

FUNdamentals 2 Assessment Tool

For each participant, enter Yes (Y) or No (N) to indicate the following:

Column 1: Success Criteria - Can they do the skill? **Column 2:** Technical Skill Criteria - Does it look right?

Participant	Skill															
	1. Stopping at Speed (Snowplow 1 foot L & R)		2. 2 foot Sculling		3. T-Push to an inside edge glide (L & R)		4. Protecting the Ring		5. Forehand Pass Accuracy		6. Stabbing/Receiving the Ring		7. Dynamic Checking		8. 2 Foot Hop (Dynamic)	
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Skill Explanations and Criteria

Skill	Success Criteria (Can they do it?)	Technical Skill Criteria (Does it look right?)
1. Stopping at Speed (Snowplow 1 foot L & R)	Can skate at speed, then stop moving completely using 1 foot snowplow stops (both left and right feet)	Forward skating from goal line to ringette line, then a 1 foot snowplow stop (both Left and Right) using the outside edge of the skate, stopping completely without skate shaking within 1-2 metres.
2. 2 foot Sculling	Can demonstrate 2 foot sculling the from the ringette line to the blue line	Starting from a stationary "V" position, can demonstrate the 3 stages of sculling; push (feet push outward apart from one another), pull (feet pull inwards bringing toes together), glide (gained enough power from push and pull to have a 1-2 second glide). Can go the full distance between the ringette line and the blue line without interrupting the 3 stage motion of sculling.
3. T-Push to an inside edge glide (L & R)	Can perform a T-push to a 1 foot inside edge glide on a curve (both left and right feet) for 1 metre	Starting from a stationary "T" position, can do a T-push directly into a 1 foot inside edge glide around a cone (total 1 metre distance, complete on both left and right feet). Can stay on 1 foot for the entirety of the glide without falling, keeping knees bent and head up. Participant should be leaning slightly inwards towards the cone using the inside edge of their skate.
4. Protecting the Ring	Can protect the ring, both forehand and backhand, to avoid being checked	<i>Set up participants in a line-up, with approx. 2 stick lengths between each one. Participants will skate through the line up in a zig zag, and protect the ring from the other participants. Participant shows movement of their stick and the ring to protect it (moves stick to backhand side when skating on their forehand side); keeping stick and ring close to their body, adding pressure to their stick to avoid being checked **this skill is about the concept of moving their stick – if the participant is checked but did all of the above, they are still successful**</i>
5. Forehand Pass Accuracy	Can pass the ring different distances with the appropriate amount of power and accuracy	With 5 cones set up at increasing distances, participants can pass the ring with the appropriate amount of power to each cone knocking over or landing within a stick length of each cone. Participant should show correct stick grip; holding stick with top hand facing downwards and bottom hand facing up, hands are approx. one glove width apart with both on top half of stick
6. Stabbing/ Receiving the Ring	Can stab/receive the ring onto their stick	Maintaining proper stick grip (holding stick with top hand facing downwards and bottom hand facing up, hands are approx. one glove width apart with both on top half of stick), and stick safety (keeping stick below their waist), participant can receive the ring onto their stick successfully when passed to by the coach from 2 metres away 4/6 times.
7. Dynamic Checking	Can check a partner while in motion	Partners will skate from the goal line to the ringette line side by side, the partner without the ring will check the partner with the ring while in motion (no protecting the ring). The participant can demonstrate a rainbow check or a sweep check, without pushing their partner over or using unsafe bodies, keeping the stick below waist height, and checking from underneath the stick rather than over the top. **this skill is about the concept of safe checking while in motion– if the participant cannot check the ring off their partner, but did all of the above, they are still successful**
8. 2 Foot Hop (Dynamic)	Can perform a 2 foot hop while in motion	Skating from the goal line to the blue line, participants can show a 2 foot hop over the ringette line. They will demonstrate a bent knee and two hands on their stick in a proper stance at take-off and landing. They should land with both skates on the ice simultaneously, bending their knees to absorb the landing without falling, and continue their stride after landing.

Example Form

Participant	Skill															
	1. Stopping at Speed (1 foot L & R)		2. 2 foot Sculling		3. T-Push to an inside edge glide (L & R)		4. Protecting the Ring		5. Forehand Pass Accuracy		6. Stabbing/Receiving the Ring		7. Dynamic Checking		8. 2 Foot Hop (Dynamic)	
Jennifer R.	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	N
<i>Left foot shakes when stopping, touches foot down halfway around cone on T-push, does not adjust power on passing (rings go far past every cone), can receive the ring but only 2 times and brings stick above waist, lands on 1 foot during the 2 foot hop (more like a bunny hop)</i>																

Can they do it?
(Success criteria)

Does it look right?
(Technical skill criteria)

Notes for explanation and future reference.

Moving Participants between FUN2 and U10

To consider moving a participant from FUNdamentals 2 into U10, they should demonstrate that they have acquired the majority of the skills included in this assessment. Participants who score the following, **may** be ready to advance to U10

- Yes' in both Success and Technical Skills Criteria for Skills #1-4
- Yes' in Success Criteria for Skills #5-8, with a minimum of 2/4 Yes' in the Technical Skills column for those skills

If a participant assesses with the record listed above, a discussion should be had between the coach, parents and the association. Beyond the assessment, be sure to consider the physical, cognitive, and social readiness of the participant before advancing them to the next division. Participants may wish to stay in FUNdamentals 2, despite assessing with enough Yes' to advance, due to, but not limited to, the following factors; physical size, maturity, family & friendships, and cognitive readiness.

Using this assessment as a Coaching and Learning Tool

By assessing every participant at the beginning of the season, coaches can get an idea of where each participant is at, and what they still need to learn. This can help coaches to design their practice plans for the start of the season, and help to create even squads when splitting your team for intra-team play. It is suggested that associations use this assessment again later during the season to see how participants have developed, and gather more information to help with planning and coaching.