



PLAYER EVALUATION AND SELECTION

Player Selection Criteria

The following is a reference that will be provided to evaluators prior to the player selection process. An age specific skill list can be found on the following pages.

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 ups, 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't 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?



PLAYER EVALUATION AND SELECTION

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?

Evaluators can print off the summary cue card on the following page for easy reference during the evaluation sessions.



PLAYER EVALUATION AND SELECTION

Player Selection Criteria Evaluator Cue Card

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
- ◆ Advanced – 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 Offence and Defence

- ◆ Player understands positional play
- ◆ Player supports the puck on the defensive and offensive side of puck
- ◆ Player communicates with teammates
- ◆ Player has the ability to read and react.



PLAYER EVALUATION AND SELECTION

General Recommendation for Evaluations of Participants age 7 -10 (Participative, Instructional, FUNdamental Stage)

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none">◆ Present skills that are simple, large motor skills and not harmful to the growing body◆ Include activities that involve aerobic fitness, flexibility, body awareness and movement patterns◆ Emphasize the development of self esteem, confidence, peer interaction and cooperation◆ Emphasize fun, effort, enthusiasm and putting winning and losing in perspective	<ul style="list-style-type: none">◆ Implement simple strategies that encourage the players to take part in the activity and practice their skills◆ Emphasize the learning of skills not the learning of tactics and strategies	<ul style="list-style-type: none">◆ Play simple modified versions of the game to emphasize the individual skills of the game◆ Use modified, scaled down equipment◆ Base success on progress and multiple incentives not just winning and losing◆ Avoid specialization in position or event	<ul style="list-style-type: none">◆ Use low key competition, balance the degree of competition◆ Allow boys and girls to compete together	<ul style="list-style-type: none">◆ Encourage participants to participate in other sports and recommend sports that compliment hockey well◆ Remind young players of the importance of nutrition and its role in keeping the body healthy and active.

Generally during this stage of development players will:

- ◆ Acquire the physical, cognitive and social skills necessary for proficiency in games
- ◆ Start to understand the idea, function and arbitrary nature of rules within the games
- ◆ Improve their perceptual motor skills, such as hand eye coordination
- ◆ Learn to interact with peers
- ◆ Start formulating a self concept
- ◆ Develop a system of conscience morality and value judgments.

Note: Most of the sessions are station oriented. For the best results 3 evaluators should be assigned to evaluate each station and only that station. This ensures continuity and consistency on the evaluation of a particular skill.



PLAYER EVALUATION AND SELECTION

Sample Novice and Atom Evaluation Session (Based on Evaluation Outline)

Sample 1

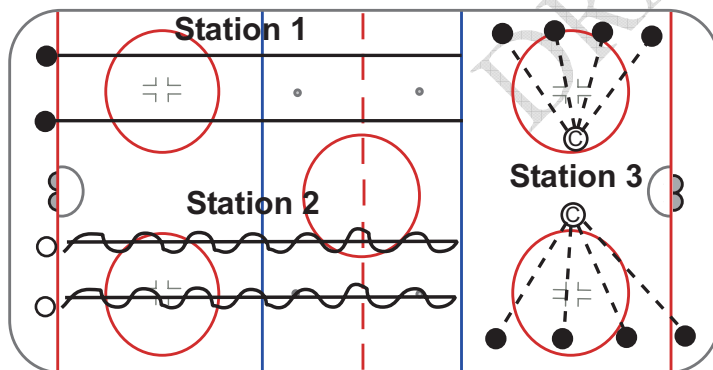
Ice Session 1

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Forward Skating
Backward Skating
Stationary Passing and Pass Receiving
Skating with Puck
Stopping

Overview

Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Forwards and Backward Skating 2. Skating with Puck 3. Passing and Receiving - Stationary	30 Minutes 10 per station
Games with Purpose	Red light / Green Light - stopping skills	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1

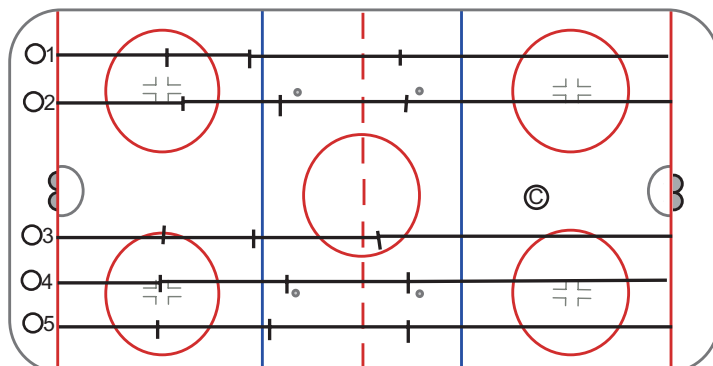
Forward and Backward Striding - down and back

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 coaches whistle. Stops should alternate sides to observe a players ability to stop both ways.



PLAYER EVALUATION AND SELECTION

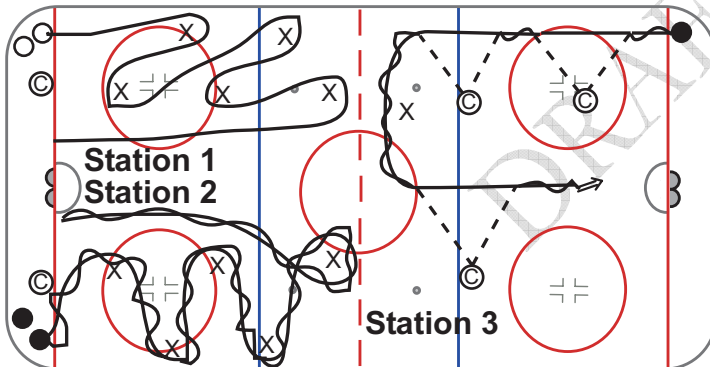
Ice Session 2

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Tight Turns
Agility/Acceleration with puck
Passing and Pass Receiving
Skating with Puck

Overview

Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Tight Turns, crossover 2. Agility Skate with puck 3. Passing and Receiving in motion	30 Minutes 10 per station
Games with Purpose	Dodge the Puck / Asteroids	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1

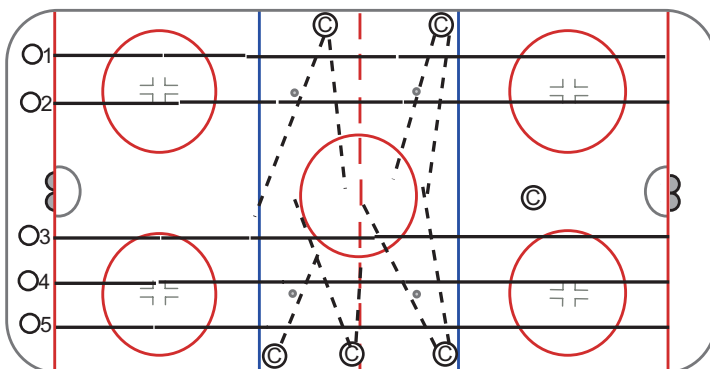
Forward skating without a puck, tight turns around the pylons

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.



PLAYER EVALUATION AND SELECTION

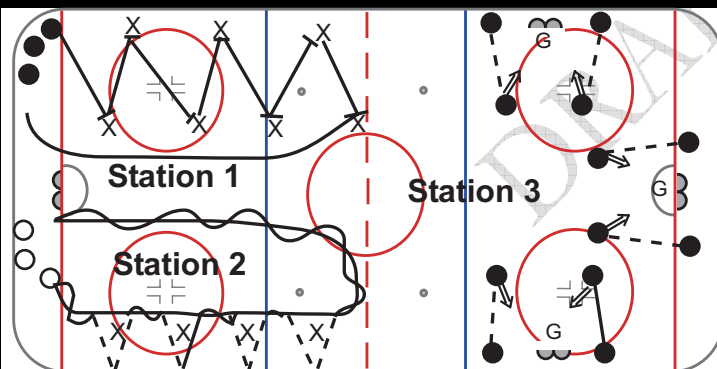
Ice Session 3

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Starts and Stops
Forehand Shooting
Backhand Shooting
Skating with Puck
Bank pass and angles
Edge Control

Overview

Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Stops and Starts - Edge Control 2. Forehand and Backhand Shooting 3. Skating with Puck with bank pass	30 Minutes 10 per station
Games with Purpose	Puck Races, Relay Races	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1

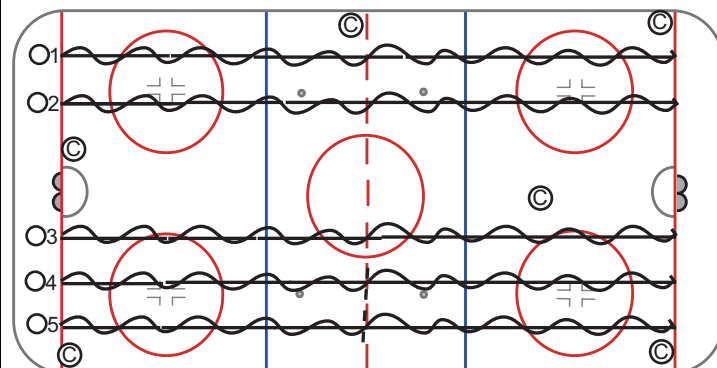
Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

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.



PLAYER EVALUATION AND SELECTION

Ice Sessions 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives

- ◆ General Game Understanding
- ◆ Participation in on-ice activity - Does the player participate in and influence the outcome?
- ◆ Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating

- ◆ Can the player play with and without the puck
- ◆ How does the player skate in the game situation

Passing and Receiving

- ◆ Does the player share the puck?
- ◆ What is the quality of the passes?
- ◆ Does the player support the puck carrier?

Work Ethic

- ◆ What is the player's attitude toward the scrimmage?
- ◆ Does the player have a willingness to work?
- ◆ Does the player demonstrate team play or individual play?

General Feelings

- ◆ Does the player rate in the top, middle or bottom?



PLAYER EVALUATION AND SELECTION

**General Recommendation for Evaluations of Participants age 11-14
(TRANSITIONAL DEVELOPMENTAL STAGE)**

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none"> ◆ Begin to see refinement in the technical skills ◆ Include activities that involve aerobic fitness, flexibility, body awareness and movement patterns ◆ Emphasize the development of self esteem, confidence, peer interaction and cooperation ◆ 	<ul style="list-style-type: none"> ◆ Introduce more intricate tactics and strategies ◆ Utilize the understanding of tactics and strategy as an indicator of a players ability to utilize their skills in the game environment 	<ul style="list-style-type: none"> ◆ Play simple modified versions of the game to emphasize the individual skills of the game and build toward full games and activities at the end of evaluation phase ◆ Base success on progress and multiple incentives not just winning and losing ◆ Do not promote specialization in position or event 	<ul style="list-style-type: none"> ◆ Emphasize well-structured competitive experiences ◆ Separate boys and girls in competition 	<ul style="list-style-type: none"> ◆ Emphasize that hockey is a game that promotes and develops life skills not just hockey skills ◆ Remind young players of the importance of nutrition and its role in keeping the body healthy and active.

Generally during this stage of development players will:

- ◆ Develop the social, cognitive, language and motor skills necessary for individual and group participation
- ◆ Adapt to the physical and physiological changes affecting their body
- ◆ Establish senses of independence and identification
- ◆ Acquire the moral concepts, values and attitudes that make it possible to relate meaningfully to society
- ◆ Participate in competitive sport. Note that intense competition is not recommended until the latter part of this age group.



PLAYER EVALUATION AND SELECTION

Sample Pee wee Evaluation Session (Based on Evaluation Outline)

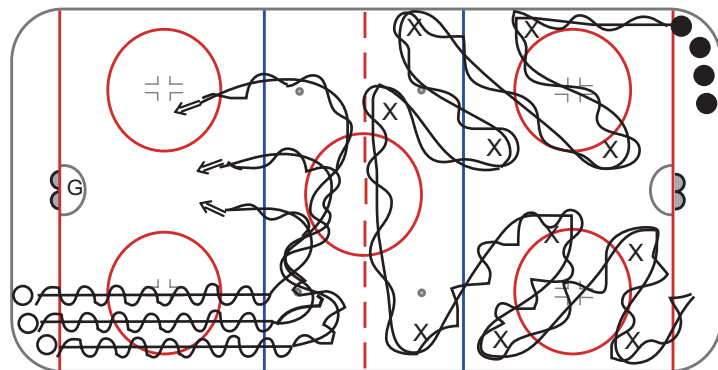
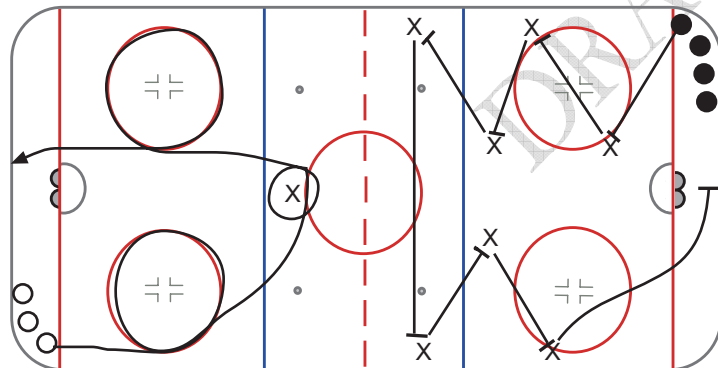
Ice Session 1

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Forward Skating
Skating with Puck
Stopping
Shooting in motion

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Forward Skating 2. Stops and starts 3. Skating with a puck 4. Shooting in motion	40 Minutes 10 per station
Explanation, Drill set-up and Cool Down		7 minutes



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 coaches whistle - on whistle players fill lane and go in for shot. Same whistle starts 3 new players out of the corner



PLAYER EVALUATION AND SELECTION

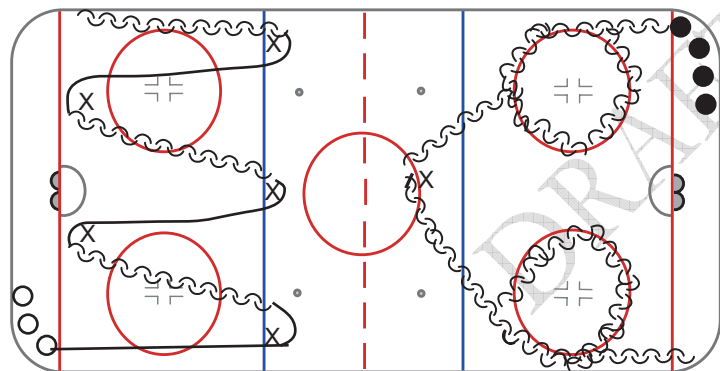
Ice Session 2

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Tight Turns
Agility/Acceleration with puck
Passing and Pass Receiving
Skating with Puck

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Transition skating, crossovers 2. Agility Skate with puck 3. Passing and Receiving in motion	40 Minutes 10 per station
Explanation, Drill set-up and Cool Down		7 minutes



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

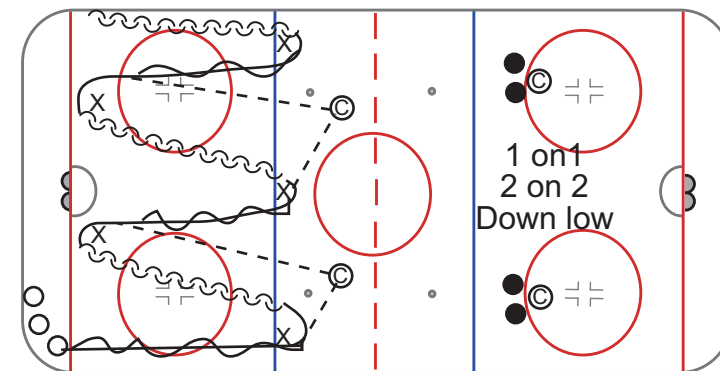
Repeat Stations 1 and 2 with a puck

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.





PLAYER EVALUATION AND SELECTION

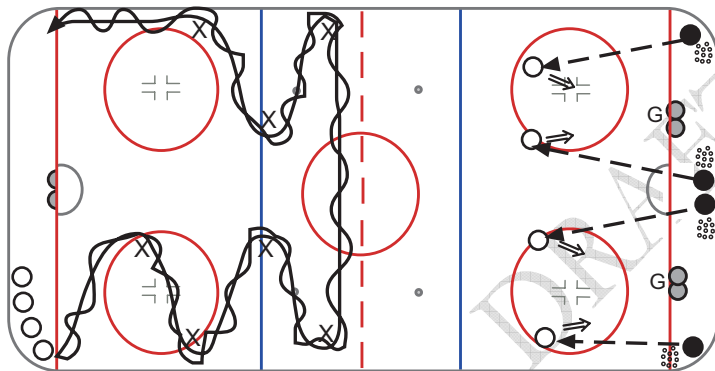
Ice Session 3

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Shooting
Passing and Pass Receiving
Skating with Puck

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Transition skating, crossovers 2. Agility Skate with puck 3. Passing and Receiving in motion	40 Minutes 10 per station
Explanation, Drill set-up and Cool Down		7 minutes



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. 2nd player carries and then passes to 3rd 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.



PLAYER EVALUATION AND SELECTION

Ice Sessions 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives

- ◆ General Game Understanding
- ◆ Participation in on-ice activity - Does the player participate in and influence the outcome?
- ◆ Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating

- ◆ Can the player play with and without the puck
- ◆ How does the player skate in the game situation

Passing and Receiving

- ◆ Does the player share the puck?
- ◆ What is the quality of the passes?
- ◆ Does the player support the puck carrier?

Work Ethic

- ◆ What is the player's attitude toward the scrimmage?
- ◆ Does the player have a willingness to work?
- ◆ Does the player demonstrate team play or individual play?

General Feelings

- ◆ Does the player rate in the top, middle or bottom?



PLAYER EVALUATION AND SELECTION

**General Recommendation for Evaluations of Participants age 15-17
(TRANSITIONAL DEVELOPMENTAL STAGE)**

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none"> ◆ Teach and refine all skills of the sport ◆ Train both the aerobic and anaerobic systems ◆ Follow a strength-training program ◆ Practice flexibility skills ◆ Foster athlete responsibility ◆ Practice and refine coping strategies ◆ Continue to refine pre-competitive and competitive strategies ◆ Practice and refine concentration abilities ◆ Continue to build the participant's confidence and self-esteem ◆ Continue to emphasize 100% effort 	<ul style="list-style-type: none"> ◆ Teach and refine all the strategies and tactics of the sport ◆ Continue to use individual and group goal setting ◆ Use multiple incentives to motivate participants 	<ul style="list-style-type: none"> ◆ Play the full game or activity rather than a modified version ◆ Emphasize specialization of position or even 	<ul style="list-style-type: none"> ◆ Participate in demanding, high-level competition ◆ Use league standings and playoff where appropriate 	<ul style="list-style-type: none"> ◆ Continue to develop lifelong skills outside sport ◆ Continue to participate in lifetime sports and sports that complement the main sport(s) ◆ Continue to develop healthy diet habits

Generally during this stage of development players will:

- Reach full skeletal maturity and their final height.
- Improve their communication and social skills.
- Become more independent.



PLAYER EVALUATION AND SELECTION

Sample Midget Evaluation Session (Based on Evaluation Outline)

Ice Session 1

General Objective: Skating and Puck Control Skill Evaluation

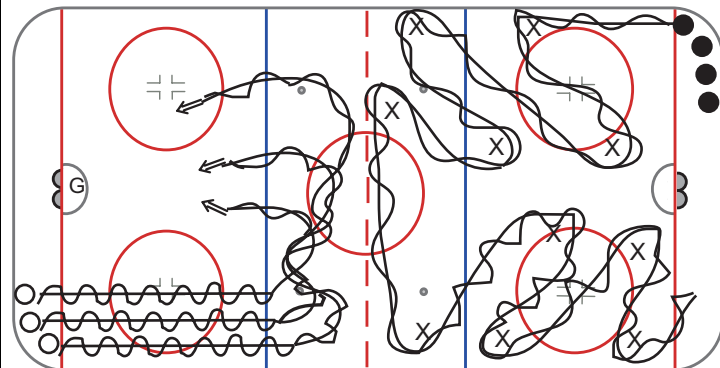
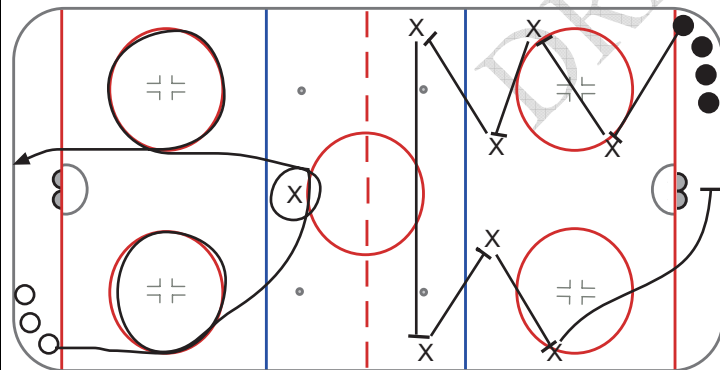
Specific Skills Being Evaluated: Forward Skating
Skating with Puck
Stopping
Shooting in motion

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Forward Skating/Backward Skating 2. Stops and starts - Fwd and Bwd 3. Skating with a puck - Fwd and Bwd 4. Shooting in motion - off wing, right wing	40 Minutes 10 per station

At this level all the drills should be performed 2-3 times - with a puck, without a puck, forward and backward.

Explanation, Drill set-up and Cool Down 7 minutes



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 coaches whistle - on whistle players fill lane and go in for shot. Same whistle starts 3 new players out of the corner



PLAYER EVALUATION AND SELECTION

Ice Session 2

60 Minutes Scrimmage - Full or Half Ice

Objectives

- ◆ General Game Understanding
- ◆ Participation in on-ice activity - Does the player participate in and influence the outcome?
- ◆ Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating

- ◆ Can the player play with and without the puck
- ◆ How does the player skate in the game situation

Passing and Receiving

- ◆ Does the player share the puck?
- ◆ What is the quality of the passes?
- ◆ Does the player support the puck carrier?

Work Ethic

- ◆ What is the player's attitude toward the scrimmage?
- ◆ Does the player have a willingness to work?
- ◆ Does the player demonstrate team play or individual play?

General Feelings

- ◆ Does the player rate in the top, middle or bottom?



PLAYER EVALUATION AND SELECTION

Ice Session 3

General Objective:

Individual Tactics

Specific Skills Being Evaluated:

Defense

Pressure/Contain
Gap Control
Positioning
Body contact/checking

Forwards

Walkouts
Skating Fakes
Net Drive
Protecting the Puck

Overview

Warm-up

Stretch and Skate

10 minutes

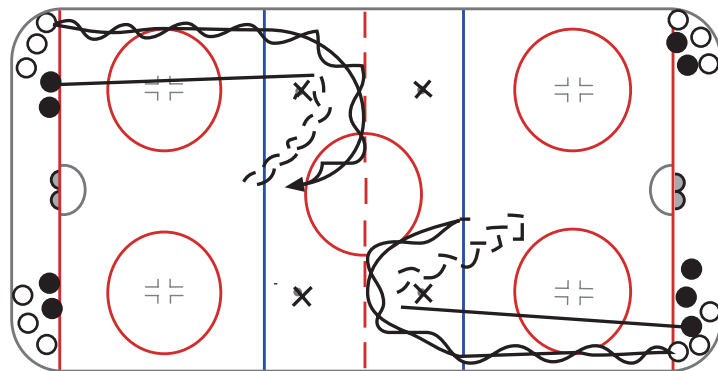
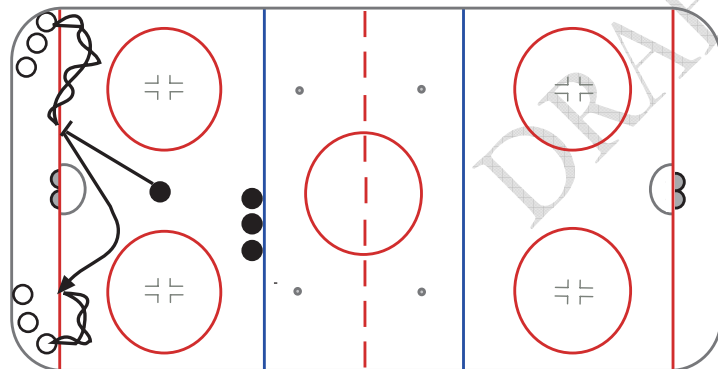
4 Stations

1. Walkouts, Pressure, Contain
2. 1 on 1 attacks, gap control, net drive
3. 3 on 3 cross ice in either end.

45 Minutes
15 per station

Explanation, Drill set-up and Cool Down

5 minutes



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 2nd 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



PLAYER EVALUATION AND SELECTION

Ice Session 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives

- ◆ General Game Understanding
- ◆ Participation in on-ice activity - Does the player participate in and influence the outcome?
- ◆ Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating

- ◆ Can the player play with and without the puck
- ◆ How does the player skate in the game situation

Passing and Receiving

- ◆ Does the player share the puck?
- ◆ What is the quality of the passes?
- ◆ Does the player support the puck carrier?

Work Ethic

- ◆ What is the player's attitude toward the scrimmage?
- ◆ Does the player have a willingness to work?
- ◆ Does the player demonstrate team play or individual play?

General Feelings

- ◆ Does the player rate in the top, middle or bottom?



PLAYER EVALUATION AND SELECTION

Goaltender Evaluation

Overview

The evaluation of goaltenders requires specific attention outside of the regular player evaluation sessions. Associations are encouraged to include the goaltenders in all sessions but also book a minimum of 3 sessions for goaltender specific evaluations. In the development of the goaltender the Hockey Canada goaltender skills manual identifies the basic progression of skills:

1. Basic Skating Skill
2. Position-Specific movement skills
3. Positional/Save movement skills
4. Rebound – Control/Recovery/Tactical
5. Transitional Play
6. Advanced Positioning

Depending on the level of play and the age and development of the goaltender the evaluation process for goaltenders should incorporate these 6 basic areas. The table below summarizes what should be evaluated for the Beginner, Intermediate and Advanced goaltender:

Beginner	Intermediate	Advanced
1. Basic Skating	1. Net Movement	1. Intermediate Position Specific Movement
2. Lateral Movement	2. Positioning and Save Movement	2. Basic Positioning
3. Forward/Backward Movement	3. Net Play	3. First save Control
4. Net Movement	4. Rebound Control	4. Shot Preparation
5. Angle Positioning	5. Basic Tactics	5. Advanced Positioning while up
6. Depth Positioning	6. Intermediate Positioning	6. Positioning and Movement while down
7. Lower Body Save Movement	7. Basic Transition	7. Intermediate tactics
8. Upper Body Save Movement	8. Movement while down	8. Intermediate Transition



PLAYER EVALUATION AND SELECTION

Evaluation of goaltenders needs to be improved at all levels of hockey.

In many cases poor evaluation is caused simply by individuals watching for the wrong things. Another variable, which affects judgment, is bias within the thought and decision-making process of evaluators.

Let's examine these two issues – 'looking at the wrong things' and 'assessment bias'.

LOOKING AT THE WRONG THINGS

Many assessors, whether at the professional or amateur levels, are easily "wowed" by a goaltender. This occurs typically due to a big save, an outstanding game performance, or a goalie that, simply, looks good. However, one should always keep a few things in mind when viewing these types of exhibitions:

- The majority of goaltenders are streaky by nature and the current performance may not be a true reflection of the goaltender's standard ability
- Many "big save" situations are caused by weakness within the goaltender's game (a poor rebound, weak shot preparation, or shoddy puckhandling are examples)
- Ask yourself, will the goalie consistently make that "big save" or was he/she lucky to make the save because the offensive player did not bear down on the opportunity

In general terms, consistent peak performance is derived from control, which, in turn, is derived from position and movement. Therefore, an assessor should look at the simplicity with which a goaltender handles them on the ice surface. The goaltender that repels attacks with ease and in a simple manner will provide a more consistent performance and, without exception, will be better schooled in the fundamentals of the position. Fundamentals are essential at any level of play.

ASSESSMENT BIAS

The other common problem area with goaltender assessment is the bias of the assessor. This problem began at the professional levels and has slowly worked its way into the amateur ranks.

In particular, there are two categories of bias that normally occur at the MHA level. These include:

- SIZE

To some extent a size bias makes sense. One cannot coach genetics but size, in a small way, will assist in net coverage. Emphasis should be placed on the word "small". The difference in net coverage between a 6'1" goaltender and a 5'10" goaltender is minimal and can be easily eradicated through positional play.

In an evaluation, size should never take precedence over strong positional play.

- STYLE

This is the most foolish approach taken by evaluators. The reason for this is that every goaltender has a totally unique style of play. Within this unique style of play fundamentals must be present for success to be found. To suggest, however, that there is a single dominant style of play is ridiculous and would result in a goaltender who is highly predictable and, eventually, ineffective.



PLAYER EVALUATION AND SELECTION

This point is important for goaltenders, as well. Trying to emulate one's favorite professional goaltender is fine to an extent. Eventually, however, one must build his or her own style of play if success is to be found.

Again, style should not take precedence over performance.

What then should be the focus of proper goaltender assessment? In short, assessments should be first and foremost performance based. This performance assessment should revolve around fundamental skills, athleticism, and the goaltender's psychological makeup.

The biases outlined above will play a role (particularly, size and age) but should not form the primary basis of the evaluation. They should be factored into the equation as an "all other things being equal" measurement.

To conclude, frequency is an important element of goaltender evaluation. One should attempt to view the goaltender in question a number of times. If the examiner is not a qualified assessor of goaltenders, then a long-term approach must be used in the assessment or a successful evaluation will be virtually impossible.

DRAFT



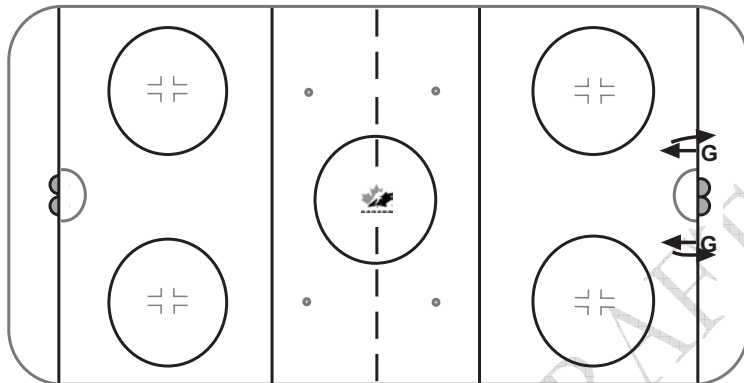
PLAYER EVALUATION AND SELECTION

Beginner Goaltenders

Novice and Atom Age Goaltenders

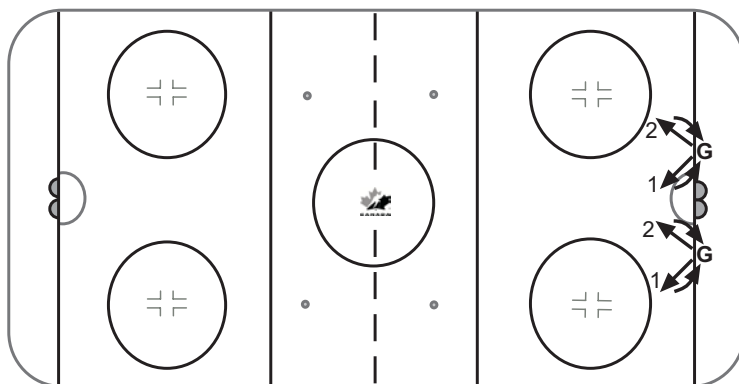
DRILL A – Step Outs (straight)

1. Have each goalie start at one of the posts
2. On the coach's "Go", G's will scull out to a top-of-the-crease depth, stop and wait
3. On the next "Go", G's will scull back to the goal line, stop and wait
4. Repeat this 10 times
5. G's must stay in their stance throughout the drill
6. Make sure the upper body and stick remain stable
7. Make sure G's alternate starting and stopping feet to increase efficiency on both sides



DRILL B – Step Outs (angle)

1. This drill is identical to the first drill except G's will step out on angles
2. Make sure G's move out on the same angle each time as indicated by the numbers
3. This is a good drill for edge control as it forces G's to have slight body rotations and increases the size of the initial c-cuts
4. Repeat this 5 times to each side

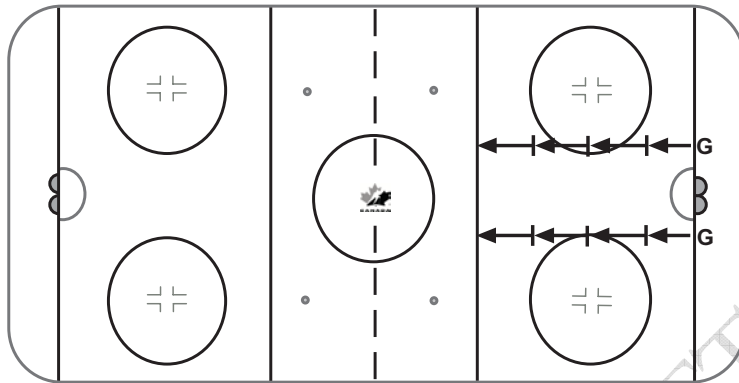




PLAYER EVALUATION AND SELECTION

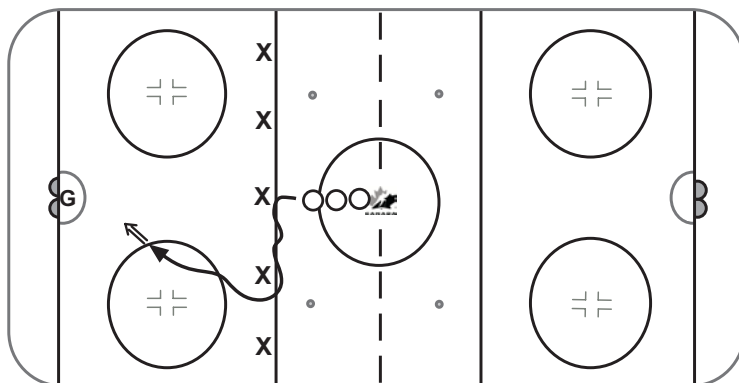
DRILL C – Forward/Backward Adjustment/Starts and Stops

1. G's start on the goal line
2. On the coach's "Go", G's scull forward until the coach calls "Stop"
3. G's wait for the next "Go", then, scull forward again until the next "Stop"
4. This should continue all the way to the blue line
5. Repeat this drill using backward sculling from the blue line back to the goal line
6. G's must alternate starting and stopping feet every time
7. Coach should adjust the size of each forward adjustment as indicated in the diagram



Drill D Angle Work

1. Pucks are placed in the center circle
2. Five pylons are placed along the blue line as indicated
3. The player skates towards the goalie's zone and, then, breaks quickly towards one cone
4. Once around the cone, the player drives at the net and releases a shot
5. G starts in the middle of the goal line and responds out and on angle to face the first attacker
6. For the next attacker, G starts at the top of the crease and responds before returning back to the goal line for the next two-shot sequence

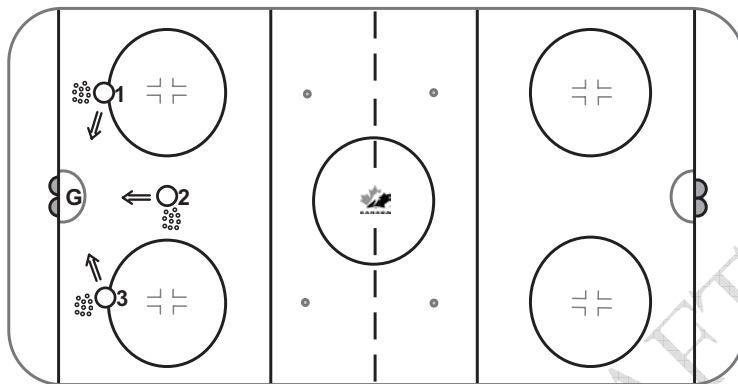




PLAYER EVALUATION AND SELECTION

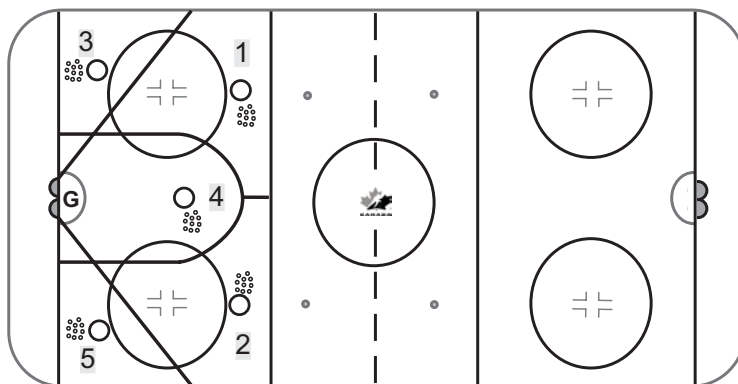
DRILL E - Stationary Adjustments

1. Position a shooter below each face off dot and in the mid slot.
2. The goaltender should work from a single post/three-shot sequence.
3. With the goalie starting on their left post, the coach will signal to begin and the goalie will step out to face a shot from X1 (compacting their stance).
4. The goalie will return to the same-side post and wait for the next command – this time moving into position to face the slot shot.
5. Repeat sequence to face X3.
6. Reverse the drill moving in the opposite direction using the opposite post.
7. Make sure all shooters allow the goalie to move out, set and then adjust their stance appropriately.



DRILL F – Zone Drill

1. Paint the ice as shown, with both lines and numbers.
2. Make sure that both your goalie and the shooters understand the numbering system.
3. Each shooter positions themselves in a zone with a puck.
4. When ready, the coach will call a zone. The goaltender moves from a post position into a position to face the called shot. When set the goalie should adjust their stance accordingly.
5. In zones 3 and 5, the goalie will compact their stance, in zones 1 and 2, the goalie will maintain a basic stance and in zone 4 the goalie will widen their stance.
6. **Add a player in front of the net for deflections and rebounds**

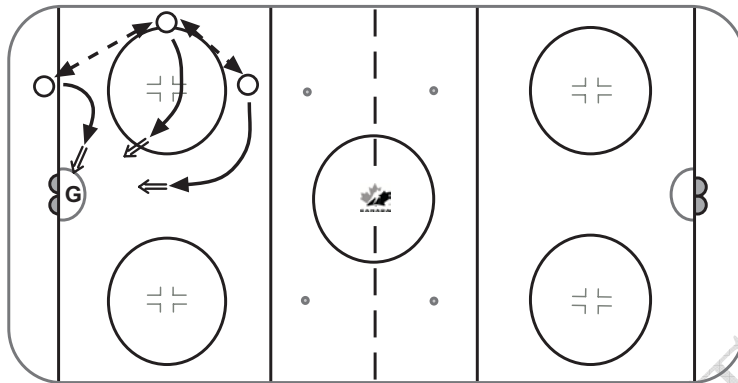




PLAYER EVALUATION AND SELECTION

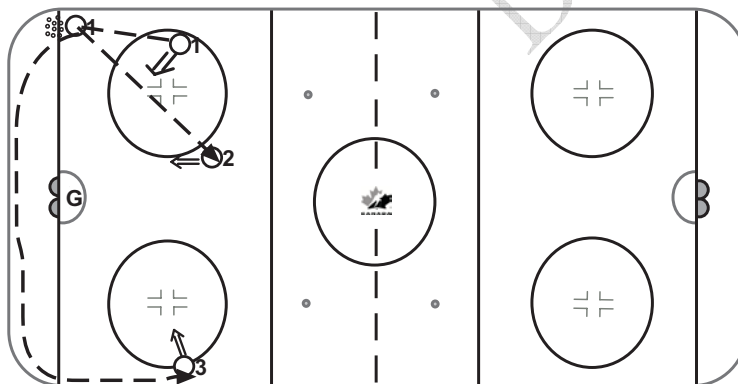
DRILL G – ½-Wall Drill

1. X1, X2 and X3 position themselves as indicated.
2. They begin to move the puck to one another ensuring that the goalie is able to set after each pass.
3. While the players are in a passing mode, the goalie should maintain their basic stance for mobility purposes.
4. The solid lines coming off each player represent their drive and shoot options.
5. The goaltender should read the drive and adjust their position accordingly.



DRILL H – Lower Body Saves

1. Player in the corner has 3 pass options – O1 off the near boards, O2 high in the slot or O3 on a rim.
2. Goalie must adjust to where the puck is passed and square up for the shot
3. Shooters should be keeping the puck on the ice or low so that goalie is forced to make ½ butterfly, butterfly or pad extension saves
4. Make sure that stick positioning is sound





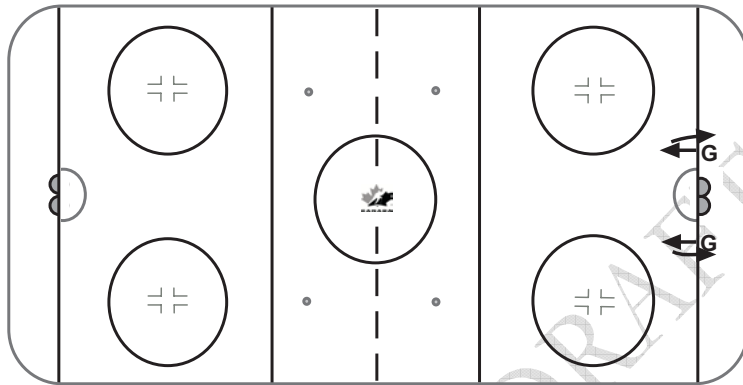
PLAYER EVALUATION AND SELECTION

Intermediate Goaltender Evaluation

ATOM, PEEWEE, BANTAM GOALTENDERS

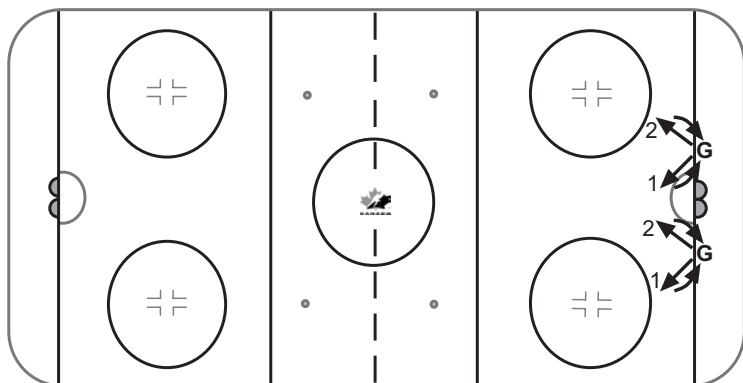
DRILL A – Step Outs (straight)

1. Have each goalie start at one of the posts
2. On the coach's "Go", G's will scull out to a top-of-the-crease depth, stop and wait
3. On the next "Go", G's will scull back to the goal line, stop and wait
4. Repeat this 10 times
5. G's must stay in their stance throughout the drill
6. Make sure the upper body and stick remain stable
7. Make sure G's alternate starting and stopping feet to increase efficiency on both sides



DRILL B – Step Outs (angle)

1. This drill is identical to the first drill except G's will step out on angles
2. Make sure G's move out on the same angle each time as indicated by the numbers
3. This is a good drill for edge control as it forces G's to have slight body rotations and increases the size of the initial c-cuts
4. Repeat this 5 times to each side

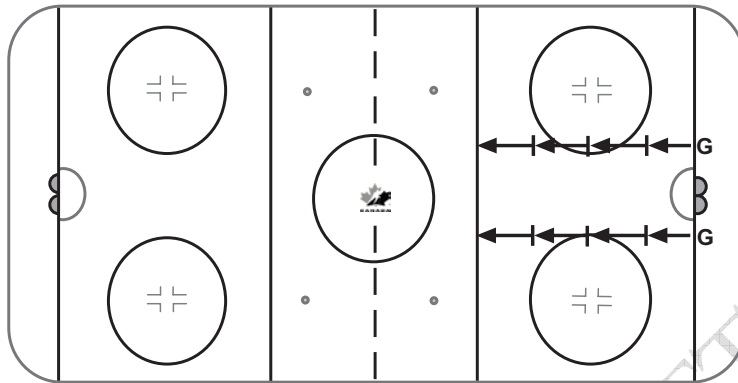




PLAYER EVALUATION AND SELECTION

DRILL C – Forward/Backward Adjustment/Starts and Stops

1. G's start on the goal line
2. On the coach's "Go", G's scull forward until the coach calls "Stop"
3. G's wait for the next "Go", then, scull forward again until the next "Stop"
4. This should continue all the way to the blue line
5. Repeat this drill using backward sculling from the blue line back to the goal line
6. G's must alternate starting and stopping feet every time
7. Coach should adjust the size of each forward adjustment as indicated in the diagram



DRILL D – Positional Assessment

1. X1 drives down the boards and around the pylon to release the shot
2. X2 meanwhile mirrors the movement on the other side without a puck
3. As X2 comes around the cone, X2 hustles back out around the middle pylon and drives around it for a second shot on net
4. After taking the shot X2 can stay high or drive down the slot
5. X1 buys time and then drives around the opposite side pylon and releases the 3rd shot.

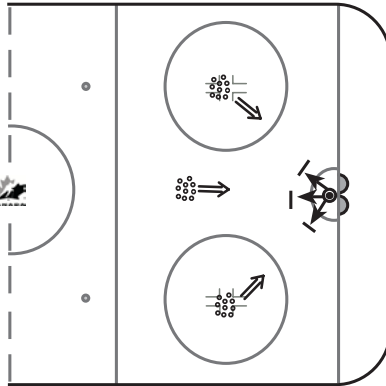




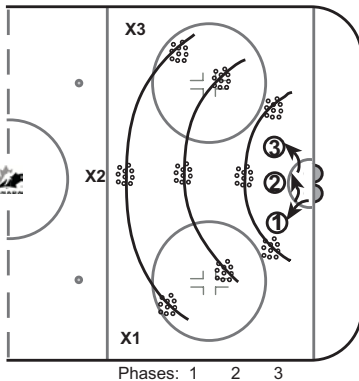
PLAYER EVALUATION AND SELECTION

Drill E – Save Assessment and Rebound Control

1. Use the slot position to assess limb saves – pad extensions, glove and blocker saves
2. Use the face off dot positions to evaluate body usage and save compactness
3. Use both positions to assess stick usage



Drill F – Rebound Control, Positioning and Movement

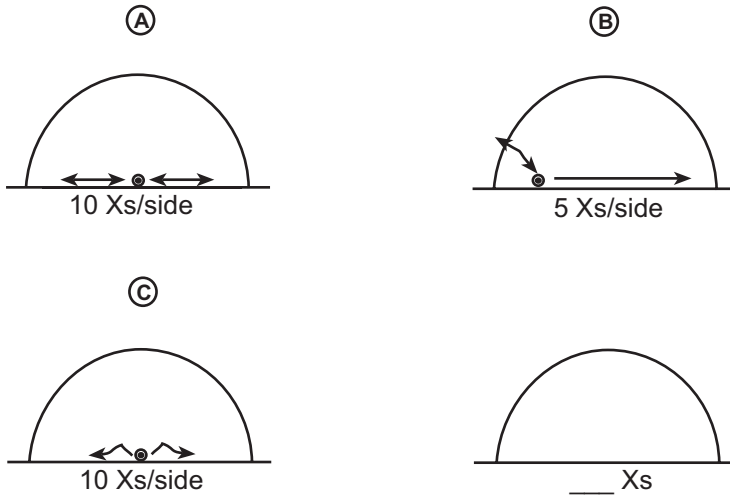


1. 3 phases – the first starts with the pucks on the line furthest away from the net (Top of the circles), second phase move the pucks into the dots and the third phase to the bottom of the circles
2. In all phases, the first shot comes after G steps out from near side post. 2nd comes after shuffle to middle. 3rd shot comes after goalie moves back to mid goal and then steps back out to face X3.
3. Shot should not be released until the goalie has set.



PLAYER EVALUATION AND SELECTION

Drill G – Movement – Post Play

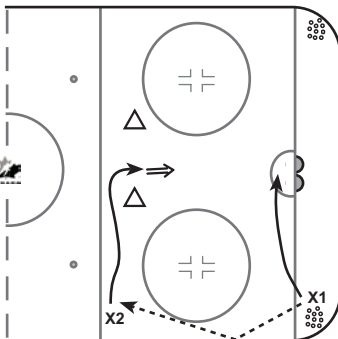


A – Lateral Drives to the Post – Goalie starts in the middle of the crease and drives to one post, drives back to mid net and then drives to the opposite post

B – Near Side Step outs with Goal line Drive – Goalie starts on glove side post and steps out to face the same side dot. Goalie returns to the same post, once post side coverage is set goalie can drive across to the opposite post and repeat

C – Paddle Down Drives – same as A except goalie should drive with paddle down.

Drill H – Tight Screens

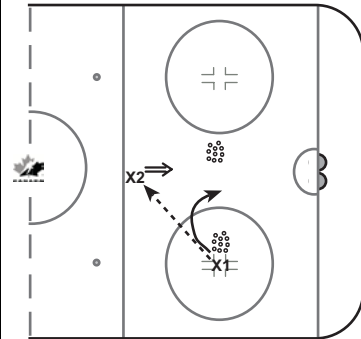


1. Pucks start in the corner with the pylons positioned as shown
2. X1 board passes the puck to X2 who must stay on side and sprint to the middle for a low shot.
3. X1 after passing goes hard to the net to establish a tight screen – X1 does not need to deflect but should also be available for a rebound
4. Switch sides



PLAYER EVALUATION AND SELECTION

Drill I – Mid Zone Screens



1. Puck starts at the hash marks – X1 passes to X2 and then slides to the mid slot.
2. Once in control of the puck X2 release a low shot through X1's screen position
3. X1 after screening should turn and play any rebound.

Drill J- Body Down Characteristics



1. Pucks are positioned just below the dots
2. X1 should be shooting the puck at knee height to force the goalie down to stop the puck and control the rebound.
3. Switch sides after 8-10 repetitions



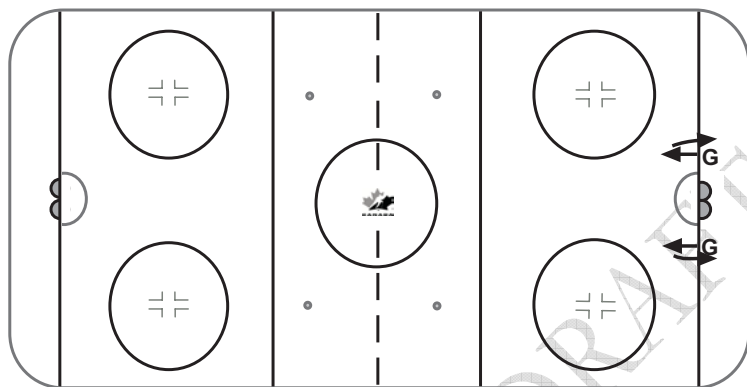
PLAYER EVALUATION AND SELECTION

Advanced Goaltender Evaluation

(BANTAM AND MIDGET GOALTENDERS)

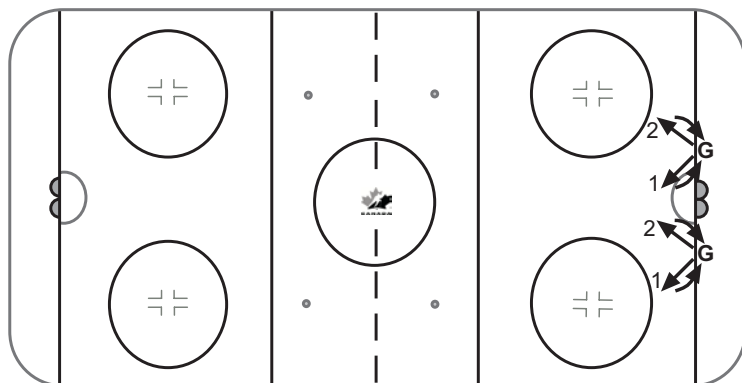
DRILL A – Step Outs (straight)

1. Have each goalie start at one of the posts
2. On the coach's "Go", G's will scull out to a top-of-the-crease depth, stop and wait
3. On the next "Go", G's will scull back to the goal line, stop and wait
4. Repeat this 10 times
5. G's must stay in their stance throughout the drill
6. Make sure the upper body and stick remain stable
7. Make sure G's alternate starting and stopping feet to increase efficiency on both sides



DRILL B – Step Outs (angle)

1. This drill is identical to the first drill except G's will step out on angles
2. Make sure G's move out on the same angle each time as indicated by the numbers
3. This is a good drill for edge control as it forces G's to have slight body rotations and increases the size of the initial c-cuts
4. Repeat this 5 times to each side

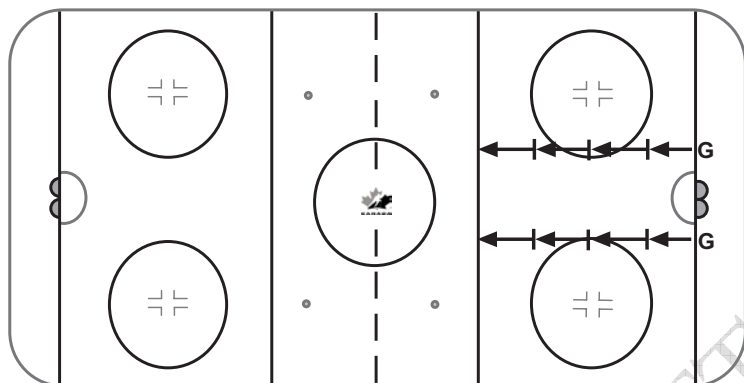




PLAYER EVALUATION AND SELECTION

DRILL C – Forward/Backward Adjustment/Starts and Stops

1. G's start on the goal line
2. On the coach's "Go", G's scull forward until the coach calls "Stop"
3. G's wait for the next "Go", then, scull forward again until the next "Stop"
4. This should continue all the way to the blue line
5. Repeat this drill using backward sculling from the blue line back to the goal line
6. G's must alternate starting and stopping feet every time
7. Coach should adjust the size of each forward adjustment as indicated in the diagram

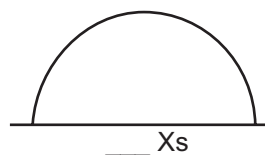
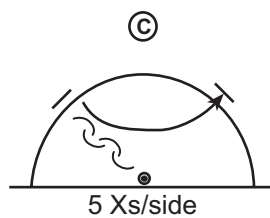
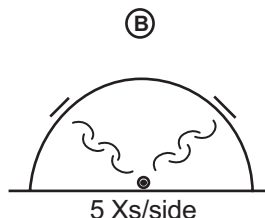
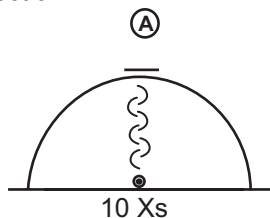


Drill D – Step Outs

A – Straight Step Outs – goalie starts on the goal line – when ready, goalie sculls to the tops of the crease. Stop, Set. Goalie sculls back to goal line. Stop, Set, Repeat.

B- Angle Step Outs – As above except step outs move outward to face the face off dots. Alternate the angle of step out each time

C – Angle Step Outs with Stepback Pivot – once the first angle step out is complete, goalie will step back pivot over to face the opposite side dot. Return to start point and repeat in opposite direction.

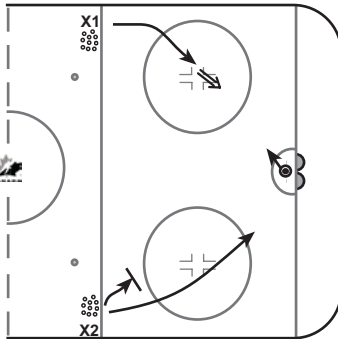


Drill E – Depth Drill



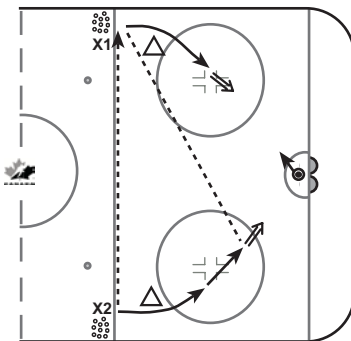
PLAYER EVALUATION AND SELECTION

1. X1 takes the puck and drives down the boards before releasing a shot on net – X1 must be inside the circle but can be any place within the circle
2. X2 , meanwhile, will opt to stay outside the blue line (on the opposite side) or to drive to far past as a weak side threat
3. X1 is not allowed to pass to X2 – the role of X2 is to keep G aware and adjust depth accordingly.
4. X2 can gather the rebound and play the rebound but cannot pass it back to X1.



Drill F – Depth plus Lateral Feed

1. Like above except pylons are positioned inside the blue line as shown
2. X1 passes across the ice to X2
3. X2 takes the pass and begins to drive – X2 has two options – to pass to X1 who is driving down the opposite side or to drive and shoot themselves
4. If X2 decides to make the pass to X1 it must be before the pylon as shown.





PLAYER EVALUATION AND SELECTION

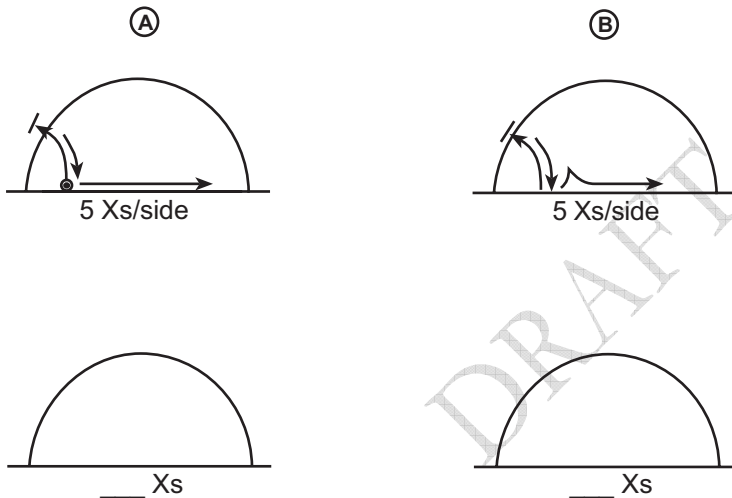
Drill G – Movement Warm-up – Step Outs

A – Near side step outs with behind net tracking

Goalie starts on the glove side post – when ready goalie will step up and face glove side dot. Stop, Set. Goalie returns to glove side post and begins to track across the net. Once at the blocker side post, goalie will rotate off post and step out to face blocker side dot. Stop, Set. Return to blocker side post – repeat in the opposite direction.

B – Near side steps outs with paddle down to post

As above except now when goalie starts to track laterally across the goale line towards the blocker side post, goalie will drop down to paddle down position. G will recover and step out to face the blocker side dot. Stop, Set. Return – repeat in the opposite direction.



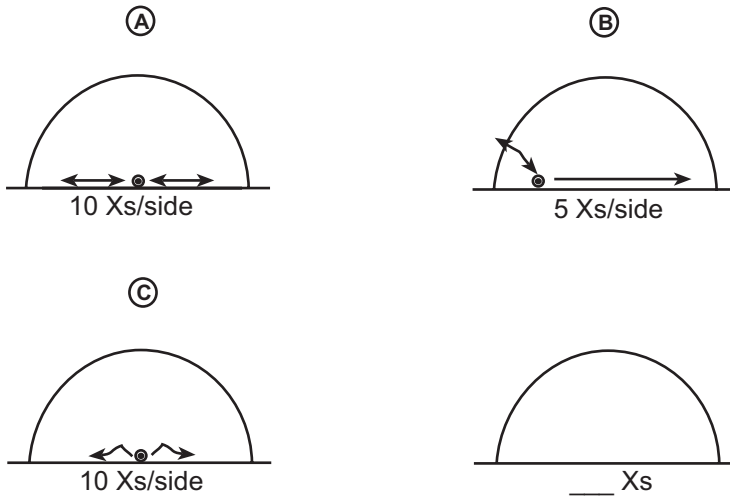
Drill H – Multi Adjustments while Down

1. Pucks in the slot – X1 takes a puck and drives around the high, blocker side pylon to release a shot.
2. After making the first save, G, must stay down to move to the next position.
3. X1 after releasing the first shot must curl back into the slot and pick up a 2nd puck – after picking up the puck X1 drives around the low glove side pylon and releases a 2nd shot
4. Do on one side and then re-orient the pylons to do from the other side.



PLAYER EVALUATION AND SELECTION

Drill I – Movement – Post Play



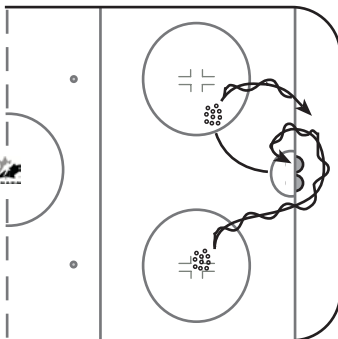
A – Lateral Drives to the Post – Goalie starts in the middle of the crease and drives to one post, drives back to mid net and then drives to the opposite post.

B – Near Side Step outs with Goal line Drive – Goalie starts on glove side post and steps out to face the same side dot. Goalie returns to the same post, once post side coverage is set goalie can drive across to the opposite post and repeat.

C – Paddle Down Drives – same as A except goalie should drive with paddle down.

Drill J – Accelerated Wrap Arounds

1. Pucks on the face off dots – X1 drives around the net with a puck and with speed and attempts the wrap around on the far side.
2. X1 then immediately goes to the far dot to pick up a second puck and wrap around the opposite side.
3. One wrap each way and then change goalie.





PLAYER EVALUATION AND SELECTION

Evaluation Forms

On the following pages there are several examples of evaluation forms that your association can utilize. The purpose of these samples is to provide associations with a framework of how the information on each player can be gathered and synthesized to provide the results that best meet your objectives. There are a couple of items of note:

1. All forms use a 1-5 scale (1 = POOR, 2 = BELOW AVERAGE, 3 = AVERAGE, 4 = ABOVE AVERAGE, 5 = OUTSTANDING). The 1-5 scale has several purposes. This scale provides a broad enough range so that evaluators can be instructed that all numbers must be a whole number (.5 or .25 are not permitted). The other value of this range is that it gives the evaluator more latitude in differentiating the players from top to bottom
2. The 1-5 scale should be used fully within each session. Evaluators must be trained that within each session the top player in that session is a 5 and the bottom player is a 1 for any particular skill or tactic. The goal of these sessions is to be able to rank the players on the ice from top to bottom. For most evaluators and MHA's it is virtually impossible to attempt to rank a player in session 1 against a player from session 3 – it is therefore imperative to have an accurate ranking of players from each session



PLAYER EVALUATION AND SELECTION

3. GOALTENDERS INDIVIDUAL SKILLS ADVANCED EVALUATION FORM

Player's Name: _____

Position: _____

1 = Poor

2 = Below Average

3 = Average

4 = Above Average

5 = Outstanding

Physical Characteristics

Balance	Retains ready position after blocking shots	1	2	3	4	5
	Holds ready position in movement	1	2	3	4	5
	Recovery (regains position after leaving the net)	1	2	3	4	5
Mobility:	Skating ability	1	2	3	4	5
	Remains on feet	1	2	3	4	5
	Moves with speed & in control in ready position	1	2	3	4	5
	Reacts well to puck movement in zone	1	2	3	4	5
	Ability to recover from knees, side	1	2	3	4	5
Quickness:	Reacts well to quick untelegraphed shots	1	2	3	4	5
	Effective in close	1	2	3	4	5
	Relaxative movements and reaction time	1	2	3	4	5
Fitness Level	Physically fit	1	2	3	4	5
	Not prone to injury	1	2	3	4	5

Technical Characteristics

Low Shots	Use of skates	1	2	3	4	5	
	Use of Stick	1	2	3	4	5	
	Rebound control:	off stick	1	2	3	4	5
		off pads	1	2	3	4	5
	Ability to butterfly at appropriate time	1	2	3	4	5	
	Ability to maintain balance	1	2	3	4	5	
High Shots	Quickness of gloves:	blocker	1	2	3	4	5
		catcher	1	2	3	4	5
	Position:	blocker	1	2	3	4	5
		catcher	1	2	3	4	5
	Rebound control:	blocker	1	2	3	4	5
		catcher	1	2	3	4	5
Use of Stick	Passing/clearing	1	2	3	4	5	
	Poke check	1	2	3	4	5	

Situational Tactic Characteristics

Positioning & Angles	Knows position at all times	1	2	3	4	5
	Assumes neutral position at top edge of crease	1	2	3	4	5
	Positions self properly prior to shot	1	2	3	4	5
	Ability to orient self instantly	1	2	3	4	5
	Lines up properly on puck	1	2	3	4	5
	Knowledge of shooter's options	1	2	3	4	5
Face-Offs:	Looks for potential shooter	1	2	3	4	5
	Position for left and center	1	2	3	4	5
Deflections & Screen Shots	Ability to locate potential shooters	1	2	3	4	5
	Position with respect to potential deflectors	1	2	3	4	5
	Works hard to find puck	1	2	3	4	5
	Use of body	1	2	3	4	5
	Reaction to change of direction	1	2	3	4	5
Play at Posts	Control of rebounds	1	2	3	4	5
	Position self properly (play behind net, corner)	1	2	3	4	5
	Lateral mobility	1	2	3	4	5
	Use of stick to decrease scoring opportunities	1	2	3	4	5
	Ability to challenge slot pass	1	2	3	4	5



HOCKEY CANADA

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PLAYER EVALUATION AND SELECTION

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding

Mental Characteristics		1	2	3	4	5
Concentration	Alert at all times	1	2	3	4	5
	Follows puck at all times	1	2	3	4	5
	Maintains conc. despite bad plays/early goals	1	2	3	4	5
Anticipation	Understands offensive team play options	1	2	3	4	5
	Able to pick up open man	1	2	3	4	5
	Able to read shooter	1	2	3	4	5
	Finds puck in scramble	1	2	3	4	5
Consistency	Able to make key saves	1	2	3	4	5
	Able to perform in pressure situations	1	2	3	4	5
Confidence	Displays an 'in charge' attitude	1	2	3	4	5
	Positive mental attitude at all times	1	2	3	4	5
Desire	Size of heart	1	2	3	4	5
	Constant desire to excel in all situations	1	2	3	4	5
	Constant work ethic in practices	1	2	3	4	5
	Never gives up	1	2	3	4	5
Discipline	Controls temper	1	2	3	4	5
	On time and organized	1	2	3	4	5
Communication		1	2	3	4	5
Coachability		1	2	3	4	5

Comments:

Can this goaltender play? YES NO MAYBE

Would you want this goaltender on your team? YES NO MAYBE

Completed by: _____ Date: _____



PLAYER EVALUATION AND SELECTION

Detailed Player evaluation for Forwards/Defencemen

Player's Name: _____ *Position:* _____

	1 = Poor	2 = Below Average	3 = Average	4 = Above Average	5 = Outstanding
Skating	Acceleration, speed, mobility, agility, balance, stride, crossovers, pivots, acceleration out of turns, quick feet, controlled skating, change of pace.				
<i>Comments</i>	1	2	3	4	5
Passing	Passing, receiving, passing choices, on backhand, unselfish with the puck, presents a good target, receives and retains with control, touch passing.				
<i>Comments</i>	1	2	3	4	5
Puckhandling	Head up, smooth and quiet, good hands, protection, in small spaces, in traffic.				
<i>Comments</i>	1	2	3	4	5
Shooting	Power, accuracy, quick release, can shoot in motion, goal scorer, rebounder, variety of shots.				
<i>Comments</i>	1	2	3	4	5
Checking Skills	Concept of angling, good body position with balance and control, defensive side position, aggressive checker, strength, taking checks.				
<i>Comments</i>	1	2	3	4	5
Thinking Skills	Ability to see the play developing both offensively and defensively and moves to support, judgment, anticipation, understands systems, disciplined.				
<i>Comments</i>	1	2	3	4	5
1 vs 1 Offensive	Deception, change of pace, creativity, determination, going to the net.				
<i>Comments</i>	1	2	3	4	5
1 vs 1 Defensive	Gap control, angling, finishing checks, positioning, play at offensive blue line, play at defensive blue line, front of the net, in small spaces.				
<i>Comments</i>	1	2	3	4	5
Face-Offs	Win-lose draw, ability to tie up, takes charge, breaks through picks, know responsibilities.				
<i>Comments</i>	1	2	3	4	5

Completed by: _____ *Date:* _____



PLAYER EVALUATION AND SELECTION

Player's Name: _____

Position: _____

	1 = Poor	2 = Below Average	3 = Average	4 = Above Average	5 = Outstanding
Fitness Level	Physically fit, physically tough, not prone to injuries.				
	1	2	3	4	5
Determination/D rive/Intensity/W orth Ethic	Constant desire to excel in all situations, constant work ethic in practices and games, never gives up, fire in his eyes.				
	1	2	3	4	5
Coachability	Listens to instructions and executes to the best of his ability, takes tips and advice, asks questions, admits errors, show that he wants to learn.				
	1	2	3	4	5
Concentration	Ability to remain focused on the task at hand, not distracted by fans, referees, external circumstances.				
	1	2	3	4	5
Mental Toughness	Not easily discouraged, rebounds from errors, performs well under pressure				
	1	2	3	4	5
Discipline	Controls temper, follows team rules, sticks to game plan.				
	1	2	3	4	5
Positive Team Player	Unselfish, puts team before self, remains positive, will accept role.				
	1	2	3	4	5
Leadership	Leads by example, encourages others, respected by teammates.				
	1	2	3	4	5

Comments:

Completed by: _____

Date: _____