



# IHSA COMPETITIVE CHEERLEADING

## Score Sheet Rubric

Degree of difficulty ranges are based on a *majority* of the team performing skills within each level. Placement within a specific range is determined by the difficulty of the skills performed, the percentage of athletes performing the skills, and additional skills performed above the level of difficulty achieved by the team. **Not performing a majority of any skill in a given category will result in a difficulty score of 5-6.**

### Difficulty Rubric

#### JUMPS

Additional jumps, beyond those credited to degree of difficulty, will be rewarded in the skill utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Two different advanced* jumps	-Two different advanced* jumps Including <ul style="list-style-type: none"> <li>One full team synchronized advanced* jump</li> </ul>	-Three different advanced* jumps Including <ul style="list-style-type: none"> <li>One full team synchronized advanced* jump</li> <li>One combination jump</li> </ul>	-Three different advanced* jumps Including <ul style="list-style-type: none"> <li>One full team synchronized advanced* combination jump</li> </ul>

\*Advanced Jumps include: herkie, side hurdler, front hurdler, toe touch, pike, double nine, around the world

#### TUMBLING - Standing or Running

The degree of difficulty will be based on the number of individual athletes completing tumbling skills in the same section. Additional tumbling skills, beyond those credited to degree of difficulty, 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 -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: <ul style="list-style-type: none"> <li>One extended single leg position               <ul style="list-style-type: none"> <li>One release transition</li> </ul> </li> </ul> <b>and/or</b> -Straight ride or one skill toss	-Pyramid must include: <ul style="list-style-type: none"> <li>One extended single leg position</li> <li>One release that ends in an extended position</li> </ul> <b>and/or</b> -Two skill toss	-Pyramid must include: <ul style="list-style-type: none"> <li>Two extended single leg structures</li> <li>Two release transitions - one that ends in an extended single leg position</li> </ul> <b>and/or</b> -Two skill toss including a twist	-Pyramid must include: <ul style="list-style-type: none"> <li>Three extended single leg structures</li> <li>A variety of top people in extended single leg positions</li> <li>Two release transitions - one inversion AND one that ends in an extended single leg position</li> </ul> <b>and/or</b> -Three skills toss including a twist

## PARTNER STUNTS

Additional partner stunt skills, beyond those credited to degree of difficulty, 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"> <li>-Intermediate level partner stunts</li> <li>-Prep level skills</li> <li>-Extensions</li> <li>-¼ or ½ up to prep level</li> <li>-¼ or ½ up to extended skill</li> <li>-Full up to prep level</li> </ul>	<ul style="list-style-type: none"> <li>-High to low tick-tock</li> <li>-Low to low full around</li> <li>-Ground inversion to prep</li> <li>-Extended single leg skill with a full twisting dismount</li> <li>-Switch up, quick toss, ¼ up, ½ up to extended level with one advanced body position*</li> <li>-Prep level inversion to extended single leg skill</li> <li>-Toss ball up to extension</li> <li>-Unassisted single base prep level skills</li> </ul>	<ul style="list-style-type: none"> <li>Must demonstrate a Level 3 skill with <b>two (2)</b> different extended advanced body positions* AND a full twisting dismount from an extended advanced body position or a single based extended stunt</li> <li>-Toss ball up to advanced body position</li> <li>-Switch up to advanced body position</li> <li>-Switch up with ¼ turn to extended single leg skill</li> <li>-Full up to extension</li> <li>-Ground inversion to extended</li> <li>-Ground level inversion release to prep</li> <li>-Low to high tick-tock beginning in a liberty</li> <li>-Low to high full arounds</li> <li>-Low to high tick-tock ½ twist to liberty</li> <li>-Prep level inversion release to extension</li> <li>-Assisted single base extended skill</li> </ul>	<ul style="list-style-type: none"> <li>Must demonstrate <b>two (2)</b> different Level 4 skills with <b>three (3)</b> different extended advanced body positions* AND a full twisting dismount from an extended advanced body positions or a single based extended stunt</li> <li>-Toss ball full up to extended</li> <li>-Switch up with at least a ½ twist to an extended advanced body position</li> <li>-Full up to an extended single leg skill</li> <li>-1 ½ up to extended</li> <li>-Low to high tick-tock advanced to advanced body position</li> <li>-High to high tick-tock</li> <li>-Low to high full around to an extended single leg skill</li> <li>-High to high full arounds</li> <li>-Prep level inversion release to extended single leg skill</li> <li>-Ground level inversion release to extended</li> <li>-Cradle/horizontal position release to extended</li> <li>-Double up to extended</li> <li>-Unassisted single base extended skill</li> </ul>

\*\*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
<ul style="list-style-type: none"> <li>-Below average level of technique</li> <li>-Little to no visual effects*</li> <li>-Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>-Below average level of technique</li> <li>-Basic visual effects*</li> <li>-Average pace</li> </ul>	<ul style="list-style-type: none"> <li>-Average level of technique</li> <li>-Multiple visual effects*</li> <li>-Fast pace</li> </ul>	<ul style="list-style-type: none"> <li>-Above average level of technique</li> <li>-Multiple visual effects*</li> <li>-Variety of motions and dance</li> <li>-Full team incorporated</li> <li>-Fast pace</li> </ul>

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

# Additional Routine Components

## 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
<ul style="list-style-type: none"> <li>-Words are hard to hear or understand in cheer</li> <li>-Team lacks a natural energy and fun expression for the majority of the routine</li> <li>-The team lacks energy and enthusiasm during their skills, transitions and other routine elements</li> </ul>	<ul style="list-style-type: none"> <li>-Words are somewhat clear and loud for less than majority of the routine</li> <li>-Team has a natural energy and fun expression for less than the majority of the routine</li> <li>-The team has energy and enthusiasm through less than the majority of their skills, transitions and other routine elements</li> </ul>	<ul style="list-style-type: none"> <li>-Words are clear and loud for the majority of the routine</li> <li>-Team has a natural energy and fun expression for the majority of the routine</li> <li>-The team has energy and enthusiasm for the majority of the skills, transitions and other routine elements</li> </ul>	<ul style="list-style-type: none"> <li>-Words are clear and voices are loud for most of the cheer</li> <li>-Team has a natural energy and fun expression for most of the routine</li> <li>-The team has energy and enthusiasm for the majority of the skills, transitions and other routine elements</li> </ul>

## SKILL UTILIZATION

A team's effective use of additional skills throughout the routine, beyond those credited to degree of difficulty. 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"> <li>-Athletes not utilized effectively throughout most of the routine</li> <li>-Additional skills performed distract from routine</li> <li>-The team only demonstrates skills that get them into a skill-based rubric range</li> </ul>	<ul style="list-style-type: none"> <li>-Many times, throughout the routine athletes, are not utilized effectively</li> <li>-Additional skills performed distract from routine</li> <li>-The team demonstrates more than the required skills defined in 1 skill based rubric category</li> </ul>	<ul style="list-style-type: none"> <li>- Three to four times throughout the routine athletes are not utilized effectively</li> <li>- The team demonstrates more than the required skills defined in 2 skill based rubric categories</li> </ul>	<ul style="list-style-type: none"> <li>-One to two times throughout the routine athletes are not utilized effectively</li> <li>-The team demonstrates more than the required skills defined in 3 skill based rubric categories</li> <li>-Additional skills enhance the overall routine</li> </ul>

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