

STAR 4 FREESKATE - ELEMENTS

This level continues to build on previous levels as well as introduce some new concepts.

NOTE: For every skill, **one** criteria has been identified as “mandatory”. Coaches need to be familiar with this mandatory criterion as it is necessary to be achieved to reach an overall passing rating for each skill. Be mindful that not all skills need to “pass” to achieve a successful overall assessment.

STAR 4 Freeskate - ELEMENTS	Rationale/progression:	Strategies to train this skill include:
1Lz	This is a repeated element from STAR 3, allowing coaches to continue the development of technique and power. An incorrect edge take-off at this level will result in a Bronze assessment for this element, therefore quality take off technique will be high priority.	<ul style="list-style-type: none"> - Encouraging skaters to use more ice to gain speed for preparation - Introducing this jump to power classes to increase speed awareness. Coaches can also pair more powerful skaters with less powerful skaters to encourage development while performing jumps side by side. - Increasing position and technique awareness. Coaches may also consider exposing the skaters to different preparation and entries. - Reinforcing proper landing position
Single Axel (1A)	The introduction of the axel at this level is to ready the skater for the STAR 5 program requirement of “axel must be landed at < or better”. Coaches will have the opportunity to introduce and develop this skill using skills previously performed in the STAR 1-5 program.	<ul style="list-style-type: none"> - Using off ice classes to introduce technique, transfer of weight, positions and launch. The axel could be introduced as early as STAR 2 in off ice classes. This is very beneficial to skater awareness and coordination necessary for this jump. - Harness work, either stationary, pole or installed to allow skaters to feel new technique. - Video work to show skater’s their position, as well as videos or in person examples of good positions or technique. - Reinforcement of technique exercises. (walk-throughs, jump-throughs, and other rotational or take-off progressions)
1F+1T+C	This jump combination continues the development of the toe loop as the second jump. Coaches will have an opportunity to reinforce the BO edge take off and timing of weight transfer on the toe to ensure proper take-off technique. Skaters may also use this as a progression for double-double combinations in the upcoming levels.	<ul style="list-style-type: none"> - Reinforcement of technique exercises. Ex: 1F + 1T +1T +1T to challenge skaters to find proper take off technique for the toe loop regardless of flow - Increasing speed and distance, as the skater’s comfort level increases - Incorporating this skill into a power jump class or pairing skaters to challenge speed and distance - Reinforcing proper landing position
1Lo+1Lo+C	First introduced in STAR 3, the loop-loop combination is further developed in STAR 4 as it is a key skill for rotational development. This skill will be used as a progression for double-double combinations. At this level, skaters will be expected to perform this combination with speed and confidence.	<ul style="list-style-type: none"> - Reinforcement of technique exercises. Ex: 1L + 1L +1L +1L to challenge skaters to find proper take off technique for the loop regardless of flow - Increasing speed and distance, as the skater’s comfort level increases - Increasing position and technique awareness. Coaches may also consider exposing the skaters to different preparation and entries. - Reinforcing proper landing position
Backward camel spin (CSp)	This spin encompasses more advanced technical requirements. It is introduced at STAR 4 for skaters to have the opportunity to develop the performance necessary for the flying camel spin and combination spins. Coaches will have an opportunity to educate the skaters on proper spinning edge as well as proper position requirements for this spin.	<ul style="list-style-type: none"> - Using off ice training to train core and leg strength and flexibility needed to obtain position (both legs) - Using field move classes to train spirals, forwards and backwards (both legs) - Spin classes that challenge skaters to train different aspects of the spin in a fun way - Video work to show skater’s their position, as well as videos or in person examples of good positions. - Examining the print left on the ice after the spin to assess spinning circle size, edge and centering
Change foot sit spin (CSSp)	With the exposure to forward and backward sit spins as well as the change foot upright spin in previous levels, skaters will apply their knowledge to the change foot sit spin. Once again, awareness of proper position as well as number of revolutions each position is held for will be key teaching points in this skill. Be sure to educate the skater that each side of the spin (each foot) will require 3 revolutions to be identified as a “spin”. This will be paramount when performing change foot spins at STAR 5 or higher (CPC system).	<ul style="list-style-type: none"> - Exploring exercises to develop comfort level changing feet while spinning. Ex: Fwd sit spin, change back sit spin, change forward sit spin, change back sit spin, etc. - Examining the print left on the ice after the spin to assess spinning circle size, edge and centering - Spin classes that challenge skaters to train different aspects of the spin in a fun way. Ex: contests for the longest spin, etc.

STAR 4 FREESKATE - PROGRAM

STAR 4 Freeskate - PROGRAM	Rationale/progression:	Strategies to train this skill include:
STAR 4 Freeskate - Program	<p>This program has the exact same requirements as the STAR 3 program with the exception of the option for skaters to attempt an axel. The mission of this program is to allow skaters the opportunity to experience program events while maintaining focus on quality skill performance.</p> <p>The program will be assessed on the following (same as STAR 3):</p> <ul style="list-style-type: none"> - All required content is attempted in program - Program components: Skating Skills (proper skating technique), Performance (carriage, form & body line) and Interpretation (timing and character) <p>This program is designed to be complimentary to development. It is not the main focus. The focus is on improving the skill development to prepare for upcoming levels.</p>	<ul style="list-style-type: none"> - Use the same piece of music for a group or multiple skaters. This will allow for a more efficient use of coach directed time at this level. Focus at this level is on skill execution in program as well as individual skating skill, performance and ability to highlight the timing. Choreography and routine layout is not assessed at this level.

	<p>Be mindful of the spinning edge on the backward part of the spin. This should be a definite BO edge.</p>	<ul style="list-style-type: none"> - Examining the print left on the ice after the spin to assess spinning circle size, edge and centering
Combination Spin or Change Combination Spin (CoSp or CCoSp)	<p>At this level, skaters have a choice to do a combination spin on one foot or changing feet. Coaches are encouraged to expose the skaters to different possibilities and choose the spin that allows the skater to perform their strongest positions and speed of rotation. At this level, the focus is still on quality development and instilling confidence in performance.</p> <p>Keep in mind, if performing a CCoSp, skaters will need to perform 3 complete rotations per foot, for the spin to be assessed.</p>	<ul style="list-style-type: none"> - Exploring options of different combination possibilities - Incorporating challenges into spin classes or daily practices - Examining the print left on the ice after the spin to assess spinning circle size, edge and centering
Flying Camel or Flying Sit Spin (FCSp or FSSp)	<p>A new skill for skaters, coaches will have the opportunity to introduce a new type of take off for spins. Educating the skaters on performing a proper FO edge entry will be a key focus. Coaches are also encouraged to inform and train the skaters on the intended "air" position that they will be working toward achieving as this skill develops. Again, be mindful that this skill will require a total of 3 revolutions to be identified as a spin.</p>	<ul style="list-style-type: none"> - Using progressions from previous levels to help build this spin - Take off exercises that reinforce proper technique (taking off a FO edge vs BI edge) - Spin stations or sessions - Examples of good spins from either video or other skaters - Video work to reinforce body awareness and technique

STAR 5 Skills builds on skills learned thus far and encourages a greater level of development/performance.

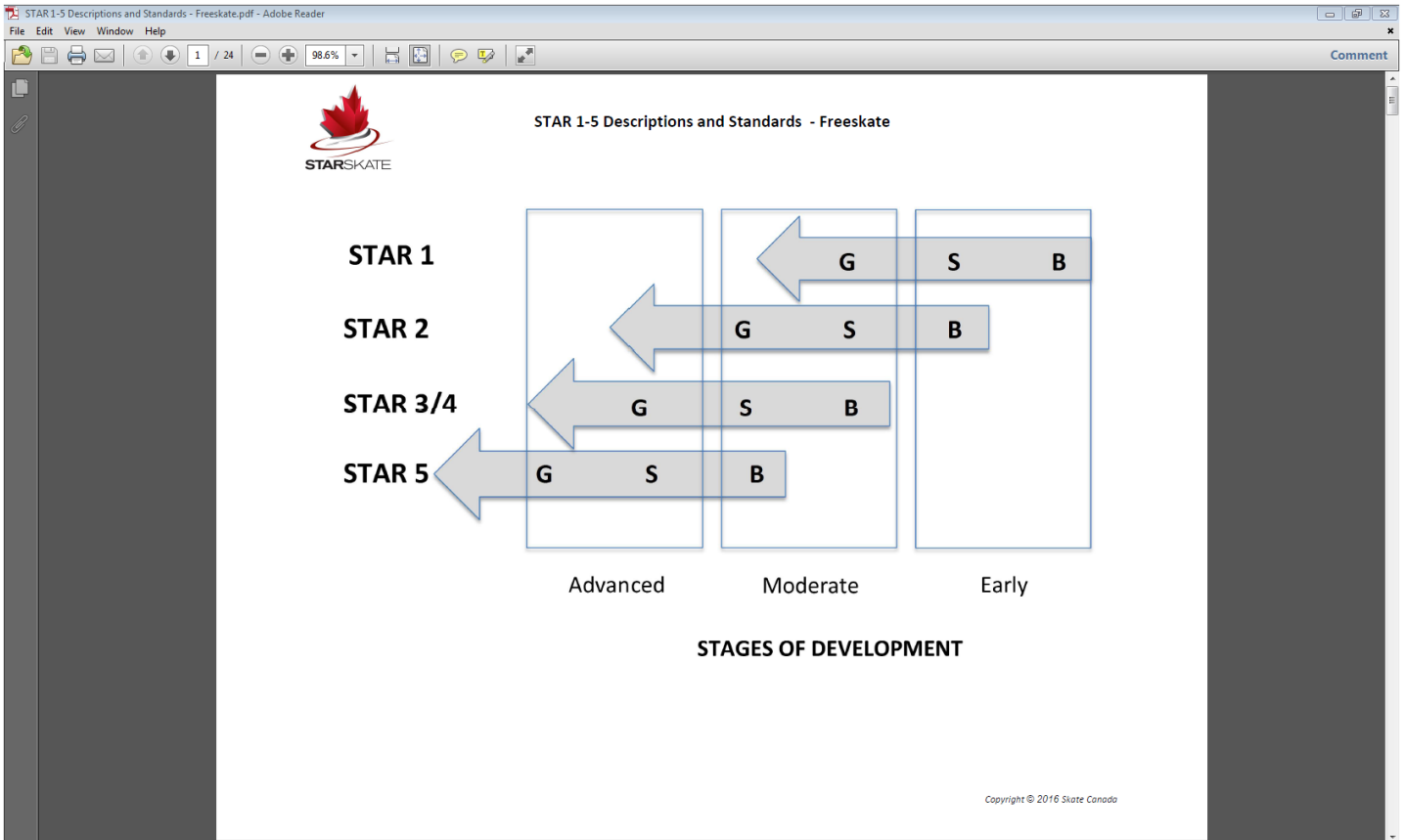
NOTE: For every skill, **one** criteria has been identified as "mandatory". Coaches need to be familiar with this mandatory criterion as it is necessary to be achieved to reach an overall passing rating for each skill. Be mindful that not all skills need to "pass" to achieve a successful overall assessment.

STAR 5 Freeskate - ELEMENTS	Rationale/progression:	Strategies to train this skill include:
1A	<p>The axel at STAR 5 is repeated to allow coaches to continue the development of this skill in preparation for the STAR 5 program requirements. The axel is a jump that is required throughout the freeskate discipline moving forward. Developing proper technique at this level will provide skaters with a solid foundation.</p>	<ul style="list-style-type: none"> - Using off ice classes to continue the development of strength in launch and positions. - Harness work, either stationary, pole or installed to allow skaters to feel new technique. - Video work to show skater's their position, as well as videos or in person examples of good positions or technique. - Increasing speed and distance, as the skater's comfort level increases - Reinforcing proper landing position
Any double jump (2S, 2T, 2Lo, 2F, 2Lz)	<p>The introduction of any double jump is placed at STAR 5 to ensure skaters are being exposed to multiple rotation jumps at this stage of development. This is key to development. As every skater is different and has different strengths, coaches have the opportunity to train any or all double jumps that are most applicable to their skater.</p>	<ul style="list-style-type: none"> - Using off ice classes to introduce technique, take-off action, positions and launch. Double jumps could be introduced as early as STAR 3 in off ice classes. This is very beneficial to skater awareness and coordination necessary for these skills. - Harness work, either stationary, pole or installed to allow skaters to feel new technique. - Video work to show skater's their position, as well as videos or in person examples of good positions or technique. - Reinforcement of technique exercises. (walk-throughs, jump-throughs, and other rotational or take-off progressions)

1Lz+1T+C	This jump combination continues the development of both jumps, as they are key skills in the freeskate discipline. Coaches will have an opportunity to reinforce the proper take-off technique for both jumps. Skaters may also use this as a progression for double-double combinations in the upcoming levels.	<ul style="list-style-type: none"> - Reinforcement of technique exercises. Ex: 1Lz + 1T +1T +1T to challenge skaters to find proper take off technique for the toe loop regardless of flow - Reinforcement exercises of the proper edge for the lutz. Ex: 1Lz cross-behind 1Lz cross-behind 1Lz, etc. - Increasing speed and distance, as the skater's comfort level increases - Incorporating this skill into a power jump class or pairing skaters to challenge speed and distance - Reinforcing proper landing position
SSp or CSp (Forward or Backward entry)	The repetition of a sit or camel spin at this level is placed here to reinforce the importance of strong quality basics. Skaters should display a strong position with good speed of rotation throughout the spin. Spins should be well centered at this level and have strong body lines.	<ul style="list-style-type: none"> - Inclusion of basic positions in spin classes or station work - Exercises to encourage skaters to hold their positions as long as possible, spin as fast as possible and extend their positions. - Video work to reinforce performance reality vs performance perception
Spin in 1 position with any variation (UpSp, CSp, SSp)	This skill is introduced at STAR 5 to encourage the development of variations to prepare for the next level of performance. Coaches are encouraged to introduce many different variations in many different basic positions to allow the skaters to explore their possibilities and discover their strengths.	<ul style="list-style-type: none"> - Inclusion of variation exposure and practice in spin classes or station work - Off ice exercises to bring awareness and train the different positions available - Video work to reinforce performance reality vs performance perception
CoSp or CCoSp	The combination spin is repeated at STAR 5, again to reinforce strong quality basics and continue development in this area. Skaters should display strong positions with good speed of rotation throughout the spin. Spins should be well centered at this level and have strong body lines	<ul style="list-style-type: none"> - Exercises that explore combination spin technique. Ex: Camel-sit-camel-sit (on the same foot), camel change camel change sit change sit change upright change upright, etc. - Exercises to encourage skaters to hold their positions as long as possible, spin as fast as possible and extend their positions. - Video work to reinforce performance reality vs performance perception
FCSp or FSSp	Coaches will have the opportunity to continue the development of flying spins at this level. Skaters should focus on quality positions as well as quality take-off techniques. This will enable the proper sequencing necessary for the skater to establish a center and initiate speed of rotation.	<ul style="list-style-type: none"> - Using progressions from previous levels to help build this spin - Take off exercises that reinforce proper technique (taking off a FO edge vs BI edge) - Spin stations or sessions - Examples of good spins from either video or other skaters - Video work to reinforce body awareness and technique

STAR 5 FREESKATE - PROGRAM

STAR 5 Freeskate - PROGRAM	Rationale/progression:	Strategies to train this skill include:
STAR 5 Freeskate - Program	<p>This program matches the STAR 5 Event program and is designed to prepare skaters for the next level of performance.</p> <p>The program will be assessed on the following:</p> <ul style="list-style-type: none"> - All required content is attempted in program with the exception of the AXEL. The axel must be landed at < or better. - Program components: Skating Skills (proper skating technique), Performance (carriage, form & body line), Interpretation (timing and character) and Transitions 	<ul style="list-style-type: none"> - Generally, skaters at this level have their own piece of music for their programs.



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Criteria	Advance Stage of Development	Moderate Stage of Development	Early Stage of Development
Rotation: Revolutions completed in the air	<ul style="list-style-type: none"> • Able to complete full rotation of jump in the air 	<ul style="list-style-type: none"> • Able to complete jump with up to 1/4 rotation lacking 	<ul style="list-style-type: none"> • Unable to complete rotation in air
Execution (Jump): Jump flight qualities	<ul style="list-style-type: none"> • Jump height exceeds expectation relative to skater composition • Jump distance exceeds expectation relative to skater composition • Correct air position 	<ul style="list-style-type: none"> • Jump height meets expectation relative to skater composition • Jump distance meets expectation relative to skater composition 	<ul style="list-style-type: none"> • Jump height below expectation relative to skater composition • Jump distance below expectation relative to skater composition • Incorrect air position
Landing: Length of edge, form	<ul style="list-style-type: none"> • Upright posture maintained • Fully extended free leg • Deep knee bend in landing leg 	<ul style="list-style-type: none"> • Slight break in upright posture • Partial extension of free leg • Slight knee bend in landing leg 	<ul style="list-style-type: none"> • Significant break in posture • Lack of free leg extension • No knee bend in landing leg
Position: Quality of position in spin	<ul style="list-style-type: none"> • Solid posture maintained * • Full free leg extension 	<ul style="list-style-type: none"> • Slight break in posture • Partial free leg extension 	<ul style="list-style-type: none"> • Significant break in posture • No free leg extension
Edge Quality: Ability to spin on prescribed edge	<ul style="list-style-type: none"> • Able to maintain proper edge on spinning foot for more than 2 revs 	<ul style="list-style-type: none"> • Able to maintain proper edge on spinning foot for two revs or more 	<ul style="list-style-type: none"> • Able to maintain proper edge on spinning foot for less than 2 revs
Execution (Spin): Established center, speed of revolutions, completion	<ul style="list-style-type: none"> • Fast speed of rotation maintained or accelerated during spin • Control on exit 	<ul style="list-style-type: none"> • Moderate speed of rotation maintained during spin • Slight loss of control on exit 	<ul style="list-style-type: none"> • Slow speed of rotation or loss of speed during spin • Full loss of control on exit


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Program Components (PC)			
Skating Skills - Technique: Proper mechanics demonstrated	<ul style="list-style-type: none"> Pushes from side of blade Equal thrust on both feet in crosscuts Correct knee action 	<ul style="list-style-type: none"> Generally, pushes from side of blade One dominant thrust may be evident Some knee bend evident 	<ul style="list-style-type: none"> Thrust technique not properly executed Little knee bend – stroking choppy Some toe-pushing may be evident
Skating Skills - Power: The ability to generate and maintain speed	<ul style="list-style-type: none"> Demonstrates ability to accelerate and maintain speed 	<ul style="list-style-type: none"> Demonstrates reasonable maintenance of speed 	<ul style="list-style-type: none"> Skater seems slow Unable to generate and maintain speed Movements may seem laboured
Skating Skills - Execution: Balance, control and edge quality	<ul style="list-style-type: none"> Skates on true edges Strong body lean demonstrated Skater has consistent balance 	<ul style="list-style-type: none"> Edges of moderate quality Some body lean demonstrated Generally balanced 	<ul style="list-style-type: none"> Weak edges and wobbles Little to no body lean demonstrated Balance inconsistent or weak
Performance - Carriage: Style, form, line	<ul style="list-style-type: none"> The skater has comfortable upright carriage and good form Demonstrates strong core Body positions are generally pleasing 	<ul style="list-style-type: none"> The skater has reasonable form and generally upright carriage Moderate core strength Body positions have moderate extension 	<ul style="list-style-type: none"> Form weak with weaknesses observed in carriage Skater lacks core strength Body positions are not fully extended
Performance - Projection: The ability to perform with confidence	<ul style="list-style-type: none"> The skater is committed to all movements 	<ul style="list-style-type: none"> The skater's level of commitment to the 	<ul style="list-style-type: none"> The skater lacks commitment to the movements


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	<ul style="list-style-type: none"> The skater appears confident during the performance 	<ul style="list-style-type: none"> movements varies during the performance The skater's level of confidence is moderate 	<ul style="list-style-type: none"> The skater's focus is down toward the ice The skater appears apprehensive or unsure during the performance
Transition – Quality: Ability to perform connecting steps with ease and flow	<ul style="list-style-type: none"> Generated speed and flow in program and is able to move freely from one element to another 	<ul style="list-style-type: none"> Easily maintains speed in program and is able to move freely from one element to another 	<ul style="list-style-type: none"> Program is lacking speed and movement between elements is laboured
Transition – Difficulty: Construction of transitions within program	<ul style="list-style-type: none"> Skater demonstrates a variety of turns and steps to link movements. 	<ul style="list-style-type: none"> Is able to perform simple turns and steps to link elements. 	<ul style="list-style-type: none"> Program is constructed with mostly crosscuts between elements

*For FULL details of the continuums of development and the program components, please see the STAR 1-4 Judges Manual in the Resource Tool Kit.

NOTE: When training skaters for assessment at STAR 2 & above, there are some "non-negotiable" errors that will result in an automatic BRONZE rating. They are:

JUMPS:

- Incorrect take off edge
- Fall, 2-foot landing or step out

Note: a jump element is defined as an individual jump, a combination jump or a jump sequence

SPINS:

- Proper edge not achieved for a minimum of 1 rev
- Center not established
- Fall

Note: spin elements include any spin-like movement that has at least three rotations in total. A spinning movement with less than three revolutions is considered a skating movement and not a spin. The minimum required number of revolutions in a basic position is two without interruption.


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FREESKATE		
Skill	Description	Minimum Performance Standard
STAR 1		
Please note: The jumps and spins below may be performed in clockwise or counter clockwise rotation. For tips on how to determine the natural spinning direction for your skaters, please see TEACHING TIPS in the Resource Tool Kit.		
Waltz jump (1W)	<p>Starting from backwards crosscuts, the skater will prepare for their waltz jump with a BO edge set up. Stepping forward onto a FO take off edge, the skater will pull arms back and then move them forward in conjunction with the free leg for take-off. The take-off foot will apply pressure to the ice through the toe to produce a launch and rotate in a natural direction according to the circle (like a 3-turn). The skater should hit an air position that is controlled, stable and extended. The skater will land on a BO edge on the opposite foot of take-off. The landing position should include the head up with eye focus parallel to ice, a strong body core with good posture and a free leg extension that sees the free toe externally rotated.</p> <p>Please note: Skaters at this level are expected to prepare for their jumps from skating. Standstill starts are not acceptable for the assessment.</p>	<p>Rotation: Clean (ISU definition of lacking ¼ rotation or less)</p> <p>Reasonable height, distance and air position (for level)</p> <p>Landing: Reasonable form (for level) and held for 1 second or more</p>
Single Salchow jump (1S)	<p>Starting from backwards crosscuts, the skater will prepare for their salchow jump from a BO set up. Stepping forwards onto a FO edge the skater will execute a 3-turn with a BI edge that matches the FO edge in control and length. The skater will then apply pressure to the skating edge while allowing the upper body to rotate externally to create a pivot for launch. The free side will move forward in a natural direction to the circle (like a 3-turn) during the preparation to coincide with the take-off. The skater then achieves an</p>	


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	<p>extended air position to rotate to a BO edge landing on the opposite foot of take-off.</p> <p>Additional entries include A mohawk may be used for preparation instead of a 3-Turn.</p> <p>Please note: Skaters at this level are expected to prepare for their jumps from skating. Standstill starts are not acceptable for the assessment.</p>	
Single Toe Loop jump (1T)	<p>Starting from forwards skating, the skater will prepare for the toe loop by stepping onto a FI edge on their landing leg to execute a 3-turn in a controlled and equal manner. The free foot will extend behind the skater to place the toe into the ice before drawing the skating leg towards the toe on an backward outside edge. The skating foot performing the BO edge will continue backwards until it lifts off the ice as it passes the toe. Once the weight is transferred to the take-off toe in the ice the free foot continues to rotate in a natural direction until the body has rotated 1 full rotation to land on a BO edge.</p> <p>Additional entries include A mohawk –step BO, or FO 3-turn – step BO edge</p> <p>Please note: Skaters at this level are expected to prepare for their jumps from skating. Standstill starts are not acceptable for the assessment.</p>	<p>Rotation: Clean (ISU definition of lacking ¼ rotation or less) NOTE: if take off is forward this is considered “lacking ½ rotation” thus downgrading the jump, even if the landing is backwards.</p> <p>Reasonable height, distance and air position (for level)</p> <p>Landing: Reasonable form (for level) and held for 1 second or more</p>
Forward Upright Spin (USp)	<p>From backward crosscuts skaters will execute a BI edge preparation, allowing the upper body to rotate outside of the circle and the free leg extended. The skater will then step on a FO entry edge that will spiral to a FO 3-Turn. During the spiralling edge the skater’s free-side starts from behind and rotates forward to coincide with the 3-turn, creating a “forward arrest motion” as</p>	<p>Position: Reasonable body line (for level) and basic position held for 2 revs or more</p>


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	<p>the skating side stops and the free-side initiates the spin. The skater will then center their balance over a BI edge in an "open" position before pulling their arms into their body (bending their elbows 1st), and bringing their free foot towards the skating leg (free foot between ankle and knee). Skaters will exit by stepping onto a BO edge with their free foot.</p> <p>Additional entries include: FI 3-Turn to step onto the FO spiralling edge.</p> <p>Please note: Skaters at this level are expected to prepare for their spins from skating. Standstill starts are not acceptable for the assessment.</p>	<p>Edge Quality: $\frac{1}{2}$ rev performed on proper edge</p> <p>Execution: 50% or more of spin centered with reasonable speed and exit (for level). *BUSp must exit on spinning foot</p>
<p>Backward Upright Spin (BUSp)</p>	<p>This spin starts with a FI spiralling edge with the free-side extended behind. The skater will perform a FI 3-turn, creating a "forward arrest motion", as the free-side rotates outside of the circle to initiate the spinning action. Once the skating foot performs the 3-turn, the free-side then holds its position as the skating side rotates (or snaps) to a BO edge. The skater will then center their balance over a BO edge in an "open" position before pulling their arms into their body (bending their elbows 1st), and bringing their free foot towards the skating leg in an "air spin" position (ankles crossed). Skaters will exit by opening the free leg position toward the front, applying pressure to the BO edge and moving the free leg behind the skater to a landing position.</p> <p>Additional entries include: Starting from a standstill on 2 feet, transferring the weight onto the spinning leg using the snap of the hip and push off the free foot to create the spinning action.</p> <p>Please note: For beginning skaters the main focus will be on the balance and control of this spin. The BO edge will continue to be developed as the skater gains more proficiency. It is common for skaters at this level to achieve the</p>	


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	BO edge when they "pull in" on the spin. As they progress through the STAR program the focus will move to achieving and maintaining the BO edge upon entry.	
STAR 2 – ELEMENTS		Criteria with an asterisk (*) mandatory for a pass
1S	Same description as STAR 1. STAR 2 skaters will be expected to have more speed, height and control for this element.	
<p>Single Loop (1Lo)</p>	<p>Entering from backwards crosscuts the skater will establish a BO edge on their take-off foot with the free foot trailing in front but not weight bearing. The upper body will be rotated towards the centre of the circle. The skater will apply pressure to the BO edge thus initiating a spiralling edge. As the edge spirals towards the middle of the circle, the body will move as a unit in the direction of rotation, as the weight moves to the front of the skating foot and the free foot is lifted off the ice. When the weight reaches the toe pick, the skater will apply pressure downward to launch the jump and complete 1 full rotation. The skater will then land on the same foot as take-off on a BO edge.</p> <p>Additional entries include: FO 3-turn – step BO edge, FI 3-Turn</p> <p>Please note: Skaters at this level are expected to prepare for their jumps from skating. Standstill starts are not acceptable for the assessment.</p>	<p>Rotation:* Clean (ISU definition of lacking $\frac{1}{4}$ rotation or less)</p> <p>Reasonable height, speed, distance, air position and take-off edge (for level)</p>
<p>Single Flip (1F)</p>	<p>From a FO 3-turn executed on the opposite foot to their landing foot, the skater will reach a BI edge to prepare for take-off. On the BI edge the free leg will extend back with the free arm, as the skating side extends forward with the upper body rotated to the center of the circle. The skating leg bends to apply pressure into the ice. The free toe is then placed into the ice, allowing the skating side to pull towards the toe on a BI edge. As the weight is transferred to the free toe, the body will move as a unit in the direction of rotation. When the weight is fully on the toe pick, the skater will apply pressure downward to</p>	<p>Landing: Reasonable form (for level) and held for 1 second or more</p>


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	<p>launch the jump and complete 1 full rotation. The skater will then land on the same foot as take-off on a BO edge.</p> <p>Additional entries include: FI-FO change of edge to the 3-turn, FI Mohawk.</p> <p>Please note: Skaters at this level are expected to prepare for their jumps from skating. Standstill starts are not acceptable for the assessment.</p>	
1W+1T+C	<p>From backward crosscuts, the skater will perform a waltz jump with good power, speed and flow. Upon landing the skater will prepare for the toe loop by extending the free foot behind and free arm in front, thus creating a counter rotation, before placing the free toe in the ice to initiate the take-off for the toe loop.</p> <p>Skaters will be expected to perform a proper take off on the toe loop by extending the BO edge to or passed the toe for take off.</p>	<p>Rotation:* Clean (for both jumps where applicable) (ISU definition of lacking ¼ rotation or less)</p> <p>NOTE: If the take off is forward this is considered "lacking ½ rotation" thus downgrading the jump, even if the landing is backwards.</p> <p>Reasonable height, speed, distance, air position and take-off edge (for level)</p> <p>Landing: Reasonable form (for level) and held for 1 second or more</p>
Forward Sit Spin (SSp)	<p>From backward crosscuts skaters will execute a BI edge preparation, allowing the upper body to rotate outside of the circle and the free leg extended. The skater will then step on a FO entry edge that will spiral to a FO 3-Turn. During the spiralling edge the skater's free-side starts from behind and rotates forward in preparation for the "sit" position as the skating knee bends. Immediately after the 3-turn, the skater will complete the sit position by bringing the free leg to the skating leg and lowering the body to achieve a position where the thigh of</p>	


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	<p>the skating leg is parallel with the ice. Arms in the sit position should be fully extended to the front of the body and held downward toward the free leg. The skaters will exit the spin by rising up and by stepping onto a BO edge with their free foot.</p> <p>Additional entries include: FI 3-turn to step onto the FO spiralling edge.</p>	<p>Position:* Reasonable body line (for level) and basic position held for 2 revs or more (on each foot where applicable)</p>
Forward Camel Spin (CSp)	<p>From backward crosscuts skaters will execute a BI edge preparation, allowing the upper body to rotate outside of the circle and the free leg extended. The skater will then step on a FO entry edge with the upper body placed forward over the skating foot, in preparation for the camel position. During the FO spiralling edge, the skater's free side extends behind. The skating side arm reaches in front and rotates in the direction of travel to allow the free side to initiate the rotation when the skater performs the 3-turn. Immediately after the 3-turn, the skater will rise up on the skating leg, keeping the upper body forward to achieve a spiral position. Arms in the camel position should be extended to the sides of the body encouraging a slight arch of the back. The skaters will exit the spin by rising up and by stepping onto a BO edge with their free foot.</p> <p>Additional entries include: A FI 3-Turn to step onto the FO spiralling edge.</p>	<p>Edge Quality: 1 rev performed on proper edge</p> <p>Execution: 50% or more of spin centered with reasonable speed and exit (for level).</p>
Change Foot Upright Spin (CUSp)	<p>Skaters will perform a forward upright spin for a minimum of 3 revolutions before transferring their weight to the opposite foot while maintaining their spin in the same direction to perform a backward upright for a minimum of 3 revolutions.</p> <p>The rationale for the minimum 3 revolutions is to coincide with the ISU's definition of a spin. Spins with less than 3 revs are not given credit in the CPC system.</p>	


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	Please note: This spin must exit on the spinning foot.	
STAR 2 - PROGRAM		
	Skaters will skate a program to music as per the requirements in the current technical package for STAR 2.	
	Must include the following jumps: 1S, 1T, 1Lo, 1F or 1Lz, 1W+1T+C Must include the following spins: BUSp, SSp or CSp (Forward entry) Must include the following additional elements: SpSq (Forward Spirals), TrSq (FO Turn Sequence from STAR 2 Skills)	All elements must be attempted in the program.
Skating Skills	At STAR 2, skaters should be at the entry level of the "Moderate Stage of Development" for a SILVER assessment: <ul style="list-style-type: none"> - Generally, pushes from the side of the blade - One dominant thrust may be evident - Some knee bend evident - Demonstrates reasonable maintenance of speed - Edges of moderate quality - Some body lean demonstrated - Generally balanced 	Technique:* Reasonable (for level) <ul style="list-style-type: none"> - Turns and blade pushes for 75% of program Acceleration & knee action Generally stable, demonstrating some body lean
Performance	At STAR 2, skaters should be at the entry level of the "Moderate Stage of Development" for a SILVER assessment: <ul style="list-style-type: none"> - The skater has reasonable form and generally upright carriage - Moderate core strength - Body positions have moderate extension 	Carriage:* Reasonable (for level) <ul style="list-style-type: none"> - Form, core strength, body line Confidence and commitment to movements


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	<ul style="list-style-type: none"> - The skater's level of commitment to the movements varies during the performance - The skater's level of confidence is moderate. 	
STAR 3 - ELEMENTS		
1F	Same description as STAR 2. STAR 3 skaters will be expected to have more speed, height and control for this element.	
1Lz	From backward crosscuts, skaters will establish a BO edge on the opposite foot to their landing foot in an upright balanced position. To prepare for take-off, the skater will rotate their body in the opposite direction of rotation while extending their arms and free leg (skating side forward, free side behind). As the skater applies pressure to the BO edge, thus increasing the curve, the skater will reach their fully extended position before placing the free toe in the ice. Once the free toe is placed into the ice, the skating side will be pulled towards the toe on a BO edge. As the weight is transferred to the free toe, the body will move as a unit in the direction of rotation. When the weight is fully on the toe pick, the skater will apply pressure downward to launch the jump and complete 1 full rotation. The skater will then land on the same foot as take-off on a BO edge.	Rotation:* Clean (for both jumps where applicable) (ISU definition of lacking ¼ rotation or less) Reasonable height, speed, distance, air position and take-off edge(for level) Landing: Reasonable form (for level) & held for 1 second or more
1W+1Lo+C	From backward crosscuts, the skater will perform a waltz jump with good power, speed and flow. Upon landing the skater will prepare for the loop by holding the free side in front in preparation for the loop take-off. The skater will then apply pressure to the BO edge, allowing the curve to increase. As the edge spirals towards the middle of the circle, the body will move as a unit in the direction of rotation, as the weight moves to the front of the skating foot. When the weight reaches the toe pick, the skater will apply pressure downward to launch the jump and complete 1 full rotation. The skater will then land on the same foot as take-off on a BO edge.	


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1Lo+1Lo+C	The skater will perform a loop as per the description in STAR 2 with more power, speed and flow. Upon landing the 1 st loop jump, the skater will then prepare for the 2 nd loop jump by holding the free side in front. The skater will then apply pressure to the BO edge, allowing the curve to increase. As the edge spirals towards the middle of the circle, the body will move as a unit in the direction of rotation, as the weight moves to the front of the skating foot. When the weight reaches the toe pick, the skater will apply pressure downward to launch the jump.	
BUSp	As per the description in STAR 1 with more balance, rotations and better edge quality. At this level, the FI spiralling edge is the required entry. Please note: This spin must exit on the spinning foot.	
Backward Sit Spin (SSp)	This spin starts with a FI spiralling edge with the free-side extended behind. The skater will perform a FI 3-turn, creating a "forward arrest motion", as the free-side rotates outside of the circle to initiate the spinning action. Once the skating foot performs the 3-turn, the skating knee will bend to complete the sit position by bringing the free leg to the skating leg and lowering the body to achieve a position where the thigh of the skating leg is parallel with the ice. Arms in the sit position should be fully extended to the front of the body and held downward toward the free leg. Skaters will exit by rising up and opening the free leg position toward the front, applying pressure to the BO edge and moving the free leg behind the skater to a landing position.	Position:* Basic position held for 2 revs or more (on each foot where applicable) Edge Quality: 2 revs performed on correct edge Execution: 50% or more of spin centered with reasonable speed and exit (for level).
Forward Camel/Sit Spin (CoSp)	The skater will start the spin as per the description in STAR 2 for a camel spin. After a minimum of 2 revolutions in a camel position the skater will raise the upper body to a semi-upright position while bringing the free leg around to acquire a sit position as the arms come forward and the skating knee bends. The	


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	skater will rotate in the "sit" position for a minimum of 2 revolutions before exiting the spin.	
STAR 3 - PROGRAM		
	Skaters will skate a program to music as per the requirements in the current technical package for STAR 3.	
	Must include the following jump content: 1W, 3 different single jumps (no axel), 1Lo+1Lo+C Must include the following spin content: BUSp, CoSp or CCoSp Must include the following additional elements: SpSq (Forward)	
Skating Skills	At STAR 3, skaters should be at the exit level of the "Moderate Stage of Development" for a SILVER assessment: <ul style="list-style-type: none"> - Generally, pushes from the side of the blade - One dominant thrust may be evident - Some knee bend evident - Demonstrates reasonable maintenance of speed - Edges of moderate quality - Some body lean demonstrated - Generally balanced 	Technique:* Reasonable (for level) - *Turns and blade pushes for 75% of program Reasonable (for level) acceleration & knee action Generally stable, demonstrating some body lean
Performance	At STAR 3, skaters should be at the exit level of the "Moderate Stage of Development" for a SILVER assessment: <ul style="list-style-type: none"> - The skater has reasonable form and generally upright carriage - Moderate core strength - Body positions have moderate extension 	Carriage:* Reasonable (for level) - *Form, core strength, body line Reasonable (for level) confidence and commitment to movements


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	<ul style="list-style-type: none"> - The skater's level of commitment to the movements varies during the performance - The skater's level of confidence is moderate. 	
Interpretation	<p>At STAR 3, skaters should be at the exit level of the "Moderate Stage of Development" for a SILVER assessment:</p> <ul style="list-style-type: none"> - The skater may only demonstrate a connection to the pace of the music for brief moments - The skater demonstrates a small number of movements that match the timing of the music - The skater includes a small number of movements that relate to the character of the music. 	<p>Timing:* A few movements match musical pace/timing.</p> <p>Very basic interpretation: limited understanding of music and its character.</p>
STAR 4 - ELEMENTS		
1Lz	Same description as STAR 3. STAR 4 skaters will be expected to have more speed, height and control for this element.	
Single Axel (1A)	Starting from backwards crosscuts, the skater will prepare for their axel jump with a BO edge set up. Stepping forward onto a FO take off edge, the skater will pull arms back and then move them forward in conjunction with the free leg for take-off. The take-off foot will apply pressure to the ice through the toe to produce a launch and rotate in a natural direction according to the circle (like a 3-turn). As the free foot launches passed the take-off foot the weight will begin to transfer to the rotating axis of the skater (opposite side to take off side). The skater will complete 1.5 rotations to land on a BO edge on the opposite foot of take-off.	<p>Rotation:* Clean (for both jumps where applicable) (ISU definition of lacking ¼ rotation or less)</p> <p>NOTE: If the take off is forward this is considered "lacking ½ rotation" thus downgrading the jump, even if the landing is backwards.</p>
1F+1T+C	The skater will perform a flip jump with good power, speed and flow. Upon landing the skater will prepare for the toe loop by extending the free foot behind and free arm in front, thus creating a counter rotation, before placing the free toe in the ice to initiate the take-off for the toe loop.	

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	Skaters will be expected to perform a proper take off on the toe loop by extending the BO edge to or passed the toe for take off.	Reasonable height, speed, distance, air position and take-off edge (for level)
1Lo+1Lo+C	Same description as STAR 3. STAR 4 skaters will be expected to have more speed, height and control for this element.	Landing: Reasonable form (for level) & held for 1 second or more
Backward camel spin (CSp)	This spin starts with a FI spiralling edge with the free-side extended behind and upper body bent forward over the skating foot. The skater will perform a FI 3-turn, creating a "forward arrest motion", as the free-side rotates outside of the circle to initiate the spinning action. Immediately after the 3-turn, the skater will rise up on the skating leg, keeping the upper body forward to achieve a spiral position. Arms in the camel position should be extended to the sides of the body encouraging a slight arch of the back. Skaters will exit by rising up and applying pressure to the BO edge and moving the free leg behind the skater to a landing position.	
Change foot sit spin (CSSp)	<p>Performing a sit spin as described in STAR 2, the skater will execute a minimum of 2 revolutions in a sit position before transferring their weight to the free foot, while spinning to execute a sit position on the opposite foot for a minimum of 2 revolutions.</p> <p>The skater may perform this spin as a backward entry sit to a forward sit change spin.</p>	<p>Position:* Basic position held for 2 revs or more (on each foot where applicable)</p> <p>Edge Quality: 2 revs performed on correct edge</p>
Combination Spin or Change Combination Spin (CoSp or CCoSp)	From a forward or backward entry, the skater must perform preform a camel and a sit for a minimum of 2 revolutions each somewhere in the spin. The upright position is also permitted but not mandatory. This spin may change feet if desired. If the spin does change feet, the skater must execute a "basic" position on the 2 nd foot to receive credit for the change of foot.	Execution: 50% or more of spin centered with reasonable speed, exit and take off (FO) (for level).

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<p>Flying Camel or Flying Sit Spin (FCSp or FSSp)</p>	<p>Flying Camel: The skater will enter the spin as per the description in STAR 2 for forward camel. As the skater approaches the end of the edge that usually prepares for the 3-turn, the skater will apply pressure to the toe of the skating foot to launch into the air. The upper body will stay forward as the free leg swings around to become the landing foot and the take-off foot rises to a camel position. Upon landing on a BO edge, the skater will rise up on the skating leg, keeping the upper body forward to achieve a spiral position. Arms in the camel position should be extended to the sides of the body encouraging a slight arch of the back. The skaters will exit on the spinning foot.</p> <p>Flying Sit: The skater will enter the sit spin as per the description in STAR 2 for forward sit spin. The free leg starts behind the skater and swings around the body. As it approaches the ¼ mark, the skating knee starts to rise as pressure is applied to the FO edge in preparation for take-off. As the skater approaches the end of the edge that usually prepares for the 3-turn, the skater will apply pressure to the toe of the skating foot to launch into the air. In the air the skater will pull up the take-off leg to achieve a sit position (thigh parallel to the ice) in the air. The free leg is slightly wider in the air than would be required on the ice. As the skater prepares to land the take-off leg will extend to the ice to prepare for landing on a BI edge. Once the skater has landed, they will immediately pull into a "sit" position bringing the free foot to the skating leg and drawing the arms forward and down towards the free leg. The skaters will exit on the spinning foot.</p> <p>Additional entries include: A FI 3-Turn to step onto the FO spiralling edge.</p>	
STAR 4 - PROGRAM		
<p>Skaters will skate a program to music as per the requirements in the current technical package for STAR 4.</p>		


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	<p>Must include the following jump content: 1A, 3 different singles (other than axel), 1Lo+1Lo+C Must include the following spin content: BUpSp, CoSp or CCoSp Must include the following additional elements: SpSq (Forward spirals)</p>	<p>Skaters must attempt an axel at this level.</p>
Skating Skills	<p>At STAR 4, skaters should be at the exit level of the "Moderate Stage of Development" for a SILVER assessment:</p> <ul style="list-style-type: none"> - Generally, pushes from the side of the blade - One dominant thrust may be evident - Some knee bend evident - Demonstrates reasonable maintenance of speed - Edges of moderate quality - Some body lean demonstrated - Generally balanced 	<p>Technique:* Reasonable (for level)</p> <ul style="list-style-type: none"> - *Turns and blade pushes for 75% of program <p>Reasonable (for level) acceleration & knee action</p> <p>Generally stable, demonstrating some body lean</p>
Performance	<p>At STAR 4, skaters should be at the exit level of the "Moderate Stage of Development" for a SILVER assessment:</p> <ul style="list-style-type: none"> - The skater has reasonable form and generally upright carriage - Moderate core strength - Body positions have moderate extension - The skater's level of commitment to the movements varies during the performance - The skater's level of confidence is moderate. 	<p>Carriage:* Reasonable (for level)</p> <ul style="list-style-type: none"> - Form, core strength, body line <p>Reasonable (for level) confidence and commitment to movements</p>
Interpretation	<p>At STAR 4, skaters should be at the exit level of the "Moderate Stage of Development" for a SILVER assessment:</p>	<p>Timing:* A few movements match musical pace/timing.</p>


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	<ul style="list-style-type: none"> - The skater may only demonstrate a connection to the pace of the music for brief moments - The skater demonstrates a small number of movements that match the timing of the music - The skater includes a small number of movements that relate to the character of the music. 	Very basic interpretation: limited understanding of music and its character.
STAR 5 - ELEMENTS		
1A	As per the description in STAR 4 with more power, speed and height.	
Any double jump (2S, 2T, 2Lo, 2F, 2Lz)	<p>Double Salchow: Starting from backwards crosscuts, the skater will prepare for their salchow jump from a BO set up. Stepping forwards onto a FO edge the skater will execute a 3-turn with a BI edge that matches the FO edge in control and length. The skater will then apply pressure to the skating edge while allowing the upper body to rotate externally to create a pivot for launch. The free side will move forward in a natural direction to the circle (like a 3-turn) during the preparation to coincide with the take-off. As the free foot launches passed the take-off foot the weight will begin to transfer to the rotating axis of the skater (opposite side to take off side). The skater will complete 2 rotations to land on a BO edge on the opposite foot of take-off.</p> <p>Additional entries include A mohawk may be used for preparation instead of a 3-Turn.</p> <p>Double Toe Loop: Starting from forwards skating, the skater will prepare for the toe loop by stepping onto a FI edge on their landing leg to execute a 3-turn in a controlled and equal manner. The free foot will extend behind the skater to place the toe into the ice before drawing the skating leg towards the toe on an outside edge. The skating foot performing the BO edge will continue backwards</p>	Rotation*: Clean (for both jumps where applicable)


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	<p>until it lifts off the ice as it passes the toe. Once the weight is transferred to the take-off toe in the ice the free foot continues to rotate in a natural direction transferring the weight to the rotating axis of the skater (opposite side to take off side). The skater will complete 2 rotations to land on a BO edge on the opposite foot of take-off.</p> <p>Additional entries include: A mohawk –step BO, or FO 3-turn – step BO edge may also be used for preparation.</p> <p>Double Loop: Entering from backwards crosscuts the skater will establish a BO edge on their take-off foot with the free foot trailing in front but not weight bearing. The upper body will be rotated towards the centre of the circle. The skater will apply pressure to the BO edge thus initiating a spiralling edge. As the edge spirals towards the middle of the circle, the body will move as a unit in the direction of rotation, as the weight moves to the front of the skating foot and the free foot is lifted off the ice. When the weight reaches the toe pick, the skater will apply pressure downward to launch the jump and complete 2 full rotations by closing the rotating position in the air. The skater will then land on the same foot as take-off on a BO edge.</p> <p>Additional entries include: FO 3-turn – step BO edge, FI 3-Turn</p> <p>Double Flip: From a FO 3-turn executed on the opposite foot to their landing foot, the skater will reach a BI edge to prepare for take-off. On the BI edge the free leg will extend back with the free arm, as the skating side extends forward with the upper body rotated to the center of the circle. The skating leg bends to apply pressure into the ice. The free toe is then placed into the ice, allowing the skating side to pull towards the toe on a BI edge. As the weight is transferred to the free toe, the body will move as a unit in the direction of rotation. When the</p>	<p>(ISU definition of lacking ¼ rotation or less)</p> <p>Reasonable height, speed, distance, air position and take-off edge (for level)</p> <p>Landing: Reasonable form (for level) and held for 1 second or more</p>
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	<p>weight is fully on the toe pick, the skater will apply pressure downward to launch the jump and complete 2 full rotations by closing the rotating position in the air. The skater will then land on the same foot as take-off on a BO edge.</p> <p>Additional entries include: FI-FO change of edge to the 3-turn, FI Mohawk.</p> <p>Double Lutz: From backward crosscuts, skaters will establish a BO edge on the opposite foot to their landing foot in an upright balanced position. To prepare for take-off, the skater will rotate their body in the opposite direction of rotation while extending their arms and free leg (skating side forward, free side behind). As the skater applies pressure to the BO edge, thus increasing the curve, the skater will reach their fully extended position before placing the free toe in the ice. Once the free toe is placed into the ice, the skating side will be pulled towards the toe on a BO edge. As the weight is transferred to the free toe, the body will move as a unit in the direction of rotation. When the weight is fully on the toe pick, the skater will apply pressure downward to launch the jump and complete 2 full rotations by closing the rotating position in the air. The skater will then land on the same foot as take-off on a BO edge.</p>	
1Lz+1T+C	The skater will perform a lutz jump with good power, speed and flow. Upon landing the skater will prepare for the toe loop by extending the free foot behind and free arm in front, thus creating a counter rotation, before placing the free toe in the ice to initiate the take-off for the toe loop.	
Ssp or CSp (Forward or Backward entry)	As per the descriptions in STAR 2, 3 & 4, the skater may choose to execute a sit or camel with either a forward or backward entry. This spin should be performed with more balance, control and speed of rotation than the previous levels with a strong basic position executed.	Position:* Basic position held for 2 revs or more (on each foot where applicable)

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Spin in 1 position with any variation (UpSp, CSp, SSp)	The skater may choose a basic position spin and perform a variation of their choice for that basic position. The variation may be simple or difficult in nature. The spin may be forward or backward entry.	<p>Edge Quality: 2 revs performed on proper edge</p> <p>Execution: 50% or more of spin centered with reasonable speed, exit and take-off (FO) (for level).</p>
CoSp or CCoSp	Same description as STAR 4. STAR 5 skaters will be expected to have more balance, control and speed of rotation than the previous levels with a strong basic position executed.	
FCSp or FSSp	Same description as STAR 4. STAR 5 skaters will be expected to have more balance, control and speed of rotation than the previous levels with a strong basic position executed.	
STAR 5 – PROGRAM		
	Skaters will skate a program to music as per the requirements in the current technical package for STAR 5.	
	<p>Must include the following jump content: 1A (must be landed), and 4 other jump elements (max 2 doubles, max 2 jump combos)</p> <p>Must include the following spin content: SSp or CS and CoSp or CCoSp</p> <p>Must include the following additional elements: SpSq (as per Technical Package)</p>	Skaters will be required to land the 1A at < (under-rotated), or better.
Skating Skills	<p>Skaters at the STAR 5 level should be in the "Advanced Stage of Development" for a SILVER assessment.</p> <ul style="list-style-type: none"> - Pushes from the side of the blade - Equal thrust on both feet in crosscuts - Correct knee action - Demonstrates ability to accelerate and maintain speed - Skates on true edges 	<p>Technique:* Reasonable (for level)</p> <ul style="list-style-type: none"> - Turns and blade pushes for 75% of program - <p>Reasonable (for level) acceleration & knee action</p>

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	<ul style="list-style-type: none"> - Strong body lean demonstrated - Skater has consistent balance 	<p>Generally stable, demonstrating some body lean</p>
Performance	<p>Skaters at the STAR 5 level should be in the "Advanced Stage of Development" for a SILVER assessment.</p> <ul style="list-style-type: none"> - The skater has comfortable upright carriage and good form - Demonstrates strong core - Body positions are generally pleasing - The skater is committed to all movements - The skater appears confident during the performance 	<p>Carriage:* Reasonable (for level)</p> <ul style="list-style-type: none"> - Form, core strength, body line <p>Reasonable (for level) confidence and commitment to movements</p>
Interpretation	<p>Skaters at the STAR 5 level should be in the "Advanced Stage of Development" for a SILVER assessment.</p> <p>The skater matches his/her pace of the music</p> <ul style="list-style-type: none"> - The skater matches his/her pace to the pace of the music - The skater demonstrates multiple movements that match the timing of the music - The skater includes multiple movements that relate to the character of the music 	<p>Timing:* A few movements match musical pace/timing.</p> <p>Very basic interpretation: limited understanding of music and its character.</p>
Transitions	<p>Skaters at the STAR 5 level should be in the "Advanced Stage of Development" for a SILVER assessment.</p>	<p>Quality:* Reasonable ease of movement and maintenance of speed</p> <p>Includes simple turns and steps to link elements together.</p>

EQUIVALENCY

OLD	STAR 1-5 Dance	STAR 1-5 Freeskate	STAR 1-5 Skills
Preliminary			
Dutch	STAR 2a - Dutch		
Canasta	STAR 2b - Canasta		
Baby Blues	STAR 3a - Baby Blues		
FS Elements		STAR 3 Elements	
FS program		STAR 3 Program	
Skating Skills			STAR 3
Jr. Bronze			
Swing	STAR 4a - Swing		
Fiesta	STAR 4b - Fiesta		
Willow	STAR 5a - Willow		
FS Elements		STAR 5 Elements	
FS Program		STAR 5 Program	
Skating Skills			STAR 5

Terms and Definitions



Terms & Definitions

Throughout this resource different terminology will be used to describe the various strategies and techniques coaches and clubs may use to deliver this program. Below is a list of terms or definitions that may appear throughout the STAR 1-5 program.

STAR 1-5 Terms or Short Forms			
GENERAL			
Definition	Short Form	Definition	Short Form
Right foot	R	Outside edge	O
Left foot	L	Inside edge	I
Forward direction	F	Backward direction	B
Examples: RFO = Right forward outside edge, LBI = Left backward inside edge			
Clockwise	CW	Counter-clockwise	CCW
DANCE			
Progressive	Pr	Chasse	Ch
Slide Chasse	SlCh	Swing roll	SwR
Open mohawk	OpMo	Closed Mohawk	ClMo
Cross	X		
FREESKATE			
JUMPS		SPINS	
Waltz jump	W	Forward Upright Spin	USp
Toe loop	T	Backward Upright Spin	BUSp
Salchow	S	Sit Spin	SSp
Loop	Lo	Camel Spin	CSp
Flip	F	Combination Spin (no change of foot)	CoSp
Lutz	Lz	Change foot	C
Axel	A	Flying entry	F
Single	1	Spiral Sequence	SpSq
Double	2	Turn Sequence	TrSq
Jump Combination	+C		
Under-rotated (a jump lacking ½ to ¾ rotation)	<	Examples: CSSp = Change sit spin FSSp = Flying sit spin CCoSp = Change combo spin	
Downgrade (a jump lacking more than ½ rotation)	<<		
Examples: 1T = Single toe loop 2Lo = Double loop 1F + 1Lz + C = Single flip – single lutz jump combination 1A < = single axel, under-rotated 1A << = single axel, downgraded			

Term	Definition
Assessment	This term replaces “test” in the STAR 1-5 program as it is more indicative of the actual process the coaches will use to train and develop their skaters.
Axes on the ice surface	<p>When referring to different axes on the ice surface, use the definitions below:</p> <p>LONG AXIS: A straight line that divides the ice surface into two halves lengthwise (midline). On an ice surface that is 100’ x 85’, the long axis runs the length of the 100’ side through the middle of the ice.</p> <p>SHORT AXIS: A straight line that divides the ice surface into two halves crosswise (midline). On an ice surface that is 100’ x 85’, the short axis runs the width of the 85’ side through the middle of the ice.</p> <p>CONTINUOUS AXIS: An imaginary line running around the ice surface that serves as a basis for a dance pattern. Usually the continuous axis consists of two lines running parallel to the long axis of the ice surface, approximately halfway between the long axis and the perimeter of the rink. These lines are joined at each end of the ice surface by a semi-circle. These semi-circles are flattened in some dances so that they run parallel to the ends of the ice surface. In circular dances, such as the Kilian, the continuous axis approximates a circle. The continuous axis of the Paso Doble is an oval.</p> <p>TRANSVERSE AXIS: An imaginary line intersecting the continuous axis of a dance at the right angles.</p>
Basic Position (Spins)	<p>The term “Basic Position” is most commonly used to describe the 3 basic positions in spins. They are described by the ISU as follows:</p> <p>Upright Position: any position with extended skating leg which is not a camel position</p> <p>Sit Position: buttocks not higher than the knee of the skating leg</p> <p>Camel Position: Free leg backwards with the knee higher than the hip level, however Layback and Biellmann are still considered as upright spins</p>

	It is very important to know the definitions of the basic positions as skaters will be assessed on their ability to demonstrate these positions in their spins.
Check	A term used to describe the force used to stop rotation. Coaches will teach “check” positions on the exits of turns, jumps and spins.
Circuit	A circuit is a pattern on the ice that includes progression, skills and other exercises for skill development. Circuits can cover any amount of ice, including the full ice. Circuits are a great way to increase the skater’s productivity, increase repetition and provide them with exercises to use when practicing on their own.
Class	<p>A class is a group lesson environment that allows the coach to take direction of all or a large majority of the skaters using the entire ice or a designated area of ice. The class can be very structured or more open depending on the nature of the class.</p> <p>A structured class is where the coach sets the direction and the exercises to be performed during the class duration. The coach will also provide the format in which the skaters are to practice the skills (i.e.: lanes, circuits, stations, etc.)</p> <p>An open class allows the coach to set the direction of the session and then allow the skaters to work on their own during that portion of the session, while the coach supervises and works with skaters individually for short periods of time (ensuring that everyone gets some attention). This is a good strategy to use when introducing the concept of individual practice, as it helps guide the skaters on the “how to practice” component of their training.</p>
Clear Ice	Clear ice is a term used to describe a time period of ice time that does not have any skaters actively skating. This can be a session where the skaters have been asked to go to the boards for a short period of time, or a dedicated session that enables skaters to use the ice for assessments only.
Continuum of development	Term used to describe the various stages of development skaters will move through in the STAR 1-5 program
Dance Holds	<p>The below is a list of dance holds used in the compulsory dances.</p> <p>Hand in Hand: (same direction) The partners face in the same direction and are skating side by side or one behind the other with their arms extended and their hands clasped.</p>

	<p>Killian: The partners face in the same direction with the lady to the right of the man and his right shoulder behind her left. The left arm of the lady is extended across the front of the man's body to hold his left hand. His right arm crosses behind the lady's back to clasp her right hand. Both right hands rest over her hip bone.</p> <p>Reverse Killian: This position is similar to the Killian position but with the lady at the man's left side.</p> <p>Waltz (Closed): The partners are directly opposite each other. One partner faces forward while the other partner faces backward. The man's right hand is placed firmly on his partner's back at the shoulder blade with the elbow raised and the arm bent sufficiently to hold the lady close to him. The left hand of the lady is placed on the shoulder of the man so that her arm rests comfortably, elbow to elbow, on his upper arm. The left arm of the man and the right arm of the lady are extended comfortably at shoulder height. Their shoulders remain parallel.</p> <p>Foxtrot (Open): The hand and arm positions are similar to those of the closed or waltz position. The partners simply turn slightly away from each other so that they both skate in the same direction.</p>
Engaged supervised practice	<p>This term describes practice ice that is being actively supervised, monitored and motivated by a coach. During engaged supervised practice, coaches can give feedback, corrections, ideas and motivation to the group of skaters on the ice. This strategy is an excellent tool to develop individual practice habits in the club.</p>
Figure form	<p>Figure form refers to a body alignment and posture carriage trained when skaters used to perform compulsory figures. This body alignment consists of a tall posture and narrow stance while standing on one foot. Arms are carried close to the body, at waist level. The free foot is carried in a quiet manner and will be held in the line of direction either in front or behind the skating foot (heel to toe or toe to heel). All movements are performed in a calm and controlled manner. Stability through the core of the body is essential.</p> <p>There is no "one way" to perform skills in figure form. Coaches are able to use the technique that works for each skater while keeping within the principles above.</p>
For the level	<p>Term used to identify where the skater is performing based on the continuum of development</p>

Forward arrest motion	This term refers to the action needed to initiate a spin from a spiraling edge. The forward arrest motion happens at the moment the skating side stops, usually when the skater's balance rocks to the toe pick to initiate the 3-turn. The skating side of the body stops moving forward (arrest). The free side of the body is then forced to continue moving around the stopped skating side, which creates the beginning of a circular motion, initiating the spin.
Free side	<p>The term "free side" refers to the side of the body that is NOT doing the skating. If the skater is gliding on their right foot, the left side of the body then becomes the "free side".</p> <p>Free foot refers to the foot that is not on the ice. Free leg refers to the leg that is not on the ice. Free arm refers to the arm of the side that is not doing the skating.</p>
Group lesson	<p>Group lessons describe a lesson format that allows a coach to teach 3 or more skaters at the same time. The recommended number of skaters in a group lesson will vary depending on the nature of the lesson.</p> <p>Technical lessons: 3-6 skaters General lessons: 3- 10 skaters</p> <p>Group lessons can be arranged by the private coach or by the club.</p> <p>Classes may also describe a large group lesson format and may include 10 -30 skaters.</p>
Individual practice	Individual practice is a term used to describe the ice time that the skater uses to develop their skills on their own.
Jump Combination	A "jump combination" is a sequence of two or more jumps in which the landing edge of the first jump serves as the take-off edge for the second and so on. There is no change of foot or turn between the jumps, although the toe may be used to assist the take-off.
Lanes Continuous Lanes	<p>Lanes is a term used to describe a path for the skater to follow across the ice. Ex: "Skate in this lane". The use of lanes allows many skaters to skate safely on the ice and be able to maintain their own space.</p> <p>Continuous Lanes is a term used to describe a format that allows continuous movement of skaters while working on very specific skills. This pattern will start in one corner of the ice. The skaters will then be instructed to perform a skill or set of skills the length of the ice in the lane closest to the boards. Upon reaching the other end, skaters will then move over to the next lane and perform the next skill indicated in the lane</p>



Highway Lanes



4 Lane Highway



3 Lane Highway

immediately beside the original lane. This lane will be between the original lane and the mid line of the ice surface. The last two lanes will then repeat this pattern on the other side of the ice, ending at the same end of the ice where the skaters started this exercise. Skaters then skate back to the start and either repeat or start a new set of skills.

The use of pylons to indicate the lanes on the ice is a good strategy for visual awareness.

Continuous lanes are a full ice circuit and as such, allow the coach to spend quality individual time with skaters while keeping the rest of the session moving. This is a great strategy to use when the coach would like to focus on technique or more complex skills.

Highway Lanes is a term used to describe a format that allows skaters to skate up the ice in one direction and return to the start of their line in a safe and controlled manner.

A **4 Lane Highway** is a term used to describe a format that allows 4 lines of skaters to perform a variety of skills in unison (if possible) and push their development. This pattern starts with 4 lines of skaters starting at one end of the ice. The 1st skater from each line will proceed at the same time, performing the skill indicated by the coach to the other end of the ice surface. Once at the other end, the 2 lanes on the left skate to the perimeter on the left side, and the 2 lanes on the right skate to the perimeter on the right side and continuing skating along the boards until they reach their line again.

To create an environment to challenge skaters and bring unity to the class, encourage the skaters to stay with their group as they continue down the ice. This promotes timing, awareness and can challenge speed and edge quality.

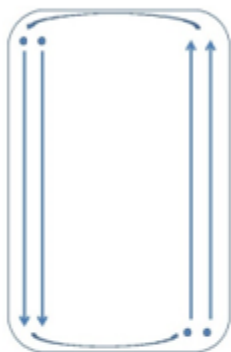
If facilitating a class of different levels, each lane could have its own focus to accommodate the specific goal of each developmental group.

Sometimes pylons are appropriate for this session; however the majority of the uses tend to see pylons as a safety hazard.

The highway format is a good opportunity to develop power, speed and depth of curve. Coaches may also use this format to highlight presentation. Some arenas that are not very wide may find it more beneficial to use a **3 Lane Highway**.



2 Lane Highway (Volcano)



Perimeter Lanes

2 Lane Highway or **Volcano** allows two lines of skaters to start at one end of the ice, travel down the length doing the prescribed exercise and then splitting apart at the opposite end to skate back to their lines along the boards. This is a great format for practicing skills that require more speed or depth of curve.

This format offers more space for power, speed and depth of curve than the 4 Lane Highway format. A great option to push the skater's limits and challenge development.

Perimeter Lanes use the ice around the perimeter of the rink, keeping the middle ice open for other uses (private lessons, freeskating, etc.). Coaches may use one or two lanes along the side of the boards depending on the number of skaters in the class This is an excellent way to incorporate a class into a regular session.

Lobe

A lobe refers to a curve that is representative of a part of a circle. For example, edges and dance steps are done on lobes.

Pathway of development

Every skater will go through early, moderate and advance stages of development for each skill and area of technique.

Pattern Dance

The term "pattern dance" is used to describe the compulsory dances in the Skate Canada curriculum. There are 2 types of pattern dances: set and optional.

Set Pattern Dance: A dance for which the location, direction and curvature of all edges to be skated are designated in the diagram. This diagram must be followed as closely as possible.

Optional Pattern Dance: A dance for which the pattern may be altered by the skaters provided that the original step sequences, positions and timing are maintained. Each repetition of the altered pattern must be executed in the same manner and the restart must be commenced from the same place.

Private or semi-private lesson

Private lessons are lessons arranged one on one between the coach and a skater. Semi-Private lessons are lessons arranged

	between the skater and the coach that includes 2 skaters in the same lesson.
Re-skate	<p>The opportunity for the skater to perform an element a second time if the first attempt was unsuccessful. The number of re-skates is dependent on the type and level of assessment.</p> <p>STAR 1-5 Freeskate Elements = 2 re-skates STAR 1, 2 and 4 Skills = 2 re-skates STAR 3 and STAR 5 Skills = 1 re-skate</p> <p>Re-skates can be taken directly after the unsuccessful attempt or at the end of the assessment.</p>
Rotating axis	This term refers to the axis the skater is rotating around either in the air or on the ice, drawing a line through the landing or spinning side of the skater. Most commonly, this term is used when describing the proper body position required for rotating efficiently in the air.
Shadow Dance	Shadow dance is the term used when a skater skates the full pattern of the dance with another skater, coach or PA using a "shadow" formation.
Skating side	<p>The term "skating side" refers to the side of the body that is doing the skating. If the skater is gliding on their right foot, the right side of the body then becomes the "skating side".</p> <p>Skating foot refers to the foot that is doing the skating. Skating leg refers to the leg that is doing the skating. Skating arm refers to the arm of the side that is doing the skating.</p>
Solo Dance	Solo dance is the term used when a skater skates the full pattern of a dance by themselves.
Spin	Spin elements include any spin-like movement that has at least three rotations in total. A spinning movement with less than three revolutions is considered a skating movement and not a spin. The minimum required number of revolutions in a basic position is two without interruption.
Spin Classifications	<p>Spins are classified and identified in many ways. Below are some clarifications.</p> <p>Rotational Direction: There are 2 main groups of spins according to the direction of rotation:</p> <ul style="list-style-type: none"> - Forward entry spins: These spins generally enter with a FO spiralling edge on the opposite foot the skater lands on. The spin is initiated by a FO 3-turn creating a BI spinning edge. - Backward entry spins: These spins generally enter with a FI spiralling edge on the same foot the skater lands one.

The spin is initiated by a FI 3-turn creating a BO spinning edge.

Flying Spins: Spins that enter with a jump and land in a spinning position.

Change foot spins: Spins that maintain the same position and change feet.

Combination spins: Spins that include a change of position regardless whether there is a change of foot or not.

Stations



Stations can be used to help guide the skater’s practice content on sessions. A station on the ice would contain a list of skills or areas that the coach would like the skater to practice during their session. Coaches can then determine how long the skaters have to work at each station. Skaters are encouraged to use the full ice when practicing and use the stations for guidance and skill identification.

Stations may be used on a regular basis or on a special day.

Coaches can take advantage of stations in both a group lesson and private lesson formats to maximize the practice time for the skaters.

¼ mark (quarter mark)

This term refers to the ¼ mark on a circle.

Below is a classification table of jumps required for the STAR 1-5 program.

NAME OF JUMP	TAKE-OFF		LANDING
	EDGE	TOE	
Waltz	LFO	no	RBO
Axel Paulsen	LFO	no	RBO
Salchow	LBI	no	RBO
Toe Loop	RBO	yes	RBO
Loop (Rittberger)	RBO	no	RBO
Flip	LBI	yes	RBO
Lutz	LBO	yes	RBO

Additional jumps that can be used for transitions, choreography or development.

NAME OF JUMP	TAKE-OFF		LANDING
One-Foot Salchow	LBI	no	LBI
Half Loop (Euler)	RBO	no	LBI
One-Foot Axel Paulsen	LFO	no	LBI
Inside Axel Paulsen	RFI	no	RBO

** Note that reverse jumpers (those that rotate CW in the air) will have the opposite take-off and landing foot. For example, the take-off edge for a reverse jumper’s Waltz jump is a RFO and the landing edge would be a LBO