



Skate Canada Artistic Assessment STAR 5

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

Home Club/Skating School: _____ Assessor: _____

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

STAR 5 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 or Spiral Sequence	2)				
<input type="checkbox"/> Artistic Spin					
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: <input type="checkbox"/> 4 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 (4 of 7 Criteria assessments at Gold) <input type="checkbox"/> Pass (4 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 5

Standards of Assessment

Consistent Criteria Assessment: to be applied at all levels.

BRONZE	SILVER	GOLD
<p>Movements lack creativity and/or originality. Does not reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Flow, control or energy may be limited.</p> <p>Spin: Weak position, unable to centre the spin.</p> <p>Automatic Bronze: Element does not meet definition.</p>	<p>Includes few movements or elements of creativity or originality. Includes several moments that reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Reasonable flow, energy, control and strength of positions.</p> <p>Spin: Generally, centred with reasonable strength of position.</p>	<p>Includes several movements or elements of creativity and/or originality. Reflects the concept/character of the program and/or enhance the musical structure.</p> <p>Sequences: Good flow, energy, control and strength of positions.</p> <p>Spin: Centred with strong positions.</p>

Standards

PROGRAM COMPONENT	CRITERIA	BRONZE (below standard)	SILVER (standard)	GOLD (above standard)
Skating Skills	Edge Quality* Balance, control, edge depth, use of one-foot skating, use of multi directional skating.	<p>Skater demonstrates moderately defined edges.</p> <p>Skater demonstrates reasonable balance, control, agility and form.</p>		Edges correct but may be shallow. Skater demonstrates some examples of control, balance but may be limited.
	Power* 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	Quality/Variety/Difficulty 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	Carriage/Clarity 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.
	Projection 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.
Composition	Structure/Purpose Pattern/ice coverage, purpose and design of movements.	Ice coverage patterns are simple and follow a similar direction. The purpose of the program and element placement are developing		Ice coverage patterns are simple and generally follow a similar direction. The purpose of the program may be somewhat unclear. Element placement on ice may be similar.
Interpretation	Character/Rhythm 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: