



Athlete Development Matrix & Judging Criteria Alignment

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Session Objectives

1. Consider meaningful competition factors as they apply to judged sports
2. Consider aspects of judging & scoring that can contribute to meaningful competition
3. Consider judging & scoring ideas that could benefit non-judged sports
4. Explore and brainstorm optimal changes / opportunities to improve alignment between ADM & Judging Criteria

Background

Coaches will coach to the system



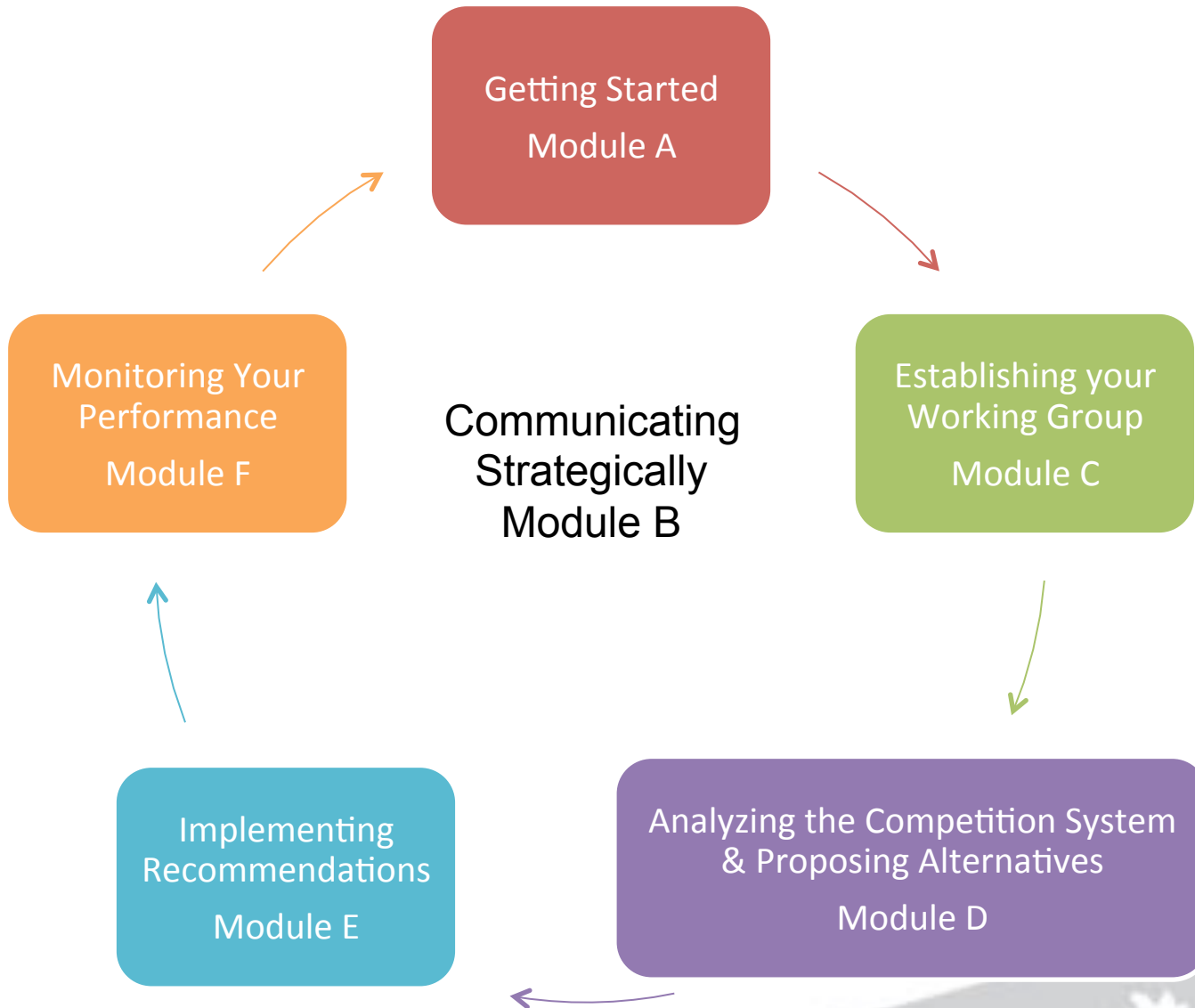
Teach to the test...

...but make better tests!

Competition Review & Restructuring

- **Competition review** - the process of *analyzing* the competition structure, rules, and calendar to determine whether it supports the athlete development pathway outlined in the LTAD framework
- **Competition restructuring** - the process of *selectively changing* competition structure, rules and calendar to address issues and optimize the role of competition in athlete development.
- A primary goal of review and restructuring is to make competitions more **meaningful**

Competition Review Process



Considerations

- NSOs, PSOs and clubs must make organizational changes to the competition structure to allow/guide coaches to keep improving the performance factors of athletes during the competition period
- Connection between NSO, PTSO's and Clubs is essential for a system to flourish

Athlete Development Matrix (ADM)

Sport-specific



How do we get there from here?

Athlete Development Matrix
(The plan)



Athlete Development Matrix



Alignment

Planning – Teaching - Evaluation

Alignment in physical education is
the degree of purpose across:

Activity design
(LTAD, ADM)



Teaching processes
*(Training practices, NCCP,
quality sport programming)*



Assessment of athlete outcomes
(Competition)

Meaningful Competition

A Meaningful Competition System is a Practical Implementation of LTAD

- A meaningful competition system links a sport's **LTAD theory** to **real-life athlete experiences**,
- Meaningful competition **guides talent development** and **drives good coaching decisions**
- Athletes of all ages, stages and skill levels are included: **Every athlete has a place where they “fit”** and are inspired to continue to improve



Meaningful Competition

Meaningful competition provides experiences that support learning for competitors.

It supports a “we can get better” attitude that encourages athletes to improve during and after the event.

Meaningful Competition

Meaningful competition is structured to reinforce the development of LTAD stage-specific skills and abilities.

The expected level of performance matches the skill level of the competitor.

Competitors are able to perform and test the skills they have learned and practiced in the training environment.

Meaningful Competition

A meaningful competition leads to results that are relatively close and not predictable.

Competitors are matched with others of a similar level of ability and are challenged to be the best they can be at that moment in time.

They believe they have a chance for success and remain fully engaged throughout the competition.

Meaningful Competition

In many sports (individual, judged) the field of athletes can be large, so meaningful competition may not always need to be the chance to literally “win”

- Feeling like you fit in to the level of competition
- Seeing potential to move up through the rankings, being inspired
- Having close competitors that challenge you

Factors in meaningful competition

Competition system designers can modify **variables** to optimize the value of competition, such as:

Duration

Space

Number of opportunities/tries

Allowed/required movements

Degree of difficulty

Scoring system

Weighting of scores (execution, difficulty, artistic)



Competition is more meaningful when...

- Competitors are matched with opponents of a **similar skill level and stage of development**
- Athletes are able to **see and measure improvement**, aided by **detailed results** that show various components of a final outcome or score.
- Athletes can see where they fit in the “big picture” as well as where they fit relative to their closest peers.
- Athletes are **recognized or rewarded** for demonstrating **important skills along the sport’s development pathway** (Athlete Development Matrix)



Alignment of judging criteria (scoring) with the sport-specific Athlete Development Matrix

Do the judging criteria at each stage

(and corresponding competition format and rules):

- ✓ Align with the Athlete Development Matrix (ADM) and LTAD priorities?
- ✓ Contribute to stage-appropriate skill development (for long-term success)?
- ✓ Guide developing athletes toward a positive and meaningful overall competition experience?

Considerations for judged sports

- Judges assess/evaluate athletes according to given criteria and rules
- Criteria guide judges to evaluate performances **relative to a standard** or **relative to other competitors**
- T2W & usually T2C stages are guided by international rules and judging criteria



Considerations for judged sports

- At earlier stages (L2T, T2T) judging criteria and rules can be usually be determined or at least influenced by NSOs & P/TSOs
- Sports can define judging criteria by stage, contributing to long-term athlete development and enjoyment by rewarding/emphasizing stage-appropriate improvements and skill development



Ideally...



- Judging criteria align with sport-specific ADM and LTAD stages
- Developmental priorities are recognized in competition results
- Short-term competitive success will also lead to optimal athlete development (long term)

Good ideas...

- Reporting and sharing more aspects of judges' evaluations & calculations on published results
- Leverage judges' expertise and efforts to provide feedback to athletes, to inspire improvement and opportunities for development (rather than just a final ranking)



For example - consider...



- Bonus scores to encourage important stage-appropriate skills that will benefit athletes long-term
- Identify compulsory skills or required components by stage, based on the sport-specific skills matrix (ADM)
- Weighting of score components (execution, difficulty, artistry, etc.) to reflect priorities of each stage of development

For example - consider...



- Grouping athletes by skill and stage rather than chronological age
 - Athletes levels based on demonstrated/proven stage-appropriate performance in competition (e.g. Degree of difficulty, score, required components, total score) instead of relying on year of birth
 - Broader age categories that overlap can allow athletes to develop and move up at their own rate of development

Identify the stage being considered (FUNdamentals, Learn to Train, Train to Train) and review the sport-specific athlete development priorities of that stage based on the sport-specific Long-Term Athlete Development Framework and Athlete Development Matrix. Review and summarize the most important stage-specific priorities for your sport for each category in this table:

LTAD Stage (pick only one stage at a time)	
Developmental Priorities (based on LTAD, including sensitive periods)	
Technical skills and abilities to be developed (based on Athlete Development Matrix)	

Safety considerations	
Other considerations for this stage (e.g. tactics, strategies, psychological skills)	
Most important skill(s) or other aspects to emphasize	

Consider aspects such as specific skills or types of skills, developmental benchmarks, technique, performance factors, artistic impression, height, speed, flexibility, execution and difficulty. Be as specific and descriptive as possible. Also consider and describe how various components are weighted or prioritized (e.g. Difficulty is 30% of the total score, or execution is out of 20 points). Fill out this table for each LTAD stage being considered.

What is measured and rewarded by current competition outcomes and judging criteria?

What information can athletes and coaches learn by analyzing competition results?

Compare the priorities of the stage identified in Task 3 to the current Judging Criteria & competition outcomes identified in Task 4. Identify strengths, weaknesses and/or gaps in the current system.

Key Considerations	Strengths of the Current Criteria / System	Gaps / Weaknesses / Areas to Improve
Competition supports athlete learning		
Competition reinforces development of stage-appropriate skills (based on Athlete Development Matrix)		
Prioritizing long-term development in training will lead to success in competition		

Safety is considered (e.g. prevention of overuse injury, appropriate skill expectations, progression, preparation)		
Early and late developers can both be challenged and have a sense of belonging		
Competitors are matched based on skill, or have ability to move up/down		

Consider existing ideas and previously developed programs

- Ideas from existing coaching resources or lesson plans or training camps
- Skills competitions or testing
- Programming or assessment tools used by coaches, clubs, or regions
- Ask coaches and leaders in various jurisdictions and clubs for innovative idea
- Other resources tested or developed by PTSOs or clubs

List possible programs, resources, or people to ask for ideas

Consider ideas from other sports



Skate Canada

- STARskate (mostly T2T)
- Were competing like elite skaters (high cost, less ice time, took away from development)
- Now more gradual introduction to competition, focus on fun and skill development, with a taste of performing
- Assessed to a standard (not ranked) & receive feedback
- Skaters advance when ready, more time on ice, less costly, shared music and choreography, more positive competitive experience

Consider ideas from other sports



Trampoline

- Provincial level (L2T, T2T) athletes were spending high proportion of time working on fine details of form at the expense of skill development needed for long term success
- DD score is now doubled for these levels – allowing and encouraging athletes to add new skills during the competition season

Adding ADM-aligned “judging criteria” to non-judged sports

Adding ADM-aligned “judging criteria” to non-judged sports



Plus Plays

- Stolen Bases
- Drag, Push, Slash
- Hit and Run
- Sac Bunt
- Adv. Runner 2nd to 3rd (no out)
- RBI From 3rd Less than 2 out
- 2 Out RBI
- 2 Strikes Hit
- Alert Baserunning
- Plus Defensive Play
- Double play
- Outfielder assist
- Caught stealing (def)



Minus Plays

- (F) Sac Bunt
- (F) To adv. Runner 2nd to 3rd (no out)
- (F) RBI from 3rd less than 2 outs
- Poor Baserunning
- Caught Looking 3rd Strike
- Passed ball/Wild pitch
- Walk
- Defensive error
- Caught stealing (off)



Please share!

Questions...
Ideas...

Thank you!!