

Instructions

Rate each of your players from 1 (lowest) to 5 (highest) in the game components noted below.

If you have both 3rd and 4th grade players on your team, please separate players by grade and complete 2 forms.

Soccer Component of the Game		Description
Technical	<i>Receiving</i>	Ability to receive a ball with proper technique (e.g. directional first touch, proper weight, receive ball with back foot, hips open, eyes up).
	<i>Ball striking</i>	Ability to strike a ball with proper weight and accuracy, either passing or shooting. Has ability to strike a ball with power using proper technique.
	<i>Dribbling for Penetration or Possession</i>	Ability to maintain control of the ball with both feet, with speed, while changing direction. Adept at taking players on with the dribble.
Tactical	<i>Speed of Play</i>	Ability to make quick decisions under pressure. Player makes decisions at the appropriate pace, playing quickly when under pressure or to take advantage of tactical opportunity.
	<i>Game Sense. Plays with Purpose</i>	When on the ball, player understands when to dribble vs when to combine with a teammate. Player is comfortable on the ball and makes good decision. Refrains from just kicking the ball with no purpose. When the team has possession but they player does not
Physical	<i>Speed/Agility</i>	Player has strong starting speed and can overtake an opponent in possession or out of possession. Player has good balance and coordination.
	<i>Work Rate / Endurance</i>	The extent to which a player contributes to running and chasing in a match while not in possession of the ball. Work rate is generally indicated by the distance covered by a player during a match. Player works back on defense to chase down attacker. Playe
	<i>Tenacity / 1st to ball/ Aggressiveness</i>	Player competes aggressively for 50/50 balls. Player is tenacious in pursuit of the ball and is strong in a tackle.
Psychological	<i>Learning/ Motivation/ or Progress Trajectory</i>	Player has good training habits and is on an upward trajectory. Player continues to improve. Player takes coaching and tries to apply new ideas in a game situation.
Total		A calculated value - the sum of all ratings
Rank		A calculated value - an ordinal rank based on totals
Competitive Comparison (top 1/3, middle 1/3, bottom 1/3)		Manual assessment of a rough split into thirds based on "Total". For example, teams with 12 or 13 players should have roughly 4 players in each third, making allowances for natural break points between groups of players.

Volleyball Skills Rubric

	Advanced-5	Proficient-4	Developing-3	Needs Improvement-2	Failure-1
Forearm Passing	Body in low athletic stance, weight on balls of feet, knees bent, called mine, hands together, ball went towards target, control of the ball, and pass had a purpose.	Body in low athletic stance, weight on balls of feet, knees bent, called mine, hands together, ball went towards target, control of the ball	Weight on heels, elbows were bent, ball was playable for teammates, some control of ball.	Hands apart, body is in upright position, did not call the ball, or use of legs.	Cannot make contact with the ball
Setting	Body in athletic position, made a triangle for hands, called mine, weight on balls of feet, good follow through, control of ball to target, pass could spiked, pass had a purpose.	Body in athletic position, made a triangle for hands, called mine, weight on balls of feet, good follow through, control of ball to target.	Made a triangle, hit ball off of palms (not fingers), some control of ball.	Hands were apart, body not in athletic position, lift, no control of ball.	Cannot make contact with the ball
Hitting	Footwork is correct, body weight is transferred correctly, arm pull back is low, contact with ball is high with an open hand, ball is hit into the court.	Contact is made with ball in any manner, footwork is good, ball is hit into the court.	Contact is made with ball, no approach was made.	Contact is made with ball, footwork is incorrect.	No contact is made with the ball
Serving	<ul style="list-style-type: none"> - Player performs the same per-serve routine, every-time. - Player can consistently serve in play and to the desired zone. - Serve has great deal of velocity and can potentially disrupt var level serve receive patterns. - Serve clears net by less than 3 ft. 	<ul style="list-style-type: none"> - Player performs a per-serve routine all the time. - Player can consistently serve in play and sometimes to the desired zone. - Serve has velocity and can challenge var. level serve receive passing. - Serve clears net between 6-3 ft. 	<ul style="list-style-type: none"> - Player performs a per-serve routine all the time. - Player can consistently serve in play and sometimes to the desired zone. - Serve has velocity and can challenge var. level serve receive passing. - Serve clears net between 6-3 ft. 	<ul style="list-style-type: none"> - Player performs no per-serve routine. - Player consistently errs (net violation or out of bounds). - Serve has little to no velocity. - Serve clears net by 10 + ft. 	Cannot make contact with the ball
Defense & Serve-Receive	<ul style="list-style-type: none"> - Palms up, platform straight 	<ul style="list-style-type: none"> - Palms up, platform straight 	<ul style="list-style-type: none"> - Balance is forward before 	<ul style="list-style-type: none"> - Balance prior to serve is on 	Cannot make

	<p>and extended in front of body.</p> <ul style="list-style-type: none"> - Balance is on toes, out in front of knees. - Knees are almost 90 degrees, hips are strong. - Player is clearly ready-to pass below the bottom-net level. - "3" option pass. 	<p>and in front of knees.</p> <ul style="list-style-type: none"> - Balance is primarily on toes, but player may finish the pass on heels. - Player is slightly below bottom-net level when ready to pass. - "2" option pass. 	<p>serve, but on heels.</p> <ul style="list-style-type: none"> - Palms up. - Platform close to body instead of extended in front of knees. - Player's "ready" position to pass has player's head at bottom-net level. - "1" option pass. 	<p>heels.</p> <ul style="list-style-type: none"> - Palms facing down. - Vertical stance with no bend at knees, no depth in hips, bent platform. - No effort to dive when necessary. - "0" option pass. 	<p>contact with the ball</p>
Blocking	<ul style="list-style-type: none"> -Proper footwork technique -in proper ready position with knees bent -hands high and presses over the net -uses arm swing and controls body -closes the block -communicates 	<ul style="list-style-type: none"> -Proper footwork technique -in proper ready position with knees bent -hands high and attempts to press over the net -uses arm swing but out of control -might not be able to close the block -communicates 	<ul style="list-style-type: none"> -Struggles with the footwork -in proper ready position with knees bent -hands high and attempts to press over the net -uses arm swing but out of control -might not be able to close the block -doesn't communicate effectively 	<ul style="list-style-type: none"> -Struggles with the concept of blocking -doesn't understand timing or in ready position 	<p>Cannot block at all</p>
Volleyball IQ	<ul style="list-style-type: none"> -player knows all areas of the court. -player applies what their coaches/teammates tell them to do every time. -players understand all schemes and/or positions which they are told to be in. 	<ul style="list-style-type: none"> -player knows 2/3 of the volleyball areas/positions. - player 2/3 of the time can process what the coach/teammates tell them to do and apply that to the game. -player 2/3 of the time understands schemes and/or positions in which they are told to be at. 	<ul style="list-style-type: none"> - player knows 1/3 of the court areas. - player 1/3 of the time can process information from coaches and/or teammates and apply that knowledge to the game. -player 1/3 of the time understands schemes and/or positions in which they are told to be at. 	<ul style="list-style-type: none"> -player knows none of the areas of the court. -player is unable to process coaches/teammates instruction and apply to the game. -player does not understand schemes and or positions in which they are told to be at. 	<p>Does not know the concept of the sport.</p>

Name: _____

Right or Left Handed

Ht: _____

Age: _____

Grade: _____

Position(s): S OH MH RS DS

Physical Test

Push-up	Vertical	Speed	Plank

Evaluation

Skill	Rating Scale (5 is the highest)	If the skills need to be improved, developed, or managed
Serve	1 2 3 4 5	<input type="checkbox"/> Toes Point <input type="checkbox"/> Toss in Front <input type="checkbox"/> Step Towards <input type="checkbox"/> Open Hand <input type="checkbox"/> Elbow High <input type="checkbox"/> Follow Through
Forearm Pass	1 2 3 4 5	<input type="checkbox"/> Wide Base <input type="checkbox"/> Communicate <input type="checkbox"/> Flat Platform <input type="checkbox"/> Power from Legs <input type="checkbox"/> No Arm Swing
Setting	1 2 3 4 5	<input type="checkbox"/> Under the Ball <input type="checkbox"/> Gallop <input type="checkbox"/> Leg use <input type="checkbox"/> Faces Target <input type="checkbox"/> Communicate <input type="checkbox"/> Hands Above Forehead <input type="checkbox"/> Thumbs Back <input type="checkbox"/> Cradles Ball
Hitting	1 2 3 4 5	<input type="checkbox"/> Ready Position <input type="checkbox"/> Timing <input type="checkbox"/> Proper Footwork <input type="checkbox"/> Communicate <input type="checkbox"/> Proper Arm Swing <input type="checkbox"/> Snap Wrist <input type="checkbox"/> Follow Through <input type="checkbox"/> Jump/Land 2 Feet
Block	1 2 3 4 5	<input type="checkbox"/> Hands High <input type="checkbox"/> Legs Flexed <input type="checkbox"/> Proper Footwork <input type="checkbox"/> Arm Swing <input type="checkbox"/> Closes Block <input type="checkbox"/> Hands Press <input type="checkbox"/> Communicate
Dig	1 2 3 4 5	<input type="checkbox"/> Low Position <input type="checkbox"/> Platform Towards Target <input type="checkbox"/> Communicate <input type="checkbox"/> Floor Skills (rolls, dive, and sprawl) <input type="checkbox"/> Pursue Ball
Movement/ Footwork	1 2 3 4 5	<input type="checkbox"/> Slides <input type="checkbox"/> Communicate <input type="checkbox"/> Forward <input type="checkbox"/> Backward <input type="checkbox"/> Shuffle <input type="checkbox"/> Reaction <input type="checkbox"/> Transition <input type="checkbox"/> Ready Position
Attitude!	1 2 3 4 5	<input type="checkbox"/> Always Ready <input type="checkbox"/> Intensity <input type="checkbox"/> High Energy <input type="checkbox"/> Confidence <input type="checkbox"/> Initiative <input type="checkbox"/> Effort <input type="checkbox"/> Positive & Supportive
Leadership	1 2 3 4 5	<input type="checkbox"/> Acknowledge Others <input type="checkbox"/> Brings Team Together <input type="checkbox"/> Team Leader <input type="checkbox"/> Collective Responsibility in Team Solutions with Challenges
Follow Directions	1 2 3 4 5	<input type="checkbox"/> Eye Contact <input type="checkbox"/> Knowledge <input type="checkbox"/> Understands <input type="checkbox"/> Asks Questions <input type="checkbox"/> Always Ready <input type="checkbox"/> Focus <input type="checkbox"/> Knows Rotations
Effort	1 2 3 4 5	<input type="checkbox"/> Hustles <input type="checkbox"/> Hardworking <input type="checkbox"/> Initiative <input type="checkbox"/> Positive
Coachable	1 2 3 4 5	<input type="checkbox"/> Needs work <input type="checkbox"/> Good <input type="checkbox"/> Great <input type="checkbox"/> Outstanding <input type="checkbox"/> Look Across the net <input type="checkbox"/> Problem Solver

Boys and Girls Tennis Tryouts

As per the NJSIAA, the tennis programs use challenge matches to determine lineups. These Challenge matches are also used to determine who is on the team and what level they play.

Challenge Match:

Each coach shall establish his/her line-up in writing before the first match begins. The coach is obligated to present his/her line-up, in proper order, at the time and place the match is played. This may necessitate additional challenge matches during the season. Results of matches played in high school tournaments will count as challenge matches. This means that the best player scheduled to play at this time must play 1st Singles, the next best 2nd Singles, and the third best 3rd Singles. With the remaining members of the squad, two doubles teams are to be selected with the stronger doubles combination playing 1st Doubles and the weaker playing 2nd Doubles as determined by challenge matches. Due to the difference in skill level among doubles players, the singles ladder is not the defining criteria for establishing doubles.

Team line-ups shall be determined by challenge matches to establish a proper team ladder; challenge matches must be a minimum of one (1) set, however the three (3) singles positions must be determined by the best of a three set match. The results of these matches and the team line-up along with subsequent lineup changes must be substantiated in writing, on the official NJSIAA form, and must be given to the opposing coach before the meet begins. (Please duplicate official form included on page 10 of the Rules and Regulations). Once a line-up is established, a player(s) may move up or down the ladder no more than one (1) position, based on each subsequent challenge match.

LADDER MATCHES MUST BE PLAYED USING REGULATION (AD) SCORING.

Field Hockey Tryout	DEFINITION			PLAYER RATING		
	Needs Improvement	Average	Strong	Needs Improvement	Average	Strong
ATHLETIC SKILL DIMENSIONS						
Physical Skills: endurance, speed, acceleration (first 5 yards), quickness, strength, and agility.						
Coordination	Player falls during play or trips over feet, player looks out of position or place during play, holds stick with tight grip for right hand, lacks reverse stick abilities	Player is coordinated most of the time, able to do reverse stick sometimes	General coordination, feet are pointed in the right direction, able to move with ease			
Acceleration	Player has one speed, does not change speed during play with or without ball, is not able to change direction with ease and does not win a 1v1	Player can change speed but may not do this intuitively with or without ball	Ability to move at different speeds to eliminate a defender, cutting to space for a pass, stepping up to cut off another player			
Speed	Player is slow to the ball, lacks sense of urgency	Player has average speed	Player has speed and can use it to their advantage to gain control of ball, change direction, accelerate			
FIELD HOCKEY TECHNICAL SKILLS						
Technical Skills: all passing skills, tackling, elimination, and goal shooting skills.						
Hitting	Player is unable to drive, slap or flick the ball consistently during play	Player is able to drive, slap and flick the ball most of the time. Can do it on the move most of the time.	Player is able to drive, slap or flick the ball with ease and ON the move. Can scoop the ball on a free hit when it is the right time to do so			
Receiving	Player consistently does not receive the ball strong side, their stick is not consistently angled down to receive the ball, when they receive the ball, it consistently bounces up	Player is able to receive the ball, may have a bounce sometimes and may not have it other times. Player is able to keep the ball in front of them but not close to their stick.	Player consistently receives the ball strong side, has stick angled down and right foot back			
Elimination Skills	Player is not able to do a spin or any dodge with ease or speed and does not have the right timing of their elimination skill	Player is able to do dodges but may not do it with speed all of the time.	Player is able to dodge left, right and spin with speed to get past a defender. On left/weak side pulls is able to get feet around and uses reverse stick at a minimum			
Tackling Skills	Player does not know how to use a block tackle, jab, or channel consistently and uses weak side stick	Player can block tackle, jab or channel sometimes.	Player is able to use block tackle with ease to gain control of the ball			
Shooting Skills	Player is not comfortable shooting on the goal, they keep hitting it into the goal keeper vs looking for a space	Player can shoot on goal with speed and accuracy, looks up most of the time and tries to go for a space.	Player is able to shoot on goal with speed and looks for open cage, not right into goalie all of the time. The player is in the right position in the circle and able to cut			

GAME SITUATION TECHNICAL SKILLS						
Tactical Skills: understanding defense, decision making, 2 v 1 skills, 1v1 skills, creating space and positioning.						
Anticipation	Player is not anticipating the next play	Player is able to make a good decision on how to move to or from the ball	Player is able to anticipate the next move by the opposing team			
1 v 1 skills	Player is unable to eliminate a defender consistently	Player is able to eliminate 1 defender	Player is able to eliminate multiple defenders and move to space and cut the defender off			
2 v 1 skills	Player is able to pass to teammate to eliminate 1 defender	Player is able to pass to teammate to eliminate 1 defender	Player is able to consistently work with a teammate to eliminate a defenders and move the ball down the field. Players consistently move to create space			
Positioning	Player is in a position to play defense without using reverse stick	Player is in a position to play defense without using reverse stick	Player is consistently in the right strong side position to play defense			
Defense	Player is able to move and be off ball to get in the right position to play defense	Player is able to move and be off ball to get in the right position to play defense	Player is consistently stepping up to cut off the pass and take possession. They are consistently in a strong position to take possession			
MENTAL SKILLS:						
Attitude	Player rarely listens to coach, talks while coach is speaking, is negative and not a good team player	Player is positive most of the time and has a positive attitude, believes that through hard work, they can succeed	The player listens to coach, is respectful, has a positive attitude, they understand every player has a role on the team			
Work Ethic	Player rarely works hard in practice, walks from drill to drill	Player hustles sometimes but wants to keep getting better	Player hustles from one drill to the next, player has worked over the summer to prepare for the fall season			
Coachability	Coach provides feedback, the player has an attitude	The coach provides feedback and the player is able to use that sometimes	The coach is able to provide feedback, the player receives that feedback and is able to adjust their game			

