

SDHSAA
CHEER JUDGES
TRAINING

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JUDGES - PREPARATION

- Attire
 - Professional, black
 - Consider shoes
- Come prepared – an early
 - Clipboard
 - Blank paper
 - Judges Manual & Rule Book
- Facility
 - Medical Timeout with ADs
 - Timers, runners
- Communicate with other judge(s)
 - Decide boundaries, responsibilities
 - Determine head judge

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

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

Know the rulebook

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 aerials

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

- Tosses Difficulty Examples:

A team needs 2 stunt groups for a majority

They do 1 Ball-X toss

They receive a 0.5 in difficulty because they did not have a majority, but did show one skill

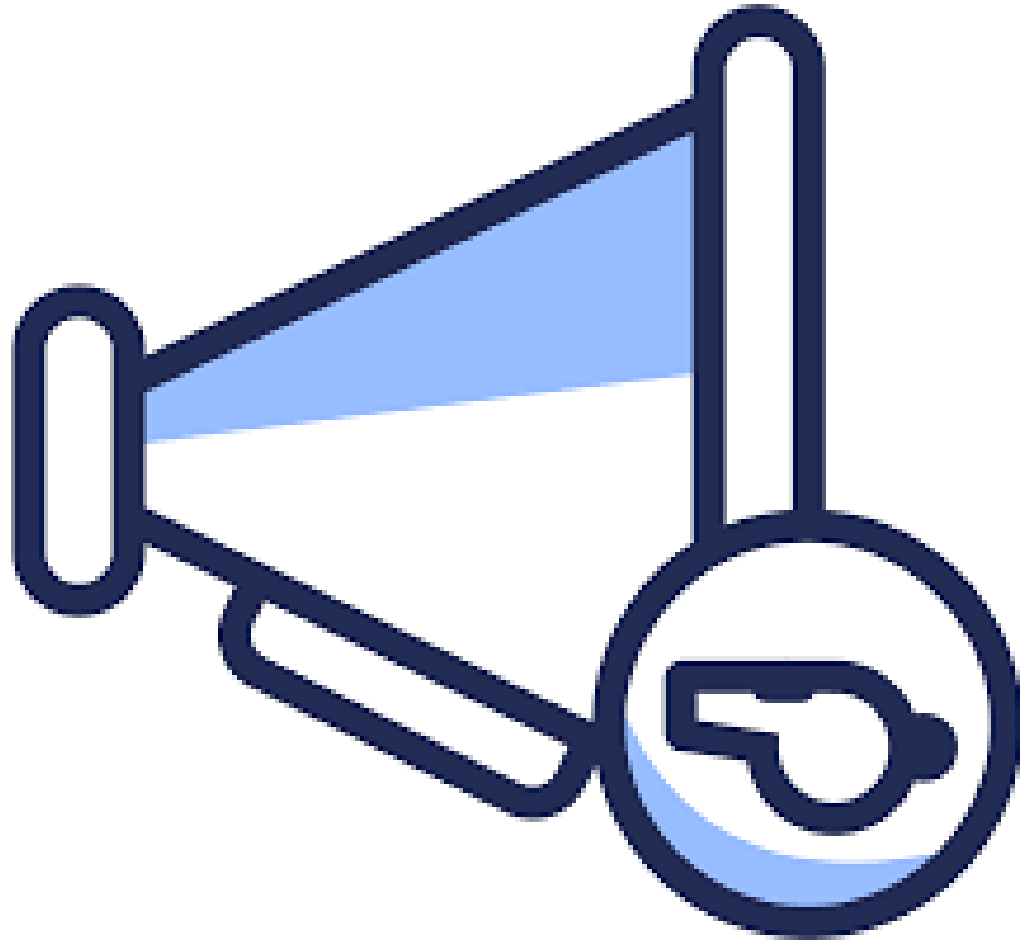
CHEER – DIFFICULTY

PYRAMIDS

- 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 - DIFFICULTY

- 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

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 - EXECUTION

JUMPS

- Pointed toes
- Body position in jump
- Chest up
- Bringing legs to chest and not chest down to legs
- Correct arm placements and good stretch/motion of the arms
- Good Height
- Snap legs
- Flexibility – ex. toe touch with hips flexed

CHEER - EXECUTION

TUMBLING

- Legs squeezed – knees and ankles together
- Arms at ears
- Pointed toes
- Good body position for the skill
- Cartwheels – arms at ears, legs are going over their head and not around the front of their body, toes pointed
- Roundoff – arms at ears, straight legs, good reach with a pop off ground/hollow position and not landing in a pike position, rebound, toes
- Walkovers – arms at ears throughout, straight legs, toes pointed
- Back handsprings – Straight legs, hips open, toes pointed, arms at ears and straight and reaching
- Back tucks – Go set with arms reaching up, good height, land with chest up
- Layouts – Hips open, good height, legs together, no pike down for landing
- Fulls – body straight, no pike, legs together, chest up on landing

CHEER - EXECUTION

STUNTING

- Solid, Steady
- Good form (no sickled feet in libs, proper arm motions, etc.)
- Clean entries, transitions, and dismounts
- Look for bobbles and stunts that don't hit or come down



CHEER - EXECUTION

TOSSES

- Height
- Tight form
- Ride to the top before executing a skill
- Snap to a skill
- Skill performed well – ex: toe touch has toes pointed, good hip flexibility, proper arm motions
- Clean catch



CHEER - EXECUTION

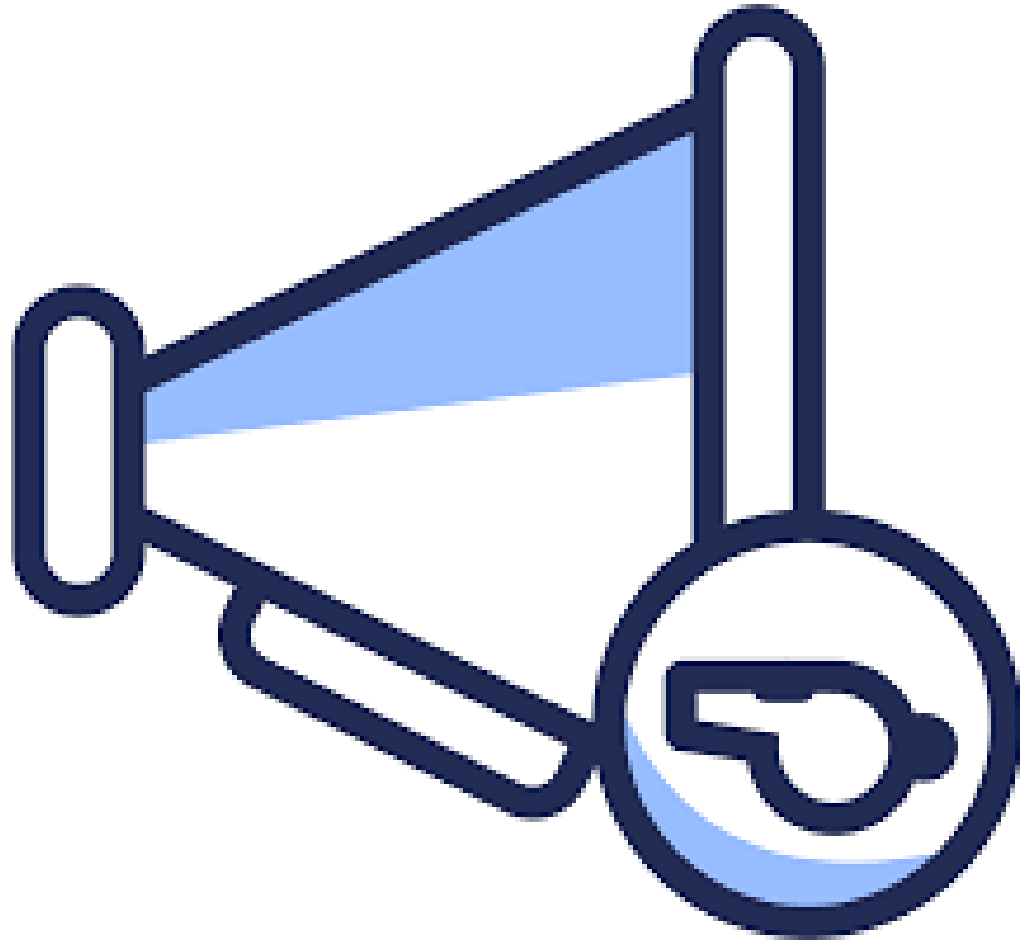
PYRAMIDS

- Must have connection
- Same execution notes to look for as with stunting but the key is the connection



CHEER - PERFORMANCE

- Judge what you see that day, not what you know the team can do or have seen at a previous 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



CHEER SAFETY

SAFETY

- Verify what, when, where, who, quantity for accuracy
- Defer to better vantage point
- Be specific!
 - What skill (use NFHS terms)
 - Always refer to definitions
 - When during the routine
 - Approximately how far into routine, which part of music, formation, etc.
 - Where on the performance floor
 - Use stage directions
- Who committed the infraction
 - Identify athlete(s) as needed
- Quantity of skills executed
 - Deduction per skill
 - Be absolutely certain
- Cite NFHS or SDHSAA rule
 - No rule, no deduction
- Written explanation

SAFETY – INQUIRY PROCESS

- Thumbs up!



Or.....

- Inquiry with coach(es) only
 - Explanation of infraction(s)
 - Answer clarification questions
 - Do NOT offer solutions
 - Not in front of the performance judges' table
 - Note which teams conference and which do not

If confrontational/uncomfortable:

- Deductions will not change
- Defer to Jo
 - "If you still have concerns, I encourage you to email Jo."
- "If this continues, you're going to earn an unsporting deduction."

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

Jewelry or Improper Equipment Illegal braces, supports, casts	5 points
Fingernails, hair, glitter, hair ties on wrist Improper Uniforms, undergarments etc.	1 point

- Typically checked as teams are lined up behind the mat before the performance begin
- Jewelry - Ask the athlete to remove it

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
 - 5 pt deduction 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
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- 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).



QUESTIONS