

**NEW YORK STATE CHEERLEADING
GAME DAY/ CROWD LEADING SCORING QUESTIONS/COMMENTS**



Team _____ Judge _____

CROWD LEADING (40)

Game Day Relevance of Situational Sideline

Sideline effectively conveyed an offense/defense situation. *(does not need to use the words offense or defense)*

- Did 2 different points of reference within the sideline effectively/correctly convey offense or defense? - 5
 - 2 different points of reference within the sideline chant effectively/correctly conveyed an offense or defense situation
- Did 1 point of reference within the sideline effectively/correctly convey offense or defense? - 4
 - 1 point of reference within the sideline chant effectively/correctly convey an offense or defense situation
- Did 0 points of reference within the sideline effectively/correctly convey offense or defense? - 2
 - 0 points of reference within the sideline chant effectively/correctly convey an offense or defense situation
- Was there no clear sideline? – 0
 - No Sideline was performed

Crowd Effectiveness

Clarity of the cheer - Voices had a consistent volume. Pace/flow was appropriate to clearly understand all words.

- Was the volume consistent throughout or were there elements that were hard to hear due to athletes not facing the crowd, executing skills that affected the volume, athletes unable to maintain volume, etc.?
 - Consistent volume throughout
 - Volume was not consistent throughout
- Was the pace appropriate/effective? Was it too fast, making it difficult for the crowd to follow/respond to the call-backs? Was it too slow, reducing the entertainment value?
 - Appropriate pace throughout
 - Pace is too fast
 - Pace is too slow
- Did the cheers effectively represent the school name/nicknames, colors, and/or mascot?
- Did the cheer contain effective call-outs/filler words? Were the call-outs/filler words too complex/hard to understand/follow? Was it lacking in call-outs/filler words (boring/redundant/lacking direction)?
 - Effective use of call-outs/filler words
 - Lack of/ineffective call-outs/filler words between call-backs

Formations & Spacing

Choreography of formations and transitions. Crowd coverage & effectiveness of formations. Formations allowed for maximum crowd coverage. Ability to elicit a crowd response.

- Was the spacing accurate throughout?
 - Spacing was accurate throughout
 - Spacing errors
- Did all/most of the formations achieve crowd coverage/effectiveness focusing on 7+ panels for spread?
 - Formations achieved crowd coverage with 7+ panels
 - Formations failed to achieve crowd coverage using 7+ Panels
- Did all/most of the formations achieve crowd coverage/effectiveness focusing on the front half of the mat (except for flags)?
 - Formations achieved crowd coverage with focus on the front half of the mat
 - Formation failed to achieve crowd coverage with focus on the front half of the mat
- Were the Transitions smooth, synchronized, and maintained crowd coverage/entertainment/engagement? Did a significant number of athletes stop facing the crowd? Were the transitions distracting or lose the ability to lead/engage the crowd?
- Was there variety in their formations?
 - Formations achieved crowd effectiveness with utilization of levels, variety and/or transitions that maintain crowd engagement
 - Formations lacked crowd effectiveness with utilization of levels, variety and/or transitions that lost crowd engagement

Motion Technique Execution of Motions - Technique, sharpness, synchronization, and consistency in placement of motions.

- Was the placement of motions consistent across all athletes?
 - Motion placement was consistent
 - Inconsistency in placement of motions
- Were motions precise (sharp, crisp, & clean)?
 - Motions were sharp, crisp, clean
 - Lack of precision (loose/soft) with motion technique
- Were motions synchronized, across all intended athletes?
 - Motions were synchronized
 - Synchronization issues

Crowd Leading Tools

Choreography and Execution of Props - Proper use of signs, poms, megaphones and flags. Technique, sharpness, consistency in placement of props. *Answer questions for props that apply - this may not be all inclusive*

- Do the props used make the call-backs easy to follow and are appropriate for what is being presented? Do Poms/Signs/Flags correlate with the call-backs? Were the props distracting or not correlating with the words? (i.e. a Flag with a mascot flying while spelling out a team name)
- Was the motion technique with props sharp, crisp, & clean?
- Was the timing/synchronization of props effective, appropriate & correlated with the words?
- Did they follow "show it, see it, say it" so the crowd could follow/respond or did they use "peek-a-boo" signs, only showing the crowd the signs at the moment the crowd was supposed to respond?
- Were signs all held in the middle for control and consistency?
- Were spell-outs or phrases presented at consistent levels so they were easy to follow/respond or were they presented at multiple levels making it difficult to follow?
 - Great and Effective Use of props
 - Props effectively used, most of the time (select prop(s) from drop down - Poms/Flags/Megaphones/Rally Towels/Other)
 - Props effectively used, majority of the time (select prop(s) from drop down - Poms/Flags/Megaphones/Rally Towels/Other)
 - Props were not effectively used (select prop(s) from drop down - Poms/Flags/Megaphones/Rally Towels/Other)

Effectiveness of Stunt/Tumbling

Choreography of Skills - Skills chosen were effective and appropriate for the Game Day environment. Clean and crowd effective stunts and tumbling. *Answer questions for skills that apply*

- Did each skill serve a purpose in leading the crowd or did they seem to be incorporated for the sake of incorporating skills?
- Did the tumbling skills emphasize an important word you want to draw attention to or is it distracting, making the words hard to hear or hard to follow?
- Were tumbling skills selected that maximized the time that athlete was crowd facing and quick enough to maintain crowd engagement?
- Were the stunts adding to the crowd's ability to follow signs/props for the call-back or did it distract?
- Were building skills selected to utilize a minimal number of athletes who are not crowd facing, in order to maintain maximum crowd coverage?
- Were the entries into building skills/transitions between building skills/dismounts selected to quickly achieve the desired level to maintain crowd engagement?
 - Building/tumbling skills had a clear purpose and were performed in a way that effectively engages/leads the crowd
 - Building/tumbling skills either lacked purpose or were performed in a way that did not effectively engage/lead the crowd

Execution of Stunt/Tumbling

Execution of Skills - Technique, stability, synchronization and spacing

- Was the spacing of skills accurate throughout?
- Reference Game Day Scoring Rubric for skill execution/technique elements
 - Stunts/Tumbling skills were executed with strong/minimal errors in precision, synchronization, and excellent technique
 - Stunts/Tumbling skills were executed with multiple errors in precision, synchronization, and/or technique
 - Stunts/Tumbling skills were executed with widespread errors in precision, synchronization, and/or technique

Overall Impression

Leadership, School Spirit & Energy in the sideline/crowd leading cheer and transition entering that section. Leadership to engage and connect with the crowd. Genuine School Spirit and Energy. Transition going into the sideline/crowd leading section, maintained crowd coverage/engagement and was minimal/clean.

- Did they effectively demonstrate leadership/school spirit/energy before & during the sideline/crowd leading cheer?
 - Athletes maintained effective leadership/school spirit/energy before or during the cheers
 - Lack of leadership/school spirit/energy before or during the cheers
- Were the transitions choreographed to maintain crowd coverage/engagement? Were the transitions choreographed to keep athletes crowd facing and not focusing on setting up for the next section?
 - Transition(s) maintained crowd engagement/entertainment
 - Transition(s) lost crowd engagement/entertainment
- Were there major execution errors/falls that reduced the entertainment/ability to engage/lead the crowd?
- Was any tumbling or jumps incorporated into the transitions executed well?
 - Skills were executed to enhance the entertainment/ability to engage/lead the crowd
 - Major skill execution errors reduced the entertainment/ability to engage/lead the crowd

Note: Difficulty should only minimally come into play in this score IF a differentiator is needed when all other elements are equal in comparative scoring.