Skate Canada Freeskate Assessment

STAR 2 Freeskate - Program

Date: ___ / ___ / _____   Club: _____ Candidate: _____

SC#:_____   Coach Assessor: _____

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

STAR 2 Freeskate – Program

Date: ___ / ___ / _____   Candidate: _____ Coach Assessor: _____

PROGRAM CONTENT
(all elements must be attempted)

JUMPS	SPINS	OTHER
☐ Single Salchow ☐ Single Toe-Loop ☐ Single Loop ☐ Single Flip or Single Lutz ☐ Waltz + Toe-Loop Combination	☐ Backward Upright Spin ☐ Sit Spin or Camel Spin	☐ Forward Spiral Sequence ☐ Turn Sequence

Mandatory Program Content: Did skater's program contain required content?	☐ Yes	☐ No
	(must be Yes in order to receive a Pass or Pass with Honours)	

In order to establish an overall assessment, skaters must acquire 2 or more checkmarks at a level rating or higher.

*Element assessment cannot exceed criteria rating.

PROGRAM COMPONENTS	CRITERIA	RATING			OVERALL	COMMENTS
		GOLD	SILVER	BRONZE		
Skating Skills	**Technique***				G ☐	
	Power				S ☐	
	Execution				B ☐	
Performance/ Execution	**Carriage***				G ☐	
	Projection				S ☐	
					B ☐	

Mandatory Program Content	☐ **Yes**	☐ **No**		
Result:	**Total Overall Assessment**	**Gold**	**Silver**	**Bronze**
☐ **Pass with Honours** (2 of 2 PC's Gold) ☐ **Pass** (2 of 2 PC's Silver or better) ☐ **Retry**				

Skate Canada Freeskate Assessment

STAR 2 Freeskate - Program

Standards of Assessment

ELEMENTS	CRITERIA	RATING		
		GOLD **(Good for level)**	**SILVER** **(Reasonable for level)**	**BRONZE** **(Poor for level)**
Skating Skills	**(1) Technique:*** Proper mechanics demonstrated	• Turns (100%) • Blade pushes (More than 75%)	• Turns (75%) • Blade pushes (More than 75%)	• Turns (50%) • Evident toe pushing
	(2) Power: The ability to generate and maintain speed	• Acceleration • Knee action	• Acceleration • Knee action	• Acceleration • Knee action
	(3) Execution: Balance, control and edge quality	Stable throughout Evidence of body lean	Generally stable Some body lean	Stability inconsistent Minimal body lean
Performance/ Execution	**(1) Carriage:*** Style, form, line	• Form • Core strength • Body line	• Form • Core strength • Body line	• Form • Core strength • Body line
	(2) Projection: The ability to perform with confidence	• Confidence • Commitment to movements	• Confidence • Commitment to movements	• Confidence • Commitment to movements

Additional Comments:

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_____
_____
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Skate Canada Freeskate Assessment

STAR 3 Freeskate - Program

Date: ___/___/_____   Club: _____ Candidate: _____

SC#: _____   Coach Assessor: _____

Evaluation Result: Pass ☐   Pass with Honours ☐   Retry ☐

STAR 3 Freeskate – Program

Date: ___/___/_____   Candidate: _____ Coach Assessor: _____

PROGRAM CONTENT

(**all** elements must be attempted)

JUMPS	SPINS	OTHER
☐ Waltz (or Single Axel) ☐ Single Jump #1_____ ☐ Single Jump #2_____ ☐ Single Jump #3_____ ☐ Loop + Loop Combination	☐ Backward Upright Spin ☐ Combination (with or without a change of foot)	☐ Forward Spiral Sequence

Mandatory Program Content:	☐ Yes ☐ No
Did skater's program contain required content?	**(must be Yes in order to receive a Pass or Pass with Honours)**

In order to establish an overall assessment, skaters must acquire 2 or more checkmarks at a level rating or higher.

*Element assessment cannot exceed criteria rating.

PROGRAM COMPONENTS	CRITERIA	RATING			OVERALL	COMMENTS
		GOLD	SILVER	BRONZE		
Skating Skills	**Technique***				G ☐	
	Power				S ☐	
	Execution				B ☐	
Performance	**Carriage***				G ☐	
	Projection				S ☐	
					B ☐	
Interpretation	**Timing***				G ☐	
	Character				S ☐	
					B ☐	

Mandatory Program Content	☐ Yes ☐ No			
Result:	**Total Overall Assessment**	**Gold**	**Silver**	**Bronze**
☐ **Pass with Honours** (2 of 3 PC's Gold) ☐ **Pass** (2 of 3 PC's Silver or better) ☐ **Retry**				

Skate Canada Freeskate Evaluation

STAR 3 Freeskate - Program

Standards of Assessment

ELEMENTS	CRITERIA	RATING		
		GOLD (Good for level)	**SILVER** (Reasonable for level)	**BRONZE** (Poor for level)
Skating Skills	**(1) Technique:*** Proper mechanics demonstrated	• Turns (100%) • Blade pushes (More than 75%)	• Turns (75%) • Blade pushes (More than 75%)	• Turns (50%) • Evident toe pushing
	(2) Power: The ability to generate and maintain speed	• Acceleration • Knee action	• Acceleration • Knee action	• Acceleration • Knee action
	(3) Execution: Balance, control and edge quality	Stable throughout Evidence of body lean	Generally stable Some body lean	Stability inconsistent Minimal body lean
Performance	**(1) Carriage:*** Style, form, line	• Form • Core strength • Body line	• Form • Core strength • Body line	• Form • Core strength • Body line
	(2) Projection: The ability to perform with confidence	• Confidence • Commitment to movements	• Confidence • Commitment to movements	• Confidence • Commitment to movements
Interpretation	**(1) Timing:*** Ability to match the timing of the music	Several movements match musical pace/timing.	A few movements match musical pace/timing.	Movements generally not matched with musical pace/timing.
	(2) Character: Ability to reflect the character of the music	Multiple movements demonstrate an understanding of music character.	Very basic interpretation; limited understanding of music and its character.	A small number of movements related to music character, mainly limited to opening and ending.

Additional Comments:

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Skate Canada Freeskate Assessment

STAR 4 Freeskate - Program

Date: ___/___/_____   Club: _____ Candidate: _____

SC#: _____   Coach Assessor: _____

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

STAR 4 Freeskate – Program

Date: ___/___/_____   Candidate: _____ Coach Assessor: _____

PROGRAM CONTENT
(**all** elements must be attempted)

JUMPS	SPINS	OTHER
☐ Single Axel ☐ Single Jump #1_____ ☐ Single Jump #2_____ ☐ Single Jump #3_____ ☐ Loop + Loop Combination	☐ Backward Upright Spin ☐ Combination (with or without a change of foot)	☐ Forward Spiral Sequence
Mandatory Program Content: (must be Yes in order to receive a Pass or Pass with Honours)		☐ Yes ☐ No

In order to establish an overall assessment, skaters must acquire 2 or more checkmarks at a level rating or higher.
*Element assessment cannot exceed criteria rating.

PROGRAM COMPONENTS	CRITERIA	RATING			OVERALL	COMMENTS
		GOLD	**SILVER**	**BRONZE**		
Skating Skills	**Technique***				G ☐	
	Power				S ☐	
	Execution				B ☐	
Performance	**Carriage***				G ☐ S ☐ B ☐	
	Projection					
Interpretation	**Timing***				G ☐ S ☐ B ☐	
	Character					

Mandatory Program Content		☐ Yes	☐ No			
Result: ☐ **Pass with Honours** (2 of 3 PC's Gold) ☐ **Pass** (2 of 3 PC's Silver or better) ☐ **Retry**		**Total Overall Assessment**	**Gold**	**Silver**	**Bronze**	

Skate Canada Freeskate Evaluation

STAR 4 Freeskate – Program

Standards of Assessment

ELEMENTS	CRITERIA	RATING		
		GOLD	**SILVER**	**BRONZE**
Skating Skills	**(1) Technique:*** Proper mechanics demonstrated	**Good** technique (for level): • Turns (100%) • Blade pushes (More than 75%)	**Reasonable** technique (for level): • Turns (75%) • Blade pushes (More than 75%)	**Poor** technique (for level): • Turns (50%) • Evident toe pushing
	(2) Power: The ability to generate and maintain speed	**Good** (for level): • Acceleration • Knee action	**Reasonable** (for level): • Acceleration • Knee action	**Poor** (for level): • Acceleration • Knee action
	(3) Execution: Balance, control and edge quality	Stable throughout Evidence of body lean	Generally stable Some body lean	Stability inconsistent Minimal body lean
Performance	**(1) Carriage:*** Style, form, line	**Good** (for level): • Form • Core strength • Body line	**Reasonable** (for level): • Form • Core strength • Body line	**Poor** (for level): • Form • Core strength • Body line
	(2) Projection: The ability to perform with confidence	**Good** (for level): • Confidence • Commitment to movements	**Reasonable** (for level): • Confidence • Commitment to movements	**Poor** (for level): • Confidence • Commitment to movements
Interpretation	**(1) Timing:*** Ability to match the timing of the music	Several movements match musical pace/timing.	A few movements match musical pace/timing.	Movements generally not matched with musical pace/timing.
	(2) Character: Ability to reflect the character of the music	Multiple movements demonstrate an understanding of music character.	Very basic interpretation; limited understanding of music and its character.	A small number of movements related to music character, mainly limited to opening and ending.

Additional Comments:

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Skate Canada Freeskate Assessment

STAR 5 Freeskate – Program

Date: _____ / _____ / _____   Club: _____   Candidate: _____

SC#: _____   Coach Assessor: _____

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

- -

STAR 5 Freeskate – Program

Date: _____ / _____ / _____   Candidate: _____   Coach Assessor: _____

PROGRAM CONTENT
(**all** elements must be attempted in shaded areas: **AXEL MUST BE LANDED**)

JUMPS (Max 5 Jump Elements)	Jumps	Double Jumps (Max 2)	Combinations (Max 2)
• **Single Axel (*Must be landed)** • Max 2 doubles. Doubles may not be in combination & may not be repeated • Max 2 combinations. Combinations may not include more than 2 jumps • Jump sequences not permitted • No jump may be included more than twice. If a jump is repeated, it must be in combination.	☐ **Single Axel** ☐ _____ ☐ _____ ☐ _____ ☐ _____	☐ **Double Salchow** ☐ **Double Toe-Loop** ☐ **Double Loop** ☐ **Double Flip** ☐ **Double Lutz**	☐ **Jump Combination #1** _____ ☐ **Jump Combination #2** _____
SPINS (Max 2 Spins)	**Spins**	**SPIRAL SEQUENCE**	**Spiral Sequence (Max 1)**
• One sit spin or camel spin. Flying entry optional; no change of foot, no variations of position • One combination spin. No flying entry and no variations of positions; change of foot optional. All three basic positions must be attempted.	☐ **Sit Spin or Camel Spin** ☐ **Combination Spin**	A sequence of two spirals one spiral on each foot, on either inside or outside edge. One must be unsupported,	☐ **Spiral Sequence**
Mandatory Program Content: Did skater's program contain required content?		☐ **Yes** ☐ **No** **(must be Yes in order to receive a Pass or Pass with Honours)**	

In order to establish an overall assessment, skaters must acquire 2 or more checkmarks at a level rating or higher.
*Element assessment cannot exceed criteria rating.

PROGRAM COMPONENTS	CRITERIA	RATING			OVERALL	COMMENTS
		GOLD	SILVER	BRONZE		
Skating Skills	**Technique***				G ☐ S ☐ B ☐	
	Power					
	Execution					
Performance/Execution	**Carriage***				G ☐ S ☐ B ☐	
	Projection					
Interpretation	**Timing***				G ☐ S ☐ B ☐	
	Character					
Transitions	**Quality***				G ☐ S ☐ B ☐	
	Difficulty					

Mandatory Program Content	☐ **Yes**	☐ **No**

Result:		Gold	Silver	Bronze
☐ **Pass with Honours** (3 of 4 PC's Gold -including Axel) ☐ **Pass** (3 of 4 PC's Silver or better -including Axel) ☐ **Retry**	**Total Overall Assessment**			

Skate Canada Freeskate Assessment

STAR 5 Freeskate - Program

Standards of Assessment

PROGRAM COMPONENTS	CRITERIA	RATING		
		GOLD (Good for level)	SILVER (Reasonable for level)	BRONZE (Poor for level)
Skating Skills	**(1) Technique:*** Proper skating mechanics	• Turns • Blade pushes	• Turns • Blade pushes	• Turns • Blade pushes
	(2) Power: Ability to generate and maintain speed	• Acceleration • Knee action	• Acceleration • Knee action	• Acceleration • Knee action
	(3) Execution: Balance, control and edge quality	Stable throughout Evidence of body lean	Generally stable. Some body lean	Stability inconsistent. Minimal body lean.
Performance/ Execution	**(1) Carriage:*** Style, form, line	• Form • Core strength • Body line	• Form • Core strength • Body line	• Form • Core strength • Body line
	(2) Projection: Ability to perform with confidence	• Confidence • Commitment to movements	• Confidence • Commitment to movements	• Confidence • Commitment to movements
Interpretation	**(1) Timing:*** Ability to match the timing of the music	Several movements match musical pace/timing.	A few movements match musical pace/timing.	Movements generally not matched with musical pace/timing.
	(2) Character: Ability to reflect the character of the music	Multiple movements demonstrate an understanding of music character.	Very basic interpretation; limited understanding of music and its character.	A small number of movements related to music character, mainly limited to opening and ending.
Transitions	**(1) Quality:*** Ability to perform connecting steps with ease and flow	• Ease of movement • Generated speed	• Ease of movement • Maintained speed	• Ease of movement • Losses of speed
	(2) Difficulty: Construction of transitions within program	Includes a variety of turns, steps and movements to link elements together	Includes simple turns and steps to link elements together	Mainly crosscuts used to link elements together

Additional Comments:

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_____

Skate Canada Freeskate Assessment
STAR 6 Freeskate – Program

Date: D D / M M / Y Y Y Y   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: D D / M M / Y Y Y Y   Candidate: _____   Assessor: _____

PROGRAM CONTENT							
Well Balanced Program Content	**Content Requirements**	**Content Performed**	**Comments**	**Element Rating**			
				B	**S**	**G**	

Well Balanced Program Content	**Content Requirements**	**Content Performed**	**Comments**	**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)
  • 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:
	☐ 4 of 5 jumps Silver or better (one of which must be a double jump (< or fully rotated) Silver or better)
	
	SPIN:
	☐ CCoSp Silver or better
	
	ADDITIONAL:
	☐ One additional element at Silver or better
	
	TOTAL:
	☐ 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: ☐ 4 of 7 Program Components Silver or better, including mandatory (*)

Content Requirements completed:	☐ YES ☐ NO	Both requirements must be yes for Silver or better overall assessment result
Program Components Requirements completed:	☐ YES ☐ NO	

Result:	Total Overall Assessment	**Bronze**	**Silver**	**Gold**
☐ **Pass with Honours** (10 of 15 assessments at GOLD) ☐ **Pass** (10 of 15 assessments at SILVER or better) ☐ **Retry**				

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:

_____

_____

Skate Canada Freeskate Assessment
STAR 7 Freeskate – Program

Date: D D / M M / Y Y Y Y Candidate: _____ SC # _____

Home Club/Skating School: _____ Assessor: _____

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

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

Date: D D / M M / Y Y Y Y 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:** ☐ 2 of 3 Jumps Silver or better (one of which must be a double jump Silver or better) **SPINS:** ☐ CCoSp Silver or better **ADDITIONAL:** ☐ One additional element at Silver or better **TOTAL:** ☐ 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: ☐ 4 of 7 Program Components Silver or better, including mandatory (*)

Content Requirements completed:	☐ YES ☐ NO	Both requirements must be yes for Silver or better overall assessment result
Program Components Requirements completed:	☐ YES ☐ NO	

Result:	Total Overall Assessment	**Bronze**	**Silver**	**Gold**
☐ **Pass with Honours** (8 of 13 assessments at GOLD) ☐ **Pass** (8 of 13 assessments at SILVER or better) ☐ **Retry**				

Skate Canada Freeskate Assessment
STAR 7 Freeskate – Program

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 - 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 (Learn to Compete)		**Early** (exit phase)	**Moderate** (entry)	**Moderate** (exit 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.		Skates on true edges, with some depth and body lean demonstrated. Moderate balance and control demonstrated.
	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.		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** 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.		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*** 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.		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	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** 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.		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** 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.		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:

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Skate Canada Freeskate Assessment
STAR 8 Freeskate – Program

Date: D D / M M / Y Y Y Y Candidate: _____ SC # _____

Home Club/Skating School: _____ Assessor: _____

Evaluation Result: Pass with Honours ☐   Pass ☐   Retry ☐

STAR 8 Freeskate – Program
(Program Length: 3:00 ± 0:10)

Date: D D / M M / Y Y Y Y Candidate: _____ Assessor: _____

PROGRAM CONTENT						
Well Balanced Program Content	**Content Requirements**	**Content Performed**	**Comments**	**Element Rating**		
				B	S	G
JUMPS: - Max 6 jump elements - Must include at least 1 single axel - Must include at least 2 different doubles - Max 3 jump combos or sequences • Max 2 jumps permitted in combo - A jump may be repeated only if in a combo or sequence - No jump may be included more than twice **SPINS:** - Change combo spin (4/4 revs min, flying entry optional, DV permitted) - Flying Spin (4 revs min, 1 position only, no change of foot, DV permitted) - Spin of any nature (5 revs min, flying entry optional, DV permitted) **OTHER:** - Choreographic Sequence	**JUMPS:** ☐ 4 of 6 Jumps Silver or better (including 2 different Double Jumps Silver or better and 1 Double Jump combo (1+2, 2+1 or 2+2) Silver or better **SPINS:** ☐ (F)CCoSp Silver or better ☐ Flying Spin of 1 position Silver or better **ADDITIONAL:** ☐ One additional element at Silver or better **TOTAL:** ☐ 7 of 10 Elements Silver or better	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)				

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: ☐ 5 of 7 Program Components Silver or better, including mandatory (*)

Content Requirements completed: **Program Components Requirements completed:**	☐ YES ☐ NO ☐ YES ☐ NO	Both requirements must be yes for Silver or better overall assessment result	

Result:		**Bronze**	**Silver**	**Gold**
☐ **Pass with Honours** (12 of 17 assessments at GOLD) ☐ **Pass** (12 of 17 assessments at SILVER or better) ☐ **Retry**	**Total Overall Assessment**			

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 - 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			
CHOREO			Positions solid with moderate extension. Body lines are adequate. Uses correct skating technique. Edges entering and exiting turns are consistent with reasonable flow. Good posture and balance with some edge depth and body lean.	

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		**Moderate** (entry phase)	**Moderate** (exit phase)	**Advanced** (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		Skates on true edges, with some depth and body lean 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/deceleration 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 varying in nature and include a variety of simple turns, steps and arm 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		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** 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 is somewhat clear. Elements placement on ice may reflect skater preference versus even placement.	
Interpretation	**Character/Rhythm** Expression of music's character/feeling and rhythm		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:

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_____

Skate Canada Freeskate Assessment
STAR 9 Freeskate – Program

Date: D D / M M / Y Y Y Y   Candidate: _____   SC # _____

Home Club/Skating School: _____   Assessor: _____

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

STAR 9 Freeskate – Program
(Program Length: 2:30 maximum)

Date: D D / M M / Y Y Y Y   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 or double axel - Must include 1 solo double (2A may not be repeated) - Must include 1 jump combination. 2 jumps allowed in jump combo, both must be doubles. Axel and solo double may not be repeated **SPINS:** - Change combo spin (5/5 revs min, no fly entry, DV permitted) - Spin in one position (6 revs or 5/5 revs min, change of foot optional, no fly entry, DV permitted) **OTHER:** - Step Sequence	**JUMPS:** ☐ 2 of 3 Jumps Silver or better including a Double/Double Combo Silver or better **SPINS:** ☐ CCoSp Silver or better **ADDITIONAL:** ☐ One additional element at Silver or better **TOTAL:** ☐ 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: ☐ 5 of 7 Program Components Silver or better, including mandatory (*)

Content Requirements completed:	☐ YES ☐ NO	Both requirements must be yes for Silver or better overall assessment result
Program Components Requirements completed:	☐ YES ☐ NO	

Result:	**Total Overall Assessment**	**Bronze**	**Silver**	**Gold**
☐ **Pass with Honours** (9 of 13 assessments at GOLD) ☐ **Pass** (9 of 13 assessments at SILVER or better) ☐ **Retry**				

Standards of Assessment

ELEMENT		BRONZE (-) (Below level)	SILVER (0) (At level)	GOLD (+) (Above level)
Assessment Criteria & Continuum of Development (GOE) (for the level)				
JUMP	Execution*	**Automatic Bronze:** - Under-rotated or downgrade - Incorrect take off edge - Fall, 2-foot landing, step out	***Jump height & distance 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 correct skating technique. Edges entering and exiting turns are consistent with reasonable flow. Good posture and balance with some edge depth and body lean.	

		Moderate (entry phase)	Moderate (exit phase)	Advanced (entry) phase
Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		BRONZE (Below level)	SILVER (At level)	GOLD (Above level)
PROGRAM COMPONENT	**CRITERIA**			
Skating Skills	**Edge Quality*** Balance, control, body lean and edge depth		Skates on true edges, with some depth and body lean 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/deceleration 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 varying in nature and include a variety of simple turns, steps and arm 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		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** 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 is somewhat clear. Elements placement on ice may reflect skater preference versus even placement.	
Interpretation	**Character/Rhythm*** Expression of music's character/feeling and rhythm		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:

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Skate Canada Freeskate Assessment
STAR 10 Freeskate – Program

Date: D D / M M / Y Y Y Y Candidate: _____ SC # _____

Home Club/Skating School: _____ Assessor: _____

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

STAR 10 Freeskate – Program
(Program Length: 3:00 ± 0:10)

Date: D D / M M / Y Y Y Y Candidate: _____ Assessor: _____

PROGRAM CONTENT						
Well Balanced Program Content	**Content Requirements**	**Content Performed**	**Comments**	**Element Rating**		
				B	S	G
JUMPS: - Max 6 jump elements - Must include at least 1 single axel or double axel - Must include at least 3 different doubles - Max 3 jump combos or sequences 　• Max 2 jumps permitted in combo - A jump may be repeated only if in a combo or sequence - No jump may be included more than twice **SPINS:** - Change combo spin (5/5 revs min, flying entry optional, DV permitted) - Flying Spin (5 revs min, 1 position only, no change of foot, DV permitted) - Spin of any nature (5 revs min, flying entry optional, DV permitted) **OTHER:** - Choreographic Sequence	**JUMPS:** ☐ 5 of 6 Jumps Silver or better including 3 different Double Jumps Silver or better **SPINS:** ☐ Flying Spin of 1 position Silver or better ☐ One other spin Silver or better **ADDITIONAL:** ☐ One additional element at Silver or better **TOTAL:** ☐ 8 of 10 Elements Silver or better	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)				

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: ☐ 6 of 7 Program Components Silver or better, including mandatory (*)

Content Requirements completed:	☐ YES ☐ NO	Both requirements must be yes for Silver or better overall assessment result
Program Components Requirements completed:	☐ YES ☐ NO	

Result:		Bronze	Silver	Gold
☐ **Pass with Honours** (14 of 17 assessments at GOLD) ☐ **Pass** (14 of 17 assessments at SILVER or better) ☐ **Retry**	**Total Overall Assessment**			

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 - Incorrect take off edge - Fall, 2-foot landing, step out	***Jump height & distance good. Air position strong throughout*** Good speed on approach. Good 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	***Strong & consistent speed of revs throughout spin. Exit is controlled. Flying spin entry demonstrates proper edge take-off and good air*** Spin centers quickly. Skater can maintain center from entry to exit when changing position(s) and/or feet. Position is solid with moderate extension. Body lines are adequate.	
	Centering			
	Position			
CHOREO			Positions solid with moderate extension. Body lines are pleasing and confident in nature. Uses correct skating technique. Edges entering and exiting turns are solid with good flow. Strong posture and balance is solid. Movements are precise.	

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		**Moderate** (exit phase)	**Advanced** (entry)	**Advanced** (exit phase)
PROGRAM COMPONENT	**CRITERIA**	**BRONZE** (Below level)	**SILVER** (At level)	**GOLD** (Above level)
Skating Skills	**Edge Quality*** Balance, control, body lean and edge depth	Skates on true edges, with some depth and body lean demonstrated. Moderate balance and control demonstrated.		Edges well defined with good degree of depth. Skater moves easily across the ice, handles direction changes and maintains strong balance, body lean and control throughout.
	Power* Varied use of power, speed, acceleration, 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.		Skater easily generates, changes and maintains speed using strong blade pushes. Able to demonstrate acceleration /deceleration using varied tempo of stride. Flow and glide evident throughout.
Transitions	**Quality/Variety/ Difficulty** Continuity of movements from one element to the next	Some elements are linked with connecting steps/movements varying in nature and include a variety of simple turns, steps and arm movements.		Most of the elements are linked with connecting steps/movements varying in nature and include a variety of more difficult turns, steps, body and arm 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.		Skater demonstrates clear posture and poise. Core balance is strong and solid. Body lines are pleasing and confident in nature. Movements are precise in nature throughout.
	Projection* Projection, physical, emotional involvement	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.		Movements are performed with conviction and confidence. The energy the skater projects may result in a connection with the audience. The skater is clearly committed to and involved in their performance.
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 is somewhat clear. Elements placement on ice may reflect skater preference versus even placement.		Ice coverage patterns are more intricate in nature. Movements incorporate a variety of patterns and directions of travel. The purpose of the program is clear and the design of movement is varied and distributed evenly across the ice.
Interpretation	**Character/Rhythm*** Expression of music's character/feeling and rhythm	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.		Skater demonstrates a strong emotional connection to the character/rhythm/feeling of the music with confidence and conviction. Skater's body movements, facial expressions and skating technique generally reflect mood or feeling of music.

Additional Comments:

Skate Canada Freeskate Assessment
GOLD Freeskate – Program

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

Home Club/Skating School: _____ Assessor: _____

Evaluation Result: Pass with Honours ☐ Pass ☐ Retry ☐

GOLD Freeskate – Program
(Program Length: 3:30 ± 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 7 jump elements - Must include at least 1 single axel or double axel - Must include at least 4 different doubles - Of all triples, only 2 may be repeated - Max 3 jump combos or sequences • One 3 jump combo permitted - A jump may be repeated only if in a combo or sequence - No jump may be included more than twice **SPINS:** - Change combo spin (5/5 revs min, flying entry optional, DV permitted) - Flying Camel spin or Flying Sit spin (6 revs min, 1 position only, no change of foot, DV permitted) - Spin of any nature (6 revs min, flying entry optional, DV permitted) **OTHER:** - Step Sequence	**TOTAL:** ☐ 9 of 11 Elements Silver or better	1)				
		2)				
		3)				
		4)				
		5)				
		6)				
		7)				
		8)				
		9)				
		10)				
		11)				

