



Player selection guide (Tryouts)

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1. OBJECTIVE

Our goal is to provide a fair, consistent, and comprehensive evaluation of each player participating in tryouts.

2. GUIDELINES

- a) All players will participate in on-ice sessions designated to assess their skills and understanding of the game.
- b) To the extent possible, all levels will receive an equal amount of on-ice sessions.
- c) Given that players are developing rapidly and at different pace, the antecedent of the player could be disclosed or considered by the evaluation team.
- d) Each player will be guaranteed a minimum of two on-ice sessions.
- e) To the extent possible, the anonymity of the names of the players will be protected during the process to avoid influencing the evaluators.
- f) Assessments and ranking of players will remain confidential and will not be shared with the public.
- g) The coaches of competitive AA-A-B teams will be assigned to a team after the final team selection.

3. PLAYER EVALUATION SESSION OUTLINE

| Age Level | Total Ice Sessions |
|-----------|--------------------|
| Atom | 2-4 |
| Peewee | 2-4 |
| Bantam | 2-4 |
| Midget | 2-4 |

For the Atom and Peewee divisions, the groups will be divided in alphabetical order. For the Bantam and Midget divisions, the groups will be divided in alphabetical order by position. (Ex: 12 first forwards, 6 first defensemen and 3 first goalies)

The Atom and Peewee groups will be reorganized (tiered) after the results of the first session. The Bantam and Midget groups can be reorganized after the first session. After the 2nd scrimmage, players will be tiered, and groups will be divided in order to optimize players evaluation. At the discretion of the evaluators, the same process may be repeated following the 3rd session each session.

The top players may be removed after the second or third scrimmage and this (including the number of players) is left to the discretion of the evaluators.

Players with the lowest scores may also be removed after the 3rd session. The number of players will be left at the discretion of the evaluators.

Coaches having applied for a coaching position will be responsible to be on the bench during the scrimmages.

In order to better identify players on a team, exhibition games may be required so that the evaluators may get a better appreciation of the skills set during a real game setting.

4. PLAYER EVALUATION

PLAYER SELECTION CRITERIA

General Overview of the Skills to Play the Game

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 Control Head up, 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 EVALUATION SCALE

Consideration of all of the above skills will result in an overall score for each player based on the scale bellow. Keep in mind that players' skill level is compared to other players in the same age and division.

5 – Outstanding

(A dominant player who can change the outcome of a game by him/herself)

4 – Above average

(A player who is among the better players of both teams, but did not change the outcome of the game by him/herself)

3 – Average

(A player who seems to be at the correct level for him/her, who committed mistakes, but also made nice plays and created opportunities)

2 – Below average

(A player who has some difficulty following the play and who seems to be out of place)

1 – Poor

(A player who has difficulty following the play and commits many mistakes. This player does not have the skill set to play at this level.)

****Evaluations scores are confidential and will not be released****

GOALTENDER SELECTION CRITERIA

FOUNDATION STRANDS – the core areas which are part of an individual goaltender’s “Package” of knowledge, skills and attitudes. The *italicized wording* used to describe each strand below also appears in the coach’s assessment template. The strands are as follows:

Stance: The evaluator requires evidence of ***Balance*** (laterally and forward/backward) and ***Mechanics*** (body and equipment positioning) when the goalie is static or moving.

Mobility: The evaluator requires evidence of ***Skating*** (sculling in the crease as well as full out skating) and ***Movement Techniques (T-push, shuffle)*** when repositioning.

Positioning: The evaluator requires evidence of ***Centre Line*** on Puck, ***Depth*** Adjustments, ***Squareness*** to Puck, and ***Post Mechanics*** (static post sets and dynamic post to post movements)

Save Techniques: The evaluator requires evidence of proper save ***Selection, Execution*** and ***Rebound Control***

Game Situations: The evaluator requires evidence of the goaltender’s ability to ***Read & React*** to real game dynamic plays, ***Recovery*** techniques to facilitate repositioning and ***Body Balance*** to ensure maximum net coverage and efficient recoveries.

Intangibles: This can partly be assessed during an off-ice interview (where appropriate), but more through a long term relationship where the mental skills of ***Focus/Concentration*** (alert, follows play), ***Anticipation*** (reading plays/situations), ***Desire*** (work ethic, positive attitude) and ***Past Playing History*** (season long trends) can be demonstrated in a variety of situations.

GOALTENDERS INDIVIDUAL SKILLS ADVANCED EVALUATION FORM

Player's Name:

Position:

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding

| Physical Characteristics | | |
|---|---|-----------|
| Balance | Retains ready position after blocking shots | 1 2 3 4 5 |
| | Holds ready position in movement | 1 2 3 4 5 |
| | Recovery (regains position after leaving the net) | 1 2 3 4 5 |
| Mobility | Skating ability | 1 2 3 4 5 |
| | Remains on feet | 1 2 3 4 5 |
| | Moves with speed & in control in ready position | 1 2 3 4 5 |
| | Reacts well to puck movement in zone | 1 2 3 4 5 |
| | Ability to recover from knees, side | 1 2 3 4 5 |
| Quickness | Reacts well to quick untelegraphed shots | 1 2 3 4 5 |
| | Effective in close | 1 2 3 4 5 |
| | Relaxative movements and reaction time | 1 2 3 4 5 |
| Fitness Level | Physically fit | 1 2 3 4 5 |
| Technical Characteristics | | |
| Low Shots | Use of skates | 1 2 3 4 5 |
| | Use of Stick | 1 2 3 4 5 |
| | Rebound control off stick | 1 2 3 4 5 |
| | Rebound control off pads | 1 2 3 4 5 |
| | Ability to butterfly at appropriate time | 1 2 3 4 5 |
| | Ability to maintain balance | 1 2 3 4 5 |
| High Shots | Quickness of Blocker | 1 2 3 4 5 |
| | Quickness of Catcher | 1 2 3 4 5 |
| | Position of Blocker | 1 2 3 4 5 |
| | Position of Catcher | 1 2 3 4 5 |
| | Rebound control of Blocker | 1 2 3 4 5 |
| | Rebound control of Catcher | 1 2 3 4 5 |
| | Rebound control of Chest | 1 2 3 4 5 |
| Use of Stick | Passing/clearing | 1 2 3 4 5 |
| | Poke check | 1 2 3 4 5 |
| Situational Tactic Characteristics | | |
| Positioning & Angles | Knows position at all times | 1 2 3 4 5 |
| | Assumes neutral position at top edge of crease | 1 2 3 4 5 |
| | Positions self properly prior to shot | 1 2 3 4 5 |
| | Ability to orient self instantly | 1 2 3 4 5 |
| | Lines up properly on puck | 1 2 3 4 5 |
| | Knowledge of shooter's options | 1 2 3 4 5 |
| Face-Offs | Looks for potential shooter | 1 2 3 4 5 |
| | Position for left and center | 1 2 3 4 5 |
| Deflections & Screen Shots | Ability to locate potential shooters | 1 2 3 4 5 |
| | Position with respect to potential deflectors | 1 2 3 4 5 |
| | Works hard to find puck | 1 2 3 4 5 |
| | Use of body | 1 2 3 4 5 |
| | Reaction to change of direction | 1 2 3 4 5 |
| Play at Posts | Control of rebounds | 1 2 3 4 5 |
| | Position self properly (play behind net, corner) | 1 2 3 4 5 |
| | Lateral mobility | 1 2 3 4 5 |
| | Use of stick to decrease scoring opportunities | 1 2 3 4 5 |
| | Ability to challenge slot pass | 1 2 3 4 5 |
| Mental Characteristics | | |
| Concentration | Alert at all times | 1 2 3 4 5 |
| | Follows puck at all times | 1 2 3 4 5 |
| | Maintains concentration despite bad plays/early goals | 1 2 3 4 5 |

| | | | | | | |
|---------------------|--|---|---|---|---|---|
| Anticipation | Understands offensive team play options | 1 | 2 | 3 | 4 | 5 |
| | Able to pick up open man | 1 | 2 | 3 | 4 | 5 |
| | Able to read shooter | 1 | 2 | 3 | 4 | 5 |
| | Finds puck in scramble | 1 | 2 | 3 | 4 | 5 |
| Consistency | Able to make key saves | 1 | 2 | 3 | 4 | 5 |
| | Able to perform in pressure situations | 1 | 2 | 3 | 4 | 5 |
| Confidence | Displays an 'in charge' attitude | 1 | 2 | 3 | 4 | 5 |
| | Positive mental attitude at all times | 1 | 2 | 3 | 4 | 5 |
| Desire | Size of heart | 1 | 2 | 3 | 4 | 5 |
| | Constant work ethic in practices | 1 | 2 | 3 | 4 | 5 |
| | Never gives up | 1 | 2 | 3 | 4 | 5 |
| | Constant desire to excel in all situations | 1 | 2 | 3 | 4 | 5 |

****Evaluation scores are confidential and will not be released****

6. EVALUATORS

Who will be evaluating?

A group of independent evaluators will evaluate forwards and defence while another group will be evaluating goalies. The same group of evaluators will be present for the entirety of the tryouts and will be asked to evaluate position specific players for the duration of the sessions. They must have hockey knowledge and may NOT have any children participating in the evaluation. As much as possible, these people should not have children in minor hockey unless there is an insufficient number of evaluators (in such an event, their children would have to be in a higher or lower division).

Evaluator Guidelines

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 spectators/parents 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 coordinator 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 coordinator.

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 Control – 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.

7. COACHES

As part of the interview process, all coaches applying at the competitive AA-A-B levels are highly encouraged to be present at tryouts. They may take part in the discussions with the evaluators to provide feedback if needed, but will not take part in the decision making for final team selections. Hockey Dieppe Memramcook (HDM) may assign an independent person to be present and assess how the coaches interact and work with one another during the process. Specific team coaches are only chosen once the teams are selected.

8. TEAM SELECTION

The selection of all teams will be 100% the decision of the evaluators. Potential coaches will have an input in helping the evaluators with the final decision but will not be present when the final decision is taken.

In the event that there would be more than one team at a certain level, for example 2 AA teams, a pool of 18 forwards, 12 defences and 4 goalies will be presented to the coaches. The forwards and defenses will be divided into 3 tiers, top tier, middle tier and bottom tier. A coin toss will determine which coach will chose first. They must go through the entire tier before moving on to the next. Once you get to the next tier, the coach who had selected second in the first tier will choose first and so forth. The goaltenders will be grouped into 1-4 and 2-3 based on the evaluations.

During the draft, the coaches that gets first pick at the players will get second pick at goalies

9. AFFILIATE PLAYERS

Much emphasis was put forth to achieve a structured selection process in order to eliminate favouritism, thus the selection process for the affiliates will follow the same as for tryouts. Evaluators have full authority to assess the players and to come up with a fair evaluation for all. The next 17 ranked players (9 forwards, 6 defenseman, 2 goalies) will be affiliated with the upper level team. Ex: the entire "A" team will be affiliated with the "AA" team and so forth. In the event that there are two "AA" teams and only one "A" team, half of the "A" team will be affiliated with one team and the other half will be affiliated with the other.

10. INJURED PLAYERS

In the event that a player cannot participate in tryouts due to an injury, confirmation of the injury must be provided by a health care practitioner and provide an anticipated prognosis/recovery with timeline when possible. A subcommittee will be appointed to evaluate on a case-by-case basis.

11. TEAM CLASSIFICATION

Hockey New Brunswick (HNB) guidelines will be followed by HDM to determine the number of competitive teams for each level. If the total number of players is insufficient to accommodate the number of teams as per the guidelines, the lower ranked team will be removed for that season only.

The AA, A and B classification shall be determined as follows:

- a) Number of players per division divided by 17 (average number of players per team)
- b) The value obtained in (a) above will determine your category as per the following table:

| | | |
|-------|-------------|---------------|
| TABLE | 0 - .2.0 | Up to 1 Team |
| | 2.01 - 3.5 | Up to 1 Team |
| | 3.51 – 5.0 | Up to 2 Teams |
| | 5.01 – 7.0 | Up to 2 Teams |
| | 7.01 – 8.0 | Up to 3 Teams |
| | 8.00- 10.0 | Up to 4 Teams |
| | 10.01 11.0 | Up to 5 Teams |
| | 11.01- 18 + | Up to 7 Teams |

c) Registered players from a single gender female team will not be included in the player pools to determine provincial classification of male or mixed gender teams.

12. COMMUNICATION

The main source of communication throughout the process will be the website and TeamGenius. All group lists and schedules will be posted on the website. There will also be a parent session prior to the first ice time to go over this document and to answer questions.

The committee will have up to 4 days following the last session to post the final results on the website.