



Skate Canada Freeskate Assessment STAR 7 Freeskate – Program

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

Home Club/Skating School: _____ Assessor: _____

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

STAR 7 Freeskate – Program (Program Length: 2:30 maximum)

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

PROGRAM CONTENT						
Well Balanced Program Content	Content Requirements	Content Performed	Comments	Element Rating		
				B	S	G
JUMPS: - Max 3 jump elements - Must include 1 single axel - Must include 1 solo double jump - Must include 1 jump combination. 2 jumps allowed in jump combo including at least 1 double. Axel and solo double may not be repeated SPINS: - Change combo spin (4/4 revs min, no fly entry, DV permitted) - Flying Camel or Flying Sit spin (5 revs min, DV permitted) OTHER: - Step Sequence	JUMPS: <input type="checkbox"/> 2 of 3 Jumps Silver or better (one of which must be a double jump Silver or better) SPINS: <input type="checkbox"/> CCoSp Silver or better ADDITIONAL: <input type="checkbox"/> One additional element at Silver or better TOTAL: <input type="checkbox"/> 4 of 6 Elements Silver or better	1)				
		2)				
		3)				
		4)				
		5)				
		6)				
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	Silver
<input type="checkbox"/> Pass with Honours (8 of 13 assessments at GOLD)						
<input type="checkbox"/> Pass (8 of 13 assessments at SILVER or better)						
<input type="checkbox"/> Retry						



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Standards of Assessment

Assessment Criteria & Continuum of Development (GOE) (for the level)				
ELEMENT		BRONZE (-) <small>(Below level)</small>	SILVER (0) <small>(At level)</small>	GOLD (+) <small>(Above level)</small>
JUMP	Execution*	Automatic Bronze: - Under-rotated or downgrade - Incorrect take off edge - Fall, 2-foot landing, step out	*Jump height & distance may be reasonable. Air position is mostly controlled and aligned* Moderate speed on approach. Flow on landing apparent. 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	*Good speed of revs throughout spin. Exit is mostly controlled. Flying spin entry demonstrates proper edge take-off and moderate air* Spin generally centered from entry to exit. Skater can mostly maintain center when changing position(s) and/or feet. Position is solid with moderate extension. Body lines are adequate.	
	Centering			
	Position			
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 <small>(Learn to Compete)</small>		Early <small>(exit phase)</small>	Moderate <small>(entry)</small>	Moderate <small>(exit phase)</small>
PROGRAM COMPONENT	CRITERIA	BRONZE <small>(Below level)</small>	SILVER <small>(At level)</small>	GOLD <small>(Above level)</small>
Skating Skills	Edge Quality* <small>Balance, control, body lean and edge depth</small>	Edges correct but may be shallow. Skater demonstrates some examples of control, balance and body lean but may be limited.		Skates on true edges, with some depth and body lean demonstrated. Moderate balance and control demonstrated.
	Power* <small>Varied use of power, speed, acceleration, flow and glide</small>	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.		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.
Transitions	Quality/Variety/ Difficulty <small>Continuity of movements from one element to the next</small>	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.		Some elements are linked with connecting steps/movements varying in nature and include a variety of simple turns, steps and arm movements.
Performance	Carriage/Clarity* <small>Posture, body line and clarity of movements</small>	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.		Skater can demonstrate good posture with ease. Core balance is generally strong and body lines are mostly pleasing. Movements are generally precise and clear.
	Projection* <small>Projection, physical, emotional involvement</small>	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.		Skater's movements are mostly clear and strong. The skater can project to audience at specific moments during the program. The skater's commitment to the performance may appear inconsistent.
Composition	Structure/Purpose <small>Pattern/ice coverage, purpose and design of movements</small>	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.		Ice coverage patterns are recognizable but may be simple with little variety. The design of movements and purpose of the program is somewhat clear. Elements placement on ice may reflect skater preference versus even placement.
Interpretation	Character/Rhythm <small>Expression of music's character/feeling and rhythm</small>	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.		Skater 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.

Additional Comments:
