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2024-2025

Oregon School Activities Association  
**Cheerleading Handbook**

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Published by  
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<https://www.osaa.org>

**How to find information in the Cheerleading Handbook**

*This handbook can be found on the OSAA website. Wording that has been changed from previous years is indicated by **bold italic** lettering. Linked references to other sections are **shaded** and Questions and Answers are shaded.*

## OSAA Mission Statement

The mission of the OSAA is to serve member schools by providing leadership and state coordination for the conduct of interscholastic activities, which will enrich the educational experiences of high school students. The OSAA will work to promote interscholastic activities that provide equitable participation opportunities, positive recognition and learning experiences to students, while enhancing the achievement of educational goals.

## Non-Discrimination Policy

*(Executive Board Policies, Revised July 2019)*

- A. The Oregon School Activities Association does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in the performance of its authorized functions, and encourages its member schools, school personnel, participants and spectators to adopt and follow the same policy.
- B. A claim of discrimination against a member school shall be brought directly to the member school of concern.
- C. Any party that believes he/she has been subjected to an incident involving discrimination or discriminatory harassment at an OSAA sanctioned event, may submit a written complaint through the online complaint process provided on the OSAA website [\(Complaint Form\)](#). When the coaches, players students, staff or spectators of any members school engage in discriminatory behaviors, or act in a manner disruptive to the school environment, or cause disorder or infliction of damage to persons or property in connection with any festival, meet, contest or championship sanctioned by the Association, the Executive Board may treat such acts as a violation by the school of the Rules of the Association. See **Rule 3, "Contests – Sportsmanship – Crowd Control"** for additional information.

## OSAA Sportsmanship Statement

Interscholastic activities are an integral part of the educational curriculum and experience. High school activities promote the character development of participants, enhance the educational mission and promote civility in society. Therefore, student-athletes, coaches, spectators and all others associated with high school activities programs and events should adhere to the fundamental values of respect, fairness, honesty and responsibility. These values should be established as a priority among all OSAA member high schools.

It is the responsibility of each member high school to establish policies for sportsmanship and ethical conduct consistent with the educational mission and goals of that school and to continually educate students, coaches, teachers, parents and all involved about those policies.

|  |    |
|--|----|
| <b>CHEERLEADING PLAN</b> .....                                     | 1  |
| 1. Season Dates .....  | 1  |
| 2. State Championship Information .....                            | 1  |
| NFHS Spirit Rules .....  | 1  |
| OSAA Adopted Cheerleading Rules and Interpretations .....          | 2  |
| OSAA Cheerleading Policies .....                                   | 3  |
| Effective outside Association Year .....                           | 3  |
| 1. Summer Policy .....   | 3  |
| Effective First Practice Date to End of HS Season .....            | 3  |
| 1. Practice .....  | 3  |
| 2. Participation Limitations .....                                 | 4  |
| <b>CHEERLEADING HANDBOOK</b>                                       |    |
| 1. Cheerleading State Championships Rules and Procedures .....     | 4  |
| 2. Other Cheerleading Competitions .....                           | 10 |
| <b>OSAA GENERAL POLICIES</b>                                       |    |
| Rule 3 .....   | 11 |
| Rule 7 .....   | 11 |
| 1. Adverse Weather Conditions/Area-Wide Emergency Procedures ..... | 11 |
| 2. Air Quality Guidelines .....                                    | 11 |
| 3. Attached and Unattached Competition/Exhibition .....            | 11 |
| 4. Charitable Causes .....   | 11 |
| 5. Concussion Management .....                                     | 11 |
| 6. Hair Device/Adornment .....                                     | 11 |
| 7. Heat Index .....  | 11 |
| 8. Lightning Safety Guidelines .....                               | 11 |
| 9. Moratorium Week .....   | 11 |
| 10. Non-Discrimination Policy .....                                | 11 |
| 11. Shared Facilities .....  | 11 |
| 12. Withdrawal During a Competition .....                          | 11 |
| <b>APPENDIX</b> .....  | 13 |
| Building Rubric  |    |
| Building Skills Score Sheet  |    |
| Tumbling / Jumps Rubric  |    |
| Tumbling / Jumps Score Sheet                                       |    |
| Overall Rubric   |    |
| Overall Score Sheet  |    |

## CHEERLEADING PLAN

### 1. SEASON DATES

|  |                |
|--|----------------|
| First Practice Date .....  | August 19      |
| First Contest Date .....   | August 29      |
| Registration Forms Available .....                                   | December 11    |
| Registration and Supplemental Materials Deadline / Cutoff Date ..... | January 21     |
| State Championships .....  | February 14-15 |
| 2025-26 Sanction Application Deadline .....                          | May 23, 2025   |

### 2. STATE CHAMPIONSHIP INFORMATION

A. **Staff Contact:** Lauren Brownrigg, Assistant Executive Director, 503.682.6722 x229, [laurenb@osaa.org](mailto:laurenb@osaa.org)

#### B. State Championships Posting Timelines:

1) **Registration Information:** <https://www.osaa.org/activities/che>

Detailed information regarding Registration will be posted on the OSAA website by 4pm on **Wednesday, December 11, 2024**. It is essential that all participating schools access this information. Included will be information regarding submission of program information, upcoming posting dates, as well as information regarding general Cheerleading State Championship information. Deadline to submit registration and supplemental materials is **Tuesday, January 21, 2025**. Late entries and/or supplemental materials will not be accepted.

2) **AD/Coach and Spectator Information:** <https://www.osaa.org/activities/che/>

Detailed information regarding the Cheerleading State Championships will be posted on the OSAA website by noon on **Friday, January 31, 2025**. It is essential that participating teams and individuals access this information prior to the state championships. Included will be information regarding where to purchase tickets and prices, parking, maps, how to submit souvenir program information, souvenir merchandise, etc.

3) **Championship Schedule:** <https://www.osaa.org/activities/che/>

Championship Schedule will be posted by noon on **Friday, January 31, 2025**. This schedule contains the performance order, team photo schedule, check-in time, practice schedule and performance time. Check the OSAA website frequently prior to the State Championships for any schedule changes.

#### C. State Championship Locations and Times:

1) **Finals:** Friday-Saturday, February 14-15, 2025.

2) **Site:** Oregon City HS, 19761 S Beaver Creek Rd, Oregon City, OR 97045

## NFHS 2024-25 SPIRIT RULES

Order a NFHS Spirit Rules Book on the [OSAA Corner Store](#) or contact the OSAA (503.682.6722) for more information.

For more information about NFHS Cheerleading Rules, visit <https://nfhs.org/activities-sports/spirit/>

### 2024-25 RULES CHANGES

|                 |  |
|-----------------|--|
| <b>Rule 1</b>   | The definition of jewelry was added for clarification.<br><b>Rationale:</b> A definition for jewelry is needed as the line between adornments allowed and not allowed.   |
| <b>3-2-10</b>   | New language added to Rule 3 to permit a top person in a T-lift to move over a participant in a nugget position.<br><b>Rationale:</b> This skill is allowed in dance and has a basic skill progression which should be allowed in cheer. |
| <b>3-3-5c/d</b> | New language added to clarify a bracer may release the top person or move to a load position during a flip inversion when the top is descending and goes to a cradle.  |

|                |   |
|----------------|---|
|                | <p><b>Rationale:</b> This change allows the bracers in a braced flip to descend into a load as the braced flip is coming down. They are not needed for stability at that time. We allow the top in a braced flip to release from the bracers when descending. It still requires them to be in the preps at the beginning of the flip.</p>   |
| <b>3-3-6c3</b> | <p>Permits an inverted top person to be moved to the performing surface.</p> <p><b>Rationale:</b> This rule was initially written to prohibit a prep from back arching to the ground in a handstand, called a "waterfall". This change would still prohibit that skill while allowing other skills like inversions to lower to the performing surface. These do not have the downward speed that is the concern coming from the prep and back arching.</p>  |
| <b>3-5-5</b>   | <p>Separates and clarifies braced and non-braced releases to make it easier to locate.</p> <p><b>Rationale:</b> This change separates out releases in a pyramid (braced) and standalone releases (non-braced) to make it easier to find for coaches and officials instead of standalone releases being hidden as an exception in 3.5.5.c.3.</p>   |
| <b>3-5-6</b>   | <p>New language added to permit stunts to be released to or from a vertical piked/seated position to a stunt at any level.</p> <p><b>Rationale:</b> The initial restriction on seated body positions during releases was initially due to the imbalance of a Teddy Bear sit that twisted around back to a Teddy Bear sit. This imbalance shows up primarily in this specific skill. If the seated position is only one end of the skill, then the body can be in alignment during any twisting phase and would not increase risk. This change allows those skills while specifically prohibiting remaining in the piked positions throughout the release.</p>   |
| <b>3-7-2</b>   | <p>Removed requirement of a spotter on dismounts to the performing surface from prep level or above.</p> <p><b>Rationale:</b> The situation "3.7.2 SITUATION A", (b) clarifies that the second person doesn't have to make contact when performing a skill to the ground. In a double based dismount, both are going to catch on the sides of the top naturally. However, in single based catches that happen at the waist with the top grabbing the bases' hands, the second spotter that is currently required can't really get in to help without getting in the way of the main catch and they don't really serve any purpose. If the main catcher for some reason doesn't do a good job of catching, the secondary spotter isn't going to be able to assist at that point.</p> |
| <b>3-8-2</b>   | <p>New language added to permit soft props to be held during airborne tumbling.</p> <p><b>Rationale:</b> This uses Rule 4 Dance language, which allows all soft props to be in the non-support hand. Cheer restricts it to only poms. With Game Day activities, teams often have other soft props in their hand such as crumpled up flags, bandanas, etc. which should be allowed as they do not increase risk.</p>   |
| <b>3-10</b>    | <p>Several items have been moved from 2-1, 3-1, and 4-1 to align prop rules and provide clarity on the use of props.</p> <p><b>Rationale:</b> Many of the rulings regarding props utilize the situations from a rule regarding performance areas. Having a section specific to props that outlines restrictions as rules instead of interpretations will help coaches and officials.</p>  |
| <b>4-1-3</b>   | <p>Expanded the exceptions for footwear during airborne tumbling to allow for kip ups and headsprings.</p> <p><b>Rationale:</b> The impact of the kip ups and headsprings do not pose a significant risk since they are not airborne in approach, but only in descent.</p>  |
| <b>4-4-8</b>   | <p>Deleted rules that were redundant.</p> <p><b>Rationale:</b> Since dance is not allowed to do vertical extended stunts like extensions and liberties, the only connected extended stunts they can perform are flatback or prone skills. In these skills, the connection is not related to balance and therefore does not need this restriction.</p>   |
| <b>4-4-10</b>  | <p>Deleted rules that were redundant.</p> <p><b>Rationale:</b> Dance is not allowed to perform these types of extended stunts already by rule 4-4-2.</p>  |

|               |   |
|---------------|---|
| <b>4-4-11</b> | Deleted rules that were redundant.<br><b>Rationale:</b> Dance is not allowed to perform these types of extended stunts already by rule 4-4-2.   |
| <b>4-5-3</b>  | Prohibits non-braced release skills.<br><b>Rationale:</b> If dance is not allowed to perform braced releases, they shouldn't be doing non-braced releases since doing a release while braced is usually a lead-up skill.  |
| <b>4-10</b>   | Several items have been moved from 2-1, 3-1, and 4-1 to align prop rules and provide clarity on the use of props.<br><b>Rationale:</b> Many of the rulings regarding props utilize the situations from a rule regarding performance areas. Having a section specific to props that outlines restrictions as rules instead of interpretations will help coaches and officials. |

Requests for interpretations or explanations should be directed to the OSAA. The NFHS will assist in answering rules questions from the state associations whenever called upon.

## **OSAA ADOPTED CHEERLEADING RULES AND INTERPRETATIONS**

The 2024-25 NFHS Spirit Rules Book will be used with the following clarifications:

- A. **General.** Cheerleading squads representing OSAA member schools are required to conform to the rules set forth in the current NFHS Spirit Rules Book.
- B. **Coverage.** The rules set forth in the current NFHS Spirit Rules Book must be followed regardless of the capacity in which the cheerleading squad is functioning. The rules apply equally to squads performing at competitions and squads performing in a support function at a game or contest.
- C. **Practice Attire.** Clothing worn at practice is subject to a school's policies. Jewelry of any kind remains prohibited.
- D. **Violations.** In addition to the penalties specified for squads competing at OSAA sanctioned cheerleading contests, schools represented by cheerleading squads, which violate the cheerleading safety rules at any time may be subject to sanctions and penalties as determined by the OSAA Executive Board.
- E. **Questions.** Questions about the legality of a particular stunt should be addressed to the OSAA prior to practicing or performing the stunt.

## **OSAA CHEERLEADING POLICIES**

### **Effective outside Association Year.**

1. **SUMMER POLICY**

See OSAA Executive Board Policy "SUMMER POLICY" in the OSAA Handbook, revised Fall 2017.

### **Effective First Practice Date through End of HS Season.**

1. **PRACTICE MODEL**

See OSAA Executive Board Policy "PRACTICE MODEL" in the OSAA Handbook, revised July 2021.

2. **PARTICIPATION LIMITATIONS**

See OSAA Executive Board Policy "PARTICIPATION LIMITATIONS" in the OSAA Handbook, revised December 2020.

## CHEERLEADING HANDBOOK

### 1. Cheerleading State Championships Rules and Procedures

#### 1.1. Eligibility.

- 1.1.1. School.** Schools that are registered with the OSAA to compete in cheerleading activities are eligible to participate in the Cheerleading State Championships.
- 1.1.2. Student.** Students wishing to participate in the Cheerleading State Championships must satisfy the current OSAA eligibility rules. See OSAA Handbook, [Rules, Rule 8, "Individual Eligibility"](#) for more information.
- 1.1.3. Alternates.** Each squad may bring two alternates to the Cheerleading State Championships in addition to the maximum number of participants allowed by the division constraints. Alternates must be listed on the Registration Form and shall satisfy the same eligibility requirements as other Cheerleading State Championships participants, except that alternates may be members of the junior varsity or freshman squads.
- 1.1.4. Coaches Certification.** Coaches must meet all OSAA Certification requirements, including the yearly OSAA Spirit Safety Clinic in order for their teams to be eligible. See OSAA Handbook, [Executive Board Policies, "Certification – Athletic Directors and Coaches"](#) for more information.
- 1.1.5. Penalty for use of an ineligible student.** Any school for which an ineligible student performs shall be disqualified from consideration for awards and reported to the OSAA Executive Board for possible further sanctions and penalties.
- 1.1.6. School Representation.** Only one varsity squad from each Oregon high school shall be allowed to compete in one division. The squad may be a combination of two or more varsity squads (i.e., football and basketball squads may be combined for the Cheerleading State Championships.)
- 1.1.7. Varsity Level Only.** In order to represent a school as a participant at the Cheerleading State Championships, a cheerleader must have participated on squads at a majority of VARSITY games for at least one season for the year.
- (a) A cheerleader who participates on the varsity during the Winter sport season only must have participated on squads at a majority of the entire Winter sport season's contests prior to the Cheerleading State Championships in order to be eligible to represent the school at the Cheerleading State Championships.
- (b) **EXCEPTION.** Alternates may be members of a school's junior varsity or freshman squad and may replace a varsity squad member due to special circumstances (i.e., injury, illness, ineligibility of a varsity team member) if the substitution is reported to and approved by the OSAA prior to participation.
- 1.1.8. Previous Qualifying Competition.** All squads entering the Cheerleading State Championships must have competed in at least two OSAA sanctioned competitions during the school year of that Cheerleading State Championships unless a specific exception to this rule has been granted in writing by the OSAA. Performing in an exhibition does not satisfy this requirement.
- The routine performed at the qualifying competition must include all or most of the team's planned Cheerleading State Championships routine, including stunts and gymnastics, so that they may be reviewed by a safety judge prior to the Cheerleading State Championships. Neither the OCCA All-State Individual, Stunt Team Competition, nor any other invitational competition allowing routine types other than Traditional or Game Day may be used to satisfy the "previous qualifying competition" requirement.

#### 1.2. State Championship Registration.

- 1.2.1.** Registration materials to be submitted include the
- (a) Registration Form.
- (b) Team roster.

(c) Team picture.

(d) A list of two completed OSAA sanctioned competitions with full routine.

**1.2.2.** AD's / Coaches are responsible to meet the registration deadline, including submission of registration form, required support material and verifying accuracy of all materials prior to submission.

**1.2.3. Deadline.** The deadline for online receipt by the OSAA of Registration Forms and supplemental materials for the Cheerleading State Championships shall be clearly marked on the Registration Forms available on the OSAA website, <https://www.osaa.org/activities/che>

**1.3. Entry Fees.** Neither team nor individual entry fees shall be charged to schools competing in the Cheerleading State Championships. Funds for administration of the Cheerleading State Championships shall be generated from school membership dues, activity fees, contest gate receipts and corporate sponsorship agreements.

**1.4. Divisions.** The divisions at the Cheerleading State Championships shall include varsity level squads based upon school classification and squad gender as indicated below. NOTE: Squads with one or more male squad members shall participate in a Coeducational Traditional or Game Day Division. Once Divisions have been established, changes will not be permitted.

| <u>Division</u>                | <u>Squad Size</u> | <u>Squad Gender</u> | <u>Minimum Division Entry</u> |
|--------------------------------|-------------------|---------------------|-------------------------------|
| 3A/2A/1A – Small – Traditional | 15 or fewer       | Females             | 5                             |
| 3A/2A/1A – Large – Traditional | 16 – 30           | Females             | 5                             |
| 4A – Small – Traditional       | 15 or fewer       | Females             | 5                             |
| 4A – Large – Traditional       | 16 – 30           | Females             | 5                             |
| 5A – Small – Traditional       | 15 or fewer       | Females             | 5                             |
| 5A – Large – Traditional       | 16 – 30           | Females             | 5                             |
| 6A – Small – Traditional       | 15 or fewer       | Females             | 5                             |
| 6A – Large – Traditional       | 16 – 30           | Females             | 5                             |
| 4A/3A/2A/1A Coed - Traditional | 30 or fewer       | Coeducational       | 5                             |
| 6A/5A – Coed – Traditional     | 30 or fewer       | Coeducational       | 5                             |
| 4A/3A/2A/1A – Game Day         | 30 or fewer       | Coeducational       | 5                             |
| 6A/5A – Game Day               | 30 or fewer       | Coeducational       | 5                             |

**1.5. Minimum Division Entry.** If fewer than the designated number of entries registers to compete in any given division, the division shall be combined within division type (traditional, coed, or game day) or classification. Example: if three teams register for 5A Small and nine teams register for 5A Large, both divisions would collapse and become the 5A division with small and large teams combined. Game day divisions will not be combined with traditional divisions.

**1.6. Performance Requirements.**

**1.6.1. Content of Traditional Routine.** Each squad shall perform a routine containing at least the following elements within the specified time limit. Elements may be presented in any order.

(a) One cheer.

(b) Music Portion.

(c) **Penalty for Violation.** Any squad that performs a routine that does not include both of the required elements shall be disqualified from consideration for awards.

**1.6.2. Time Limit for Traditional Routine.** A two and one-half minute maximum time limit shall be allowed each squad; there shall be no minimum time limit. The timing shall begin at the first word, motion or note of music; timing shall end when the advisor or designee signals the timekeeper.

(a) Entrances on to the performance floor are neither timed nor judged. To help keep the Cheerleading State Championships on schedule, it is requested that teams be prepared to take



the floor immediately when introduced, and to vacate the floor quickly at the conclusion of the performance.

**(b) Penalty for Violation.** Any squad whose performance exceeds the maximum time limit shall have points deducted from the final average score prior to determining placement based on the following graduated scale:

- (1) 1-3 seconds over = 3-point deduction from the final average score.
- (2) 4-6 seconds over = 5-point deduction from the final average score.
- (3) More than 6 seconds over = 10-point deduction from the final average score.

**1.6.3. Content of the Game Day Routine.** Each squad shall perform a routine containing the following elements within the specified time limit. Each element should have a beginning and end. Note: Spirited crowd leading interaction between each component is encouraged to continue the game day feel. Stunts are not allowed as a transition before/between each element. Schools are encouraged to include other sideline spirit groups (i.e., dance team, song/pom, mascot, etc.) but all members of spirit groups performing must be official members of their school teams. Members of any spirit group should only perform once during the event and the performance will be judged as one unified team. Elements must be presented in the following order:

**(a) Band Dance**

- (1) Teams will begin with the band dance element.
- (2) No stunting or tumbling during this element.
- (3) Teams may perform jumps and kicks.
- (4) Music in this element should be music traditionally played by a school pep band/jazz band.

**(b) Situational Cheer**

(1) Following the completion of the band dance element, the announcer will give teams a game scenario indicating an offense or defense situation. All possible situational cues are:

- OFFENSE:
  - And that's another... first down for the home team.
  - Our team keeps the drive alive with that first down play.
  - What a catch! That sets our team up in the red zone ready to score.
  - It's a close game and our home team is driving down the field for a score.
- DEFENSE:
  - Our team needs a big stop here, let's push em back.
  - The home team is digging in to get the stop on our own goal line.
  - Our home team needs to make a stop here to seal the win.
  - After that home team turnover, our team needs to make a stand.

- (2) Teams will NOT be informed of the situational cue ahead of the event.
- (3) Teams should show their definitive understanding of the situation with an offensive or defensive crowd leading response.
- (4) No music is allowed during this element.
- (5) Skills should be utilized to lead the crowd and include stunts, tumbling, jumps, and kicks. Any number of skills can be performed and used to encourage crowd response. Certain skills are not required, but at least one skill is required to be performed during this element.

**(c) Crowd Leading / Cheer**

- (1) Following completion of the situational chant element, teams will transition to their crowd leading/cheer element.
- (2) No music is allowed during this element.

- (3) Skills should be utilized to lead the crowd and include stunts, tumbling, jumps, and kicks. Any number of skills can be performed and used to encourage crowd response. Certain skills are not required, but at least one skill is required to be performed during this element.
- (4) This is a separate crowd leading cheer that is not related to the situational chant.
- (5) Teams should utilize their crowd leading strengths. The use of props is HIGHLY ENCOURAGED.

**(d) Fight Song**

- (1) Following the completion of the crowd-leading/cheer element, teams will transition to their fight song.
- (2) Teams are encouraged to use their traditional school fight song.
- (3) Skills should be utilized to lead the crowd and include stunts, tumbling, jumps, and kicks. Any number of skills can be performed and used to encourage crowd response. Certain skills are not required, but at least one skill is required to be performed during this element.

**(e) Penalty for Violation.** Any squad that performs a routine that does not include all of the required elements shall be disqualified from consideration for awards.

**(f) Skill Restrictions.** The below skill restrictions apply to all elements of the game day routine. Skills that are performed outside of the restrictions below will receive a penalty.

- (1) No baskets, sponge, elevator, or similar type tosses permitted.
- (2) No inversions are allowed.
- (3) No twisting released dismounts are allowed.
- (4) Single leg stunts are limited to liberties and liberty hitches.
- (5) No running tumbling is allowed.
- (6) Standing tumbling is limited to one tumbling skill and a back tuck is the most elite tumbling skill allowed.
  - o Examples:
    - Standing full is not allowed
    - Rippled Single Back Handsprings would be allowed
    - Jump to tumble (single skill) would be allowed

**1.6.4. Time Limit for Game Day Routine.** A three minute maximum time limit shall be allowed each squad; there shall be no minimum time limit but all elements must be performed. The timing shall begin at the first word, motion or note of music; timing shall end when the advisor or designee signals the timekeeper. Teams may place props prior to performance.

- (a) Entrances onto the performance floor are neither timed nor judged. To help keep the Cheerleading State Championships on schedule, it is requested that teams be prepared to take the floor immediately when introduced, and to vacate the floor quickly at the conclusion of the performance.
- (b) Penalty for Violation. Any squad whose performance exceeds the maximum time limit shall have points deducted from the final average score prior to determining placement based on the following graduated scale:
  - (c) 1-3 seconds over = 3-point deduction from the final average score.
  - (d) 4-6 seconds over = 5-point deduction from the final average score.
  - (e) More than 6 seconds over = 10-point deduction from the final average score.

**1.6.5. Safety Rules.** Schools are required to conform to the rules set forth in the current NFHS Spirit Rules Book. Schools should review the rules carefully prior to the Cheerleading State Championships.

**(a) Penalty for Violation.** Any squad that performs a stunt in violation of the rules set forth in the current NFHS Spirit Rules Book shall have **6 points deducted for Major, 3 points for Minor, 3**

**points for Apparel/Prop and 10 points for Sportsmanship** deducted at the discretion of the safety judges from the final average score prior to determining placement.

(b) **Tumbling and Stunt Faults.** The safety judges shall deduct 1 point for each fall from a stunt, deduct 1 for each landing of tumbling on anything other than the feet and deduct 1 for each head or body part hitting the floor during or after a tumbling trick. Tumbling and stunt fault deductions shall be subtracted from the total score prior to determining placement.

(c) **Toss Faults.** The safety judges shall deduct 1 point for each toss fault. Toss fault deductions shall be subtracted from the total score prior to determining placement.

**1.6.6. Participation Requirements.** Squad members performing at the Cheerleading State Championships must start and remain on the competition mat during the performance. No member may exit the mat unless they are removing themselves from the performance. Once a participant exits the performance area, they cannot return to the competition.

**1.6.7. Sportsmanship/Conduct Rules.** Squads are required to conform to the Sportsmanship/Conduct rules set forth in the current NFHS Spirit Rules Book.

**Penalty for Violation.** If the safety judges or competition staff determine that a participant, coach, alternate, trainer or other person affiliated with a team commits an unsporting act as set forth in the current NFHS Spirit Rules Book. The team shall have 10 points deducted from the final total score prior to determining placement.

**1.6.8. Props. Traditional Props such as** Pom-poms, megaphones, hand-held signs and flags or the equivalent are **encouraged. Non-traditional props are allowed but must still abide with NFHS rules and should be reviewed for legality when competing outside of an OSAA-sanctioned event.**

**Penalty for Violation.** Any school using props **not meeting NFHS rules** shall have 3 points deducted from the final total score prior to determining placement.

**1.6.9. Spotters.** Qualified and experienced spotters shall be provided on the performance floor to help reduce the chance of injury to participants.

**1.6.10. Practice Area.** When feasible, a supervised practice area shall be maintained at which all squads shall be scheduled for equal practice time. A separate supervised practice area shall be available for warming up tosses.

(a) Teams shall not practice stunts in the team rooms, nor shall teams practice on the actual performance floor prior to the Cheerleading State Championships or during breaks.

(b) **Penalty for Violation.** Any school using props **not meeting NFHS rules** shall have 3 points deducted from the final total score prior to determining placement.

**1.7. Determination of Rules Violations.** The OSAA representative (or designee) at the Cheerleading State Championships has the authority and responsibility to determine if the Cheerleading State Championships rules have been violated. If it is determined that a Cheerleading State Championships rule has been violated, the consequence listed in the "Penalty for Violation" section following each rule shall be imposed upon the offending school.

The decision by the OSAA representative (or designee) regarding violations and deductions is final and is not open to review, debate, or appeal.

## **1.8. Performance Procedures.**

**1.8.1. Music.** All teams must provide their own MP3 device or smart phone for use on the event provided sound system. Music must be recorded at the correct tempo. No cover may be on any MP3 player or smart phone so that an auxiliary cord may be easily inserted into the device. Please ensure that jacks are clean and free of any debris which may impact connectivity. You must ensure that your device has a jack into which an auxiliary cord may be inserted. Note that you may need to acquire an adapter in advance if your player does not have headphones or iPhone jack. One or several selections of music may be used as long as they follow the music licensing rules.

Please keep your routine music in your possession until you are called to enter the performance floor. You will hand carry your music to the sound table.

Advisors/Coaches/Directors are asked to remain at the sound table while their squad performs and to take their music with them at the conclusion of the performance. Representatives will be asked to press “play” and “stop” for their routines.

There will be no sound checks permitted on the main sound system.

Competition music must be properly licensed, and a team must be able to provide proof of licensing (upon request).

**1.8.2. Performance Order.** The order of performances shall be randomly drawn by the OSAA prior to the Cheerleading State Championships and posted on the OSAA website, <https://www.osaa.org/activities/che>

**1.8.3. Performance Surface.** There will be nine panel cheer mats in the practice area, and nine panel mats on the arena floor.

## 1.9. Judges

### 1.9.1. Qualifications

(a) Judges must be out of high school for at least three years or have been recommended by their coach.

(b) Judges must be currently unaffiliated with any participating squad in the division they are judging.

(c) Judges must have experience as cheerleading coaches, squad members and / or camp instructors and must have completed the OCJA Judges' Workshop.

**1.9.2. Selection.** Judges for the Cheerleading State Championships shall be nominated by the OCJA and approved by the OSAA.

**1.10. Determination of Winners.** The Official Scorer shall compute the score for each squad by computing the total of the judges' scores.

**1.10.1.** Deductions due to violations, if any, shall be subtracted from the total score prior to determining placement.

**1.10.2.** The highest total score in each division shall be first, the second highest score shall be second, and so on.

**1.10.3.** In the case of a tie, duplicate trophies shall be awarded for that position, and the following position shall not receive an award.

**1.11. Awards.** School awards shall be provided to 50% of the teams in a division up to a maximum of five awards per division. Individual medallions shall be provided to the members of the top two squads in each division.

## 2. Other Cheerleading Competitions [\(OSAA Cheerleading Competition Sanctioning Application\)](#)

**2.1. Sanctioning.** Any organization wishing to host a cheerleading competition in the state of Oregon must apply for sanction of the competition by the OSAA.

**2.1.1.** NO OSAA MEMBER SCHOOL MAY ATTEND A CHEERLEADING COMPETITION IN OREGON, WHICH HAS NOT RECEIVED OFFICIAL SANCTION BY THE OSAA PRIOR TO THE CONTEST. Schools wishing to confirm sanction of a specific event may consult the [OSAA Sanctioned Cheer Competition Calendar](#).

**2.1.2. Timeline.** Any school or organization may submit a single Sanction Application for the following school year by **the deadline** of the preceding school year after which the OSAA shall post a preliminary calendar on the OSAA website with events received prior to **the deadline** being the only events listed. If more than one sponsor has requested the same date, sanctions shall be granted using the criteria listed below. Following the release of the preliminary calendar, OSAA will consider other requests for sanctioned events to be added to the calendar.

Incomplete sanction applications (missing location, etc.) shall not be accepted.

**2.1.3. Maximum number of events per date.** The OSAA shall grant a maximum of TWO event sanctions for any particular date with the option of a third competition on a particular date at the discretion of the OSAA and the Advisory OCCA Calendar Subcommittee.

If more than two contest sponsors request sanction for events on the same date, sanctions shall be granted to only two contests except as indicated above using the following criteria the order of priority listed:

- (a) Priority shall be given to events for which the sponsor has previously hosted a contest on that date. In order to receive priority, the event must have actually been held the previous year (with the exception of a weather-related cancellation), and the previous host shall be required to apply for an event sanction by **the deadline** prior to the school year during which the event is to be held.
- (b) To the extent possible, avoid sanctioning more than one contest in the same region of the state on the same date.
- (c) Priority shall be given to sponsors from whom the fewest requests for sanction have been received this season.

**2.1.4. Advisory OCCA Calendar Subcommittee.** A subcommittee of the Oregon Cheerleading Coaches Association (OCCA) Executive Board shall advise the OSAA in resolving cheerleading date conflicts, but the OSAA shall retain final decision-making authority.

**2.2. Required Contest Conditions.** Organizations applying for OSAA sanction shall agree to the following contest conditions.

**2.2.1. Safety Rules.** Participating squads must be required to conform to the rules set forth in the current NFHS Spirit Rules Book.

**2.2.2. Eligibility.** Participating squads must represent high schools registered with the OSAA to compete in cheerleading, and the individual squad members must satisfy the OSAA student eligibility rules for cheerleading. The signature of the school principal on the Registration Form for the competition shall constitute fulfillment of this requirement.

**2.2.3. Rules Interpretations.** An OSAA representative or designee shall be named as Safety Judge prior to the competition. That person or a committee formed by that person shall be the only and final interpreter of the safety rules at the competition.

**A decision of the Safety Judge is final and is not open to review, debate, or appeal.**

**2.2.4. Judges.** Judges for locally sponsored contests (including the Safety Judge) shall be assigned from the "OCJA Judges List" available from the current OCJA Judge Coordinator. Any exception must be granted in writing by the OSAA.

**Scores assigned by the Performance Judges are final and are not open to review, debate, or appeal.**

**2.2.5. Spotters.** At least two qualified and experienced spotters shall be provided on the performance floor by the competition sponsor to help reduce the chance of injury to participants and shall be assigned from the "OCCA Spotter List" available from the OCCA Spotter Coordinator. In addition, a team with multiple stunt groups may also provide a designated team member or coach to serve as a spotter to help reduce the chance of injury to participants so long as the additional spotter does not coach the team from the floor while serving as a spotter.

**2.2.6. Performance Surface.** A wrestling or cheerleading mat is required for all levels of competition.

**2.2.7. Awards.** Students may only accept awards of a symbolic nature without resale value such as letters, medals, ribbons, certificates, plaques, trophies, and other emblems. Awards with monetary or resale value must be presented to the school.

**2.3. Contest Recommendations.** The following are suggestions which sponsoring organizations may wish to include in their competitions.

**2.3.1.** Coaches appreciate a short meeting on the morning of the competition to introduce competition personnel, answer last minute questions, etc.

**2.3.2.** Depending upon the quantity of squads entered, divisions may be subdivided based upon school size, squad size and / or squad gender.

**2.3.3.** Coaches appreciate having score sheets and specific competition results available to them immediately following the competition.

## **OSAA GENERAL POLICIES**

### **RULES**

#### **Rule 3 – Contests – Sportsmanship – Crowd Control**

See RULES - Athletic, Cheerleading and Dance/Drill “Rule 3-Contests-Sportsmanship-Crowd Control” in the OSAA Handbook.

#### **Rule 7 – Out-of-Season and Non-School Activities**

See RULES - Athletic, Cheerleading and Dance/Drill “Rule 7-Out of Season and Non-School Activities” in the OSAA Handbook.

### **EXECUTIVE BOARD POLICIES**

#### **1. ADVERSE WEATHER CONDITIONS / AREA-WIDE EMERGENCY PROCEDURES**

See OSAA Executive Board Policy “ADVERSE WEATHER CONDITIONS/AREA-WIDE EMERGENCY PROCEDURES” in the OSAA Handbook, revised May 2020.

#### **2. AIR QUALITY GUIDELINES**

See OSAA Executive Board Policy “AIR QUALITY GUIDELINES” in the OSAA Handbook, revised February 2024.

#### **3. ATTACHED AND UNATTACHED COMPETITION / EXHIBITION**

See OSAA Executive Board Policy “ATTACHED AND UNATTACHED COMPETITION/EXHIBITION” in the OSAA Handbook, revised August 2012.

#### **4. CHARITABLE CAUSES**

See OSAA Executive Board Policy “CHARITABLE CAUSES” in the OSAA Handbook, revised Fall 2012.

#### **5. CONCUSSION MANAGEMENT**

See OSAA Executive Board Policy “CONCUSSION MANAGEMENT” in the OSAA Handbook, revised Summer 2020.

[\(Medical Release – Return to Participation Following a Concussion\)](#) [\(Medical Release – Return to Learn Following a Concussion\)](#)

#### **6. HAIR DEVICE / ADORNMENT**

See OSAA Executive Board Policy “HAIR DEVICE/ADORNMENT” in the OSAA Handbook, revised Summer 2022.

#### **7. HEAT INDEX**

See OSAA Executive Board Policy “HEAT INDEX” in the OSAA Handbook, revised Fall 2014.

[\(Heat Index Calculator\)](#) [\(Heat Index Record\)](#)

#### **8. LIGHTNING SAFETY GUIDELINES**

See OSAA Executive Board Policy “LIGHTNING SAFETY GUIDELINES” in the OSAA Handbook, revised Fall 2018.

[NFHS Position Statements & Guidelines](#)

#### **9. MORATORIUM WEEK**

See OSAA Executive Board Policy “MORATORIUM WEEK” in the OSAA Handbook, revised May 2014.

#### **10. NON-DISCRIMINATION POLICY**

See OSAA Executive Board Policy “NON-DISCRIMINATION POLICY” in the OSAA Handbook, revised July 2019.

[\(Complaint Form\)](#)

#### **11. SHARED FACILITIES**

See OSAA Executive Board Policy “SHARED FACILITIES” in the OSAA Handbook, revised Fall 2015.

[\(Shared Facility Request\)](#)

#### **12. WITHDRAWAL DURING A COMPETITION**

See OSAA Executive Board Policy “WITHDRAWAL DURING A COMPETITION” in the OSAA Handbook.

# OVERALL RUBRIC 2024-2025

## FORMATIONS

**1**

Multiple spacing issues. Minimal use of floor.

**2-3**

Some spacing issues. Some use of floor.

**4-5**

Little to no spacing issues. Strong use of the floor.

## TRANSITIONS

**1**

Minimal transitions (little movement). Many distracting transitions with athletes crossing the mat and/or running from place to place. Many issues with transition timing/pace.

**2 - 3**

Some transitions (some movement). Some distracting transitions with athletes crossing the mat and/or running from place to place. Some issues with transition timing/pace.

**4 - 5**

Many transitions (moving often). Clean and purposeful transitions.

## ROUTINE MOTIONS

**1**

Motions with little variety. Poor technique and/or placement issues.

**2 - 3**

Motions with some variety. Standard technique and/or placement issues.

**4 - 5**

Motions with much variety. Few to no technique and/or placement issues.

*\*Motions are being judged throughout the entire routine. This could include, but is not limited to, stunts, jumps, motion sections, and/or cheer.*

## CROWDLEADING

**1**

Little to no attempt to lead the crowd. Ineffective use of props/**skills**. Poor execution of props/**skills**.. Hard to follow pace/flow.

**2 - 3**

Some attempts to lead the crowd. Some effective use of props/**skills**. Standard execution of props/**skills**. Standard pace/flow

**4 - 5**

Strong crowd leading. Effective use of props/**skills**. Strong execution of props/**skills**. Easy to follow pace/flow.

*\*Props can include, but are not limited to, signs, poms, flags, megaphones, etc.*

## VOICE

**1**

Low vocal level with unclear, hard to understand words. Few team members contributing.

**2 - 3**

Standard vocal level with some clear, understandable words. Some team members contributing.

**4 - 5**

Strong vocal level with clear, understandable words. All team members contributing.

## DANCE

**1**

Little use of total body, floor work, and level changes. Performed at a slow pace. Poor technique, placement and synchronization.

**2 - 3**

Some use of total body, floor work, level changes and formation changes. Performed at a moderate pace.  
Standard technique, placement, and synchronization.

**4 - 5**

Strong use of total body, floor work, level changes and formation changes with some creative and visual elements.  
Performed at a fast pace. Nearly perfect to perfect technique, placement, and synchronization.

## SHOWMANSHIP

**1**

Little to no facial projection, eye contact, energy, connection to the crowd, confidence, and/or recoveries.

**2 - 3**

Some facial projection, eye contact, energy, connection to the crowd, confidence and/or recoveries.

**4 - 5**

Strong facial projection, eye contact, energy, connection to the crowd, confidence and/or recoveries.

