



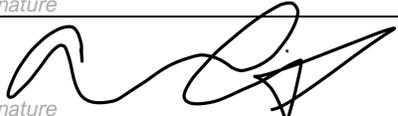
Guideline (GUI)

Player Evaluation Process (League Teams)

BCSA-GUI-012

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Errors or Omissions

Big Country Soccer Association has provided this manual to the membership as a guide for the parents of players who are registered with Big Country Soccer Association. Any errors or omissions contained herein shall not supersede the by-laws, policies, procedures, or guidelines of the Association. Any changes to the manual shall be included in the next edition. The by-laws of the association supersede any guideline or policy should a conflict occur.

Document Revision History

Rev	Date	Description	Originator	Checker	Approver
0	16-Feb-2024	Published.	Duncan Hawkins	Ivo Toellner	Cody Craig
A	3-Jan-2024	This is the initial DRAFT of this Guideline document.	Duncan Hawkins	Ivo Toellner	Cody Craig

Current Revision Description

Section	Description



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1 Purpose

The purpose of this Guideline (GUI) is to provide Registered Members with a process in which to organize and perform player evaluations to an effort of organizing balanced teams for each of the qualifying age groups that are included in the evaluation process.

2 Scope

The age group that this document is meant for are under 9 through to under 19 years of age for league teams. This evaluation is not a requirement for Registered Members home teams.

3 References

The following referenced documents are to be considered the latest edition and indispensable for the application of this document.

Table 1 – References

Document Number	Title
	Alberta Soccer Association
	Canada Soccer Association
BCSA-GUI-015	U9 Coaching Program Curriculum
BCSA-GUI-016	U11 Coaching Program Curriculum
BCSA-GUI-017	U13+ Coaching Program Curriculum
BCSA-FORM-020	Pre-Season Player Evaluation Form

4 Acronyms and Defined Terms

For this document, the following acronyms and terms apply.



4.1 Acronyms

Table 2 – Acronyms

Acronym	Definition
ASA	Alberta Soccer Association
BCSA	Big Country Soccer Association
CSA	Canada Soccer Association

4.2 Definitions

Table 3 – Definitions

Term	Definition
Player Evaluation	Player evaluation is a process used by Big Country Soccer Association as a tool for evaluating players on their basic skills and understanding of the sport of soccer in order to help organize the league teams for the age group.
League Team	Teams (League Teams) registered with BCSA, in conjunction with Alberta Soccer, will compete with Teams within BCSA and be available to compete for a position at Alberta’s provincial spots for the area Big Country represents.
Registered Member	This is the community that is registered with BCSA to register their players to compete in the Association with other registered teams. These communities will have their players registered with Alberta Soccer Association.

5 Responsibilities

5.1 The following list of responsibilities are not all encompassing. Additional responsibilities may be assigned out, as required, when there are tasks and/ or actions required to represent Big Country Soccer Association, its players, parents, coaches, and the governing soccer associations that Big Country Soccer Association is required to adhere to.

5.2 Registered Members are responsible for the following in response to this process:

- a) Ensure if they are going to complete pre-season player evaluations that they are using this Guideline.



- b) Ensure all players that are registered for the age group are giving the same opportunity to be evaluated to determine team placement.
- c) Evaluators are to be selected based on experience and being impartial and objective in conducting player evaluations.

5.3 Parents are required to adhere to the following general responsibilities for their child to participate in soccer for Big Country Soccer Association:

- a) Ensure their player has the correct equipment for the sport.
- b) Ensure their player arrives at the evaluation to check their player in and allow their player to prepare.

5.4 Big Country Soccer Association Player Evaluators are responsible for the following in response to this process:

- a) Evaluate players using the Big Country Soccer Association Pre-Season Player Evaluation form (*Ref: BCSA-FORM-020*).
- b) Support the set-up of any evaluation drills that will be used in the evaluation process.

6 Pre-Evaluation Preparation

- 6.1** Pre-season player evaluations are to be scheduled at least a month before the season begins.
- 6.2** A list of players is to be created for those that are registered for a Registered Member League Team.
- 6.3** Two sets of numbered pinnies to be organized. Each evaluation session, players will be assigned a numbered pinnie.
- 6.4** Registered Members are to prepare evaluation drills that meet the age curriculums (*Ref: BCSA-GUI-015 through 017*) that will be used for the player evaluations.
- 6.5** A list of coaches to be provided to an assigned representative of the Registered Member. Once provided, the representative is to contact the coaches selected for player evaluations and organize an evaluator meeting. This meeting is to cover the following details as a minimum:
 - a) Drills that will be used during the evaluations.
 - b) Review of the Pre-Season Player Evaluation Form and grading system.
 - c) Review common mistakes during player evaluations to avoid.
 - d) Answer any questions that the group may have during the meeting.



6.6 The date, time, and location for the player evaluations is to be published on the Registered Member’s website and all approved social media platforms. Note the following number of evaluation sessions by age group:

Table 4 – Player Evaluation Sessions by Age Group

Age Group	Number of Sessions	Intervals per Session	Time each Session
U9	2	4	60-min
U11	2	4	60-min
U13	2	4	90-Min
U15	2	4	90-Min
U17	2	4	90-Min

6.7 Equipment is to be organized for the sessions with the correct ball sizes for the age group being evaluated.

6.8 Dependant on the weather, evaluations to be organized indoors if possible.

7 Player Check-In Process

7.1 Four Pre-Season Player Evaluation forms will be set-up. Players will be divided into four groups for the evaluation process.

7.2 When the players arrive to the evaluation session, they are to check-in with the Registered Member’s representative that is present. The player’s name will be recorded on the Pre-Season Player Evaluation Form.

7.3 Player will be given a colored pinnie with number. The pinnie number will be recorded beside the player’s name on the evaluation form.

7.4 Once the player is checked in, the player can go and warm-up.

7.5 Once all players are checked in, the four evaluation forms will be provided one to each coach evaluator.



8 Player Evaluations

- 8.1 Each evaluation session is to be divided into 4-intervals.
- 8.2 Each evaluator will be responsible for completing the evaluation form on the group listed on the form. At the end of the interval for the session, the evaluators will switch forms for the next interval and complete the player evaluations noted on the form for the next interval. At the end of the evaluation intervals, the evaluators will have evaluated all 4 groups.
- 8.3 At the end of the evaluations, the players will hand in their pinnies to the Registered Member representative leading the evaluation program.
- 8.4 The completed evaluation forms will be provided to the Registered Member to log in completed player evaluation details into the age-group master evaluation list.

9 Forming Teams

- 9.1 Once all players have been evaluated, the Registered Member will form the teams in preparation for the season.
- 9.2 Once teams have been formed, the coaches will be sent their list of players and will be responsible for initial notification welcoming them to their team.
- 9.3 Registered Members will submit team details to Big Country Soccer Association to register the teams for the upcoming season.

10 Late Player Registration

- 10.1 If a player registers late for the season, late registration requirements will be followed as the requirements of the Registered Member.
- 10.2 If there is more than one player that is a late registration, a representative for the Registered Member will facilitate a small practice specific to the late registrants and complete an evaluation of the players. The completed details will then be provided to the Registered Member to assign the players to their teams.

11 Common Evaluation Mistakes

Although no evaluation process is perfect, here are some examples of common mistakes involved with the player evaluation process.



- 11.1 When skills evaluated are not clear to evaluators.** So, for example, having players rated on their “agility” will not provide good data because “agility” will likely mean different things to different people.
- 11.2 When skills are evaluated along too many dimensions.** So, for example, evaluating a player on their “ball-handling skills, speed, and stamina” covers too many dimensions at once—a player could have excellent ball-handling skills but have terrible stamina.
- 11.3 When the rating scales that evaluators are asked to use make it hard to select between different levels of competence.** So, for example, while “ball-handling” might reasonably be evaluated, it may be hard for an evaluator to determine whether a player is excellent, very good, average, fair, or poor in ball-handling. Generally, it is better to have clear criteria and ask whether a player meets those criteria. Four or Five-Point scales are not recommended.
- 11.4 When evaluators can’t assess skills because of the speed of action, the large number of players involved, or the difficulty of noticing the skills targeted.** For example, evaluations of scrimmages that involve more than four players on a side make it extremely difficult for the evaluators to notice the contributions of each player.
- 11.5 When bias affects evaluators’ judgments.** Because the human mind is always working subconsciously, biases can be easily introduced. So, for example, it is bad practice to give evaluators the coaches’ ratings of players before those players take part in a scrimmage-based evaluation.
- 11.6 When bias leads to a generalized positive or negative evaluation.** Because evaluation is difficult and is largely a subconscious process, a first impression can skew an evaluation away from what is valid. For example, when a player is seen as getting outplayed in the first few minutes of a scrimmage, his/ her later excellent play may be ignored or downplayed. Similarly, when a player is intimidated early in the season, a coach may not fully notice his/her gritty determination later in the year.
- 11.7 When bias comes from too few observations.** Because evaluation is an inexact process, evaluation results are likely to be more valid if the evaluation utilizes (a) more observations (b) by more evaluators (c) focusing on more varied soccer situations. Coaches who see their players over time and in many soccer, situations are less likely to suffer from bias, although they too must watch out that their first impressions don’t cloud their judgments. And of course, it is helpful to get assessments beyond one or two coaches.
- 11.8 When players are either paired with, or are playing against, players who are unrepresentative of realistic competition.** For example, players who are paired against weak players may look strong in comparison. Players who are paired as teammates with really good players may look strong because of their teammates’ strong play. Finally, players who only have experience playing weaker players may not play well when being evaluated against stronger players even though they might be expected to improve by moving up and gaining experience with those same players.



- 11.9 When the wrong things are evaluated.** Obviously, it's critical to evaluate the right soccer skills. So, for example, evaluating a player on how well he/she can pass to a stationary player is not as valid as seeing whether good passes are made in realistic game-like situations when players are moving around. The more game-like the situations, the better the evaluation.
- 11.10. When evaluations are done by remembering, not observing.** Many coaches fill out their evaluation forms back home late at night instead of evaluating their players while observing them. The problem with this memory-based approach is that introduces huge biases into the process. First, memory is not perfect, so evaluators may not remember correctly. Second, memory is selective. We remember some things and forget others. Players must be evaluated primarily through observation, not memory.
- 11.11. Encouraging players to compare themselves to others.** As coaches, one of our main goals is to help our players learn to develop their skills as players, as teammates, as people, and as thinkers. Unfortunately, when players focus on how well they are doing in comparison to others, they are less likely to focus on their own skill development. It is generally a mistake to use evaluations to encourage players to compare themselves to others. While players may be inclined to compare themselves to others, coaches can limit the negative effects of this by having each player focus on their own key competencies to improve.
- 11.12. Encouraging players to focus on how good they are overall, instead of having them focus on what they are good at and what they still must work on.** For our players to get better, they have to put effort into getting better. If they believe their skills are fixed and not easily changed, they will not be motivated to put any effort into their own improvement. Evaluations should be designed NOT to put kids in categories (except when necessary for team assignments and the like), but rather to show them what they need to work on to get better. As coaches, we should teach the importance of giving effort to deliberate practice, encouraging our players to refine and speed their best skills and improve on their weakest skills.
- 11.13. Encouraging players to focus on too many improvements at once.** To help our players (a) avoid frustration, (b) avoid thinking of themselves as poor players, and (c) avoid overwhelming their ability to focus, we ought to have them only focus on a few major self-improvement goals at one time.



Appendix 1- Simple Things Evaluators Look For

Below is a sample of things evaluators might be looking for during the player evaluations:

Technique (Skills):

First Touch/ Ball Control – trapping and receiving ball in front of body, positioning to field when receiving, head up and field awareness after controlling ball.

Dribbling – ball control, inside/outside foot control, pace of dribbling, feinting, inside/outside cutting skills, acceleration and deceleration with ball, head up while dribbling.

Passing technique with feet (inside/outside of foot), crisp/ accurate passing to feet and to space, pace of pass, movement after passing.

Shooting/ Finishing – technique of driving shot with laces/ inside of foot, body position on shot, follow-through, decision on when/ if to shoot, following shot for rebound.

Shielding – body position when under pressure, “showing the ball” or shielding from defender, back to defender or side to defender.

Heading – attacking/ striking ball with forehead, heading for control, passing, or clearing.

Tactics:

Defending – marking player, pressuring player without over committing, body position when defending, stopping forward progress, tackling/gaining control of ball, knowing when to clear ball vs. dribble/pass

Field/Game Awareness – Movement without the ball. Head on a swivel, knowing where teammates, opponents & space are always. Knowing when to pass vs. dribble or shoot, seeing plays materialize, moving to a position that supports.

Physical:

Speed – quickness off/ to ball, acceleration to ball/ space, change of direction and deceleration.

Strength – standing ground and/or winning position.

Aggressiveness – attacking and going to the ball on defense, attacking and dribbling around/ through defenders on offense, attacking, and finishing shots.



Psychological:

Communication – calling for the ball, directing players to space.

Attitude – are they having fun? Are they coachable, positive to other players/referees, not giving up on plays? Sportsmanship & overall potential.