|  |  |
| --- | --- |
| A close up of a sign  Description automatically generated**PLAYER CRITERIA 2019/20** | **This booklet provides athletes, teachers, coaches, and parents/guardians with the criteria England Lacrosse looks for when selecting players for the different sections of the Talent Pathway.**  |

**Talent Pathway 2018/19**

**Academy Coaches Guide**

* Page 2-3 – Girls Regional Academy Nomination Criteria
* Page 4-5 – Girls Regional Academy Criteria
* Page 6-7 - Girls National Academy & Boys Academy Criteria
* Page 8-9 – Girls National Academy & Boys Academy Goalkeeper Criteria

**Coache**

**Girls Regional Academy Nomination Criteria**

If you want to be nominated for a Girls Regional Academy Assessment Day, you will need to demonstrate most or all of the following criteria:

Decision-making – Individuals who consistently make appropriate and effective technical and tactical choices in high pressure situations. They will be able to effectively influence attack and defence when playing 1 v 1.

|  |  |
| --- | --- |
| 4 | Can maintain or regain possession, assertive on ground balls, passes and catches with accuracy when under pressure. **Knows when and where to -** drive to goal or pass to x; where to shoot from; when to run or pass in transition; when to stay or check in defence. |
| 3 | Maintains possession, passes and catches accurately and competes for ground balls and can add pressure when defending. Knows when and where to - drive to goal, when to shoot, runs and passes in transition with success and force mistakes in defence. |
| 2 | Passes and catches accurately and competes for ground balls under limited pressure. Knows when to drive to goal but passes the ball off and when to channel opponents away from goal. |
| 1 | Shows a fixed mindset towards using skills and tactics where they achieve perceived success. Is limited to influencing the game as does not show knowledge of when and where to run, pass, channel or check. |

Athleticism – Individuals who are direct, move with pace and control, can stop and change direction with co-ordination and balance to influence games.

|  |  |
| --- | --- |
| 4 | Shows speed with/out the ball, agility to get open, make space or challenge. Is reactive and coordinated to situations. |
| 3 | In games, shows speed with the ball, agility with limited reaction. |
| 2 | In games, shows speed and agility with the ball. |
| 1 | In games, shows a change of speed. |

Resilience – Performs under pressure and is persistent and determined. Shows effective decision-making consistently when challenged by opponents. Telling signs of persistence and resilience – battles for ground balls, leads a press, pressures defence, continues to dodge and demand the ball in attack.

|  |  |
| --- | --- |
| 4 | Works hard and effective with the ball and when beaten and shows desire to compete majority of the time. Is persistent, reflective and responsive to advice and attempts to adapt. |
| 3 | Athlete’s work rate is high with the ball, can lack effort when not in possession. Wants to learn and is persistence to implement changes in game situations.  |
| 2 | Athlete works hard with the ball but lacks effort when not in possession. Requires constant reassurance and guidance to be persistent to make changes.  |
| 1 | Is focused on their perceived successes and is reluctant to change or work towards suggestions that will improve their effectiveness and influence |

**Girls Regional Academy Criteria**

If you want progress into the Girls Regional Academy and onto the Girls National Academy, you will need to demonstrate most or all of the following criteria:

Resilience – Athlete’s overall work-rate, coach ability and willingness to adapt.

|  |  |
| --- | --- |
| 4 | Works hard when beaten and shows desire to compete majority of the time. Is persistent, reflective and responsive to advice but takes a few attempts to adapt. |
| 3 | Athlete’s work rate is high with the ball, can lack effort when not in possession. Shows a willingness to learn and persistence to implement changes in game situations.  |
| 2 | Athlete works hard with the ball but lacks effort when not in possession. Shows a willingness to learn, requires constant reassurance and guidance to make changes.  |
| 1 | Shows a fixed mind set towards actions and skills where they achieve success. Is reluctant to change or work towards what the coaches are trying to achieve . |

Athleticism – Speed with the ball, agility and balance, power and stability, and speed endurance.

|  |  |
| --- | --- |
| 4 | Shows all four aspects of fitness. |
| 3 | Is quick and agile but lacks power. |
| 2 | Shows speed but lacks the ability to maintain over 60 minutes. |
| 1 | Shows only one aspect of fitness. |

Tactical – Athlete’s level of Lacrosse IQ and their ability to make good decisions under pressure.

Attack – Initiate attack, work with or for someone, invade space when appropriate.

Defence – ‘Range’: a collective in 1 v 1 (distance, body position, stick position), communication, work with or for someone.

Transition – Move forward with awareness of situation, supports the ball, identifies transition against and reacts.

|  |  |
| --- | --- |
| 4 | Athlete displays a high level of understanding in all three aspects of their position. They demonstrate most key indicators in each aspect of their position. Decision-making is of a very high level whilst under no pressure and at a high level whilst under pressure. |
|
|
|
|
| 3 | Athlete displays a good level of understanding in two of the three aspects of their position. They demonstrate the key indicators in two of the three aspect of their position. Decision-making is of a very high level whilst under no pressure and at a high level whilst under pressure. |
|
|
|
|
| 2 | Athlete displays good execution of an area of the game where they are successful. They are reluctant to try any new tactics to stretch their positional understanding. Shows good decision-making to reinforce their successes but lacks control in 'challenging or new’ environments. |
|
|
|
|
| 1 | Athlete displays good execution of an area of the game where they are successful when static or in drills. They are reluctant and lack persistence to implement new skills to improve their game. |
|
|
|
|

Skill – Ability of the athlete to display functional skills under pressure.

|  |  |
| --- | --- |
| 4 | Is able to maintain position, pass accurately, catch and collect ground balls in a high pressured environment.  |
|
| 3 | Is able to do three of the four; maintain position, pass accurately, catch and collect ground balls in a high pressured environment. This athlete will make errors whilst under high pressure.  |
|
|
| 2 | Is able to maintain position, pass accurately, catch and collect ground balls with limited pressure but struggles whilst under high pressure.  |
|
|
| 1 | Is able to pass and catch accurately under limited pressure, will attempt to collect ground balls with limited success. |
|

Value Added – The ability of the athlete to add value in competitive play.

|  |  |
| --- | --- |
| 4 | Adds value every time is on the pitch both with and without the ball.  |
|
| 3 | Adds value whilst on the pitch both with and without the ball. Sometimes can go missing.  |
|
| 2 | Can add value at times with ball but often is not effective. |
|
| 1 | Adds value with desire and supportive nature. |
|

**Girls National Academy & Boys Academy Criteria**

If you want to progress from the Girls Regional Academy and into the National Academy or if you want to access the Boys Academy, you will need to demonstrate most or all of the following criteria:

Resilience – Athlete’s overall work rate, persistence, and willingness to adapt.

|  |  |
| --- | --- |
| 4 | In all aspects of the game, runs hard, shows a high level of reflection and is quick to adapt to coaches advice. |
| 3 | Works hard when beaten and shows desire to compete majority of the time. Is reflective and responsive to advice but takes a few attempts to adapt. |
| 2 | Athlete’s work rate is high with the ball but lacks effort when not in possession. Shows a willingness to learn but struggles to implement in game situations.  |
| 1 | Shows a fixed mind set towards actions and skills where they achieve success. Is reluctant to change or work towards what the coaches are trying to achieve . |

Athleticism – Speed, agility, power, and speed endurance.

|  |  |
| --- | --- |
| 4 | Shows all four aspects of fitness. |
| 3 | Is quick and agile but lacks power. |
| 2 | Shows speed but lacks the ability to maintain over 60 minutes. |
| 1 | Shows only one aspect of fitness. |

Tactical – Athlete’s level of Lacrosse IQ and their ability to make good decisions under pressure.

Attack – Initiate attack, work with or for someone, invade space when appropriate.

Defence – Defensive positioning: collective 1 v 1 (approach, breakdown, contact), communication, work with or for someone.

Transition – Move forward with awareness of situation with the ball, supports the ball carrier, identifies transition against and reacts.

|  |  |
| --- | --- |
| 4 | Athlete shows a very high tactical ability. They demonstrate excellent decision-making whilst attacking, defending and in transition. They display a very high level of understanding in all three aspects of their position and display the key indicators in each aspect of their position.  |
|
|
|
|
| 3 | Athlete displays a high level of understanding in all three aspects of their position. They demonstrate most key indicators in each aspect of their position. Decision-making is of a very high level whilst under no pressure and at a high level whilst under pressure. |
|
|
|
|
| 2 | Athlete displays a good level of understanding in two of the three aspects of their position. They demonstrate the key indicators in two of the three aspect of their position. Decision-making is of a very high level whilst under no pressure and at a high level whilst under pressure. |
|
|
|
|
| 1 | Athlete displays good execution of an area of the game where they are successful. They are reluctant to try any new tactics to stretch their positional understanding. Shows good decision-making to reinforce their successes but lacks control in 'challenging or new’ environments. |
|
|
|
|

Skill – Ability of the athlete to display functional skills under pressure.

|  |  |
| --- | --- |
| 4 | Is able to maintain position, pass accurately, catch and collect ground balls in a high pressured environment.  |
|
| 3 | Is able to do three of the four; maintain position, pass accurately, catch and collect ground balls in a high pressured environment. This athlete will make errors whilst under high pressure.  |
|
|
| 2 | Is able to maintain position, pass accurately, catch and collect ground balls with limited pressure but struggles whilst under high pressure.  |
|
|
| 1 | Is able to pass and catch accurately under limited pressure, will attempt to collect ground balls with limited success. |
|

Value Added – The ability of the athlete to add value in competitive play.

|  |  |
| --- | --- |
| 4 | Adds value every time is on the pitch both with and without the ball.  |
|
| 3 | Adds value whilst on the pitch both with and without the ball. Sometimes can go missing.  |
|
| 2 | Can add value at time with ball but often is not effective. |
|
| 1 | Adds value with desire and supportive nature. |
|

**Girls National Academy & Boys Academy Goalkeeper Criteria**

If you want to progress from the Girls Regional Academy and into the National Academy as a goalkeeper or if you want to access the Boys Academy as a goalkeeper, you will need to demonstrate most or all of the following criteria:

Resilience – Athlete’s overall work rate, persistence, and willingness to adapt.

|  |  |
| --- | --- |
| 4 | In all aspects of goalkeeping, shows a consistent presence in goal and is focused to reset after a goal. Is highly reflective and is quick to adapt to coaches advice. |
| 3 | Works hard and shows desire to compete and make saves majority of the time. Is reflective and responsive to advice but takes a few attempts to adapt. |
| 2 | Athletes work rate is high when making a lot of saves. Shows a willingness to learn but struggles to implement in game situations.  |
| 1 | Shows a fixed mind set towards actions and skills where they achieve success. Is reluctant to change or work towards what the coaches are trying to achieve . |

Athleticism – Speed of hands, agility, balance, speed endurance.

|  |  |
| --- | --- |
| 4 | Shows all four aspects of fitness. |
| 3 | Is quick and agile but lacks balance. |
| 2 | Shows speed but lacks the ability to maintain over 30m. |
| 1 | Shows only one aspect of fitness. |

Tactical – Athlete’s level of Lacrosse IQ and their ability to make good decisions under pressure.

Save Mechanics – Body position to the ball, tracks the ball & scans, hand & footwork on shots.

Defence – Organise the defensive unit, communicate ball location & player direction, understands defensive systems.

Transition – Up-field movement out of save, range of passes, scans for early outlet pass.

|  |  |
| --- | --- |
| 4 | Athlete shows a very high tactical ability. They demonstrate excellent decision-making whilst attacking, defending and in transition. They display a very high level of understanding in all three aspects of their position and display the key indicators in each aspect of their position.  |
|
|
|
|
| 3 | Athlete displays a high level of understanding in all three aspects of their position. They demonstrate most key indicators in each aspect of their position. Decision-making is of a very high level whilst under no pressure and at a high level whilst under pressure. |
|
|
|
|
| 2 | Athlete displays a good level of understanding in two of the three aspects of their position. They demonstrate the key indicators in two of the three aspect of their position. Decision-making is of a very high level whilst under no pressure and at a high level whilst under pressure. |
|
|
|
|
| 1 | Athlete displays good execution of an area of the game where they are successful. They are reluctant to try any new tactics to stretch their positional understanding. Shows good decision-making to reinforce their successes but lacks control in 'challenging or new’ environments. |
|
|
|
|

Skill – Ability of the goalkeeper to display functional skills under pressure.

|  |  |
| --- | --- |
| 4 | Is able to maintain presence and stance, pass accurately and consistently make saves in a high pressured environment.  |
|
| 3 | Is able to do three of the four; maintain stance & arc position, pass accurately, save and step out to shots in a high pressured environment but will make mistakes. |
|
|
| 2 | Is able to maintain stance & arc position, pass accurately, save and step out to shots with limited pressure but struggles whilst under high pressure.  |
|
|
| 1 | Is able to make saves and distribute accurately under limited pressure, will attempt to step out to shots limited success. |
|

Value Added – The ability of the athlete to add value in competitive play.

|  |  |
| --- | --- |
| 4 | Adds value every time on the pitch, through communication, impact saves and determination. |
|
| 3 | Adds value whilst on the pitch with saves and attitude. Sometimes can go missing.  |
|
| 2 | Can add value at time with saves but often is not effective. |
|
| 1 | Adds value with desire and supportive nature. |
|