

^{THE} SOCCER **T** TRYOUT **T** **HANDBOOK**



A STEP-BY-STEP GUIDE FOR CONDUCTING
A FAIR AND EFFECTIVE SOCCER TRYOUT

BY
Colin Schmidt

The Soccer Tryout Book takes you through a series of soccer-based competitions that evaluates a large group of players in a short amount of time.

For the first time ever, you now have a resource that will allow you to run a fair, non-political tryout.

Follow the steps in this workbook and you'll end up with a complete ranking of all participants based on their soccer playing performances.

The Soccer Tryout Handbook

A workbook for conducting fair and effective soccer tryouts

By Colin Schmidt

Conducting tryouts is one of the toughest challenges of the advanced or competitive soccer coach. The goal of this book is to help you, the soccer coach, run a tryout that is both effective and fair.

When conducted correctly, your tryout will result in a complete ranking of all participants. You will have clear evidence on how players performed in **1 vs. 1** competition, **4 vs. 4** small-sided games and **11 vs. 11** soccer. If time permits you can also generate speed and fitness and rankings.

The activities are designed to run themselves. They are designed to evaluate a large group of players in a short amount of time. The end result is clear, unbiased evidence on who should make the team.

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Objective and Fair

The goal of this book is for you, the soccer coach, to run an effective and fair tryout. When conducted correctly, you will have a complete ranking of all participants. You will have clear evidence on how players performed in **1 vs. 1** competition, 4 vs. 4 small-sided games and **11 vs. 11** soccer. These activities are designed to run themselves. They are designed to evaluate a large group of players in a short amount of time. The end result is clear, unbiased evidence on who should make the team.

The methods selected for this workbook are objective in that they are "non-political." Team assignments and opponents are formed in a random fashion. Everyone is evaluated and ranked. With these activities it is impossible for a player to hide. It is impossible for a coach not to have any information on a participant.

The methods in the workbook have been used by soccer clubs, high school and college soccer teams and by the Olympic Development Program.

Conducting fair and objective tryouts is critical to any team's success. Tryouts reflect the philosophy of the coach and the image of the club. As the Director of Coaching for a soccer association with over 1200 players, I paid particular attention to running fair and objective tryouts. All players were given an equal opportunity to demonstrate their soccer playing abilities.

Soccer Based Competitions

The competitions chosen for this booklet are "soccer based." Players are evaluated on how they perform while playing soccer in a highly competitive situation. I strongly believe, as do many other veteran coaches,

that a player's performance in **1 vs. 1** situations directly relates to his or her performance in **11 vs. 11** games. Likewise if a player can perform well in small-sided games, such as a **4 vs. 4** game, it is almost certain the player will do well in large games.

Subjective Evaluations

As you gather *objective* performance results, I also encourage your evaluators to make *subjective* observations and remarks. Because the games run themselves, evaluators are free to observe players in action.

All tryouts must incorporate **11 vs. 11** scrimmages. Player performance must be observed in the true and pure 11-a-side game. Perhaps the best soccer tryout is an **11 vs. 11** game with skilled evaluators. Evaluators watch and choose the best players. If you don't have skilled evaluators or if you want confirmation, then the **1 vs. 1** and **4 vs. 4** competitions are the next best thing.

Speed and Fitness Testing

You may want to consider speed and fitness testing as well. If you're a college or high school coach, for example, you will have more tryout time available for this type of evaluation. Fitness and speed data can be very helpful. High scores may signal athleticism, dedication or potential. The tests chosen for this booklet are field tests in that no special equipment is necessary. Like the soccer-based competitions, they too are meant to rank a large group in a short amount of time.

GETTING STARTED

Important Considerations

Some coaches may have several days of tryouts, others may have only one day. Some coaches may be looking for one or two new players, others may be looking for an entire team. Some may be looking to fill certain positions; others are interested in only the best all-round players. Whatever your specific needs, be sure to answer the following questions before organizing your tryout:

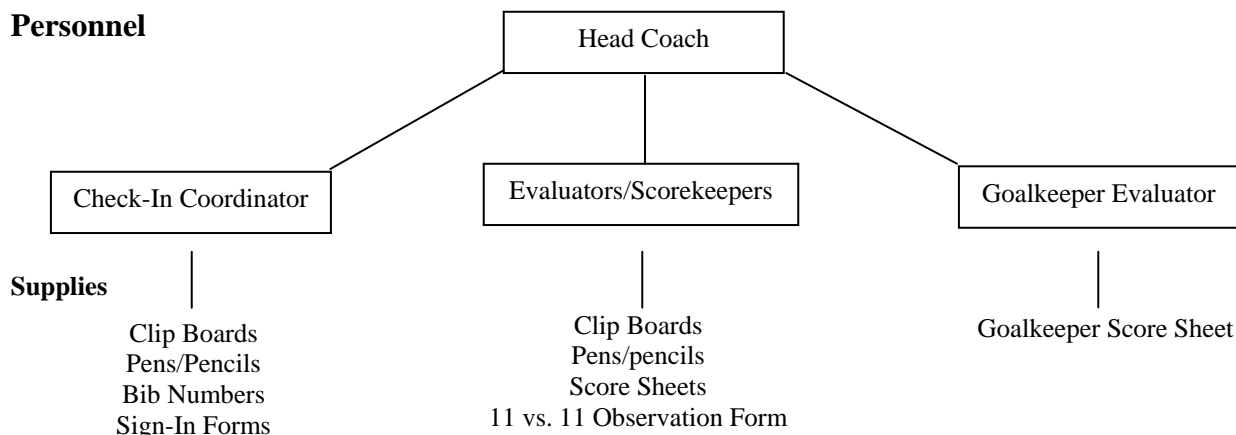
- How many players do you expect at the tryout?
- How many days/hours do you have for tryouts?
- How much field space is available?
- How much help do you have?

After identifying your objectives, follow these steps:

- Select the activities from this workbook that you want to do.
- Prepare registration materials and appropriate forms.
- Identify necessary personnel.
- Acquire necessary supplies and equipment.
- Conduct tryout(s).
- Select team. Contact ALL participants.

Again, it is strongly recommended that you organize yourself before the tryout begins. If you are using one of the activities in this book, practice it before the tryout. Try it with your existing team. Do you understand the player rotation? Do you understand how to keep score? What if someone shows up late? What if someone gets hurt? Iron out the wrinkles. Be sure you're ready and organized on the actual tryout day.

Personnel



Other Equipment:

- Deck of Playing Cards
- Cones
- Soccer Balls
- Whistle
- Stop Watch
- Goals

TIP:
Pencils work better than pens in cold and wet weather!

RECOMMENDED FORMATS

IF YOU HAVE TWO DAYS OF TRYOUTS

Day One (2.5 hours)

1. Warm-up
2. 1 vs. 1 Up and Down
3. 11 vs. 11 scrimmages

Day Two (3 hours)

1. Warm-up
2. 4 vs. 4 Card Game
3. 11 vs. 11 scrimmages

IF YOU HAVE ONLY ONE DAY OF TRYOUTS (2.5 –3 hours)

U11 to U13

1. Warm up
2. 4 vs. 4 Card Game
3. 11 vs. 11 scrimmages

U13 and above

1. Warm up
2. 1 vs. 1 Up and Down Game
3. 11 vs. 11 scrimmages

HIGH SCHOOL/COLLEGE TRYOUTS

Incorporate 1 vs. 1 and 4 vs. 4 competitions into a larger tryout. Include fitness/speed evaluations. Add in other drills/games. For example:

Day One

Warm up
4 vs. 4 Card Game
11 vs. 11 game

Day Two

Warm up
1 vs.1 Up and Down
11 vs. 11 game

Day Three

Warm up
fitness/speed test
11 vs. 11 Game

REGISTRATION /CHECK-IN

Registration

Proper registration or check-in is critical to running a good tryout. Try to have a "Check-In Coordinator" whose sole responsibility is to handle the check in. This person makes sure all forms are filled out and that tryout registration number matches on all forms.

Players should form a line when they arrive. Have players sign *Master Check-In Form* first. At this point, Coordinator hands player the *Player Check-In Form* and confirms that the number on this form matches the number on the *Master Check-In Form*. Coordinator gives the player the corresponding bib or tryout number to be worn throughout the tryout process.

Once all players have checked-in, Head Coach brings group together and makes announcements. (Allow time for questions and answers at the end of the session).

Players begin warming up, and the tryout is underway!

One copy for every player expected to attend.

PLAYER CHECK-IN FORM

Registration #: _____ (This number must correspond to the number you wear during the tryout procedure).

Player Name: _____ **Date of Birth:** _____

Parents' Names: _____

Address: _____

Phone No: _____

Are you interested in trying out for goalkeeper? Yes No

What one or two field positions do you favor most? _____

Which team did you play for last season?

Are you involved with any activities that might conflict with practices or games? If so, please explain.

Players: Do not fill out this portion of the form

Comments:

<p>_____Yes _____No <i>Coaches check off for final team selection</i></p>
--

Make one copy for check-in

MASTER CHECK-IN FORM

Place check mark next to # if player is a goalkeeper

Player Tryout Number	Player Name	Comments (if necessary)	Day 2 Check if player shows up for 2 nd day.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
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23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Use back of page or additional paper if more than 40 players



Before the tryout

- ❑ Review this material carefully.
- ❑ Practice the *4 vs. 4 Card Game* with your existing team.
- ❑ Anticipate number of players expected to attend, acquire necessary equipment for fields and for evaluators.
- ❑ Line up necessary scorekeepers/evaluators.
- ❑ Prepare score sheets and other paperwork: check-in forms, participant bib numbers.

At the tryout

Before players arrive

- ❑ Set up fields. One field per eight expected attendees.
- ❑ Place four pinnies on each field.

As players arrive

- ❑ Players check in.
- ❑ Players assigned corresponding tryout bib number.

The tryout begins

- ❑ Players given time to warm-up (on their own or under direction of coach)
- ❑ Card Game is explained to group as a whole.
- ❑ As players warm-up Card Deck is prepared (see preparing the card deck).
- ❑ Game Cycle begins

Players draw cards,

Players Return cards (to designated person)

Players go to appropriate field. One team puts on pinnies.

Games begin (8 minutes each).

Players referee/monitor their own games.

Scores are recorded before players leave field.

Players leave pinnies at the field

Players draw new cards.

Cycle continues for eight or more games.

After the tryout

- ❑ Coordinate all the score sheets into one master score sheet.
- ❑ Add up players scores (on one copy of the 4 vs. 4 score sheet).
- ❑ Rank players from highest score to lowest on the 4 vs. 4 ranking form.
- ❑ Use this information along with other criteria to help select your team! (See the final analysis)



4 VS. 4 CARD GAME OVERVIEW

General Description

Players participate in a series of 4 vs. 4 games. Before each game, players are randomly assigned new teammates through a lottery-like process using deck of cards. Scores are recorded for all players at the end of each 8-minute game.

Points:

- 4 points for a win
- 2 points for a tie
- 0 for a loss

Each player on a given team receives the same amount of points at the end of each game. At the end of six or more games, each player is ranked on his or her performance.

Time Required:

1.75 hours total. 8 games at 8 minutes each = 64 minutes. 5 minutes between games for score keeping and team drawing = 40 minutes.

Advantages

- All players "graded" equally
- Random team assignments (no loaded teams)
- Soccer based--players are playing soccer
- Model allows for subjective coaching observations
- Goalkeepers can be incorporated into the tryout.

Organization

Equipment

- 10 cones per field
- One ball per field

Supplies

- Deck of Cards
- Score sheets
- Bib numbers

Optional

One or more small fields with full size goals. Use this option if you want to involve goalkeepers into this tryout competition. (See Goalkeeper Testing later in this book).

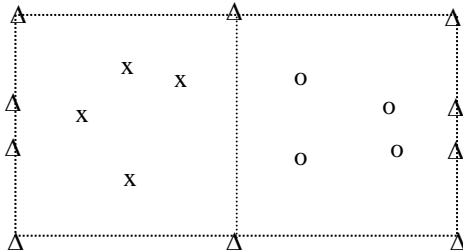
WARNING

To run this activity you must be organized and ready to adapt on the spot. The deck of cards must be prepared in advance of the player drawing to reflect the proper number of players and the number of fields. See the section on "preparing the deck". Scorekeepers must insure that all players' scores are accurately reported at the end of each game.



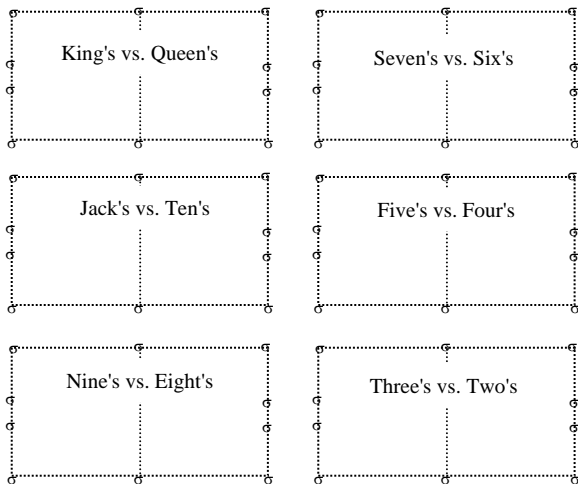
4 VS. 4 CARD GAME FIELD SET UP AND RULES

4 vs. 4



Each 4 vs. 4 field is roughly 20 by 40 yards.
Goals are 5 yards wide.

Teams are re-formed after each game based on lottery-like process using a deck of cards.



Each field accommodates 8 players. Four fields will accommodate 32 players. Six fields will accommodate 48 players.

Each field will have a designation such as "Kings vs. Queens." Designations do not change. At this field, the players who draw kings will always play the players who draw queens.

You will have to adjust the fields according to the number of players in attendance. You will have to arrange the card deck to match the number of players and fields. See "preparing the card deck" on the next page.

If you want to test goalkeepers, set up one or more fields with full-size goals. Have a "goalkeeper scorekeeper" keep track of goals against.

GAME RULES (Read these to players)

- Players referee and monitor own games.
- If a foul occurs that directly stops a goal from being scored, a direct free kick is awarded at the midline. (No defenders). If any other foul occurs an indirect free kick is awarded at the point of the foul.
- Shots should be "below the knees" to count. Also ball can not hit cone or travel above the cone.
- Out-of-bounds, corner kicks, goal kicks: players can pass or dribble. No throw-ins.
- Kickoffs: high card gets kickoff. (King's kick off against queen's. Jack's kick off against ten's. Nine's kick off against eight's and so on.) Ball does not have to travel forward.

SCOREKEEPING

Each scorekeeper records scores for two or three fields. (The same fields every game). Before a player leaves a field, the designated scorekeeper records points for completed game. Players on one team should all have the same score.

Points: 4 points for each player on the winning team, 0 points for players on losing time. 2 points for each player in event of a tie.

Example:

Team 1: players #12, #6, #33, #35. Team 2: players #3, #15, #22, #18.

Team 1 wins 4 to 3.

Players #12, #6, #33, #35 each get 4 points

Players #3, #15, #22, #18 each get 0 points

After scores are recorded in appropriate column and double-checked, players return to center of fields to draw cards for the next game.



4 VS. 4 CARD GAME PREPARING THE CARD DECK

This column represents the number of players at the tryout



Start with a full deck of playing cards (52 cards) plus jokers. Adjust the deck accordingly.

SIX FIELDS

- 48** Remove aces from deck, use all other cards, 12 teams of 4 players; All fields are 4 vs. 4.
47 Same as 46 players plus 1 joker*. Remove ace's and one joker.
46 Same as 48 players except King's vs. Queen's field is 3 vs. 3. Remove all ace's, jokers, one king, one queen.
45 Same as 44 players plus one joker*. Remove aces, 2 two's, 2 three's and one joker.
44 Same as 48 players, except Kings vs. Queen's is 2 vs. 2. Remove ace's, two King's and two Queen's from deck.

FIVE FIELDS

- 43** Same as 42 players plus one joker*
42 Same as 40 players except Kings vs. Queens is 5 vs. 5. Add two ace's to deck. 1st ace = king, 2nd ace = queen.
41 Same as 40 players plus one joker*.
40 Remove from card deck the Ace's, two's and three's. 5 fields all 4 vs. 4.
39 Same as 38 players plus one joker*.
38 Same as 32 players, plus a 3 vs. 3 field (four's vs. five's). Remove ace's, two's, three's from deck. Remove one four and one five from deck.
37 Same as 36 players plus one joker*.
36 Same as 32 players, plus a small 2 vs. 2 field (four's vs. five's). Remove ace's, two's, three's from deck. Remove two four's and two five's.

FOUR FIELDS

- 35** Same as 34 plus one joker*.
34 Same as 32 players except Kings vs. Queens is 5 vs. 5. Add two aces to deck. 1st ace = king, 2nd ace = queen.
33 Same as 32 players plus one joker*.
32 Four 4 vs. 4 fields. Remove from card deck ace's, two's, three's, four's and five's.
31 Same as 30 plus one joker.
30 Same as 32 except one field is 3 vs. 3 (four's vs. five's). Remove one four and one five from deck.
29 Same as 28 plus one joker*.
28 Same as 24 players, plus a small 2 vs. 2 field (six's vs. seven's). Add two six's and two seven's to your deck.

THREE FIELDS

- 27** Same as 26 plus one joker*.
26 Same as 24 players except Kings vs. Queens is 5 vs. 5. Add two aces to deck. 1st ace = king, 2nd ace = queen.
25 Same as 24 players plus one joker.
24 Three fields, all 4 vs. 4. Deck includes king's, queen's, jack's and ten's, nine's and eight's.

***THE JOKER:** Use the joker when you have an odd number of players. The player who draws the joker sits out the game. Indicate on score sheet that player sat out. After final scores are calculated determine average game score for this player and add this score to the total score.

More than 48 players? Don't panic. Consider 5 vs. 5 fields. Find another way to randomize teams. Use note cards to create five cards in every suit. Labeled poker chips also work.

Less than 24 players? 4 vs. 4 games and/or 3 vs. 3 games still work. Modify the deck accordingly.

ARE YOU READY?

DOES THE NUMBER OF CARDS IN YOUR HAND EQUAL THE NUMBER OF FIELD PLAYERS AT THE TRYOUT? WHAT WILL YOU DO IF A PLAYER DROPS OUT? WHAT IF SOMEONE SHOWS UP LATE?

Scorekeeping: The scorekeeping is always the same no matter what the number of players or the field configurations.

Goalkeepers: Goalkeeper's can play in this game. Set up one or more fields with full size goals. Establish a separate rotation for goalies and separate score sheet. One evaluator/scorekeeper must track the goals against. Make sure each goalie plays equal number of games.

Scorekeepers Name: _____

Create one copy of this sheet for two or three fields. (One sheet for each evaluator/scorekeeper).



4 VS. 4 CARD GAME SCORE SHEET

Scorekeepers/evaluators

Points: 4 = win, 2 = tie, 0 = loss. Note all field players on team receive the same score for each game.

If player is not on your field(s) put an "X" in the appropriate space.

Player Bib #	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8	Total Score
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
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23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									

Use back of page or additional paper if more than 40 players



4 VS. 4 CARD GAME PLAYER RANKING FORM

In the first column total points are listed from highest to lowest. In the second column enter the player's bib number (from your master 4 vs. 4 score sheet). If players sat out games (due to injury, or joker, or otherwise) adjust total points before entering the player bib number in this table.

Total Points (highest to lowest)	Enter corresponding Player Bib Numbers	Score
28-32		1
24-27		1
20-23		2
16-19		2
12-15		3
8-11		3
4-7		4
0-3		4

After table is complete,
enter the "score" in the third
column on the Master Score
Sheet.



Before the tryout

- ❑ Review this material
- ❑ Practice this *1 vs. 1 game* with your existing team
- ❑ Anticipate number of players expected to attend.
- ❑ Line up scorekeepers, evaluators and other assistants.
- ❑ Prepare score sheet(s) and other paperwork

At the tryout

Before players arrive

- ❑ Set up fields. One field per two expected attendees.

As players arrive

- ❑ Players check-in
- ❑ Players assigned corresponding tryout bib number. (Same #'s as first day of tryouts).

The tryout begins

- ❑ Players given time to warm-up (on their own or under direction of coach)
- ❑ *1 vs. 1 Up and Down Game* is explained to group as a whole.
- ❑ Game Cycle begins
 - Two players at a each station
 - Games begin (1 minute each).
 - Win or loss recorded on scores sheets
 - Players Move--winners move up one station, losers go back one station.
 - Cycle continues for six or more games.

After the tryout

- ❑ Coordinate 1 vs. 1 master score sheet.
 - ❑ Rank players from most wins to least wins
 - ❑ Record scores on master score sheet.
 - ❑ Use this information along with other criteria to help select your team!
-



General Description

The *1 vs. 1 Up & Down Game* as described in this booklet is a modified version of a *1 vs. 1 Ladder* as developed by Bob Livingstone and his colleague Dick Schroeder of the Rockville Center Soccer Club in eastern New York State. The full unmodified version of the *1 vs. 1 Ladder* can be found in the Appendix of Advanced Soccer Drills.

The model, as it is described here, ranks players as they compete in a series ten of 1 v 1 games. The results provide a quick and objective analysis of relative 1 v 1 soccer skills. The coaches will be able to clearly see how a player's performance ranks relative to the other participants.

Advantages

All players ranked (objectively, fairly). Allows coaches time for subjective evaluations/observations. To rank high in this activity, players must have a combination of strength, speed, stamina, and agility. They must have strong dribbling and ball-control skills. They must demonstrate an ability to tackle and win the ball in 1 v 1 situations. This method also measures a degree of competitiveness (psychological), which is important for high-level play

Organization

Create one playing field or station for each pair of players. If you have 40 players, for example, you'll need to set up 20 stations. Each station will have a pair of small goals made with cones or markers. See field diagram below.

Equipment

4 cones per station

1 ball per station

1 whistle to start and stop play

Supplies

Score sheets

Personnel

Scorekeepers (evaluators)

Time Required

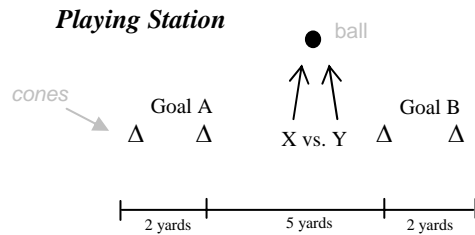
Total time: 45-60 minutes. Ten one-minute competitions plus time to record scores and move players.

WARNING

The 1 v 1 competition is not the final say as to the merits of an individual player. It is a way to identify players who have the base qualities needed for high-level play as measured against the relative abilities of their peers. Be sure to understand the scorekeeping and rotation before starting the tryout. Demonstrate the game at the tryout.



1 VS. 1 GAME FIELD SET UP AND RULES

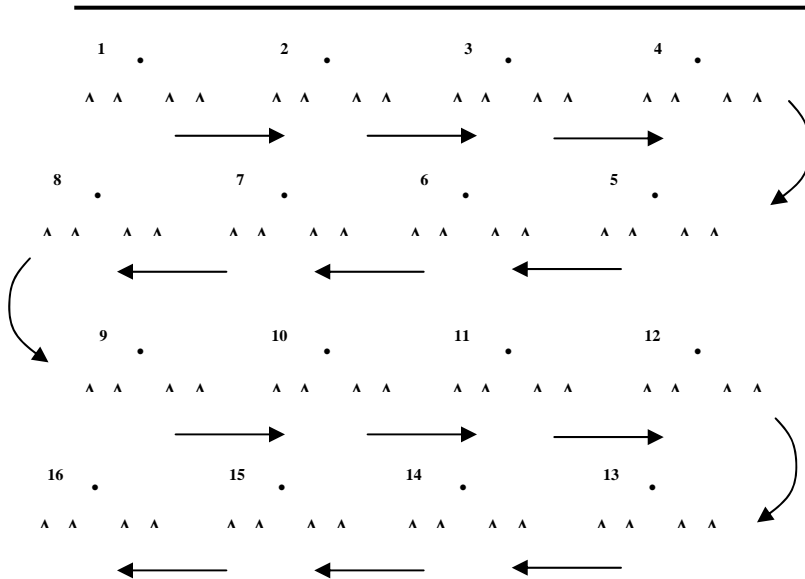


EITHER PLAYER CAN SCORE ON EITHER GOAL FROM ANY DIRECTION.

Set up one playing station for each pair of players. Each station has two small goals and one ball.

On the start whistle players race to ball and begin play. Play continues non-stop for one-minute at which point the whistle sounds again.

At the end of the one-minute game, players stay put until win or loss is recorded. Afterward, winners move up one station. Losers move down one station. (See rules below.)



Arrows indicate how the **winners** move after each round.

In this diagram, sixteen 1 vs. 1 playing stations are set up. One station for every two players. Stations are numbered from bottom to top. Allow 8-10 yards between stations.

Before starting:

Read the rules to the players and demonstrate the game. Also consider practicing the rotation. (For example, have players play rock-papers-scissors or odd/even. Have the winners and losers move accordingly). Sound the whistle to coordinate start and stop of competitions.

Up to 20 playing stations can fit on one regular size soccer field.

General Rules (Read to players)

Players play a series of ten 1 vs. 1 competitions. A win or loss is recorded for every player at the end of each game. For the first game (Game 1) players randomly go to a station, two players per station. On the whistle, Game 1 starts. A goal is scored when the ball travels between the cones on either of the two goals at the station. A goal can be scored from any direction. The ball can not hit or travel over the cone. There is no out-of-bounds. The players keep track of the scores of each game. Likewise, players call their own fouls; there are no referees. There is no stoppage of play. After a goal is scored, play continues non-stop. A player can score consecutive goals.

At the end of one minute, the whistle blows, and players stay at the station until the win or loss is recorded by the scorekeeper. After score is recorded, the loser goes back one station (to a lower numbered station); the winner advances (to a higher numbered station). Players have about three minutes to recuperate between rounds; then the process is repeated. Play starts and ends with the whistle.

If the score of an individual game is tied after one minute, the player who scored the first goal of the game is the winner.

Treat the first and last stations different from the rest. If there are an even number of players: at the top, the winner repeats the station; at the bottom the loser repeats the station. If there are an odd number of players, rotate the winners out at the top station. If a player sits out a game, make note of it on a score sheet.

As players are injured or drop out, players and coaches will have to adjust accordingly. Players may need to be regrouped or a station removed. The key is to keep the competition as random as possible.

Scorekeepers Name: _____

Create one copy of this sheet for every 5-6 fields. (One sheet for each evaluator/scorekeeper).



1 VS. 1 GAME SCORE SHEETS

Scorekeepers/evaluators:

After each game walk from station to station indicate a "W" for a win or "L" for a loss for each player.

After scores are recorded players move accordingly: losers move down, winners move up.

Player #	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8	Game 9	Game 10		Total wins
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
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26												
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40												

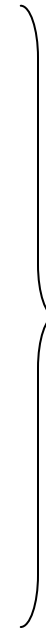
Use back of page or additional paper if more than 40 players



1 VS. 1 GAME RANKING FORM

From this chart it will be easy to divide players into top third, middle third and bottom third. The players at the top of the chart will have proven that they are the most skilled in high-pressure situations.

Number of games won	Enter Player Bib #'s	Score
10		1
9		1
8		1
7		2
6		2
5		2
4		3
3		3
2		3
1		4
0		4



After table is complete, enter the "score" in the third column on the Master Score Sheet.

Note if a player sat out any games make a note of it next to the player's number. For example, say player #13 won six games and lost one. He sat out two games due to an injury. In the chart above, his number would appear in "row 6" as #13⁻². If players missed games, try to create a percentage of games won and give the player the corresponding score. For example, player #13 mentioned above won 6 of 8 games. That equals 75%. I'd round down (giving him 7 wins out of 10 games and thus his score would be a "2."



Use the 11 vs. 11 game during tryouts to observe how players perform in the real game at specific positions. Use this time to confirm the rankings established in the 1 vs. 1 and 4 vs. 4 competitions. In particular, evaluators should pay attention to such things as:

- Control and first touch
- Decisions
- Impact and effectiveness
- Movement off the ball
- Goal Scoring
- Athleticism (speed, agility, balance)

Use a 1, 2, 3 grading system on the score sheet that follows.

1 = Outstanding performance, 2 = decent or above average, 3 = poor performance.

Concentrate on the 2's. Try to see which ones deserve to stay. Every evaluator should have an 11 vs. 11 observation sheet.

Scorekeepers Name: _____

Create one copy for each evaluator/scorekeeper.

**11 VS. 11 GAMES
OBSERVATION FORM**



Use a 1, 2, 3 grading system: 1=Outstanding performance, 2=decent, above average, 3= poor.

Discuss scores with other evaluators. Agree on final score or average scores. Add score to master score sheet.

Player #	Evaluators Grade	Comments	Final Grade
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
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30			
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32			
33			
34			
35			
36			
37			
38			
39			
40			

Use back of page or additional paper if more than 40 players

GOALKEEPER EVALUATIONS

Consider having one evaluator work with the goalkeepers. This evaluator can run the goalies through a series of activities.

Shooting

Each goalkeeper tries to save 10-15 shots from shooter at the top of the 18-yard box. Keep track of goals scored.

Crosses

Each goalkeeper takes turn trying to save or catch crosses while under pressure from two opponents. (Goalies take turns serving as opponents). Record the number of goals scored.

Goalie Wars

In a round robin format, goalies play a 1 vs. 1 game. Two full-size goals are set up facing each other 20 yards apart. Each goalie takes turns shooting on the other one. Goalies can never cross the mid-line of the grid. Play to 10. Record number of games lost for each goalkeeper. Make sure all participants play the same number of games.

11 vs. 11

Observe goalies in 11 vs. 11 scrimmages. Pay attention to technique, communication, leadership and distribution.

Player #	Shooting	Crosses	Goalie Wars (enter # of lost)	11 vs. 11 (enter 1, 2, or 3)	Total

The lower the total score, the better the goalkeeper. Use this information to help select the team's goalies.

Other comments/observations:

NOTE ALSO that goalies can be incorporated into the 4 vs. 4 and 1 vs. 1 games. They should rotate differently than field players. Likewise their scores should be kept separately from the field players scores. If you have four goalkeepers trying out, for example, set up two fields with full size goals. Keep track of goals against for each goalkeeper. (Note goalies playing in the 1 vs. 1 and 4 vs. 4 competitions may sway the objective or random nature of the competition. A poor or outstanding goalkeeper performance may affect the final score).



The following tests can be used to evaluate player's fitness, endurance or speed. The tests described here are "field tests:" no special equipment is needed other than a stop watch and a whistle.

It should be noted again the *1 vs. 1 Game* and the *4 vs. 4 Game* inherently test speed, endurance and recovery time. That is to say, the players who do well over the course of the competitions will have to be the better athletes. To score well in the 1 vs. 1 game, players have to be quick to the ball. The player must be strong to hold off opponents and to win the ball. The top performers must have endurance to even complete the demanding series of competitions. Players must also be able to recover quickly from game to game. Those that can't will lose or give up. Likewise the 4 vs. 4 games require players to perform at a high level for a prolonged period with short rest periods.

Speed and Quickness

Shuttle Run
Zig-Zag Run
Sprints

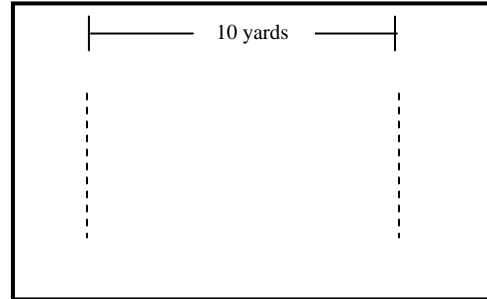
Endurance

Cooper Test
Birtwell Test



SHUTTLE RUNS

This test requires the athlete to run back and forth between two parallel lines. It measures speed, acceleration and turning speed. Place cones 10 yards apart or use line markings. Have players run four laps and record each player's time. (One player at time). The test procedure can be varied by changing the number of shuttles performed or by having the athlete pick up and return objects from the turning points.

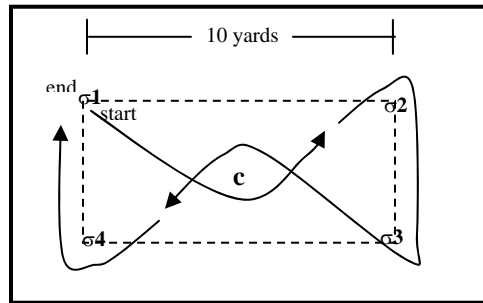


Variation: Have players dribble a soccer ball while performing test.

ZIG-ZAG RUN

Similar to the shuttle runs, this test requires the athlete to run a course in the shortest possible time. A standard zig-zag course is with four cones placed on the corners of a rectangle 10 yards by 6 yards, with a cone placed in the center.

If the cones are labeled 1 to 4 around the rectangle going along the longer side first, and the center cone is C, the test begins at 1, then to C, 2, 3, C, 4, then back to 1. This test procedure can be modified by changing the distance between cones or and the number of circuits performed. The total distance run should not be too great so that fatigue does not become a factor.



Variation: Have players dribble a soccer ball while performing test.

SPRINTS (40 YARD)

Players run 40 yard sprints. Times are recorded.

**TRY TO RECORD AT LEAST TWO ATTEMPTS PER PLAYER
FOR SPEED AND QUICKNESS TESTS.**



TWELVE MINUTE RUN (Cooper Test)

The aim of this test is to run as far as possible in exactly 12 minutes. The distance covered will then give a rough estimate of a player's condition. Player should be advised to run in a constant speed and to stop or walk if they get too tired. The test is only recommended for trained persons because it demands maximum effort. The test is useful to compare players relative to each others result as well as to measure a individual player's progress over time.

To record results, have players stop at the end of 12 minutes. Record the number of laps completed on a 1/4 mile track (e.g. 6.25, 7.5, 6.75, etc.). Many college programs require players to run at least 8 laps (2 miles) in 12 minutes or less.

RUGBY TEST (The Birtwell test)

The following fitness test is provided by David Graham through Michael Luke. The test was developed by Ian Birtwell, former National rugby coach of Canada. The test is part of the Rugby team's fitness program. **This test is not recommended for be used with pre-puberty athletes.**

Setup a course as shown in diagram.

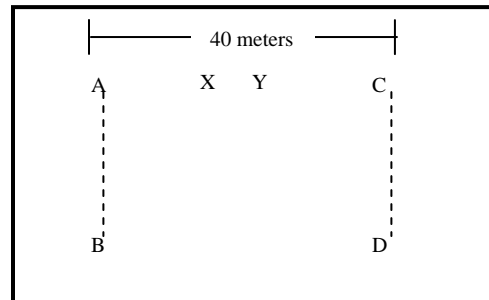
Players line up on Line AB. Coaches stand at X and Y: Coach X blows whistle at times indicated on the table on the next page, Coach Y calls out the level and rep currently being run (i.e. "Level 1, rep 2"). On signal (whistle) players run to Line CD, pause and start back on next signal.

NOTE: Players must be within 1 stride of the finishing line when the whistle sounds in order to continue -- otherwise they drop out and coach Y records the last level successfully completed (or the level on which they dropped out: it doesn't matter as long as you're consistent).

