

Player Evaluations/Tryouts

- Preparation
 - Evaluation team
 - Number of evaluators
 - Ideal figure seemed to range between 3 - 5
 - Unbiased evaluators
 - Assistant coaches
 - Method of evaluation
 - Discussion was around 3 - 4 try-out sessions which ought to include some 3 on 3 scrimmage, and 2 exhibition games. Depending on the # of players trying out, this could involve cuts after each session. It was also suggested that a dry-land session be included in the evaluation.
 - Number of tryout sessions
 - Skill Drills (timed)?
 - Scrimmage
 - 1 on 1, 2 on 2 ...
 - Evaluation form
 - Communication (with):
 - Verbiage – in order to put the players at greater ease it was suggested that we replace “try-out” with “festival” and “cut” with “placed”.
 - Evaluators
 - Parents – have the “bubble” conversation with the parents that may be affected. Let them know the difference between being a role player on an upper echelon team vs. being a star on a mid-level team (reduced ice time, etc.). This is also an interesting window into the make-up of the parent(s).
 - Players
 - Method of notification
 - When?
 - How? – a number of approaches were discussed, which ultimately depends on the coaches style and the number of

attendees, but could include phone calls, e-mails, in-person, posted letter. All agreed that specific feed back on why a player did not make the team would be most helpful.

- Logistics
 - How will players be identified? (Numbers etc.) – Dave Bailey suggested numbered pennies. In any case, it was stressed that players should not change jerseys or equipment once try-outs have started as identification could be sacrificed.
 - How will players be split up for scrimmages (pennies; bring light or dark jersey; using same jersey is easiest)
 - Who will check players in?
 - Who handles pucks, water bottles, dry board?
- Tryout
 - Parent meeting
 - Player meeting
 - Who will run drills/scrimmage?
 - Who is in the stands?
 - Post-tryout meeting with evaluators

Misc – the benefits of video were discussed, as was the input of a player's previous coaches. Of interest was the thought of younger teams carrying fewer players on their roster. Finally, some discussion took place on high level hockey camps that provide written evaluations (specific to each participant) at the end of the training period.

Player Evaluations/Tryouts	
SKATING: Rank 1-5 (1 – Very Poor; 2 – Poor; 3 – Good; 4 – Very Good; 5 – Excellent)	
Speed <input type="checkbox"/>	Acceleration <input type="checkbox"/> Agility <input type="checkbox"/> Pivots <input type="checkbox"/>
Forward <input type="checkbox"/>	Backward <input type="checkbox"/>
PUCK CONTROL: Rank 1-5	
Passing (hard accurate passes) <input type="checkbox"/>	
Receiving pass (soft hands) <input type="checkbox"/>	
Handling puck: in a crowd <input type="checkbox"/> with speed <input type="checkbox"/> in corners <input type="checkbox"/>	
Overall Hands <input type="checkbox"/>	
DEFENSIVE PLAY: (Y = Yes; N = No)	
Desire to check (physical)? <input type="checkbox"/>	
Backcheck? <input type="checkbox"/>	
Forecheck? <input type="checkbox"/>	
Active away from puck? <input type="checkbox"/>	
Anticipation (takes options away from puck handler; covers open man)? <input type="checkbox"/>	
Possible penalty killer? <input type="checkbox"/>	
Would you use in critical situations (one-goal game)? <input type="checkbox"/>	
OFFENSIVE PLAY: (Y = Yes; N = No)	
Imagination (creates time and space)? <input type="checkbox"/>	
Good 1 on 1 (can beat defender with speed or finesse)? <input type="checkbox"/>	
Good w/o puck (finds openings)? <input type="checkbox"/>	
Offensive threat? <input type="checkbox"/>	
OVERALL: Rank 1-5	
Hockey Sense (anticipation, reads play, makes high percentage play, plays well away from puck, supports, angles, plays position) <input type="checkbox"/>	
Determination (shows second effort, doesn't quit, works hard in both ends, "tough" on puck, persistent) <input type="checkbox"/>	
Weaknesses (comment on areas that need improvement): 	
Should this player make this team? (Y/N) <input type="checkbox"/>	