



Skate Canada Artistic Assessment STAR 5

Date: DD / MM / YYYY Candidate: _____ SC # _____

Home Club/Skating School: _____ Assessor: _____

Evaluation Result: **Pass with Honours** **Pass** **Retry**

STAR 5 Artistic (Program Length 2:10 maximum)

Date: DD / MM / YYYY Candidate: _____ Assessor: _____

PROGRAM CONTENT				
PROGRAM CONTENT REQUIREMENTS	COMMENTS	RATING		
		BRONZE	SILVER	GOLD
<input type="checkbox"/> Choreographic Step Sequence				
<input type="checkbox"/> Field Movement Sequence or Spiral Sequence				
<input type="checkbox"/> Choreographic Spin				
Content Requirements: <input type="checkbox"/> 2 of 3 Elements Silver or better				

PROGRAM ASSESSMENT					
PROGRAM COMPONENTS	CRITERIA	RATING			COMMENTS
		BRONZE	SILVER	GOLD	
Skating Skills	Edge Quality*				
	Power*				
Transitions	Quality/Variety/Difficulty				
Performance	Carriage/Clarity				
	Projection				
Composition	Structure/Purpose				
Interpretation	Character/Rhythm				
Program Components Requirements: <input type="checkbox"/> 4 of 7 Program Components Silver or better, including mandatory (*)					

<p>Content Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Program Components Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Simple Black Attire: <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>All three requirements must be yes for Silver or better overall assessment result</p>							
<p>Result:</p> <p><input type="checkbox"/> Pass with Honours (4 of 7 Program Components assessments at GOLD)</p> <p><input type="checkbox"/> Pass (4 of 7 Program Components assessments at SILVER or better)</p> <p><input type="checkbox"/> Retry</p>	<table style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">Total Overall Assessment</td> <td style="padding: 5px;"><u>Bronze</u></td> <td style="padding: 5px;"><u>Silver</u></td> <td style="padding: 5px;"><u>Gold</u></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>			
Total Overall Assessment	<u>Bronze</u>		<u>Silver</u>	<u>Gold</u>				



Skate Canada Artistic Assessment STAR 5

Standards of Assessment

Assessment Criteria (GOE)		
BRONZE (-)	SILVER (0)	GOLD (+)
<p>Movements are not creative or original. Does not reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Flow, control or energy may be limited</p> <p>Spin: Weak position, unable to center the spin</p> <p>Automatic Bronze: Element does not meet technical requirements</p>	<p>Includes a few movements or elements of creativity or originality. Includes a several moments that reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Reasonable flow, energy, control and strength of positions</p> <p>Spin: Generally centered with reasonable strength of position</p>	<p>Includes a several movements or elements of creativity or originality. Reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Good flow, energy, control and strength of positions</p> <p>Spin: Centered with strong positions</p>

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Train)		Moderate (exit phase)	Advanced (entry phase)	Advanced (exit phase)
PROGRAM COMPONENT	CRITERIA	BRONZE (Below level)	SILVER (At level)	GOLD (Above level)
Skating Skills	Edge Quality* Balance, control and edge quality use of one-foot skating, use of multi directional skating	Edges of moderate quality. Some body lean demonstrated. Generally balanced.		Edges correct but may be shallow. Skater demonstrates some examples of control, balance and body lean but may be limited.
	Power* Varied use of power, speed, acceleration, flow and glide	Demonstrates reasonable maintenance of speed. Generally, pushes from the side of the blade. One dominant thrust may be evident. Some knee bend evident		Power is developing. Skater generally uses blade pushes to generate and maintain a reasonable amount of speed. Limited evidence of acceleration, changes in speed, flow and glide.
Transitions	Quality/Variety/Difficulty Continuity of movements from one element to the next	Some turns, edges and small jumps are performed. Edges and lobes are identifiable and appear in several places in the program. Skater can demonstrate transitions linking elements together in a few parts of the program. Transitions are identifiable and contain mostly simple turns and edges.		The ability to link elements is developing. Few elements are linked with connecting steps/movements. Transitions mainly include simple arm movements while skater is performing cross-cuts.
Performance	Carriage/Clarity Posture, body line and clarity of movements	The skater has reasonable form and generally upright carriage. Moderate core strength. Body positions have moderate extension		The skater has comfortable upright carriage and generally good form. Skater demonstrates reasonably strong core. Body positions are generally pleasing but movements may lack precision and clarity and appear rushed or incomplete.
	Projection Projection, physical, emotional involvement	The skater's level of commitment to the movements varies during the performance. The skater's level of confidence is moderate		Skater may appear to lack full confidence in their movements. The skater generally does not project to the audience during their performance and may lack full commitment to the performance.
Composition	Structure/Purpose Pattern/ice coverage, purpose and design of movements	Ice coverage pattern and purpose developing. Elements may be placed in a similar place on ice or close to the boards.		Ice coverage patterns are simple and generally follow a similar direction. The purpose of the program may be somewhat unclear. Elements may be placed in a similar place on ice or close to the boards.
Interpretation	Character/Rhythm Expression of music's character/feeling and rhythm	Skater can demonstrate movements that match the musical timing or highlights at various parts throughout the program. Skater can demonstrate some relation to the character of the music through choreographed moves that involve mostly body gestures.		Skater's emotional connection to the character/rhythm/feeling of the music is developing with one or two moments of emotional connection evident in the program. Skater may not yet be able to use their body movements, facial expressions and skating technique to reflect the feeling or mood of the music.

Additional Comments: