



EVALUATION POLICY

Canmore Minor Hockey Association

Disclaimer

While this policy does its best to describe the process that Canmore Minor Hockey follows during player evaluations and team formation, it should be recognized that it is an extremely complex process, and no policy is capable of capturing every single situation that may arise. Every year is different, bringing its own unique challenges and situations. Each year, the Canmore Minor Hockey Association Board of Directors must make choices to handle the unforeseen situations that arise. For this reason, the Board of Directors reserves the right to make adjustments to, or even deviate from, this policy when the situation requires it. This document is not an attempt to enumerate every single one of those cases that may arise. It is a description of the guidelines we follow when making (what are sometimes hard) decisions.

Purpose

Player evaluations are often one of the most challenging aspects for a Minor Hockey Association to manage, yet they form the foundation upon which the association is built. While player evaluations are typically used to place players onto teams, the real challenge lies in how players are developed once the teams are formed.

In many communities, there may be only enough players for a single team per age category, while others might have multiple teams, leading to tiering. A well-established player evaluation process can simplify this task and provide a valuable reference point for communication with parents.

A key point is for the association to post documents that outline the criteria that the Evaluators are looking for, so that parents can see what the players are being evaluated on. These criteria must be clearly defined, objectively assessed, and justifiable.

Objective

- Provide a fair and unbiased evaluation of a player's hockey skills through both technical and gameplay evaluation sessions.
- Ensure that players have a reasonable opportunity to be selected to a team appropriate to their skill levels, as determined during the evaluation process.
- Implement a uniform and consistent evaluation process so that both players and parents have clear and consistent expectations each year as players advance through the association's programs.
- Form teams that are balanced and competitive, allowing athletes to develop their skills, participate equally, and enjoy their hockey experience throughout the season.

Roles and Responsibilities

The following defines the roles and responsibilities involved in the Evaluation process and is referenced throughout this document.

Evaluation Coordinator

- Oversee and facilitate the Evaluation process, including coordination of third-party vendors.
- Ensure all documentation and data entry are accurate and audited.
- Maintain confidentiality and integrity of all Evaluation information.

Evaluator

- Conduct player Evaluations using CMHA-approved criteria and tools (e.g., Team Genius).
- Enter scores directly into Evaluation software.
- Participate in technical sessions as assigned.

Auditor

- Conduct player Evaluations using CMHA-approved criteria and tools (e.g., Team Genius).
- Enter scores into the Evaluation software, to be used only as a reference, in a way that doesn't impact overall player scores.

Evaluation Committee

- The collection of individuals involved in the Skills and Intersquad Game Evaluation phases
- Includes the Evaluation Coordinator, the Evaluators, and the Auditors

Assessment Committee

- Analyze and assess players during the Competitive Game Evaluation phase.
- Deliberate, discuss, and debate final player rankings.
- With the Evaluation Coordinator, report to the Board of Directors with recommendations for Team Formation.

Board of Directors

- Oversee the entire Evaluation process, in consultation with the Evaluation Coordinator.
- Uphold and communicate this Evaluation Procedure.
- Approve all decisions regarding Team Formation and player movement.
- Support the Evaluation process in appropriate ways.
- Ensure that confidentiality is maintained throughout the Evaluation process.

Parent/Guardian

- Familiarity with this policy and the Evaluation expectations for their child.
- Ensure no contact with the Evaluators during the process.
- Attend the Parent Meeting to be held during evaluations.
- Follow the 24-hour rule with regard to all communication with parties involved in the Evaluation process.
- Follow the specific processes for filing an [Appeal](#) and requesting an [Evaluation Report](#).

Process

The Evaluation process is organized into multiple phases, each designed to focus on evaluating specific aspects of player ability:

Skills Evaluation

The *Skills Evaluation* phase is focused on scoring technical skills in specific areas. During technical skills sessions, players are scored by third-party Evaluators. These sessions are grouped into *skaters* (non-goalie players) and goalies.

Skaters

During the Skills Evaluation phase, skaters are evaluated in a number of specific areas, including skating, shooting, etc. The complete set of Skills Evaluation criteria can be found in [Appendix A](#) of this policy.

During the Skills Evaluation phase, skaters participate in technical skills sessions that follow a practice-like format, typically organized into stations. At each station, on-ice Facilitators guide the skaters through various non-competitive drills, designed specifically to highlight those skills referenced in Appendix A. While skaters execute drills, third-party Evaluators assign scores to players in each of the categories.

The following should be noted about the technical Skills Evaluation phase:

- All skaters are required to participate in all of the technical skills sessions.
- Technical skills sessions are organized by player stream (RHL vs CAHL) with players in the same stream being grouped together.
- Within respective streams, player groupings are pseudo-randomized in situations where the number of players requires multiple groupings.
- Groups may be re-randomized across multiple skills sessions.

Grouping by Competitive Stream

Since players choose which stream (RHL or CAHL) to play in during registration, it is generally not meaningful to compare player scores across streams for the purposes of ranking and team formation. For this reason, players are grouped by stream to avoid introducing any “statistical noise”. The exception to this is the rare situation in which a player is redistributed from CAHL to RHL, in a division consisting of multiple RHL teams. For more detail, see the section on [Player Redistribution](#).

Skills Session Randomization

For reasons of statistical integrity, skills session groupings are created in such a way as to ensure a random grouping of players across separate groups, but maintain overall parity among the different groups. While the player scoring process is *absolute*, in that each player is scored individually, this method of creating the groups aims to minimize *relative* bias that may inadvertently creep into the scoring. Put another way, this method is meant to avoid scoring anomalies that occur when one group is inherently “stronger” than another.

Note: As per the [Disclaimer](#) in this policy, these guidelines may be deviated from at the discretion of the Board of Directors when circumstances warrant.

Goalies

During the Skills Evaluation phase, goalies undergo a technical evaluation using a goaltending-specific scoring matrix. The complete set of Skills Evaluation criteria can be found in [Appendix A](#) of this policy.

Unlike skaters, goalies are generally not grouped by stream for technical skills sessions. Typically, all goalies in a single age division attend the same skills evaluation session, and only one session is required.

Intersquad Game Evaluation

The *Intersquad Game Evaluation* phase is focused on assessing player (skaters and goalies) ability with regard to gameplay, measuring aspects such as positional play, hockey IQ, etc. The complete set of Intersquad Game Evaluation criteria can be found in [Appendix B](#) of this policy.

During the Intersquad Game Evaluation phase, players are organized into teams and scheduled for gameplay as follows:

- As in the Skills Evaluation phase, players are separated by stream (RHL vs CAHL).
- In the event that either stream doesn't have enough players for multiple teams, players from both streams may be combined to form intersquad teams.
- Within each stream, teams are formed semi-randomly, with an effort to create teams that are as close to parity as possible.
- The number of games each player will participate in will depend on the number of players registered in that stream, but typically:
 - For the CAHL stream, players participate in two games.
 - For the RHL stream, players participate in one or two games.
 - For both streams, additional games may be added as required.
 - For both streams, stronger players may be excluded from some or all gameplay.

Excluding Players from Gameplay

During Intersquad Gameplay, stronger players may be excluded from gameplay at the discretion of the Evaluation Committee in order to allow the Evaluators more time to focus on other players. Stronger players tend to dominate gameplay, and having them in the intersquad games has the potential to reduce the ability of the Evaluators to truly evaluate other players. This is generally only done in cases where there is an evident gap in ability between players at the “top” of a division and the rest of the group.

Once teams are formed, players may play scrimmage games, designed to provide all players with as equal an amount of ice time as possible. During gameplay, third-party Evaluators assign scores to players in each of the categories defined in [Appendix B](#).

Skiping Gameplay Phases

If a situation arises where there are a limited number of players in a given stream, the gameplay phases may be unnecessary, and teams may be made directly from the Skills phase. This decision is made at the discretion of the Evaluation Coordinator and Board of Directors.

Contact during the Intersquad Game Evaluation gameplay follows league rules for the respective stream. All RHL games are played with non-contact, and CAHL games, U15 to U18, are played with contact.

Scoring

During the Skills Evaluation and Intersquad Game Evaluation, each player is scored by a set of third-party Evaluators on each of the criteria defined in [Appendix A](#) and [Appendix B](#). The following should be noted about the scoring process:

- Typically, 4 third-party Evaluators are used to perform the evaluation scoring for skaters. This may go up or down depending on the circumstances. For instance, for U9, it's typical to use only 3 Evaluators.
- A separate third-party Evaluator is used to evaluate goalies.
- In addition to the third-party Evaluators, one or more Auditors are also tasked with going through the same scoring process for players as the Evaluators. The Auditor scoring doesn't factor into the final results and is simply a checks-and-balances mechanism to flag anomalies. In general, 1 or 2 Auditors are used for any given division.
- The CMHA Evaluation Coordinator oversees the entire scoring process and ensures that the Evaluators and Auditors are inputting player scores uniformly and consistently.
- All players in a single division are scored by the same Evaluators and Auditors, to the extent possible, across all of the Skills Evaluation and Intersquad Game Evaluation ice times. This ensures that the scoring remains consistent across all players in a single division. Some situations arise in which it's not possible to utilize the exact same set of evaluators across the entirety of the Evaluation, but the goal is to minimize or eliminate those conditions to the extent possible.
- The scoring system used to capture scores (Team Genius) is set up anonymously. Evaluators and Auditors do not see player names when entering scores; they only see the player number.

Upon completion of the Skills and Intersquad Game Evaluation phases, averages are calculated for each of the respective groups, and a final single score for a player is calculated. The final score calculation is based on weights given to each of the different Evaluation phases, as described in the following table. These weights, which

differ for each division, are the Hockey Canada recommendations for how to weight skills vs gameplay.

Division	Skills	Gameplay
U9	100%	n/a
U11	70%	30%
U13	60%	40%
U15	30%	70%
U18	n/a	100%
Goalies	34%	66%

The weights are then applied to each player's Skills and Gameplay Evaluation scores, resulting in a final single score for that player. Once every player has been assigned a score, the scores are sorted, and the players ranked.

Team Formation

After the scoring from the initial Skills and Intersquad Game phases is completed, the next step of the Evaluation process is *Team Formation*, in which the CMHA Board of Directors makes team declarations for the coming season.

Competitive Game Phase

Players assigned to the top-tier CAHL teams in a division may undergo an additional evaluation phase, designed to evaluate players in a truly competitive gameplay situation. See the [Competitive Game Evaluation](#) section for more details.

Several factors impact team formation, including:

- The number of total players registered in the division.
- The age group of the division.
- The respective numbers of players who have chosen CAHL vs RHL as their stream.
- The number of goalies in the division, and their choice of stream.
- The availability of ice times for practices and games from the Town of Canmore and Town of Banff.
- The natural scoring breaks in the evaluation data, as an attempt to keep skill levels on teams as uniform as possible.
- The number of injured players in the division; see [Player Absence](#) for more detail.
- The number of transitions from AA/AAA. See [AA/AAA Transitions](#) for more detail.

Team Formation is Anonymous

During the Team Formation process, players remain anonymous to the Board of Directors. When reviewing scoring reports, players are identified only by number, and never by name. The decisions regarding the number of teams and roster sizes are made under these anonymous conditions. Once these initial decisions are made, the Board of Directors may discuss individual player placement cases, identifying the player for reasons of context, but such cases are rare and often do not happen at all.

Board Member Conflicts of Interest

Board Members are prevented to participate in team formation discussions in divisions in which they have a player, even anonymously. In these situations, the conflicted Board Members must not be present in the room while the options for team formation are discussed. Board Members may share their thoughts with the rest of the Board beforehand, to be considered during discussion, but are not present.

With the above factors in consideration, the team selection process generally proceeds as follows:

- The Evaluation Coordinator does some final auditing of the scoring results from the Skills and Intersquad Game phases, and prepares a report for the Board of Directors. The report includes recommended options for team makeup, based on the number of players and natural breaks in the scoring data.
- The Board of Directors reviews the Evaluation report and discusses the options for the number of teams, taking into consideration several factors, including:
 - Ice allocation to determine how many teams in a division can be accommodated.
 - The number of goalies for the division, to ensure that every team has adequate goaltending.
 - Injured and absent players, and where they are projected to fall in the rankings.
 - Players potentially returning to CMHA from AA/AAA tryouts.
 - The potential for players to be redistributed from RHL to CAHL.
- A plan for team formation is decided upon and voted on by the Board of Directors.

- Families of players who have been identified as candidates for redistribution from RHL to CAHL are contacted and given the option to switch streams if they choose.
- Team rosters are posted to the website, and the membership for the relevant divisions is notified via email.
- For CAHL teams that will participate in exhibition games for the Competitive Game Evaluation phase, posted rosters will be considered interim and non-final. As described in the [Competitive Game Evaluation](#) section, these rosters will be larger than the final rosters.

Coach Selection

The selection of coaches for a team takes place after Team Formation is complete. Contrary to popular belief, prospective **coaches do not factor into** the Team Formation process, but are chosen shortly after. For CAHL teams that undergo the Competitive Game Evaluation phase, Coach Selection may be deferred until after final rosters are chosen.

Competitive Game Evaluation (CAHL Only)

For the CAHL (i.e. REP) stream, players may undergo an additional *Competitive Game Evaluation*, in which players participate in exhibition games against teams from other associations, designed to provide a truly competitive gameplay experience that intersquad gameplay cannot provide.

Competitive Gameplay Assessment

The Competitive Game Evaluation phase is designed to assess players in a real and competitive game environment that can be hard to provide in an intersquad game. Some players behave and play differently when competing against teammates and friends in the same association, especially when contact comes into play. Analyzing players in an exhibition game against

players from a different association provides an extra layer of assessment used to ensure that players are being placed on a team that truly represents the place for their hockey development. This practice is commonplace in elite streams such as AA and AAA, and is being piloted for CMHA CAHL teams for the 2026/27 season.

The process for the Competitive Game Evaluation phase flows as follows:

- Upon completion of the Skills and Intersquad Game Evaluation phases, players are tiered into teams based on scoring.
- Teams are created initially with larger than normal rosters. For example, the typical size of a U13 team is 15 skaters; for the Competitive Game phase, an extra 5 players may be taken, totalling a roster size of 20. The number of extra players depends on several factors, including the number of players in the CAHL team and the distribution of scoring.
- Teams with larger than normal rosters will play one or two exhibition games.
- Players at the top end of the scoring from the previous phases may be excluded from any or all of the Competitive Game Evaluation phase games, in order to allow for more focus to be given to other players. The decision to exclude players must be approved by the Evaluation Coordinator and Board of Directors.
- During exhibition gameplay, teams are analyzed by an Assessment Committee, whose job is to ultimately determine the final roster for the team. The Assessment Committee is made up of highly qualified, knowledgeable, and experienced individuals. The Assessment Committee is overseen directly by both the CMHA Evaluation Coordinator and the CMHA Board of Directors.
- In situations where a prospective Head Coach has been identified for the team and does not represent a conflict of interest, said coach may be included on the Assessment Committee.
- During gameplay, each individual on the Assessment Committee will make notes on players and ultimately come up with their own ranking of the players

on the team they are assessing. Unlike the Evaluation phases, this isn't a systematic matrix of scoring.

- During gameplay and in between exhibition games, Assessment Committee members will act autonomously and not share findings.
- Exhibition games are played under regular CAHL rules and regulations, with U15 and U18 divisions playing with full contact.
- Once the exhibition games are completed, the Assessment Committee will convene and share findings. The player rankings will be discussed under the oversight of the CMHA Evaluation Coordinator and a member of the Board of Directors.
- Once the Assessment Committee concludes deliberations, a report will be submitted to the CMHA Board of Directors with recommendations for the final team roster, along with justifications for any significant changes to the rankings coming out of the Skills and Intersquad Gameplay phases.
- The CMHA Board of Directors will review the report from the Assessment Committee, discuss any anomalies, and decide on a final team roster.

Which CAHL teams go through the Competitive Game phase will depend on the number of players being considered for CAHL, and the ability to schedule competitive exhibition games against other associations. In some situations, it may only be the top-tiered CAHL team that goes through the process.

Evaluation Reports

Families may request an Evaluation Report for their player, for an administrative fee of \$75, which includes the following:

- The average (ie aggregated score across all evaluators) score the player received in each evaluation session, broken down by the criteria evaluated in that session. These criteria are defined in [Appendix A](#) and [Appendix B](#).
- The overall ranking of the player within the stream and division.

The following is the process for requesting an Evaluation Report:

- Pay the \$75 administrative fee in the RAMP Registration system, here:
- Fill out the Evaluation Report request form, found here:

<https://forms.gle/fSeaqquuGKDMJHnj6>

Evaluation Reports may be requested **after October 1st**, and **no later than October 15th**. CMHA will begin to process Evaluation Report requests starting October 15th. Families will receive the report no later than November 1st.

Appeals

An appeal process does exist for cases in which a family would like to challenge a player placement decision on the grounds that they can prove CMHA's Evaluation Policy was not applied correctly. Perception, opinion, and past player placement are not grounds for appeal. An appealing family must be able to make a clear and provable claim specifically about which parts of this policy were not followed in order to be considered. Claims based on speculation, hearsay, and matters of opinion will be disregarded outright.

Appeals will not be considered by the Board of Directors until the Evaluation process has been completed and all CMHA teams have been declared. This will happen **no earlier than November 1st**. Appeals will be accepted **until November 15th** and no later. Appeals will not be accepted under any circumstances via email.

The following describes the process of an appeal:

- To initiate an appeal on behalf of a player, families start by filling out this form: <https://forms.gle/UwYjtUqBREML5emE6>
- After October 15th, the appeal review process will begin, and CMHA will start to review appeals and investigate ones that it finds credible.
- Appeals made in a defamatory or predatory manner will be disregarded, with no response given.

- Appeals that make a credible case for this policy not being followed will be further investigated. Appealing families will be notified when an appeal reaches this stage.
- Families filing a credible and respectful appeal will be notified of the findings within 2 weeks of the appeal.
- The outcome of a credible appeal may involve player movement if the Board deems it appropriate after investigation. If player movement is not the outcome, the Board will provide a justification as to why that was not the result.

In general, CMHA will not participate in face-to-face meetings or phone calls to discuss player evaluation results. However, CMHA reserves the right to do so, at its own discretion.

AA/AAA Transitions

Tryout camps for AAA and AA are usually timed so that returning players will have an opportunity to take part in the regular Evaluation process and be evaluated in the same way as all other players. In the event that a returning player can't take part in the normal process (which can happen in the case of a player being a final cut), a placement on an appropriate team will be reserved for that player. Typically, a late cut in an AAA/AA tryout will generally mean that the player is placed on the top-tier CAHL team. With the addition of the Competitive Game Evaluation phase for CAHL teams, the player will have ample opportunity to be assessed to ensure the top team is a suitable placement. Ultimately, returning players and how they are placed is a judgement call by the Board of Directors.

Player Absence

The following describes how players who are absent from the Evaluation process are handled.

Injuries and Serious Medical Conditions / Illnesses

A player with an injury or medical condition/illness that prevents them from participating is handled as follows:

- CMHA must be notified as soon as possible of the player's condition and absence by emailing info@canmorehockey.org
- A medical doctor's note or other documentation must be included.
- A spot on the most appropriate team for the player (based on player history) will be reserved. Spots will not be held indefinitely. In general, if a player is not able to return to play by the start of the new year, the reserved spot will be reassigned.
- Players may only resume participation once a "RETURN TO PLAY" clearance is provided by the medical doctor and forwarded to CMHA.

Common Illness

In general, no accommodations will be made for absences due to common illnesses such as a common cold. Such cases are handled as follows:

- If a medical doctor's note or other documentation can be provided, the scoring for any missed sessions by the player will be nullified, meaning that those sessions will not impact the player's overall score.
- Otherwise, the absence will be handled in the same way as any other commitment, as described in the next section.

Other Commitments: Vacations, Other Sports and Activities

If a player misses an Evaluation session due to another commitment, the player will receive a zero score for the session, which will negatively impact the player's overall score.

Other Circumstances

Any situations not covered above that prevent participation must also be reported to CMHA by emailing info@canmorehockey.org. The CMHA Board of Directors will determine how best to proceed based on the specific circumstances.

Parent Meetings

During player Evaluations, CMHA will be holding three parent meetings to discuss the evaluation process and other topics pertaining to families having a happy and healthy hockey season.

Mandatory for CAHL Players

The parent meetings held during evaluations are **mandatory** for families of CAHL players. We understand that schedules are busy, but families will have three different dates to choose from to attend. **Players will not be assigned to a CAHL team if a parent or guardian has not attended one of these meetings.**

Appendix A - Skills Evaluation Criteria

The following tables outline the Skills Evaluation phase criteria.

Skaters

Skills 1 - U9, U11, U13

The Skills 1 Evaluation focuses primarily on a player's ability to perform fundamental technical hockey skills in a structured environment. Drills allow evaluators to see each player execute specific skills with limited defensive pressure and fewer unpredictable situations than gameplay. Players receive one score in each of four categories: Skating, Puck Handling, Shooting and Passing.

Skating	The Skating score represents the evaluator's overall assessment of how effectively the player moves around the ice. It considers more than straight-line speed. Evaluators are looking for: • Acceleration and ability to generate speed. • Overall speed and skating efficiency. • Balance, agility and edge control. • Crossovers and lateral movement. • Pivots and transitions. • Backwards skating ability. • Ability to control speed and change pace when required. The score reflects the player's overall skating ability rather than one particularly strong or weak component.
Puck Handling	The Puck Handling score represents the player's ability to maintain and manipulate possession while moving, with comfort, efficiency and awareness. Evaluators are looking for: • Puck control while stationery and skating. • Control on both forehand and backhand. • Maintaining control while changing direction or pace. • Quickness and deception with the puck. • Puck protection. • Handling the puck without constantly looking directly at it. • Overall comfort and confidence with the puck. The score considers complete puck-handling ability, not simply the number of moves or dekes performed.
Shooting	The Shooting score represents the player's overall ability to shoot effectively, including mechanics, accuracy and effectiveness. Evaluators are looking for: • Proper shooting technique. • Accuracy. • Shot power appropriate for the player's age. • Ability to shoot while moving. • Use of different shot types when appropriate. • Quickness of release. • Control of the puck before and during the shot. A powerful shot alone does not necessarily produce a high score;

	evaluators consider the complete execution of an effective shot.
Passing	The Passing score represents both the ability to deliver the puck accurately to a teammate and to receive and control passes. Evaluators are looking for: • Accuracy, pace and touch. • Forehand and backhand passing. • Passing to stationary and moving targets. • Presenting an appropriate target. • Receiving and controlling passes on forehand and backhand. • Controlling difficult or imperfect passes. The score reflects the player's overall ability to move the puck effectively to and from teammates.

Skills 2 - U9, U11, U13, U15

Skills 2, including the U15 Skills Evaluation, uses the same four scoring categories as Skills 1: Skating, Puck Handling, Shooting and Passing. The difference is the environment. Skills 1 asks whether the player can execute the technical skill; Skills 2 asks whether the player can apply that skill under pressure in small-area games and competitive situations with less time, less space and more unpredictability.

Skating Under Pressure	Evaluators assess how effectively the player uses acceleration, speed, agility, transitions, balance and mobility within competitive situations. Evaluators are looking for: • Acceleration to create or close space. • Changing direction while under pressure. • Balance during player-to-player pressure. • Changes of speed and pace that create an advantage. • Quick transitions between offence and defence. • Effective skating in tight areas. • Maintaining technique while reacting to another player.
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	The focus is not simply on who is fastest, but on whether skating is used effectively within the situation.
Puck Handling Under Pressure	Evaluators assess whether the player can maintain possession and make effective puck movements when challenged or limited by time and space. Evaluators are looking for: • Maintaining possession while pressured. • Puck protection. • Quick hands in no confined areas. • Deception and changes of direction. • Moving the puck into safer or more advantageous positions. • Awareness while handling the puck. • Avoiding unnecessary overhandling. Effective puck handling may mean protecting possession, creating time or moving the puck at the appropriate moment, not beating every defender individually.
Shooting Under Pressure	Evaluators assess whether the player can create and execute effective shots with limited time or space. Evaluators are looking for: • Quick release and shooting while moving. • Getting shots through pressure. • Accuracy when rushed or challenged. • Adjusting body or puck position to create an opportunity. • Selecting an appropriate shooting opportunity. • Maintaining technique under pressure. The score considers whether technical shooting ability becomes an effective scoring threat in competitive situations.
Passing Under Pressure	Evaluators assess whether the player can move the puck effectively when pressured and recognize appropriate passing opportunities. Evaluators are looking for: • Accurate passing under pressure. • Moving the puck quickly when required.

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| | <ul style="list-style-type: none">• Selecting an appropriate option.• Passing into useful space for a teammate.• Receiving passes while moving or pressured.• Supporting teammates as a passing option.• Maintaining possession through puck movement. |
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The emphasis is on using passing effectively within the situation, not simply completing an uncontested pass.

Goalies

Technical Evaluation

Goalies receive a separate score in each category below; together, those scores create the overall Technical Evaluation score.

Mobility	Mobility assesses the goaltender's overall ability to move efficiently and remain balanced while establishing position in the crease. Evaluators are looking for: • Balance and body control. • Efficient movement in and around the crease. • Establishing position before the shot. • Controlled rather than unnecessary movement. • Moving while remaining ready to save. • Efficient recovery into a usable position.
Lateral Mobility	Lateral Mobility focuses on side-to-side movement as the puck changes position. Evaluators are looking for: • Quick and efficient lateral movement. • Staying square to the puck while moving. • Maintaining balance and controlled depth. • Reacting to passes across the ice or crease. • Moving efficiently without unnecessarily opening holes.
Save Process	Save Process assesses how effectively the goaltender prepares for and executes saves using appropriate technique. Evaluators are looking for: • Position, square body position and appropriate depth before the shot. • Tracking the puck into the save. • Controlled and efficient technique. • Appropriate save response for the situation. • Remaining balanced through the save. This category evaluates the process used to make the save, not simply

	whether the puck stayed out.
Rebound Control / Recovery	This category assesses what happens immediately after the initial save. Evaluators are looking for: • Controlling or directing rebounds away from dangerous areas. • Retaining possession when appropriate. • Quick recovery and locating the puck. • Establishing position for a second opportunity. • Composure during scrambles. A successful first save is only part of the sequence; evaluators also consider how effectively the next play is managed.
Net Tactics	Net Tactics assesses how effectively positioning, depth and available space are used to defend the net. Evaluators are looking for: • Positioning relative to puck location. • Effective use of depth and management of angles. • Awareness of threats around the net. • Appropriate use of posts and the goal line. • Adjusting position as the play develops. • Using body position efficiently to reduce available net.

Appendix B - Intersquad Gameplay

Evaluation Criteria

The following tables outline the Intersquad Gameplay Evaluation phase criteria.

Skaters

Gameplay evaluates how effectively a player applies technical skills, decision-making and hockey understanding in a full game. Players receive four scores: Overall Gameplay, Offensive Gameplay, Defensive Gameplay and Hockey IQ. Evaluators consider the complete body of work—not one shift, goal, mistake or individual play.

Overall Gameplay	This score represents the evaluator's overall assessment of the player's effectiveness and impact, bringing together technical ability, execution, compete level, consistency and positive contribution. Evaluators are looking for: • Overall impact and consistency from shift to shift. • Appropriate effort, compete level and engagement. • Effective use of skating, puck skills, passing and shooting. • Contribution with and without the puck. • Discipline and involvement in productive hockey plays. • Response as the game becomes faster, more physical or more competitive. In broad terms, this score asks: How effective was this player as a hockey player during the game? Effort and compete matter, but do not replace skill, decision-making or effectiveness.
Offensive Gameplay	This score assesses how effectively the player contributes when their team has possession or is trying to create offence, with and without the puck. Evaluators are looking for: • Creating or finding open space. • Supporting the puck carrier. • Maintaining and protecting possession. • Appropriate passing and shooting decisions. • Attacking defenders and creating opportunities.

	• Moving without the puck to become an option. • Creating scoring chances for self or teammates. • Using skating, deception or pace to create an advantage. • Helping the team advance the puck and generate offence. Goals and assists may be evidence of good offensive play, but they are not the only measure.
Defensive Gameplay	This score assesses how effectively the player contributes when the opponent has the puck or the player's team is trying to regain possession. Evaluators are looking for: • Defensive positioning and awareness of dangerous areas. • Gap control and one-on-one defending. • Appropriate checking concepts for the division. • Puck retrievals and defensive support. • Separating an opponent from the puck where appropriate. • Regaining possession and transitioning out of defensive situations. • Effort and engagement when defending. Effective defensive play is not limited to physical play; positioning, skating, awareness, support and regaining possession all matter.
Rebound Control / Recovery	This category assesses what happens immediately after the initial save. Evaluators are looking for: • Controlling or directing rebounds away from dangerous areas. • Retaining possession when appropriate. • Quick recovery and locating the puck. • Establishing position for a second opportunity. • Composure during scrambles. A successful first save is only part of the sequence; evaluators also consider how effectively the next play is managed.
Hockey IQ	Hockey IQ assesses the player's ability to read, anticipate and respond to the game. It is separate from effort and technical skill.

	Evaluators are looking for: • Awareness of the developing play and available time and space. • Decision-making with and without the puck. • Anticipating what is likely to happen next. • Positioning relative to teammates, opponents and the puck. • Recognizing when to pass, shoot, carry or protect the puck. • Recognizing offensive and defensive responsibilities. • Adapting as the play changes. • Supporting the play rather than simply following the puck. The score reflects how well the player understands and responds to the game around them.
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Goalies

During gameplay, goalies continue to receive an individual score in each category below; together, those scores create the overall Gameplay Evaluation score.

Shot Preparation	Shot Preparation evaluates what the goaltender does before the puck is released. Evaluators are looking for: • Establishing position early. • Being square with appropriate depth. • Balanced, ready stance. • Tracking through developing traffic. • Adjusting as the puck moves. • Being set when the shot is released. Strong preparation gives the goaltender the best opportunity to execute the save.
Post-Save Response	Post-Save Response evaluates what happens immediately following the initial save. Evaluators are looking for: • Locating the rebound and recovering quickly. • Re-establishing position.

	• Tracking secondary threats. • Remaining composed during extended plays. • Responding when the puck remains dangerous. • Preparing for the next shot rather than focusing on the previous save.
Net Play	Net Play assesses overall effectiveness around the crease and net during game situations. Evaluators are looking for: • Positioning, angles and depth. • Post integration. • Awareness of threats around the crease. • Handling plays from below the goal line. • Managing traffic appropriately. • Overall control and efficiency within the crease.
Rebound Control / Recovery	This category assesses what happens immediately after the initial save. Evaluators are looking for: • Controlling or directing rebounds away from dangerous areas. • Retaining possession when appropriate. • Quick recovery and locating the puck. • Establishing position for a second opportunity. • Composure during scrambles. A successful first save is only part of the sequence; evaluators also consider how effectively the next play is managed.
Reads and Anticipation	This category evaluates the goaltender's ability to understand how play is developing and prepare for what is likely to happen next. Evaluators are looking for: • Reading the puck carrier. • Recognizing passing and shooting threats. • Anticipating changes in puck location. • Identifying dangerous players away from the puck. • Adjusting position before the play arrives. • Remaining patient rather than reacting unnecessarily.

	Knowing when movement, patience or commitment is required. This reflects the ability to process the game, not simply react after the shot.
Save Execution	Save Execution evaluates the effectiveness of the goaltender's response once a scoring attempt occurs. Evaluators are looking for: - Appropriate save selection. - Controlled execution and balance. - Puck tracking. - Sealing the appropriate areas of the net. - Making saves through traffic or changing situations. - Preventing scoring opportunities from becoming goals. Evaluators consider both the result and the quality of the execution that produced it.

History

Document Revisions		
Version	Description	Date
1	Initial version of the policy. Approved by the Board of Directors.	Sept 1, 2026