## ROUTINE COMPOSITION

**1**

Little visual appeal, flow from section to section, pace

**2-3**

Some visual appeal, flow from section to section, pace

**4-5**

Strong visual appeal, flow from section to section, pace



# BUILDING RUBRIC 2024-2025

## STUNT DIFFICULTY

|  |
|--|
| <b>0.6 - 1</b>   |
| 2 different in range or above level skills AND 1 dismount from in range or above<br>OR<br>3 different in range or above level skills |
| <b>1.1 - 2</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above                                   |
| <b>2.1 - 3</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above                                   |
| <b>3.1 - 4</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above                                   |
| <b>4.1 - 5</b>   |
| 2 different in range level skills<br>AND<br>1 dismount is required in range  |

\*Stunt MAJORITY is 51% of the maximum number of stunts that can be performed based on a traditional group of four people. Teams of eight or nine have a stunt majority of one group.

\* If the 2 different in range or above level skills AND the in range dismount or above is not performed, it will result in a score of 0.5

\* Once in a range the following will move you within the range:

- \* Degree of Difficulty
- \* Connection of Skills/Variety
- \* Pace/Speed of Skills
- \*Percentage of Team Participation

See progression chart to see variety of skills with varying difficulty - Only skills in your range or above will drive through the range.

## STUNT AND PYRAMID EXECUTION

|  |
|--|
| <b>1 - 3</b>   |
| Majority of stunts have poor technique, placement, flexibility and synchronization.                      |
| <b>4 - 7</b>   |
| Majority of stunts have standard technique, placement, flexibility and synchronization.                  |
| <b>8 - 10</b>  |
| Majority of stunts have nearly perfect to perfect technique, placement, flexibility and synchronization. |

\* Execution Includes

- \* Flyer: sturdiness, flexibility and control
- \* Base/Spotter: stability, lack of movement in feet, strong foundation
- \* Timing: skills performed at the same time
- \* Transitions: control from skill to skill
- \* Dismounts: control in air until the flyers feet touch the ground, clean body line

*No more than 2 points can be taken away from each driver*

## PYRAMID DIFFICULTY

# BUILDING RUBRIC 2024-2025

## 0.6 - 1

At least 1 STRUCTURE and 1 TRANSITION, transition must be a twist, release, or inversion (one of these skills).

## 1.1 - 2

At least 1 STRUCTURE and 2 TRANSITIONS, transitions must be a twist, release, or inversion (two out of three of these skills), all structures need to include a 2-foot extended stunt.

## 2.1 - 3

At least 2 STRUCTURES and 2 TRANSITIONS, transitions must be a twist, release, or inversion (two out of three of these skills), at least one structure needs to include a 1-foot extended stunt.

## 3.1 - 4

At least 2 STRUCTURES and 3 TRANSITIONS, transitions must be a twist, release, or inversion (all three of these skills), all structures need to include either a 1-foot extended stunt or connected extended stunts.

## 4.1 - 5

At least 3 STRUCTURES and 4 TRANSITIONS, transitions must be a twist, release, or inversion (all three of these skills), fourth transition must also be a twist, release, or inversion. All structures need to include a 1-foot extended stunt and one structure needs to include majority of the stunts to be 1-foot extended stunts.

\*Exact skills may not be repeated to get into that range. Transitions also include load-ins and dismounts. The pace/speed of skills performed can effect difficulty. Twist transitions must be at least 1/2 twist.

\*Skills with comparable difficulty can be used to score in a certain range (i.e. an extended two foot partner stunt can be used in place of an extended 1-foot group stunt)

\*MAJORITY of the team (51%) will get a team into range, MOST of the team (75%) will get a team further through the range and ALL of the team (100%) will drive a team through the range.

## USE OF SKILLS

### 0

No **building skills** performed in cheer.

### 1

**One building skill used during cheer**

### 3

**Two building skills used during cheer (exact skills cannot be repeated)**

### 5

**Three (or more) building skills used during cheer (exact skills cannot be repeated)**

*\*Use of skills is a set score*

## BUILDING CREATIVITY

### 1

Little to no variety/creative elements in stunts including load-ins, transitions, and dismounts.

### 2 - 3

Some variety/ creative elements in stunts including load-ins, transitions, and dismounts.

### 4 - 5

Strong variety/creative elements in stunts including load-ins, transitions, and dismounts.

Updated 7/1/24

| 0.6 - 1  |   |   |   |  |                                |   |
|--|---|---|---|--|--------------------------------|---|
| 2 different in range or above level skills AND 1 dismounts is required in range or above OR 3 different in range or above level skills |   |   |   |  |                                |   |
| Inversion  | Release   | Twist   | Partner Stunts  | Stunts   | Tosses                         | Dismounts   |
| Non-released inversion TO below prep level   | Release to below prep level group stunt                                 | 1/4 twist to 2-foot prep level stunt                                | Shoulder sits   | Back Stand   | Straight ride toss             | Straight cradle from group stunt from prep level or below   |
| Non-released inversion FROM below prep level group stunt   |   | 1/2 twist (non-released) FROM prep level stunt                      | Shoulder stands   | Thigh Stand  |                                | 1/2 twist (non-released) dismount from below prep level   |
|  |   | 1/2 twist to below prep level stunt                                 |   | Prep Level   |                                | Pop off from prep level or below  |
|  |   |   |   | Straddle Sit (any level)   |                                |   |
|  |   |   |   | 1-foot below prep level group stunt  |                                |   |
| 1.1 - 2  |   |   |   |  |                                |   |
| 2 different in range or above level skills AND 1 dismount is required from in range or above   |   |   |   |  |                                |   |
| Inversion  | Release   | Twist   | Partner Stunts  | Stunts   | Tosses                         | Dismounts   |
| Non-released inversion to 2-foot prep level stunt  | Release to prep level 2-foot stunt                                      | 1/2 twist to 2-foot prep level stunt                                | Chair sit   | 2-foot extended group stunt  | Single skill toss              | Full twist (released) from 2-foot prep level stunt  |
| Plank release to below prep level  |   | 1/4 twist to a 2-foot extended stunt                                | Assisted variation from ground to hands/prep level                            | 1-foot prep level group stunt  |                                | Full twist (non-released) from 2-foot prep level stunt  |
| Suspended roll   | Half or full twist release to below prep level                          |   |   |  |                                | 1/2 twist (non-released) from 1-foot prep level stunt   |
|  |   | 1/4 twist to 1-foot prep level stunt                                |   |  |                                | Straight cradle from 1-foot prep level stunt  |
|  |   |   |   |  |                                | Straight cradle from 2-foot extension   |
|  |   |   |   |  |                                | Straight cradle from hands/prep level partner stunt   |
|  |   |   |   |  |                                | Pop off from prep level 1-foot stunt  |
|  |   |   |   |  |                                | Pop off from extended 2-foot stunt  |
| 2.1 - 3  |   |   |   |  |                                |   |
| 2 different in range or above level skills AND 1 dismount is required from in range or above   |   |   |   |  |                                |   |
| Inversion  | Release   | Twist   | Partner Stunts  | Stunts   | Tosses                         | Dismounts   |
| Non-released inversion to 2-foot extended stunt  | Tic/switch up to 1-foot prep level stunt                                | 1/4 twist to 1-foot extended level stunt                            | Assisted from hands/prep level to 2-foot extended stunt                       | 1-foot extended group stunt (lib, torch, arabesque)  | Single twist toss              | Full Twist (released) from 2-foot extended stunt  |
| Fold over non-released inversion FROM up to extended level stunt   |   | 1/2 twist to 2-foot extended level stunt                            | Unassisted variation from ground to hands/prep level                          |  | Multi-skill toss with no twist | 1/2 twist dismount from 1-foot extended stunt   |
| Round off OR handspring released inversion to below prep level   |   | Full twist to 2-foot prep level stunt                               | Unassisted from hands to 2-foot extended stunt                                |  |                                | 1/2 twist (non-released) from 1-foot extended stunt   |
| Plank release to prep level  | Release to 2-foot extended group stunt                                  | Full around from any prep level group stunt to any prep level stunt | Assisted 1/2 twist to 2-foot prep level stunt                                 |  |                                | Full twist (non-released or released) from 1-foot prep level stunt  |
| Hand in hand inversion to below prep level   |   | 1/2 twist to 1-foot prep level stunt                                |   |  |                                | Full twist (non-released) from 2-foot extended stunt  |
| Suspended roll with 1/2 twist  | Half or full twist release to prep level 2-foot stunt                   |   |   |  |                                | Straight cradle from extended partner stunt   |
|  | Horizontal release move with 1/2 twist to prep level group stunt        |   |   |  |                                | Straight cradle from extended lib/torch/arabesque   |
|  | Horizontal release move with full twist to below prep level group stunt |   |   |  |                                | Full twist dismount from stunt at hands/prep level partner stunt  |
|  |   |   |   |  |                                | Pop off from extended 1-foot stunt  |
| 3.1 - 4  |   |   |   |  |                                |   |
| 2 different in range or above level skills AND 1 dismount is required from in range or above   |   |   |   |  |                                |   |
| Inversion  | Release   | Twist   | Partner Stunts  | Stunts   | Tosses                         | Dismounts   |
| Non-released inversion TO 1-foot extended stunt  | Tic/switch up to extended 1 foot stunt                                  | Full twist to a 1-foot prep level stunt                             | Assisted from hands/prep level to 1-foot extended stunt from hands/prep level | 1-foot extended group stunt FRONT variation (stretch, bow, etc.) or BACK variation (scorpion, scale, etc.) | Single skill toss with twist   | Full twist dismount from 1-foot extended stunt (lib/torch/arabesque)  |
| Plank release to two foot extended stunt   | Release to 1-foot extended group stunt                                  | Full twist to 2-foot extended stunt                                 | Assisted from ground to 2-foot extended stunt                                 |  |                                | Full twist (non-released) from 1-foot extended stunt  |
| Hand in hand inversion to prep level   | High (extended) to low (prep level) release tic to prep 1-foot stunt    | 1/2 twist to 1-foot extended stunt                                  | Unassisted 1/2 twist to 2-foot prep level stunt                               |  |                                | Full twist dismount from stunt at extended level partner stunt  |
| Round off OR handspring released inversion to 2-foot prep level  |   | Full around from any prep level stunt to 2-foot extended stunt      | Assisted 1/2 twist to 2-foot extended stunt                                   |  |                                | Straight cradle from extended FRONT variation (stretch, bow) or BACK variation (scorpion, scale)            |
| Suspended roll with full twist   | Horizontal release move with 1/2 twist to extended level group stunt    |   | Assisted full twist to 2-foot prep level stunt                                |  |                                |   |
|  | Horizontal release move with full twist to prep level group stunt       |   |   |  |                                |   |
| 4.1 - 5  |   |   |   |  |                                |   |
| 2 different in range level skills AND 1 dismount is required in range  |   |   |   |  |                                |   |
| Inversion  | Release   | Twist   | Partner Stunts  | Stunts   | Tosses                         | Dismounts   |
| Plank release to 1-foot extended stunt   | Low (prep) to high (extended) tic to 1-foot stunt                       | Full twist to 1-foot extended stunt                                 | Unassisted variation from ground to 2-foot extended stunt                     |  | Multi-skill toss with twist    | Full twist dismount from 1-foot extended FRONT variation (stretch, bow) or BACK variation (scorpion, scale) |
| Hand in hand inversion to extended level   | High to high tic on extended 1-foot                                     | 1 1/2 twist to prep level and above                                 | Unassisted from hands/prep level to 1-foot extended stunt                     |  |                                | Full twist with additional skill dismount from 1-foot extended or power press stunt                         |
| Round off OR handspring released inversion to extended level stunt   |   | Full around from any prep level stunt to 1-foot extended stunt      | Assisted or unassisted from ground to 1-foot extended stunt                   |  |                                | Full twist from an extended 1-foot partner stunt  |
|  |   | Full around from any extended stunt to any extended stunt           | Assisted or unassisted 1 arm extended stunt                                   |  |                                |   |
|  |   | Tic/switch up with 1/2 or full twist to extended 1-foot stunt       | Assisted full twist to 2-foot extended stunt                                  |  |                                |   |
|  | Horizontal release move with full twist to extended group stunt         |   |   |  |                                |   |

\* Stunt majority is 51% of the maximum number of stunts that can be performed based on a traditional group of four people. Teams of nine or less have a stunt majority of one group.

\* If teams do not perform the required skills and dismount to get into a range, their difficulty score will result in a 0.5.

\* Once in a range the following will move you within the range: Degree of difficulty, Percentage of team participation, Connection of skills/variety and pace/speed of skills.

\*Assisted Partner Stunt occurs when the spotter touches the stunt in any way except when catching a cradle.

\*Inversion - Credit for inversion will only be received if the flyers foot remains above the hips through the dip.

RED: Existing skills that were moved or language adjusted

**BLUE: Added skills to the chart**

A release is defined as any release skill, including but not limited to, quick toss, ball up and horizontal release

A plank inversion is defined as top person's hips above shoulders at/below prep level

A hand in hand inversion is defined as a top person in a hand stand position at/below prep level while balancing on bases hands

*Updated 5/12/24*

# TUMBLING/JUMPS RUBRIC 2024-2025

## TUMBLING DIFFICULTY

|  |
|--|
| <b>0.6 - 1</b>   |
| Skills such as forward rolls, backward rolls, cartwheels, roundoffs, roundoffs + skill (i.e. jump, rebound, turn forward roll), handstand forward roll, back extension roll.   |
| <b>1.1 - 2</b>   |
| Skills such as front walkovers, back walkovers, roundoff back walkover.  |
| <b>2.1 - 3</b>   |
| Skills such as aeriels, BHS, roundoff BHS, series BHS, series roundoff BHS, front tumbling through roundoff BHS or series BHS.   |
| <b>3.1 - 4</b>   |
| Skills such as, roundoff tuck, series BHS to tuck, roundoff BHS tuck, front tumbling through roundoff BHS tuck, standing tucks.  |
| <b>4.1 - 5</b>   |
| Skills such as roundoff layout, series BHS to layout/layout variations, specialty skills through to round off BHS layout/layout variations, roundoff full, series BHS to full, round off BHS full, specialty skills through to roundoff BHS full, standing full. |

*\*Jump to tumble skill is NOT required but can be used to set the standing tumbling range. Other standing tumbling skills without a jump can be used to set a range. Synchronization of tumbling will be rewarded.*

*\*The point ranges are for specific skill sets performed by HALF of the team. Recycling of skills can be done in order for teams to hit half requirement.*

*\*MAJORITY of the team (50%) will get a team into range, MOST of the team (75%) will get a team further through the range, and ALL of the team (100%) will drive a team through the range.*

## TUMBLING QUANTITY

|  |
|--|
| <b>1</b>   |
| Rolls - Cartwheels - Roundoffs - Roundoffs + Skill   |
| <b>2</b>   |
| Front or Back Walkovers  |
| <b>3</b>   |
| Aerials, Back Handsprings  |
| <b>4</b>   |
| Tucks  |
| <b>5</b>   |
| Layouts - Fulls  |
| <i>This category will be judged using the tumbling difficulty spreadsheet. This category is not a range, it is a set point value. In order to score in this category, 50% of the team must perform a synconized - exact same skill performed at the exact same time OR a rippled exact same skill. You cannot recycle skills to score in this category. The skills used in this category can also be used for the tumbling difficulty score. If 50% of your team does NOT perform a synchronized or rippled skill, you will receive a 0 for this category.</i> |

## TUMBLING EXECUTION

|   |
|---|
| <b>1 - 3</b>  |
| Majority passes have poor technique, precision, power, speed and strength.                                    |
| <b>4 - 7</b>  |
| Majority passes have standard technique, precision, power, speed, and strength.                               |
| <b>8 - 10</b>   |
| Majority passes have nearly perfect to perfect technique & precision with advanced power, speed and strength. |

# TUMBLING/JUMPS RUBRIC 2024-2025

## JUMP DIFFICULTY

**1**

Synchronized single jump - such as straight jumps, tucks, stars, etc.

**2**

Synchronized double jump combo with no variety.

**3**

Synchronized double jump combo with variety.

**4**

Synchronized triple jump combo with no variety **OR**  
Synchronized double jump combo with no variety +1 additional synchronized jump.

**5**

Synchronized triple jump combo with variety **OR**  
Synchronized double jump combo with variety +1 additional synchronized jump.

*MAJORITY for jumps is 75%. Jumps cannot be recycled to get into a specific difficulty range. The point ranges are for specific skill sets performed by a MAJORITY of the team. If a team fails to do one component in a difficulty range, their score will drop to the next lowest difficulty range. Variety means at least two different jumps. In order to be considered connected, a whip (continuous) approach must be used (no pause).*

## JUMP EXECUTION

**1 - 3**

Many of the jumps have poor height & chest position, below level flexibility, poor landing position, motion placement, and major timing issues.

**4 - 7**

Many of the jumps have standard height & chest position, level flexibility, standard landing position, motion placement and some timing issues.

**8 - 10**

Many of the jumps have strong height & chest position, hyper extended flexibility, strong landing position & motion placement, little to no timing issues.

## USE OF SKILLS

**0**

No jumps, kicks or tumbling performed during cheer.

**1**

One skill (jump, kick or tumbling) was used during the cheer

**3**

Two different skills (jump, kick or tumbling) was used during the cheer

**5**

Three different skills (jump, kick, or tumbling) was used during the cheer  
(exact skills cannot be repeated).

*\*Use of skills is a set score.*

Updated 5/12/24

# STOMP RUBRIC 2024-2025

## STOMP DIFFICULTY

|   |
|---|
| <b>1</b>  |
| Minimal utilization with little creative and rhythmic beats, little or no tempo changes |
| <b>2 - 3</b>  |
| Standard utilization with standard creative and rhythmic beats, standard tempo changes  |
| <b>4 - 5</b>  |
| Strong utilization with strong creative and rhythmic beats, strong tempo changes        |

## STOMP EXECUTION

|  |
|--|
| <b>1</b>                                       |
| Major issues with stomp and shake elements     |
| <b>2 - 3</b>                                   |
| Some issues with stomp and shake elements      |
| <b>4 - 5</b>                                   |
| Few to no issues with stomp and shake elements |

## RHYTHM & BEAT

|   |
|---|
| <b>1</b>  |
| Little variety with motions not connecting to beat.       |
| <b>2 - 3</b>  |
| Motions with some variety; somewhat connecting to beat    |
| <b>4 - 5</b>  |
| Motions with much variety. Excellent connection with beat |

## SYNC & PRECISION

|   |
|---|
| <b>1</b>  |
| Little to no synchronization, lack of precision, hard to follow pace/flow.                                    |
| <b>2 - 3</b>  |
| Synchronization with most of team, standard precision, standard pace/flow                                     |
| <b>4 - 5</b>  |
| Strong synchronization with entire team, effective use of skills, strong precision. Easy to follow pace/flow. |

## VOICE

|   |
|---|
| <b>1</b>  |
| Low vocal level with unclear, hard to understand words. Few team members contributing.      |
| <b>2 - 3</b>  |
| Standard vocal level with some clear, understandable words. Some team members contributing. |
| <b>4 - 5</b>  |
| Strong vocal level with clear, understandable words. All team members contributing.         |

# SKILLS

Skill options are as follows; Jump, Tumbling or Stunting  
Stunting and tumbling restrictions are listed on the OCCA website for the Stomp division

|   |
|---|
| <b>1</b>  |
| Performance utilizes one skill  |
| <b>3</b>  |
| Performance utilizes two different skills   |
| <b>5</b>  |
| Performance utilizes three different skills (exact skill cannot be repeated for credit) |

# OVERALL IMPRESSION

|  |
|--|
| <b>1</b>   |
| Little to no facial projection, eye contact, energy, connection to the crowd, confidence, and/or recoveries. |
| <b>2 - 3</b>   |
| Some facial projection, eye contact, energy, connection to the crowd, confidence and/or recoveries.          |
| <b>4 - 5</b>   |
| Strong facial projection, eye contact, energy, connection to the crowd, confidence and/or recoveries.        |

*Updated 5/12/24*



# GROUP/PARTNER STUNT RUBRIC 2024-2025

## GROUP STUNT DIFFICULTY

|  |
|--|
| <b>0.6 - 1</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above<br>OR<br>3 different in range or above level skills |
| <b>1.1 - 2</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above   |
| <b>2.1 - 3</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above   |
| <b>3.1 - 4</b>   |
| 2 different in range or above level skills<br>AND<br>1 dismount is required from in range or above   |
| <b>4.1 - 5</b>   |
| 2 different in range level skills<br>AND<br>1 dismount is required from in range   |

## PARTNER STUNT DIFFICULTY

|  |
|--|
| <b>.6. - 1</b>   |
| 1 below prep level stunt   |
| <b>1.1 - 2</b>   |
| 1 assisted from ground to hands (prep level)   |
| <b>2.1 - 3</b>   |
| 1 unassisted from ground to hands (prep level)   |
| <b>3.1 - 4</b>   |
| 1 unassisted extension (can stop and hands, must be unassisted from ground to extension)                       |
| <b>4.1 - 5</b>   |
| 1 unassisted extended one legged stunt (can stop at hands, must be unassisted from ground to extended one leg) |

*\* Once in a range the following will move you within the range:*

- \* Degree of Difficulty of other stunts performed*
- \* Percentage of Team Participation*
- \* Connection of Skills/Variety*
- \* Pace/Speed of Skills*

*\* If you do not meet the requirements to score in a range, you will score 0.50 in difficulty and be accurately rewarded for the execution of the skills performed.*

*\* Stunts must hit for 2 counts to qualify*

## EXECUTION

|  |
|--|
| <b>1 - 3</b>   |
| Poor technique, placement, flexibility and synchronization.                      |
| <b>4 - 7</b>   |
| Standard technique, placement, flexibility and synchronization.                  |
| <b>8 - 10</b>  |
| Nearly perfect to perfect technique, placement, flexibility and synchronization. |

## BUILDING CREATIVITY

|  |
|--|
| <b>1</b>   |
| Little to no variety/creative elements in stunts including load-ins, transitions, and dismounts. |
| <b>2 - 3</b>   |
| Some variety/creative elements in stunts including load-ins, transitions, and dismounts.         |
| <b>4 - 5</b>   |
| Strong variety/creative elements in stunts including load-ins, transitions, and dismounts.       |

## SHOWMANSHIP

|  |
|--|
| <b>1</b>   |
| Little to no facial projection, eye contact, energy, connection to the crowd, confidence, and/or recoveries. |
| <b>2 - 3</b>   |
| Some facial projection, eye contact, energy, connection to the crowd, confidence and/or recoveries.          |
| <b>4 - 5</b>   |
| Strong facial projection, eye contact, energy, connection to the crowd, confidence and/or recoveries.        |

*Updated 5/12/24*

## TUMBLING/JUMPS RUBRIC 2024-2025

### RUNNING TUMBLING DIFFICULTY

|   |
|---|
| <b>0.0 - 1</b>  |
| Skills such as cartwheels, roundoffs  |
| <b>1.1 - 2</b>  |
| Skills such as front walkovers, round off + skill (i.e. jump, bwo, rebound turn forward roll, etc.)   |
| <b>2.1 - 3</b>  |
| Skills such as aeriels, round off BHS or series BHS or front tumbling through round off BHS or series BHS   |
| <b>3.1 - 4</b>  |
| Skills such as round off tuck, round off BHS tuck, specialty skills through to round off BHS tuck   |
| <b>4.1 - 5</b>  |
| Skills such as round off BHS layout/layout variations, specialty skills through to round off BHS layout/layout variations, round off BHS full, specialty skills through to round off BHS full |

### STANDING TUMBLING DIFFICULTY

|   |
|---|
| <b>0.0-1</b>  |
| Skills such as forward rolls, backward rolls, cartwheels                                      |
| <b>1.1 - 2</b>  |
| Skills such as front walkovers, back walkovers, back extension rolls, handstand forward rolls |
| <b>2.1 - 3</b>  |
| Skills such as BHS, series BHS  |
| <b>3.1 - 4</b>  |
| Skills such as series BHS to tuck, standing tucks   |
| <b>4.1 - 5</b>  |
| Skills such as series BHS to layout/layout variations, series BHS to fulls, standing fulls    |

\* Jump to tumble skill is NOT required but can be used to set the standing tumbling range.

### DANCE

|   |
|---|
| <b>1-3</b>  |
| Little use of total body, floor work, and visual elements Performed at a slow pace. Poor technique, placement, and timing   |
| <b>4-7</b>  |
| Some use of total body, floor work, and visual elements Performed at a moderate pace. Standard technique, placement, and timing                                   |
| <b>8-10</b>   |
| Strong use of total body, floor work with some creative and visual elements. Performed at a fast pace. Nearly perfect to perfect technique, placement, and timing |

### VOICE

|                                   |
|-----------------------------------|
| <b>1-2</b>                        |
| Low vocal level and clarity.      |
| <b>3-4</b>                        |
| Standard vocal level and clarity. |
| <b>5</b>                          |
| Strong vocal level and clarity.   |

### JUMP DIFFICULTY

|   |
|---|
| <b>1</b>  |
| Beginner jumps such as straight jumps, tucks, stars, etc.                                   |
| <b>2</b>  |
| Double jump combo with NO variety.  |
| <b>3</b>  |
| Double jump combo with variety.   |
| <b>4</b>  |
| Triple jump combo with NO variety or Double jump combo with no variety + 1 additional jump. |
| <b>5</b>  |
| Triple jump combo with variety or double jump combo with variety + 1 additional jump        |

### TUMBLING EXECUTION

|  |
|--|
| <b>1-3</b>   |
| Poor technique, precision, low power, slow and strength.                                 |
| <b>4-7</b>   |
| Standard technique, precision, power, speed, and strength.                               |
| <b>8-10</b>  |
| Nearly perfect to perfect technique & precision with advanced power, speed and strength. |

### JUMP EXECUTION

|   |
|---|
| <b>1-3</b>  |
| Poor height & chest position, below level flexibility, poor landing position & motion placement.        |
| <b>4-7</b>  |
| Standard height & chest position, level flexibility, standard landing position & motion placement.      |
| <b>8-10</b>   |
| Strong height & chest position, hyper extended flexibility, strong landing position & motion placement. |

### ROUTINE MOTIONS

|  |
|--|
| <b>1-3</b>   |
| Little variety. Poor technique and/or placement issues.    |
| <b>4-7</b>   |
| Some variety. Standard technique and/or placement issues.  |
| <b>8-10</b>  |
| Much variety. Few to no technique and/or placement issues. |

### SHOWMANSHIP

|   |
|---|
| <b>1-3</b>  |
| Little to no eye contact, energy, confidence and/or recoveries. |
| <b>4-7</b>  |
| Some eye contact, energy, confidence and/or recoveries.         |
| <b>8-10</b>   |
| Strong eye contact, energy, confidence and/or recoveries.       |



# OSAA Cheerleading ScoreSheet

## OVERALL ROUTINE

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

|   |                          |
|---|--------------------------|
| <b>FORMATIONS</b><br>0...1...2...3...4...5          | <input type="checkbox"/> |
| <b>TRANSITIONS</b><br>0...1...2...3...4...5         | <input type="checkbox"/> |
| <b>ROUTINE MOTIONS</b><br>0...1...2...3...4...5     | <input type="checkbox"/> |
| <b>CROWDLEADING</b><br>0...1...2...3...4...5        | <input type="checkbox"/> |
| <b>VOICE</b><br>0...1...2...3...4...5               | <input type="checkbox"/> |
| <b>DANCE</b><br>0...1...2...3...4...5               | <input type="checkbox"/> |
| <b>SHOWMANSHIP</b><br>0...1...2...3...4...5         | <input type="checkbox"/> |
| <b>ROUTINE COMPOSITION</b><br>0...1...2...3...4...5 | <input type="checkbox"/> |

**COMMENTS:**

**TOTAL (40)**



# OSAA Cheerleading Scoresheet

## BUILDING

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

**STUNT DIFFICULTY**  
0...1...2...3...4...5

**STUNT EXECUTION**  
0...1...2...3...4...5...6...7...8...9...10

FLYERS

BASES

LOAD

DISMOUNTS

SKILL

TIMING

TRANSITIONS

**PYRAMID DIFFICULTY**  
0...1...2...3...4...5

**PYRAMID EXECUTION**  
0...1...2...3...4...5...6...7...8...9...10

**USE OF SKILLS**  
0 1 3 5

**BUILDING CREATIVITY**  
0...1...2...3...4...5

**COMMENTS:**

TOTAL (40)



# OSAA Cheerleading Scoresheet

## TUMBLING/JUMPS

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

|   |                          |
|---|--------------------------|
| <b>TUMBLING DIFFICULTY</b><br>0...1...2...3...4...5                     | <input type="checkbox"/> |
| <b>TUMBLING EXECUTION</b><br>0...1...2...3...4...5...6...7...8...9...10 |                          |

|   |                          |
|---|--------------------------|
| <b>TUMBLING QUANTITY</b><br>0 1 2 3 4 5 | <input type="checkbox"/> |
|---|--------------------------|

|   |                          |
|---|--------------------------|
| <b>JUMP DIFFICULTY</b><br>0...1...2...3...4...5                     | <input type="checkbox"/> |
| <b>JUMP EXECUTION</b><br>0...1...2...3...4...5...6...7...8...9...10 |                          |

|                                 |                          |
|---------------------------------|--------------------------|
| <b>USE OF SKILLS</b><br>0 1 3 5 | <input type="checkbox"/> |
|---------------------------------|--------------------------|

|                  |
|------------------|
| <b>COMMENTS:</b> |
|------------------|

TOTAL (40)



# OSAA Cheerleading Scoresheet

## STOMP ROUTINE

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

|  |                          |
|--|--------------------------|
| <b>STOMP DIFFICULTY</b><br>0...1...2...3...4...5                                     | <input type="checkbox"/> |
| <b>STOMP EXECUTION</b><br>0...1...2...3...4...5...6...7...8...9...10                 | <input type="checkbox"/> |
| <b>RHYTHM &amp; BEAT</b><br>0...1...2...3...4...5...6...7...8...9...10               | <input type="checkbox"/> |
| <b>SYNCHRONIZATION &amp; PRECISION</b><br>0...1...2...3...4...5...6...7...8...9...10 | <input type="checkbox"/> |
| <b>VOICE</b><br>0...1...2...3...4...5  | <input type="checkbox"/> |
| <b>USE OF SKILLS</b><br>0...1...2...3...4...5  | <input type="checkbox"/> |
| <b>OVERALL IMPRESSION</b><br>0...1...2...3...4...5                                   | <input type="checkbox"/> |

**COMMENTS:**

TOTAL (50)

# OSAA Cheerleading Scoresheet



## GROUP/PARTNER STUNT

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

|  |                          |
|--|--------------------------|
| <b>STUNT DIFFICULTY</b><br>0...1...2...3...4...5               | <input type="checkbox"/> |
| <b>STUNT EXECUTION</b><br>0...1...2...3...4...5...6...7...8... |                          |

|   |                          |
|---|--------------------------|
| <b>BUILDING CREATIVITY</b><br>0...1...2...3...4...5 | <input type="checkbox"/> |
|---|--------------------------|

|   |                          |
|---|--------------------------|
| <b>SHOWMANSHIP</b><br>0...1...2...3...4...5 | <input type="checkbox"/> |
|---|--------------------------|

|                   |                          |
|-------------------|--------------------------|
| <b>TOTAL (25)</b> | <input type="checkbox"/> |
|-------------------|--------------------------|

|                  |
|------------------|
| <b>COMMENTS:</b> |
|------------------|





# OSAA Cheerleading Scoresheet

## INDIVIDUAL

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

|   |                          |
|---|--------------------------|
| <b>RUNNING TUMBLING DIFFICULTY</b><br>0...1...2...3...4...5                     | <input type="checkbox"/> |
| <b>RUNNING TUMBLING EXECUTION</b><br>0...1...2...3...4...5...6...7...8...9...10 |                          |

|   |                          |
|---|--------------------------|
| <b>JUMP DIFFICULTY</b><br>0...1...2...3...4...5                     | <input type="checkbox"/> |
| <b>JUMP EXECUTION</b><br>0...1...2...3...4...5...6...7...8...9...10 |                          |

|  |                          |
|--|--------------------------|
| <b>STANDING TUMBLING DIFFICULTY</b><br>0...1...2...3...4...5                     | <input type="checkbox"/> |
| <b>STANDING TUMBLING EXECUTION</b><br>0...1...2...3...4...5...6...7...8...9...10 |                          |

|  |                          |
|--|--------------------------|
| <b>DANCE</b><br>0...1...2...3...4...5...6...7...8...9...10 | <input type="checkbox"/> |
|--|--------------------------|

|  |                          |
|--|--------------------------|
| <b>MOTIONS</b><br>0...1...2...3...4...5...6...7...8...9...10 | <input type="checkbox"/> |
|--|--------------------------|

|  |                          |
|--|--------------------------|
| <b>VOICE</b><br>0...1...2...3...4...5...6...7...8...9...10 | <input type="checkbox"/> |
|--|--------------------------|

|  |                          |
|--|--------------------------|
| <b>SHOWMANSHIP</b><br>0...1...2...3...4...5...6...7...8...9...10 | <input type="checkbox"/> |
|--|--------------------------|

COMMENTS:

TOTAL (40)



# OSAA Cheerleading Scoresheet

## MASCOT ROUTINE

TEAM: \_\_\_\_\_ DIVISION: \_\_\_\_\_ JUDGE #: \_\_\_\_\_

|   |                      |
|---|----------------------|
| <b>CROWD APPEAL/INTERACTION</b><br>0...1...2...3...4...5...6...7...8...9...10 | <input type="text"/> |
| <b>CREATIVITY</b><br>0...1...2...3...4...5...6...7...8...9...10               | <input type="text"/> |
| <b>ANIMATION/ENTHUSIASM</b><br>0...1...2...3...4...5...6...7...8...9...10     | <input type="text"/> |
| <b>PROP USAGE</b><br>0...1...2...3...4...5...6...7...8...9...10               | <input type="text"/> |
| <b>OVERALL IMPRESSION</b><br>0...1...2...3...4...5...6...7...8...9...10       | <input type="text"/> |

|                  |
|------------------|
| <b>COMMENTS:</b> |
|------------------|

**TOTAL (50)**

# OSAA Cheerleading Score Sheet



## GAME DAY Fight Song & Band Dance

Team: \_\_\_\_\_ Division: \_\_\_\_\_ Judge # \_\_\_\_\_

|  |    |  |  |
|--|----|--|--|
|  |    |  |  |
| <b>Game Day Visual Appeal:</b><br>Level changes, ripples, creative movements within group and levels.  | 5  |  |  |
| <b>Material Relevant to Game Day Environment:</b><br>Multiple call backs included, Multiple opportunities for the crowd to participate, Variety of engagements with the crowd          | 5  |  |  |
| <b>Motion Technique and Crowd Leading Tools:</b><br>Technique, sharpness and placement<br>Cleanliness of tools, including signs, poms, megaphones and flags.<br>In sync with pep band. | 5  |  |  |
| <b>Execution:</b><br>Pace, synchronization, and spacing  | 5  |  |  |
|  |    |  |  |
| <b>Game Day Visual Appeal:</b><br>Level changes, ripples, creative movements within group and levels.  | 5  |  |  |
| <b>Effectiveness of Incorporation:</b><br>Skills relevant to Game Day environment<br>Clean/crowd effective stunts, tumbling and/or jumps   | 5  |  |  |
| <b>Motion Technique and Crowd Leading Tools:</b><br>Technique, sharpness and placement<br>Cleanliness of tools, including signs, poms, megaphones and flags.<br>In sync with pep band. | 5  |  |  |
| <b>Execution of Skills:</b><br>Technique, stability, synchronization and spacing of stunts, tumbling and/or jumps  | 5  |  |  |
|  |    |  |  |
| Voice, energy, showmanship, facial expression, eye contact and overall connection to the crowd   | 5  |  |  |
|  |    |  |  |
|  | 45 |  |  |

# OSAA Cheerleading Score Sheet



## GAME DAY Situational & Crowdleading

Team: \_\_\_\_\_ Division: \_\_\_\_\_ Judge # \_\_\_\_\_

|  |           |  |  |
|--|-----------|--|--|
|  |           |  |  |
| <b>Game Day Situation:</b><br>Proper use of material and skills relevant to game day environment   | <b>5</b>  |  |  |
| <b>Crowd Effectiveness:</b><br>Voice, pace, flow, maximum crowd coverage<br>Ability to elicit crowd response   | <b>5</b>  |  |  |
| <b>Motion Technique and Crowd Leading Tools:</b><br>Technique, sharpness and placement<br>Cleanliness of tools, including signs, poms, megaphones and flags. | <b>5</b>  |  |  |
| <b>Execution of Skills:</b><br>Clean stunts, tumbling and/or jumps<br>Technique, stability, synchronization and spacing                                      | <b>5</b>  |  |  |
|  |           |  |  |
| <b>Game Day Material:</b><br>Proper use of material and skills relevant to game day environment  | <b>5</b>  |  |  |
| <b>Crowd Effectiveness:</b><br>Voice, pace, flow, maximum crowd coverage<br>Ability to elicit crowd response   | <b>5</b>  |  |  |
| <b>Motion Technique and Crowd Leading Tools:</b><br>Technique, sharpness and placement<br>Cleanliness of tools, including signs, poms, megaphones and flags. | <b>5</b>  |  |  |
| <b>Execution of Skills:</b><br>Clean stunts, tumbling and/or jumps<br>Technique, stability, synchronization and spacing                                      | <b>5</b>  |  |  |
|  |           |  |  |
| Voice, energy, showmanship, facial expression, eye contact and overall connection to the crowd   | <b>5</b>  |  |  |
|  |           |  |  |
|  | <b>45</b> |  |  |

# OSAA Cheerleading Score Sheet



## GAME DAY Composite

Team: \_\_\_\_\_ Division: \_\_\_\_\_ Judge # \_\_\_\_\_

|   |           |  |  |
|---|-----------|--|--|
|   |           |  |  |
| <b>Formations and Spacing:</b><br>Crowd coverage, evenly spaced, clean transitions between game day components (Minimal and Clean)                      | <b>5</b>  |  |  |
| <b>Pace of Routine:</b><br>Clean, controlled, easy to follow, high energy, appropriate for each section   | <b>5</b>  |  |  |
| <b>Incorporation of skills:</b><br>Skills incorporated to enhance the team's ability to properly lead the crowd.  | <b>5</b>  |  |  |
| <b>Effective Use of Tools:</b><br>Effective use of props (signs, megaphones, poms and/or flags) and encouragement to lead the crowd.                    | <b>5</b>  |  |  |
|   |           |  |  |
| <b>Motion Technique:</b><br>Sharpness, strength of motion. Proper control and placement of motion.  | <b>5</b>  |  |  |
| <b>Synchronization:</b><br>Timing of movement throughout routine  | <b>5</b>  |  |  |
| <b>Execution of Skills:</b><br>Clean stunts, tumbling and/or jumps<br>Technique, stability, synchronization and spacing                                 | <b>5</b>  |  |  |
|   |           |  |  |
| <b>Showmanship:</b><br>Voice, energy, showmanship, facial expression, eye contact and overall connection to the crowd                                   | <b>5</b>  |  |  |
| <b>Overall Impression:</b><br>Judge's impression of entire performance, encompassing all scoresheet categories. This includes audience appropriateness. | <b>5</b>  |  |  |
|   |           |  |  |
|   | <b>45</b> |  |  |