



STAR 6 - Gold Resource Guide

Chapter 2: Assessment Coordinator and Logistics



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Overview

This chapter contains information about the logistics surrounding assessing STAR 6 – Gold specifically for the assessment coordinator.

Who Can Assess

Assessors in the STAR 6 – Gold structure include both evaluators and coach assessors. These individuals must be trained and qualified to assess each discipline. The assessment coordinators will ensure the evaluator or coach assessor has the necessary credentials to assess the levels assigned to them.

Assessment coordinators should follow the process outlined by their section to obtain evaluators for assessment days. This may vary from section to section. Assessment coordinators should connect directly with the section to ensure the proper protocol is understood and being followed.

Evaluators

Evaluators who have achieved the identified qualifications per discipline, may assess skaters.

Coach Assessors

STAR 1-5: Coach assessors shall assess skaters they are actively developing in each discipline.

STAR 6 – Gold: Coach assessors may only assess the Skills discipline. They may only assess skaters they are actively developing in this area.

The Assessment Sheet

Assessment sheets are colour coded to identify each discipline at a glance.

SKILLS	ARTISTIC	FREESKATE	DANCE
Green	Yellow	Purple	Blue

Please note: All sheets **MUST** have both sides available to the evaluator/assessor. Options include:

- Double sided printing
- Printing single sided and stapling both sheets together

The options for printing or distribution include:

- Printing sheets in colour
- Photocopying sheets onto the corresponding coloured paper
- Printing in black and white, and using a coloured highlighter to identify discipline colour

TIP: Evaluators or coach assessors - laminate a copy of the back of the assessment sheet or continuum for easy reference during assessments or training

Logistics of an Assessment Day

Panel Structure: Options for evaluators to maximize resources and minimize expenses

	Description	Strategies/Benefits/Format
Single Panel	One evaluator assigned to assess all skaters	<ul style="list-style-type: none"> One skater at a time: evaluator assesses the full requirements of the assessment before starting the next skater Multiple skaters (Freestyle Elements and Skills only): evaluators may assess multiple skaters in an alternating format when assessing similar content. It is recommended to not exceed three skaters at a time. Examples: <ul style="list-style-type: none"> Example 1 – Freestyle Elements with two skaters (A and B): evaluator assesses all of skater A's jump elements, then all of skater B's jump elements. Next the evaluator assesses all of skater A's spin elements followed by skater B. Skater B may be warming up their elements while skater A is assessed and vice versa. Example 2 – Freestyle Elements with three skaters (A, B and C): same as above, except skater C would follow skater B. Example 3 – Skills with two skaters (A and B): evaluator assesses skater A's first skill followed by skater B's first skill. The assessment would continue in this alternating format.
Double Panel	Two evaluators assigned to assess skaters	<p>Freestyle Elements or Skills</p> <ul style="list-style-type: none"> Each Evaluator will conduct their assessments following the single panel format, at separate areas on the ice Multiple levels of skaters may be assessed at the same time <p>Dance, Freestyle Programs & Artistic Programs</p> <ul style="list-style-type: none"> Alternate skaters between evaluators. i.e. While the first evaluator is filling out their comments and calculating overall result, the second evaluator can assess the second skater. Repeat <p>Second option for dance:</p> <ul style="list-style-type: none"> Two skaters start their dance at opposite ends of the ice. Each evaluator is assigned to an end to identify the skater they will be assessing. Each evaluator assesses their skater and communicates to each other when their assessment is complete to signal the end of the music
Multiple Panel	Three or more evaluators assigned to assess skaters	<p>Freestyle Elements or Skills</p> <ul style="list-style-type: none"> Each evaluator will conduct their assessments following the single panel format, at separate areas on the ice

		<ul style="list-style-type: none"> Multiple levels of skaters may be assessed at the same time. When possible group skaters by level to assist with ice management
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Format

All assessments in the STAR 6 – Gold structure may be assessed on an assessment day or on a regular training session. Some assessments require “clear ice” regardless of format. Clubs and skating schools may choose to use double or multiple panels of assessors to increase the efficiency of ice use. The use of alternate panels may also increase time efficiency as one panel can assess a skater, while the other panel is writing comments and tabulating overall assessment results.

Discipline/Assessment	Assessor	Assessment Format	Panel structure
Skills	Coach assessor or evaluator	On session or clear ice	Single, double or multiple
Freestyle Elements	Evaluator	On session or clear ice	Single, double or multiple
Freestyle Programs	Evaluator	Clear ice	Single or double
Dance	Evaluator	Clear ice, apart from other dances in a multiple panel situation	Single or double
Artistic	Evaluator	Clear ice	Single or double

Definition of Clear Ice – Only the skater being assessed is actively skating on the ice. This may be on a regular session, with other skaters standing along the boards or in the players box, or on a traditional assessment day format.

Scheduling

Warm Up Times

This table provides the recommended warm up times for each discipline regardless of format (on session or traditional assessment day).

Discipline	Time	Discipline	Time
Artistic	4 mins	Skills	5 mins
Dance*	4 mins	Freestyle (elements and programs)	5 mins
*1 min without music, 3 mins with music. More time is permitted if partner needs more time to see all skaters.			

Please note: When assigning the number of skaters to a warm up, be mindful of the amount of time skaters may wait between their warm up and the assessment. The goal is to keep this amount of time as short as possible (10-15 mins).

Estimated Assessment Times

The following are the estimated times required for each assessment. These times do not include warm up time.

Discipline	Time
Skills	15 – 20 mins per level
Dance	3 – 5 mins per dance
Artistic	3 – 5 mins per program
Freestyle Programs	4 – 5 mins per program
Freestyle Elements	15 – 20 mins per level

TIP: Coaches are encouraged to provide off-ice time to warm up the skater's bodies, core temperature, mindset and skills before the on ice warm up.

Ice Conditions:

Every arena has different thresholds for optimum ice conditions. Be sure to schedule in breaks for the ice to be resurfaced as appropriate.

Personal Needs:

Other considerations for scheduling may involve the personal needs of the individuals essential for the operation of the assessment day. Evaluators may need breaks to warm up or have a meal, dance partners may need breaks to rest and recuperate between sets of dances. Be sure to work with the individuals to provide an efficient and effective schedule.

Interruptions

Using regular sessions to conduct assessments increases the chances of skaters encountering some "interference" when performing. Evaluators and coach assessors are asked to use their discretion and best judgement regarding interference as it relates to other skaters on the ice.

- For example: A skater gets in the way of the skater being assessed when performing a skill. The evaluator or coach assessor may allow the skater to start the skill again or ignore the interruption if it was minor and did not affect the overall performance.

Re-skates

Re-skates are only permissible for Skills and Freestyle Elements. The elements selected for re-skating may be selected in consultation with the skater and the coach. The number of permitted re-skates is identified at the bottom of each assessment sheet.

Jump Combination (only 1+2, 2+2 permitted)	Mandatory Requirements Yes: <input type="checkbox"/> No: <input type="checkbox"/>	Execution*				G <input type="checkbox"/>			
		Speed/flow				S <input type="checkbox"/>			
		Landing				B <input type="checkbox"/>			
Sit or Camel Spin (3Sp or Csp - 2 Features) Min 5 revs.	Mandatory Requirements Yes: <input type="checkbox"/> No: <input type="checkbox"/>	Execution*				G <input type="checkbox"/>			
		Centering				S <input type="checkbox"/>			
		Position				B <input type="checkbox"/>			
Flying Change Combination Spin (FCCoSp - 0 Feature per foot permitted) Min 4/4 revs.	Mandatory Requirements Yes: <input type="checkbox"/> No: <input type="checkbox"/>	Execution*				G <input type="checkbox"/>			
		Centering				S <input type="checkbox"/>			
		Position				B <input type="checkbox"/>			
Spin in 1 position (May not repeat sit or camel, may fly or change feet - 2 Features) Min 5 revs.	Mandatory Requirements Yes: <input type="checkbox"/> No: <input type="checkbox"/>	Execution*				G <input type="checkbox"/>			
		Centering				S <input type="checkbox"/>			
		Position				B <input type="checkbox"/>			
Passing Requirements: Must have a minimum of 3 different double jumps and 2 spins at SILVER or better. <input type="checkbox"/> YES <input type="checkbox"/> NO Maximum 2 re-skates									
Result: <input type="checkbox"/> Pass with Honours (6 of 8 elements Gold, including mandatory requirements) <input type="checkbox"/> Pass (6 of 8 elements Silver, including mandatory requirements) <input type="checkbox"/> Retry						Total Overall Assessment	Bronze <input type="checkbox"/>	Silver <input type="checkbox"/>	Gold <input type="checkbox"/>

See the discipline chapters for more information.

Identifying Skaters Being Assessed

As skaters are skating on regular sessions for assessment, coaches, evaluators or clubs/skating schools may need to use strategies to identify the skater being assessed to inform other skaters or coaches on the ice. This action would increase the opportunity for the skater being assessed to perform without interruptions.

Strategies include, but are not limited to:

- Skaters may wear an article of clothing to identify they are being assessed (arm band, head band, vest, etc.)
- The coach or music room could announce their name to alert the session the skater is performing for an assessment
- A bell could be rung before the music is played for a dance or program to indicate skaters are being assessed.

