



# Hockey NWT Player Evaluation Handbook



*Hockey NWT*

## **Team NWT**

Team NWT is a Hockey NWT program intended to promote and create hockey opportunities. It provides NWT players with an unparalleled hockey experience that exposes them to a level of hockey above and beyond anything they have ever experienced. Team NWT is about persevering to be the very best that you can be; to be part of a team that is the very best that it can be.

Team NWT is a program about teamwork and the pursuit of common goals. No one player, nor one coach, is bigger than the team or more important than the team. It is about accepting roles and about appreciating the need for every role on a team no matter how large or how small it may seem. Team NWT is about coaches and players working together and learning together. It is about young athletes becoming better hockey players and more importantly, becoming better people.

Team NWT is NOT about individuals. It is NOT a program that tolerates undisciplined behavior or disruptiveness. It is NOT a program for those who cannot commit totally. Team NWT is NOT about winning at all costs; it is however, about giving everything of one's self to ensure that it is the best it can be... success will be the result of that.

## **Guiding Principles**

All volunteers and coaches involved with Team NWT will adhere to the following Guiding Principles during their involvement with Team NWT programs.

### **Professionalism ...*"Treat People Right"***

In order for the best experience to be realised a positive environment must be created through consistent, open communications and mutual respect. Each participant should be well informed in a positive and professional manner with appropriate care and attention. Team NWT revolves around people and all of those involved should be valued for their experience and treated with respect.

### **Integrity ...*"Walk the Talk"***

The program's philosophy, objectives and expectations must be consistent at all times. Our stated values must be held in the highest regard and not compromised for external rewards or personal benefit.

### **Preparation ...*"A Focused Approach on Process, Not Outcome"***

Preparation and communication must not be compromised at any time. There must be focused commitment to ensure that all areas of the program are planned down to the

finest detail. Nothing should be assumed nor left to chance. A process-oriented approach to being the best we can be is the fundamental issue in the pursuit of excellence.

### **Team NWT's Evaluation Process**

Team NWT's Evaluation Process is designed to identify players that are best suited to represent Hockey NWT. Players need to be mentally and physically capable with sufficient skill, hockey sense and determination to compete within their respective age category.

The first step is regional selection camps. These camps focus on **identifying the most skilled players** from the NWT's respective regions. Regional camps are considered a development opportunity for all eligible players. The 17 highest ranked players (15 skaters, 2 goalies) are invited to attend the Team NWT evaluation Camp.

Team NWT's evaluation camp (Territorials) evaluates regional players to **identify those that will comprise the best team**. The best team may not always include the 17 most skilled players. Therefore, a player's drive, determination, work ethic and attitude are given a lot of consideration in the evaluation process.

As the camps progress from session to session, the number of players may be reduced allowing evaluators to focus on specific players. The points in the camp that this takes place will be outlined in the player package given out prior to the camp starting.

With programs that consider the best players in the NWT, many players will often be evaluated with the same score creating a tie amongst two or more players. The final decision in regards to player ranking is made by the coaching staff based on the data that has been collected during the camp on each player.

Like other evaluation processes, Team NWT's evaluation only takes into consideration how the player performs at the actual Program camp. Performance with their local team or any other program is **not** considered.

When coordinating the evaluation camp, try to ensure each player receives a number that maintains consistent throughout the camp. In camps involving many players this will require coordinating colours and numbers. It is best not to have names involved in the evaluation process. While some evaluators will obviously know certain players, it is best if the player's number leaves an impression not the name.

When evaluators are dealing with an under age player(s), they should only be considered for a place on the team if they rank in the top 6 forwards or top 4 defence. If an under age player cannot play a lead role on the team they are better served playing with their own age group. This philosophy also affords a player that is of proper age the opportunity to compete. The under age player will have another opportunity in the future. To this end, players who meet the age criteria (i.e Bantam age for a bantam competition) shall be given preference over any underage players except in exceptional circumstances.

## **Team Selection Appeals**

Players are all able to participate in the process as it is described in this document. If someone wishes to file an appeal based on the process as it occurred during the Team NWT camp, they may do so in writing, addressing their concerns as per the bylaws and regulations of Hockey NWT. Please file your appeal with a check for \$150.00 to the president of Hockey NWT within five (5) calendar days of the close of the camp. The board of Hockey NWT will assess your appeal, and gather information to determine whether your appeal will proceed to a committee. If your appeal proceeds to a hearing, and your claim is justified, your check will be returned. If your appeal is not upheld, the funds will be deposited into Hockey NWT's player development fund. Appeals based on player rankings will not be considered.

In the event an appeal(s) are filed and the board agrees with the claim, an appeal committee consisting of one Hockey NWT board member, and two other volunteers will be identified to handle the appeal(s). Appellants can choose to address the appeal committee in person, via tele-conference or in person, and will be provided up to 30 minutes to present their information.

All rulings at the Hockey NWT or Appeal Committee level are considered binding. Further appeal of that decision can be made to Hockey North as per their bylaws and regulations.

## **Objectives of Team NWT's Player Evaluation Process**

- To ensure that every NWT player of appropriate age category is given a fair and equal opportunity to try out for Team NWT.
- To provide a fair and impartial assessment of a player's total hockey skills and team attitude during the evaluation sessions.
- To provide uniformity and consistency in the evaluation process such that player and parent expectations are consistent from year to year as players move through Hockey NWT's various levels and programs.
- To provide coaches with the opportunity and flexibility to build a team based in part on their own coaching philosophy and evaluation of players skills and attitude.
- To provide feedback in order to develop players

## **Evaluation Committee**

- A committee of hockey knowledgeable people selects all Hockey NWT teams.
- The Evaluation Committee should include 4 to 5 people.
- The Evaluation Committee will include the Head Coach and Assistant Coach, a Hockey NWT representative, plus one or two independent individuals each having a hockey background.
- When possible, it is recommended that a knowledgeable goalie evaluator be added to the committee to strictly focus on goalies and aid the other committee members in properly evaluating goaltenders.
- Hockey NWT should approve the additional committee members prior to the start of the evaluation process.

## **Role of the Evaluators**

- To independently evaluate players in such a way that they are able to form an opinion of a players capabilities and identify which group of players will form the final group or team selected at the camp.
- Evaluators should find an area in the rink where they can watch the players with few distractions (i.e away from parents or friends).
- Evaluators should try and keep notes on each player. Notes will help jog your memory regarding a player and plays you observed.
- Immediately following each evaluation session the evaluators should come together as a group and discuss their evaluations and rankings.
- The evaluation meeting is an opportunity for evaluators to share their observations with each other and begin to narrow down the team selection process.
- Evaluators **should not** share their comments or opinions with any players, parent or other interested observers outside of the evaluation committee. Comments evaluators make outside of evaluation committee meetings may be interpreted differently then intend.
- All documents and information pertaining to the evaluation process will stay together at all times. This information will be very strictly controlled and no copies will be given out to anyone for any reason. Each evaluator shall turn in all of their documentation to the Hockey NWT representative at the completion of the final evaluators meeting.

### Note:

It is important to accept that each evaluator will have their own perception and opinion regarding the skill, strength, and ability of a player. Therefore, it is not always possible to reach consensus and it is not uncommon for evaluators to have players ranked differently.

In most cases, the top players and bottom players will be identified early on and with little disagreement. The challenge often arises in identifying the fringe players; those that may or may not make the team. Given this, ranking discussions should not get too involved trying to agree on the order of the top few and bottom few, but rather focus on the middle or more difficult players to differentiate.

## **An Example of a Camp Evaluation Process**

Team NWT Hockey camps will strive to provide each skater with a minimum of four scrimmages or games and one skills session. Depending on time available at the camp, off ice programs could be included and will incorporate strategy, team building, fitness testing and mental preparation for the category of competition the team is expected to face. Following are a brief description of the sessions and what the evaluation committee is working on throughout a camp.

### **Session 1**

In the first session for each group, evaluators must quickly determine a rough opinion on every player. These sessions will also determine where the bar will be set for player to player rankings.

### *Ranking Meeting 1*

The first ranking discussions allow evaluators to share what they saw, i.e. who was impressive, who was not. This first meeting might simply include categorizing players into three categories A, B, C. A= Above Average B= Average C= Below Average. Because players in any given camp may range widely in skill and knowledge of the game, alternatively, the committee may choose to begin their ranking process immediately.

### **Session 2**

In the second session evaluators will further evaluate all players, quickly assessing those players from the first sessions that stood out, or were not a factor to determine which players to focus more of their time on. More concentration will be directed towards players that have not created a strong impression as of yet, and those players on the fringe of making the team, or not making the team. Preliminary rankings will definitely start to take shape for the individual evaluators.

### *Ranking Meeting 2*

Ranking discussions should now begin (i.e. 1- 20). This is simply a preliminary ranking, the committee does not need to be in total agreement, rather, this is intended to help identify which players are on the fringe of making the team. Typically the committee members should be able to agree on those players that comprise the top 5 or 6 as well as some of the players who are deemed not yet ready to play at this level of competition.

### **Session 3**

By the third session little attention is required for players that have been ranked at the top, and the bottom of your list. Focus on the other players. If you notice things from your top and bottom players you can note them to compare to your original assessment.

### *Ranking Meeting 3*

The third ranking meeting is important. You need to confirm the majority of your rankings. Top players and bottom players should have separated themselves by now. Most details will surround the players ranked 13-18. Hopefully the committee can reach agreement on the rankings of players in this range. If not, be sure to share each other's perceptions so that the other evaluators can try and see what you are seeing.

### **Session 4**

In the final session, most of the focus will be on the bubble players. Obviously, any glaring observations regarding others players must also be taken into account and recorded. IF the camp involves prospects and all star games, this is where the player lists for those games would be created. All players not making the final games would be released at this point.

### *Ranking Meeting 4*

This meeting will ultimately decide which player advance to the team roster or final group of players. All players will have been thoroughly evaluated, their ranking will have been adjusted several times, and many discussions will have occurred regarding certain players; hopefully through all this the committee can reach agreement. However, when 100% agreement cannot be reached, in the case of ties, the coaching staff makes the

final decision in regards to the rankings and ultimately who makes the final group moving on with the program or team.

### **Prospects & All Star Game (Where used)**

Where two games are used to determine the final player selections, a select number of players will be identified to advance directly to the final or All Star Game. An example of this would be to advance twelve forwards, eight defensemen and one goal tender. These players would be the top ranked players after the initial four rounds of the camp.

Two rosters would then be formed for a prospects game where the final players would be identified to participate in the all star game. Typically you would look at advancing enough players from the prospects game to make two 13 player skating squads and three goal tenders available for the all star game.

There should be a minimum of two hours between games, to allow the prospects players an opportunity to rest prior to the final game. Where time allows this games should take place the final morning and early afternoon of the camp.

### **Five-Point Player Evaluation Method**

The five-point evaluation rating provides a more detailed player evaluation and group rankings. Players are segregated into a broader classification ranging from unacceptable to excellent. When using this method, half marks should not be used. A player should either be a 1 or a 2, but not a 1.5. This method does require more attention to detail to clearly distinguish between players. ***The Five-Point method is commonly used for more comprehensive evaluations such as Regional trials or Invitation camps.***

#### **5 Point Evaluation Scale**

5.0

Excellent Elite-Level Performance. Player executes extraordinarily well at position and within role on team. Clearly outperforms others at same position and dominated play the majority of the time. This player had a lasting dominant effect throughout the game. Players of this calibre are rare and can definitely play and impact at this level.

4.0

Superior Performance.

Player demonstrates superior skills at position and within role on team. Good plays and decisions clearly outnumber poor ones. Factors not enabling outstanding performance might include slight physical deficiency, specific skill deficiency, slight inconsistency in terms of effort, grittiness, lapse in discipline or emotional control. Player clearly demonstrates the ability to play at this level.

3.0

Average Performance. Player demonstrates average skills at position and within role on team. Very close to being an acceptable performance but displayed weaknesses in several areas requiring further development. Player made their share of mistakes/poor decisions, but they were countered by an equal number of good plays/decisions. Player

warrants consideration as a candidate for this level with limitation being overall depth at this position.

## 2.0

Below Average Performance. Player demonstrates limited skills at position and within role on team. Able to accomplish acceptable performance in only a few skill areas. Displayed weaknesses in key areas requiring further development. Player made their share of mistakes/poor decisions which outnumber good plays/decisions. Player may have lacked effort and hustle and made errors costly to the team. Attitude, behaviour and performance questionable. Physical and mental components were deficient and below average. This player shows some potential but has definite limitations that would not allow them to play at this level

## 1.0

Unacceptable Performance. Well below acceptable standards. Not approaching level of contribution required or expected. Bad plays/decisions clearly evident. Player lacks effort, work ethic and made errors costly to the team. Attitude, behaviour and performance is inferior. Significant deficiencies in all areas. Player does not show signs of potential to play at this level.

## **Three-Point Player Ranking Method**

The three-point evaluation rating provides a quick method of player evaluation and team selection. Players are quickly broken down into three categories: Below Average, Average, and Above Average. Typically, this method allows the players to be quickly separated and focus usually is directed to the Average rated players. The three-point system may allow for half marks (i.e. 1.5) to ease in differentiating the final player selections. ***The Three-Point method is commonly used for final team selection processes such as Territorial Trials.***

## **3 Point Ranking Scale**

### **3**

An excellent, above average performance. Player executes effectively at position and within role on team. Clearly outperforms counterparts at same position. This player had a lasting dominant effect throughout the game. Player can definitely play and impact at this level.

### **2**

An average performance; requires more observation. Player made their share of mistakes/ poor decisions, but they were countered by an equal number of good plays/decisions. Factors within the game may have inhibited achieving a satisfactory evaluation on this player. Slight inconsistency in terms of effort, grittiness, lapse in discipline or emotional control as examples. Player warrants consideration as a candidate for this level.

### **1**

A below average performance. Bad plays/decisions outnumber good ones. Player may have lacked effort and hustle and made errors costly to the team. Was not noticeable, or was noticeable for wrong reasons. Attitude, behaviors, and performance questionable. Physical and mental components were deficient and below average. This player has limitations that would not allow them to play at this level.

Note: The example scale provided above are guidelines. Players will not necessarily meet all the criteria for a specific rating. For example, a kid with a great attitude, great no-quit work ethic but poor skills may reach a 2.0 (on the 5 pt scale) whereas a kid with better skills but is very lazy and has a bad attitude will either be a 2.0 or a 1.0 depending on the severity of the attitude.

**Important:** Evaluation Committee members must all be informed of which scale they will use at what stages of the process, prior to the start of the camp.

## **Evaluation Criteria**

The following criteria will be used in the evaluation process:

### **Forwards and Defenseman will be evaluated on the following criteria;**

1. Skating: balance, agility, speed.
2. Shooting: ability to score, quickness, and accuracy.
3. Passing: giving and receiving.
4. Puck Control: head up, smooth and quiet, protects in small spaces and in traffic.
5. Checking: defensive ability and technique.
6. Strength: physical strength, strength on the puck, mental strength.
7. Hockey Sense: basic positioning, offensive and defensive techniques, and understanding the basic principles of hockey.
8. ATTITUDE: commitment to the team play, listening, being on time, and getting along with other players will all be part of the evaluation process.

## **Detailed Evaluation Criteria**

**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?

**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 and hit the target?
- ◆ 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?

**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 up, 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 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?

**Checking Concept:** Angling skills, 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?

**Strength:** physical strength, strength on the puck, mental strength

- ◆ Is the player strong with the puck?
- ◆ Can the player compete along the boards?
- ◆ Can the player compete in face-offs?
- ◆ Does the player get out-muscled?
- ◆ Does the player remain focused and compete hard regardless of the score?
- ◆ Can the player be thrown off their game, or get rattled easily?

**Hockey Sense:** 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?

**Attitude:**

- ◆ Does the player commit to team play?
- ◆ Does the player willingly take and follow instruction and direction?
- ◆ Does the player focus and listen?
- ◆ Is the player always on time and prepared to play?
- ◆ Is respect exhibited towards coaches, officials, spectators, opponents, etc?
- ◆ Can the player accept constructive criticism and learn from mistakes?
- ◆ Does the player have drive, determination, work ethic?

**Goaltenders will be evaluated on the following criteria;**

1. Skating: balance, agility, speed, Lateral Movement, explosive power
2. Positioning – Stance, Half Butterfly, Full Butterfly, reaction time
3. Puck Control – Stick control, deflections, rebound control
4. Saves – Pad save, Skate save, Double Leg Stack, Trapper & Blocker, Screens
5. Strength – Physical and mental strength including confidence
6. Hockey Sense – Game feel, Team play, and understanding the basic principles of hockey.
7. Commitment to the team play, listening, being on time, arriving in condition and getting along with other players are all integral parts of the evaluation process.

**Balance**

- ◆ Retains ready position after blocking shots
- ◆ Holds ready position in movement
- ◆ Recovery (regains position after leaving the net)

**Mobility**

- ◆ Skating ability
- ◆ Remains on feet
- ◆ Moves with speed & in control in ready position
- ◆ Reacts well to puck movement in zone
- ◆ Ability to recover from knees, side

**Quickness**

- ◆ Reacts well to quick untelegraphed shots
- ◆ Effective in close
- ◆ Relaxative movements and reaction time

**Fitness Level**

- ◆ Physically fit
- ◆ Not prone to injury

**Low Shots**

- ◆ Use of skates
- ◆ Use of Stick
- ◆ Rebound control: off stick, off pads
- ◆ Ability to butterfly at appropriate time
- ◆ Ability to maintain balance

**High Shots**

- ◆ Quickness of gloves: blocker / catcher
- ◆ Position: blocker / catcher
- ◆ Rebound control: blocker / catcher / chest

**Use of Stick**

- ◆ Passing/clearing
- ◆ Poke check

**Positioning & Angles**

- ◆ Knows position at all times
- ◆ Assumes neutral position at top edge of crease
- ◆ Positions self properly prior to shot
- ◆ Ability to orient self instantly
- ◆ Lines up properly on puck
- ◆ Knowledge of shooter's options

**Face-Offs:**

- ◆ Looks for potential shooter
- ◆ Set and in position

**Deflections & Screen Shots**

- ◆ Ability to locate potential shooters
- ◆ Position with respect to potential deflectors
- ◆ Works hard to find puck
- ◆ Use of body
- ◆ Reaction to change of direction
- ◆ Control of rebounds

**Play at Posts**

- ◆ Position self properly (play behind net, corner)
- ◆ Lateral mobility
- ◆ Use of stick to decrease scoring opportunities
- ◆ Ability to challenge slot pass

**Concentration**

- ◆ Alert at all times
- ◆ Follows puck at all times
- ◆ Maintains conc. despite bad plays/early goals

**Anticipation**

- ◆ Understands offensive team play options
- ◆ Able to pick up open man
- ◆ Able to read shooter
- ◆ Finds puck in scramble

**Consistency**

- ◆ Able to make key saves
- ◆ Able to perform in pressure situations

**Confidence**

- ◆ Displays an 'in charge' attitude
- ◆ Positive mental attitude at all times

**Desire**

- ◆ Size of heart
- ◆ Constant desire to excel in all situations
- ◆ Constant work ethic in practices
- ◆ Never gives up

**Discipline**

- ◆ Controls temper
- ◆ On time and organized

**Communication**

**Coachability**



**Hockey NWT**