IOWA HIGH SCHOOL MUSIC ASSOCIATION
MARCHING BAND SCORING GUIDE
VISUAL GENERAL EFFECT

	POOR 0 – 28	FAIR 29 – 41	GOOD 42 – 54	EXCELLENT 55 – 66	SUPERIOR 67 – 100
COMPOSITION 0 – 100 POINTS	Repertoire does not display awareness of the fundamentals of creating effect. Concepts of repertoire are weak, and do not generate recognizable effect. Coordination of elements is nonexistent.	Repertoire displays a below average level of substance and depth. Repertoire concepts are rare, and are displayed with a below average level of success. Concepts generate rare levels of intrigue and appeal. Coordination of all elements is below average.	Repertoire displays average knowledge of the proper fundamentals of effect and produces an occasional degree of effect. Concepts, while not consistently developed or sophisticated, generate average levels of intrigue and aesthetic appeal. Moments of effective repertoire are occasionally present. Coordination of elements is average.	The repertoire consistently displays quality, substance, and depth. Repertoire concepts are clearly defined and are displayed with a consistent level of success. Intrigue and aesthetic appeal are present but are not always maximized. The effectiveness and complexity of the repertoire produces a consistently above average degree of effect. Imagination and creativity occasionally exist throughout the program. Coordination is above average.	Repertoire concepts are understood and are successfully developed throughout most of the program. Maximum intrigue and aesthetic appeal are consistently maintained. The difficulty or complexity of the repertoire and consistently produces optimum effect. Imagination and creativity are generally woven into the program. Coordination of elements is at the highest level.

	0 – 28	29 – 41	42 – 54	55 – 66	67 – 100
ACHEIVEMENT 0 – 100 POINTS	Performers struggle with their responsibilities of communication. Their involvement during the performance is nonexistent. There are few moments of emotional effort. The performance lacks polish and consistency.	Performers demonstrate a below average level of communication. Their involvement is evident, but it is rare throughout the program. Emotional effort is not noticeable. A below average level of performance effect is seen with rare moments of strong identification and communication with the viewers. Performers struggle with precision.	Performers show an average level of communication. Their involvement is constant throughout the program with moments of varying quality. Emotional effort is occasional and a range of responsibilities is being developed. They are occasionally true to their identity. Performers are inconsistent in their engagement of the audience. Precision is usually of an average level.	Performers demonstrate a consistently above average level of communication. The involvement is consistently above average throughout the program. Emotional effort is typically displayed throughout the range of responsibilities with some inconsistency possible. Performers are typically true to their identity or identities. Advanced levels of performance with an above average level of engagement with the viewers are evident. Precision is usually excellent.	Performers demonstrate a high level of communication. Their involvement is effortlessly displayed throughout the program. The performers genuinely display emotional efforts while they are being asked to develop a wide range of responsibilities and roles. A high performance level is demonstrated while creating a dynamic engagement with the audience. Precision is at a high level.