The amount of time given to complete each 40m repetition (=1 rep) is constant within a given level (levels consist of a varying number of reps), but decreases as the run progresses, so that it becomes increasingly difficult to keep up. The table on the following pages gives time for each level and rep.

The rugby team found that the fittest players at U15 tend to get up to about 6.2 or thereabouts (i.e. Level 6, rep 2). The national U20 rugby players reach the neighborhood of 7.4 (depending on body type and position played). This test is best run at the end of a fairly light practice because it is exhausting.

Table on next page . . .





FITNESS TESTING
ENDURANCE-Birtwell Test (cont.)

Level	Rep	Time
1 (16 seconds/rep)	0	0 (Start)
	1	16"
	2	32"
	3	48"
	4	1'04"
	5	1'20"
	6	1'36"
2 (14 seconds/rep)	1	2'06"
	2	2'20"
	3	2'34"
	4	2'48"
	5	3'02"
	6	3'16"
	7	3'30"
3 (12 seconds/rep)	8	3'44"
	9	3'58"
	1	4'10"
	2	4'22"
	3	4'34"
	4	4'46"
	5	4'58"
	6	5'10"
	7	5'22"
	8	5'34"
4 (10 seconds/rep)	9	5'46"
	10	5'58"
	1	6'08"
	2	6'18"
	3	6'28"
	4	6'38"
5 (9/rep)	5	6'48"
	6	6'58"
	1	7'07"
	2	7'16"
	3	7'25"
	4	7'34"
6 (8"/rep)	5	7'43"
	6	7'52"
	1	8'01"
	2	8'09"
	3	8'17"
	4	8'25"
7 (7"/rep)	5	8'33"
	6	8'41"
	7	8'49"
	8	8'57"
	1	9'04"
	2	9'11"
	3	9'18"
	4	9'25"
5	9'32"	
6	9'39"	
7	9'46"	
8	9'53"	

Duration of first level: 2 min

Duration of level 2: 2 min

Duration of level 3: 2 min

Duration of Level 4: 1 min

Duration of level 5: 1 min

Duration of level 6: 1 min

Duration of level 7: 1 min

Coach X blows whistle at the times listed in third column: "Time."

Coach Y calls out level and rep after each whistle and records last level completed when players are not within one yard of line when whistle blows.

The higher the level achieved by a player the higher the fitness level.

Example: Players line up on line AB. Coach X blows whistle at 0 seconds. Coach Y calls out "level 0, rep 0." At 16 seconds, Coach X blows whistle again and players run from line CD back to line AB. This pattern continues until players drop out.

At "level 3, rep 1" lets say that Coach X blows the whistle at 4 minutes 10 seconds. Coach Y yells out level 3, rep 1. Player number 15 is not within one yard of line when the next whistle blows at 4 minutes, 22 seconds. Player number 15 dropped out the level and rep is recorded.



FITNESS TESTING
ENDURANCE-Birtwell Test (cont.)

Player #	Shuttle Runs	Zig-Zag	Sprint	12-minute run (# of laps completed)	Birtwell test (Last level completed)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
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39					
40					

Consider at least two timed runs for sprint and quickness tests.

Use additional paper or back of page if more than 40 players



1. Enter scores from each activity on the Master Score Sheet (see the next page). Afterward, rank players on the Master Ranking Form in order of low score to high score.
2. Select one or two goalkeepers. Use information from goalkeeper evaluator testing and observations.
3. Select first 2/3 of field players. This should be easy based on your observations and the rankings from the Master Ranking Form (page 30).
4. Find out what positions you have represented by these players. Indicate which players are defenders, which are midfielders, which are forwards on the Master Score Sheet. Use the information on the player registration form or your own observations as to what position the player should play. Count up each category of positions to see if you need more of any one particular position. If so you may want to consider this information when selecting the rest of the team.
5. Select the remaining 1/3 of the team: add obvious choices to the list. Look at positions needed. Also use fitness testing information if applicable. You may also want to consider other criteria for your selection process. Are there any players who demonstrate outstanding leadership, dedication or sportsmanship?
6. Contact all participants or participant's parents. Let them know exactly how you made your decision.

Note that it is not advised to publish or make public the information you have gathered. Players only need to know how they scored relative to the other participants.



FINAL ANALYSIS MASTER SCORE SHEET

Player #	1 vs. 1 Game (enter 1, 2, 3, or 4)	4 vs. 4 Game (enter 1, 2, 3 or 4)	11 vs. 11 (enter 1, 2, or 3)	Other	TOTAL
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
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15					
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31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

Use additional paper or back of this sheet if more than 40 players.

BIB NUMBERS

Players will place bib numbers on their shorts or outerwear. Numbers placed on shirts often get covered by scrimmage vests.

Professional bibs like those used in road and bike races are available at Hercules Racing Bibs: Phone: (800) 682-7746. Website: <http://www.herculesbibs.com>.

If you have another bib numbering system, more power to you. Some coaches have had success getting numbers from bike or road races. (You may want to call your local bike or running store). If your numbering system is not 1-48, you will need to change the numbers on the registration forms and score sheets to match your bib numbers.