



U10 Step 1, 2, 3 Evaluations

The following is a tool to help determine where an athlete is placed in the U10 program. Those associations with 1-2 teams may need to combine their athletes and place them in a Step where the team will have competitive games throughout the year.

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DRAFT

Requirements

Total ice required per athlete - **4 hours**

Required tools:

Ringette Alberta Universal Athlete Assessment Book (August 2014 Edition)

- Required equipment for the 3 drills being utilized

Evaluators

- Timed drills: 8 – 2 per station plus on-ice lead
- Game assessment:
 - Step 1
 - 6 evaluators (on or off ice)
 - 6 junior coaches
 - Step 2 & 3
 - 4-6 off ice evaluators
 - 4 bench staff
 - 2 unofficial referees.

Excel spreadsheets

- Individual Station Card – timed drills
- Evaluator Score Cards – game assessment
- Master timed drill input
- Master game assessment input

Clipboards / pencils

Stop watches

Pinnies



Order of Events

1st Ice Time – Pre-Evaluation Skate (1 ice slot)

- Dry run of timed drills (one time each)
 - Athletes and evaluators have opportunity to familiarize themselves with the drills
- Fun games
- 3v3 cross ice games

2nd Ice Time – 4 timed drills and optional 2 fun stations (1 ice slot)

1. Forward skating (modified for U10 - no ring pick up) - 2-3 times
(Page 13-15 of UAA Manual)
2. Backward skating –1-2 times
(Page 13-15 of UAA Manual)
 - There will be no ring pick up for this drill
3. Agility weave with ring – 2-3 times
(Page 19-22 of UAA Manual)
 - Athletes DO NOT have to carry a ring through this drill
4. Parallel Start & Stop – 2-3 times
(Page 23-25 of UAA Manual)

ALL TIMES ARE RECORDED. PLAYERS BEST SCORE USED.

Once the results have been determined, the scores from timed drills can start to differentiate an athlete between Step 1 and Step 2 & 3 for further evaluation purposes.

3rd Ice Time – Game Play Assessment (1 ice slot each group)

Step 2 & 3

- Drill: 1v1 battles out of the corners
- 3v3 full ice games (adult volunteer plays net)
- Wind up – fun game

Step 1

- Drill: 1v1 battles out of the corners
- 3v3 cross ice – give kids a score 1 – 5 for next ice times (not their final grade)
 - Adult volunteer plays net
- Wind up - fun game



Athletes can be moved up or down at this point if original placement was not accurate from the timed drills. Evaluators are observing and scoring athletes.

4th Ice Time – Game Play Assessment (1 ice slot each group)

Step 2 & 3

- Drill: Association choice (what you think is appropriate)
- 5v5 full ice game (adult volunteer plays net)
- Wind up – fun game

Step 1 – these players generally do not know the full ice game, therefore kept to 3v3

- Drill: Association choice (what you think is appropriate)
- 3v3 / 2v2 in skill like groups: (adult volunteer plays net)
Three sections of the ice – strong, middle, weak allowing for skill like groups and individual success.
Players can be moved up or down sections of the ice as evaluators see necessary during the ice time.
Players are evaluated against their peers.
- Option to play full ice 3v3
- Wind up - Fun Game

Notes: Comments that may be useful in balancing teams can be forwarded on with scores to coordinators or coaches. Such comments may include athlete is a brand new skater, physical or learning disabilities, or anything else that may be noteworthy when balancing teams.

Additionally, try to make the ice sessions as fun for athletes as possible. Adding in fun games in addition to the timed drills or game plays allows the athlete to stay more relaxed. The focus of these assessments is to ensure athletes end up in the appropriate Step to enhance their development and athletes may test better when they are comfortable and relaxed in the assessment environment.



Evaluation grid for Step 1, 2, 3 – Game Play

Chronological Age and Year Of Experience should be taken into consideration when placing athletes however not used in the initial formula for placement.

If needed: consult with parents as to where the athlete would be most successful.
Remember: we are looking for players to have ring time and have a positive experience.
The goal is for all players to return for another season.

Game sense

Step 3	<ul style="list-style-type: none"> ➤ Full grasp on rules of the game. ➤ Full knowledge of free passes and direction of play. ➤ Understands all positions and their roles – can change positions mid game and continue. ➤ Starting or does understand first three in rule.
Step 2	<ul style="list-style-type: none"> ➤ Good understanding of rules of the game. ➤ Needs reminders on the free pass and where to be positioned. ➤ Handles one position at a time although if changed positions mid game would need a review.
Step 1	<ul style="list-style-type: none"> ➤ Needs reminder of rules. ➤ Free pass set up. Needs to be told where to go and whose to take the free pass. ➤ Needs refresher of her position.

Personal Drive / Aggressive

Step 3	<ul style="list-style-type: none"> ➤ Player watches the play, eager to have the ring, ready to receive the ring and will go to check players to gain possession. ➤ Will attempt to skate from being checked when carrying the ring.
Step 2	<ul style="list-style-type: none"> ➤ Player watches the play, usually ready for the ring, will pursue ring carrier from a safe distance. ➤ When carrying the ring, tends to stop skating if /when being checked.
Step 1	<ul style="list-style-type: none"> ➤ Player does not watch the play consistently. ➤ Player is sometimes involved. ➤ Player tends not to get into a crowd or pursue the ring carrier.



Ringette Skills

5	<ul style="list-style-type: none"> ➤ Makes good passes to a teammate. ➤ Carries the ring well and looks to pass or will skate out of trouble. ➤ Forward – chases down the ring carrier. ➤ Defense – tries to cover 1v1 on opposition breakout. ➤ Understands concept of defensive triangle – does not chase.
3	<ul style="list-style-type: none"> ➤ Player does not always have good pass selection. ➤ When carrying the ring does not look to pass or does not skate out of trouble consistently (freezes up). ➤ Does not pursue the ring carrier consistently when player forward. ➤ Tends to leave the triangle to check ring carrier. ➤ Does not cover 1v1 on defense.
1	<ul style="list-style-type: none"> ➤ Player passes although sometimes randomly. ➤ Player is checked from the ring. ➤ Player does not always pursue the ring. ➤ Player did not carry the ring a lot.

Below are more keys to determine where a player may belong, however, these may be difficult for an evaluator to assess.

Attention:

Step 3	➤ Player is attentive and can apply instructions.
Step 2	➤ Player is listening but does not always carry out instructions the first time.
Step 1	➤ Player is easily distracted.

Position (forward, defense, centre)

Step 3	➤ Fully understands positions (can switch from <u>forward</u> to <u>defense</u> mid game successfully).
Step 2	➤ Grasps one position at a time well.
Step 1	➤ Needs a re-cap of position.



Division of Athletes between Steps 1, 2 & 3

At this time, it is difficult to denote specific breaks in the numbers for teams to be declared Step 1, 2 or 3. For the 2014-2015 season, it is recommended that associations use the following methods to help determine which Step their teams are at:

1. Program Descriptions for each of the Steps
2. Ringette Canada LTAD Framework Document Stage Descriptions (FUNdamentals vs. Learning to Train Early)
3. Comparisons with other local associations

Once data is reviewed from the 2014-2015 season, the goal is to have more generic guidelines of which scores denote which steps.

The athlete should always be looked at in their entirety, taking into account all factors (social, emotional, physical, etc.) in addition to their ringette skills and skating ability. Other factors that should be considered when placing an athlete are as follows:

- Chronological Age
- Step/Phase/Division played in previous season
- Size (height – developmental age)
- Years of Experience