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: ☐ 7 of 7 Program Components Silver or better

Content Requirements completed:	☐ YES ☐ NO	Both requirements must be yes for Silver or better overall assessment result	
Program Components Requirements completed:	☐ YES ☐ NO		

Result: ☐ **Pass with Honours** (16 of 18 assessments at GOLD) ☐ **Pass** (16 of 18 assessments at SILVER or better) ☐ **Retry**	**Total Overall Assessment**	**Bronze**	**Silver**	**Gold**

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Skate Canada Freeskate Assessment
GOLD Freeskate – Program

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 - Incorrect take off edge - Fall, 2-foot landing, step out	***Jump height & distance good. Air position strong throughout*** Good speed on approach. Good flow on landing. Good form with fully extended free leg and good knee bend. Moderate flow on exit. Held for 1 second.
	Speed/Flow			
	Landing			
SPINS	Execution*	**Automatic Bronze:** - No established center - Fall - Definition not achieved	***Strong & consistent speed of revs throughout spin. Exit is controlled. Flying spin entry demonstrates proper edge take-off and good air*** Spin centers quickly. Skater can maintain center from entry to exit when changing position(s) and/or feet. Position is solid with moderate extension. Body lines are adequate.
	Centering			
	Position			
STEP			Uses correct skating technique. Edges entering and exiting turns are solid with good flow. Strong posture and balance is solid. Movements are precise.	

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		**Moderate** (exit phase)	**Advanced** (entry phase)	**Advanced** (exit phase)
PROGRAM COMPONENT	**CRITERIA**	**BRONZE** (Below level)	**SILVER** (At level)	**GOLD** (Above level)
Skating Skills	**Edge Quality** Balance, control, body lean and edge depth	Skates on true edges, with some depth and body lean demonstrated. Moderate balance and control demonstrated.		Edges well defined with good degree of depth. Skater moves easily across the ice, handles direction changes and maintains strong balance, body lean and control throughout.
	Power Varied use of power, speed, acceleration, 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.		Skater easily generates, changes and maintains speed using strong blade pushes. Able to demonstrate acceleration /deceleration using varied tempo of stride. Flow and glide evident throughout.
Transitions	**Quality / Variety / Difficulty** Continuity of movements from one element to the next	Some elements are linked with connecting steps/movements varying in nature and include a variety of simple turns, steps and arm movements.		Most of the elements are linked with connecting steps/movements varying in nature and include a variety of more difficult turns, steps, body and arm 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.		Skater demonstrates clear posture and poise. Core balance is strong and solid. Body lines are pleasing and confident in nature. Movements are precise in nature throughout.
	Projection Projection, physical, emotional involvement	Skater demonstrates reasonable confidence throughout the program. The skater's commitment to the performance is developing with some evidence apparent.		Movements are performed with conviction and confidence. The energy the skater projects may result in a connection with the audience. The skater is clearly committed to and involved in their performance.
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 is somewhat clear. Elements may be somewhat evenly distributed across the ice.		Ice coverage patterns are more intricate in nature. Movements incorporate a variety of patterns and directions of travel. The purpose of the program is recognizable, and the design of movement is reasonably clear, varied and distributed evenly across the ice.
Interpretation	**Character / Rhythm** Expression of music's character/feeling and rhythm	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.		Skater demonstrates an emotional connection to the character of the music with periods of confidence and conviction. Skater's body movements, facial expressions and skating technique generally reflect mood or feeling of music.

Additional Comments: