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| **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   Advances – 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 Offense and Defense**   Player understands positional play   Player supports the puck on the defensive and offensive side of the puck   Player communicates with team mates   Player has the ability to read and react |

**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 absolutely 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 receive as much notice as possible. Contact parents with a “READ” receipt required. For those that do not hit the “READ” receipt within half an hour. Start calling.
* Identify yourself and the reason for calling.
* Advise players of the date, time and location of their scheduled selection session. It is strongly encouraged to speak with a parent to ensure that the information has been written down about the player.
* Advise players to arrive a minimum of **60** minutes prior to the tryout in order to register and be assigned the proper jersey.
* Log your calls and who you talked with so that there is a clear record of contact being made.
* Do not leave messages with children other than the player, leave your number under either scenario so that the parent can call back.
* If you leave a message on an answering machine provide all details for the scheduled selection and ensure you leave a call back for the parent to confirm the time. Try to make contact directly even if a message has been left on a machine.
* Return your completed contacted list to the Division coordinator so that there is a record kept of the communication of information.

**Chief Evaluator Coordinator 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 coordinator should:

* Ensure that each player has a jersey 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

**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 they are clear about 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 spectators during the on-ice process
* Make sure that all evaluators have the same evaluation page with the same jersey numbers and colors
* Review their marks at the end of the session to ensure that they have not made any entry errors
* Evaluation documents will be gathered by the Chief Evaluator Coordinator at the completion of each ice session
* Evaluators are not to share their comments or opinions with any players/parents or other interested observers
* Evaluators should refer questions, comments, or complaints they may receive to the Division Coordinator without offering comment on the question or complaint.

**On-ice Coaches**

During the ice sessions there should be a minimum of one Lead Coach and 2 Assistant's 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
* The warm-up should be controlled by the coaches to ensure an adequate stretch
* If possible, the players could be shown the drills prior to the session so that they are aware of the drills and the order in 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
* 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 be bias or alter the process
* Verify with evaluators that they have had ample time and opportunity to review players in the given drill
* Have the players pick up the pucks at the end of each session and put them into the