Comprehensive Assessment Program for Soccer

Updated as of August 6, 2008

Procedure Manual
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It is easier to perceive athletic talent than it is to explain it......

For the past 15 years an ongoing project to develop tools for soccer coaches has led to the creation of the Comprehensive Assessment Program for Soccer (CAPS). These tools are used to help coaches, trainers and players gain valuable and accurate data through competitive objective activities. The data can then be used in a number of ways to help players identify; strengths and weaknesses, set measurable goals and clearly see growth and improvement.

“The coaching process is about enhancing performance by providing feedback about the performance to the athlete or team. Researchers have shown that human observation and memory, wonderful though they are, are not reliable enough to provide accurate and objective information for high-performance athletes. Objective measuring tools are necessary to enable the feedback process.”

From Analysis to Coaching - The Need for Objective Feedback
Mike Hughes - Centre for Performance Analysis, UWIC, Wales, UK

“A Part of what we try to do to take people to their soccer potential is to frame our athletic culture with these fundamental ideas:
- People do what you inspect not what you expect.
- Players develop best in competitive environments.
- The truly great athletes (the ones that are ambitious and hard working) want constant feedback and information about where they are and where they need to concentrate to get better.”


“Larsen pointed out that when matches are played, coaches evaluate both individual play and the team as a whole and this analysis acts as a guide in planning further training and choosing tactics for forthcoming matches. If the analysis part of this cycle does not provide the correct conclusion with regards to effectiveness it is highly probable that the potential of the team will not be realized. Several factors indicate that subjective, direct observation is not reliable.”

Oyvind Larsen, statistician for Even Pellerud and the Norway National team.

“The characteristics that contribute to applicability of a test is that it must be simple, easy to administer, and field-based,”
Long-Term Athlete Development:Systematic Talent Identification, Darlene A. Kluka, Ph. D., Kennesaw State University.
In 1987 the Athletic Footwear Association in America sponsored a study of 10,000 students ages 10-18 regarding their feelings about sport. The students reacted to questions such as why they participate, why they quit, and what changes they would make in order to get involved again in a sport they dropped.

The most important finding of the study was that winning, which is the most publicized and pursued goal of sports, never ranked higher than seventh even among the most competitive athletes. "To have fun" and "to improve my skills" were consistently the first two choices why the students chose to play sports. When asked why they dropped from sports three of the first five reasons were "I was not having fun," "coach was a poor teacher," and "too much pressure." How many coaches you know would have predicted this outcome?

Dr. Martha E. Ewing and Dr. Vern Seefeld of the Youth Sports Institute of Michigan State University who conducted the study, and Dr. Steven J. Danish, chairman of the Department of Psychology at Virginia Commonwealth University who added psychological and developmental interpretations proposed the following "truths" about children and sport:

Fun is pivotal; if it's not 'fun,' young people won't play a sport.

Skill development is a crucial aspect of fun; it is more important than winning even among the best athletes.

The most rewarding challenges of sports are those that lead to self-knowledge.

Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others).
Introduction

New web based Assessment tools for Soccer Coaches:

The new web based Comprehensive Assessment Program for Soccer (CAPS) offers soccer coaches a variety of tools to help with player assessments. Coaching the entertainment generation in a quick fix society has challenged the best of coaches throughout the country. Now coaches can use web based tools to help players better understand, identify and track basic strengths and weaknesses. The CAPS program consists of basic assessment tools that are soccer specific: Skills competition, Fitness competition, 1 vs 1 competition and a coach’s subjective evaluation. These tools allow players, coaches and parents to receive immediate feedback on a variety of Objective activities. The objective data is used to help players identify strengths and weaknesses, set and measure goals, and help coaches to accurately compare players within specific, teams or groups. Using the objective data the program ranks players within teams and groups and provide a percentile score for each activity based on a player’s results within their appropriate age and gender group. In addition the program calculates a unique CAPScore™ for each player for both the Skills and Fitness modules. The CAPScore™ can be used for player comparisons similar to the academic community’s SAT score.

CAPS was designed to provide maximum flexibility and ease of use for an organization or a coach. Players can be assessed all at once or individually. Coaches can use all of the assessment activities or only the ones that they feel are appropriate. Team or group assessments can be completed all in one day or they can be completed over several days, or weeks. Once the assessments are completed players can view and track their results and progress online. This individual information becomes a powerful motivating factor for players of all ages and gender.

The CAPS data enhances and supports already established player evaluation procedures. Coaches can use the data to help clarify and substantiate player evaluation and reviews. Making it easier for players and parents to understand and accept a coach’s observations and recommendations.

There are numerous features and benefits associated with the Comprehensive Assessment Program for Soccer (CAPS):

Features:
1. Requires little to no technical or soccer experience to use effectively
2. Requires no special equipment
3. Can be used with previously established evaluation programs
4. Can be used in part or completely
5. Simplified data entry procedures
6. Web based, no software programs to install and maintain
7. Uses both Objective and Subjective data
Benefits:
1. Objectively identifies player’s strengths and weaknesses
2. Helps motivate players to work on improving skills and fitness
3. Records and tracks player’s progress
4. Simplifies measurable goal setting for players and teams
5. Provides objective feedback for players and parents
6. Allows players to see improvement based on their own ability
7. Helps coaches justify and support player evaluations
8. Provides objective rankings and percentiles for Skills and Fitness
9. Provides meaningful and objective player profiles
10. Combines objective and subjective assessments for accurate player evaluations
11. Objective results used to make play selection more acceptable

This manual was created to ensure that staff members and participants capitalize on these benefits and features. The CAPS program is designed primarily to provide tools that easily, accurately and effectively help coaches and trainers assess and evaluate players. This manual was created to ensure that staff members and participants capitalize on the benefits and features of the program. It provides detailed directions on how to set up, conduct and record data for each Module and each activity within the Modules.

The primary modules and their activities are:

Module 1: Skills Competition
1. Distance dribbling
2. Tight space dribbling
3. Juggling
4. Passing
5. Shooting

Module 2: Fitness Competition
1. Push ups & Sit ups
2. Agility run
3. Flying 40-yard sprint
4. Recovery run
5. Leg strength

Module 3: 1 vs. 1 Competition
1. Wins
2. Losses
3. Ties
4. Goals for
5. Goals against
6. Points
Module 4: Coach’s Subjective Assessment
1. Attitude
2. Commitment
3. Discipline
4. Communication
5. Vision
6. Mental toughness
7. Technical speed
8. Tactical speed

In addition to these primary modules, the CAPS program has two supplemental modules that coaches and their staff can use to enhance detailed player evaluations:

Module 5: Attendance data  (For all team or group events)
1. Present
2. Late
3. Excused
4. Absent

Module 6: Match data  - playing time is divided into six categories:
1. Playing time
2. Playing status
3. Cards
4. Fouls
Each of the Modules provides detailed instructions for conducting and recording data for their respective activities. The Modules are laid out as follows:

**Objective** - what you are measuring.

**Staff required** - the number of staff needed.

**Equipment needed** - equipment necessary to conduct the activity.

**Activity setup** - how to set up the field space with the proper equipment. This section will refer to and be followed by appropriate diagrams that will assist with setup.

**Activity Procedure** - how to start and stop the activity.

**Guidelines** - state any specific guidelines that need to be applied to the activity.

**Recording data** - explains how and what data is recorded for the activity. This section refers to sample data forms in the Appendix.

The manual will reference full field diagrams that will help coaches and staff conduct all of the Modules at the same time. Specifically the diagrams will show a soccer field set up to have all Skills activities tested at the same time. Detailed diagrams are supplied for each of the activities within Skills, Fitness and 1 vs. 1 Competition modules. While the Skills, Fitness and 1 vs. 1 Competition can be done at anytime during the season we recommend that the Coach’s Subjective Assessment not be completed until the team or group has played a minimum of three matches. Since the Coach’s Subjective Assessment requires both soccer knowledge and coaching experience, we recommend that coaches new to the sport seek assistance from more experienced coaches when completing this module. All of the other module activities are strictly objective and do not require any coaching experience or soccer knowledge.

The **CAPS** program is designed to provide maximum flexibility and ease of use for an organization or a coach. Coaches can use all of the activities within a specific module or only the ones that they feel are appropriate (please note, in order for a **CAP Score™** to be generated, a player must complete all of the activities in the Skills & Fitness modules). Individual, team or group assessments can be completed all in one day or they can be completed over a period of time. We recommend that assessments be conducted at least two or three times a year for each player and that the assessment process be completed within a 2-week period. Organizations/clubs can sponsor special events, such as a Skills & Fitness Carnival, to conduct these assessments. Individual coaches can organize assessments for their respective teams based on their existing schedules and activities.
The manual will reference full field diagrams that will help facilitate each module being completed at the same time. Specifically the diagrams will show a soccer field set up to have all Skills, Fitness or 1 vs 1 activities tested at the same time. Detailed diagrams are supplied for each of the activities within Skills, Fitness and 1 vs. 1 Competition modules. While the Skills, Fitness and 1 vs. 1 Competition can be done at anytime during the season we recommend that the Coach’s Subjective Assessment not be completed until the team or group has played a minimum of three matches. Since the Coach's Subjective Assessment requires both soccer knowledge and coaching experience we recommend that coaches new to the sport seek assistance from more experienced coaches when completing this module. All of the other module activities are strictly objective and do not require any coaching experience or soccer knowledge.

**Evaluation Process and CAP Score™**

Once all or some of the activities are complete and the data has been entered online using the CAPS program, several functions and calculations will be performed to generate statistics, rankings, trends and CAPS Score™ which can be used to enhance a player’s overall evaluation.

**Players Data:**

The CAPS program will create a report for each player. The report will include the player's data for each activity and any score calculated by the program. Team or group Average, High, Low scores will also be displayed.

**Players Ranking:**

Players will be ranked within their team or group. Rankings will be calculated for each activity & each module. Results from each module will then be used to generate an overall assessment rank for each player.

**Player Percentiles:**

The player percentile represents the percentile rank of the player’s most current data for each activity.

**CAP Score™:**

CAP Score™ are calculated for Skills and Fitness based on a scale of 0 – 1000 and are relative to a player within his/her age and gender. They are listed by State, Region, Country and International. The total CAP score is calculated by adding the two scores together.

**Appendix**

The appendix includes some Frequently Asked Questions, a Glossary of terms, sample data sheets and sample reports. For any additional information or technical help please go to our help desk on the web-site (www.capscore.org).
Skills Competition

Skills used in the game of soccer can be separated into four basic groups:

1. Receiving the ball
2. Redirecting the ball
3. Moving with the ball
4. Moving without the ball

The Skills Module consists of five activities: distance dribbling, tight space dribbling, juggling, passing, and shooting. These activities are conducted to collect data that is used to assess a player’s basic competency in the skills listed above. While there is no perfect way to measure the skills used in the game of soccer, these activities will accurately and objectively identify a player’s basic strengths and weaknesses. Incorporating a time factor into the activities creates pressure similar to match conditions.

Please refer to Diagram S1 to see how a single field can be setup to run all of the Skills Module activities at the same time.
Diagram S1: Skills — Full Field
A single field (120 x 75) set up to run all skills activities at the same time
The Five Competitive Skills Activities

The following information defines each of the activities and provides instructions for setting up the field area, running the activity and recording the data. The activities can be completed in any order.

1. Distance dribbling

Objective:
This activity is used to measure several skills. First, it measures the player’s ability to effectively move with and without the ball over various distances. Second, it measures the player’s ability to stop and restart the ball within a confined space.

Staff required:
Two staff members recommended – one to time the activity; one to record data; both observe activities for penalties

Equipment Needed:
Digital stopwatch, tape measure, soccer ball, four sets of small cones, scoring sheet (see Appendix), & writing utensil

Activity set up: Refer to diagram S2A
- Using a tape measure and cones, place the first two cones 6-feet apart at the corner of the field on the end line.

- Moving in two parallel lines toward the center of the field, place the second set of cones 6-feet apart and 18-feet from the set on the end line (6 yards, adjacent to top of the keeper box).

- Continue moving into the field and place the third set of cones 6-feet apart and 54-feet from the set on the end line (18 yards, adjacent to the top of the penalty box).

- The fourth set of cones is placed in line with the other three sets, 6-feet apart and 180-feet from the set on the end line (60 yards, mid field for a 120-yard field).
Diagram S2A
Distance dribbling
Component Setup

Center circle

2 Yards
(6 feet)

80 yards
(180 feet)

6 cones
1 soccer ball
Player
Timer
Scorekeeper

18 Yards
(54 feet)

6 Yards
(18 feet)

Penalty Box

Keepers Box
**Activity Procedure:** Refer to diagram S2B

- Each player will participate one at a time against the clock.

- Players will begin with the ball placed on the ground between the first set of cones on the end line.

- The activity starts with the player dribbling the ball from the first set of cones to the second set (18-feet from end line).

- The timekeeper will start the stopwatch as soon as the player leaves the first set of cones with the ball.

- Player stops the ball between the second set of cones, returns to the end line without the ball, touches the end line and returns to the second set of cones.

- Player collects the ball and dribbles to the third set of cones (54-feet from end line).

- Player stops the ball between the third set of cones, returns to the end line without the ball, touches the end line and returns to the third set of cones.

- Player collects the ball and dribbles to the fourth set of cones (180-feet from end line).

- Player stops the ball between the fourth set of cones, returns to the end line without the ball, touches the end line and returns to the fourth set of cones.

- Player collects the ball and dribbles back to the third set of cones.

- Player stops the ball between the third set of cones, continues to the end line without the ball, touches the end line and returns to the third set of cones.

- Player collects the ball and dribbles back to the second set of cones.

- Player stops the ball between the second set of cones, continues to the end line without the ball, touches the end line and returns to the second set of cones.

- The player ends the activity by returning to the second set of cones, collecting the ball and dribbling back to the first set of cones on the end line.

- The staff member will stop the stopwatch when the player has brought the ball to a complete stop between the first set of cones.
Guidelines:

- During this activity the player must stop the ball between the cones on an imaginary line approximately six inches wide. This line is determined by the width of the cones.
- If the player fails to stop the ball between the cones, a 5-second penalty will be assessed.
- If the player does not stop the ball between the cones on the first attempt, they can try again until the ball is between the cones before they return to the end line.
- If the player or the ball touches a cone at any time during the activity, a 5-second penalty will be assessed.
- At no time during the activity is a staff member or anyone else allowed to tell the player whether or not they have accumulated a penalty.

Recording Data:

- Record player’s time and total penalties on the scoring sheet. The time is recorded to the nearest one hundredth of a second (.01).

<table>
<thead>
<tr>
<th>DISTANCE Dribbling</th>
<th>Minutes</th>
<th>Seconds</th>
<th>Penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>23.21</td>
<td>8</td>
</tr>
</tbody>
</table>
2. Tight Space Dribbling

Objective:
Tight space dribbling measures a player’s ability to accurately move with the ball within tight spaces. The activity is timed with 3-seconds assessed for penalties.

Staff required:
Two staff members recommended – one to time the activity; one to record data; both observe activity for penalties

Equipment needed:
Digital stopwatch, tape measure, soccer ball, two sets of cones, 23 small coaching discs, Scoring sheet (see Appendix), & writing utensil

Activity set up: Refer to diagram S3

- Using a tape measure, place two cones 6-feet from the corner of the penalty box toward the side line and 6-feet apart.

- Starting at the corner of the penalty box, begin placing small coaching discs 6-feet apart along the top of the penalty box. There should be a total of 23 coaching discs placed if the penalty box is the correct width (44 yards). If the penalty box ends before the 23rd disc is placed, continue until all 23 discs are in place. This will assure that the distance is correct (44 yards).

- Place another set of cones 6-feet from the last coaching disc and 6-feet apart from each other.
Diagram S3 — Tight Space Dribbling

- 23 discs
- 4 cones
- Player
- 1 soccer ball
- Direction of movement
- Dribbling with the ball
- Scorekeeper
- Timekeeper

2 yards (6 feet)

44 yards (132 feet)

2 yards (6 feet)

Start

Finish
Activity Procedure:

• Each player will participate one at a time against the clock.
• The player starts with the ball placed on the ground between the cones positioned 6-feet from the edge of the penalty box.
• Time keeping begins at the first touch of the ball.
• The player dribbles in a weaving pattern, in and out of the 23 discs that are positioned at the top of the penalty box.
• The activity ends when the player has passed the last discs and has stopped the ball between the set of cones located at the opposite end of the penalty box.
• The staff member will stop the stopwatch when the player has brought the ball to a complete stop between the set of cones.
• Players are allowed up to 3 attempts for this activity. See data sheet for details.

Guidelines:

• If the player or the ball touches a cone or coaching disc at any time during the activity, a penalty will be assessed.
• If the player misses a coaching disc during the activity, they may go back and correct it without penalty, if they fail or choose not to go back a penalty will be assessed.
• At no time during the activity is a staff member or anyone else allowed to tell the player whether or not they have accumulated a penalty.

Recording Data:

• The player’s time and penalties will be recorded on the scoring sheet. Time is recorded to the nearest one hundredth of a second (.01).
3. Juggling

Objective: Juggling is measured in three categories: Head, Thighs, and Feet. This activity measures the player’s ability to effectively control a ball in the air. Each body surface is measured separately.

Staff required: Staff members recommended – one to time the activity; one for each player to count consecutive touches & record data.

Equipment needed: Digital stopwatch, Soccer ball for each player, Scoring sheet (see Appendix), & writing utensil

Activity set up: Refer to Diagram S4

- Use an open area of the field approximately 40 yards by 30 yards. Have players spread out throughout the area.
- Each player will have a ball and a partner who will count consecutive touches on the ball.
Diagram S4 — Juggling Area

Center Circle

30 Yards (90 feet)

40 Yards (120 feet)

Penalty Box

Keepers Box
Activity Procedure:

- One person will use a stopwatch to time the players.
- Each player has a ball and a counter watching to count consecutive touches.
- Players may start with the ball in their hands or on the ground.
- When the timer gives the start command, each player will begin juggling the ball using a designated part of the body – head, thighs or feet.
- The timer will stop the activity after 30 seconds.
- The highest number of consecutive touches is recorded.
- The activity will continue until all three body parts are used.
- Each player will have up to two attempts at each body part. See data sheet for details.

Guidelines:

- Consecutive touches are counted for one body part only. For example, if a player is working on head juggling and lets the ball drop to their thigh, the ground or hands, the count ends. The count starts at zero again when the ball is redirected back to the head.
- Only the player being assessed is allowed to touch the ball. Staff members or any other individuals not participating may not retrieve or otherwise touch the ball during the activity.

Recording data:

- The counter will record the player’s highest number of consecutive touches on the scoring sheet for each body part.
- Data will be recorded for up to two 30-second attempts for each body part: Head, Thighs and Feet. See data sheet for details.
4. Passing

Objective:
Passing is a measure of a player’s ability to accurately pass a ball through a set of flags. Five passes are attempted while the player is being timed. The results will be used to calculate a rate of accurately completed passes per minute.

Staff required:
Two staff members recommended – one to time the activity; one to record accurate passes.

Equipment needed:
Digital stopwatch, tape measure, 1 can of field paint (optional), 5 soccer balls, 4 flags, 4 cones, Scoring sheet (see Appendix), & writing utensil

Activity set up: Refer to Diagrams S5A & S5B

• The center circle is the easiest place to set up this activity, however it can be set up anywhere on the field.

• Starting at the center of the field, place two corner flags six feet apart - each one positioned three feet from the center line in a direction towards the goal. Mark each flag location with field paint.

• Measure 10-yards away from the flags – going in a direction towards the side lines. Place five soccer balls 3-feet apart on the outside edge of the center circle. First ball is placed at the midfield line, then two balls on either side 3-feet away, then the last two balls 6-feet away from the first ball. Then place two cones 3-feet outside the last two balls. Mark the location of the balls with field paint.

• Measure 5-yards from the ball placed on the midfield line going in a direction towards the side line & place a corner flags at this point.

• Set up the same equipment on the opposite side of the two flags in the center.
Diagram S5A—Passing with Right Foot
Diagram SSB—Passing with Left Foot

- Player Passing ball
- 4 cones
- Player
- 5 soccer balls
- 4 corner flags
- Scorekeeper
- Timekeeper

1 Yard (3 feet)

2 Yards (6 feet)

5 Yards (15 feet)

10 Yards (30 feet)

10 Yards (30 feet)

5 Yards (15 feet)
**Activity Procedure:**

- Using the inside of the foot, the player will attempt to pass a ball between the set of flags 6-feet apart at the center of the field 10-yards from the set of 5 balls.

- Each player attempts five passes with each foot.

- Time begins when the player begins running towards the ball.

- The player starts at the flag positioned 5-yards away from the balls, runs towards the balls and attempts to pass one of the balls through the set of flags in the middle of the center circle.

- Once the first pass is attempted the player runs back around the starting flag.

- The player must go around that flag before returning to attempt the next pass. The player repeats this process until all five balls have been passed.

- The player can pass the balls in any sequence they like.

- The clock is stopped when the last pass attempt passes the cones on the opposite side or when the ball comes to a stop, whichever occurs first.

**Guidelines:**

- The pass must go through the flags without touching any part of them and must be below top of flags to count as an accurate pass.

**Recording data:**

- The time and number of accurate passes that go through the flags is recorded.

![Passing Chart](image-url)
5. Shooting

Objective:
Measure a player’s ability to accurately strike a ball into the goals in the air at least 18-inches above the ground. Five shots are attempted while the player is being timed. The results will be used to calculate a rate of accurately completed shots per minute.

Staff required:
Two staff members recommended – one to time the activity; one to record accurate shots.

Equipment needed:
Digital stopwatch, tape measure, 1 strap or piece of rope at least 36 feet long, 1 can of field paint (optional) 5 soccer balls, 2 flags, Scoring sheet (see Appendix), & writing utensil

Activity set up: Refer to diagrams S6A & S6B

- Tie a strap or rope across the goal mouth from goal post to goal post at a height of 18-inches from the ground.

- Place two corner flags on either side of the field by moving five yards away from the penalty arch along the top of the penalty box and five yards toward the midfield line.

- Place 5 soccer balls evenly spaced on one half of the penalty arch outside of the penalty box. For right footed shots, balls will be on the left side as you face the goal. For left footed shots, balls will be placed on the right side as you face the goal.
Diagram S6A—Shooting with Right Foot
Activity Procedure:

- The player will take five shots from outside of the penalty area along the arch, approximately 18 to 24 yards from the goal line. Players may shoot ball in any sequence they like.

- The player will take five shots with each foot, starting from alternate sides of the field. When they start from the flag on the right side (when facing the goal), they will use their left foot. When they start from the flag on the left side (when facing the goal), they will use their right foot.

- A player is timed. The time is started when the player leaves the flag. The player shoots the first ball and then runs back around the flag that they started at and shoots the next ball. The time runs until the player has shot the last ball and it has gone past the goal line.

- Time and goals are recorded.

Guidelines:

- No goalkeepers are needed.

- Only shots that enter the goal above 18-inches in the air without bouncing off the ground are counted. Shots may not touch any part of the rope or strap.

Recording data:

- Total time and the number of goals scored are recorded. Time is recorded to the nearest one hundredth of a second.
Fitness Competition

The game of soccer requires a significant level of fitness through several aspects of performance. A good player will demonstrate a high proficiency in speed, agility, leg strength, upper body strength and the ability to recover quickly after brief periods of intense physical activity. The CAPS program objectively measures a player’s strengths & weaknesses in Fitness by assessing the player using five fitness activities: Core Strength (Push-ups & Sit-ups), Agility run, Flying 40 Sprint, Leg Strength and a Recovery run. While there are many more aspects to a player’s fitness, these five activities represent a solid foundation for development and performance.

Please refer to Diagram F1 to see how a single field can be setup to run all of the Fitness Module activities at the same time.
Diagram F1 — Fitness Full Field
A single field (120 x 75) set up to run all Fitness activities at the same time

- 48 Small disc
- 5 Large disc
- 10 cones
- 14 corner flags
- Players
- Timekeepers
- Scorekeepers

Activities:
- Flying 40 yard
- Push-ups & Sit-ups
- Agility Run
- Recovery Run
- Leg strength
The Five Competitive Fitness Activities

The following information defines each of the activities and provides instructions for setting up the field area, running the activity and recording the data. The activities can be completed in any order.

1. Core Strength (Push-ups & Sit-ups)

Objective:
The goal is to measure how many push-ups & sit-ups can be done in one minute.

Staff required:
One staff member to time the activity; one staff member or non-participant for each player being assessed to count and observe proper form.

Equipment needed:
Digital stopwatch, one large coaching disc for each player being assessed, corner flags for each player being assessed, scoring sheet (see Appendix), & writing utensil.

Activity setup: Refer to Diagram F2

Push-ups –
• Place one large coaching disc on the ground for each player being assessed.

• The player being assessed will prepare for the activity by kneeling behind the coaching large disc.

Sit-ups –
• Place corner flags in a straight line approximately 3-feet apart (place enough flags so that each player has a flag on either side).

• Players lie on the ground between the flags. The players’ hips should be positioned between the flags – arms are crossed on the chest – players feet are on the ground and their knees are bent at approximately 45-degrees.
Diagram F2 - Push Ups & Sit Ups

Sit Ups

2 Yards
(6 Feet)

Push Ups

2 Yards
(6 Feet)
**Activity Procedure:**

**Push-ups**
- When the staff member starts the stop watch, the player will attempt as many push-ups as possible in the one minute time period.
- The player must perform a proper push-up in order for it to count towards the final score.
- A complete and proper push-up is one in which the player pushes their chest away from the coaching disc until the arms are fully extended.

**Sit-ups**
- When the staff member starts the stop watch, the player will attempt as many sit-ups as possible in the one minute time period.
- When the timer starts the players raise up their chest until the chest is parallel with the flags and perpendicular to the ground. They must keep their arms crossed and on their chest.
- The player then lies down completely and begins the next sit-up.
Guidelines:

Push-ups
- The player must hold their body straight and bring their chest to within 4-inches of the ground (the height of a large coaching disc).
- Players may stop, rest, and resume push-ups at any time during the one minute period. The player may rest in any position they are comfortable with.
- Once time is ended the counter records the total number of correct Push-ups completed.

Sit-ups
- The player must cross their arms on their chest and bring their shoulders up equal to or past 90-degrees.
- Their knees can be bent.
- Players may stop, rest, and resume sit-ups during the one minute time period. The player may rest in any position they are comfortable with.

Recording data:
- The counter records the total number of proper push-ups the player completes in the one minute interval.

![CORE STRENGTH](image.png)
2. Agility run

Objective:
Measure the time required to complete the Agility run.

Staff required:
One staff member to time the activity & record data

Equipment needed:
Digital stopwatch, tape measure, four corner flags, scoring sheet (see Appendix), & writing utensil.

Activity setup: Refer to Diagram F3

- Make a ten yard square using corner flags (one for each corner).
Diagram F3 — Agility Run

- Back pedal
- Forward run
- Start
- Return
- Side shuffle
- 10 yards (30 feet)

Employees:
- 4 corner flags
- Player
- Timekeeper
- Scorekeeper
- Direction of movement

10 yards (30 feet)
Activity Procedure:

- The runner starts at one corner and shuffles backwards 10 yards, then shuffles across 10 yards, then runs forward 10 yards, and then shuffles across 10 yards on the outside perimeter (flags) of the ten yard square. The player will be facing the same direction during the entire activity.

- The runner then reverses direction by shuffling left 10 yards, then running backwards 10 yards, shuffling right 10 yards, and then running 10 yards back to the starting position.

- The players continue the process until two complete rotations are completed. The two rotations will equal 160 yards, around and back then around and back again. Players should not stop during the rotations.

Guidelines:

- The player must start even with the flag and must reach the same flag before reversing direction.

Recording data:

- Record player’s time on the score sheet for each run to the nearest one hundredth of a second (.01).
3. Flying 40 Sprint

Objective:
To measure the time it takes for a player to complete a flying 40-yard sprint.

Staff required:
One staff member to time the activity & record data

Equipment needed:
Digital stopwatch, tape measure, one set of cones, 4 corner flags, scoring sheet (see Appendix), & writing utensil.

Activity setup: Refer to Diagram F4

- Place a set of cones three yards apart.
- Measure 10 yards from the cones and place two flags three yards apart from each other.
- Measure forty yards and place a second set of flags three yards apart from each other.
Diagram F4 — Flying 40 Sprint

- 4 corner flags
- Player
- Timekeeper
- Scorekeeper
- Direction of movement

Start run

Full Sprint

40 Yards (120 feet)

10 Yards (30 feet)
Activity Procedure:
- The player begins running from the cones toward the first set of flags.
- Prior to reaching the first set of flags, the player should be at a full sprint.
- Time is started as the player passes the first set of flags.
- Player continues sprinting past the final set of flags.
- Time is stopped when the player passes the final set of flags.
- Each player will perform the activity three times.

Guidelines:
- Players are instructed to make sure that they are sprinting through the entire 40-yards.
- For recording most accurate times we recommend that the staff timer be positioned to the side and in the center of the 40 yard area. See diagram for details.

Recording data:
- Record player’s time on the scoring sheet to the nearest one hundredth of a second (.01).
4. **Leg strength, forward & side to side**

**Objective:**
To measure the number of consecutive jumps completed in one minute both sideways and forward and back over six small coaching discs.

**Staff required:**
One staff member to time the activity; one for each player being assessed to count consecutive jumps without touching coaching discs.

**Equipment needed:**
Digital stopwatch, six small coaching discs for each player being assessed, scoring sheet (see Appendix), & writing utensil.

**Activity setup:** Refer to Diagram F5

- Create a rectangle approximately 16-inches by 24-inches using six small coaching discs (two columns of three discs).
Diagram F5 - Leg Strength

Forward and Back

Start here keeping feet together

Land here and jump back

Counter

Side to side

Start here keeping feet together

Land here and jump back

Counter

Timer
Activity Procedure:

- The player(s) starts out by standing beside the disc rectangle so that the three rows are either to the left or right of the player’s feet.

- The player performs side-to-side jumps by jumping over the 24-inch area with their feet together.

- Count the highest number of consecutive jumps within one minute that occur without hitting or touching a disc.

- Each time a player jumps over the disc is counted as one jump, over and back would be 2.

- Repeat the procedure with the player standing in front of the rectangle in a position that faces the two columns of three discs.

Guidelines:

- The player cannot touch or land on any of the coaching discs. If they do, the counter starts counting again from zero.

Recording data:

- Record the highest number of consecutive jumps for both the side-to-side activity and the front-to-back activity.

![LEG STRENGTH](image)
5. Recovery run

Objective:
The recovery run measures a player’s ability to recover after vigorous physical activity.

Staff required:
Two staff members to time the activity; one of these staff members will record the data.

Equipment needed:
Two digital stopwatches, tape measure, eight small cones, scoring sheet (see Appendix), & writing utensil.

Activity set up: Refer to diagram F6
- Using a tape measure and cones, place the first two cones 6-feet apart at the corner of the field on the end line.
- Moving in two parallel lines toward the center of the field, place the second set of cones 6-feet apart and 18-feet from the set on the end line (6 yards, adjacent to top of the keeper box).
- Continue moving into the field and place the third set of cones 6-feet apart and 54-feet from the set on the end line (18 yards, adjacent to the top of the penalty box).
- The fourth set of cones is placed in line with the other three sets, 6-feet apart and 180- feet from the set on the end line (60 yards, mid field for a 120-yard field).
Diagram F6 — Recovery Run

10 cones
Player
Timekeepers
Scorekeepers
Player Running Away
Running back towards endline
Direction of movement

Player completes a total of two runs. Player has a 45-second rest period between each run.
Activity Procedure:

- The set of cones at the end line represent the starting line.
- The player runs from the first set of cones to the second set of cones at the top of the keeper box and then runs back to the first set of cones.
- Without stopping, the player then runs from the first set of cones to the third set of cones at the top of the penalty box and then runs back to the first set of cones.
- Without stopping, the player then runs from the first set of cones to the fourth set of cones 60-yards away and then runs back to the first set of cones.
- The time keeping begins when the player starts at the first set of cones and then stops when the player finishes at the first set of cones when he/she returns from the 60-yard run.
- The player will complete two runs with a 45-second rest period in between.

Guidelines:

- The player must start the second run 45-seconds after the first run is completed.

Recording data:

- Record the time it takes to complete each of the two runs to the nearest one hundredth of a second (.01).

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<tr>
<th>Recovery Run</th>
<th>Seconds (1)</th>
<th>Seconds (2)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>33.77</td>
<td>33.81</td>
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1 vs. 1 Competition

The 1 vs 1 competition is limited to a total of 32 players per assessment.

Objective:
To measure a player’s ability to score and prevent goals during 1 vs. 1 competition against all other players within a team or group.

Staff required:
One staff member to time the games; two scorekeepers for each field.

Equipment needed:
Digital stopwatch, tape measure, field paint, soccer balls, four flags for each field, four cones for each field, two small coaching discs for each field, Scoring sheet, & writing utensil

Activity setup: 1 vs. 1 Competition

- Using the coaching cones and tape measure, set up fields measuring 12-yards long by 10-yards wide. Place one cone in each corner (field paint may be used to mark the corners as cones may be dislodged from their location during play).

- Place the coaching discs at midfield (6-yards from the corner on each sideline).

- Using field paint, create a 6-inch circle locating the center of the field, by measuring 6-yards in from the end of the field and 5-yards in from the sideline.

- Using two sets of flags create two goals - one at each end of the field. Space the flags 2-yards (6-feet) apart).

- When setting up multiple fields, leave a 3x5 yard distance between fields.

- Provide enough soccer balls to keep the games moving so players having to chase balls.
1 vs. 1 Competition
4 Fields

8 Small disc

Soccer balls

16 cones

Players

16 corner flags

10 Yards
(30 feet)

Score Keepers

Timer

Score Keepers

12 Yards
(36 feet)
Activity Procedure:

- The official timer will start and stop all matches. Matches are played for two minutes. Multiple matches may be played at the same time.

- Two players are called to each field and are directed to the starting position – one player in the middle of each goal.

- A ball is placed at the center of each field.

- When the timer starts the game(s), both players may challenge for the ball.

- Play is continuous until the timer ends the match.

- Balls that are played out of the field space over either the side or end lines are restarted by the appropriate player with the ball on the ground. The opposing player is required to give the player a minimum of three yards of space to re-enter the field of play.

- Balls going out over the end line are restarted either on the end line by the defender, or at the corner cone by the attacker, depending on which player last touched the ball. Again, three yards of space must be given for restarts.

- A goal is scored by the ball moving completely over the end-line and between the flags. Balls played above the flags, (approximately 5 feet) do not count as goals.

- Once a goal is scored the player scoring the goal must go back to the center of the field location. The player scored on then restarts from any point on the end-line.

- It is recommended that resting players and or volunteers be placed around the field areas in order to keep an adequate supply of balls available to the contestants. However they may not pass or send balls onto the field of play.

- When the timer ends play, the scorers will record the total amount of goals scored for each player on the score sheet and then prepare for the next match.
Guidelines:
- Extra balls may not be served or passed into the field of play. Players must come to the sides of the field to retrieve a new ball.

- Points are accumulated as follows:
  - Players are awarded 3 points for a win, 1 point for a tie and 0 points for a loss.
  - Players are awarded 1 point for every goal scored with a maximum of 3 points allowed for each game. However, players need to continue trying to score until the end of the game because the total number of goals scored will be recorded.
  - Players are awarded half a point for a shut-out.

**Example A:**
Player #1 scored 5 goals against Player #2 who scored 2 goals.

  - Player #1 points:
    - 3 for the win plus 3 for goals for a total of 6 points.

  - Player #2 points:
    - 0 for loss plus 2 for goals for a total of 2 points.

**Example B:**
Player #3 scored 0 goals against player #4 who scored 0 goals.

  - Player #3 gets 1 point for a tie and .5 points for a shut out for a total of 1.5 points.
  - Player #4 receives the same points.

Recording data:
- Data collected is as follows:
  - Goals for each player.
Coach’s Subjective Assessment

The coach’s subjective assessment is the opportunity for the coach, trainer or manager to assess players based on the coach’s observations, experience and knowledge. The CAPS program uses eight categories in this assessment: attitude, commitment, discipline, vision, communication, technical speed, tactical speed and mental toughness. The scores are relative to the player’s performance within a team or group that the staff has observed.

Objective:
To subjectively measure a player’s strengths and weaknesses, from both a psychological and a performance perspective during match conditions.

Staff required:
For coaches with little or no formal coaching experience, it is recommended that assistance from a licensed or certified coach be utilized. Coaches with a USSF C license or higher, NSCAA National certification or higher, or AYSO State license or higher are recommended for minimum requirements. Coaches may also use trainers and managers to assist with the player’s subjective assessment.

Equipment needed:
CAPS Coach’s Assessment Data sheet

Activity setup:
N/A

Activity Procedure:
The subjective assessment consists of four psychological items and four soccer specific items. The coach rates a player in each of these categories. The scale for rating is a five point scale that ranges from Unacceptable (0.00 - 0.75) to Exceptional (4.25-5.00). The first three items are rated in relationship to all of the team or group events the players are involved in. Each player is rated on Attitude, Commitment and Discipline. The soccer specific items are rated with respect to the player’s performance during practice sessions, scrimmages and in matches. Each player is rated on Communication, Vision, Technical and Tactical speed, and Mental toughness.
Guidelines:
Coaches and staff should perform subjective assessments only after they have had sufficient time to observe players in practice sessions, scrimmages and matches with their team or group. It is recommended that a minimum of ten practice or training sessions and three matches or scrimmages be held before the subjective assessment is conducted.

Recording data:
The coach uses the data sheets provided (see sample data sheet) by the CAPS program. The program will provide either a single sheet for each player or a team/group sheet for all players. The coach can choose which data sheet they wish to use. The coach then gives each player a score in the appropriate box for each of the categories: Games & Practices, Speed in Games, & All Activities.

The rating system uses values to the nearest hundredth of a point in order to help separate players that are very close in the coach’s opinion. The coach enters the rating into each item box on the Subjective assessment element.

Rating scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Range</th>
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<tr>
<td>Exceptional</td>
<td>4.25 to 5.00</td>
</tr>
<tr>
<td>High</td>
<td>3.50 to 4.24</td>
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<tr>
<td>Above average</td>
<td>2.75 to 3.49</td>
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<tr>
<td>Average</td>
<td>2.25 to 2.74</td>
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<tr>
<td>Below average</td>
<td>1.50 to 2.24</td>
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<tr>
<td>Low</td>
<td>0.75 to 1.49</td>
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<tr>
<td>Unacceptable</td>
<td>0.00 to 0.74</td>
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The Attendance Module helps coaches and trainers accurately and simply record a player’s attendance for all team or group events. The data is recorded and stored for reference during a player’s overall evaluation. Once the data is entered the coach can look at the Attendance statistics generated by CAPS. The program will rank players based on total points for being on-time, late, excused or absent. The program will also provide cumulative counts with percentages for all events.

**Objective:**
To measure the player’s attendance history

**Staff required:**
One staff member

**Equipment needed:**
CAPS Events Attendance Sheet (see sample in Appendix)

**Activity setup:** N/A

**Activity Procedure:**
At the beginning, during, or after each event, record the appropriate attendance score for each player.

**Guidelines:**
Staff should determine appropriate guidelines for players being excused from team or group events.

**Recording data:**
Record date, type of event, and an attendance score for each player within the team or group. See attendance scores below. Reference the Appendix for a sample Attendance form and a sample Attendance report.

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<td>Excused</td>
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<td>Absent</td>
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The Match Data module is used primarily to record a player’s participation level during matches. In addition, fouls and cards given are recorded. While this is not a comprehensive match statistics program, the data is used to enhance a player’s overall evaluation. By accurately recording match data, a player’s participation level is more clearly defined.

**Objective:**
To measure how a player’s time is spent during all matches.

**Staff required:**
One staff member

**Equipment needed:**
CAPS playing time data sheet, digital stopwatch

**Activity setup:**
N/A

**Activity Procedure:**
During each match, record the appropriate times for each player, based on the participation levels outlined below.

**Guidelines:**
Time In and Time Out is recorded for each player.

**Recording data:**
Time is recorded for each match and for each player. Reference the Appendix for a sample Playing Time form & a sample Playing Time report.

Participation levels are:
1. Playing time
2. Playing status
3. Cards
4. Fouls
Appendix

Frequently Asked Questions

*Future feature*……..

Glossary of Terms

**Defensive principals** - Regain possession, delay and balance

**Double** – movement by 2nd defender to double team 1st attacker

**Far Post** - Goal post farthest from the ball

**Fitness** - The ability to perform a physical activity over an extended period of time.

**Goal side** – being between your goal and the 1st attacker (the ball)

**Man on** – indicates direct pressure on player receiving the ball

**Match quickness** - The combination of tactical speed and technical speed together

**Near Post** - Goal post nearest the ball

**Offensive principles** - Penetration, support keep possession and unbalance defense

**Shape** – movement to help create depth, width and balance, offensively and defensively.

**Side On** - Player’s body position facing the field of play

**Skill** – is when and where to perform a technique while under pressure

**Step** – movement by defenders toward midfield creating a potential offside condition

**Strategy** – a plan of action involving tactics to accomplish a goal

**Tactic** – a decision to use skills to accomplish a goal, individually and in groups

**Tactical speed** – ability to make decisions at game pace or at high speed

**Take** – indicates a potential exchange of the ball between 1st attacker and 2nd attacker

**Technical speed** – ability to perform skills at game pace or at high speed

**Technique** – performing a particular physical action with the ball without pressure

**Time** – indicates no pressure on player receiving the ball

**Transition** – the movements and actions that occur immediately after a change of possession

**Turn** – movement in the opposite direction by player receiving the ball
SAMPLE FORMS
FITNESS

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SKILLS

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SUBJECTIVE

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SUBJECTIVE RANGES

- Exceptional: 4.25 to 5.00
- High: 3.50 to 4.24
- Above Average: 2.75 to 3.49
- Average: 2.25 to 2.74
- Below Average: 1.50 to 2.24
- Low: 0.75 to 1.49
- Unacceptable: 0.00 to 0.74
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SAMPLE REPORTS
**ASSESSMENT:** CAPS Sample Data  
**PLAYER:** Player Sample

### SKILLS - AVG. RANK: 1.0 of 1 / CAP Score: 830

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<tr>
<th>Skill</th>
<th>Rank</th>
<th>Time</th>
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<td>1</td>
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<td>Juggling (Highest)</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>15</td>
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<td>High/Low: 11 / 11</td>
</tr>
<tr>
<td>Passing (Rate)</td>
<td>1</td>
<td>4</td>
<td>3.52</td>
<td>4.6</td>
<td>Average: 4</td>
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<td></td>
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<td>High/Low: 4 / 4</td>
</tr>
<tr>
<td>Shooting (Rate)</td>
<td>1</td>
<td>3</td>
<td>4.71</td>
<td>3.87</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>High/Low: 3 / 3</td>
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### FITNESS - AVG. RANK: 1.0 of 1 / CAP Score: N/A

<table>
<thead>
<tr>
<th>Test</th>
<th>Rank</th>
<th>Time</th>
<th>Team Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agility Run (Fastest)</td>
<td>1</td>
<td>1:22.33</td>
<td>Average: 82</td>
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<td>High/Low: 82.33 / 82.33</td>
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<tr>
<td>Recovery Run (Fastest)</td>
<td>1</td>
<td>1:13.73</td>
<td>Average: 73</td>
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<td>High/Low: 73.73 / 73.73</td>
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<tr>
<td>40 Yard Sprint (Fastest)</td>
<td>1</td>
<td>5.67</td>
<td>Average: 5.67</td>
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<td></td>
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<td>High/Low: 5.67 / 5.67</td>
</tr>
<tr>
<td>Core Strength</td>
<td>1</td>
<td>31</td>
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<td>High/Low: 31 / 31</td>
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<tr>
<td>Leg Strength</td>
<td>1</td>
<td>59</td>
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<td>High/Low: 59 / 59</td>
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### ONE VS ONE - RANKED: 1 of 1

<table>
<thead>
<tr>
<th>Stat</th>
<th>Rank</th>
<th>Result</th>
<th>Team Avg.</th>
<th>Hi/Lo</th>
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<tbody>
<tr>
<td>Wins</td>
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<tr>
<td>Losses</td>
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<tr>
<td>Shutouts</td>
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<tr>
<td>Goals For</td>
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<td>0</td>
<td>0 / 0</td>
<td></td>
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<tr>
<td>Goals Against</td>
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<td>0</td>
<td>0 / 0</td>
<td></td>
</tr>
<tr>
<td>Points</td>
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<td>0.0</td>
<td>0 / 0</td>
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### SUBJECTIVE - AVG. RANK: 1.0 of 1

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rank</th>
<th>Rating</th>
<th>Team Avg.</th>
<th>Hi/Lo</th>
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</thead>
<tbody>
<tr>
<td>Attitude</td>
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<td>4.25</td>
<td>4</td>
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<tr>
<td>Commitment</td>
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<td>3</td>
<td>3.52 / 3.52</td>
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<tr>
<td>Discipline</td>
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<td>3.56 / 3.56</td>
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<tr>
<td>Communication</td>
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<td>2</td>
<td>2.56 / 2.56</td>
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<tr>
<td>Vision</td>
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<td>3.02 / 3.02</td>
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<tr>
<td>Technical</td>
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<td>2.98 / 2.98</td>
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<tr>
<td>Tactical</td>
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<td>2.79 / 2.79</td>
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<tr>
<td>M. Toughness</td>
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<td>4</td>
<td>4.26 / 4.26</td>
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</tbody>
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