

U10 Assessment Tool

For each participant, enter 1, 2, or 3 to indicate the following:

1: Needs Improvement **2:** Satisfactory **3:** Good

| Participant | Skill | | | | | | | | Total Score |
|-------------|---------------|-------------------|---|--|----------------|----------------------|---|-------------|-------------|
| | 1. Game Sense | 2. Forward Stride | 3. Backwards Stride (Backwards C-Cuts) | 4. Stopping at Speed (Parallel L & R) | 5. Tight Turns | 6. Passing/Receiving | 7. Dynamic Checking/ Protecting the Ring | 8. Shooting | |
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Skill Scoring Criteria

| Skill | 1: Needs Improvement | 2: Satisfactory | 3: Good |
|---|---|--|---|
| 1. Game Sense | <ul style="list-style-type: none"> -Unable to demonstrate an understanding or needs constant reminders of basic ringette rules. -Unable to demonstrate an understanding or needs constant reminding of positional roles. -Unable to demonstrate an understanding of offensive, defensive, and goaltender concepts. | <ul style="list-style-type: none"> -Can demonstrate an understanding of a few basic ringette rules but sometimes needs reminders. -Can demonstrate an understanding of positional roles but sometimes is confused or needs reminding. -Can demonstrate an understanding of basic offensive, defensive, and goaltender concepts but is still learning. | <ul style="list-style-type: none"> -Can demonstrate an understanding of all basic ringette rules and is ready to learn more complex rules. -Can demonstrate an understanding of positional roles confidently and rarely needs reminding -Can demonstrate an understanding of offensive, defensive, and goaltending concepts confidently. |
| 2. Forward Stride | <ul style="list-style-type: none"> -Stride is incomplete and does not extend to athletes full capacity. -Knees are not bent. -Is unbalanced, may lean on stick in order to stay balanced or often falls. | <ul style="list-style-type: none"> -Able to demonstrate a complete stride with full extension but it is often inconsistent. -Knees are bent but athlete often straightens legs causing “bobbing” of head and body. -Is balanced but may sometimes lean on stick and sometimes falls. | <ul style="list-style-type: none"> -Can demonstrate complete stride with full extension. -Knees stay bent consistently keeping head and body low and leveled. -Demonstrates balance, does not lean on stick and rarely falls. |
| 3. Backwards Stride (Backwards C-Cuts) | <ul style="list-style-type: none"> -Unable to move backwards at a steady pace, C-Cuts are slow and difficult for athlete to complete. -Knees are not bent. -Is unbalanced and uses stick in order to stay balanced or often falls. | <ul style="list-style-type: none"> -Able to move backwards slowly, athlete can demonstrate C-Cuts but they are often inconsistent or difficult on one leg. -Knees are bent but athlete often straightens legs causing “bobbing” of head and body. -Is balanced but may sometimes lean on stick and sometimes falls. | <ul style="list-style-type: none"> -Able to move backwards at a steady consistent pace, C-Cuts are consistent and strong. -Knees stay bent consistently keeping head and body low and leveled. -Is balanced, does not lean on stick and rarely falls. |
| 4. Stopping at Speed (Parallel L & R) | <ul style="list-style-type: none"> -Does not turn body & feet when stopping. -Feet shake when stopping. -Both feet do not remain on the ice. -Does not bend knees. -Is unbalanced, may lean on stick in order to stay balanced or often falls. | <ul style="list-style-type: none"> -Shows intent or ability to turn body and feet but it is inconsistent or movement is incomplete. -Both feet sometimes shake when stopping. -Shows intent or ability for both feet to remain on the ice but it is inconsistent. -Bends knees but often straightens legs while stopping. -Is balanced but may lean on stick and sometimes falls. | <ul style="list-style-type: none"> -Can turn body completely when stopping. -Feet rarely shake when stopping. -Both feet remain on the ice most of the time when stopping. -Bends knees but sometimes straightens legs while stopping. -Is balanced, does not lean on stick, and rarely falls. |

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| <p>5. Tight Turns</p> | <ul style="list-style-type: none"> -Does not turn head shoulders, body or feet. -Both feet do not remain on the ice and are not at least shoulder width apart. -Knees are not bent. -Is unbalanced, may lean on stick in order to stay balanced or often falls. | <ul style="list-style-type: none"> -Shows intent or ability to turn head, shoulders, body, and feet but it is often inconsistent or movement is incomplete and causes athlete to turn very wide. -Shows intent or ability for both feet to remain on the ice and at least shoulder width apart but it is inconsistent. -Bends knees but often straightens legs. -Is balanced but may sometimes lean on stick and sometimes falls. | <ul style="list-style-type: none"> -Can turn head, shoulders, body and feet and able to stay close to turning point. -Both feet remain on the ice and at least shoulder width apart. -Bends knees and only sometimes straightens legs. -Is balanced and rarely leans on stick or falls. |
| <p>6. Passing/ Receiving</p> | <ul style="list-style-type: none"> -Unable to demonstrate ready stance and proper stick grip or it is inconsistent. -Unable to skate while passing and receiving. -Often passes with too much power or not enough power. -Often inaccurate. -Often misses passes. | <ul style="list-style-type: none"> -Able to demonstrate ready stance and proper stick grip. -Able to skate while passing and receiving but it is inconsistent. -Able to pass with correct amount of power but it is inconsistent. -Able to pass with accuracy but is inconsistent. -Sometimes misses passes. | <ul style="list-style-type: none"> -Able to demonstrate ready stance and proper stick grip. -Able to skate while passing and receiving. -Often able to pass with correct amount of power. -Often able to pass with accuracy. -Rarely misses passes. |
| <p>7. Dynamic Checking/ Protecting the Ring</p> | <ul style="list-style-type: none"> -Unable to demonstrate proper stick and body positioning while checking. -Unable to check while moving. -Unable to demonstrate accuracy while checking, stick often rises too high or misses target. -Unable to demonstrate correct amount of power when checking, often checks with too much or too little power. -Unable to use body positioning to protect the ring while being checked. -Unable to use stick movement to protect the ring while being checked. | <ul style="list-style-type: none"> -Able to demonstrate proper stick and body positioning while checking. -Able to move while checking but movement is often slow or inconsistent. -Able to demonstrate accuracy when checking but it is often inconsistent. -Able to demonstrate correct use of power when checking but it is inconsistent. -Able to use of body to protect the ring while being checked but movement is incomplete or inconsistent. -Able to use stick movement to protect the ring while being checked but movement is incomplete or inconsistent. | <ul style="list-style-type: none"> -Able to demonstrate proper stick grip and body positioning while checking. -Able to move consistently while checking. -Able to consistently demonstrate accuracy while checking. -Able to consistently demonstrate proper use of power while checking. -Able to use body to protect the ring while being checked. -Able to use stick to protect the ring while being checked. |
| <p>8. Shooting</p> | <ul style="list-style-type: none"> -Unable to demonstrate proper stick grip and body movement while shooting. -Unable to remain in motion while shooting. -Unable to demonstrate use of accuracy. -Unable to use correct amount of power. -Unable to demonstrate both backhand and forehand shot. -Unable to lift ring on backhand. | <ul style="list-style-type: none"> -Able to demonstrate proper stick grip and body movement while shooting. -Able to remain in motion while shooting, glide. -Able to use accuracy but it is inconsistent. -Able to use correct amount of power but it is inconsistent. -Able to attempt backhand and forehand shot. -Able to lift ring on backhand but is inconsistent. | <ul style="list-style-type: none"> -Able to demonstrate proper stick grip and body movement while shooting. -Able to demonstrate intent or ability to skate while shooting. -Able to shoot accurately. -Able to use correct amount of power. -Able to demonstrate backhand and forehand shot. -Able to lift ring on backhand. |

Skill Specific Activities

| Skill | Skill Specific Activity |
|---|---|
| 1. Game Sense | This skill is to be assessed through simple questions posed by the assessor as well as observations throughout the assessment, watch for comprehension of basic ringette rules, positional roles, and offensive, defensive, and goaltending knowledge and concepts. |
| 2. Forward Stride | Direct athletes to line up on the goal line and to forward skate to the blue line and back, watch for complete balanced strides. |
| 3. Backwards Stride (Backwards C-Cuts) | Direct athletes to line up on the goal line and to backwards skate to the blue line and back, watch for steady, balanced backwards C-Cuts. |
| 4. Stopping at Speed (Parallel L & R) | Direct athletes to line up on the goal line and to forward skate to the ringette line, then 2-foot parallel stop (both Left and Right), watch for use of the outside edge of the skate and for a complete stop without skate shaking or lifting within 1-2 metres. |
| 5. Tight Turns | Direct athletes to line up behind the ringette line in the corner and to skate forwards towards the far dot across the ice and tight turn around the dot and repeat this turning around every dot up the ice. Watch for bent knees and feet flat on the ice shoulder width apart or less. |
| 6. Dynamic Passing/ Receiving | Direct athletes to find a partner, spread out parallel to one another from goal line to ringette line and to pass back and forth working to pass and receive the ring while moving. Watch for correct grip and movement. |
| 7. Dynamic Checking/ Protecting the Ring | Direct partners to skate from goal line to blue line side by side, the partner without the ring will check the partner with the ring while in motion while the partner with the ring will protect the ring. At the blue line they return, line up again and switch positions. Continue until each athlete has tried each position at least once. Watch for proper stick grip, stick safety, and body positioning. |
| 8. Shooting | Direct players to line up in the corners and take turns skating outside of the ringette line, re-entering and shooting an on ice forehand shot and an on ice backhand shot at the net. Watch for stick safety, stick grip, and body movement. |

Example Form

| Participant | Skill | | | | | | | | Total Score |
|---|---------------|-------------------|--|---------------------------------------|----------------|----------------------|---|-------------|-------------|
| | 1. Game Sense | 2. Forward Stride | 3. Backwards Stride (Backwards C-Cuts) | 4. Stopping at Speed (Parallel L & R) | 5. Tight Turns | 6. Passing/Receiving | 7. Dynamic Checking/Protecting the Ring | 8. Shooting | |
| Jennifer R. | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 20 |
| Notes Head and body is unsteady and unbalanced during backwards C-Cuts, Left foot shakes when stopping, , does not adjust power on passing (difficult for partner to receive), can receive the ring but sometimes brings the stick above the waist. | | | | | | | | | |

Individual Skill Score between 1-3.

Total score out of 24 possible points.

Notes for explanation and future reference.

About the U10 Assessment 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 and help to create even teams. It is suggested that associations use this assessment again later during the season to see how participants have developed, and to gather more information to help with planning and coaching.

How to use the U10 Assessment Tool

Select small groups of athletes (6) to assess, this can be done during a regularly scheduled practice as assessments will only approximately 10 minutes per group. Athletes will be asked to perform the **Skill Specific Activities** to allow the assessor to evaluate the skill level demonstrated by each athlete. The assessor will then award a number between 1-3, based on the descriptions given in the **Skill Scoring Criteria**, and record it in the **U10 Assessment Tool**. Finally, assessors will total the athletes score out of a possible total score of 24. It is worth mentioning that ringette and skating skills, like all skills, are progressive and built upon foundational skills. Coaches should review the previous division's assessment (FUN2) to ensure their participants have the foundations they need in order to develop their skills further.

Moving Participants from U10 to FUNdamentals

If a participant's total score is a 10 or below a discussion should be had between the coach, parents, and association about moving the participant to a FUNdamentals division. An athlete scoring a 10 or below needs to further develop the basic ringette and skating skills necessary to progress in U10 therefore, it is strongly recommended that the athletes be moved to FUNdamentals. It is important that athletes be placed on a team and in a division best suited for them based on physical, cognitive, and social readiness.