



**PLAYER SELECTION
RESOURCE GUIDE**

OBJECTIVES OF PLAYER EVALUATION

- ◆ To provide a fair and impartial assessment of a player's hockey skills during the skating and scrimmage sessions.
- ◆ To ensure that players have a reasonable opportunity of being selected to a team appropriate to their skill levels as determined during the on-ice evaluations of the current year.
- ◆ To provide uniformity and consistency in the evaluation process such that a player and parent expectations are consistent from year to year as players move through the various levels of the association's programs.
- ◆ To form teams to maintain balanced and competitive play where the athletes can develop and participate equitably and have fun playing hockey during the season.

TOP 10 QUESTIONS ON PLAYER EVALUATION

As an association you need to be prepared to answer the following questions to players, parents, ice officials, evaluators and other administrators. All of the information below should be public knowledge - this sets the tone for the evaluations and increases the transparent nature of the process.

I. When are the player evaluation sessions?

As an association you must have a set schedule and be able to inform parents and players of when the initial ice session is and when further ice sessions may occur pending the results of initial assessments.

II. How many evaluation sessions will there be?

Every parent and player should be aware prior to evaluations of the number of opportunities that the player will have to be assessed. It is recommended that each player have a minimum of 2-3 evaluation sessions before being released from a given program

III. What is being evaluated?

It is recommended that the focus of each session be posted for parents and players so that they are clear on what is being evaluated each session.

IV. Who will do the evaluations?

There are 3 key groups involved in the evaluations:

- ◆ On-ice coaches to take players through the session
- ◆ Off-ice evaluators who will be responsible to evaluate every player on the ice during the time allotted. There may be on-ice evaluators depending on the particular community situation.
- ◆ Off-ice Division Directors who will be responsible for tracking evaluations, contacting parents and players and scheduling sessions.

V. How are the players notified of their standing within the process?

Players will be informed by the Division Directors who are responsible for tracking evaluations, contacting parents and players and scheduling sessions.

VI. Will the player be evaluated in a skill and game environment?

In order to give each and every player a fair opportunity to exhibit the range of skills that they possess they will be evaluated in a game and skill environment. At the younger age levels a greater emphasis will be placed on the evaluation of skills - as the players get older the game or scrimmage sessions will have a greater overall impact on the player's placement within the minor hockey program.

VII. What happens after the evaluation sessions?

Upon the completion of evaluations players will be contacted by their team. They will outline:

- ◆ Practice schedule
- ◆ Game schedule
- ◆ Introduction of coaches
- ◆ Setting of first meeting with parents and players

PLAYER SELECTION CRITERIA

Skating Acceleration, speed, mobility, agility, balance, stride, crossovers, pivots, acceleration out of turns, quick feet, controlled skating, change of pace.

- ◆ Can the players perform the basic forward and backward stride?
- ◆ Are the players knees well bent with the back slightly forward and the head up, or is the player hunched over, bending at the waist with little knee bend?
- ◆ Good skaters will use long strides with a complete recovery of the stride leg before striding with the other leg. Their strides will look very smooth and appear not to require much effort to move around the ice?
- ◆ Does the player look smooth when they skate or do they appear off balance?
- ◆ Can the player turn in both directions with little trouble or do they struggle to turn in one or both directions?
- ◆ Can the player stop in both directions? Younger players will often have trouble stopping in one direction?
- ◆ Can the player keep up with the play or do they struggle to stay with the other players on the ice?

Passing Passing, receiving, passing choices, on backhand, unselfish with the puck, presents a good target, receives and retains with control, touch passing.

- ◆ Can the player pass the puck to its intended target with minimal effort?
- ◆ Can the player make an accurate pass to a moving target?
- ◆ Can the player receive a pass on their backhand or do they tend to shift their body to receive the pass on the forehand?
- ◆ Can the player pass the puck off of the backhand with some speed and accuracy?
- ◆ Does the player call for the puck vs. banging their stick on the ice or saying nothing at all?
- ◆ Does the player passing the puck make eye contact with the intended receiver or do they just pass the puck blindly?
- ◆ Can the player execute a saucer pass over sticks and other obstacles?
- ◆ Can the player pass the puck off of the boards to another player?

Puck Skills Head ups, smooth and quiet, good hands, protection, in small spaces, in traffic.

- ◆ Does the player have the basic skills to execute a forehand pass?
- ◆ When the player passes the puck do they slap at it or is the motion smooth with the player following through to the intended target?

- ◆ Does the player appear to be comfortable handling the puck while skating or do they appear to fight the puck and have trouble skating with some speed while handling it?
- ◆ Can the player keep his/her head up while carrying the puck?
- ◆ Can they execute dekes and fakes with the puck?
- ◆ Can't they stop quickly or change directions while handling the puck?
- ◆ Can the player continue to handle the puck while in traffic and under pressure?
- ◆ Does the player get pushed or checked off the puck easily?

Shooting Power, accuracy, quick release, can shoot in motion, goal scorer, rebound control, variety of shots.

- ◆ Can the player execute the technique of a wrist shot and backhand?
- ◆ Does the player follow through to the target on all shots?
- ◆ Can the player raise the puck?
- ◆ Is the puck shot with some velocity?
- ◆ Does the puck sit flat in the air or does it wobble?
- ◆ Can the player execute a one-time shot?
- ◆ Is the player accurate when shooting?

Positional Play Ability to see the play developing both offensively and defensively and moves to support, judgment, anticipation, understands systems, disciplined.

- ◆ Does the player seem to understand where he/she are to play on the ice?
- ◆ Do they support the puck in defensive and offensive situations?
- ◆ Does the player show patience, or do they tend to panic when pressured?
- ◆ Do they protect the mid lane and force opposing players inside out?
- ◆ Can the player angle another player off of the puck?
- ◆ Does the player force the play or do they wait too long?

Checking Concept of angling, good body position with balance and control, defensive side position, aggressive checker, strength, taking checks.

- ◆ Can the player execute basic stick and body checks?
- ◆ Does the player check properly with their hands down or do they get their arms up to give a check?
- ◆ Can the player receive a check properly, not turning their back and staying close to the boards?
- ◆ Can the player check and opposing player and pin them on the boards?
- ◆ Does the player shy away from other players?

PLAYER SELECTION CRITERIA EVALUATOR CUE CARD

Skating – speed, quickness, technique

- ◆ Forward and Backward
- ◆ Turn both directions
- ◆ Stop both directions
- ◆ Are they in a good position for stability and strength

Passing – technique, control, vision

- ◆ Forehand and Backhand
- ◆ To moving and stationary target
- ◆ Vision – do they take a look and select best option
- ◆ Advanced – board passes, chips, saucer passes

Puck Skills – technique, open ice, confined space

- ◆ Open carry with speed
- ◆ Execute dekes and fakes on the 1 on 1
- ◆ Can they handle the puck in traffic and tight space
- ◆ Ability to maintain control while being checked

Shooting – technique, accuracy, velocity

- ◆ Forehand and backhand
- ◆ Wrist shot, snap shot, slap shot
- ◆ Velocity
- ◆ Accuracy
- ◆ Shot Selection – do they select the best shot for the opportunity?

Game Understanding – Principles of Offence and Defence

- ◆ Player understands positional play
- ◆ Player supports the puck on the defensive and offensive side of puck
- ◆ Player communicates with teammates
- ◆ Player has the ability to read and react.

GOALIE SELECTION CRITERIA

Skating Movements

- ◆ Speed
- ◆ Quickness/Powerful Strides
- ◆ Pivots
- ◆ Control
- ◆ Lateral Movement
- ◆ Knee Bend
- ◆ Edgework
- ◆ Agility
- ◆ Mobility/Balance
- ◆ Down Movement
- ◆ Good Stance
- ◆ Smoothness/Coordination

Positioning

- ◆ Square to shots
- ◆ Set for shots
- ◆ Maximizes net coverage in all areas
- ◆ Makes good decisions on whether to be on feet or down

Puck Tracking & Control

- ◆ Can catch pucks
- ◆ Gets stick on shots
- ◆ Tracks pucks off body into rebounds
- ◆ Knows where puck is
- ◆ Sees pucks through traffic
- ◆ Can control rebounds in chest
- ◆ Tracks pucks into body/hands
- ◆ Finds rebounds immediately
- ◆ Effectively follows passes
- ◆ Visual lead before movement

Goaltender Sense

- ◆ Athletic ability
- ◆ Positioning & movement
- ◆ Mental Toughness
- ◆ Stops pucks
- ◆ Communicates
- ◆ Coachability
- ◆ Skills evident
- ◆ Style/Size

Battle & Compete Level

- ◆ Battles for pucks
- ◆ Covers pucks
- ◆ Mentally prepared
- ◆ Body language
- ◆ Scrambles to make saves when necessary
- ◆ Set for shots

GUIDELINES FOR SUPPORT STAFF

On-ice Coaches

During the ice sessions there should be a minimum of one lead coach and 2 assistants for the duration of the session. The responsibilities of the on-ice staff include:

- ◆ Keep up the pace and flow of the drills to finish within the allotted period. In order to accomplish this, it is imperative the lead is aware of the time for each drill and the order that the drills occur.
- ◆ Drills should be kept in the same order for each session.
- ◆ If possible, pre-ice the players prior to the session so that they are aware of the drills and the order which they will go through them.
- ◆ Ensure the players understand the drill - it is the lead coach's responsibility to put the players in a situation where they can show their skill and not struggle with understanding the drill.
- ◆ If a player has their performance affected by items out of their control it is the coach's discretion to allow the player to perform the skill a 2nd time.
- ◆ Check that all players have the proper protective equipment.
- ◆ Encourage the players to perform to the best of their ability.

- ◆ Do not share any of your personal insight with parents/players/other observers that may appear to bias or alter the process.
- ◆ Ensure evaluators have ample time and opportunity to review players in the given drill.

Evaluator Guidelines

As much as possible there should be a consistency of evaluators for a given age group or division. This continuity ensures that the players are being observed by a group of evaluators who have a benchmark for performance and knowledge of the overall ability of the group that they are observing. Generally, the evaluators should:

- ◆ Review all of the drills and skills to be observed so that you are clear on the on-ice process.
- ◆ Review the evaluation criteria prior to the process to ensure that all evaluators are evaluating the same skill with the same intent.
- ◆ Stay separate from the other evaluators and the spectators during the entire on-ice process.
- ◆ Make sure that all evaluators have the same evaluation page with the same piney numbers and colours.
- ◆ Review your marks at the end of the session to ensure you have not made any entry errors.
- ◆ Evaluation documents should be gathered by the Division Director at the completion of each ice session.
- ◆ Do not share your comments or opinions with any players/ parents or other interested observers.
- ◆ Refer questions, comments or complaints that you may receive to the Division Director, without offering comment on the question or complaint.

Division Director Guidelines

The success of the evaluation sessions from an administrative perspective will often be measured on the preparation that is done for the ice sessions to keep players well organized and in order. Generally, the director should:

- ◆ Ensure that each player has a jersey or piney with the correct number corresponding to their tryout number.
- ◆ Ensure that all equipment including pucks, pylons and other ice time equipment are present for the beginning of the session.
- ◆ Deal with any late arriving registrations or players who have attended the incorrect ice session.
- ◆ Coordinate dressing room supervision since often there are no coaches assigned to the teams prior to the completion of evaluation.

Guidelines for Contacting Players and Parents

As soon as you are aware of evaluation locations and times the parents and players must be informed. It is essential for the process to be effective to have a strong communication structure to avoid missed selection times and player absenteeism. Here are a few guidelines to keep stakeholders in the loop:

- ◆ Begin emailing as soon as you receive the list so that players and parents receive as much notice as possible.
- ◆ Identify yourself and the reason for emailing.
- ◆ Advise players of the date, time, location of their scheduled selection session.
- ◆ Advise players to arrive a minimum of 30 minutes prior to the tryout in order to register and assign the proper jersey.

EVALUATION FORMS

FIVE POINT RATING GUIDE

5. Outstanding / Dominate

An excellent elite-level performance. Player executes effectively all aspects being evaluated and clearly outperforms counterparts. This player had a lasting dominant effect throughout the session. Player can definitely play and have an impact.

4. Above Average

An above average performance. Good plays and decisions clearly outnumber the poor ones. Factors not allowing the performance to be a (5) might include:

- slight skill deficiency compared to a (5)
- slight inconsistency in terms of effort, grittiness, lapse in discipline or emotional control

3. Average

An average performance; requires more observation. Player made their share of mistakes / poor decisions, but they were countered by an equal number of good plays / decisions.

2. Below Average

A below average performance. Bad plays / decisions outnumber the good ones. Player may have lacked effort and hustle and made costly errors.

1. Poor

Unacceptable performance. Well below acceptable standards. Not approaching levels of contribution required or expected. Significant, deficiencies in all areas.

SKILLS SESSION EVALUATION FORM



Evaluator _____

Skills # _____

- 5 - Outstanding/Dominate**
- 4 - Above Average**
- 3 - Average**
- 2 - Below Average**
- 1 - Poor**

Pos	#	Jersey Colour	Skating	Positioning	Puck Tracking	Goaltender Sense	Battle / Compete	Overall
G								
G								
G								
G								
Pos	#	Jersey Colour	Skating	Passing	Puck Skills	Shooting	Battle / Compete	Overall
D								
D								
D								
D								
D								
D								
D								
D								
D								
F								
F								
F								
F								
F								
F								
F								
F								
F								
F								
F								
F								
F								
F								

GAME EVALUATION FORM



Evaluator: _____

Game # _____

Jersey Colour: _____

5 - Outstanding/Dominate
4 - Above Average
3 - Average
2 - Below Average
1 - Poor

Pos	#	Rank 1,2,3,4,5	Comments
G			
G			
G			
D			
D			
D			
D			
D			
D			
D			
D			
F			
F			
F			
F			
F			
F			
F			
F			
F			
F			
F			

SOME MORE HELPFUL HINTS

1. Follow the play away from the puck as well.
2. Try not to get caught up in the game. Watch the players, not the game!!
3. Follow all the players, without being influenced by the winning or losing team.
4. Stay with your criteria.
5. When filling out evaluation forms, if you put a number ranking in the overall ranking please put a couple of comments as to why that player has been given the number (write notes all over the form if necessary).
6. You cannot use half points in (i.e. 1.5, 2.5).
7. Do not compare notes with other people. Some will know what you are doing and pump you for information.
8. Be at the arena early enough in order to familiarize yourself with the players.
9. Game Considerations:
 - 1st period - Get line combinations and D-men pairings
 - Watch D-men first, then forwards
 - 2nd period - Watch forwards, then D-men
 - 3rd period - You can move closer to the middle now
 - Watch any missing players
 - All periods - Watch Goaltenders

The more notes the better, especially for goalies. Don't worry about terminology.

10. Rate what you see today, forget what you know from the past and be accurate, no fudged ratings.

PLAYER SELECTION - EVALUATION ROOM TEMPLATE

		RED	BLACK	YELLOW	BLUE	GREEN	WHITE
5	F						
	D						
	G						
4	F						
	D						
	G						
3	F						
	D						
	G						
2	F						
	D						
	G						
1	F						
	D						
	G						

Along the top columns is the colour of jerseys you are using and then along the left rows is the ranking number 1 to 5 that aligns with the 5-point ranking scale and the position of the player. Under each jersey colour column you place the players number in the appropriate row based on what ranking your evaluators give them. Consensus or an average can be used to determine ranking.

You will continue with this process until you have all players placed on the document. Once completed it will give you a good picture of where all players are ranked and the numbers you are working with. If all goes well you will have your top team made up of the players ranked in the 5 and 4 boxes, middle team comprised of the players in the 3 box and bottom teams comprised of players in the 2 and 1 boxes.

This document can be used on a computer, in paper or on a large white board in your evaluation room. Be sure to keep it confidential and move players accordingly after each evaluation skate. Players can be moved up or down based on their performance after each skate. Ex. a player may be a 4 in the first skate and then not show as well in the second skate, so you would consider moving him down to a 3.

		RED
5	F	18
	D	3
	G	31
4	F	7, 16
	D	12, 5
	G	1