Competitive Cheerleading Tryout Rubric

CATEGORY	10 SUPERIOR	8-9 EXCELLENT	6-7 AVERAGE	4-5 NEEDS IMPROVEMENT	1-3 UNSATISFACTORY
Jumps	-Strong tight arms in approach -Straight legs -Excellent height -Completely pointed toes -Body bent from waist	-Arms tight -Straight legs -Moderate height -Toes flexed or not fully pointed	-Arms bent in approach -Slightly bent legs -Flexed toes -Little height -Knee bent	-Sloppy arms in approach -Legs slightly bent and not fully extended -Flexed toes -Little height	-Did not jump -Did not fully complete the approach -Flexed toes -Little height
Tumbling technique	-tumbling is straight on the velcro or middle of mat -arms are locked -height in tucks -solid landing on feet	-lands on feet -height in tucks -fairly clean and some technique executed	-lands on feet, but steps -low tuck height -little technique used and distracts from skill	-steps out of tumbling -little effort -low tuck height -poorly executed and distracting	-tumbling doesn't land on feet -body is not tight and in line -little to no effort
Dance	-Strong, tight arm motions -Timed with music -Performs dance without any errors -Excellent facial expression and confidence	-Performed content with one or two errors -Mostly timed with music -Motions and arms are placed correctly—needs to be tighter -Some facial expression	-Performed content with three or four errors -Timing off -Loose arms -Some facial expression	-Loose arms -Timing off -Unsure of choreography (looks to peers for assistance) -Little facial Expression	-Did not perform -Unsure of choreography -No facial expression
Cheer	-Loud strong voices -Powerful arm motions -Correct placement of arms -Demonstrates strong knowledge of the cheer	- Strong voices -Tight arm motions -Some/few misplaced arm motions -Demonstrates knowledge of the cheer	-Weak cheer voice -Loose arms -Moderate amount of misplaced arm motions	-Weak cheer voice -Loose arms -Misplaced arms - Little knowledge of cheers	-No knowledge of cheers -Did not compete many of the cheers -Broken wrists
Stunting technique	-arms locked against ears when appropriate -bases use legs when stunting -flyers stay tight and locked out when appropriate	- bases use legs -bases arms are mostly locked when appropriate -flyers body position is in line most of the time	-bases rarely use their legs -bases arms are not fully locked out -flyers stay in the air with incorrect body position	-the stunt bobbles, but still remains in the air -bases rarely use their legs -flyers are timid	-bases use their backs to stunt -the stunt falls -flyers are not in the correct body position and not tight
Appearance & Spirit	Excellent and appropriate attire (black, green, white, gold) Hair pulled back w/ bow Crowd encouragement Smile, engages audience	Appropriate attire Hair pulled back Good spirit Crowd encouragement	Constricted (inappropriate for tryouts-too tight, or too short) Little crowd involvement (no smile, low voice level)	Inappropriate or constricted attire (inappropriate for tryouts-too tight, or too short) Jewelry or nail polish Little crowd involvement (no smile, low voice level)	Constricted attire or inappropriate for tryouts-too tight, or too short Jewelry/ nail polish NO crowd involvement/spirit (no smile, NO voice level)
Stunting difficulty	High to high 360 spin	Low to high 360 spin	Extended, single leg, Liberty/ heel stretch	Extended,Two footed Stunt	Two footed stunt at prep level or below
Standing tumbling difficulty	Toe Touch Back tuck	Back Tuck	Toe touch back handspring	Back handspring	No Standing tumbling
Running Tumbling difficulty	Round off, back handspring, full twisting layout	Round off, back handspring, layout	Round off, back handspring, back tuck	Round off, back handspring,	Round off/ no running tumbling

Total Possible Points: _____/90 points

Cheerleading Tryouts Judging Sheet

Judge Number : _____

Candidate Number: _____

Stunt Position: _____

Category	Possible Points	Points
Crowd Leading Skills Voice, facial expression, confidence, ability to use spirit raising props effectively	10	_____
Motion Technique Arm levels, motion sharpness, motion placement	10	_____
Group Stunt Execution	10	_____
Group Stunt Difficulty	10	_____
Standing Tumbling Execution	10	_____
Standing Tumbling Difficulty	10	_____
Running Tumbling Execution	10	_____
Running Tumbling Difficulty	10	_____
Interview Poise, personality, posture, charisma	10	_____

Overall Comments:

Judge's Total out of 90 _____