
2022 SDHSAA CHEER & DANCE JUDGES TRAINING

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CHEER

CHEER - DIFFICULTY

- Use the rubric! Difficulty scores should be consistent across the cheer performance judges and does not take into account the execution of the skills performed
 - Count the number of athletes on the team before they begin – determine majority for jumps/tumbling and the number of stunting groups possible ($\div 4$) to get the number of stunt groups needed for majority for stunts/tosses/pyramids
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| ■ JUMPS & TUMBLING | ■ STUNTS, TOSSES, & PYRAMIDS |
| Ex: Team of 12, Majority is 6 | More than half of stunting groups possible |
| Ex: Team of 13, Majority is 6 | Ex: Team of 23 |
| | $23 \div 4 = 5$ groups |
| | Majority = 3 |

CHEER - DIFFICULTY

■ Jump Difficulty Examples:

A team has 22 members and they perform a group jump sequence with a left hurdler, a toe touch, and a right hurdler

The team would receive a 5 for having 3 different connected jumps

A team has 22 members and does a group jump sequence of a toe touch, a pike, and a toe touch. Later 13 girls do a toe touch connected to a back tuck

The team would receive a 4 for having 3 connected jumps with one repeating. The jump connected the back tuck counts under tumbling difficulty, not jumps

CHEER - DIFFICULTY

- Standing Tumbling Difficulty Examples:

A team has 16 members. They do 8 cartwheels, 7 roundoffs, 4 front walkovers, and 5 back tucks

They would receive a 2.5 for having a majority of skills in the 2 category with less than a majority performing a higher level skill

A team has 20 members. They do 15 back handsprings, 6 back handspring-back handspring, and 11 back handspring back tucks

They would receive a 5 for having a majority do the level 5 skill

CHEER - DIFFICULTY

- Running Tumbling Difficulty Examples:

A team has 18 members. They do 16 roundoff back handsprings, 8 roundoff back tucks, and 4 front aials

They would receive a 4 for having a majority of skills in the 4 category

A team has 14 members. They do 10 roundoffs, 5 roundoff back handsprings, 4 roundoff back handspring-back handspring series, and 5 fulls

They would receive a 3.5 for having a majority do the level 3 skill and less than a majority doing a higher level skill

CHEER - DIFFICULTY

- Stunting Difficulty Example:

A team needs 3 stunt groups for a majority

They perform 2 extensions, 3 extended libs with cradle, 2 extended heel stretches with cradle, 1 extended bow & arrow with cradle, 2 single base at prep level, 1 full up lib, and 1 arabesque with a kick full

They receive a 4.5 because they had a majority in the 4-pt. category with less than a majority in the higher skill category

CHEER - DIFFICULTY

- Tosses Difficulty Examples:

A team needs 3 stunt groups for a majority

They do 1 straight ride, 1 toe touch, and 1 full twist toss

They receive a 1.5 in difficulty because they did not have a majority in any category, but performed enough tosses to earn points. They get the 1 for the lowest category plus .5 for performing higher level skills

CHEER - DIFFICULTY

- Tosses Difficulty Examples:

A team needs 3 stunt groups for a majority

They do 1 kick full and 2 full twist tosses

They receive a 3.5 in difficulty because they had a majority full twist and one higher skill

Note: The kick full demonstrates the ability to do a full twist basket

CHEER – DIFFICULTY

■ RUBRIC CHANGE

■ Pyramids – 5 pts

Extended Single Leg Structures with...

- a variety of top people in extended positions
- **three advanced entries or** release transitions
- three or more inversions
- three or more structure changes

- Need a majority number of stunts doing an extended single leg stunt in the pyramid to get the 3, 4, or 5
- Receive the .5 for having elements of the higher categories but not hitting all of the qualifications
- Count the number of structures, transitions, and inversions
 - When the pyramid stops as in a photo moment, that's a structure
- Watch for connection – there must be two stunt groups connected for even a short moment to count as having a pyramid, otherwise the score is a zero for pyramids – Difficulty and Execution

CHEER - PERFORMANCE

- Use scratch paper to write down the skills you see and the number of athletes or stunt groups that perform them

You need to watch a lot of things happening at once – and cheer has 6 categories to judge difficulty in so all performance judges need to be looking at entire floor and noting everything they see

Difficulty is determined based on majority/the number of athletes that perform each skill and how many skills in each level of difficulty are performed

CHEER - EXECUTION

- Execution is where you judge how well a skill is performed
- Poorly executed skills will still get the difficulty score if they were clearly attempted, the execution portions of the scoresheet is where you deduct for not being done well
- Check the boxes on the score sheet and write in comments and be specific with technique they can improve on and things they could do to score higher

