



STAR 6 - Gold Resource Guide

Chapter 1: Overview



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Introduction

This resource has been created for coaches, officials and assessment coordinators to become familiar with all aspects of assessments, including:

- Assessment procedures, criteria and processes
- Discipline specific information
- Additional information to support coaches, officials and assessment coordinators

Content Overview

The STAR 6 to Gold assessment structure is divided into four disciplines:

Discipline	Content	Colour coded
SKILLS	Includes the development of turns in figure form, as well as skill exercises to develop power and control. Field moves are also included in this discipline.	Green
FREESKATE	ELEMENTS: includes the development of jumps and spins in isolation. PROGRAMS: includes the development of program components and element success in a performance situation.	Purple
DANCE	Includes the development of musicality, timing and expression through pattern dances and a Gold rhythm dance.	Blue
ARTISTIC	Includes the development of creativity, projection and interpretation through programs.	Yellow

For quick reference, a summary of the STAR 6 to Gold content for each level and discipline can be found in Appendix A. Each discipline chapter will examine the content in more detail.

Assessment Days

An assessment day is any day that a skater is being assessed by either an evaluator or a coach assessor. This can be in the following formats:

- A skater being assessed in the Skills discipline on a regular session, in their regular lesson, by a Coach Assessor
- An assessment opportunity that sees skaters being assessed on a regular session by an evaluator, for any discipline

- A traditional assessment day at the club or skating school that sees ice used only for assessment purposes for skaters to be assessed by an evaluator
- A regional assessment day as directed by the section to facilitate an assessment opportunity for neighbouring clubs and skating schools

The TEAM

The following identifies the various individuals who will be involved in the assessment process and their roles:

Who	Definition	Roles & Responsibilities - including, but not limited to:
Assessment Coordinator	A volunteer or paid individual who has been tasked with overseeing all items associated with assessments in a club or skating school	<ul style="list-style-type: none"> - Liaise with section to acquire current process and expectations for assessment day - Establish procedures with coaching staff, including frequency of assessment days - Communicate process to parents and skaters - Collect applicable fees for each assessment - Ensure skaters are eligible for assessment - Ensure evaluators and coach assessors are qualified - Ensure assessment sheets are prepared - Liaise with evaluator or coach Assessor to establish a schedule for the assessment day - Ensure appropriate amount of ice time is booked for assessment days (when applicable) - Ensure evaluator's expenses (travel, accommodation) are paid - As needed, provide evaluator(s) with food and beverages during the assessment day - Liaise with club/school, coaches and executive - Ensure summary sheets are filled out and submitted online (preferred) or by mail. - Ensure all results and payments are submitted to Skate Canada (within 30 days) - Maintain a record keeping system for the club/school
Evaluator	An individual who has been trained and qualified as an evaluator in a discipline(s). Evaluators are volunteers in our organization.	<ul style="list-style-type: none"> - Acquire and become familiar with the most up-to-date information pertaining to assessments - Assess skaters based on the criteria provided - Conduct themselves in an appropriate manner consistent with the expectations

Coach Assessor	A coach who has been trained and qualified as a coach assessor in the discipline of Skills only. Coach Assessors are only permitted to assess skaters they are responsible for developing in the discipline of Skills (i.e. skaters they teach Skills to on a regular basis).	<p>communicated in the evaluator/coach assessor training</p> <ul style="list-style-type: none"> - Liaise with assessment coordinator to establish schedule - Liaise with assessment coordinator to arrange travel if needed - Submit all expenses to the appropriate individual in a timely fashion (Evaluators only) - Include comments on assessment sheets to assist the skaters understanding and further development
Skate Canada Coaches	A NCCP Skate Canada Regional Coach, In-training or higher, who is registered and in good standing.	<ul style="list-style-type: none"> - Ensure skaters are trained based on the most current information relating to assessing and skater development - Submit the names of skaters ready for assessment as identified by the assessment coordinator - Conduct themselves in a professional manner at all times - Assist the assessment coordinator as needed - Ensure communication with skaters and parents regarding assessments is current and consistent

STAR 6 – Gold & LTD

The content in STAR 6 – Gold covers the Learn to Compete stage of development in our Long-Term Development Model (LTD).

This stage of development will be accessed by skaters pursuing the ideal pathway for high performance development, as well as skaters who will be continuing their pursuits in the Active for Life category.



	Learn to Skate	Learn to Train	Learn to Compete	Train to Compete	Learn to Win / Live to Win	Active for Life
Skater Profile	Females: 3-8 yrs Males: 3-9 yrs	Females: 7-11 Males: 8-12	Females: 9-13 Males: 10-14	Females: 10-16 Males: 11-17	Females: 13-19 Males: 14-21 Living to Win: 15+	All ages
Current System	CanSkate	STARSKate Beginner-Elementary	Juvenile-Pre-Novice	Novice-Senior	International ISU Jr./Sr. Grand Prix World/Olympic	Adult Skate
Training Time (all sessions include min. 15 min off-ice)	1: 30-60 min session 1-4 days/week 10-40 weeks/year	1-2:45-60 min sessions 2-5 days/week 20-44 weeks/year	2: 45-60 min sessions 4-5 days/week 44-46 weeks/year	2-3: 45-60 min sessions 5 days/week 44-48 weeks/year	3-4: 45-60 min sessions 5 days/week 44-48 weeks/year	1-3: 45-60 min sessions 1-6 days/week 25-40 weeks/year
Windows of Trainability (5S's = Speed, Stamina, Strength, Sport Skills, Suppleness) See below.	Skills: M&F 8-12 yrs Flexibility: M&F: 6-10 Speed: M 7-9, F: 6-8	Skills: M&F 8-12 yrs Flexibility: M&F: 6-10 Speed: M 7-9, F: 6-8 Stamina M12-13 F10-11	Skills: M&F 8-12 yrs Flexibility: M&F: 6-10 Speed: M13-16 F11-13 Stamina M12-13 F10-11	Skills: M&F 8-12 yrs Flexibility: M&F: 6-10 Speed: M13-16 F11-13 Stamina M12-13 F10-11	Speed: M 13-16 F 11-13	5S's are always trainable
Element/Skills Competitions	No competitions but skill presentation in isolation to standard	No competitions but skill presentation in isolation to standard	Technical Skills & Program Component competitions	Technical Skills & Program Component competitions	Yes	Technical Skills & Program Component competitions
Performance Targets	Personal achievement standards: Bronze, Silver, Gold	Personal achievement standards: Bronze, Silver, Gold	Personal and established achievement standards	Maximizing points for rank order	Maximizing points for rank order	As appropriate to level of athlete
Program (Solo)	No	Yes, but towards exit of stage	Yes (free only)	Yes (short and/or free)	Yes (short and free)	Yes – according to level/ability
Evaluation	Coach	Coach Officials	Coach Officials	Officials	Officials	Coach Officials
Level of Competition	Club-level team events	Club, Interclub, Invitational	Regional / Provincial	Regional / Provincial National	Regional / Provincial National, International	From club to international
Competition Exposure	1/session	2 -3/year at point of exit	6 events maximum/year	3-5 skills comps 2-3 PC comps 3-7 solo comps	5-7 comps (Learn2W) 5-10 comps (Live2W)	As appropriate to level of athlete
Suggested Program Changes	Minor changes to skills in each stage, Add 5S's to program, Changes to club program delivery	New skills program to replace Skating Skills, Free Skate test changes Ice Dance - minor	Changes to entry to competition (tests/ standard) and level of event defined by age/skill level	No major changes Competitive categories defined by age/skill level	Determined by ISU calendar and criteria	Changes to be adapted following CanSkate/ STARSKate and competition structure revisions

As skaters move through this stage, the elements they are performing will evolve with experience. To reflect the variance in performance, a continuum of development has been developed for coaches and evaluators to use as a guide to establish benchmarks in performance through this pathway.

Introduction to the Continuum of Development

The continuum of development represents the pathway a skater will follow as they acquire, develop and refine skating elements and qualities. It identifies the level of performance expected at the exit phase of each stage on the pathway.

Both coaches and evaluators must become familiar with the continuum of development to properly assess and prepare skaters through the stages of development.

The STAR 6-Gold assessments include two different types of assessments:

- An assessment to standard based on the continuum
- An assessment based on the GOE scale used at events

Assessment to Standard

Skaters will be assessed using standards for identified elements. The following table describes the correlation between the assessment standards of Bronze, Silver and Gold.

BRONZE	SILVER	GOLD
Performance is <u>below</u> expectations for the level	Performance <u>meets</u> expectation for the level	Performance <u>exceeds</u> expectations for the level
<p>“For the level” is the term used to identify the expectation that has been outlined in the continuum of development for that stage. A detailed continuum for each discipline can be found in each discipline’s chapter.</p>		

The table below shows the three stages of development and the expected Bronze, Silver & Gold assessments per level, as they advance through the Learn to Train and Learn to Compete LTD stages. The STAR 1-5 program covers the Learn to Train stage and STAR 6 to Gold covers the Learn to Compete stage. Please note that the advanced stage of development for Learn to Train is the early stage of development for Learn to Compete.

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Example

A STAR 6 double jump at the SILVER level, will be in the early stage of development. A STAR 8 double jump at a SILVER level, will be in the moderate stage of development. Each SILVER assessment will have a different level of performance assigned based on its placement in the continuum.

Entry vs Exit Phase of the Stages of Development

Each stage of development has an identified ENTRY and EXIT point. The descriptions in the continuum have been written to reflect the level of development desired at the EXIT phase of each stage.

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		Early (exit phase)	Moderate (entry phase)	Moderate (exit phase)
ELEMENTS	CRITERIA	BRONZE (Below level)	SILVER (At level)	GOLD (Above level)
JUMPS	Execution*: Jump flight qualities	Jump height and distance may be minimal. Air position is somewhat controlled and aligned.		Jump height and distance reasonable. Air position is mostly controlled and aligned.
	Speed/Flow: Speed & Flow in and out of jump	Approach may be tentative in nature: Slow and cautious. Little flow on landing		Moderate speed on approach. Flow on landing apparent.

The Overall Assessment

The passing requirements for each level of assessment are listed at the bottom of the assessment sheet. Each discipline chapter will explain and review all processes pertinent to each discipline in more detail.

There are three possible outcomes to each assessment:

- **Pass with Honours:** the skater has exceeded performance expectations of the level
- **Pass:** the skater has met the performance expectations of the level
- **Retry:** the skater was not successful and must retry the assessment

Each result is submitted to Skate Canada and recorded in a skater's profile. For quick reference a summary of the passing requirements for each level and discipline can be found in Appendix B