



Skate Canada Artistic Assessment GOLD

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

Home Club/Skating School: _____ Assessor: _____

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

GOLD Artistic

(Program Length 2:40 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 360 Degree Field Movement <i>If both are included in the program, only the first attempted element will be assessed.</i>				
<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"/> 7 of 7 Program Components Silver or better					

Content Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO Program Components Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO Simple Black Attire: <input type="checkbox"/> YES <input type="checkbox"/> NO	All three requirements must be yes for Silver or better overall assessment result				
Result: <input type="checkbox"/> Pass with Honours (7 of 7 Program Components and 2 of 3 Elements assessments at GOLD) <input type="checkbox"/> Pass (7 of 7 Program Components assessments at SILVER or better) <input type="checkbox"/> Retry	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Total Overall Assessment</td> <td style="width: 15%;"><u>Bronze</u></td> <td style="width: 15%;"><u>Silver</u></td> <td style="width: 15%;"><u>Gold</u></td> </tr> </table>	Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>
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Skate Canada Artistic Assessment GOLD

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 Spin: Weak position, unable to center the spin Positions (360 Field Movement only): Poor position with extension that is partial. Break in body lines apparent 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 Spin: Generally centered with reasonable strength of position Positions (360 Field Movement only): Position is solid with moderate extension. Body lines adequate</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 Spin: Centered with strong positions Positions (360 Field Movement only): Good position with good extension and body lines</p>

Continuum of Development Criteria (for the level)					
Stage of Development (Learn to Compete)		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	Skates on true edges, with some depth and body lean demonstrated. Moderate balance and control demonstrated.		Edges well defined with good degree of depth. Skater moves easily across the ice, handles direction changes easily and maintains strong balance, body lean and control throughout.	
	Power Varied use of power, speed, acceleration, flow and glide	Skater generates speed using blade pushes. Sometimes able to maintain speed and demonstrate acceleration /deceleration using varied tempo of stride. Some evidence of flow and glide.		Skater easily generates, changes and maintains speed using strong blade pushes. Able to demonstrate ease of acceleration/deceleration using varied tempo of stride. Flow and glide evident throughout.	
Transitions	Quality/Variety/Difficulty Continuity of movements from one element to next	Some elements are linked with connecting steps/movements varying in nature and include a variety of simple turns, steps and arm movements.		Most elements are linked with connecting steps/movements varying in nature and include a wide variety of more difficult turns, steps, body and arm movements.	
Performance	Carriage/Clarity Posture, body line and clarity of movements	Skater can demonstrate good posture with ease. Core balance is generally strong and body lines are mostly pleasing. Movements are generally precise and clear.		Skater demonstrates clear posture and poise. Core balance is strong and solid. Body lines are pleasing and confident in nature. Movements are precise in nature throughout.	
	Projection Projection, physical, emotional involvement	Skater's movements are mostly clear and strong. The skater can project to audience at specific moments during program. The skater's commitment to the performance may appear inconsistent.		Movements are performed with conviction and confidence. The energy the skater projects may result in a connection with the audience. The skater is clearly committed to and involved in their performance.	
Composition	Structure/Purpose Pattern/ice coverage, purpose and design of movements	Ice coverage patterns are generally simple with a small degree of variety. The design and purpose of movements is somewhat clear. Elements placement on ice may reflect skater preference versus even placement.		Ice coverage patterns are more intricate in nature. Movements incorporate a variety of patterns and directions of travel. The purpose of the program is clear and the design of movement is varied and distributed evenly across the ice.	
Interpretation	Character/Rhythm Expression of music's character/feeling and rhythm	Skater's demonstrates some connection to the character/rhythm/feeling of music. The skater may briefly use their body, facial expressions or skating technique to reflect mood or feeling of music.		Skater demonstrates a strong emotional connection to the character/rhythm/feeling of the music with confidence and conviction. Skater's body movements, facial expressions and skating technique generally reflect mood or feeling of music.	

Additional Comments:
