



Skate Canada Freeskate Assessment STAR 6 Freeskate – Program

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

Home Club/Skating School: _____ Assessor: _____

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

STAR 6 Freeskate – Program (Program Length: 2:30 ± 0:10)

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

PROGRAM CONTENT						
Well Balanced Program Content	Content Requirements	Content Performed	Comments	Element Rating		
				B	S	G
JUMPS: - Max 5 jump elements - Must include at least one single axel - Must include at least 1 double (no higher than double lutz) - Max 2 jump combos (no sequences) <ul style="list-style-type: none"> • 1 with Toe loop as 2nd jump • 1 with Loop as 2nd jump - Only 2 jumps permitted in combos - A jump may be repeated only if in a combo - No jump may be included more than twice SPINS: - Change combo spin (3/3 revs min, no fly entry, DV permitted) - Camel or Sit spin (4 revs min, 1 position only, no change of foot, fly entry optional, no DV permitted) OTHER: - Step or Spiral Sequence	JUMPS: <input type="checkbox"/> 4 of 5 jumps Silver or better (one of which must be a double jump (< or fully rotated) Silver or better) SPIN: <input type="checkbox"/> CCoSp Silver or better ADDITIONAL: <input type="checkbox"/> One additional element at Silver or better TOTAL: <input type="checkbox"/> 6 of 8 Elements Silver or better	1) 2) 3) 4) 5) 6) 7) 8)				
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 (*)						
Content Requirements completed:			<input type="checkbox"/> YES <input type="checkbox"/> NO		Both requirements must be yes for Silver or better overall assessment result	
Program Components Requirements completed:			<input type="checkbox"/> YES <input type="checkbox"/> NO			
Result:			Total Overall Assessment		Bronze	
<input type="checkbox"/> Pass with Honours (10 of 15 assessments at GOLD)					Silver	
<input type="checkbox"/> Pass (10 of 15 assessments at SILVER or better)					Gold	
<input type="checkbox"/> Retry						

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Standards of Assessment

Assessment Criteria & Continuum of Development (GOE) (for the level)				
ELEMENT		BRONZE (-) (Below level)	SILVER (0) (At level)	GOLD (+) (Above level)
JUMP	Execution*	Automatic Bronze: - Under-rotated or downgrade (STAR 6 only double jump may be < and receive Silver) - Incorrect take off edge - Fall, 2-foot landing, step out	*Jump height & distance may be minimal. Air position is somewhat controlled and aligned* Approach may be tentative in nature: Slow and cautious. Little flow on landing Good form with fully extended free leg and good knee bend. Held for 1 second.	
	Speed/Flow			
	Landing			
SPINS	Execution*	Automatic Bronze: - No established center - Fall - Definition not achieved	*Moderate speed of revs throughout spin. May have slight loss of control on exit. Flying spin may demonstrate incorrect edge of take-off and minimal air* Spin may center slowly. Skater may travel slightly on exit or when changing position(s) and/or feet. Position is solid with moderate extension. Body lines are adequate.	
	Centering			
	Position			
STEP or SPIRAL			SPIRAL: Position is solid with moderate extension. Body lines are adequate. STEP: Uses mostly correct skating technique pushes. Basic turns solid with good flow and advanced turns have some wobbles or only 50% correct with limited flow.	

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		Early (entry phase)	Early (exit phase)	Moderate (entry phase)
PROGRAM COMPONENT	CRITERIA	BRONZE (Below level)	SILVER (At level)	GOLD (Above level)
Skating Skills	Edge Quality* Balance, control, body lean and edge depth		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		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		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 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		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 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's emotional connection to the character of the music is developing with one or two moments 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:
