



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				
PROGRAM CONTENT REQUIREMENTS	COMMENTS	RATING		
		BRONZE	SILVER	GOLD
<input type="checkbox"/> Choreographic Step Sequence				
<input type="checkbox"/> Field Movement Sequence or Spiral Sequence				
<input type="checkbox"/> Choreographic Spin				
Content Requirements: <input type="checkbox"/> 2 of 3 Elements Silver or better				

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	All three requirements must be yes for Silver or better overall assessment result			
Program Components Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO				
Simple Black Attire: <input type="checkbox"/> YES <input type="checkbox"/> NO				
Result: <input type="checkbox"/> Pass with Honours (4 of 7 Program Components assessments at GOLD) <input type="checkbox"/> Pass (4 of 7 Program Components 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

Assessment Criteria (GOE)		
BRONZE (-)	SILVER (0)	GOLD (+)
<p>Movements are not creative or original. 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 center the spin</p> <p>Automatic Bronze: Element does not meet technical requirements</p>	<p>Includes a 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.</p> <p>Sequences: Reasonable flow, energy, control and strength of positions</p> <p>Spin: Generally centered with reasonable strength of position</p>	<p>Includes a several movements or elements of creativity or originality. Reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Good flow, energy, control and strength of positions</p> <p>Spin: Centered with strong positions</p>

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Train)		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 and edge quality use of one-foot skating, use of multi directional skating	Edges of moderate quality. Some body lean demonstrated. Generally balanced.		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	Demonstrates reasonable maintenance of speed. Generally, pushes from the side of the blade. One dominant thrust may be evident. Some knee bend evident		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	Some turns, edges and small jumps are performed. Edges and lobes are identifiable and appear in several places in the program. Skater can demonstrate transitions linking elements together in a few parts of the program. Transitions are identifiable and contain mostly simple turns and edges.		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 reasonable form and generally upright carriage. Moderate core strength. Body positions have moderate extension		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	The skater's level of commitment to the movements varies during the performance. The skater's level of confidence is moderate		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 pattern and purpose developing. Elements may be placed in a similar place on ice or close to the boards.		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 can demonstrate movements that match the musical timing or highlights at various parts throughout the program. Skater can demonstrate some relation to the character of the music through choreographed moves that involve mostly body gestures.		Skater's emotional connection to the character/rhythm/feeling of the music is developing with one or two moments of emotional connection 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 Artistic Assessment STAR 7

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

Home Club/Skating School: _____ Assessor: _____

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

STAR 7 Artistic (Program Length 2:10 maximum)

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

PROGRAM CONTENT				
PROGRAM CONTENT REQUIREMENTS	COMMENTS	RATING		
		BRONZE	SILVER	GOLD
<input type="checkbox"/> Choreographic Step Sequence				
<input type="checkbox"/> Field Movement Sequence				
<input type="checkbox"/> Choreographic Spin				
Content Requirements: <input type="checkbox"/> 2 of 3 Elements Silver or better				

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"/> 5 of 7 Program Components Silver or better, including mandatory (*)					

Content Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO		All three requirements must be yes for Silver or better overall assessment result		
Program Components Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO				
Simple Black Attire: <input type="checkbox"/> YES <input type="checkbox"/> NO				
Result: <input type="checkbox"/> Pass with Honours (5 of 7 Program Components assessments at GOLD) <input type="checkbox"/> Pass (5 of 7 Program Components 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 7

Standards of Assessment

Assessment Criteria (GOE)		
BRONZE (-)	SILVER (0)	GOLD (+)
Movements are not creative or original. 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 center the spin Automatic Bronze: Element does not meet technical requirements	Includes a 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 centered with reasonable strength of position	Includes a several movements or elements of creativity or originality. Reflect the concept/character of the program or enhance the musical structure. Sequences: Good flow, energy, control and strength of positions Spin: Centered with strong positions

Continuum of Development Criteria (for the level)				
Stage of Development (Learn to Compete)		Early (exit phase)	Moderate (entry phase)	Moderate (exit phase)
PROGRAM COMPONENT	CRITERIA	BRONZE (Below level)	SILVER (At level)	GOLD (Above level)
Skating Skills	Edge Quality* Balance, control and edge quality use of one-foot skating, use of multi directional skating	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 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 generally simple with a small degree of variety. The design and purpose of movements 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/rhythm/feeling of the music is developing with one or two moments of emotional connection 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's 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:



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				
PROGRAM CONTENT REQUIREMENTS	COMMENTS	RATING		
		BRONZE	SILVER	GOLD
<input type="checkbox"/> Choreographic Step Sequence				
<input type="checkbox"/> Field Movement Sequence				
<input type="checkbox"/> Choreographic Spin				
Content Requirements: <input type="checkbox"/> 2 of 3 Elements Silver or better				

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"/> 6 of 7 Program Components Silver or better, including mandatory (*)					

Content Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO Program Components Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO Simple Black Attire: <input type="checkbox"/> YES <input type="checkbox"/> NO	All three requirements must be yes for Silver or better overall assessment result				
Result: <input type="checkbox"/> Pass with Honours (6 of 7 Program Components assessments at GOLD) <input type="checkbox"/> Pass (6 of 7 Program Components assessments at SILVER or better) <input type="checkbox"/> Retry	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Total Overall Assessment</td> <td style="width: 33%;">Bronze</td> <td style="width: 33%;">Silver</td> <td style="width: 33%;">Gold</td> </tr> </table>	Total Overall Assessment	Bronze	Silver	Gold
Total Overall Assessment	Bronze	Silver	Gold		

Skate Canada Artistic Assessment STAR 9

Standards of Assessment

Assessment Criteria (GOE)		
BRONZE (-)	SILVER (0)	GOLD (+)
Movements are not creative or original. 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 center the spin Automatic Bronze: Element does not meet technical requirements	Includes a 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 centered with reasonable strength of position	Includes a several movements or elements of creativity or originality. Reflect the concept/character of the program or enhance the musical structure. Sequences: Good flow, energy, control and strength of positions Spin: Centered with strong positions

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 and edge quality use of one-foot skating, use of multi directional skating		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 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 generally simple with a small degree of variety. The design and purpose of movements 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 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:



Skate Canada Artistic Assessment GOLD

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

Home Club/Skating School: _____ Assessor: _____

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

GOLD Artistic

(Program Length 2:40 maximum)

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

PROGRAM CONTENT				
PROGRAM CONTENT REQUIREMENTS	COMMENTS	RATING		
		BRONZE	SILVER	GOLD
<input type="checkbox"/> Choreographic Step Sequence				
<input type="checkbox"/> Field Movement Sequence or 360 Degree Field Movement <i>If both are included in the program, only the first attempted element will be assessed.</i>				
<input type="checkbox"/> Choreographic Spin				
Content Requirements: <input type="checkbox"/> 2 of 3 Elements Silver or better				

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"/> 7 of 7 Program Components Silver or better					

Content Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO Program Components Requirements completed: <input type="checkbox"/> YES <input type="checkbox"/> NO Simple Black Attire: <input type="checkbox"/> YES <input type="checkbox"/> NO	All three requirements must be yes for Silver or better overall assessment result				
Result: <input type="checkbox"/> Pass with Honours (7 of 7 Program Components and 2 of 3 Elements assessments at GOLD) <input type="checkbox"/> Pass (7 of 7 Program Components assessments at SILVER or better) <input type="checkbox"/> Retry	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Total Overall Assessment</td> <td style="width: 15%;"><u>Bronze</u></td> <td style="width: 15%;"><u>Silver</u></td> <td style="width: 15%;"><u>Gold</u></td> </tr> </table>	Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>
Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>		



Skate Canada Artistic Assessment GOLD

Standards of Assessment

Assessment Criteria (GOE)		
BRONZE (-)	SILVER (0)	GOLD (+)
<p>Movements are not creative or original. Does not reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Flow, control or energy may be limited Spin: Weak position, unable to center the spin Positions (360 Field Movement only): Poor position with extension that is partial. Break in body lines apparent Automatic Bronze: Element does not meet technical requirements</p>	<p>Includes a 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.</p> <p>Sequences: Reasonable flow, energy, control and strength of positions Spin: Generally centered with reasonable strength of position Positions (360 Field Movement only): Position is solid with moderate extension. Body lines adequate</p>	<p>Includes a several movements or elements of creativity or originality. Reflect the concept/character of the program or enhance the musical structure.</p> <p>Sequences: Good flow, energy, control and strength of positions Spin: Centered with strong positions Positions (360 Field Movement only): Good position with good extension and body lines</p>

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 and edge quality use of one-foot skating, use of multi directional skating	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 easily 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 ease of acceleration/deceleration using varied tempo of stride. Flow and glide evident throughout.	
Transitions	Quality/Variety/Difficulty Continuity of movements from one element to next	Some elements are linked with connecting steps/movements varying in nature and include a variety of simple turns, steps and arm movements.		Most elements are linked with connecting steps/movements varying in nature and include a wide 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 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 generally simple with a small degree of variety. The design and purpose of movements 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's 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:
