



**A USER'S GUIDE TO THE ISU
JUDGING SYSTEM FOR
SYNCHRONIZED SKATING**

2005-2006 Season

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HOW TO USE THIS GUIDE AND UNDERSTAND THE JUDGING SYSTEM

U.S. Figure Skating recently passed an implementation plan to integrate the ISU judging system into all U.S. Figure Skating events within the next several years. While all of the new information can seem overwhelming, this guide will help walk you through it in phases so that you will be able to understand it and create a program for your synchronized skating team that will be successful in competition.

Realize that this guide does not contain all of the rules and specific requirements. You will still need to go to outside sources, but each time you have to do that, references are provided.

STEP 1: UNDERSTAND THE NEW VOCABULARY AND TERMS THAT WILL BE USED.

- a. Thoroughly read the **Glossary of Terms** in this document. Understanding all of the terms relating to the judging system will make it much easier to navigate your way through ISU documents and the new language that will be used in the 2006 U.S. Figure Skating rulebook .
- b. The reference listed below each term is where you can go to get additional information on that particular area. Once you understand the principle, go to the appropriate section in the rulebook or ISU communication to get specific information on how it is applied.

STEP 2: LEARN THE WELL BALANCED PROGRAM REQUIREMENTS FOR YOUR LEVEL.

- a. This is the easy one. There is a chart in this document that tells you which elements are required in your free skate. (Short program required elements are not included – junior and senior coaches will go directly to the ISU Communications and rulebook).

STEP 3: USE THE SUMMARIES OF DIFFICULTY GROUPS FOR ELEMENTS AND FEATURES TO LEARN THE DIFFERENCES IN GROUPS AND HOW THE LEVELS ARE DETERMINED.

- a. For each element that is required in your well balanced program, become familiar with all difficulty groups.
- b. Once you understand that, flip to the difficulty groups of the features and become familiar with how these are applied to the elements.
- c. To understand how the difficulty groups of elements and features combine to determine the overall level and consequently, the base value, use the Summary of Levels of Elements in Synchronized Skating in this document, or the charts on pages 29-32 of ISU Communication 1323, also see ISU Communications 1341 and 1347 for follow up details.
- d. For your required elements, it is strongly recommended that you do not choose variations which are not listed in the difficulty group charts.

STEP 4: ONCE YOU UNDERSTAND THE DIFFICULTY GROUPS AND LEVELS, AND HAVE DECIDED WHAT ELEMENTS WILL BE INCLUDED IN YOUR PROGRAM, GO BACK TO ISU COMMUNICATION # 1323 TO READ THE SPECIFIC DETAILS OF THE RULES AND MAKE SURE YOU ARE MEETING THE REQUIREMENTS. Then, follow up on clarifications made to the details by using ISU Communications 1341 & 1347.

STEP 5: TEST YOUR KNOWLEDGE BY STUDYING THE PROTOCOL SAMPLE IN THIS DOCUMENT. YOU SHOULD BE ABLE TO UNDERSTAND HOW ALL OF THE NUMBERS AND NOTATIONS WERE DERIVED.

STEP 6: IF THERE IS STILL SOMETHING THAT YOU DON'T UNDERSTAND, CONTACT A MEMBER OF THE SYNCHRO HELP DESK TO BE REFERRED TO SOMEONE WHO CAN HELP YOU.

GLOSSARY OF TERMS

TERMS RELATED TO THE BASICS

6.0 SYSTEM The system of judging that has been in place in figure skating for many years. The principle of this system is that the teams are compared with one another, given two marks and ranked by each judge, with teams needing a majority of the panel to award them a placement. For 2005-2006, levels below novice and many non-qualifying competitions will be judged under the 6.0 system. However, the rules the judges will use have been changed to reflect the skills that are important in the ISU judging system. Coaches must carefully review rules 2081-2092 which clearly explain how teams will be evaluated in the 6.0 system. Reference: 2006 U.S. Figure Skating Rulebook, pps. 77-83

ISU JUDGING SYSTEM The basic principle of the ISU judging system is that teams will no longer be ranked. They will be rated against a set standard. Part of the team's final score will come from a technical panel and the other part will come from a judging panel that evaluates how well each element was executed and the program component score. This system has also been called the "new judging system", the Code of Points, CoP, IJS or NJS.

JUDGES The judges' job under the ISU judging system is much more specific. They will be required to give a mark, or grade of execution (GOE) ranging from -3 to +3 for each element in the program that is a required element (short program) or a well balanced program requirement (free skate) and has been given a value by the technical panel. They do this as the team is skating, and the GOE they give is based only on how well the element was performed, not how difficult it is. When the team has finished skating, they will give five marks, on a scale of .25-10 for each of the five program components. The judges do not rank the teams. They simply rate each element against a standard.

REFEREE The primary responsibility of the referee is to manage the panel of judges. They conduct a brief meeting with the judges prior to the event, they decide upon specific deductions according to the rules, they decide upon protests and make sure that all participants are following the rules. In U.S. competitions, the chief referee is responsible for writing the competition schedule and assigning judges to the panel. This is also an assistant referee at ice level. (This is the same as the 6.0 system). Reference: ISU Communication 1323, p.16

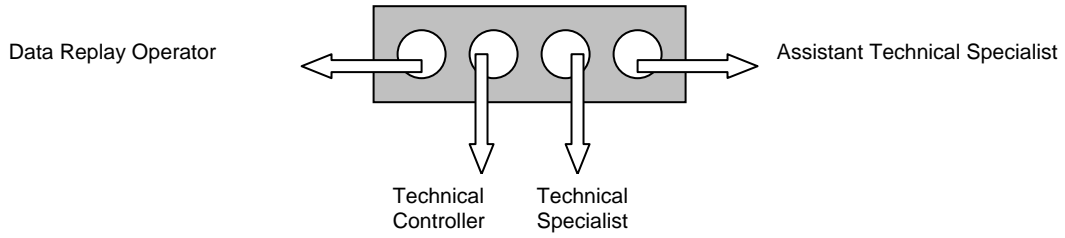
TECHNICAL CONTROLLER (TC) This individual was likely a very high level judge or referee in the 6.0 system. Their job is to supervise the call of the technical specialists, authorize the input of data and identify illegal elements. Reference: ISU Communication 1323, p.17 / Rule 806, para. 3

TECHNICAL SPECIALIST (TS) (and assistant technical specialist) These individuals are responsible for identifying and calling the difficulty groups of elements, difficulty groups of specific features, identifying illegal elements, innovative element bonuses and identifying and deleting additional elements. Technical specialists are coaches highly trained volunteers that are recruited from the athlete or coaching ranks. Reference: ISU Communication 1323, p.17 / Rule 806, para. 4

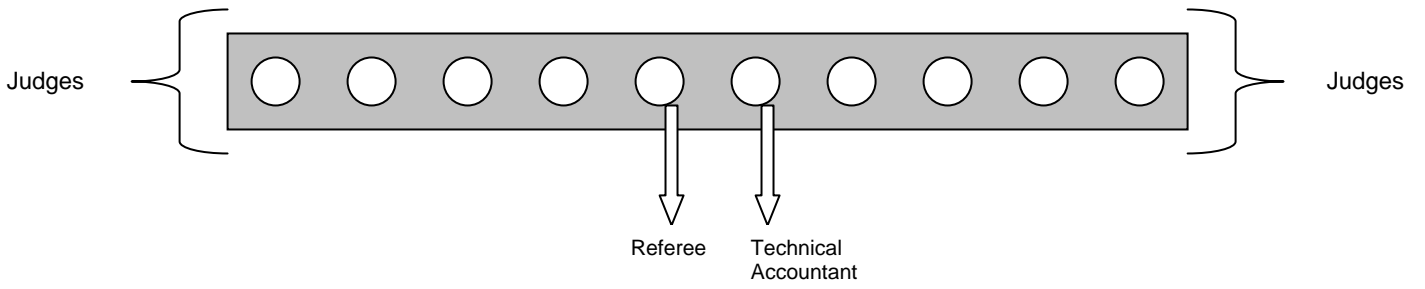
TECHNICAL PANEL The technical panel refers collectively to the technical controller, technical specialist and assistant technical specialist. They work as a team to ensure that all of the calls are correct. The technical specialist makes the calls as the team is skating. At any point if the assistant or the technical controller disagree or have a question, they state "Review". At the end of the program, they go back and have a brief discussion about the element in questions. The calls are supervised and can be corrected by the technical controller, but if both specialists disagree with the corrections, the initial decision stays. There is very specific language that is used by this panel, and their conversations are recorded.

ILLUSTRATION OF THE JUDGES PANEL AND TECHNICAL PANEL SET UP

TECHNICAL PANEL



JUDGES PANEL



TERMS RELATED TO THE PROGRAM, CALCULATION AND SCORING

BASE VALUE The points that are awarded for an executed element before the grade of execution or any deductions are applied. The base value for every element can be calculated by using the charts in the charts in this document, or the charts on pages 29-32 of ISU Communication 1323.

DEDUCTIONS Points taken off of the score by the technical panel or referee. Details of deduction amounts are found on pages 15-16 of ISU Communication 1323 and page 16 of ISU Communication 1341. There are four types of deductions:

1. A deduction taken for a fall in any part of the program from the total score. (TS/TC)
2. A deduction taken by the referee for another violation such as costume, make up and time limit.
3. A deduction taken for elements that is not according to requirements. This deduction is taken from the points awarded for the respective element. (Also called Element Deduction). (Referee for holds, TS / TC for all other)
4. A deduction to the total score taken by the technical specialist / verified by the technical controller for additional and / or illegal elements.

Reference: ISU Communication 1323, pages 15-16 / Rule 712, paragraph 9, ISU Communication 1341, page 16 / Appendix B.

PROGRAM COMPONENTS SCORE / FACTORIZED This number is arrived at by each judge giving a mark for each program component, and a trimmed mean for each component being calculated. The panel's points for each program component are then multiplied by a factor: .8 for the short program and 1.6 for the free skate (in junior and senior, factors for lower levels TBD). The factored results are rounded to two decimal places and added. The sum is the Program Component Score or Factorized Score.

Reference: ISU Rule 738 paragraphs 1-4 (page 55 ISU Special Regulations for Synchronized Skating 2004. See also protocol section of this document.

FEATURES / EVALUATED BY JUDGES Factors that make synchronized skating elements more difficult. (Formally called adding factors). Some features will be evaluated by the judges and taken into consideration in the GOE for each element. These features are: Traveling (for circles and wheels), formations (for moves in the field), entry/ exit for spin, holds (for blocks, circles, lines and wheels) and change of direction/rotation (for wheels and circles). These features do not have difficulty groups, however there are specific requirements for their inclusion in the programs. Refer to ISU Communication 1323, p.1, p.14 # 15 for specific details.

FEATURES / EVALUATED BY TECHNICAL PANEL Factors that increase the difficulty of synchronized skating elements and are evaluated by the technical panel. This means they have a specific difficulty group and contribute to determining the level for the executed element. These features are: step sequences (for wheels, blocks, circles and lines), point of intersection (for intersections) and free skating moves/elements (for movements in isolation and moves in the field). Refer to ISU Communication 1323, p.1, p.14 # 15 for specific details.

GRADE OF EXECUTION (GOE) For each executed element that is awarded a base value by the technical panel, the panel of judges also give it a mark of -3 to +3 (---0+++). This mark is based only on how well the team executes the element, not its difficulty. The difficulty is irrelevant to the GOE. A trimmed mean of all the judges' GOE's is calculated for each element, and this is applied to base value, per the Scale of Value. There are specific standards that must be achieved by the team to earn a particular GOE for each element.

Reference: ISU Communication 1341, Appendix A.

GROUP Each element and feature (feature evaluated by the technical panel) is placed in a difficulty group. The elements are grouped separately from the features. Groups for elements take into consideration the shapes and formations, while groups for features take into consideration the difficulty of step sequences, free skating elements and moves and the difficulty of the point of intersection. Difficulty groups separate the features and elements, but do not determine the base value. Reference: ISU Communication 1323, Appendix A, pgs.18-28

LEVEL Combining the difficulty groups (from above) of the elements and applicable features will determine the level of the element. There is a chart that illustrates the different combinations of groups that determines the level. The level awarded for the executed element determines the base value for that element.

Reference: ISU Comm. 1323, Levels of Elements in Synchronized Skating, pgs. 29-32

MOVES IN THE FIELD A new element required in the well balanced program for senior and collegiate, a required element in the senior short program. It is a sequence of free skate moves which can be connected with a few linking steps. It must have at least three free skating moves, each held for at least three seconds. Any formation is permitted, and the team must act as one unit. Reference: ISU Comm. 1323, p. 13, 22

PRINCIPLES OF CALCULATION The rules that outline precisely how the scores for each team are calculated.

Reference ISU Rule 738 paragraphs 1-4 (page 55 ISU Special Regulations for Synchronized Skating 2004

PROGRAM COMPONENTS SCORE The second set of marks given by the judging panel. Each judge gives five marks on a scale of .25-10. There is specific criteria that teams must achieve to receive each score. See "Factorized Score" for the method that the total Program Components Score is arrived at. The five program components are:

1. Skating Skills
2. Transitions
3. Performance / Execution
4. Choreography / Composition
5. Interpretation

References: ISU Rule 738 paragraphs 1-4, ISU Communication 1192, Appendices F, G, H; 2006 U.S. Figure Skating rulebook, p. 77, Rule 2080, p. 82, Rule 2092

REDUCTIONS A reduction of the GOE points by the judges. Reductions are taken for breaks, stumbles, falls and collisions within elements. They can only be taken for quality errors in the required elements in the short program or elements counted in the well balanced program in the free skate.

Reference: ISU Communication 1323, page 15, 8a; ISU Communication 1341, page 16-17/ Appendix B

REQUIRED ELEMENTS The elements in a short program that are evaluated by the technical panel and given a GOE by the judging panel.

SCALE OF VALUE A chart that details how the points awarded for the base value of each executed element is either increased or decreased based upon the GOE awarded by the judges for that element.

Reference: ISU Communication 1323, p. 9 for short program, page 15 for free skate.

SEQUENCE OF ELEMENTS A team may elect to perform a well balanced program element in a sequence of two formations. (For example, one circle that moves into a circle within a circle). This sequence will be evaluated as one unit by adding the base values of the levels for the elements included and then multiplying that number by a factor of .7. One GOE will be given for the element, and the value of that GOE will be determined by the numerical value of the most difficult element. Sequences may be performed in the free skating for the wheel, circle and line elements. Reference: ISU Communication 1323, p.16 / Rule 738 paragraph 1h

STEP SEQUENCE Are steps used in both elements and during transitions. They must be clearly recognizable and may not incorporate more than one crossover in a row. They also must cover 2/3 the length of the rink in a block, 2/3 the rotation of a circle, ½ the length of the ice in a line and 180 degrees in a wheel. ISU Communication 1323, p. 10; ISU Communication 1347, p. 1-2.

TECHNICAL ELEMENTS SCORE The total score for the technical elements in the short program or free skate. It includes the base values for each element factored with the GOE and any element deductions that may have been taken by the technical panel.

TOTAL SEGMENT SCORE The technical element score plus the program component score, less any deductions by the technical panel for a segment of a competitive event that includes both a short program and a free skate. For example, after the short program at the 2005 World Synchronized Skating Challenge Cup for Juniors, the Muskeeters' Total Segment Score was 55.35.

TOTAL SCORE In a competitive event with both a short program and a free skate, the total score is the end result. It is comprised of the total segment score for the short program plus the total segment score for the free skate. No factoring takes place. The final result is based upon the total number of points earned, not the placement the team earned in each segment.

TRANSITION In synchronized skating a transition can have two meanings. Firstly, it is how a team moves from one element to the next. Secondly, it is any extra element performed by a team that is not part of the well balanced program requirements in the free skate. Extra elements are not permitted in the short program. Transitions of either kind are not evaluated by the technical panel. Therefore, they do not receive points and are not given a GOE by the judging panel. Transitions are evaluated only as part of the program component marks.

TRIMMED MEAN Judges marks, both the GOE and program component marks, are applied to a teams' score only as part of a trimmed mean. For each element or individual program component, the highest mark and the lowest mark are discarded. Then, the remaining marks are averaged.

WELL BALANCED PROGRAM ELEMENTS Each level in synchronized skating has a list of elements that are required in the free skate. The team must execute all of these elements. These are the elements that are evaluated by the technical panel and given a base value and a GOE. Ref.: 2006 U.S. Figure Skating Rulebook, Rules 4681-4791, ISU Communication 1323.

TERMS RELATED TO IMPORTANT DOCUMENTS

COMBINED REPORT OF ACTION A document produced by U.S. Figure Skating following the annual Governing Council Meeting. It summarizes all rule changes that occurred at the meeting. This document should be used as a supplement to the U.S. Figure Skating in the months following Governing Council, before the new rulebook is published. (Approximately May – September).

ISU COMMUNICATIONS Official documents written by the International Skating Union (ISU) that contain pertinent information to synchronized skating rules. Although the ISU governs only junior and senior, definitions and requirements in elements and features are often applicable to all levels. Communications are published throughout the season and often contain clarifications to rules. These are always published immediately on the ISU web site: www.isu.org

It is the responsibility of each coach to check the ISU web site on a regular basis to look for new communications. As of October 2005, the following clarifications have been published regarding the 2006 season: 1323, 1340, 1341 and 1347.

ISU SPECIAL REGULATIONS SYNCHRONIZED SKATING 2004 The ISU Rulebook for Synchronized Skating. ISU Communications serve as updates and clarifications to rules in this book. This book can be downloaded for free from the ISU web site, by going to www.isu.org then clicking on “Synchronized Skating”. It is a .pdf file at the bottom of the page. It can also be purchased from the ISU. The ISU published this book every other year. It is updated inbetween publication periods via official ISU Communications. A new copy is due to be published in late summer 2006.

PLANNED PROGRAM CONTENT SHEET The document that each coach must submit at registration for competitions. The sheet lists the elements in the program in order that they will be skated. It should include only the names of the elements listed in the well balanced program, with anything additional being listed as “transition”. Difficulty groups and features must NOT be listed on the planned program content sheets. Sample sheets for each level are in this document, and will also be available throughout the year on U.S. Figure Skating Online.

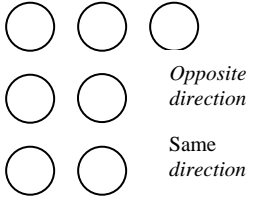
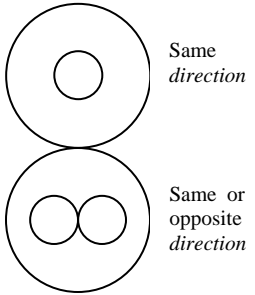
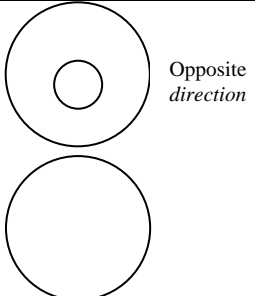
PROTOCOL The document published at the conclusion of the competition that details all of the scores for all of the teams. This is your team’s “report card.” A sample protocol is included in this document.

U.S. FIGURE SKATING RULEBOOK A coach’s complete guide to all of the rules for all of the levels offered in U.S. Figure Skating. Rules that have changed from last season are underlined. It is imperative for every coach to own a current rulebook and spend time each year reading it and making sure they understand all of it. **Exceptions are never made for coaches who do not have a clear understanding of the rules.**

WELL BALANCED PROGRAM REQUIREMENTS

LEVEL	WELL BALANCED PROGRAM	LEVEL	WELL BALANCED PROGRAM
PRELIMINARY	1 block element 1 circle element 1 intersection (fwd) 1 line element 1 wheel element	PRE-JUVENILE <i>(formally youth introductory)</i>	1 block element 1 circle element 1 intersection (fwd) 1 line element 1 wheel element
OPEN JUVENILE <i>(formally teen introductory)</i>	1 block element 1 circle element 1 intersection 1 line element 1 wheel element	JUVENILE	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element
INTERMEDIATE	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 1 movement in isolation	NOVICE	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 1 movement in isolation
OPEN JUNIOR <i>(formally junior classic)</i>	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 1 movement in isolation 1 no hold step sequence 1 spin element	JUNIOR	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 1 movement in isolation 1 no hold step sequence 1 spin element
SENIOR	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 2 movements in isolation 1 no hold step sequence 1 spin element 1 moves in the field	COLLEGIATE	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 2 movements in isolation 1 no hold step sequence 1 spin element 1 moves in the field
ADULT	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element 1 movement in isolation	MASTERS	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element
OPEN COLLEGIATE <i>(formally collegiate introductory)</i>	1 block element 1 circle element 2 intersection elements 1 line element 1 wheel element	OPEN ADULT <i>(formally adult introductory)</i>	1 block element 1 circle element 1 intersection 1 line element 1 wheel element

SUMMARY OF DIFFICULTY GROUPS FOR ELEMENTS – CIRCLE, LINE, BLOCK, WHEEL, INTERSECTION (p.1)

DIFFICULTY GROUP	CIRCLE ISU Comm. 1323, p. 18	LINE ISU Comm. 1323, p. 18	BLOCK # 1323, p. 19	WHEEL ISU Comm. 1323, p. 19	INTERSECTION ISU Comm. 1323, p. 20; # 1341, p.2-5 for details
GROUP 1	 <p>Opposite direction</p> <p>Same direction</p>	<ul style="list-style-type: none"> * Multiple lines * 2 lines – separate (V line or T-line) * 2 lines parallel / follow the leader * 1 line parallel / follow the leader 	<ul style="list-style-type: none"> * No change of configuration (in FS) <p><i>(In short program, will be evaluated as not according to requirements and deduction taken)</i></p>	<ul style="list-style-type: none"> * Multiple pivot wheels * 5- spoke wheel * S – wheel * 6 – spoke wheel * Interlocking pivot wheels (3 or more) 	<ul style="list-style-type: none"> * Pass by (pair intersection) * Asymmetrical * 2 circles not revolving * Inverted “V” intersection * Collapsing circle * Sequential * 4-spoke intersection * Block w/ 3+ lines * Splicing (at different times) * L- intersection * Splicing (2 lines, parallel, 4 lines) * 4 line int. from same direction * 3 line int. w/ center line stopping * Weaving circle * 2 “V” – intersection / 4 line intersection – pivot at same ends
GROUP 2	 <p>Same direction</p> <p>Same or opposite direction</p>	<ul style="list-style-type: none"> * 2 lines parallel * 2 (lines parallel) diagonal / not follow the leader * 2 lines interacting * 1 line (horizontal or vertical) 	<ul style="list-style-type: none"> * One change of configuration <p><i>(See USFS Rulebook, Rule 4611 J.)</i></p>	<ul style="list-style-type: none"> * 4- spoke wheel * 2- spoke pivot (separate pivots) * 2 2-spoke interlocking wheels * 2 3-spoke interlocking wheels * 2 V-interlocking wheels 	<ul style="list-style-type: none"> * 2 rotating circles * 4 lines, pivot at opp. ends * 2 lines, pivot at opp. ends * 2 parallel lines, pivot at opposite ends * 2 parallel lines from same direction * Parallel “L” intersection * 4 line int., from opp. direct. * “V” int./ 2 line int., pivot at same end * 2-line int. from same directions. * Parallel “V” intersection / 2 parallel line int., pivot at same end
GROUP 3	 <p>Opposite direction</p>	<ul style="list-style-type: none"> * 1 line diagonal, not follow the leader * 2 lines pivoting * 1 line pivoting * 2 lines interacting and pivoting at the same time 	<ul style="list-style-type: none"> * Two or more changes of configuration 	<ul style="list-style-type: none"> * 2- spoke wheel * 3- spoke wheel * 2 line parallel wheel * 1- spoke pivot wheel * 2-spoke pivot – common pivot * 3 line parallel wheel * 3 2-spoke interlocking wheels 	<ul style="list-style-type: none"> * 2 parallel line from opposite direction * 3-line with all 3 lines skating * Whip intersection * Box or triangle intersection * 2 line int. from opp. directions * 5 line (pentagon) intersection
<p>Note: Groups are not the same as levels. The group of the element is combined with the group(s) of features being performed in that element to determine the level. The level is what determines the base value. To figure out the level, use the group of the element + the group of the feature(s) and look at the charts in this document or ISU Communication 1323, pages 29-32</p>					

SUMMARY OF DIFFICULTY GROUPS FOR ELEMENTS – NO HOLD STEP SEQUENCE, MOVES IN THE FIELD, SPIN, MOVES IN ISOLATION (p.2) Relevant to levels where these elements are in the well balanced program.

DIFFICULTY GROUP	NO HOLD STEP SEQUENCE ISU Comm. 1323, pgs. 20-22	MOVES IN THE FIELD # 1323, pgs. 13 & 22; # 1341, p. 1	MOVES IN ISOLATION	SPIN # 1323, pg. 23; #1347 for detail
GROUP 1	NHS element does not meet requirements for group 2, 3, 4	* 3 different moves from free skating moves (fm)1	* 1 move/element from group 1 or 2 OR * 2 moves/elements from group 1	Upright spin
GROUP 2	* Minimum of 2 different turns with a minimum of one each of the following: three-turns, mohawks	* 2 different moves from fm1 and 1 from fm2 or fm3	* 1 move/element from group 3 OR * 1 move/element from group 1 and 1 move/element from group 2	Short program: Upright spin variation (layback, sideways leaning or cross foot) Free skate: *Upright spin variation *Sit or camel spin w/ no change of foot <u>or</u> position *Spin w change of foot or position *Pair spin
GROUP 3	* Minimum of 2 different turns with a minimum of one each of the following: three-turns, Mohawks PLUS: Feature 1 AND Feature 2 OR A minimum of 4 turns from: choctaws, brackets, double 3's, single twizzles (3 of the 4 turns must be different)	* 1 move from fm 1 and 2 different moves from fm2 or fm3 OR * 1 move from fm 1, 1 from fm2 and 1 from fm3 OR * 3 different moves from fm 2	* 2 moves/elements from group 2 OR * 1 move/element from group 1 and one move/element from group 3	(Free skate only) * Flying spins (any position) * Bielman spins or other difficult variations of an upright spin * Spin combination with change or foot <u>and</u> position
GROUP 4	* Minimum of 4 turns from: choctaws, brackets, double 3's, single twizzles (3 of 4 must be different) PLUS: Feature 1 AND Feature 2 OR A minimum of 4 turns from: counters, rockers, double twizzles (3 of 4 turns must be different)	* 1 move from fm2 and 2 different moves from fm3 OR * 2 different moves from fm2 and 1 from fm3	* 1 move/element from group 2 and one move/element from group 3	
GROUP 5	* Minimum of 4 turns from: counters, rockers, double twizzles (3 of 4 must be different) PLUS: Feature 1 AND Feature 2	* 3 different moves from fm3	* 2 moves/elements from group 3	
NOTES	For all NHS: * Must cover 2/3 of ice surface A. Feature 1 = One change of tempo B. Feature 2 = Two changes of rotation direction All groups may include: <i>Linking steps: Progressives, chasses, cross rolls, changes of edge, moving toe steps and small hops in between required turns</i>	For all Moves in the Field: * 3 most difficult fm counted * Fm must be held for a minimum of 3 seconds * If ½ is performing a fm of higher level, the lower level awarded * All skaters must perform FS moves (fm) as described in Groups for Features * No change of formation required*	For all Moves in Isolation: * Minimum of 3 skaters/pairs to a max. less than ½ team. * Two free skating moves counted for evaluation may be marked on the program content sheet. <u>SEE ISU Communication 1323, pgs. 12 & 24; # 1347, p. 3</u>	There are no features evaluated by the TS for spins. <u>See ISU Communication 1323, p. 23, for specific requirements for spins & 1347, p. 4 for further details.</u>

SUMMARY OF DIFFICULTY GROUPS FOR FEATURES EVALUATED BY TECHNICAL SPECIALIST – STEP SEQUENCES, POINT OF INTERSECTION AND FREE SKATING MOVES/ELEMENTS (p.3)

DIFFICULTY GROUP	STEP SEQUENCES <i>Apply for WHEEL, BLOCK, CIRCLE AND LINE, ISU Communication #1323, pgs. 10, 25-26. # 1347, p.2; (Wheel: Cannot increase the group by adding features 1&2)</i>	POINT OF INTERSECTION <i>Applies for INTERSECTION ISU Communication #1323, pgs. 11, 27; #1341 p. 2, # 1347 p. 2</i>	FREE SKATING MOVES <i>Apply for MOVES IN THE FIELD AND MOVES IN ISOLATION ISU Communication #1323, pgs. 4, 12-13, 27-28</i>
GROUP 1	Step sequence does not meet the requirements for Groups 2, 3, 4, or 5	Point of intersection does not meet requirements for Group 2,3,4. No turns, moves or small hops are performed, only steps.	<ul style="list-style-type: none"> * Jumps, assisted jumps * Lifts that do not rotate or glide * Upright spin/no change of foot or position OR <ul style="list-style-type: none"> * Forward and backward lunges * Inside Ina Bauer * Shoot the duck * Forward or backward outside spirals
GROUP 2	* Minimum of 2 different turns with a minimum repetition of one for each of the following: 3-turns, mohawks	Three turns, mohawks, small hops or dance jumps, forward lunges	<ul style="list-style-type: none"> * Jump sequence, pair pivot * Lifts that are stationary and rotate * Lifts that glide but do not rotate * Spin with change of foot or position * Pair spin * Layback, sideways, cross foot spin * Sit or camel spin/no change of foot or position OR <ul style="list-style-type: none"> * Inside spread eagle * Hydroblading * Forward or backward inside spirals
GROUP 3	* Minimum of 2 different turns with a minimum repetition of one for each of the following: 3-turns, mohawks PLUS Feature 1 AND Feature 2 OR Minimum of 4 turns from: choctaws, brackets, double 3's, single twizzles (3 of the 4 turns must be different)	Forward twizzle, forward double 3's, brackets, forward spirals, back lunges, three turn clockwise and counter clockwise, inside spread eagle, inside ina bauer	<ul style="list-style-type: none"> * Death spirals * Lifts that glide and rotate at the same time * Spin combination with change of foot and/or direction * Flying spins * Bielman spin, variation of upright spin OR (Group 3 continued)
GROUP 4	* Minimum of 4 turns from: choctaws, brackets, double 3's, single twizzles (3 of the 4 turns must be different) PLUS Feature 1 AND Feature 2 OR * A minimum of 4 turns from: counters, rockers, double twizzles (3 of 4 turns must be different)	Backward twizzles, backward outside double 3's, rockers, counters, outside spread eagle, outside ina bauer	<ul style="list-style-type: none"> * Outside spread eagles * Outside spread eagle with change of edge * Forward or Backward spiral with change of edge * Outside ina bauer * Bielman spiral
GROUP 5	* Minimum of 4 turns from: counters, rockers, double twizzles (3 of 4 turns must be different) PLUS: Feature 1 AND Feature 2		
NOTES	Feature 1 = One change of tempo Feature 2 = Two changes of rotation direction All groups may include: <i>Linking steps: Progressives, chasses, cross rolls, changes of edge, moving toe steps and small hops in between required turns</i>	All skaters must execute the same steps/moves at the intersecting point	

SUMMARY OF LEVELS OF ELEMENTS IN SYNCHRONIZED SKATING ISU COMMUNICATION 1323, PAGES 29 – 32

TABLE 1: CIRCLE (C) BLOCK (B), WHEEL (W), LINE (L) 1,2,3,4,5 = Difficulty group of element or feature

Level/ Base Value	CIRCLE	BLOCK	LINE	WHEEL
Level 1 / .6	C1, C2, C3 + Step sequence 1	B1, B2, B3 + Step sequence 1	L1, L2, L3 + Step sequence 1	W1, W2, W3 + Step sequence 1
Level 2 / .9	C1, C2, C3 + Step sequence 2	B1,B2, B3 + Step sequence 2	L1, L2, L3 + Step sequence 2	W1, W2, W3 + Step sequence 2
Level 3 / 1.3	C1 + Step sequence 3	B1 + Step sequence 3	L1 + Step sequence 3	W1 + Step sequence 3
Level 4 / 2.1	C1 + Step sequence 4 C2 + Step sequence 3	B1 + Step sequence 4 B2 + Step sequence 3	L1 + Step sequence 4 L2 + Step sequence 3	W1 + Step sequence 4 W2 + Step sequence 3
Level 5 / 2.9	C1 + Step sequence 5 C2 + Step sequence 4 C3 + Step sequence 3	B1 + Step sequence 5 B2 + Step sequence 4 B3 + Step sequence 3	L1 + Step sequence 5 L2 + Step sequence 4 L3 + Step sequence 3	W2 + Step sequence 4 W3 + Step sequence 3
Level 6 / 3.7	C2 + Step sequence 5 C3 + Step sequence 4	B2 + Step sequence 5 B3 + Step sequence 4	L2 + Step sequence 5 L3 + Step sequence 4	W3 + Step sequence 4 (No step sequence 5 in wheel)
Level 7 / 4.8	C3 + Step sequence 5	B3 + Step sequence 5	L3 + Step sequence 5	NO LEVEL 7 WHEEL

TABLE 2: MOVES IN THE FIELD, MOVES IN ISOLATION, NO HOLD STEP SEQUENCE

fm= free skating moves, fe= freeskating elements, NHS= no hold step sequence; 1x= only one fm / fe

Level / Base Value	MOVES IN THE FIELD	MOVES IN ISOLATION	NO HOLD STEP SEQUENCE
Level 1 / 1.3	fm 1+fm 1+fm 1	fm 1/fe 1 + fm 1/fe1 1x fm 1/ fe 1 1x fm 2/ fe 2	NHS 1
Level 2 / 2.1	fm 1+fm 1+fm 2 fm 1+fm 1+fm 3	fm 1/fe 1 + fm 2/fe2 1x fm 3/fe 3	NHS 2
Level 3 / 2.9	fm 1+fm 2+fm 2 fm 2+fm 2+fm 2 fm 1+fm 3+fm 3 fm 1+fm 2+fm 3	fm 2/fe 2 + fm 2/fe2 fm 1/fe 1 + fm 3/fe3	NHS 3
Level 4 / 3.7	fm 2+fm 2+fm 3 fm 2+fm 3+fm 3	fm 2/fe 2 + fm 3/fe3	NHS 4
Level 5 / 4.8	fm 3+ fm3+fm 3	fm 3/fe 3 + fm 3/fe 3	NHS 5

TABLE 3: INTERSECTION (I) *Point of Intersection feature = pi & SPIN (sp)*

Level / Base Value	INTERSECTION		Level / Base Value	SPIN
Level 1 / .9	l1,l2,l3 + pi 1		Level 1 / 2.9	sp 1
Level 2 / 1.3	l1 + pi 2		Level 2 / 3.7	sp 2
Level 3 / 2.1	l1 + pi 3 l2 + pi 2		Level 3 / 4.8 <i>(free skate only)</i>	sp 3
Level 4 / 2.9	l1 + pi 4 l2 + pi 3 l3 + pi 2			
Level 5 / 3.7	l2 + pi 4 l3 + pi 3			
Level 6 / 4.8	l3 + pi 4			

**FOR SCALE OF VALUES (SOV) FOR SYNCHRONIZED SKATING ELEMENTS, SEE
ISU COMMUNICATION 1323, PAGE 15**

Reminder: Scale of Value is a chart that will show how the Base Values are either enhanced or reduced by the Grade of Execution (GOE) given by the judge.

A USER'S GUIDE TO THE ISU JUDGING SYSTEM FOR SYNCHRONIZED SKATING

UNDERSTANDING PROTOCOL

List of abbreviations used in the Protocol:

B block W wheel L line I intersection pi point of intersection MI move in isolation fm free skating move	C circle NHS no hold step sequence SP spin MF moves in the field form formation s step sequence 1,2,3,4,5 group element/feature called	Elm. Ded. element deduction Pl. placement of team J1, J2, etc. Judge's number Example: B3 + s4: Block from group 3 with a step sequence from group 4
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SAMPLE PROTOCOL FOR A JUNIOR FREE SKATE

Pl.	Name	Nation	Total Segment Score		Total Element Score			Total Program Component Score (factorized)				Deductions	
			=	+	+	+	+	+	+	-			
1	Team Secret	NZL	94.26	37.53	56.73					0.00			
	Executed Elements	Base Value	GOE	Elm. Ded.	J1	J2	J3	J4	J5	J6	J7	J8	Scores of Panel
1	B3 + s4	3.7	.47		1	1	1	1	0	0	0	1	4.17
2	W3+s3 / W3+s3	4.1	.50		0	0	1	1	0	1	1	0	4.60
3	L3+s3/L3+s3	4.1	.47		0	1	1	1	0	0	1	1	4.57
4	I3 + pi4	4.8	.67		1	1	1	0	0	1	1	0	5.47
5	MI + fm1	1.3	.15		0	1	1	0	0	1	1	0	1.45
6	SP3	4.8	-.67		0	-1	0	-1	-1	-1	0	-1	4.13
7	I3 + pi4	4.8	1.00		1	1	1	1	1	1	1	1	5.80
8	NHS4	3.7	.12		-1	1	0	0	0	0	1	0	3.82
9	C3+s3/C3+ s3	4.1	-.58		-1	-1	-1	-1	-1	-1	0	0	3.52
		35.4											37.53
Program Components		Factor											
Skating Skills		1.60		6.75	6.75	7.25	7.00	7.00	7.00	6.25	6.75	6.88	
Transitions		1.60		6.50	7.00	7.00	7.00	7.25	7.00	7.00	7.00	7.00	
Performance / Execution		1.60		7.00	7.25	7.25	7.50	6.50	6.50	7.25	7.00	7.04	
Choreography		1.60		6.25	7.25	7.50	7.00	7.50	7.00	7.50	7.25	7.25	
Interpretation		1.60		6.75	7.50	7.50	7.00	6.75	7.50	7.50	7.50	7.29	
Judges Total Program Component Score (factorized)												56.73	
Deductions		Time Violation 0.00		Music Violation 0.00		Illegal Element 0.00						0.00	
		Costume & Prop Violation 0.00		Falls 0.00									

GOE: The number in this column comes from the Scale of Value chart, after the trimmed mean from each of the elements have been calculated.

Scores of Panel The GOE factor + the Base Value

Scores of Panel The trimmed mean of the Program Component marks

Judges Total Program Component Score (factorized) After the trimmed mean has been calculated for each Program Component, the total is multiplied x the factor. In this case, 1.60.

Example of a sequence The first section of the element, Circle 3 + step sequence 3, is a level 5 with a base value of 2.9. The second circle is also level 5, 2.9. The total is $2.9 + 2.9 = 5.8 (.70) = 4.1$

These GOEs could reflect a required reduction taken by the judges for a fall, stumble or collision

A USER'S GUIDE TO THE ISU JUDGING SYSTEM FOR SYNCHRONIZED SKATING

FREQUENTLY ASKED QUESTIONS

Q1: If my team competes at some competitions that are judged under the ISU system and some under the 6.0 system, will I have to have two programs?

A1: NO! All of the new rules for well balanced programs have been incorporated into the 6.0 system. Further, changes have been made to the way the judges evaluate teams under the 6.0 system to accommodate the principles of the new system. All judges are being trained to do this. No matter what system your team is being judged under, you should choreograph the program as if the ISU system will be used.

Q2: Should my team be doing elements in addition to those listed under their well balanced program? Will they get "extra credit" if they do?

A2: While it is permissible to include additional elements in the free skating programs, you should focus on making sure that all of the required elements are developed as completely as possible first. Any additional elements will be judged as "transitions". They will not be evaluated by the technical panel or receive points. If you feel these elements enhance the team in the program components side, then use them, but not at the expense of fully developing the well balanced program requirements.

Q3: I heard that teams get penalized twice if they fall. Is this true?

A3: Somewhat. If a team falls at any point in their program, the referee will take a deduction of a point from their total score. If the fall happens to be during one of the required elements or well balanced program elements, the judges will then also take a reduction in the GOE they award for that element. If the fall were to happen during a transition, there would be a deduction from the referee, but no reduction from the judges.

Q4: Should my team attempt elements and features from the highest difficulty groups possible to get the highest levels and the most points?

Your team should attempt the most difficult things that they do well. Attempting difficult elements may earn base value points, however, those points are factored with the judges' GOE. If the team doesn't perform the elements well, negative GOE marks will greatly affect the points earned, especially if they fall. The smartest thing to do is closely examine the difficulty groups for elements and features and determine the highest levels that can be executed well by your skaters.

Q5: Do I have to fill out a Planned Program Content sheet this year if my team is lower than novice? Where do I get one?

A5: No, it isn't mandatory that you do this. However, you may do this and it will be good practice for the 2006-2007 season. There is a special sheet for each level, which will be available on U.S. Figure Skating Online. You might invite an official to watch your program with the planned program content sheet, to make sure that you have filled it out correctly and to your team's advantage. Think of the 2005-2006 season as a dress rehearsal for the 2006-2007 season.

Q6: If my team does a circle at the beginning of the program and one at the end, which one will be considered the circle element? Is it automatically the first one done?

A6: No. It is up to you which one is called. You "tell" the technical panel and judges which element you want called by how you list it on your program content sheet. For the circle that you want called, you would write "circle". For the additional one, you would write "transition". You should always have the element of higher difficulty listed as the one to be called.

A USER'S GUIDE TO THE ISU JUDGING SYSTEM FOR SYNCHRONIZED SKATING

APPENDIX – LIST OF RESOURCES TO OBTAIN

2006 U.S. Figure Skating Rulebook: Will contain all of the new rules for the 2005-2006 season. This is the most important tool that a coach can have.

ISU Special Regulations Synchronized Skating 2004: The ISU rulebook for synchronized skating. It can be downloaded from www.isu.org or purchased through the ISU. ISU Communications that are published are updates, changes and clarifications, much like the Combined Report of Action is a supplement to the U.S. Figure Skating rulebook.

ISU Communication 1192: A document published last season, still contains pertinent information as to how the Program Components marks are derived. See Appendices F, G, H

ISU Communication 1323: Published in June 2005. Contains rules and clarifications for the 2005-2006 season.

ISU Communication 1341: Published in September 2005. Contains updates and clarifications to # 1323, including diagrams of intersections, descriptions for awarding GOE's, reductions and deductions.

ISU Communication 1347: Published in October 2005. Contains updates and clarifications to both 1323 & 1341.

Protocol: After each international competition, the complete protocol is published on the event's web site, with a link from the ISU web site and U.S. Figure Skating online. Reading protocol after each international event helps you to understand what teams around the world are doing.

U.S. Figure Skating Online: Our main vehicle for communication. Any new information that becomes available is immediately posted on U.S. Figure Skating Online. There are also frequently asked questions and documents published with news. Coaches should be visiting the synchronized skating page at least once a week to see if new information is available.

Planned Program Content: Prelim., Pre-Juv., Open Juv., Juvenile, Masters, etc.

Name of team: _____

Level of team: ___ Preliminary ___ Pre-Juvenile ___ Open Juvenile
 ___ Juvenile ___ Masters ___ Open Collegiate
 ___ Open Adult

ELEMENTS TO BE LISTED IN ORDER OF SKATING THE PROGRAM

	<i>Element</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

2005/2006 Season

Free Skate

This sheet must contain all of the following elements:

Juvenile, Masters, Open Collegiate (6 Elements)

Block
 Circle
 Intersection
 Intersection
 Line
 Wheel

Preliminary, Pre-Juvenile, Open Juvenile, Open Adult (5 Elements)

Block
 Circle
 Intersection*
 Line
 Wheel

* For preliminary and pre-juvenile, the intersection must be forwards.

Additional elements may be included in the program. These additional elements will be judged as transitions.

Name of Coach: _____ Home Phone: _____

Signature of Coach: _____

E-Mail Address: _____

Planned Program Content: Intermediate, Novice, Adult

Name of team: _____

Level of team: _____ Intermediate _____ Novice _____ Adult

ELEMENTS TO BE LISTED IN ORDER OF SKATING THE PROGRAM

	<i>Element</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

2005/2006 Season

Free Skate

This sheet must contain all of the following elements:

Intermediate, Novice and Adult (7 Elements)

Block
 Circle
 Intersection
 Intersection
 Line
 Wheel
 Movement in isolation

Additional elements may be included in the program. These additional elements will be judged as transitions.

Transition elements must be listed on this sheet, and identified as such with a short description.

Example: a transition that consisted of a circle and an intersection would be listed as:
 Transition – Circle, Intersection

Name of Coach: _____ Home Phone: _____

Signature of Coach: _____

E-Mail Address: _____

Planned Program Content: Open Junior and Collegiate

Name of team: _____

Level of team: _____ Open Junior _____ Collegiate

ELEMENTS TO BE LISTED IN ORDER OF SKATING THE PROGRAM

	<i>Element</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

2005/2006 Season

Free Skate

This sheet must contain all of the following elements:

Open Junior (9 elements):

Block
 Circle
 Intersection
 Intersection
 Line
 Wheel
 Movement in isolation
 No hold step sequence
 Spin element

Collegiate (11 elements):

Block
 Circle
 Intersection
 Intersection
 Line
 Wheel
 Movement in isolation
 Movement in isolation
 No hold step sequence
 Spin element
 Moves in the field

Additional elements may be included in the program. These additional elements will be judged as transitions.

Transition elements must be listed on this sheet, and identified as such with a short description.

Example: a transition that consisted of a circle and an intersection would be listed as:
 Transition – Circle, Intersection

Name of Coach: _____ Home Phone: __

Signature of Coach: _____

Planned Program Content: Junior and Senior

Name of team: _____

Level of team: ___ Junior ___ Senior

Program: ___ Short ___ Free Skating

ELEMENTS TO BE LISTED IN ORDER OF SKATING THE PROGRAM

	<i>Element</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	

2005/2006 Season

Short Program

This sheet must contain all of the following elements:

<u>Senior (8 Elements)</u>	<u>Junior (7 Elements)</u>
Intersection	Intersection
Intersection	Intersection
Wheel	Wheel
Wheel	Wheel
Block	Block
No Hold Step Sequence	Line
Moves in the Field	Circle
Spin	

There may NOT be any additional elements. Each wheel and intersection must be listed separately.

Free Skating:

This sheet must contain all of the following elements:

<u>Senior (11 Elements)</u>	<u>Junior (9 Elements)</u>
Block	Block
Circle	Circle
Intersection	Intersection
Intersection	Intersection
Line	Line
Wheel	Wheel
Movement in Isolation	Movement in Isolation
Movement in Isolation	No Hold Step Sequence
No Hold Step Sequence	Spin
Spin	
Moves in the Field	

Additional elements may be included in the program. These additional elements will be judged as transitions.

Transition elements must be listed on this sheet, and identified as such with a short description.

For example, a transition that consisted of a circle and an intersection would be listed as:
Transition – Circle, Intersection