



## Skate Canada Freeskate Assessment STAR 5 Freeskate – Program

Date: DD / MM / YYYY Candidate: \_\_\_\_\_ SC # \_\_\_\_\_

Home Club/Skating School: \_\_\_\_\_ Assessor: \_\_\_\_\_

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

### STAR 5 Freeskate – Program (Program Length: 2:00 ± 0:10)

Date: DD / MM / YYYY Candidate: \_\_\_\_\_ Assessor: \_\_\_\_\_

| PROGRAM CONTENT   |  |  |          |               |               |             |
|---|--|--|----------|---------------|---------------|-------------|
| Well Balanced Program Content   | Content Requirements   | Content Performed  | Comments |               |               |             |
| <b>JUMPS:</b><br>- Max 5 jump elements<br>- Must include at least 1 single axel<br>- Max 2 double jumps<br>• Doubles may not be in combination and may not be repeated<br>- Max 2 jump combos<br>• Max 2 jumps permitted in combo<br>• Jump sequences not permitted<br>- A jump may be repeated only if in a combo<br>- No jump may be included more than twice<br><b>SPINS:</b><br>- Sit Spin or Camel Spin (4 revs min, flying entry optional, no change of foot, DV not permitted)<br>- Combination Spin (5 revs min CoSp or 3/3 revs min CCoSp, no flying entry, change of foot optional, DV not permitted)<br><b>OTHER:</b><br>- Spiral Sequence | <b>TOTAL:</b><br><input type="checkbox"/> Axel successfully landed (fully rotated or under <)<br><input type="checkbox"/> All 8 elements attempted | 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   |  |          |               |               |             |
| Interpretation  | Character/Rhythm   |  |          |               |               |             |
| <b>Program Components Requirement:</b> <input type="checkbox"/> 4 of 6 criteria Silver or better, including mandatory (*)   |  |  |          |               |               |             |
| <b>Content Requirement completed:</b> <input type="checkbox"/> YES <input type="checkbox"/> NO<br><b>Program Components Requirement completed:</b> <input type="checkbox"/> YES <input type="checkbox"/> NO   |  | Both requirements must be YES for an overall assessment of Pass or better. |          |               |               |             |
| <b>Result:</b><br><input type="checkbox"/> <b>Pass with Honours</b> (4 of 6 criteria assessments at Gold)<br><input type="checkbox"/> <b>Pass</b> (4 of 6 criteria assessments at Silver or better)<br><input type="checkbox"/> <b>Retry</b>  |  | <b>Total Overall Assessment</b>  |          | <b>Bronze</b> | <b>Silver</b> | <b>Gold</b> |



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### Standards of Assessment

| Standards         |  |   |                      |   |
|-------------------|--|---|----------------------|---|
| PROGRAM COMPONENT | CRITERIA   | BRONZE<br>(below standard)  | SILVER<br>(standard) | GOLD<br>(above standard)  |
| Skating Skills    | <b>Edge Quality*</b><br>Balance, control, edge depth, and use of multi-directional skating.      | Skater demonstrates moderately defined edges. Skater demonstrates reasonable balance, control, agility and form.                                |                      | Edges correct but may be shallow. Skater demonstrates some examples of control and balance but may be limited.  |
|                   | <b>Power</b><br>Varied use of power, speed, acceleration, flow and glide.                        | Generation of speed is adequate. Skater generally uses blade pushes.  |                      | 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       | <b>Quality/Variety/Difficulty</b><br>Continuity of movements from one element to the next.       | The ability to link or connect elements is developing. Elements are linked with minimal connecting steps/movements. Transitions may be limited. |                      | The ability to link elements is developing. Few elements are linked with connecting steps/movements. Transitions mainly include simple movements while skater is performing crosscuts.  |
| Performance       | <b>Carriage/Clarity*</b><br>Posture, body line and clarity of movements.                         | Skater has reasonable upright carriage with some break in posture. Body lines are reasonable.   |                      | Skater has comfortable upright carriage and generally good posture. Skater demonstrates reasonably strong core. Body lines are generally pleasing. Movements may lack precision and appear rushed or incomplete.  |
|                   | <b>Projection</b><br>Projection, physical, emotional involvement, individuality and personality. | The skater's confidence is developing. The skater's projection and commitment to the movement is developing.                                    |                      | Skater may appear to lack confidence in their movements. The skater generally does not project to the audience during their performance and may lack commitment to the performance. Minimal individuality and personality displayed.                                    |
| Interpretation    | <b>Character/Rhythm</b><br>Expression of music's character/feeling and rhythm                    | The skater may demonstrate one or two movements that match the musical timing or highlights of the music.                                       |                      | 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:**