CHEER - PERFORMANCE

- Judge what you see that day, not what you know the team can do or have seen at a previous competition
- Difficulty scores should match among all performance judges working the competition

Immediately after the performance ends, discuss what was seen and determine the appropriate difficulty scores

Keep the notes you took during the competition in case questions are sent to SDHSAA

- Know your stuff – You need to know the proper technique for the various skills to give proper scoring and feedback

JUDGING TIPS

- Judges need to be quick

Quickly discuss difficulty with the other judges for consistency and move on to execution and comments

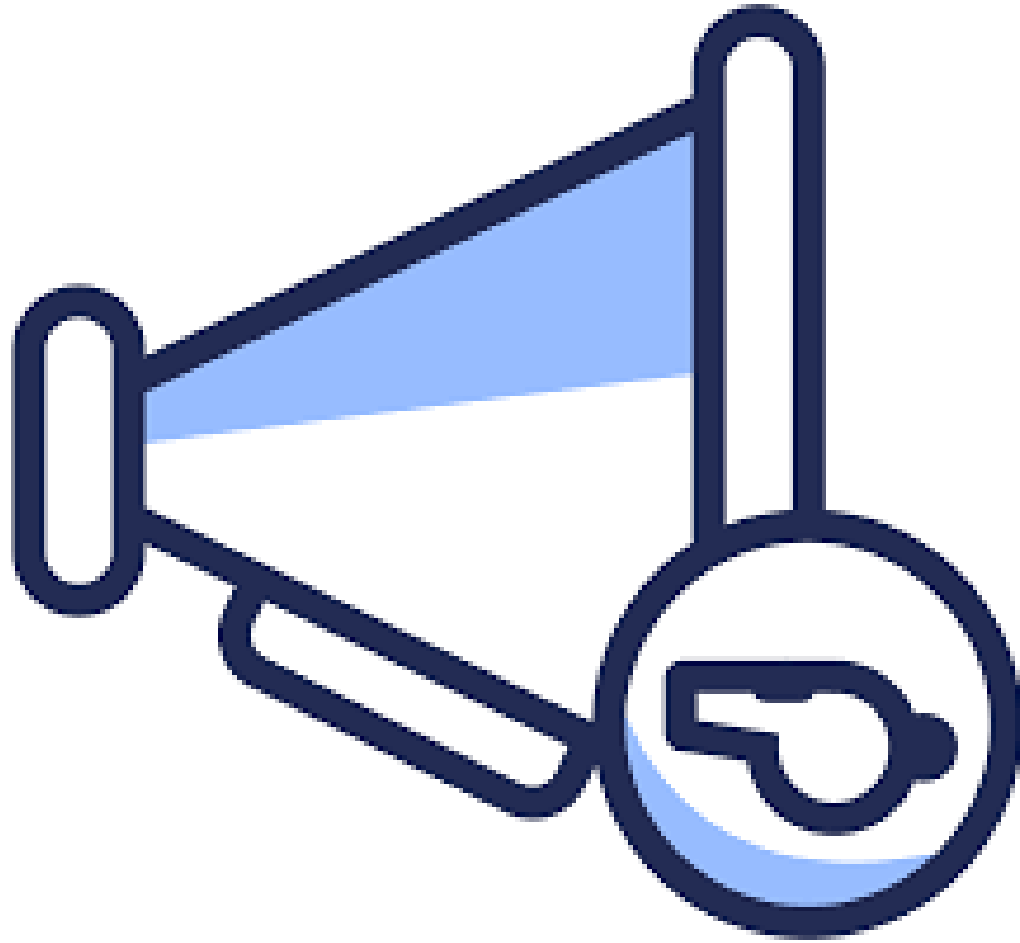
The competition needs to move on in a timely manner and not wait on the judges – strive for completing scoresheets and totaling scores within 2 minutes

- Always bring:

- Your Rubric
- Your Rules Book
- Pencils
- A Calculator
- Paper
- A Mask
- Water & Snacks

- Read your judges manual!

There is a lot of good information in there about what to do at a competition and how to judge different categories



CHEER SAFETY

CHEER - NFHS RULES CHANGES

- **Stunting Personnel: 3-2-1:** A base must not ... (b) hold objects in a hand that is supporting a top person **EXCEPTION:** A base and a top person may share a pom during a **mount or** dismount from a thigh stand, shoulder sit/straddle, shoulder stand or prep.
 - Allows an exception for poms in cheer and dance to be shared while building a stunt at prep level or below. See video in rules meeting.
- **Inversions: 3-3-5-a:** Braced flips in a pyramid are permitted provided ... (a) **the top person and at least one bracer(s) must have hand to hand/arm connection. This connection can be with one or both arms.**
 - Allows the connection between a bracer and the top person(s) to be with one or both hands during a braced flip.
- **Inversions: 3-3-5-d:** Braced flips in a pyramid are permitted provided ... (d) bracer(s) must be in a multi-base prep with a spotter **and remain stationary.**
 - Requires the bracer to remain stationary during a braced flip.

CHEER - NFHS RULES CHANGES...CON'T

- **Release Stunts and Tosses: 3-5-4:** A toss caught in a vertical stunt by the original bases is permitted as an exception to Rules 3-5-2 and 3-5-3. The toss must not go significantly higher than the intended skill. A ball-up position would not be considered against the significantly higher measurement.
 - Allows a limited-height toss to be caught in a vertical stunt by the original bases. See video in rules meeting.
- **Release Stunts and Tosses: 3-5-5-c-2:** Release transitions are permitted provided ... (c-2) a non-braced top person in a cradle position or horizontal position at prep level or below may be released to the original bases in a loading position or stunt at any level.
 - Allows a non-braced top person in a cradle position or horizontal position at prep level or below to be released to the original bases.

SAFETY SCORE SHEET

Tumbling/Dance Fall(s) – Individual Athlete Examples: fall/land to weight bearing position during tumbling, jumps or other skills	1 point
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- Be aware of possible injury first, then assess deduction.
- Differentiate between falls and poor execution (weight bearing).
- Stepping out of a tumbling pass may or may not be a deduction, depending upon severity.
- Deduction is per athlete, per occurrence.

SAFETY SCORE SHEET

Boundary Violation ONE ENTIRE weight-bearing hand, foot or body part is completely outside of the performance surface	1 point per athlete
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- ENTIRE hand, foot, etc., over the boundary.
 - EXCEPTION: retrieving props
 - Legal: hands to grasp prop
 - Illegal: feet to get to prop
- Deduction is per athlete, per occurrence.

SAFETY SCORE SHEET

Props Thrown (flick of wrist)/Stepping on - out of skill/stunt (1); Slipping & Falling out of skill/stunt (5)	1 or 5 point /occurrence	____L____C____R
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- Differentiate between 1-point and 5-point deductions:
 - 1pt deduction: noticeably throwing prop, stepping on
 - 5pt deduction: stepping on a prop and slipping and falling
 - MUST be out of a skill or stunt
- Above rules apply if any prop is on the performing surface during the routine.
- If an athlete safely discards a prop, please do not deduct. Encourage safe behavior.
- Deduction is per athlete, per occurrence.

SAFETY SCORE SHEET

Time Limits (Music & Overall)

1-3 seconds over time

4-8 seconds over time

9 or more seconds over time

Warning

5 points

10 points

- Music and overall time are separate deductions/warnings.
 - Music: 1:30
 - Overall: 2:30
- Always check with tech/music operator.

SAFETY SCORE SHEET

Major Fall(s) – Stunting

Drop from an individual stunt to a compromising position. The top person falling to the ground in an uncontrolled manor, or multiple bases, or base or spot landing on the ground.

10 points

____L ____C ____R

- These are unsafe situations that result in falls; bobbles are execution.
- Top OR base(s) contacting the performing surface with other than feet warrants a deduction.
- Deduction is per occurrence (per stunt, not per athlete on the floor).

SAFETY SCORE SHEET

Safety Violation Incorrect/Illegal skill performed Inattentive spotting Illegal bracers/supports/posts	10 points	____L ____C ____R
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- Explain using as many specifics as possible for **every** infraction.
- Always cite NFHS or SDHSAA rule.
 - NFHS POE: Rules over situations; do not apply a situation in place of a rule.
- Deduction is per occurrence (per stunt – two illegal bracers are two deductions).

TO WARN OR NOT TO WARN...

- Early season versus late season
 - During early season, teams are more likely to receive a warning. Late season, warnings are rare.
- If the skill is illegal, take the deduction.
- If the specifics of a skill is a judgement call, it's better to warn.
 - Examples: Bracers with too much weight, close to inverted bracers.
- VIP seating: can't deduct without an official rule or penalty to cite.
- Hair warning if it's close to being a safety hazard but didn't actually cause a safety issue. Frequent warnings can help coaches clean up their teams.



QUESTIONS