



Skate Canada Artistic Assessment STAR 9

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

Home Club/Skating School: _____ Assessor: _____

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

STAR 9 Artistic (Program Length 2:10 maximum)

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

PROGRAM CONTENT					
Content Requirement	Content Performed	Comments	Element Rating		
			B	S	G
<input type="checkbox"/> Choreographic Step Sequence	1)				
<input type="checkbox"/> Field Move Sequence					
<input type="checkbox"/> Artistic Spin	2)				
TOTAL: <input type="checkbox"/> 2 of 3 Elements Silver or better	3)				

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 Requirement: ☐ 6 of 7 Criteria Silver or better, including mandatory (*)

Content Requirement completed:		<input type="checkbox"/> YES <input type="checkbox"/> NO	Both requirements must be YES for an overall assessment of Pass or better.		
Program Components Requirement completed:		<input type="checkbox"/> YES <input type="checkbox"/> NO			
Result: <input type="checkbox"/> Pass with Honours (6 of 7 Criteria assessments at Gold) <input type="checkbox"/> Pass (6 of 7 Criteria assessments at Silver or better) <input type="checkbox"/> Retry		Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>

Skate Canada Artistic Assessment

STAR 9

Standards of Assessment

Consistent Criteria Assessment: to be applied at all levels.				
BRONZE		SILVER		GOLD
Movements lack creativity and/or originality. Does not reflect the concept/character of the program or enhance the musical structure. Sequences: Flow, control or energy may be limited Spin: Weak position, unable to centre the spin. Automatic Bronze: Element does not meet definition.		Includes 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. Sequences: Reasonable flow, energy, control and strength of positions Spin: Generally, centred with reasonable strength of position		Includes several movements or elements of creativity and/or originality. Reflects the concept/character of the program and/or enhance the musical structure. Sequences: Good flow, energy, control and strength of positions Spin: Centred with strong positions.
Standards				
PROGRAM COMPONENT	CRITERIA	BRONZE (below standardI)	SILVER (standard)	GOLD (above standard)
Skating Skills	Edge Quality* Balance, control, edge depth, use of one-foot skating, use of multi directional skating.		Edges correct with some depth demonstrated. Moderate balance and control demonstrated.	
	Power* Varied use of power, speed, acceleration, flow and glide.		Skater generates speed using blade pushes. Sometimes able to maintain speed and demonstrate acceleration using varied tempo of stride. Some evidence of flow and glide.	
Transitions	Quality/Variety/Difficulty Continuity of movements from one element to the next.		Some elements are linked with connecting steps/movements. Transitions include a variety of simple turns, steps and 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.	
	Projection* Projection, physical, emotional involvement, individuality and personality.		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. Some evidence of individuality and personality.	
Composition	Structure/Purpose Pattern/ice coverage, purpose and design of movements.		Ice coverage patterns are recognizable but may be simple with little variety. The design of movements and purpose of the program are somewhat clear. Element placement on ice may be occasionally repeated.	
Interpretation	Character/Rhythm* Expression of music's character/feeling and rhythm.		Skater demonstrates some emotional connection to the character, rhythm, and feeling of music. The skater may use their body movements, facial expressions and/or skating technique to reflect mood or feeling of music.	

Additional Comments: