



General Information

1. Novice Division

- 1.1. Novice Cheer is a modified version of Level 1 and is offered to all ages except Open & Adult.
- 1.2. Novice division is for beginner All Star Cheer teams. This may include brand new teams or beginner teams within an established program. The purpose of Novice Cheer is for the athletes to perfect the basic skills before attempting harder skills.
- 1.3. Novice teams follow the ACSA Novice Rules and IASF rules.
- 1.4. Please also refer to the ACSA Cheer Skills List for skills that can be performed by Novice Teams.
- 1.5. The time limit for Novice Cheer routines is 2 minutes 30 seconds.
- 1.6. Tosses have been removed from the score sheet and the Difficulty Score for Stunts, Stunt Quantity, Standing Tumbling, Running Tumbling & Pyramids is capped (see "Difficulty" within this document). The total possible score is 87.5 points.
 - The difficulty score for Stunts is capped at 4.0 due to NO elite skills being allowed in Novice.
 - The difficulty score for Standing Tumbling, Running Tumbling & Pyramids is capped at 4.7 to reflect the skills allowed in Novice.
 - The Stunt Quantity score is capped at 4.4 due to NO elite skills being allowed in Novice.
 - Novice team athletes are permitted to cross over into a Level 1 team, however they are not permitted to compete in any other cheer team Level 2 or above.
- 1.7. Novice Cheer is not compulsory for new teams, it is an option.

- 1.8. To maintain the spirit of the division, Novice teams will receive warnings for athlete falls or where a rule violation was the result of a performance error. In other instances the team may receive a deduction.

2. Cumulative VS Synchronised / Same Section

- 2.1. Unless synchronised or the same section is stated on the Scoring Rubric, the skills needed to meet that requirement may be cumulative.
- 2.2. Same section is defined as a single portion of the routine where skills from a skill set (e.g. Standing Tumbling, Tosses, etc.) are performed. To qualify as 'same section' the skills must be continuously performed within that portion of the routine. A substantial break in skills being performed (such as a break for choreography) will separate the skill set into two sections.
- 2.3. Stunt/Coed Quantity, athletes cannot be recycled in the same section



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3. Difficulty

- 3.1. The total number of athletes will determine the number of skills required to meet the 'majority' or 'most' definitions. These definitions can be found on the Quantity Charts within the rubric.
- 3.2. Judges first determine which difficulty range a team should be placed in (Below, Low, Mid, High) as per the requirements on the Scoring Rubric. Then the difficulty drivers are factors that judges will consider when determining the score within the range. Drivers within the relevant category are in this document and on the Scoring Rubric.
- 3.3. Difficulty drivers may have a point value assigned to them, however this is to be determined by event providers.
- 3.4. Falls may impact the rewarding of skills. If a skill does not show control through to the landing/dismount or transition to another skill it may not be rewarded. This includes rewarding within stunt or coed quantity.
- 3.5. If no legal skill or no skill that fits the definition of that category is performed with control, then a 0 (zero) may be given.

4. Technique

- 4.1. Judges will look at team precision and form of the entire skill(s), not just 1 or 2 athletes.
- 4.2. Technique drivers are listed under the relevant category in this document and on the Scoring Rubric.
- 4.3. Technique drivers may have a point value assigned to them, however this is to be determined by event providers.
- 4.4. Technique drivers are the criteria used by judges when determining the score to be given.
- 4.5. Stylistic differences will not factor into a technique score.

- 4.6. Obvious mistakes in skills will impact the technique score, including but not limited to:
 - An omitted skill / missed skill
 - Drop in body position by top person
 - Excessive movement by bases
 - Balance check by top person
 - Hand or hands of the top person come in contact with the performance surface during a cradle..

5. Level 1 & Level 2 Mini Divisions

- 5.1. Tosses have been removed from the score sheet.
- 5.2. Total possible score is 90 points.

6. Non-Tumbling Divisions

- 6.1. Routine limit is 2:00 minutes.
- 6.2. Standing and Running Tumbling is removed from the Non-Tumble division score sheet.
Clarification:
Jumps will remain on the score sheet.
- 6.3. Some tumbling is still permitted in the routine as per IASF Non-tumbling exceptions, but there is no dedicated tumbling scoring section. Any tumbling included in the routine will be subject to routine and rule infractions/deductions.



Building Information

7. Building Difficulty

- 7.1. When determining the score within the achieved difficulty range, judges will consider the following drivers:
- 7.1.1. Degree of difficulty
 - 7.1.2. Percent of team participation (Maximising stunt groups based on the number of athletes)
 - 7.1.3. Combination of skills (level and/or non-level appropriate performed simultaneously, or connecting skills in sequences)
 - 7.1.4. Pace of skills performed
- 7.2. For Level 6 Stunts and Pyramid: All Level 5 & 6 skills will be considered Level Appropriate for determining the difficulty range in Level 6, due to the minimal differences in the skills allowed between these levels. However, Level 5 & 6 have different Elite skills for the purposes of determining stunt difficulty range, as per the Skill List.
- 7.3. For Level 7 Stunts: All Level 6 & 7 skills as well as skills listed as Elite skills in Level 7 will be considered Level Appropriate for scoring purposes (at least 2 different Level 7 skills are required to score in High range).
- 7.4. Pyramid difficulty is determined by skills that meet the IASF definition for pyramids

8. Crediting Of Elite Skills

- 8.1. Elite skills for each level are only those outlined in that level's elite section of the Skill List. Please note, in levels 5, 6 & 7 some of the Elite skills can also be performed legally in the level(s) below. This has been done to allow a reasonable number of Elite skill options for these levels.
- 8.1.1. Elite skills must be performed within the rules of that level.

- 8.2. To receive credit as an elite skill, a genuine attempt to maintain the integrity of the skill must be demonstrated. This includes:
- 8.2.1. Tic-toc style skills: Flyers remain centred without noticeable weight shift
 - In level 1 tic-tocs where the weight of a flyer shifts from one base to the other, will not be credited as an elite skill
 - A switch-up style skill is defined similarly to a Tic-Toc (see IASF Glossary for full definition), except the flyer begins with one foot on the performance surface.
 - 8.2.2. Twisting skills demonstrate simultaneous twisting between the bases and flyers. Twisting is performed on the way up to the required skill.
 - 8.2.3. Release skills demonstrate a release from the base(s).
 - 8.2.4. Skills go straight to the required height. For example, skills required to go to extension must not stop at prep-level (or below) and bump up.
 - 8.2.5. In elite skills which combine two elements, such as twisting inversions, the twist and inversion are performed simultaneously.
 - 8.2.6. Inversions must show an inverted position from the initiation of the skill

9. Body Positions

- 9.1. Lib and platform/target are not considered body positions.
- 9.2. Body positions include, but are not limited to: stretch, bow and arrow, arabesque, scale, scorpion.



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10. Coed Quantity

- 10.1. Level 3 to 7 Open Coed teams must satisfy the Coed Quantity requirement. (Note, Level 4.2 Coed will follow the stunt quantity requirement).
- 10.2. The number of male athletes will determine the minimum number of Coed skills required to be performed in the routine (refer to Coed quantity chart on scoring rubric).
- 10.3. Stunts may be rippled or synchronised in the same section.
- 10.4. If any of the spotters touch the flyer or base at any point during skill, the skill will be considered assisted.
Exception:
 - assisting with a cradle or pop-down dismount..
- 10.5. If one of the required groups performs a lower value skill, then this is the skill which will be credited. For example, if two coed skills are required, one group does a toss extended double leg skill and the other does a toss hands press extension, the toss hands press extension will be credited as it is the lower value skill.
- 10.6. Coed style is defined as:
 - 10.6.1. Consisting of a Base, Top Person and Spotter, who may be any combination of male or female athletes.
Exception:
 - Level 7 may not require a spotter, depending on the skill performed
 - 10.6.2. Entry must be a Toss or Walk-In. The same entry must be used by all groups.
 - Toss - Top person starts with both feet on the performance surface. Base starts with hands on Top Person's waist.
 - Walk-In - Top person and Base start facing each other with one foot loaded in. Base must be directly under the stunt.

10.6.3. Base and Spotter may not be chest to chest.

10.7. To Receive Coed Credit

10.7.1. Only the skills listed on the coed requirement of the Scoring Rubric will count for Coed Quantity.

10.7.2. Stunts must be held for 2 counts. These counts will start once the stunt hits the intended level.

- Ex. Toss hands: counts begin when the stunt stops at prep level
- Ex. Toss hands press extension: counts begin when the stunt stops at extended level.

10.7.3. Coed stunts must have a controlled dismount/pop off to the performance surface to receive full Coed Quantity credit.

10.7.4. A zero will be given if no legal or controlled coed style stunt performed

11. Stunt Quantity

- 11.1. The following divisions must meet this requirement:
 - 11.1.1. All Novice divisions (score is capped at 4.4 due to NO elite skills being allowed in Novice)
 - 11.1.2. All Tiny, Mini, Youth, Junior and Senior divisions
 - 11.1.3. All All-Girl divisions
 - 11.1.4. All Level 1, 2 and 4.2 divisions
- 11.2. Only the skills listed as elite level appropriate on the ACSA Skill List will count for Stunt Quantity.
- 11.3. Required to be performed by a traditional group of 3-5 e.g. 1 flyer, 1 or 2 base(s) and 1 or 2 spotter(s).
- 11.4. The total number of athletes will determine the minimum number of skills required to be performed in the routine (refer to the Stunt Quantity Chart on the Scoring Rubric)
- 11.5. Can be rippled or synchronised but must be in the same section.



12. Stunt And Pyramid Execution Drivers

12.1. Each driver may include, but is not limited to these examples:

12.1.1. Top Person

- Body control
- Uniform flexibility
- Motion placement
- Legs straight/locked and toes pointed

12.1.2. Bases / Spotters

- Stability of the stunt
- Solid stance
- Positioned shoulder width apart
- Feet stationary

12.1.3. Transitions

- Entries
- Dismounts
- Speed / Control / Flow from skill to skill

12.1.4. Synchronisation

- Timing

- Positioned shoulder width apart
 - Timing
- 13.1.3. Height
- Relative to the size of the athletes performing the toss
- 13.1.4. Cradle
- Arms up to catch high
 - Legs used to absorb catch
 - Group positioned no more than shoulder width apart
 - Controlled

13. Toss Technique Drivers

13.1. Each driver may include, but is not limited to these examples:

13.1.1. Top Person

- Body control
- Consistent execution of skill / trick
- Legs straight/toes pointed
- Arm placement

13.1.2. Bases / Spotters

- Using arms/legs to throw together
- Solid stance



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Tumbling Information

14. Standing Tumbling & Running Tumbling

- 14.1. Tumbling passes must land on both feet to be considered level appropriate and receive difficulty credit (i.e. jump 3/4 front flip to seat, back handsprings which land in a prone position, etc. would not count).
- 14.2. Level 1 – 5 & 6 JNR - Standing tumbling: the same level appropriate synchronised pass cannot be used to fulfil the majority pass requirement.
- 14.3. Level 1 – 5 & 6 JNR - Standing tumbling: In an effort to reduce the number of Standing Tumbling passes performed the following criteria will be used when awarding higher scores within a range:
 - Degree of difficulty of the passes
 - Variety of passes
 - Satisfies or exceeds the quantity requirement utilising grouped or synchronised passes.
- 14.4. L2 - No lower level skills out of a RO that are ILLEGAL in L1 will count for level appropriate credit.
- 14.5. L3 - No lower level skills out of a BHS step out 1/2 turn that are ILLEGAL in L2 will count for level appropriate credit.
- 14.6. L4 - Punch front forward roll will not count for level appropriate credit.
- 14.7. L6 & L7 – Standing Tumbling skills ending in a layout that are LEGAL in L5 will not receive level appropriate credit (ie BHS-BHS-Layout).
- 14.8. In the IASF Glossary 'Jump Skill' it indicates that if a jump skill is included in a tumbling pass it will break up the pass.
 - 14.8.1. Safety judges will follow this interpretation so a jump skill will break up the pass.
 - 14.8.2. For scoring purposes panel judges will ignore this interpretation (14.8.1) and a jump skill within a pass will not break up the pass. (i.e. Toe Touch-BHS-Toe Touch-BHS is 1 pass in Level 3).
 - 14.8.3. T-Jumps are not considered a jump and will break up a pass into two separate passes for scoring (panel judge) purposes.
- 14.9. If a pass changes direction it may be considered two separate standing and running passes. (i.e. Toe Touch-BHS-Toe Touch-BHS-forward hurdle Round off-Tuck would be considered a standing and then a running pass due to the change in direction)
- 14.10. In Novice and Level 1, tumbling skills appear on the skill list in both standing and running tumbling. Judges may reward these skills in standing or running tumbling depending on which category would be a better fit in that particular instance. Judges will only reward the skill in one category. (eg Novice - cartwheel, Level 1 - front walkover)
- 14.11. Connected jump/tumble will be considered in both jump & standing tumbling difficulty.

15. Standing Tumbling & Running Tumbling Difficulty Drivers

- 15.1. When determining the score within the achieved difficulty range, judges will consider the following drivers:
 - Degree of difficulty
 - Percent of team participation



- Synchronisation or grouping of passes
- Variety of passes

16. Standing Tumbling & Running Tumbling Execution Drivers

16.1. Each driver may include, but is not limited to, the below examples:

16.1.1. Approach

- Arm placement into a pass/skill
- Swing/prep
- Chest placement
- Flow from skill to skill in a pass

16.1.2. Speed

- Consistent or increases through pass/skills
- Connection of pass/skills

16.1.3. Synchronisation

- Timing

16.1.4. Body Control

- Head placement
- Arm/shoulder placement in skills -
- Leg/hip placement in skills
- Pointed toes

16.1.5. Landings

- Controlled
- Legs/feet together
- Chest placement
- Finished pass / skill
- Incomplete twisting skills

17. Jump Difficulty Drivers

- 17.1. Variety - at least 2 different jumps. Performing the same jump with different legs does not constitute variety. (i.e. left/right hurdler).
- 17.2. All approaches within the jumps must use a whip approach to be considered connected. – A whip approach is defined as continuous movement through swing, connecting 2 or more jumps. If a team performs additional bounces or pauses in between jumps then these will not be considered connected.
- 17.3. Jump skills must land on both feet to be considered level appropriate and receive difficulty credit (i.e. jumps that land on knee(s) or seat, etc. would not count).
- 17.4. Tiny & Mini:
- Tuck Jumps and Star Jumps will be credited as advanced jumps
 - Jumps DO NOT need to be connected or include a variety
- 17.5. CheerAbility:
- Jump skills must land on both feet to be considered level appropriate and receive difficulty credit (i.e. jumps that land on knee(s) or seat, etc. would not count).
 - Tuck Jumps and Star Jumps will be credited.
 - Jumps DO NOT need to be connected or include a variety.
 - In a Unified Team assisted jumps will be counted if an adaptive ability athlete is assisted by a non-adaptive ability athlete for scoring purposes.



18. Jump Execution Drivers

- 18.1. Each driver may include, but is not limited to, the below examples:
- 18.1.1. Approach
 - Consistent entry
 - Swing/prep
 - 18.1.2. Arm Placement
 - Arm position within jump(s)
 - 18.1.3. Landings
 - Legs/feet together
 - Chest placement
 - 18.1.4. Synchronisation
 - Timing
 - 18.1.5. Leg Placement
 - Straight legs
 - Pointed toes
 - Hip placement/rotation
 - Hyperextension
 - Height