



# Synchronized Skating

## Assess to Standard

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- 🍁 Let's test your knowledge with some fun skating trivia!
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***ARE YOU READY!?***



# Why Assess to Standard?

- ❖ Alignment of Synchronized Skating programming with the Long Term Athlete Development (LTAD) model. Alignment for other disciplines rolled out with first pilot of STAR 1-5 in May 2012.
- ❖ Feedback was gathered and received from various stakeholders involved in Synchronized Skating over 3 seasons and many suggested the move to Assess to Standard.
- ❖ Recommendation was brought forward from Skate Canada Synchro Summit held during the 2015 ISU World Synchronized Skating Championships in Hamilton. All stakeholder groups were represented and give a voice during the summit.



# Why Assess to Standard?

- 🍁 Beginner I, Beginner II, and Elementary are part of the LTAD **“Learn to Train”** stage of development. Focus for skaters at this level is about training and development fundamentals with a gradual introduction to competition.
- 🍁 Aligns to programming currently in place for STAR 2-4 competition events. It provides consistency for skaters, parents, and coaches who participate in both STAR and Synchronized Skating.





# LTAD – Learn to Train

This is the second stage in Skate Canada's LTAD model after Learn to Skate.

## PHILOSOPHY

- ❖ In the Learn To Train stage, skaters are encouraged to acquire a skills set that will allow them to reach the highest level of proficiency that their unique talent and commitment will allow.
- ❖ It is defined by **TECHNICAL** development rather than **CHRONOLOGICAL** age.
- ❖ There is a free skating bias at this stage as skills learned in free skating will transfer easily to the other disciplines. **TECHNICAL** development is the defining characteristic of this stage. Aptitude in other areas such as performance and mental training skills may be identified and should be introduced but should not replace skill acquisition.



# LTAD – Learn to Train

## GUIDING PRINCIPLES

- ❖ Focus on **TECHNICAL** training. Artistry, choreography and musicality should come under the umbrella of technical training.
- ❖ Account for individual training needs and talents.
- ❖ Adhere to the idea that 70% success rate is required for learning to occur.
- ❖ Adhere to the principle that the athlete should spend more time training than competing.
- ❖ Account for the social development of each skater through the ways in which programs are offered and delivered by the Clubs and Coaches.



# LTAD – Learn to Train

## GUIDING PRINCIPLES

- 🍁 Provide resources that include parent education
- 🍁 Include regular assessments and evaluations which are done primarily by the coach and which include constructive and clear feedback to both the athlete/ team and his/ her parent(s)/ guardian(s)





# How Does It Work?

- ❁ **Beginner I** and **Beginner II** are assessed to standard criteria descriptions for all elements and selected program components. Teams are provided an assessment for each element with an overall rating.  
*Similar process to STAR 2 and STAR 3.*
- ❁ **Elementary** are assessed to standard criteria descriptions for all elements and selected program components. Teams are provided an assessment for each element with an overall ranking for their event.  
*Similar process to STAR 4.*





# How Does It Work?

- ❖ All elements are assessed on 3 assessment points:
  - Shape & Spacing
  - Unison
  - Execution
- ❖ These assessment points are key to the development of strong basic skills and knowledge for elements within Synchronized Skating and provide a strategic focus for the skaters and coaches to work towards.
- ❖ Skaters are also assessed on several Program Components at the end of the skate:
  - Skating Skills
  - Performance
  - Interpretation (*Elementary only*)



# How Does It Work?

- ❖ Each element and program component have defined assessment criteria with various points to consider under four levels of assessment: Gold, Silver, Bronze, and Merit.
- ❖ Silver assessment criteria is considered to be **“at level”**, or meeting the expectations of development for the level of skating. Gold is above level, and Bronze & Merit are below level.
- ❖ To establish an rating, skaters must acquire 2 or more assessments points at a level or higher. Any assessment point rated Merit shall result in the element receiving no higher than Bronze. Elements with 2 or more assessment points at Merit shall result in an element rating of Merit.



# How Does It Work?

Example – Intersection (Beginner II):

*Shape & Spacing\* = Silver*

*Unison = Silver*

*Execution = Merit*

*Overall = **Bronze***



*Any assessment point rated Merit shall result in the element receiving no higher than Bronze.*



# How Does It Work?

- ❁ Program Components at all levels and Elements at Beginner II and Elementary have one assessment point that is the main focus, or driver, for the overall assessment. Overall assessments cannot exceed these points.

Example – Skating Skills:

1. *Technique\** = *Bronze*
2. *Power* = *Gold*
3. *Execution* = *Silver*

*Overall* = **Bronze**

*\*Overall assessment cannot exceed Technique rating*



# Technical Requirements

Requirements	Beginner I	Beginner II	Elementary
<b>Team Size</b>	8 – 16 skaters	8 – 16 skaters	8 – 16 skaters
<b>Ages</b>	At least 75% must not be 12 as of July 1	Must not be 12 as of July 1, and 75% must be 10 as of July 1	Must not be 15 as of July 1
<b>Program Length</b>	Maximum 2:10 minutes	Maximum 2:40 minutes	Maximum 2:40 minutes
<b>Elements</b>	4	5	5



# Required Elements

Beginner I	Beginner II	Elementary
Block	Pivoting Block	Pivoting Block
Line	Line	Line
Intersection	Intersection	Intersection
<i>Choice of 1:</i> Circle or Wheel	Circle	Circle
	Wheel	Wheel

***Additional elements may be performed; however, they must be listed as “Transitions” on Planned Program Content.***



# Overall Assessment

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- ❁ To determine the overall assessment, a majority of the assessments must be assessed at a level or higher, including Skating Skills (*and Performance for Elementary*) requirement

## **Beginner I** – 4 Elements, 2 Program Components

*GOLD: At least 4 assessments at Gold, Skating Skills no lower than Silver*

*SILVER: At least 4 assessments at Silver or higher, Skating Skills no lower than Bronze*

*BRONZE: At least 4 assessments at Bronze or higher, Skating Skills no lower than Bronze*

*MERIT: Less than 4 assessments at Bronze or higher, Skating Skills at Merit*



# Where to Focus

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## 🍁 **Elements** – Shape & Spacing

The Space & Spacing of elements is what makes Synchronized Skating unique. All elements need to display proper shapes with reasonable spacing of skaters

## 🍁 **Program Components** – Skating Skills

Skating Skills are the fundamental building block of any skater's performance. Without proper technique of skating skills, skaters & teams will struggle with the proper execution of elements.

## 🍁 **Celebrate Your Success!**

Celebrate strong assessments on elements and program components! Less desirable assessments are development opportunities and not failures. Encourage skaters to focus on achieving excellence.





# Resources

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## **Info Centre**

Your source for Assessment Standards and Event Management Guide documents for Assessed to Standard Synchronized Skating.

## **eLearning**

Home to various courses including development courses for Synchronized Skating.

## **Skating Development Video Library**

Skate Canada's YouTube channel dedicated to program development. Multiple video examples for Assessed to Standard Synchronized Skating.



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## **Event Management & Procedures Guide**

Guide contains valuable information for Local Organizing Committees and Technical Representatives on how to effectively plan and execute Assessed to Standard events in Synchronized Skating.

- *Resources needed for competition*
- *Procedures for Ribbon & Medal presentations*
- *Timing guide for scheduling*
- *Staffing considerations for assignment of Officials*



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**LIVE EXAMPLE**



# Benefits of Assess to Standard

- ❖ Eliminates training gaps for skaters by placing a focus on **QUALITY** in **FUNDAMENTALS**. The focus should not be on the development of technical difficulty at this level.
- ❖ Development of key skills such as strong basic skating (Skating Skills) and element formation (Shape & Spacing) are acquired sooner due to increased importance.
- ❖ There is a logical progression and introduction to competition appropriate to a skaters' development.
- ❖ Encourages skaters to develop a love of performance.
- ❖ Consistency with STAR 1-4 events skaters are already participating in.





# Benefits of Assess to Standard

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## ***SECTIONS:***

- 🍁 Recommendation to have STAR 1-4 and Beginner I, II & Elementary Synchronized Skating events hosted at the same competition.

## ***Benefits:***

- 🍁 Additional exposure of Synchronized Skating to other skaters
- 🍁 Removes conflicts for skaters at this level in having to attend or choose between different competitions for STAR 1-4 and Synchro
- 🍁 Consistent process for officials and LOC's



# What's Next?

- ✿ Assess to Standard for Synchronized Skating to be fully implemented for 2018-2019 based on positive feedback received after pilot in 2017-2018.
- ✿ Adjustments to be made to assessment standards to provide better clarity to coaches and officials on expectations based on feedback during pilot events.





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# Questions?