The Assessment Coordinator

Roles & Responsibilities (taken from Chapter 1: Overview, The TEAM)

- Liaise with Section to acquire current process and expectations for Assessment Day procedures
- 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 schedule for the assessment day
- Ensure appropriate amount of ice time is booked for assessment days where applicable
- Ensure Evaluator's expenses (travel, accommodation) are paid
- Provide Evaluator(s) with food and beverages during the assessment day, as needed
- Ensure summary sheets are filled out and submitted (online preferred)
- Liaise with club/school, coaches and executive
- Maintain a record keeping system for the skaters
- Ensure all results and payments are submitted to Skate Canada (within 30 days)

Skate Canada Rules and Information Regarding Assessment Sessions

This STAR 6 – GOLD Resource Guide is a key resource for assessment coordinators. Rules regarding STAR assessments are located on the Skate Canada Info Centre under Rules of Sport – [STAR Assessments](#). This rule includes important information including (but not limited to):

- Eligibility for Assessments
- Assessment Fees
- Assessment Prerequisites
- Reporting of Assessments

Skate Canada Assessment Structure

A basic understanding of the Skate Canada STAR Assessments is an asset to an Assessment Coordinator. It is not necessary to know the detailed procedures for conducting assessments as this is the responsibility of the evaluators and coach assessors. However, an understanding of the different types of assessments and their general requirements is helpful particularly to the new assessment coordinator.

Assessment Day Sample Check Lists

In all cases the assessment coordinator should follow any procedures outlined by the section for scheduling an assessment day and obtaining evaluators.

The following is a sample checklist an assessment coordinator may follow to schedule a **traditional assessment day** with **evaluators**:

- ☐ Review section event calendar to avoid possible conflicts for evaluator and skater availability
- ☐ Connect with coaching staff to determine approximate number of skaters, levels and disciplines to be included, three to four weeks prior to the assessment day
- ☐ Arrange for ice to be booked if using ice outside club/school's regular schedule
- ☐ Liaise with evaluator and/or section to plan scheduling needs. Determine ideal format (single panel, double panel, etc)
- ☐ If applicable, connect with the evaluator directly to communicate details i.e. schedule, timing, travel and accommodations, dietary restrictions, etc.

When establishing the schedule for an assessment day, consider the following:

- Ice resurfacing needs
 - Breaks for the evaluators to allow for preparation
 - Dance partner breaks/recuperation
- ☐ Communicate the detailed, final schedule of the assessment day to skaters, parents and coaches, one to two weeks prior to the assessment day
- ☐ Inform arena staff of ice resurfacing schedule
- ☐ Ensure all assessment sheets are prepared in advance, and are placed in order of the planned assessments, on a clip board for the evaluator
- ☐ Ensure all assessment fees are collected from skaters

- ☐ Provide the evaluator with a warm room to complete any paper work. Offer hot beverages, snacks or a meal, depending on timing or length of the assessment day
- ☐ Assign an individual to assist with logistics: Ensure skaters are on the ice for their scheduled warm up time, keep arena staff informed of any adjustments to ice resurface times, etc.
- ☐ Assign an individual to play music for Freeskate Programs, Artistic and/or Dance (background music is acceptable for elements or skills)
- ☐ Ensure summary sheet is filled out correctly with the proper codes and submit online (preferred) or by mail to Skate Canada within 30 days.
- ☐ Thank evaluators and other personnel/volunteers who assisted on the day
 - Clubs/skating schools may provide an additional gift of thanks to the evaluator as a token of their appreciation
- ☐ Ensure all expenses for the evaluator have been paid or reimbursed
 - Mileage, receipts for meals or accommodation

The following is a sample checklist an assessment coordinator may follow with **coach assessors or evaluators** who are conducting assessments on a **regular training session**:

- ☐ Establish a procedure with coach assessor to ensure requirements are met
- ☐ Ensure all assessment fees are collected from skaters
- ☐ Ensure assessment sheets are prepared in advance
- ☐ Ensure summary sheet is filled out correctly with the proper codes and submit online (preferred) or by mail to Skate Canada within 30 days. Please note: Summary Sheets may stay open for a 30-day period to allow for assessments to be added through that period.

Procedures for Reporting Assessments to Skate Canada:

- Ensure all assessments have been accurately recorded and entered online (preferred) or coded onto a Summary Sheet.
- Ensure calculation of fees collected is accurate as per the number of assessments
- Complete this process within 30-days of assessment
- Summary Sheets collecting assessment results performed on regular training sessions, may stay open for a maximum of 30 days.

Withdrawal of Candidate

Any skater who must withdraw due to unforeseen circumstances may do so without penalty.

If a higher assessment was conditional on passing a lower assessment and the skater did not pass the lower assessment, no fee is paid for the higher assessment. If using a summary sheet cross out the higher assessment and write in "Conditional".

Please Note: If a skater is unsuccessful with an assessment, it is recommended they wait a minimum 24 hours before their next attempt of the same assessment.