump

TUMBLING - Standing or Running

If both running and standing tumbling are performed, the degree of difficulty will be based on the skills (either running or standing) that have the highest difficulty. Additional tumbling skills will be rewarded in the Skill Utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Basic roll (forward or backward) -Handstand -Cartwheel -Roundoff -Front or back walkover	-Front handspring -Running or standing back handspring -Aerial cartwheel -Advanced jump to back handspring	-Front aerial walkover -Punch front -Running or standing tuck -Running or standing pike -Advanced single jump to back tuck	-Advanced combination jump to back tuck -Specialty passes with two or more no handed skills -Running or standing layout -Arabian or whip passes -Running or standing full

PYRAMIDS OR TOSSES

If both Pyramids and Tosses are performed, the degree of difficulty will be based on the skill (either pyramid or toss) that has the highest difficulty. Additional skills will be rewarded in the Skill Utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Pyramid must include:	-Pyramid must include:	-Pyramid must include:	-Pyramid must include: <ul style="list-style-type: none"> • Three extended single leg structures • A variety of top people in extended single leg

<ul style="list-style-type: none"> • One extended single leg position • One release transition. <p>and/or</p> <p>-One skill toss</p>	<ul style="list-style-type: none"> • One extended single leg position. • One release that ends in an extended position <p>and/or</p> <p>-Two skill toss</p>	<ul style="list-style-type: none"> • Two extended single leg structures • Two release transitions - one that ends in an extended single leg position. <p>and/or</p> <p>-Two skill toss including a twist</p>	<p>positions</p> <ul style="list-style-type: none"> • Two release transitions - one inversion AND one that ends in an extended single leg position <p>and/or</p> <p>-Three skills toss including a twist</p>
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PARTNER STUNTS

If more than the required skills are performed in a given rubric range at or below the level achieved for degree of difficulty, those skills will be rewarded in the Skill Utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -Intermediate level partner stunts -Prep level skills -Extensions -¼ or ½ up to prep level -¼ or ½ up to extended skill -Full up to prep level 	<ul style="list-style-type: none"> -High to low tick-tock -Low to low full around -Ground inversion to prep -Prep level inversion release to top -Extended single leg skill variations with a full twisting dismount -Switch up, quick toss, ¼ up, ½ up to extended level with one advanced body position* with a full twisting dismount -Prep level inversion to extended single leg skill -Assisted single base extended skill -Unassisted single base prep level skills 	<p>Must also demonstrate at least one (1) Level 3 skill with two (2) different advanced body positions* AND a full twisting dismount from an extended advanced body position or a single based extended stunt</p> <ul style="list-style-type: none"> -Switch up to advanced body position -Switch up with ¼ turn to extended single leg skill -Full up to extension -Ground inversion to extended -Ground level inversion release to prep -Low to high tick-tock beginning in a liberty -Low to high full arounds -Low to high tick-tock ½ twist to liberty 	<p>Must demonstrate at least two (2) different Level 4 skills with three (3) different advanced body positions* AND a full twisting dismount from an extended advanced body position or a single based extended stunt</p> <ul style="list-style-type: none"> -Switch up with at least a ½ twist to an extended advanced body position -Full up to an extended single leg skill -1 ½ up to extended -Low to high tick-tock advanced to advanced body position -High to high tick-tock -Low to high full around to an extended single leg skill -High to high full arounds -Prep level inversion release to extended single leg skill -Ground level inversion release to extended -Double up to extended -Unassisted toss hands continuing to an extended skill

		-Prep level inversion release to extension -Unassisted single base extended skill	
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****Please note: Lists of stunts are not all inclusive. ****

*Extended advanced body positions include: Arabesque, heel stretch, over stretch, bow and arrow, scale, scorpion, needle etc.

MOTIONS and DANCE

Technique = A team's effectiveness in demonstrating proper form, synchronization, precision, and uniformity. Errors that distract from the performance will also be included.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Below average level of technique -Little to no visual effects* -Slow pace	-Below average level of technique -Basic visual effects* -Average pace	-Average level of technique -Multiple visual effects* -Fast pace	-Above average level of technique -Multiple visual effects* -Variety of motions and dance -Full team incorporated -Fast pace

*Visual effects include: Level changes, ripples, transitions movements, foot and floor work.

PROJECTION and SHOWMANSHIP

A team's ability to demonstrate natural expressions to make the routine appear effortless within their ability level. Ability to capture the crowd and demonstrate genuine enthusiasm, energy, and confidence. Use of appropriate volume relative to number of athletes, inflection, enunciation, pace, smiles, spirit, facial expressions, and poise.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Words are hard to hear or understand in cheer -Team lacks a natural energy and fun expression for the majority of the routine -The team lacks energy and enthusiasm during their skills, transitions and other routine elements	-Words are somewhat clear and loud for less than half of the routine -Team has a natural energy and fun expression for less than the majority of the routine -The team has energy and enthusiasm through about half of their skills, transitions and other routine elements	-Words are clear and loud for the majority of the routine -Team has a natural energy and fun expression for the majority of the routine -The team carries their energy and enthusiasm into most of the skills, transitions and other routine elements	-Words are clear and voices are loud throughout the cheer -Team has a natural energy and fun expression throughout most of the routine -The team is entertaining during skills, transitions and other routine elements

SKILL UTILIZATION

A team's use of additional skills at or below the level of difficulty achieved by the team, synchronized skills, and repetition of skills throughout the routine. Maximizing the use of athletes.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -The team only demonstrates skills that get them into a skill based rubric range -Many times, throughout the routine athletes are not utilized effectively -Additional skills performed distract from routine 	<ul style="list-style-type: none"> -The team demonstrates more than the required skills defined in 1 skill based rubric category -Three to four times throughout the routine athletes are not utilized effectively 	<ul style="list-style-type: none"> -The team demonstrates more than the required skills defined in 3 skill based rubric categories -One to two times throughout the routine athletes are not utilized effectively 	<ul style="list-style-type: none"> -The team demonstrates more than the required skills defined in 4 skill based rubric categories -Athletes are utilized effectively throughout the entire routine

ROUTINE COMPOSITION

A team's ability to demonstrate precise spacing and seamless patterns of movement throughout the routine, as well as, incorporation of visual, innovative, and intricate ideas to enhance the overall appeal.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -Transitions have a slow pace, with down time between the majority of routine elements - Most transitions utilize ineffective pathways, where athletes do not move easily across the mat -Spacing issues on most of the formations -Little to no creative elements -Visual/creative elements distract from overall appeal 	<ul style="list-style-type: none"> -The routine is set at a moderate pace, with down time between several routine elements -Some transitions utilize effective pathways where athletes easily move across the mat -Spacing issues on several formations -Several creative elements performed during the routine -Visual/creative elements minimally enhance the overall appeal 	<ul style="list-style-type: none"> -The routine is set at a fast pace, with little down time between a few routine elements -Most transitions utilize effective pathways where athletes easily move across the mat -Spacing issues on a few formations -Creative elements performed during the majority of the routine -Visual/creative elements moderately enhance the overall appeal 	<ul style="list-style-type: none"> -Routine maintains a fast pace, with little to no down time between routine elements -Most transitions utilize effective pathways where athletes easily move across the mat. -Precise spacing throughout routine -Creative elements performed throughout the entire routine -Maximized visual/creative elements to enhance the overall appeal

2021 IHSA COMPETITIVE CHEERLEADING EXECUTION RUBRIC

JUMPS

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
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<ul style="list-style-type: none"> -Less than the majority of jump preps are the same -Less than majority of the team have uniform arm and leg positions while in the air -Less than the majority of the team lands jumps with feet together -Less than the majority of the team has level or above level jumps -Less than the majority of of jumps are synched 	<ul style="list-style-type: none"> -The majority of jump preps are uniform -The majority of the team have uniform arm and leg positions while in the air -The majority of the team lands jumps with feet together -The majority of jumps are at level -The majority of jumps are synched 	<ul style="list-style-type: none"> -Most of jump preps are uniform -Most of the team have uniform arm and leg positions while in the air -Most of the team lands jumps with feet together -Most jumps are at or above level -All jumps are synched
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STANDING or RUNNING TUMBLING

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
<ul style="list-style-type: none"> -Less than the majority of athletes start and end with feet together -Less than majority of athletes have proper form and body lines during skills -Less than the majority of athletes do not have movement after landing pass (hops, steps etc.) -Less than the majority of the team has a consistent speed/increase in speed during skills -Less than the majority of athletes' connections are smooth and controlled 	<ul style="list-style-type: none"> -The majority of athletes start and end with feet together -The majority of athletes have proper form and body lines during skills -The majority of athletes do not have movement after landing pass (hops, steps etc.) -The majority of the team has a consistent speed/increase in speed during skills -The majority of athletes' connections are smooth and controlled 	<ul style="list-style-type: none"> -Most athletes start and end with feet together -Most athletes have proper form and body lines during skills -Most athletes do not have movement after landing pass (hops, steps etc.) -Most of the team has a consistent speed/increase in speed during skills -Most connections are smooth and controlled

PYRAMIDS or TOSSES

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
<ul style="list-style-type: none"> -Less than the majority of skills and releases in pyramid are executed to the top -Less than the majority of bases have little to no movement under skills 	<ul style="list-style-type: none"> -The majority of skills and releases in pyramid are executed to the top -The majority of bases have little to no movement under skills 	<ul style="list-style-type: none"> -Most skills and releases in pyramid are executed to the top -Most bases have little to no movement under skills

<ul style="list-style-type: none"> -Less than the majority of pyramid skills are executed the same when different groups do the same skill -Less than the majority of top persons have uniform body control 	<ul style="list-style-type: none"> -The majority of pyramid skills are executed the same when different groups do the same skill -The majority of top persons have uniform body control 	<ul style="list-style-type: none"> -Most pyramid skills are executed the same when different groups do the same skill -Most top persons have uniform body control
<ul style="list-style-type: none"> -Less than the majority of bases have little to no movement during toss prep -Less than the majority of bases move in a path that indicates correct execution of the toss -Less than the majority of tosses are executed the same when different groups do the same skill -Less than the majority of top persons have uniform body control 	<ul style="list-style-type: none"> -The majority of bases have little to no movement during toss prep -The majority of bases move in a path that indicates correct execution of the toss -The majority of tosses are executed the same when different groups do the same skill -The majority of top persons have uniform body control 	<ul style="list-style-type: none"> -More than the majority of bases have little to no movement during toss prep -More than the majority of bases move in a path that indicates correct execution of the toss -More than the majority of tosses are executed the same when different groups do the same skill -More than the majority of top persons have uniform body control

Partner Stunts

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
<ul style="list-style-type: none"> -Less than the majority of bases have little to no movement under stunts -Less than the majority of the skills are executed the same when different groups do the same skill -Less than the majority of top persons have uniform body control -Less than the majority of top persons have uniform flexibility 	<ul style="list-style-type: none"> -The majority of bases have little to no movement under stunts -The majority of the skills are executed the same when different groups do the same skill -The majority of top persons have uniform body control -The majority of top persons have uniform flexibility 	<ul style="list-style-type: none"> -Most bases have little to no movement under stunts -Most of the skills are executed the same when different groups do the same skill -Most top persons have uniform body control -Most top persons have uniform flexibility

Approved by Consent

ITEMS OF GENERAL DISCUSSION

1. Reviewed the IHSA website and schools/officials center
2. Discussed items from various post season coaches' meetings held across the state
3. Discussed competition warm up protocol, flow and times
4. Examined an at large advancement of winners' proposal
5. Discussed the use of props and the philosophy behind the use of crowd leading props
6. 2020 Sectional Host Sites were reviewed - Future sectional host sites were discussed
7. The State Final venue & logistics were reviewed – Concerns will be addressed with arena
8. Examined Proposed Score Sheets and Rubrics
9. Discussed the use of the IESA Scoresheet
10. Discussed making the IHSA scoresheet out of 100 points
11. Discussed Full Team Jumps
12. Discussed Motions Rubric Area
13. Examined Execution and Degree of Difficulty of skills
14. Discussed Technique and Execution Drivers
15. Examined Category Scoring
16. Evaluated Baskets & Pyramids and Running & Standing Tumbling
17. Discussed the use of Tourneywire to track legalities and deductions
18. Transparent scoring process was reviewed
19. Discussed a minimum number of participants on the competition floor
20. Discussed concerns with the use of bench alternates – suggested that the bench should only have four allowable participants
21. Discussed concerns with 7 athletes on the mat and competitive advantages with synchronize & stunt groups
22. Discussed concerns with schools dropping from competitions
23. Discussed concerns with uniform costs and styles
24. Discussed extending the contest limits to 7 to address increased conference championships – Referred to IHSA Legislative Commission
25. Discussed IHSA Policy 17 – Classification Systems
26. Discussed State Cheer Championship in the Fall - Referred to IHSA Legislative Commission
27. Heard updates from all the Associations in attendance
28. The committee recognized out-going committee members: IHSA Division 2 Coach, Jeff Siegal, (Buffalo Grove); and IHSA Division 5 Principal, Dan Kaiser, (Dwight) for their services to the committee