

Detailed Assessment of Judging Performance – Guidelines for Assessment

	Very Good	Good	Fair	Needs Improvement
1. Assessment Process				
Technical Knowledge	<ul style="list-style-type: none"> • Superior understanding of the techniques required to correctly execute skating movements; • Superior ability to assess finer details of both quality and GOE reductions related to all jumps, spins, steps, lifts, etc. 	<ul style="list-style-type: none"> • Solid understanding of the techniques required to correctly execute skating movements; • Consistent ability to assess quality characteristics and GOE reductions related to all jumps, spins, steps, lifts, etc. 	<ul style="list-style-type: none"> • Basic understanding of the techniques required to correctly execute skating movements; • Occasionally makes minor errors in assessing components related to the quality and reductions of jumps, spins, steps, lifts, etc. 	<ul style="list-style-type: none"> • Difficulty understanding the techniques required to correctly execute skating movements; • Frequent minor or major errors in assessing quality and GOE reductions of jumps, spins, steps, lifts, etc.
Knowledge of Current Rules and Trends	<ul style="list-style-type: none"> • Superior understanding and ability to consistently interpret/apply/advise on Skate Canada and ISU rules in all skating situations related to competitions; • Superior understanding of the latest developments in technical capability; • Takes a proactive approach in encouraging the direction skating is moving towards and actively uses methods to keep current (i.e.; websites, library, television, seminars, discussions with peers, etc.) 	<ul style="list-style-type: none"> • Solid understanding and ability to interpret/apply/advise on Skate Canada and ISU rules in most skating situations related to competitions; • Solid understanding of the latest developments in technical capability; • Takes an active role in encouraging the forward movement of skating and uses methods to keep current (i.e.; websites, library, television, seminars, discussions with peers, etc.) 	<ul style="list-style-type: none"> • Basic understanding and ability to interpret/apply/advise on Skate Canada and ISU rules in most skating related to competitions; • Aware of some but not all of the latest developments in technical capability; • Occasionally takes a role in encouraging the forward movement of skating and uses methods to keep current (i.e.; websites, library, television, seminars, discussions with peers, etc.) 	<ul style="list-style-type: none"> • Limited understanding and ability to interpret/apply/advise on Skate Canada and ISU rules related to competitions; • Not aware of the latest developments in technical capability and does not encourage the forward movement of skating.
Integration of Quality in Assessment	<ul style="list-style-type: none"> • Superior understanding of the finer details of and meaning of quality (ability to recognize proper technique, recognition of the role of carriage, line and knee action in expressing music, etc); • Demonstrates an inherent ability to collect pertinent information in order to make judgements about the 	<ul style="list-style-type: none"> • Solid understanding of the details of and meaning of quality (ability to recognize proper technique, recognition of the role of carriage, line and knee action in expressing music, etc); • Demonstrates an ability to collect pertinent information in order to make judgements about the quality of elements (GOEs) and the program 	<ul style="list-style-type: none"> • Basic understanding of the details of and meaning of quality but sometimes over or under emphasizes one or more of the components (proper technique, role of carriage, line and knee action in expressing music etc.); • Makes occasional errors in assessing quality of elements (GOEs) and the 	<ul style="list-style-type: none"> • Lacks understanding of the details of and meaning of quality and often over or under emphasizes one or more of the components (proper technique, role of carriage, line and knee action in expressing music etc.); • Makes errors in assessing quality of elements (GOEs) and the program components (PCs).

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	quality of elements (GOEs) and the program components (PCs).	components (PCs).	program components (PCs).	
Effective Use of positive (+) GOEs	<ul style="list-style-type: none"> Consistently recognizes and rewards the positive aspects of elements first prior to considering possible errors; Consistently awards positive (+) GOEs (+1 to +3) when warranted. 	<ul style="list-style-type: none"> Recognizes and rewards the positive aspects of elements first prior to considering possible errors; Awards positive (+) GOEs, but may be conservative in range. 	<ul style="list-style-type: none"> Inconsistently recognizes and rewards positive aspects of elements first prior to considering possible errors; Remains in the “0” range with occasional +1s. 	<ul style="list-style-type: none"> Difficulty in recognizing and rewarding positive aspects of elements first prior to considering possible errors (focuses on the negative); Remains in the “0” or negative GOE range.
Accuracy of Reductions of GOEs	<ul style="list-style-type: none"> Consistently identifies and applies all reductions; When GOE must be a negative (-), consistently marks correctly; Consistently understands which reduction to use when a range exists for a particular reduction (i.e., range for steps before jump – correctly reduces by 1 grade when only a small pause before the jump and consistently applies greater reductions for longer pauses). 	<ul style="list-style-type: none"> Identifies and applies reductions; When GOE must be a negative (-), marks correctly. Understands which reduction to use when a range exists for a particular reduction (i.e., range for steps before jump – correctly reduces by 1 grade when only a small pause before the jump and consistently applies greater reductions for longer pauses). 	<ul style="list-style-type: none"> Identifies and applies most reductions (some minor errors); When GOE must be a negative (-), mostly marks correctly; Occasionally from skater to skater does not apply the same criteria when a range exists for a particular reduction (i.e., range for steps before jump – correctly reduces by 1 grade when only a small pause before the jump and consistently applies greater reductions for longer pauses). 	<ul style="list-style-type: none"> Several minor or major errors in identifying and applying reductions; When GOE must be a negative (-), marks inconsistently; Difficulty in applying the same criteria when a range exists for a particular reduction (i.e., range for steps before jump – correctly reduces by 1 grade when only a small pause before the jump and consistently applies greater reductions for longer pauses).
Appropriately Assigns PC Scores	<ul style="list-style-type: none"> Superior understanding of the independence between the different PCs; Consistently evaluates each PC using the ISU criteria; Consistently evaluates each PC using an appropriate range reflective of skating and performance quality. 	<ul style="list-style-type: none"> Solid understanding of the independence between the different PCs; Evaluates each PC using the ISU criteria; Generally evaluates each PC using an appropriate range reflective of skating and performance quality. 	<ul style="list-style-type: none"> Limited understanding of the independence between the different PCs; Occasionally struggles in evaluating each PC using the ISU criteria; Occasional difficulties in evaluating each PC using an appropriate range reflective 	<ul style="list-style-type: none"> Lacks understanding of the independence between the different PCs; Struggles in evaluating each PC using the ISU criteria; Difficulties in evaluating each PC using an appropriate range reflective of skating and performance quality (often too

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			of skating and performance quality (sometimes too high, sometimes too low).	high, often too low).
Appropriately Reflects Differences Between PCs	<ul style="list-style-type: none"> Consistently recognizes the diversity among the PCs and evaluates these using an appropriate variance in scores (bold differences when warranted). 	<ul style="list-style-type: none"> Recognizes the difference among the PCs and evaluates these using a modest variance in scores (differences when warranted). 	<ul style="list-style-type: none"> Occasional difficulties in recognizing the difference among the PCs and sometimes marks using a tight range of scores (sometimes little variance). 	<ul style="list-style-type: none"> Struggles in recognizing the difference among the PCs and sticks to a very tight range of scores (consistently little to no variance).
Decisiveness (keeps pace with panel)	<ul style="list-style-type: none"> Consistently takes responsibility for, and demonstrates a commitment to appropriate decisions in a timely manner. 	<ul style="list-style-type: none"> Demonstrates a commitment to appropriate decisions in a timely manner. Does not impair the timely completion of the event. 	<ul style="list-style-type: none"> Demonstrates sound decision making although the speed of decision making is compromised when difficult “calls” are required or when the judge has not used an adequate marking range. 	<ul style="list-style-type: none"> Lacks appropriate decision-making skills; the speed of decision making is compromised through most of the event.
2. Communication				
Participation in Discussions	<ul style="list-style-type: none"> Very willingly contributes pertinent points to discussion in a respectful manner. 	<ul style="list-style-type: none"> Willingly contributes some points to discussions in a respectful manner. 	<ul style="list-style-type: none"> Contributes somewhat to discussions in a respectful manner. 	<ul style="list-style-type: none"> Contributes very little to discussions or discusses contributions in a disrespectful manner.
Ability to Explain / Defend GOEs and PCs	<ul style="list-style-type: none"> Explanations are complete with very relevant and pertinent details; Articulates very well. 	<ul style="list-style-type: none"> Explanations are complete with some relevant and pertinent details. 	<ul style="list-style-type: none"> Sometimes lacks relevant details or sound reasoning to support explanations. 	<ul style="list-style-type: none"> Explanations are very brief and does not provide sound reasoning.
Open-mindedness to Other Opinions	<ul style="list-style-type: none"> Judge is very open to other opinions; Clearly demonstrates a very respectful manner to different viewpoints. 	<ul style="list-style-type: none"> Judge is open to other opinions; Demonstrates a respectful manner to different viewpoints. 	<ul style="list-style-type: none"> Judge is usually open to other opinions; Usually demonstrates a respectful manner to different viewpoints. 	<ul style="list-style-type: none"> Judge is somewhat open to other opinions; Does not always demonstrate a respectful manner to different viewpoints.
Interacts Well with Other Judges	<ul style="list-style-type: none"> Superior collaboration with judging colleagues; Always gets along well with everyone. 	<ul style="list-style-type: none"> Gets along well with judging colleagues. 	<ul style="list-style-type: none"> Tends to interact with only a select group of judges; Shyness prohibits interactions with judging colleagues. 	<ul style="list-style-type: none"> Sometimes disrespectful, confrontational or uncooperative towards judging colleagues; Always interacts with only a select group of judges, or keeps to him/herself.

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3. Deportment				
Respect for Athletes, Fellow Officials and Stakeholders	<ul style="list-style-type: none"> Superior support and attitude are demonstrated towards officials and athletes; Able to cope with unexpected situation changes and offers assistance to others as required. 	<ul style="list-style-type: none"> Solid support and attitude are demonstrated towards officials and athletes; Able to cope with unexpected situation changes and adapt accordingly. 	<ul style="list-style-type: none"> Sometimes requires feedback/direction from referee during post-event discussion. Limited enthusiasm or cooperation demonstrated during the competition. Moderate assistance required with unexpected situation changes. 	<ul style="list-style-type: none"> Is not supportive to judges or referees. Demonstrates poor attitude towards officials and athletes. Unable to cope with unexpected situation changes.
Ability to Manage Stress	<ul style="list-style-type: none"> Easily able to demonstrate objective assessment of skaters from one's own area. Easily able to maintain focus on duties during stressful situations. 	<ul style="list-style-type: none"> Able to demonstrate objective assessment of skaters from one's own area. Able to maintain focus on duties and be aware of the effect of one's own stress on others. 	<ul style="list-style-type: none"> May demonstrate minimal difficulty in fairly assessing skaters from one's own area. May require minimal assistance to maintain focus on his/her duties as stressful situations occur. 	<ul style="list-style-type: none"> Demonstrates difficulty in fairly assessing skaters from one's own area. Limited insight into one's stress and the effect on others. Difficulty maintaining focus during stressful situations and difficulty discerning appropriate from superfluous information.
Organization during the Competition	<ul style="list-style-type: none"> Superior preparation prior to and during the competition. Superior management of adverse or unusual situations (jet lag, climactic change, cultural or language differences). 	<ul style="list-style-type: none"> Solid preparation prior to and during the competition. Able to manage any adverse or unusual situations independently or with minimal assistance. 	<ul style="list-style-type: none"> Able to demonstrate basic preparation for competitions. Requires minimal to moderate assistance to manage effects of jet lag, climactic change adverse/unusual situations. 	<ul style="list-style-type: none"> Excessive time or assistance required preparing papers, etc. Personal affairs and/or disorganization affects his/her performance or the performance of others.
4. Leadership				
Commitment to Work at the Competition	<ul style="list-style-type: none"> Demonstrates a clear understanding of the most recent rules; Maintains concentration throughout the event and/or adapts very well to unexpected situations. 	<ul style="list-style-type: none"> Demonstrates a general understanding of the most recent rules; Maintains concentration throughout the event and/or copes relatively well with unexpected situations. 	<ul style="list-style-type: none"> Requires some clarification of recent rules; Loss of concentration and/or unexpected situations creates some degree of stress, which may lead to minor/medium errors in assessment. 	<ul style="list-style-type: none"> Requires clarification of many rule changes; Loss of concentration and/or unexpected situations creates noticeable stress, which may lead to medium/serious errors in assessment.



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Acts Appropriately in Situations	<ul style="list-style-type: none"> Always conducts oneself in a dignified manner; Is an exceptional representative of Skate Canada. 	<ul style="list-style-type: none"> Conducts oneself in a dignified manner; Is a strong representative of Skate Canada. 	<ul style="list-style-type: none"> Occasionally chooses inappropriate times or places to discuss the performance of skaters, other officials and/or the direction of Skate Canada. 	<ul style="list-style-type: none"> Often chooses inappropriate times or places to discuss the performance of skaters, other officials, and/or the direction of Skate Canada.
Is a Role Model for Other Judges	<ul style="list-style-type: none"> Very willingly broadens learning experiences for other judges; Always leads by example - acts as a role model for others in progressive leadership behaviors; Where appropriate, leads discussions as to the future direction of the sport of figure skating. 	<ul style="list-style-type: none"> Occasionally broadens learning experiences for other judges; Often leads by example - acts as a role model for others in leadership behaviors; Where appropriate, participates in discussions as to the future direction of the sport of figure skating. 	<ul style="list-style-type: none"> Rarely broadens learning experiences for other judges; Occasionally leads by example - acts as a role model for others in leadership behaviors; Rarely engages in discussions as to the future direction of the sport of figure skating. 	<ul style="list-style-type: none"> Does not create opportunities for the learning of other judges; Does not lead by example; Does not engage in discussions as to the future direction of the sport of figure skating or is constantly opposing the direction of Skate Canada.

Guide for Referees regarding overall assessment of a Judge

- **Acceptable - no more than one (1) F in the Assessment Process, and one (1) F in other areas of assessment.**
- **Fair - no more than one (1) F in the Assessment Process, and two (2) Fs in other areas of assessment.**
- **Needs Improvement - greater than the above noted F assessments and/or two (2) NI assessments.**