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**Evaluation specification for student's athletic ability of
skateboarding course**

滑板课程学生运动能力测评规范

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3 Terms and definitions

3.1 Student's athletic ability of skateboarding course: the overall performance formed by a student in the learning, practice and competition activities of a skateboarding course, by which the student can carry out particular tasks on the board such as riding, stopping and jumping. 3.2 Centre of gravity: the point of application of the resultant force at which the body, bearing its weight, is supported in balance and stability.

3.3 Carving: the process of leaning the body so that the centre of gravity moves to the toes or the heels and pressing the same side of the deck to hold that lean, so completing a curved ride naturally. 3.4 Ollie: the technique of making the board spring up and jumping with it by driving with the back foot while riding. 3.5 Nollie: the technique of making the board spring up and jumping with it by driving with the front foot while riding.

3.6 Manual: riding on the two rear wheels only. 3.7 Tic-tac: the technique of pressing the tail so that the turn of the body swings the nose of the board left and right in order to gain speed. 3.8 Switch: the riding stance in which the foot that is not the habitual one is used as the front foot.

4 Level division and qualifying requirements

4.1 The athletic ability of the skateboarding course is divided into six levels, from level one

to level six, the ability rising level by level.

4.2.1 Level one is set by Table 1, which has the columns assessment content, observation point and qualifying requirement. Two single movements are assessed, foot-brake stopping and one-foot straight riding, together with one combined routine, carving through an obstacle course. Foot-brake stopping requires the accelerating zone to be passed within 5 s, the centre of gravity to be over the four bolts in front of the foot on the board and the braking foot to be parallel to that foot, the stop to be within the stopping zone and the rider not to fall, and the stopping distance is 3 m or less. One-foot straight riding requires an upright upper body with the arms held out sideways and the centre of gravity over the same four bolts, with no fall, and the riding distance is 5 m or more for boys and 3 m or more for girls. Carving through the obstacle course requires an upright upper body with the shoulders parallel to the hips, the turn made by shifting the centre of gravity and the feet parallel over the bolts, all the cones passed without being displaced and no fall, and the time is 22 s or less for boys and 25 s or less for girls. Level one is qualified when the requirements of Table 1 are met and every assessor judges the performance as a pass.

4.2.2 Level two is set by Table 2. The single movements are the flat-ground manual, which requires an upright upper body, arms out sideways, the board kept under the feet and the centre of gravity over the rear truck, with no fall and a duration of 3 s or more, and the on-board turning jump, which requires three turning jumps performed on the board with both feet leaving and landing together, the turnaround zone to be rounded and no fall, the time being 23 s or less for boys and 25 s or less for girls. The combined routine is tic-tac riding through the obstacle course, requiring tic-tac riding, all cones passed without displacement and no fall, in 23 s or less for boys and 25 s or less for girls.

4.2.3 Level three is set by Table 3. The single movements are switch riding, which requires the switch stance, pushing with the rear foot when accelerating and the centre of gravity over the four bolts in front of the foot on the board, with no fall, in 9 s or less for boys and 11 s or less for girls, and switch tic-tac, which requires switch tic-tac riding with the upper body driving the swing of the nose, with no fall, in 15 s or less for boys and 18 s or less for girls. The combined routine is switch tic-tac through the obstacle course, with all cones passed without displacement and no fall, in 25 s or less for boys and 28 s or less for girls.

4.2.4 Level four is set by Table 4. The single movements are switch riding with a turn, which requires the switch stance, completion inside the assessment zone, steady riding through the turn, the turnaround zone rounded and no fall, in 28 s or less for boys and 30 s or less for girls, and switch manual riding, which requires the switch stance, a straight line and no fall, over 5 m or more for boys and 3 m or more for girls. The combined routine is a switch combination ride, requiring the switch stance, the turnaround zone rounded and no fall, in 33 s or less for boys and 35 s or less for girls.

4.2.5 Level five is set by Table 5. The single movements are the standing ollie, which requires the tail to touch the ground on take-off, both feet to leave the ground and the board

to leave the ground completely, with no fall, the number of repetitions being 10 or more for boys and 7 or more for girls, and the ollie with a turn while riding, which requires riding in the normal stance, turning in the switch stance, both feet leaving the ground and completion inside the assessment zone, the turnaround zone rounded and no fall, in 65 s or less for boys and 70 s or less for girls. The combined routine is the inward and outward turn with ollie while riding, requiring both feet to leave the ground, completion inside the assessment zone, the turnaround zone rounded and no fall, in 70 s or less for boys and 75 s or less for girls.

4.2.6 Level six is set by Table 6. The single movements are the switch riding ollie, which requires the switch stance, both feet leaving the ground and completion inside the assessment zone, the turnaround zone rounded and no fall, in 38 s or less for boys and 40 s or less for girls, and the switch riding ollie with a turn, under the same requirements, in 60 s or less for boys and 65 s or less for girls. The combined routine is the switch riding inward and outward turn with ollie, under the same requirements, in 65 s or less for boys and 70 s or less for girls. As at every level, level six is qualified when the requirements of the table are met and every assessor judges the performance as a pass.

5 Athletic ability assessment

5.1.1 The foot-brake stopping test is run on a hard level surface in an assessment area of 10 m by 15 m divided into four zones: a 10 m by 2 m preparation zone, a 10 m by 8 m accelerating zone, a 10 m by 3 m stopping zone and a 10 m by 2 m buffer zone. The equipment is one 50 m steel tape, one stopwatch, one whistle, one hand flag and 5 cm wide tape; the kit is a double-kick skateboard, skate shoes and protective gear consisting of helmet, knee pads, elbow pads and wrist guards, and the same kit is used throughout the document. Two assessors run the test, assessor 1 giving the start command and assessor 2 timing, recording the result and watching the observation points; at the end the assessors judge the pass from the observation points and the stopping distance, taking the better of the two attempts. The student puts on the full kit, goes to the preparation zone, raises a hand and starts on the command, passes the accelerating zone within 5 s, stops within the stopping zone and finishes when fully stopped, with two attempts allowed. The layout is shown in Figure 1.

5.1.2 The one-foot straight riding test is run on a hard level surface in an assessment area of 10 m by 20 m divided into a 10 m by 2 m preparation zone, a 10 m by 5 m accelerating zone, a 10 m by 5 m assessment zone and a 10 m by 8 m buffer zone. The equipment is one 50 m steel tape, one whistle, one hand flag and 5 cm wide tape. Two assessors run the test, assessor 1 giving the start command and assessor 2 recording the result and watching the observation points, and the pass is judged from the observation points and the riding distance, taking the better of two attempts. The student passes the accelerating zone, rides one-footed in a straight line through the assessment zone and finishes on crossing

the qualifying line, the boys' and girls' qualifying lines being marked separately, as shown in Figure 2.

5.1.3 The carving obstacle test is run on a hard level surface in an assessment area of 10 m by 20 m divided into a 10 m by 2 m preparation zone, a 10 m by 5 m accelerating zone, a 10 m by 10 m assessment zone holding four cones at 2 m intervals, and a 10 m by 3 m turnaround zone. The equipment adds the stopwatch and the four cones. Two assessors run the test; assessor 1 gives the start command, times, records the result and watches the observation points, stopping the watch when the student crosses the finishing line after the turnaround, while assessor 2 watches the observation points. The student passes the accelerating zone and carves around the cones of the assessment zone, and the pass is judged from the observation points and the riding time, taking the better of two attempts. The layout is shown in Figure 3.

5.2 to 5.6 The assessments of levels two to six follow the same pattern, each covering the three items of the corresponding table with a clause on the site, equipment and kit, a clause on the work of the two assessors and a clause on the test steps, and each illustrated by a layout figure, the figures running from Figure 1 to Figure 18. From level two onwards most items reuse the site of 5.2.2.1 and the equipment and kit of 5.1.1, and the site descriptions are given by cross-reference. In the level six tests the student rides switch through the accelerating zone, performs two switch riding ollies in the assessment zone and, after the turnaround, one more before crossing the finishing line, which stops the watch; performs a switch inward-turn ollie in the assessment zone and, after the turnaround, a switch outward-turn ollie; and, for the combined routine, rides switch through the inward and outward turns with the ollie. Two attempts are allowed for each item and the better one counts.