



# **Onoway Minor Hockey**

**Evaluation Guideline**

## **INTRODUCTION**

Each year Onoway Minor Hockey Association (OMH) runs an evaluation camp to place players where the numbers are sufficient enough to allow for two teams.

The goal of this evaluation process is to place players in the best possible grouping to foster the best possible experience for all.

The purpose of this guide is to provide information on how the evaluation & player selection works as well as to point out the bylaws and policies that apply.

In an added effort to promote fairness, this guide documents the drills that will be used during the evaluation. This will help each player put their best foot forward during the selection weekend.

Also included in this guide, for both the players and parents is a sample of the evaluation score sheet so each person will know exactly what the evaluation team is looking at.

Player evaluation is one of the most difficult tasks for OMH. An effective and successful team is made up of players on a similar ability scale. While this is the ultimate aim of player evaluation, this selection process is often stressful for the players, parents/guardians as well as for coaching staff.

Every minor hockey association has to deal with this & it often leads to transparency questions, hurt feelings and complaints about why a child was placed here and not there, etc.. This guide is intended to answer questions that typically come up year after year and to explain the team selection process in detail.

Where noted, please refer to the Association guiding bylaws/ policies found at the end of this document.

Let's get started by using a FAQ section to answer the most common questions.

**Q. When are the player evaluations?**

**A.** Evaluation Schedule is on the OMHA website: <http://www.onowayminorhockey.com/> to take place at the Onoway Arena:

The ice schedule breaks down as such:

- Novice – Two Skills Practices and One Scrimmage
- Atom – Two Skills Practices and One Scrimmage
- Pee Wee – One Skills Practice and Two Scrimmages
- Bantam – One Skills Practice and Two Scrimmages
- Midget – One Skills Practice and Two Scrimmages

Please review drills provided to ensure player understanding.

**Q. Is conditioning camp mandatory?**

**A.** No conditioning camp is not mandatory.

**Q. Do I have to show up for both days of the evaluation?**

**A.** While nothing is mandatory; If you miss a day you will be scored zero for that day. This could impact where you are placed.

**Q. What exactly happens during the evaluation?**

**A.** The evaluation weekend consists of 1 or 2 skills practice session and 1 or 2 scrimmages (with referee) depending on age level. The conditioning camp will be run by volunteers. Players will execute the drills (the same ones found in this guide); the evaluators will grade them and pass the scores to the Executive/Tabulators who will then add the scores and with coach input place the players on a team accordingly. Please be sure to study the drills for the appropriate division; they have been included so every player has a chance to study and understand them before the evaluation.

**Q. Does my child need to wear full gear?**

**A.** Yes, absolutely.

**Q. How do the Evaluators score my child?**

**A.** Evaluators will score against the jersey number your child is wearing and no names will be given.

**Q. How will I know what team my child is placed on?**

**A.** You may be called by the coach following the final team roster placement. Rosters will be posted online.

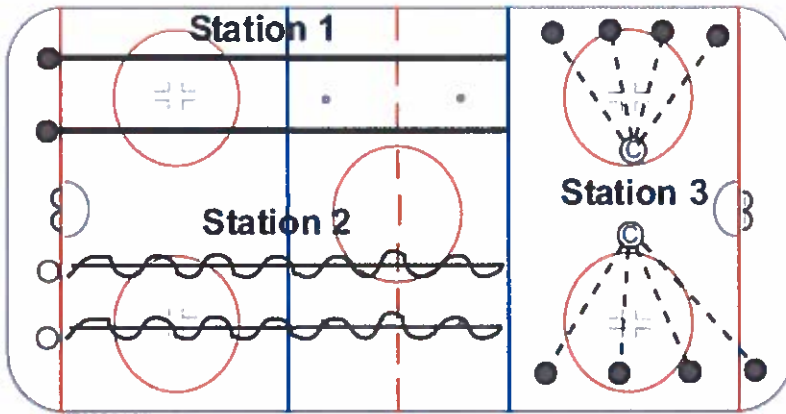
**Q. What are the steps for team placement?**

**A.** First the player will be evaluated and scored, then the top-rated players will be assigned to the 'A' team and the bottom rated players will be assigned to the 'B' team. The players in the middle 33% (the grey area) will be discussed and placement will be decided on by the Coaches and the Executive. The final decision rests with the Executive committee. This selection model is covered in the bylaws and policies listed at the end of this document.

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# **Evaluation Drills**

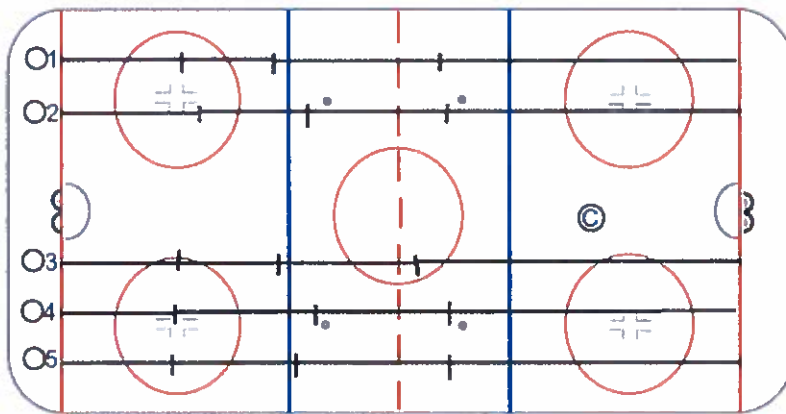
# Novice/ Atom Drills



**Station 1**  
Forward and Backward Striding -  
down and back

**Station 2**  
Skating with the Puck forward -  
down and back

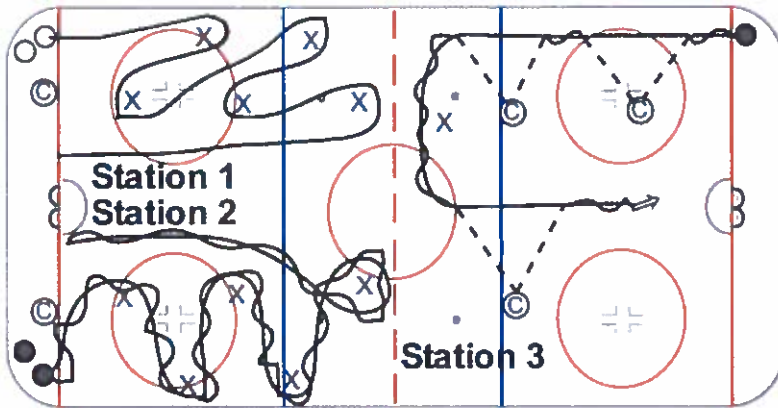
**Station 3**  
Stationary Passing and Receiving  
with Coaches



## Red Light / Green Light

5 or 6 players at a time - players  
start and stop on coach's whistle.  
Stops should alternate sides to  
observe a players ability to stop  
both ways.

## Novice/ Atom Drills



### Station 1

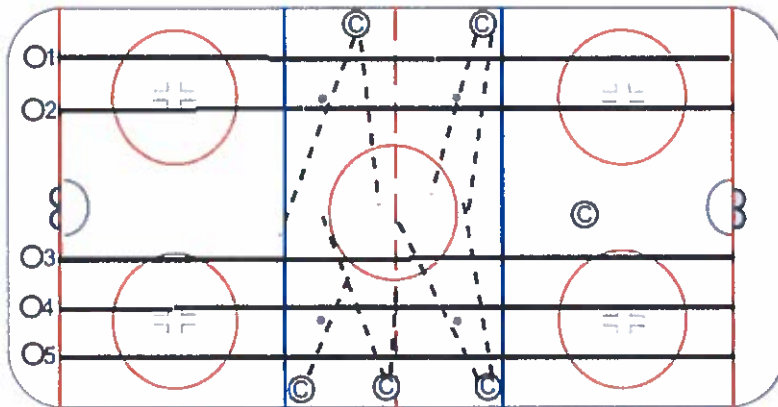
Forward skating without a puck, tight turns around the pylons

### Station 2

Skating with the Puck forward - around the pylons, full 360 around last pylon

### Station 3

Passing and Receiving in motion with Coaches - finish with shot

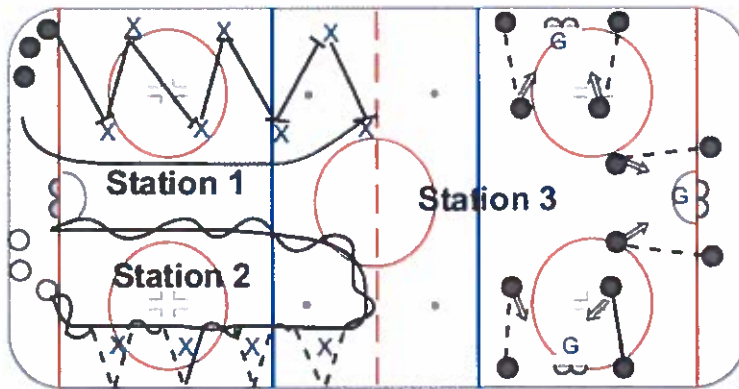


### Asteroids

5 or 6 players at a time - players attempt to skate with the puck from one end to the other.

Coaches are lined up on either side of the ice shooting pucks (along the ice) at the players trying to knock the puck off of their sticks.

## Novice/ Atom Drills



### Station 1

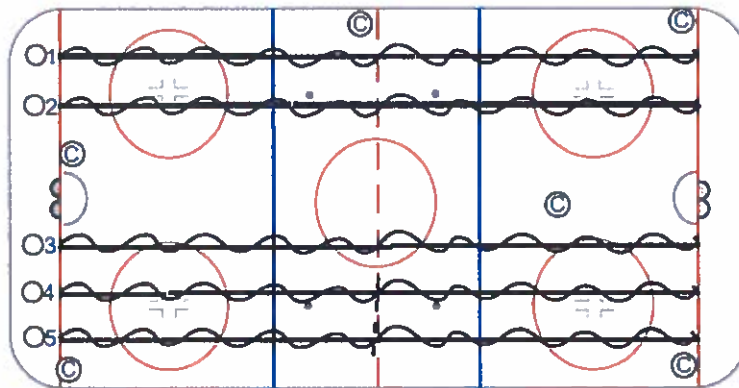
Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

### Station 2

Forward skating with the puck, player will bank the puck off the boards before each pylon and pick it up on the other side

### Station 3

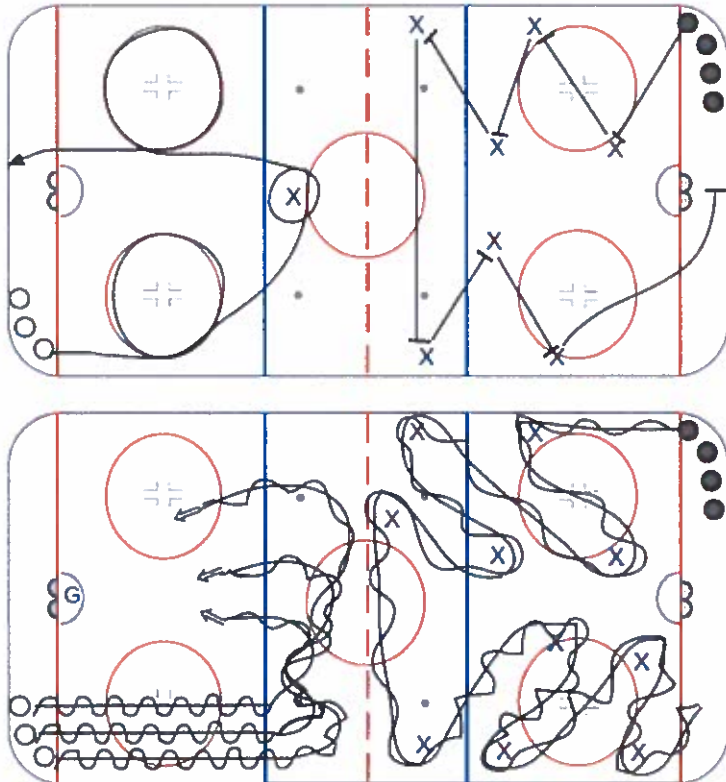
Player receives a pass from behind the net and shoots. 5 shots on forehand, 5 on backhand and then switch passers and shooters



### Puck Relay

First player in line skates to the far end and back with a puck. Puck is then handed off to the next player in line and they skate to the far end and back. To speed up the relay put players at both ends so that the player with the puck only skates one length of the ice before passing off.

# Peewee Drills



## Station 1

Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

## Station 2

Forward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

## Station 3

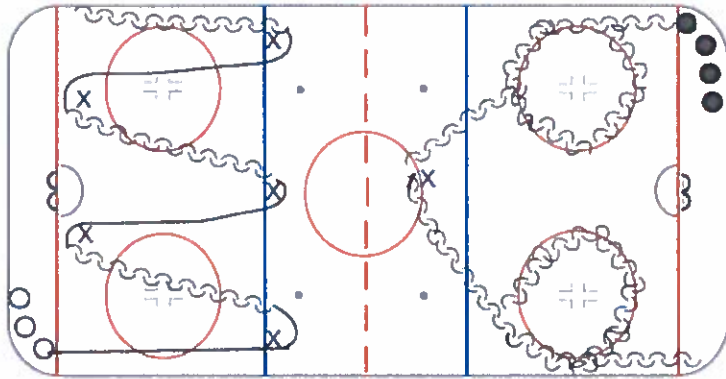
Forward skating with the puck, player performs tight turns around the pylons. Evaluators should be watching for acceleration out of the turn and ability to control the puck on the forehand and backhand.

## Station 4

3 players at a time out of the corner with a puck. Players mill around centre ice until coach's whistle - on whistle players fill lane and go in for shot. Same whistle starts 3 new players out of the corner



# Peewee Drills



## Station 1

Player skates forward to the pylon, pivots and skates backward to next pylon, open pivot and skate forward etc. Repeat both directions, each player should get at least 1 opportunity each way

## Station 2

Backward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

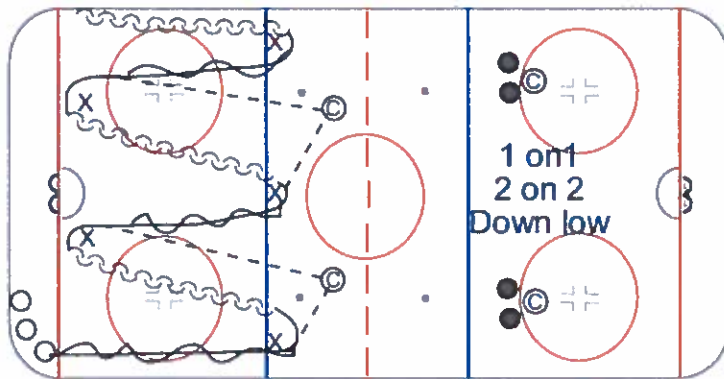
**Repeat Stations 1 and 2 with a puck**

## Station 3

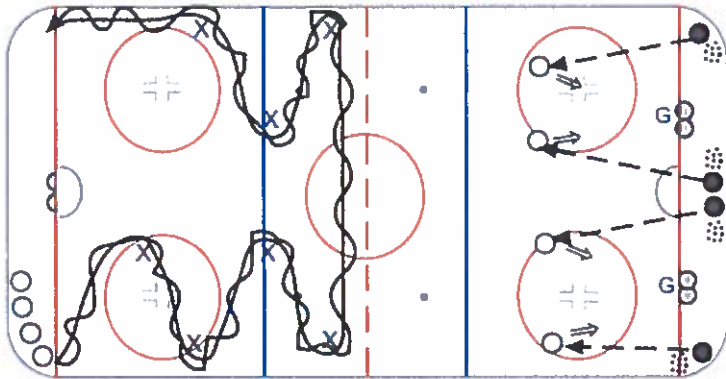
Forward skating with the puck, player performs a pass while pivoting around the pylons. Player skates backward without puck and receives pass back after pivoting to forward around pylon. Evaluators should be watching for open pivot and stick as a passing option out of the turn and ability to control the puck on the forehand and backhand giving and receiving a pass.

## Station 4

2 on 2, 1 on 1, 2 on 1, 3 on 2 etc. Evaluators looking for support, reading play, competitiveness.



# Peewee Drills



## Station 1

Player skates forward to the pylon, pivots and skates backward to next pylon, open pivot and skate forward etc. Repeat both directions, each player should get at least 1 opportunity each way

## Station 2

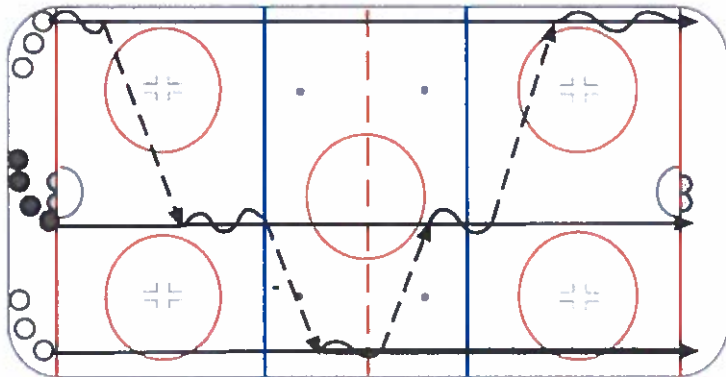
Backward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

## Drill 3

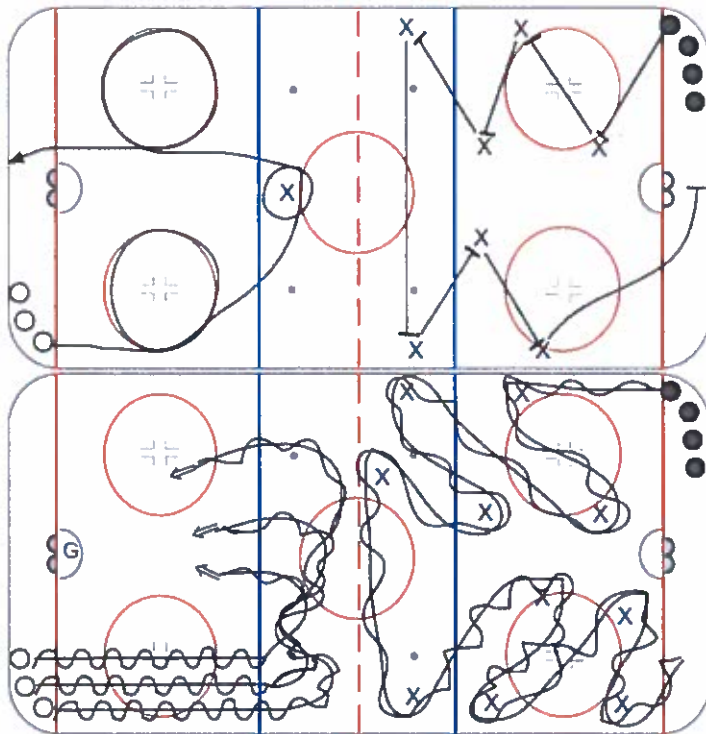
3 line passing - forward skating with the puck, player performs a pass to second player filling mid-lane. 2<sup>nd</sup> player carries and then passes to 3<sup>rd</sup> forward. Reverse across the ice. Evaluators should be watching for ability to control the puck on the forehand and backhand giving and receiving a pass.

## Station 4

2 on 2, 1 on 1, 2 on 1, 3 on 2 etc. Evaluators looking for support, reading play, competitiveness.



## Midget Drills



### Station 1

Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

### Station 2

Forward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

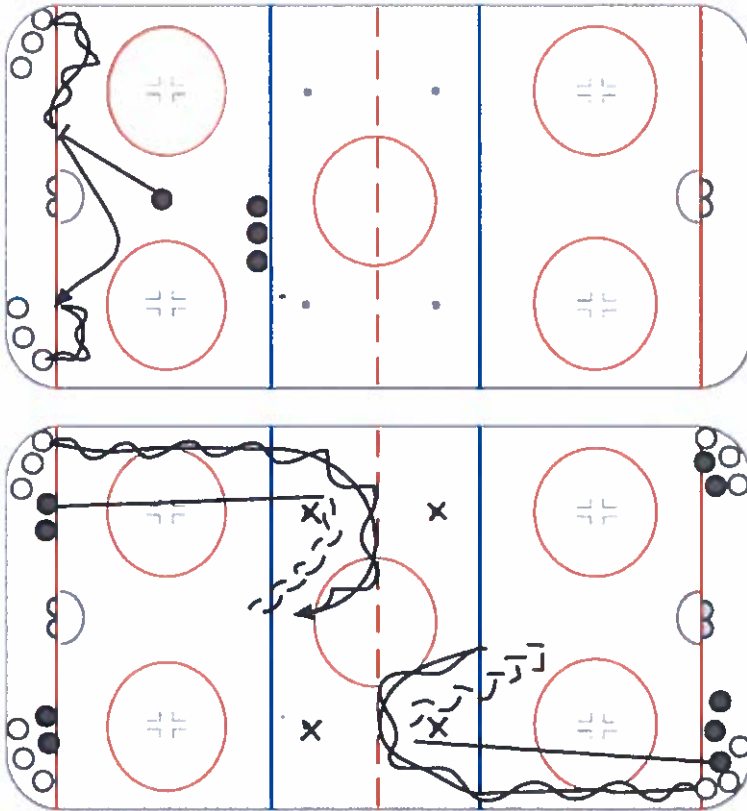
### Station 3

Forward skating with the puck, player performs tight turns around the pylons. Evaluators should be watching for acceleration out of the turn and ability to control the puck on the forehand and backhand.

### Station 4

3 players at a time out of the corner with a puck. Players mill around centre ice until coach's whistle - on whistle players fill lane and go in for shot. Same whistle starts 3 new players out of the corner

## Midget Drills



### Station 1

Out of both ends. On the whistle one of the two forwards walkouts of the corner. The D-man net front reads and moves to play the 1 on 1. On second whistle D returns to net front and plays one on one out of other corner. After rep on each side, D and F change. Add a 2<sup>nd</sup> F out of corner to make it a 2 on 1

### Station 2

Out of opposite corners on the whistle the puck carrying forward drives out toward centre ice red line and attacks back on net. D mirrors F, pivots around the pylon and plays the 1 on 1 coming back. D must maintain tight gap. F must read gap. Add a second forward out of the corner to make it a 2 on 1 attack.

### Station 3

Cross ice 3 on 3





Excerpt from **Hockey Canada's Minor Hockey Development Guide: Player Evaluation & Selection.**

The following is a reference that will be provided to evaluators prior to the player selection process.

### **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 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?



**Please read carefully the following portions of the bylaws & policies to fully understand how the selection process works. These are the rules the Executive are bound by; these rules were previously voted on by the membership.**

**Related OMH Bylaws:**

13.2 Onoway Minor Hockey Association recognizes that the evaluation process is important to players, parent/guardians, evaluators and the Association. All efforts are directed to ensuring that the evaluation process allows a player to demonstrate their hockey abilities and skills.

22.1 The Tabulation Committee shall be comprised of at least 2 executive members appointed by the president.

22.2 Shall tabulate the evaluation scores once the evaluations have been completed.

22.3 Shall on completion of tabulations, all results be handed over to the president.

22.4 The tabulation Committee shall ensure confidentiality during and after evaluations.

25.3 Players shall be graded using a point system ranging from 1 to 5 with 5 being the highest grade.

Skills graded will be:

- Skating Ability
- Puck Control
- Game Situation

25.4 Evaluators - Two or more Evaluators will be decided by the Executive.

25.5 Grading points will be used to determine where the player may play if there may be more than one team.

25.6 Coaches will go with their child where possible.

25.7 Team Formation will be considered with input from the respective Novice through Midget level coaches, the president, and designated executive members to establish the "grey area". The executive will have final say in team formation. Player movement will take place between this area to establish an "A" level and "B" level team.

25.8 The "A" level Novice through Midget coach, the president and designated executive member(s) will present the proposed roster to the executive for approval. If no "A" level Coach is available at this time the Executive Committee will determine the teams.

26.1 After the teams are set, Player movement will take place with consultation between the Coaches, Parent(s) and approved by the Executive.

26.2 The Executive decision of all player movement is final.

26.3 After Player evaluations are completed and tabulated the middle 33% of the players at the respective level will be considered in the grey area. Player movement will take place between this area to establish an "A" level and a "B" level team.

**EXPLAINED : If you have 30 players trying out, the top 10 would automatically go to the 'A' team, the bottom 10 would automatically go to the 'B' team and the remaining 10 (in the middle with their evaluation scores) would become this 'grey area' where the player movement is decided on using the above mentioned bylaw 25.7.**

### **OMH Policies & Procedures:**

2.4(h) within any division player selection to subdivisions shall be on the basis of demonstrated skills, estimates of developmental potential and perceived commitment;

6.3(c) ...At no time shall a player be re-assessed or re-evaluated regarding any on-ice evaluation in response to an evaluation issue, concern or grievance;

13.1 Evaluations shall be available for all players registered in OMHA, where more than one team is needed due to registration numbers.

13.3 The objective of the evaluation process:

(a) to provide as fair and impartial an assessment of a player's total hockey skills as possible during the skating and scrimmage sessions. This ensures that players have a reasonable opportunity of making a team appropriate to their skill level as determined during the on-ice evaluations.

(b) although it is impossible to eliminate subjectivity, or previous coach/player experiences, the selection process will reflect on-ice performance during the evaluation period. Again, as an Association, our goal in team formation is to have players of similar ability playing together to maintain balanced teams where the athletes can participate equitably and have fun playing hockey during the season;

(c) the selection criteria will be the same for all players at each level from Novice to Midget and the evaluations will be documented. This ensures consistency in the evaluation process, and provides consistency in player and parent/guardian expectations from year to year as players move through the various levels of OMHA's programs;

(d) evaluations are documented and remain confidential. Individual evaluation scores and rankings are not released, as our purpose is to form teams, not to rank players for the general membership. Under no circumstances will evaluation results be released to parent/guardians or players. Further, OMHA does not have the resources to release this information in a form that will educationally benefit and develop the player. This education and development is the responsibility of the coach and parent/guardian. The evaluation sheets and the ranking criteria is only made available to the Evaluation Committee and the President of OMHA. The Evaluation Committee at each level will be comprised of members of the executive. A member of the Evaluation Committee will remove

himself from any discussions or decisions that are required to be made regarding his or her own child. Members of the Executive Board of Directors will not release evaluation data.

(e) Any injury which prevents a player from completing the evaluations must be submitted to the executive in writing and will be dealt with on a case by case basis by the Executive Board of Directors.

(f) that all players that are evaluating must choose to either evaluate as a goalie or a player for both days of the evaluations. At no point after evaluations have begun and during evaluations would a goalie be allowed to switch to a player or a player switch to a goalie for evaluation purposes.

(g) that you must show up for both days of evaluations, if you are a no-show on one of those two days, that you will be evaluated with a zero for that day only.