



Cochrane Minor Hockey REP Evaluation Procedure

1. Purpose

Each year the Cochrane Minor Hockey Association (CMHA) undertakes the task of placing players on teams. The goal of this process is to find players a home on a team of their peers where they will be challenged and experience success. The combination of these two ingredients allows kids to grow as hockey players and as young people.

This document has been developed to ensure that members of CMHA are provided with a conceptual framework of the Evaluation Process. This process is supported by several practical tools and resources designed to make the procedure as transparent as possible. The process is reviewed at the end of each season by an evaluation committee made up of members of the association to critique any shortcomings and tweak the process to try and alleviate any issues that were identified. While no process is perfect, we feel that yearly review will allow CMHA to improve the procedure year over year.

Key areas of focus include clearly defined evaluation criteria, objectivity, clear and concise lines of communication, effectively run ice sessions, definitive roles, and a succinct feedback mechanism, which all play a vital role in developing and building an effective player evaluation process.

Player evaluation and placement, like player development, is a process - effective management of the process will make a young player's experience during this time a more positive one.

Many communities only have enough players for one team in each age category, communities like ours have many teams in each age category, thus tiering occurs. Having a solid player evaluation process in place helps make the process much easier. A key point is for the association to post documents that outline the criteria of what the evaluators are looking for, so that parents can see what the players are being judged on. These criteria must be clearly defined, objectively assessed, and justifiable.

CMHA will commit to hold 2 Parent Evaluation Information meetings prior to each season designed to address all questions and review our procedures and policies. These dates will be posted to our website.

We understand that evaluations are a stressful time, not just for the kids, but for parents as well. We would ask for parents to encourage their kids to focus on their own performance, not those of others. If each player performs to the best of their ability, then we are confident that the process will find them placed on a team commensurate with their skill level and abilities.

2. Objective of Player Evaluation

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

3. Responsibilities of Various Parties Involved

I) VP Administration:

- a. Facilitate and oversee the successful execution of the evaluation process, including third party vendors for technical and evaluations.
- b. Oversight of evaluation committee and evaluation captains.
- c. Ensure that all documentation and data entry has been received and audited.
- d. Will ensure the confidentiality and integrity of the information collected during the process.

II) VP Operations:

- a) Help manage all submitted grievances or concerns. General oversight of team selection and the evaluation process.

III) Individual Board Members:

- a. Assist with the process in whatever appropriate manner possible.
- b. Keep all information confidential and support the process in front of the membership.
- c. Support this Evaluation Procedure.

IV) Evaluation Lead:

- a. Oversight of evaluation committee and evaluation captains.
- b. Facilitate and oversee the successful execution of the evaluation process, including third party vendors for technical and evaluations.
- c. Will be an active member of the auditing team. Required to keep all information confidential and support the process in front of the membership.
- d. Ensure that all documentation necessary to completed evaluations has been received, collected, and submitted.
- e. Will ensure the confidentiality and integrity of the information collected during the process.

V) Divisional Captains:

- a. Will be an active member of the auditing team.
- b. Keep all information confidential and support the process in front of the membership.
- c. Facilitate and oversee the successful execution of the evaluation process for their assigned division.
- d. Ensure that all documentation necessary to complete evaluations has been received, collected, and submitted.
- e. Will ensure the confidentiality and integrity of the information collected during the process.

VI) Divisional Evaluators:

- a) 5 on 5 evaluation is 100% completed by a third-party vendor. Evaluators will input their player evaluation directly into the encrypted Team Genius program via an iPad. (In a rare session the evaluator may need to use their phone to access the app)

VII) Parents:

- a. Be aware of the expectations of the evaluation process and ensure that their child is prepared and aware of the same.
- b. Avoid having any contact with any evaluators at any time during the evaluation process.
- c. Communicate all concerns or questions to the Evaluation Lead, Divisional Captains, VP of Administration adhering to the 24-hour rule.

4. Process: - Technical Session:

- a. Each player (non-goalies) will take part in the Technical Sessions.
- b. Groupings for the various skates during the Technical Sessions are strictly alphabetical order.
- c. Technical Sessions are completed by an independent third-party vendor. Each year the CMHA will solicit proposals from qualified parties wishing to conduct Technical Sessions annually.
- d. The successful party will be responsible, with oversight from the VP.
- e. Administration, for conducting these Technical Sessions. These rankings will be used to place players on the appropriate 5 on 5 sessions (Ex: Group 1 - Top 24, Group 2 - Next 24, Etc.)
- f. Each player will successfully complete the various drills twice.
- g. The player will be awarded their best time for each drill. We will use the player's best time from each drill for final ranking.
- h. *Technical scores will only be used to rank players for the initial 5-on-5 session #1.
- i. Divisional Captains will oversee on and off ice activities during the technical time trials.

5. Database Created

- a. An overall database is created for each division using cloud-based evaluation software. The third-party evaluators will enter the evaluator data into a secure notebook/iPad for secure encrypted data storage.
- b. All Technical data is entered into the database at this time in preparation for the 5 on 5 scrimmages.

6. Audit #1 Initiated

- At this point the data will be audited to ensure the accuracy of the data transferred into the database.
- Data entry oversight: President or one of the VP's, CMHA Staff, Evaluation Lead, and an Evaluation Captain(s)

7. Process: 1st 5-on-5 Sessions Commence

- The first session of 5 on 5 play will commence with initial groupings determined by the Technical Results. (Example: Group 1 could be players 1 - 24, Group 2 could be players 25 – 49, Group 3 could be players 50 – 74, Etc.)
- The group sizes will be dependent on overall numbers per age group. Group sizes will be smaller for the higher placements for the first skate - this is to allow more upward movement to give more players an opportunity to show themselves.
- In past years there was concern that if a player had a lower placement in Technicals they would not be able to climb up to a level where they could potentially be. We will not be shuffling players down, only moving players up.
- Many players may remain in the same grouping but there will be an opportunity for players to move up after every skate. The number of players moved up will be determined by the scoring data. We have added one more 5x5 skate from previous years to maximize the opportunity for every player to show themselves.

8. Players will be evaluated on the following criteria:

Positioning

Positional Gameplay - Defensemen:

Defensive Game Play

- a. Gap control - controlling your pace and space to create a good gap when defending the oncoming rush.
- b. Angling - keeps on-coming forwards to the outside, doesn't give up the middle of the ice.
- c. Do they protect the mid lane and force opposing players inside out

Positioning:

- d. Engages from the defensive side of the puck in battles, stays between the attacking player and the goalie.
- e. Net front - blocking out or body positioning to eliminate the stick of the attacker.
- f. Makes good outlet passes when breaking out.
- g. Utilizes D-partner for support – D to D passes - Hinge.
- h. Supports D-partner with coverage.
- i. Angling - does a player have the ability to use their body/stick to angle the opposing player off of the puck.
- j. Hinge on offensive blue line - if partner is pinching on the wall - D-man hinges back to neutral zone to cover in case the opposing team gets possession going the other way.

Offensive Game Play

- a. Gap Control - getting up in the play with your forwards to be an offensive option. Also allows the ability to potentially keep the play alive in the event of a turnover or be in a good position for control gap if the play comes back the other way.
- b. Hinging on offensive blue line - if partner is pinching on the wall - D-man hinges back to neutral zone to cover in case the opposing team gets possession going the other way.
- c. Offensive Zone Puck Awareness
- d. Knowing when to shoot - open lane, not shooting into opposition players.
- e. Knowing when to pass - finding an open teammate.
- f. Knowing when to dump the puck back down deep to keep the play alive - no shooting lane or teammate available.
- g. Knowing when to use the D to D option and when not to
- h. *Higher Level - jumping into soft spots to be an offensive option without compromising defensive positioning (ability to get back into defensive position)

Positional Gameplay - Forwards

Defensive Game Play

- a. D-side of puck battles
- b. Protecting the middle of the ice in d-zone
- c. Hard Backchecks - coming back to the middle of the ice.
- d. Supports teammates already engaged in a battle on the d-side of the puck.
- e. Covers for defensemen when they rush or step up in the play.
- f. Hard on the Forecheck
- g. Forechecks with purpose - angling or surfing opposing players to the outside - does not give up the middle of the ice.

Offensive Game Play

- a. Breaks out of the defensive zone in good position - not too far ahead or behind the play.
- b. Finds lanes, gaps, seams to skate to or be a passing option for puck carrying teammates.

- c. Drives the net in the offensive zone and maintains offensive position does not swoop away from the net or the play.
- d. Utilizes open ice when carrying the puck.
- e. Doesn't force the play, allows it to develop - finds or creates openings for skating and passing options.
- f. Finds ways to keep the offensive play alive - finds the soft areas, chips pucks into open ice for teammates to skate on to.

Impact on the Game - Skills

- a. Play making ability: moving the puck, advancing it to the lead man, avoiding turnovers, finding ways to keep the play alive, finding the soft areas, chipping pucks into open ice for teammates, creating space for themselves and teammates - use cutbacks, deception, etc. to maintain possession.
- b. Offensive Production: Goals, Assists, scoring opportunities created.
- c. Skill: Shooting, passing, skating - are they able to translate their abilities into their game - do they continuously appear in the play for positive reasons.
- d. Puck Possession: Body positioning, strength, avoid giving up possession unless necessary - create space for themselves and teammates use cutbacks, deception, etc. to keep possession.

Impact on the Game - Compete Level

- a. Puck Pursuit: relentless in situations when closest to puck. Second effort. Tenacity. Stops and starts. Good sticks - stick positioning to take away lanes or angling.
- b. Backchecking/Forechecking: going hard through the middle. Finishing Checks - no swooping.
- c. Assertiveness/Competitiveness: Corner battles, net front battles, getting in shooting lanes, don't give up on the play once the puck is lost - immediately try to get it back.

CMHA Rubric

	1-3	3-5	6-8	8-10
Impact on the Game - Skills: Shooting, passing, skating, stickhandling	All skills are weak and need improvement.	Some skills are adequate . Player tries to utilize their skills during game play but lacks execution and ability to do such.	Most Skills are generally good. Mostly uses proper techniques and is usually successful in executing them. Player shows flashes of high-end skill in game-like situations.	Skills are superior. Uses proper techniques and is successful in executing them. All their skills stand out and are above and beyond their peer group.

Impact on the game Compete Level	Player is noticeably out of place. Not for lack of effort, but they get in the way of the flow of their teammates and have no positive contribution towards their team.	Player is hard to notice and rarely gets involved in the play. Player does not get in the way and is not out of place	Player is strong and makes many attempts to have an impact on the game. Player is involved in the play most of the time and is a noticeable contributor on the ice.	Player is constantly involved in all facets of the game. The puck seems to follow them, rarely do they make mistakes and they contribute on both offensive and defensive facets of the game.
Positional Awareness	Player hasn't yet grasped positioning.	Player has some awareness of positioning, but it is usually only from an offensive or defensive perspective, not both. E.g. cheats for offense and does not help in the defensive zone.	Player knows proper offensive and defensive positioning. Maybe doesn't always execute or get to the position all the time but shows they know where to be.	Player positioning is excellent both offensively and defensively. Rarely caught out of position.

- A rubric is a common assessment tool used across all education systems today. We want everyone to have a good understanding of what each number means. The idea is not to over complicate but to have some concise criteria as to what an “X” number means.
- At the end of each 5 on 5 session players will receive a ranking for their position based on the averaged scores from all evaluators assigned to that position. [U11 is an exception - as per Hockey Canada rules - kids in this age group are not allowed to declare positions yet. As such the player rankings will be for all players on the ice.]
- During the 5 on 5 scrimmages, officials will call obvious penalties on players. The offending player will sit for 1 min in the penalty box. The offending team will play short for 1 min. Major penalties are cross checking, hits to the head, and severe slashing. Gross Misconduct penalties will result in the player being asked to leave the ice. These include but are not limited to: Boarding, Abuse to Official, and Checking from Behind. Gross Misconduct may result in a zero score.
- Oversight: President or VP(s), CMHA Staff, Evaluation Lead, and an Evaluation Captain(s)

9. Movement of Players

- a) Smaller group numbers in the higher groupings allow for more upward player movement - players will not be moved down however they could stay in the same grouping throughout the process.
- b) The number of players will be determined by the scoring data and the amount of room available at the next skate (sole discretion of the evaluation committee to determine how many). Example: Players from group 2 may move up to group 1 and players from group 3

may move up to group 2, etc., after the 1st, 2nd, and 3rd scrimmages. Every player will have to compete in at least 2 skates, however after the second skate.

- c) Top players in group 1 will be notified that they have made the team and will not have to continue in the remaining skates. This is to facilitate even assessment of players and allow more head-to-head scoring for the bubble players at each level.
- d) Sorting out who the top players are in a group is generally straightforward as the scores reflect every year. It is the players who are fighting for the remaining spots on each team that is difficult. We are modifying the process in this way so that players fighting for these remaining spots will have as many opportunities as possible to skate head-to-head against the other players in the same position. After reviewing previous years data, we anticipate that most players in this position will likely have three comparable scores against one another after each team's fourth and final skate. This gives every player the opportunity to really show where they belong. The onus is on the players to show up ready to play at each skate.

10. Process: 2nd 5-on-5 Sessions Commence

- a) During the second 5 on 5 session players are evaluated and ranked on the same criteria as the first 5 on 5 session.
- b) After this skate some players may be notified that their evaluation is completed, and they have secured a roster spot on Team #1

11. Audit # 2 Initiated

- At this point all 5 on 5 data will be audited to ensure accuracy and no input errors:
- Oversight: President or VP(s), CMHA Staff, Evaluation Lead, and an Evaluation Captain(s)

Process: 3rd 5-on-5 Sessions Commence

- a) During the third 5 on 5 session players are evaluated and ranked on the same criteria as the first and second 5 on 5 session.

12. Audit # 3 Initiated

- At this point all 5 on 5 data will be audited to ensure accuracy and no input errors:
- Oversight: President or VP(s), CMHA Staff, Evaluation Lead, and an Evaluation Captain(s)
- During the 4th 5-on-5 session players are evaluated and ranked on the same criteria as the previous 5-on-5 sessions.
- The 4th skate placement is determined by averaging the three previous rankings. After this session Team 1 for that division will be determined.

13. Evaluation Committee Conference Call/meeting to Release Team Rosters

- a) During this stage of the evaluation process the VP of Administration will conduct a conference call/meeting with the evaluation committee that includes the following:
- b) President or VP(s), Evaluation Lead and Captain(s) pertaining to that division. During this call, all rankings, and data up to this point are assessed.
- c) The Team 1 roster is determined using player rankings from all four 5-on-5 sessions except for those players who were identified after skate 2 (and potentially after skate 3) to already have made the team.

14. 5th, 6th, and 7th 5-on-5 Sessions (Depending on Divisional Size)

During these sessions **Audits 5 & 6 are initiated**

- Placement for these sessions is based upon the average ranking of all previous 5-on-5 skates.
- Those players not successful in making Team one will skate in session five.
- The number of skaters for these sessions may be limited to 25 or less (at the sole discretion of the evaluation committee).
- The same process to create Team rosters is followed for each subsequent Team. Evaluation Committee conference calls will take place before the release of any team roster.

15. Process: Audit 7 initiated: Final

At this point all unaudited 5-on-5 data will be audited to ensure accuracy and no input errors: Review of potential transition of players from the Rep program to the RHL program will occur by the President or VP(s), CMHA Staff, Evaluation Lead, and an Evaluation Captain(s)

16. RHL Transitions

At this point all players that are being transitioned will receive official notice prior to the last CAHL Rep Team roster being announced for that division.

17. AA Transitions

There will **not** be any guaranteed placements for Player(s) transitioning from AA tryouts.

18. Circumstances Regarding Player Absence

a. Illness or Injury:

Injury: which prevents participation in the Evaluation process must be reported to the hockey office.

b. A medical doctor's note will be required and/or other documentation as part of notification.

Prior to the player participating in the Evaluation process, a **"RETURN TO PLAY"** note will be required from the medical doctor. Team spots in this instance cannot be held indefinitely.

If a player is unable to continue for the remainder of the evaluation process, the situation will be reviewed by the Injury Committee. The committee will review existing data from this season, interview coaches from this year and previous years, review data from previous seasons (Tier of teams played for in previous seasons, statistics from previous seasons, etc.) and make a placement decision based on all the information gathered. These are never easy situations as everyone wants a player to make a team based on their play however when injuries do occur it is up to the committee to try and figure out a player's peer group. Patience and understanding are expected from all people involved.

The committee will do the best they can with the criteria available to them.

Any illness: No accommodation for illness.

c. Multi-Sport /Vacation/Activities etc.: If a player chooses not to attend any portion of the 5-on-5 scrimmages they will receive a zero ranking for that scrimmage.

Other Circumstances:

Other circumstances not covered in 1) or 2), but which prevent participation by a player must be brought to the attention of the hockey office or VP of Admin.

If you have any questions or concerns, please reach out to the following:

vadministration@cochraneminorhockey.com (VP Admin) president@cochraneminorhockey.com (President)

Note: This procedure will be reviewed and updated on an annual basis.

Grievance Process:

Overview

- The process is intended to be utilized when the outlined evaluation process is not followed and a decision rendered which impacts the placement of a player or goaltender to a program, tier and/or level of play as a result.

Policy

- Grievances concerning the improper conduct of a CMHA personnel associated with the evaluation process will be dealt with in accordance with our Respect and Code of Conduct policy.
- In all circumstance's evaluation notes, scores, rankings, and any other material associated with the evaluation process will not be released, unless deemed absolutely necessary by the individuals assigned to investigate the grievance.
- At no time shall a player or goaltender be re-assessed, reevaluated or re-ranked regarding any on-ice evaluation in response to an evaluation grievance.
- A response to the grievance will be provided in written form.
- Evaluation grievances will not be received until after Oct 15th and prior to November 1st. Grievances obtained outside of this period will not be addressed.

Grievance Parameters

- Individuals wanting to submit an evaluation grievance are required to review and understand this policy.
- The Evaluation Process could involve sessions of timed skates, skills skates, games, and tryouts.
- Each session is observed by a 3rd party group of evaluators.
- At the conclusion of each session all scores are compiled in our Team Genius database to determine the player and goaltender rankings.

Grievance Process

1. Grievances are to be made in writing and submitted to evaluations@cochraneminorhockey.com
2. a non-refundable fee of \$250 is required to be paid to have your grievance addressed.
3. The following must be included in the written grievance:

- The Division(s) for which the grievance relates.
 - The exact aspect(s) of the Evaluation Process being grieved.
 - Any supporting documentation or information.
 - The contact information of the individual submitting the grievance; - Any resolution(s) being sought.
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- a. An Executive Member will be assigned to the grievance and will evaluate the submission to determine if the grievance meets the requirements of this policy and/or merits the necessity of an investigation.
 - b. If the Executive Member assigned to the grievance determines that the grievance will be acted upon, he or she will appoint a member of the CMHA Board, who is unrelated to the nature of the grievance, to investigate.
 - c. The member of the CMHA board appointed to conduct the investigation may obtain the assistance of up to two CMHA related individuals (with the approval of the Executive Committee Member who received the grievance) to conduct the investigation. The additional individuals may include an unrelated Parent of an CMHA player/goaltender, CMHA Staff, CMHA Committee Member, CMHA Directors, CMHA Coordinators, etc.
 - d. The CMHA Board Member assigned to investigate the grievance may contact the individual who submitted the grievance to obtain clarity and/or further information. In most cases this contact is encouraged.
 - e. The investigation will be thorough, complete, and timely.
 - f. The investigation results and recommendations will be provided to the Executive Committee Member who was assigned the grievance for review and final decision.
 - g. The Executive Committee Member assigned the grievance will provide a response in writing to the individual who submitted the grievance.
 - h. The response provided by the Executive Committee Member is final. Appeals will not be acted upon.