

# **HRLAX BOYS HIGH SCHOOL ATHLETIC PLACEMENT PROCESS**



Hampton Roads Lacrosse League  
Boys High School Division  
November 2015

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## PREFACE

The Athletic Placement Process (APP) is a process for evaluating students who want to participate in lacrosse at higher or lower levels within the Hampton Roads Lacrosse League (HRLax). It is adapted from the New York State Education Department Athletic Placement Process for Interscholastic Athletic Programs, February 2015; which was developed through collaboration among the New York State Education Department (NYSED), the New York State Athletic Administrators Association (NYSAAA), the New York State Public High School Athletic Association (NYSPHSAA), the Statewide School Health Services Center (SSHSC), New York district directors of school health service, and New York directors of physical education/athletics.

This document represents the belief of the Hampton Roads Lacrosse League that interscholastic athletic competition is important to the development of the whole child, and that student's benefit when they can participate in such activities at a pace that is consistent with their physical and emotional maturity, size, fitness level, and athletic skill.

THE INTENT OF THE APP IS TO PROVIDE A PROTOCOL TO ALLOW STUDENTS IN GRADE 8 TO MOVE UP; OR FOR STUDENTS IN GRADES 9-12 TO MOVE DOWN, ALLOWING THEM TO PARTICIPATE SAFELY AT AN APPROPRIATE LEVEL OF COMPETITION BASED UPON PHYSICAL AND EMOTIONAL READINESS AND ATHLETIC ABILITY RATHER THAN AGE AND GRADE ALONE.

Students do not mature at the same rate, and there can be tremendous developmental differences between students of the same age. The APP is not to be used to fill positions on teams, provide additional experience, or to reward a student. Instead, it is aimed at the few, select students who can benefit from such placement because of their level of readiness.

### How to Use This Guide

The APP is intended for use by student athletes in grades 8 - 12, and directly relates to levels of competition as follows:

#### U-14/Middle School(MS)

- Grade 8/U-14

#### High School

- Grades 9 - 12

#### Athletic Competition Levels:

- U-14/MS
- Junior Varsity
- Varsity

The main body of this document is organized to assist the BHS Commissioner or the BHS Player Evaluation Board in administering all aspects of the APP.

There is great diversity among student athletes throughout the Hampton Roads area. The APP was adopted to assess a student's physical and emotional maturation, physical fitness, and sport skill, so that a student may be placed at a level of competition that should result in increased opportunity, a fairer competitive environment, minimized risk, and greater personal satisfaction. Safety is of paramount importance.

If the APP is used when an individual athlete's athletic skills warrants moving to the High School level, ideally, it should be initiated by the BYL Area Rep, who recognizes the student's skill. In cases where the APP is used when an individual athlete's physical maturation and skill level warrants allowing the athlete to compete with a younger age-group, ideally it will be initiated by the parent/guardian at the request of, or with consent from the athlete.

## GENERAL INFORMATION

Coaches, students, or parents/guardians may ask the BHS Commissioner or Player Evaluation Board to evaluate a student, using the APP. Students will not be processed through the evaluation procedures without a request from the BYL Area Rep and/or HS Program Manager and after obtaining parent/guardian written permission. It is not the intent to evaluate all 8<sup>th</sup> grade students, and evaluation should be considered only for those students with the appropriate physical and emotional readiness, and whose athletic abilities are outside of those of their age-related peers.

If a student in grade 8 has reached the chronological age of 15 years old prior to August 1, he is eligible to participate in high school athletics without undergoing the APP; like all High School participants, only medical clearance by the athlete's physician is required, as these students are already at an advanced age and would otherwise lose eligibility due to aging out.

If a student has attained an appropriate level of physical maturity as determined by the Boys HS Commissioner based on the report of the player's physician, they may proceed to the next level which includes evaluation of skills. If the Commissioner does not clear the student to participate in the desired sport and level, **he may not proceed any further in the evaluation process.** The Commissioner should not be pressured to change their decision. If a student is determined to meet the physical size and maturity criteria for consideration to compete at an older age level, but fails to meet **more than one** of the physical fitness test standards, or if a student fails to meet an appropriate sport skill level as determined by the evaluators, **he may not proceed any further in the evaluation process.**

In conclusion, the Boys HS Commissioner ensures compliance with the APP. It is intended only for the student who is truly at a level of physical and emotional maturity, and of physical size, fitness, and sport skill appropriate for the level of competition that they wish to pursue.

An athlete may be denied approval to participate by the Commissioner due to reported health impairment and/or the student's physical maturation level. The primary concern should be allowing an athlete to participate to the fullest level of his or her potential safely, and neither the demands of parents, athletes, or coaches should confound that concern. Participation on any HRLax League team is a privilege, not a right, and denial of participation may be enforced based on failure to adhere to the League or team's code of conduct, failure to obtain medical clearance, or failure to meet scholastic requirements.

**The HRLax League believes in fostering a lacrosse community that encourages understanding, appreciation, and acceptance of all by the league's players and parents, volunteer coaches, and league leadership. Additionally, HRLax is committed to the belief that this broad representation, and participation, adds significantly to the lacrosse experience of all involved, and these experiences are further enhanced by the league's embracing of underrepresented and underserved communities.**

# **ATHLETIC PLACEMENT PROCESS**

BOYS HS COMMISSIONER AND/OR EVALUATION BOARD

## PROCEDURES FOR THE BOYS HS COMMISSIONER AND EVALUATION BOARD

The HRLAX Boys High School Division Commissioner has the responsibility of ensuring that the APP is followed by all parties involved; and that the final determinations are sent to the parents, competing coaches and Program Managers. Students who pass all parts of the APP are permitted to try out. There are no waivers. A student must meet the appropriate standards of physical and emotional maturity, size, fitness, and skill, in order to qualify.

### IMPLEMENTATION STEPS

ALL STEPS MUST BE FOLLOWED, IN ORDER, FOR EACH APP REQUEST.

**Step 1 Parent/Guardian Permission:** All students who are to be evaluated must first obtain written parent/guardian permission before any evaluation may begin (see Appendix A).

**Step 2 Administrative Approval:** The potentially receiving program should confirm that the student is suitable for consideration, which includes the likelihood that the student would play in at least 50% of the games. Additionally, because of the increased time demands of participation at the high school level, the student's academic performance (as determined by review of past three school report cards and teacher comments) should be at or above grade level. Furthermore, a current coach or other qualified non-related adult who has reason to interact with the student should assess the student's emotional readiness to socialize with high school-aged students. If the student is not academically or socially ready, the student should not proceed through the APP.

**Step 3 Medical Clearance:** (Must be completed BEFORE the physical fitness portion of the process) Utilizing Appendices B, C, D and E, the student's physician will determine a student's physical maturity level, and compare the physical size of the student in relation to the criteria set by the league for the level the student wishes to compete. If the student is determined to have attained the appropriate physical maturity level and comparable physical size for the desired level, the student may proceed with step 4. If the student is determined to **not** have attained an appropriate physical maturity level for the desired sport and level, **the process stops.**

**Important Note on the Physical Maturity Examination:** *For the evaluation team, determining the physical maturity level of the student is an important step in the APP process. This is done to ensure that the student has attained a level of physical development at which the chances of growth plate or overuse injury is minimized. Since the growth plate is the weakest area of the growing skeleton, weaker than the nearby ligaments and tendons that connect bones to other bones and muscles, injury to a growth plate can lead to a serious and potentially permanent injury to a joint or long bone. While growth plate injuries are usually caused by an acute event such as a fall or a blow to a limb, they can also result from overuse, such as when a gymnast practices for hours on the uneven bars, a runner runs long distances, or a baseball pitcher spends hours perfecting a curve ball. Growth plate trauma and other overuse injuries may*

*occur in competitive sports such as lacrosse. The likelihood increases when students are doing a single sport year round without substantial rest; therefore, caution must be exercised in determining the physical maturity of students at this age level. Developmental staging reduces, but does not eliminate, the risks of injury to a younger student moving up to sport activities involving more developmentally mature students. Since all growth plates might not be fully matured by the time a student reaches Tanner 5, care must be exercised in determining the physical maturity of athletes. The size of the student in relation to the other athletes is also a critical component in determining the risk of injury.*

*It is always best to err on the side of caution and keep a student at the age-appropriate level of play in order to safeguard the student. There will be many more years for the student to advance in athletics, and success is more likely if he or she does not suffer from permanent injuries.*

**Step 4 Physical Fitness Testing:** This must be done by a Commissioner approved evaluator or a certified physical education teacher who is **not** a coach of the sport for which the student will be trying out. The President's Physical Fitness Test has been selected as the test for this process, and the student must meet the 85<sup>th</sup> percentile level for their age in 4 out of 5 test components (see Appendix F).

**Step 5 Sport Skill Evaluation:** The High School coach will rely on past personal observations and may consider input from the student's former coaches to complete the evaluation and document results in Appendix G. Appendix H is provided for further evaluation guidance as developed by US Lacrosse. If the coach is unfamiliar with the student, the sport coach will observe the student at a practice or set up an evaluation time.

**Step 7 Qualification Determination:** The results of the three evaluations will be sent to the Boys HS Commissioner/Evaluation Board for further action. **Only students who pass all parts of the APP are permitted to try out.**

**Step 8 Try Outs:** The student is allowed to try out for the level requested or the student must return to the age-appropriate level of competition.

**Step 9 Records:** The Commissioner must maintain all records of students who have successfully completed the APP. Items to be kept in the student's file are: Parent/Guardian Permission and Result letters; Maturity Evaluation and Medical Director Form; Physical Fitness results; Coach's Sport Skill Evaluation.

**Step 10 Notifications:** A Notification List (see Tab 1 in Appendix F) of the scores of all athletes who have successfully completed the process and have been approved through the APP **after the try-out period has been completed** must be sent to:

- The Boys Youth Commissioner.
- The coaches and program managers of all competitor team

***The Implementation Steps and APP Process Flow with responsibilities are shown on page 5 of this document.***

**COMMISSIONER AND/OR EVALUATION TEAM  
ATHLETIC PLACEMENT PROCESS CHECKLIST**

**STUDENT NAME:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**PARENTS/GUARDIANS**

- Correspondence sent out DATE \_\_\_\_\_
- Discussions took place DATE \_\_\_\_\_
- Permission slip returned DATE \_\_\_\_\_
- Final determination letter sent out DATE \_\_\_\_\_

**STUDENT'S PHYSICIAN**

- Maturity form sent out DATE \_\_\_\_\_
- Evaluation returned DATE \_\_\_\_\_

*Process stops if physician reports the student does not meet maturity criteria*

**PHYSICAL FITNESS TEST**

- Correspondence sent out DATE \_\_\_\_\_
- Test results returned DATE \_\_\_\_\_

*Process stops if student fails more than one component of the fitness test*

**COACH'S SPORT SKILL EVALUATION**

- Correspondence sent out DATE \_\_\_\_\_
- Evaluation returned DATE \_\_\_\_\_

*Process stops if desired sport skill level is not considered appropriate for desired level of competition*

**TRY-OUT EVALUATION**

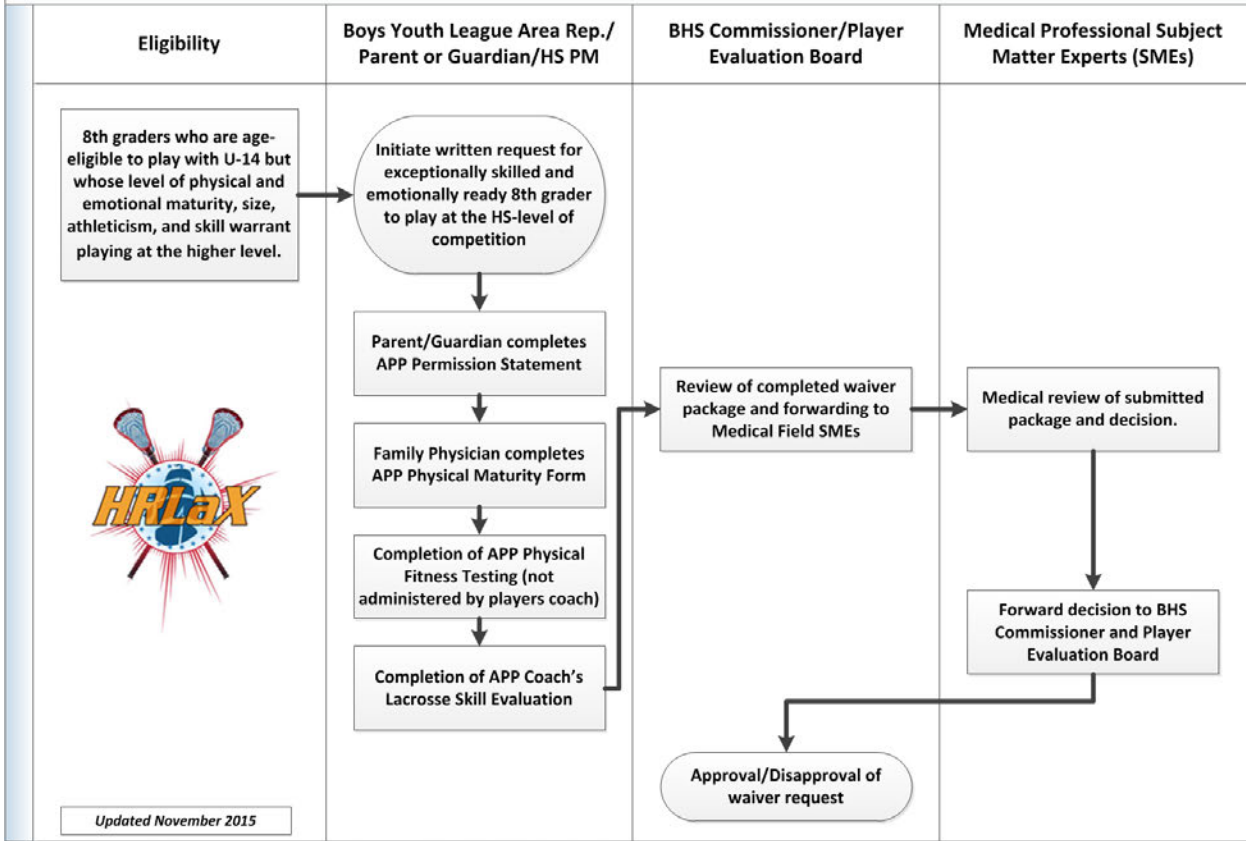
- Correspondence sent out DATE \_\_\_\_\_
- Evaluation returned DATE \_\_\_\_\_

**NOTIFICATIONS SENT**

- TO PARENTS (copy) DATE \_\_\_\_\_
- TO COACHES (copy) DATE \_\_\_\_\_



## HRLax Boys High School Athletic Placement Process (APP)





## ATHLETIC PLACEMENT PROCESS

### PARENT/GUARDIAN PERMISSION

(Page 1 of 2)

Dear Parent/Guardian:

There is a Hampton Roads Lacrosse (HRLax) program that permits physically and emotionally appropriate students to be assessed for an athletic team that is outside of their age-appropriate placement. It is called the Athletic Placement Process (APP).

Your child, (name): \_\_\_\_\_ may be eligible to participate in lacrosse outside of his normal grade level. In order to establish the appropriate eligibility, you must agree to arrange and pay for a physician's exam and provide the completed form to the Boys High School Commissioner. If your child is found to meet the physical maturity criteria, then the evaluation process can continue. We must have your permission to continue the evaluation.

This evaluation is a comprehensive evaluation of your child's emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness, and lacrosse-specific athletic skill in relationship to other student athletes at that level.

Physical maturity is determined by the child's physician (at parent's cost) during a physical exam, using the Tanner Scale. The Tanner Scale requires the inspection of the entire body, including the genitals. Upon passing the medical clearance, the student may proceed to the physical fitness and skill assessments. Students must pass all levels in order to meet the requirements of the APP.

If your child successfully meets the requirements of the APP, he will be allowed to compete with the high school JV team during 8<sup>th</sup> grade, or compete at the modified level if in grades 9-12.

It is important for you and your child to understand that, once the requirements are met and if he is accepted as a member of the team, he cannot return to a lower-level team in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Please feel free to contact me regarding this program or to discuss any aspect of your child's athletic placement. If you agree to allow your child's participation in this program, please sign and return the parental permission form to me at [wayne.borchers@hrlax.com](mailto:wayne.borchers@hrlax.com).

Sincerely,

Wayne P. Borchers, Commissioner  
HRLax Boys High School Division



## ATHLETIC PLACEMENT PROCESS

### PARENT/GUARDIAN PERMISSION

#### PARENT/GUARDIAN STATEMENT

I have read the attached letter and I understand the purpose and eligibility implications of the Athletic Placement Process.

My son, (name): \_\_\_\_\_ has my permission to undergo the evaluation process and to participate in this program. I understand that the determination of physical maturity is a private examination involving inspection of genitals and must be done by a licensed physician of my choosing and at my expense. Upon passing the medical clearance, he may proceed to the physical fitness and skill assessments.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# **ATHLETIC PLACEMENT PROCESS**

PHYSICAL MATURITY  
EVALUATION AND  
ASSESSMENT PROCESS

## PROCEDURES FOR THE EVALUATORS

The student's physician must provide medical clearance for the player to participate in HRLax High School Lacrosse. Special attention must be given to students in grade 8 who wish to move up to a higher level of competition. Students in grades 9-12 may qualify to move to a lower level of competition. This section will provide guidance for making the decision to allow younger students the opportunity to play at a higher level, or older students to play at a lower level, provided that they have the physical maturity, comparable physical size, fitness levels, and sport skill to do so safely and with success. Prior to obtaining the required physical exam, students are required to have written parent/guardian permission to participate in the APP, approval by administration to move to the desired level, and a recommendation from the athletic administrator.

### IMPLEMENTATION

The physician will determine:

- the physical maturity level of the student using the Tanner Scale
- the size, in height and weight, of the student.

The Commissioner should take into consideration the height, weight, muscle mass and Physician-provided Tanner rating as compared to the other athletes he/she would compete with. For physical development and maturity, Tanner staging remains the least invasive tool to gauge a person's sexual maturity rating as an indicator of physical maturation. Best practice, therefore, would dictate that the Commissioner use the Tanner Rating Scale information provided by the student's physician and compare the developmental level of the student to the average Tanner level of students playing the sport at the desired level. Since a Tanner Rating requires an intimate examination, it is essential that parents/guardians and students understand what is required during an examination.

For physical size comparability, the Commissioner should use the current height and weight of the student provided by the student's physician, and compare that with the size of the age of the students against whom they wish to compete. Growth charts are the easiest method of accomplishing this. For consistency, it is recommended that the following growth charts from the Centers for Disease Control and Prevention are used.

Centers for Disease Control and Prevention Growth Charts:

Boys: <http://www.cdc.gov/growthcharts/data/set2clinical/cj411071.pdf>

Girls: <http://www.cdc.gov/growthcharts/data/set2clinical/cj411072.pdf>

The Commissioner will clear the student to continue the APP if:

- the student is at an appropriate physical maturity\* level by Tanner Scale for the desired level; and
- if the student wishes to compete at a younger age group, is below the average height and weight of the youngest age against whom the student will compete.

The process stops if a student is not at a comparable physical maturity level or physical size in relation to the age of the students against whom he or she desires to compete, as reported to the Commissioner by the physician. The physician does not need to do anything more than return that information to the Commissioner.

***\*Important Note on the Physical Maturity Examination:*** For the physician/medical director, determining the physical maturity level of the student is an important step in the APP. This is done to ensure that the student has attained a level of physical development at which the chances of growth plate or overuse injury are minimized. Since the growth plate is the weakest area of the growing skeleton, weaker than the nearby ligaments and tendons that connect bones to other bones and muscles, injury to a growth plate can lead to a serious and potentially permanent injury to a joint or long bone. While growth plate injuries are usually caused by an acute event, such as a fall or a blow to a limb, they can also result from overuse. Growth plate trauma and other overuse injuries may occur in competitive sports such as lacrosse. The likelihood increases when students are doing a single sport year round without substantial rest; therefore, caution must be exercised in determining the physical maturity of students at this age level. Developmental staging reduces, but does not eliminate, the risks of injury to a younger student moving up to sport activities involving larger and more developmentally mature students. Since all growth plates might not be fully matured by the time that a student reaches Tanner 5, care must be exercised in determining the physical maturity of athletes. It is always best to err on the side of caution and keep a student at the age-appropriate level of play in order to safeguard the student.

**BOYS HS COMISSIONER**  
**ATHLETIC PLACEMENT PROCESS CHECKLIST**

**STUDENT NAME:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**PHYSICAL MATURITY APPROVAL**

- Notification to proceed with evaluation sent

**DATE** \_\_\_\_\_

**PHYSICAL MATURITY DENIAL**

- Notification to requesting parties sent

**DATE** \_\_\_\_\_

# ATHLETIC PLACEMENT PROCESS

## PHYSICAL MATURITY FORM

**THIS SECTION TO BE COMPLETED BY THE COMMISSIONER OR EVALUATION BOARD:**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Home Address \_\_\_\_\_

Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Age \_\_\_\_\_ Gender: Male

Parental/Guardian Permission Form Received:  Yes Date Received \_\_\_\_\_

Desired Level:  Varsity  Jr. Varsity  U-14/MS

Desired Sport: Lacrosse \*Recommended Tanner Rating for this sport and level \_\_\_\_\_

**SCREENING PROCEDURES- SECTIONS A & B TO BE COMPLETED BY STUDENT'S PHYSICIAN**

(FOR REVIEW BY THE COMMISSIONER OR EVALUATION BOARD)

A. TANNER SCORE AND HEIGHT/WEIGHT ASSESSMENT COMPLETED BY STUDENT'S PHYSICIAN:

PHYSICIAN NAME & OFFICE ADDRESS \_\_\_\_\_

EXAM DATE: \_\_\_\_\_

**CIRCLE** THE CURRENT DEVELOPMENTAL STAGE OF THE STUDENT, USING THE TANNER SCALE:

1                      2                      3                      4                      5

B. HEIGHT \_\_\_\_\_ WEIGHT \_\_\_\_\_

C. PHYSICIAN SIGNATURE \_\_\_\_\_

**THIS SECTION TO BE COMPLETED BY THE COMMISSIONER**

Student is  cleared  not cleared for the sport of: Lacrosse

at the following level:  U-14/MS  Junior Varsity  Varsity

HRLAX BOYS HS COMMISSIONER:

\_\_\_\_\_



# ATHLETIC PLACEMENT PROCESS

## PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

MALES			
Approved Sports	9th -> MS	8 -> JV	Varsity -> JV
Tanner	1or2	4or5	1,2,or3
Height*	<60in		<64in
Weight*	<95lbs		<120lbs

\*below average of youngest age at level they wish to compete

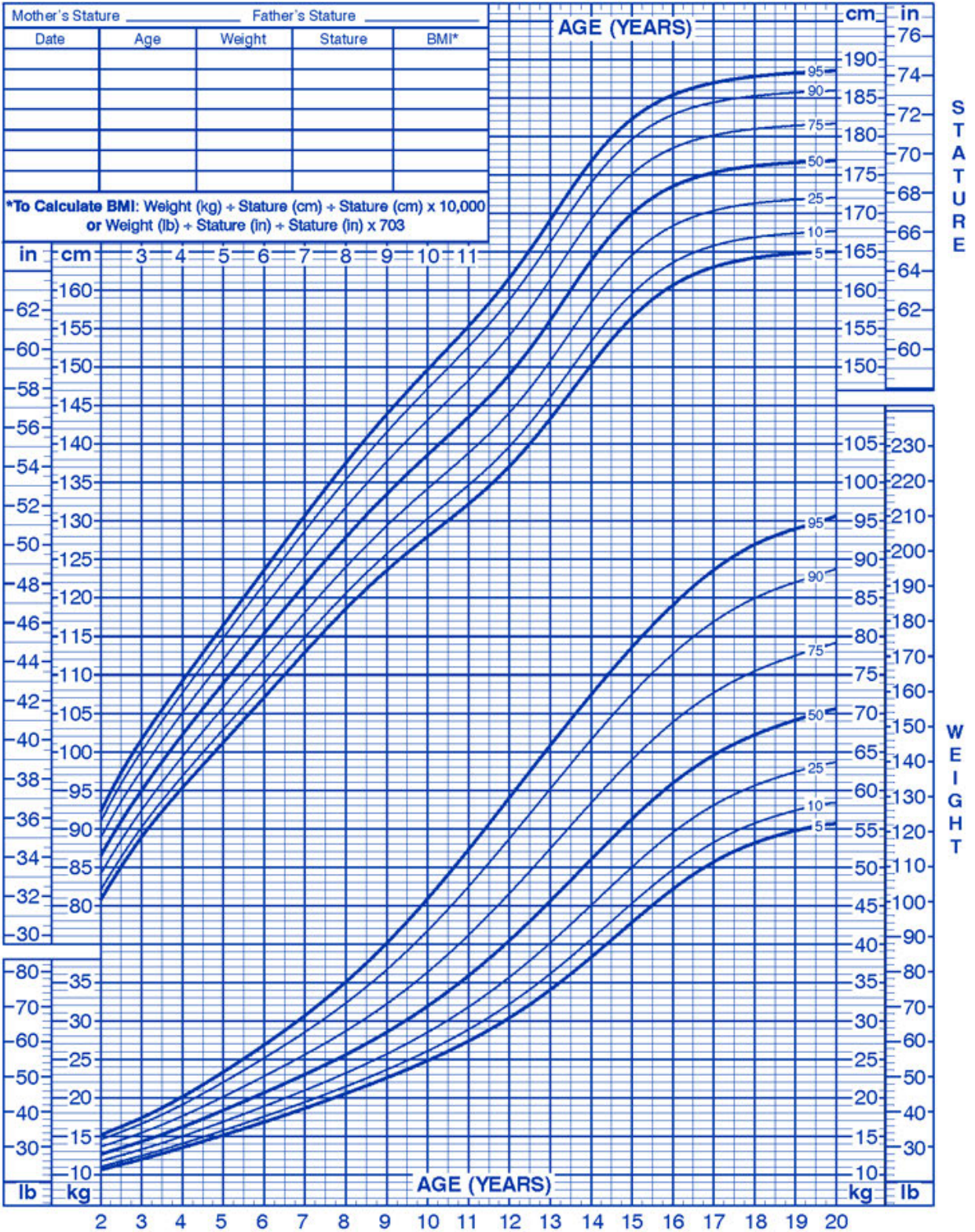
*HRLax Athletic Placement Process  
Last Updated November 2015*

# 2 to 20 years: Boys Stature-for-age and Weight-for-age percentiles

NAME \_\_\_\_\_

RECORD # \_\_\_\_\_

12 13 14 15 16 17 18 19 20



Published May 30, 2000 (modified 11/21/00).

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). <http://www.cdc.gov/growthcharts>



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# ATHLETIC PLACEMENT PROCESS

## PHYSICAL FITNESS TESTING: SCORE FORM

### INSTRUCTIONS FOR THE TESTER

The student listed below has been approved to take the Physical Fitness Test. Please proceed with the testing as described in the **Physical Fitness Test Descriptions & Directions** in Tab 2 of this document

1. Read the instructions for administering the five items carefully. **If you are the coach of the team that the athlete wants to participate in, you may not be the tester.** Notify the Commissioner or Evaluation Board that a new tester must be assigned.
2. The test can be given in any time frame and in any order. Any of the five items may be retested twice. Only the best scores should be recorded.
3. Encourage the student to do his/her best on each test item. Before commencing with the test, inform the student of the minimum qualification requirement for each component. **They MUST score in the 85<sup>th</sup> percentile for their age.**
4. Return this score sheet and a completed Tab 1 sheet to the Commissioner or Evaluation Board as soon as the test is completed.

### PHYSICAL FITNESS TEST SCORES:

Student's Name \_\_\_\_\_ Gender:  M  F Age \_\_\_\_\_

Desired Level \_\_\_\_\_

Test Administered By \_\_\_\_\_ Date \_\_\_\_\_

SHUTTLE RUN (nearest tenth) 1/10 seconds \_\_\_\_\_

V-SIT REACH  
Or SIT & REACH (feet and inches to nearest inch) \_\_\_\_\_

PULL UPS (# completed)  
Or RIGHT ANGLE PUSH UPS (# completed every 3 seconds) \_\_\_\_\_

STOMACH CURLS (one for each completed movement) number \_\_\_\_\_

ONE MILE RUN (minutes and nearest second) \_\_\_\_\_

Final Assessment: Student  passed  did not pass at or better than the 85<sup>th</sup> percentile

Signature \_\_\_\_\_ Date \_\_\_\_\_



## ATHLETIC PLACEMENT PROCESS

### PHYSICAL FITNESS TEST: INSTRUCTIONS

#### Curl-ups

This activity measures abdominal strength and endurance.

#### Curl-ups Testing

Here's what you do:

- Have the student lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. A partner holds the feet.
- Make sure the arms are crossed with hands placed on opposite shoulders and elbows held close to chest.
- Keeping this arm position, the student raises the trunk, curling up to touch elbows to thighs, and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up.
- To start, a timer calls out the signal "Ready? Go!" and begins timing the student for one minute. The student stops on the word "Stop."

#### Curl-ups Tip

Instruct helpers to count aloud the number of repetitions.

#### Curl-ups Scoring

"Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly.

## Shuttle Run

This activity measures speed and agility.

### Testing

Here's what you do:

- Mark two parallel lines 30 feet apart and place two blocks of wood or similar objects behind one of the lines.
- Student starts behind the opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line.

### Tips

Be sure the participants understand the importance of running through the finish line. Participants should perform this activity on a gym floor or other appropriate surface.

### Scoring

Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

## One Mile Run/Walk

This activity measures heart/lung endurance.

### Testing

Here's what you do:

- On a safe, one-mile distance, students begin running on the count "Ready? Go!"
- Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.

## Tips

Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time.

## Scoring

Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.

# Pull-ups

This activity measures upper body strength and endurance.

## Pull-ups Testing

Here's what you do:

- The student hangs from a horizontal bar at a height the student can hang from with arms fully extended and feet free from the floor, using either an overhand grip (palms facing away from body) or underhand grip (palms facing toward body). Small students may be lifted to the starting position.
- The student raises his/her body until chin clears the bar and then lowers his/her body to the full-hang starting position. The student performs as many correct pull-ups as possible.

## Pull-ups Tips

Spend as little time hanging from the bar beforehand as possible because the extra time on the bar may reduce the number of pull-ups performed. Discourage any leg kicking or body swinging, as this may also decrease the number of repetitions.

## Pull-ups Scoring

Pull-ups should be done in a smooth rather than jerky motion. Kicking or bending the legs is not permitted and the body must not swing during the movement.

## Right Angle Push-ups Testing

Here's what you do:

- The student starts in push-up position, with hands under shoulders, arms straight, fingers pointed forward, and legs straight, parallel, and slightly apart (approximately 2-4 inches) with the toes supporting the feet.
- Keeping the back and knees straight, the student then lowers the body until there is a 90-degree angle formed at the elbows, with upper arms parallel to the floor. A partner holds her/his hands at the point of the 90-degree angle so that the student being tested goes down only until her/his shoulders touch the partner's hand, then back up.
- The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the student can do no more at the required pace. The student should remain in motion during the entire three second interval.

### Right Angle Push-ups Tip

As with the pull-up, spend as little time in the starting position beforehand in order to increase the number of repetitions. Any extra movement may also decrease the number of repetitions.

### Right Angle Push-ups Scoring

Record only those push-ups done with proper form and in rhythm.

### Right Angle Push-ups Rationale

Right angle push-ups are a good indicator of the range of strength/endurance found in kids, whereas some kids are unable to do any pull-ups. Pull-ups remain an option for those students at higher levels of strength/endurance.



## V-sit Reach

This activity measures flexibility of the lower back and hamstrings.

### V-sit Reach Testing

Here's what you do:

- A straight line two feet long is marked on the floor as the baseline.
- A measuring line four feet long is drawn perpendicular to the midpoint of the baseline, extending two feet on each side and marked off in half-inches. The point where the baseline and measuring line intersect is the "0" point.
- Student removes his/her shoes and sits on floor with measuring line between his/her legs and the soles of his/her feet placed directly behind the baseline, with the heels 8-12 inches apart.
- With hands on top of each other, palms down, the student places them on measuring line.
- With the legs held flat by a partner, the student slowly reaches forward as far as possible, keeping fingers on the measuring line and feet flexed.
- After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.

### V-sit Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

### V-sit Reach Rules

Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind baseline.

## Sit and Reach Testing

Here's what you do:

- You'll need a [specially constructed box](#) with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet.
- The student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box.
- With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.

### **Sit and Reach Tip**

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

### **Sit and Reach Rules**

Legs must remain straight, soles of feet against box, and fingertips of both hands should reach evenly along the measuring line. Scores are recorded to the nearest centimeter.

# ATHLETIC PLACEMENT PROCESS

## Physical Fitness: Scores Required for the Athletic Placement Process

SEX	AGE	Curl-Ups # in one minute	Shuttle Run in seconds	Choose one <sup>1</sup>		1 Mile- Walk/Run min/sec*	Choose one <sup>2</sup>	
				V-sit Reach in inches	Sit & Reach in centimeters		Pull-Ups # completed	Right Angle Push-ups # every 3 sec.
Males	11	47	10.0	4.0	31	7:32	6	26
	12	50	9.8	4.0	31	7:11	7	30
	13	53	9.5	3.5	31	6:50	7	35
	14	56	9.1	4.5	33	6:26	10	37
	15	57	9.0	9.0	5.0	36	6:20	11

<sup>1</sup> Upper body strength can be measured by performing pull-ups, or right angle push-ups.

<sup>2</sup> Flexibility can be measured by performing the V-sit Reach or the Sit and Reach



## ATHLETIC PLACEMENT PROCESS

### COACH'S SPORT SKILL EVALUATION

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#### INSTRUCTIONS FOR THE COACH

Coach \_\_\_\_\_ Lacrosse Level \_\_\_\_\_

Student's Name \_\_\_\_\_ Gender: Male Age \_\_\_\_\_

The above-named student has requested evaluation through the Athletic Placement Process. As the coach of the team for which they want to try out, your complete assessment of his skill level is an important factor in this process. Please complete and return this form as soon as possible to the Boys HS Commissioner.

**NOTE:**

*The number of students who are allowed to compete outside of their grade levels should be few and far between. The program is intended only for the athlete, who has the physical maturity, physical fitness, and sport skills to be placed with other athletes outside of his grade level. Abuses in the program by decision makers who seek to satisfy the needs of the team, rather than considering the well-being of the student cannot be condoned. There are many potential physical and social/emotional pitfalls that must be avoided, and once a student is elevated, the decision is irreversible. Please keep in mind that, until you are notified by the Commissioner that the student has successfully completed the entire Athletic Placement Process, that student **may not attend** any practices.*

Record your evaluation of the player's skill level on the US Lacrosse U15-HS Player Evaluation form (Appendix H). If you are familiar with the candidate, please write a more detailed evaluation of your observations of his emotional and social maturity with his peers, attitude, and coachability on page 2 of this form. Supporting information would be helpful in determining proper placement, so be specific. If you are not familiar with the candidate, you may wish to contact his former coaches for further assessment and make the time to talk with the student.

Which level team is the student trying out for?

- Junior Varsity     Varsity

Which level of play would you recommend for this student?

- U-14/MS     Junior Varsity     Varsity

Compare this student's skills relative to other members of the team that the student is trying out for.

- Below Average     Average     Above Average     Superior

What percentage of playing time would you estimate he/she would receive at that level?

\_\_\_\_\_ %





Use this form to identify core aspects of the game and evaluate a level of proficiency in those areas. There will be areas where each player excels and others that need more work. Keep this document and refer to it throughout the season to help you hone in on which skills need development. Exceptional players put in the work outside of practice. This should serve as a guide for how to become that exceptional player.

<i>Name:</i>	<i>Team:</i>
<i>Years experience:</i>	<i>Position:</i>

The rating scale is 1 through 5, with 1 as unsatisfactory and 5 as outstanding. Most players should receive a 3 in most categories. A score below 3 indicates something the player needs to work on, and a score above 3 indicates something the player is doing very well, perhaps better than most of his teammates.

## AREAS OF EVALUATION

### PHYSICAL

Obviously, fitness is a big part of lacrosse. With a few position-based qualifiers, all players need to be fast, quick, agile and fit. Midfielders must be fast enough to evade the defense in the middle of the field and fit enough to run for the majority of the time they are on the field. Attackmen must be quick and agile to create scoring opportunities, and strong enough to power through checks. Defensemen must be agile and quick enough to stay glued to the opposing attackmen, and strong enough to move the opponent when needed.

Footwork	1	2	3	4	5	Stamina	1	2	3	4	5
Coordination	1	2	3	4	5	Strength	1	2	3	4	5
Quickness	1	2	3	4	5	Agility	1	2	3	4	5
Speed	1	2	3	4	5	Power	1	2	3	4	5

*Comments:*

### TECHNICAL

Players must be able to handle the ball, including catching, passing, shooting, dodging, scooping and cradling. All of these skills must be performed under pressure and at a running pace. Players should ultimately be able to use either hand interchangeably in demonstrating these skills. Players must be technically competent at playing defense with their head and feet, must be able to stop an opponent 1-on-1, and must know when to check (limited) as well as proper checking technique.

Passing right hand	1	2	3	4	5	Cradling	1	2	3	4	5
Passing left hand	1	2	3	4	5	Dodging	1	2	3	4	5
Catching right hand	1	2	3	4	5	Defensive stance	1	2	3	4	5
Catching left hand	1	2	3	4	5	Defensive footwork	1	2	3	4	5
Accuracy right hand	1	2	3	4	5	Stick checking	1	2	3	4	5
Accuracy left hand	1	2	3	4	5	Ground ball pickups	1	2	3	4	5
Shot speed overall	1	2	3	4	5						

*Comments:*



### TACTICAL

Players must know how and when to execute the overarching principles of offense and defense while under pressure. On offense, they must be disciplined enough to run an offensive set and know how to adapt out of it. Motion offense includes moving with and without the ball, cutting and picking. Attacking includes dodging and driving with intensity, and shooting when open. Defensive positioning is relative to the ball and your man, and proper position on the field.

#### OFFENSE

Move the ball	1	2	3	4	5
Feeding	1	2	3	4	5
Spacing	1	2	3	4	5
Motion	1	2	3	4	5
Attacking the cage	1	2	3	4	5
Shot selection	1	2	3	4	5
Man advantage	1	2	3	4	5
Ground ball tactics	1	2	3	4	5

#### DEFENSE

On-ball	1	2	3	4	5
Off-ball	1	2	3	4	5
Communication	1	2	3	4	5
Sliding	1	2	3	4	5
Man disadvantage	1	2	3	4	5

#### TRANSITION

Offense	1	2	3	4	5
Defense	1	2	3	4	5
Riding	1	2	3	4	5
Clearing	1	2	3	4	5

Comments:

### PSYCHOLOGICAL

Regardless of physical ability, skill or tactical knowledge, the most significant impact a player can have on his own and the team's success is with his psychological demeanor and approach to the sport.

Coachable	1	2	3	4	5
Effort	1	2	3	4	5
Teamwork	1	2	3	4	5
Respect	1	2	3	4	5

Focus	1	2	3	4	5
Perseverance	1	2	3	4	5
Unselfish	1	2	3	4	5

Comments:

**Coachable:** Listens to coaches and attempts to apply the lessons throughout practices and games. Accepts feedback on areas for improvement. Practices with a purpose.

**Effort:** Recognizes that above all else, he can control his effort at any moment. By repeatedly and consciously giving 100% effort, his effort becomes a habit.

**Teamwork:** Understands that when he lifts his teammates, he lifts himself. Routinely encourages and praises his teammates. Fills teammates' emotional tanks with positive feedback.

**Respect:** Treats coaches, teammates, officials, opponents

and the game with respect. Honors the spirit of competition in his opponents. Does not put others down.

**Focus:** Maintains an intensity level at practice aimed at learning and improving. Does not detract from and is not distracted during an intense and purposeful practice.

**Perseverance:** Does not give up or relent when facing difficulty as an individual or team. Stays focused to the finish in spite of difficulty or trouble.

**Unselfish:** Puts the team above himself. Willing and eager to perform his assignment to the benefit of the team. Always willing to give more to the team than he gets.

Additional Comments: