Junior Screening
Grading Structure / Proficiency Levels
Why screen juniors different than adults?
At first glance, you would think our Level One screen would be a great overall screening process. It should highlight any functional movement deficiencies they are lacking and help track their progress. Unfortunately, it does not assess the child’s fundamental movement or sport-specific skills. There is a big difference between Functional movements and Fundamental movements. As stated earlier, fundamental movements involve locomotion, object control, stability and awareness. Functional movements, as discussed in Level One, involved patterns of motion that require a fluid balance of mobility and stability such as flexion, extension, rotation, squatting and single leg stance.

We recommend that juniors be evaluated in the FUNdamental Phase on both functional and fundamental movements and then add sport-specific screens in the Learn to Train Phase. Growth velocity should also be measured or the parents should be taught how to collect height and you should calculate growth velocity every two months.

Hat Classification/Ranking System

TPI’s Junior Hat Classification System - We have come up with an extensive classification system that minimizes the Matthew and Relative Age Effects. It allows the coach to progress kids through the first three phases of development (Active Start, FUNdamentals and Learn to Play) using objective criteria and a developmental mind-set. This is really based off the same type of system used in Karate schools all over the world.

TPI uses a ten level hat color system. Hats will be earned in order from red-to-white, to blue-to-green, to black. Very much resembling the teeing system used at most golf courses.

Kids will be evaluated on 7 building blocks or proficiencies and depending on how they perform, they will be placed into a certain hat color. The seven building blocks that will be tested include:

1. Golf Swing Technical Skills
2. Shot Making Skills
3. Course Management/Playing Skills and Performance Statistics
4. Object Control FMS
5. Locomotion FMS
6. Physical Fitness Proficiency
7. Rules, Etiquette, History, Motion Capture
Scoring

Each child is placed through a series of tests that are graded with a pass/fail score. Total number of passed proficiencies will determine what hat color the child earns. Each child, regardless of their chronological age, must go through the screening process to optimize their junior golf school experience.

Coaches have the power to screen kids on a regular basis or whenever they feel the child is ready to progress up the ranking system.

TPI Junior Grading Structure – Required Proficiency Levels
The following pages outlines the required proficiency level for each of the caps that make up the grading structure of the TPI Junior Program. We have broken our grading structure down into three levels;

Novice/Beginner
- Red Hat
- Red with White Stripe Hat
- White Hat

Intermediate
- White with Blue Stripe Hat
- Blue Hat
- Blue with Green Stripe Hat

Advanced
- Green Hat
- Green with Black Stripe Hat
- Black Cap
- Black with Silver Stripe Hat

Originally Karate students didn’t get belts at all. Rather, they received a scroll when they reached another level of skill. It was Jigoro Kano who introduced belts by giving Black Belts to two of his students. After that, a Karate student received just one belt at the beginning of his training and he dyed it darker with each level that he reached. There are many theories associated with this practice. For example, some say that the belts started out white and were allowed to get darker with time until they were black, signifying the length of time a person had been studying Karate.
The **Novice levels** should focus on establishing the basics of the game; Swing, Skill and Playing. Gradings are made up largely of outcome based demonstrations of swing fundamentals by the junior. Any skills tests included require a 25% success rate for that particular test to pass at these early levels.

The **Intermediate levels** continue to build on the foundation created in the Novice levels. More skills are taught and each grading progressively introduces more skills tests that have to be successfully completed in order to pass the grading. By Blue Green Stripe Cap Grading, most of the skills tests require a 50% success rate to pass that particular test.

In addition, the Intermediate levels mark the start of the junior being required to prove that they can achieve set standards for areas such as Scoring Average, Greens in regulation, Putts per round and Scrambling (relative to the appropriate modified course).

The **Advanced levels** require highly developed shotmaking and playing standards in order to pass the gradings, which implies a well developed swing. The Black Silver Stripe Cap Grading requires amongst other things a low single figure handicap and most of the skills tests contained within the grading require a two-thirds success rate to pass the individual test.

A TPI Black Silver Stripe Cap junior golfer will be well on the way to becoming a feared competitor!
TPI’S JUNIOR CLASSIFICATION SYSTEM

Red Hat Level

Golf Swing Technical Skills
- Demonstrate a 10 finger grip with the hands touching.
- With the assistance of an alignment aid, align the feet square to the target.
- Demonstrate basic athletic posture.
- Demonstrate basic weight shift from trail leg to front foot.

Course Management, Playing Skills and Performance Statistics
- Introduce juniors that are new to the game to the golf course and club environment.
- Introduce juniors to the concept of strategy by designing ‘holes’ that don’t rely upon golf specific skill, but still require thought. Activities using Cyclone equipment to replace golf strokes are ideal.
- Make it fun and competitive! Team activities are great.

Object Control and Locomotion (FMS) Proficiency
- Demonstrate basic ability to Hop, Skip and Slide.
- Demonstrate basic ability to Overhand Throw, Two-Hand Strike, and Bowl.

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 2 with good form
- Front Plank & Bridge - 24 seconds in perfect form
- Vertical Jump - 5 inches
- Chest Pass and Sit-up & Throw - 5 feet
- 505 Agility - less than 5 sec.

History, Rules, Etiquette
- Know safety guidelines and code of conduct for Cyclone and Tee Box rules for golf.
- History - Learn 2 golf legends and 1 fact about each.
- Etiquette - Noise level and attire on the golf course.
- Name 4 legends and 1 fact about each.
TPI’S JUNIOR CLASSIFICATION SYSTEM

Red w/ White Stripe Hat Level

**Golf Swing Technical Skills**
- Demonstrate a interlocking, Vardon or overlapping grip.
- With the assistance of an alignment aid, align the feet, pelvis and shoulders square to the target.
- Demonstrate basic golf posture including proper bend from hip and knee joints.
- Demonstrate good weight shift from trail leg to front foot with complete follow through.

**Shot Making Skills**
- Be able to successfully identify combinations of uphill and sidehill breaks and demonstrate this by rolling a ball into a defined area.
- Demonstrate the ability to hole one 2’ putt out of 4 attempts.

**Course Management, Playing Skills and Performance Statistics**
- Introduce putting component to some holes - keep track of total putts.

**Object Control and Locomotion (FMS) Proficiency**
- Demonstrate intermediate Hoping, Skipping and Sliding Traits
- Demonstrate intermediate Throwing, Striking, and Bowling Traits

**Physical Fitness Proficiency**
- Push-ups & Horizontal Pull-ups - 4 with good form
- Front Plank & Bridge - 48 seconds in perfect form
- Vertical Jump - 6 inches
- Chest Pass and Sit-up & Throw - 6 feet
- 505 Agility - less than 5 sec.

**History, Rules, Etiquette**
- History - Name 4 legends and 1 fact about each.
- Rules - 14 club rule, honors and play it as it lies.
- Etiquette - Speed of play and ready golf.
TPI’S JUNIOR CLASSIFICATION SYSTEM

White Hat Level

Golf Swing Technical Skills
- Demonstrate a strong or weak grip.
- Demonstrate correct alignment or feet, pelvis, shoulders and clubface without the assistance of a teaching aid.
- Demonstrate basic golf posture including neutral pelvis and neutral spine, bending from the hip and knee joints.
- Demonstrate the hands and club swinging in a circular motion on an inclined path.
- Demonstrate basic clubface rotation.
- Demonstrate a full weight shift from trail leg to lead leg with trail foot showing all spikes after impact.

Shot Making Skills
- Demonstrate the ability to hole a short putt.
- Read the break from a different angle to attempt to confirm read if unsure.
- Demonstrate the ability to hit one 20’ putt into a six foot radius circle out of 4 attempts.
- Demonstrate the ability to make consistent contact while chipping.

Course Management, Playing Skills and Performance Statistics
- Include both putting and chipping skills to on course activities on a regular basis.
- Include a golf club as one of the selection choices for tee shots on some holes.
- Strategies for negotiating the ‘holes’ you have designed should be discussed.

Object Control and Locomotion (FMS) Proficiency
- Demonstrate advanced Hoping, Skipping and Sliding Traits
- Demonstrate advanced Throwing, Striking, and Bowling Traits

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 6 with good form
- Front Plank & Bridge - 72 seconds in perfect form
- Vertical Jump - 7 inches
- Chest Pass and Sit-up & Throw - 7 feet
- 505 Agility - less than 4.9 sec.

History, Rules, Etiquette
- History - Name 6 legends and 1 fact about each.
- Rules - White, red and yellow stakes.
- Etiquette - Putting and Sand Trap etiquette.
TPI’S JUNIOR CLASSIFICATION SYSTEM

White w/ Blue Stripe Cap Level

Golf Swing Technical Skills
- Demonstrate awareness of proper ball position based on the shot being played.
- Demonstrate rotation of the spine and pelvis without excessive lateral movement.

Shot Making Skills
- Demonstrate the ability to hole two 2’ putts out of 4 attempts.
- Demonstrate the ability to hole one 7’ putt out of 4 attempts.
- Demonstrate the ability to hit one 10-12 yard chip out of 4 attempts into a 16 square yard target.
- Must land one 10-12 yard pitch out of 4 attempts into a 16 square yard target.
- Must land one 30 yard pitch out of 4 attempts into a 36 square yard target.
- Demonstrate the ability to hit 1 greenside sand shot (<10 yards) out of 5 attempts to a target 25 square yards in size.
- Demonstrate the ability to hit six 6-irons and six drives and hit them through a target 3 times (25%). Determine target width from maximum drive length.
- Demonstrate ideas on how to move the ball – trajectory and flight control.
- Explain the concept of breaking the putt into two halves to get a better read.

Course Management, Playing Skills and Performance Statistics
- No data tested, but should start to score 36 or less over par per round (modified lengths).
- No data tested, but should start to hit 20% or more of greens (based on modified course lengths).
- Average 54 putts or less
- No data tested, but should start to make 20% of scrambling attempts within 10 yards of the green.
- Note: Halve all of the above averages if your juniors are only playing 9 hole rounds.

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 10 with good form
- Vertical Pull-ups - 1 with chin to bar
- Front Plank & Bridge - 96 seconds in perfect form
- Vertical Jump - 10 inches
- Chest Pass and Sit-up & Throw - 10 feet
- 505 Agility - less than 4.8 sec.

History, Rules, Etiquette
- History - Name 8 legends and 1 fact about each.
- Rules - Provisional ball and sand trap rules.
- Etiquette - Speed of play and ready golf.
TPI’S JUNIOR CLASSIFICATION SYSTEM

Blue Hat Level

Golf Swing Technical Skills
- Demonstrate varied stance width based on the shot being played.
- Demonstrate rotation of the spine and pelvis without excessive vertical movement.
- Demonstrate a wrist motion compatible with the swing style developed.

Shot Making Skills
- Demonstrate the ability to hole two 2’ putts out of 4 attempts
- Demonstrate the ability to hole one 7’ putt out of 4 attempts
- Demonstrate the ability to hit two 20’ putts into a 6’ radius circle out of 4 random attempts.
- Demonstrate the ability to hit two 10-12 yard chips out of 4 attempts into a 16 square yard target.
- Must land two 10-12 yard pitches out of 4 attempts into a 16 square yard target.
- Must land two 30 yard pitches out of 4 attempts into a 36 square yard target.
- Demonstrate the ability to hit six 6-irons and six drives and hit them through a target 4 times (30%). Determine target width from maximum drive length.
- Be able to explain the concept of grain and how it affects a putt.
- Demonstrate the ability to hit 2 out of 6 shots either high or low or draw or fade. (can use any club)
- Demonstrate the ability to hit shots from uneven lies such as ball above or below the feet or uphill and downhill lies. Alignment should factor in likely ball flight.

Course Management, Playing Skills and Performance Statistics
- Relative to modified tees, return a scoring average below 26.5 over par
- Relative to modified tees, average 25% or more for GIR
- Average 45 putts or less
- Average 25% or more for scrambling within 10 yards of the green.
- Halve all of the above averages if your juniors are only playing 9 hole rounds.

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 14 with good form
- Vertical Pull-ups - 1 with chin to bar
- Front Plank & Bridge - 120 seconds in perfect form
- Vertical Jump - 12 inches
- Chest Pass and Sit-up & Throw - 12 feet
- 505 Agility - less than 4.6 sec.

History, Rules, Etiquette
- History - Name 10 legends and 1 fact about each.
- Rules - All hazard rules discussed and they must begin to read rules manual from USGA.
TPI’S JUNIOR CLASSIFICATION SYSTEM

Blue w/ Green Stripe Hat Level

Golf Swing Technical Skills
- Maintain all Blue Hat swing characteristics.
- Demonstrate a complete stable dynamic posture.
- Demonstrate good release and impact position.

Shot Making Skills
- Demonstrate advanced green reading abilities.
- Demonstrate the ability to hole two 2’ putts out of 4 attempts.
- Demonstrate the ability to hole two 4’ putts out of 4 attempts.
- Demonstrate the ability to hole two 7’ putts out of 4 attempts.
- Demonstrate the ability to hole one 11’ putt out of 4 attempts.
- Demonstrate the ability to hit two 20’ putts into a 6’ radius circle out of 4 attempts.
- Demonstrate the ability to hit two 30’ putts into a 9’ radius circle out of 4 attempts.
- Demonstrate the ability to hit two 10-12 yard chips out of 4 attempts into a 9 square yard target.
- Demonstrate the ability to hit two 16-18 yard chips out of 4 attempts into a 16 square yard target.
- Must land two 10-12 yard pitches out of 4 attempts into a 9 square yard target.
- Must land two 16-18 yard pitches out of 4 attempts into a 16 square yard target.
- Must land two 30 yard pitches out of 4 attempts into a 36 square yard target.
- Demonstrate the ability to hit six 9-irons, six 6-irons and six drivers and hit them through a target 6 times (35%).
- Demonstrate the ability to hit 3 out of 6 shots either high or low or draw or fade. (can use any club)
- Demonstrate the ability to predict ball flights from uneven lies such as ball above or below the feet or uphill and downhill lies.

Course Management, Playing Skills and Performance Statistics
- Relative to modified tees, return a scoring average below 22.5 over par.
- Relative to modified tees, average 30% for GIR
- Average 38 putts or less
- Average 30% or more for scrambling within 10 yards of the green.
- Halve all of the above averages if your juniors are only playing 9 hole rounds.

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 18 with good form
- Vertical Pull-ups - 2 with chin to bar
- Front Plank & Bridge - 144 seconds in perfect form
- Vertical Jump - 14 inches
- Chest Pass and Sit-up & Throw - 14 feet
- 505 Agility - less than 4.4 sec.

History, Rules, Etiquette
- History - Name 12 legends and 1 fact about each.
- Rules - All rules should have been read.

Optional
- Collect 3D Data
  - Start checking kinematic sequence parameters and discuss findings.
TPI’S JUNIOR CLASSIFICATION SYSTEM

Green Hat Level

**Shot Making Skills**
- Demonstrate the ability to hole three 2’ putts out of 4 attempts.
- Demonstrate the ability to hole two 4’ putts out of 4 attempts.
- Demonstrate the ability to hole two 7’ putts out of 4 attempts.
- Demonstrate the ability to hole one 11’ putt out of 4 attempts.
- Hit three 20’ putts into a 6’ radius circle out of 4 random attempts.
- Hit two 30’ putts into a 9’ radius circle out of 4 random attempts.
- Demonstrate the ability to hit three 10-12 yard chips out of 4 attempts into a 9 square yard target and hit two 16-18 yard chips out of 4 attempts into a 16 square yard target.
- Must land three 10-12 yard pitches out of 4 attempts into a 9 square yard target.
- Must land two 16-18 yard pitches out of 4 attempts into a 16 square yard target.
- Must land two 30 yard pitches out of 4 attempts into a 25 square yard target.
- Must land two 45 yard pitches out of 4 attempts into a 36 square yard target.
- Demonstrate the ability to hit 2 out of 6 from 10 yards to a 16 square yard target.
- Demonstrate the ability to hit six 9-irons, six 6-irons and six drives and hit them through a target 6 times (40%). Determine target width from maximum drive length.

**Course Management, Playing Skills and Performance Statistics**
- Relative to modified tees, return a scoring average below 18.5 over par
- Relative to modified tees, average 35% for GIR
- Average 36 putts or less
- Average 35% or more for scrambling within 10 yards of the green.
- Average 20% or more for scrambling inside full wedge distance.
- Halve all of the above averages if your juniors are only playing 9 hole rounds.

**Physical Fitness Proficiency**
- Push-ups & Horizontal Pull-ups- 24 with good form
- Vertical Pull-ups - 4 with chin to bar
- Front Plank & Bridge - 168 seconds in perfect form
- Vertical Jump - 17 inches
- Chest Pass and Sit-up & Throw - 17 feet
- 505 Agility - less than 4.2 sec.

**History, Rules, Etiquette**
- History - Name 5 female and 5 male legends and 1 fact about each.

Optional
- Collect 3D Data
  - Should be monitoring motion capture data quarterly.
Green w/ Black Stripe Hat Level

**Shot Making Skills**
- Make 9 out of 12 putts from 2-6 feet (4 from each length).
- Make 4 out of 12 putts from 7-15 feet (4 from each length).
- Hit three 20’ putts into a 6’ radius circle out of 4 random attempts.
- Hit three 30’ putts into a 9’ radius circle out of 4 random attempts.
- Hit three 10-12 yard chips out of 4 attempts into a 9 square yard target.
- Hit three 16-18 yard chips out of 4 attempts into a 16 square yard target.
- Must land three 10-12 yard pitches out of 4 attempts into a 9 square yard target.
- Must land two 16-18 yard pitches out of 4 attempts into a 16 sq yard target.
- Must land two 30 yard pitches out of 4 attempts into a 25 sq yard target.
- Must land two 45 yard pitches out of 4 attempts into a 36 sq yard target.
- Must land one 60 yard pitches out of 4 attempts into a 49 sq yard target.
- Demonstrate the ability to hit 2 out of 5 from 10 yards to a 16 square yard target.
- Demonstrate the ability to hit 1 out of 5 from 10-15 yards to a 25 square yard target.
- Demonstrate the ability to hit six 9-irons, six 6-irons, six drives and six 5-woods (or a hybrid) and hit them through a target 6 times (45%). Determine target width from maximum drive length.

**Course Management, Playing Skills and Performance Statistics**
- Relative to modified tees, return a scoring average below 13.5 over par.
- Relative to modified tees, average 40% for GIR.
- Average 2.0 putts per green in regulation or less.
- Average 40% or more for scrambling within 10 yards of the green.
- Average 25% or more for scrambling inside full wedge distance.
- Halve all of the above averages if your juniors are only playing 9 hole rounds.

**Physical Fitness Proficiency**
- Push-ups & Horizontal Pull-ups- 30 with good form.
- Vertical Pull-ups - 6 with chin to bar.
- Front Plank & Bridge - 192 seconds in perfect form.
- Vertical Jump - 19 inches.
- Chest Pass and Sit-up & Throw - 19 feet.
- 505 Agility - less than 4.1 sec.

**History, Rules, Etiquette**
- History - Name 10 female and 10 male legends and 1 fact about each.
Black Hat Level

Shot Making Skills
- Make 9 out of 12 putts from 2-6 feet (4 from each length).
- Make 5 out of 12 putts from 7-15 feet (4 from each length).
- Hit 8 out of 12 long range putts (20’, 30’, 40’) to defined targets (4 from each length).
- Demonstrate the ability to hit three 10-12 yard chips out of 4 attempts into a 9 square yard target.
- Demonstrate the ability to hit three 16-18 yard chips out of 4 attempts into a 16 square yard target.
- Must land three 10-12 yard pitches out of 4 attempts into a 9 sq yard target.
- Must land two 16-18 yard pitches out of 4 attempts into a 16 sq yard target.
- Must land two 30 yard pitches out of 4 attempts into a 25 sq yard target.
- Must land two 45 yard pitches out of 4 attempts into a 36 sq yard target.
- Must land two 60 yard pitches out of 4 attempts into a 49 sq yard target.
- Demonstrate the ability to hit 3 out of 5 bunker shots from 10 yards to a 16 square yard target.
- Demonstrate ability to hit 2 out of 5 bunker shots from 10-15 yards to a 25 square yard target.
- Demonstrate the ability to hit six 9-irons, six 6-irons, six drives and six 5-woods (or a hybrid) and hit them through a target 6 times (50%). Determine target width from maximum drive length.

Course Management, Playing Skills and Performance Statistics
- Relative to modified tees, return a scoring average below 9.5 over par.
- Relative to modified tees, average 50% for GIR
- Average 1.9 putts per green in regulation or less
- Average 45% or more for scrambling within 10 yards of the green.
- Average 30% or more for scrambling inside full wedge distance.
- Halve all of the above averages if your juniors are only playing 9 hole rounds.

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 32 with good form
- Vertical Pull-ups - 8 with chin to bar
- Front Plank & Bridge - 216 seconds in perfect form
- Vertical Jump - 22 inches
- Chest Pass and Sit-up & Throw - 22 feet
- 505 Agility - less than 4.0 sec.
TPI’S JUNIOR CLASSIFICATION SYSTEM

Black w/ Silver Stripe Hat Level

Shot Making Skills
- Make 9 out of 12 putts from 2-6 feet (4 from each length).
- Make 5 out of 12 putts from 7-15 feet (4 from each length)
- Hit 9 out of 12 long range putts (20’, 30’, 40’) to defined targets (4 from each length).
- Demonstrate the ability to hit three 10-12 yard chips out of 4 attempts into a 9 square yard target.
- Demonstrate the ability to hit three 16-18 yard chips out of 4 attempts into a 16 square yard target.
- Must land three 10-12 yard pitches out of 4 attempts into a 9 sq yard target.
- Must land two 16-18 yard pitches out of 4 attempts into a 16 sq yard target.
- Must land three 30 yard pitches out of 4 attempts into a 25 sq yard target.
- Must land three 45 yard pitches out of 4 attempts into a 36 sq yard target.
- Must land two 60 yard pitches out of 4 attempts into a 49 sq yard target.
- Demonstrate the ability to hit six 9-irons, six 6-irons, six drives and six 5-woods (or a hybrid) and hit them through a target 6 times (55%). Determine target width from maximum drive length.

Course Management, Playing Skills and Performance Statistics
- Relative to modified tees, return a scoring average below 4.5
- Relative to modified tees, average 55% for GIR
- Average 1.8 putts per green in regulation or less
- Average 50% or more for scrambling within 10 yards of the green.
- Average 35% or more for scrambling inside full wedge distance.
- Halve all of the above averages if your juniors are only playing 9 hole rounds.

Physical Fitness Proficiency
- Push-ups & Horizontal Pull-ups- 40 with good form
- Vertical Pull-ups - 10 with chin to bar
- Front Plank & Bridge - 240 seconds in perfect form
- Vertical Jump - 24 inches
- Chest Pass and Sit-up & Throw - 24 feet
- 505 Agility - less than 3.9 sec.
### TPI’S JUNIOR CLASSIFICATION SYSTEM

#### Cone Widths and Distance for Full Swing

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<td>Cone Width Percentage</td>
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<td>Cone Width Percentage</td>
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#### Fitness Tests

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Fundamental Movement Skills Screens

We are going to determine where the child is in developmental age, not chronological age. Remember, we can place them in one of three phases of development: beginner (discovery), intermediate (developing) and advanced (consolidating). For each test, we have included characteristics that children will display in each phase. You can customize the child’s training circuit to match their level of skill once you have determined the appropriate phase. Here is a list of the screens used:

- Locomotion Screens
  - Hopping
  - Skipping
  - Sliding

- Object Control Screens
  - Overhand Throw
  - Two-Hand Strike
  - Green Bowling
HOPPING

Test Objectives for Hopping

This helps assess dynamic balance, landing, counterbalance, jumping force and total body coordination.

How to Perform Hopping

Ask the child to hop approximately 15 feet. Repeat with the other foot.

Beginner Traits: Body is too vertical, minimal hop height, loss of balance, elbows extended, non-supported leg does not swing to produce force and non-supported leg is not bent and behind body.

Intermediate Traits: Body leans forward slightly, arms start to bend and swing, balance is still poor, non-supported leg starts to produce force, non-supported leg is behind body and knee flexes on landing.

Advanced Traits: Body leans forward over the hopping foot, elbows are bent and arms swing on take off, foot of non-supported leg swings in perpendicular fashion and produces force, non-supported leg is behind body and knee flexes on landing, balance is good.
SKIPPING

Test Objectives for Skipping

This helps assess cross-crawl pattern development, total body coordination, weight shift, balance and rhythm.

How to Perform Skipping

Mark off two lines 30 feet apart. Tell children to skip from one line to the other. Have them repeat this three times.

Beginner Traits: A step-hop action is present but tends to be a double hop or step, arms are not coordinated and arms don’t move in conjunction with the opposing leg.

Intermediate Traits: The step-hop is now coordinated, arms find the rhythm and move in conjunction with the opposing leg. Landing foot is flat.

Advanced Traits: The step-hop is now smooth and coordinated, arms are used in the hopping motion and move in conjunction with the opposing leg, landing is now on the balls of the feet.

Poor Cross-Crawl Pattern

Good Cross-Crawl Pattern
SLIDING

Test Objectives for Sliding

This helps assess weight shift, balance and whole-body coordination.

How to Perform Sliding

Mark off two lines 30 feet apart. Tell children to slide from one line to the other making sure they are facing the same direction the entire 30 feet. Have them repeat this three times.

Beginner Traits: Body doesn’t remain facing forward, feet cross over each other, both feet don’t ever leave ground together and may have difficulty going both directions.
Intermediate Traits: Body remains facing forward most of the slide, feet don’t cross over each other, better weight shift and may still have asymmetry from right to left.
Advanced Traits: Body remains facing forward, good side step followed by slide of trailing foot next to lead foot, both feet leave the ground together for short period of time and the children are symmetrical from right to left.
OVERHAND THROW

Test Objectives for Overhand Throw

This helps assess the energy transfer system (kinematic sequence) from ground to ball, speed, weight transfer, balance and accuracy.

How to Perform the Overhand Throw

Give the children a Catchtail baseball or SNAG tennis ball and a target to throw at (we use the Rip-N-Grip board). Film them throwing the ball. Give them five throws.

**Beginner Traits:** Feet stationary, trunk faces direction of throw (perpendicular to target line), minimal rotation of body during the throw, no weight transfer and windup and follow through limited.

**Intermediate Traits:** Trunk is parallel with target line, body turns towards throwing arm during windup, better weight shift but same-side foot as the throwing arm steps forward and bigger arm windup and follow through.

**Advanced Traits:** Trunk is parallel with target line, throwing arm is swung back in preparation for the throw, opposite arm mimics throwing arm for balance, there is a distinct turn of the trunk and pelvis, better weight shift with opposite foot to the throwing arm stepping forward and bigger arm follow through.
TWO-HAND STRIKING

Test Objectives for Two-Hand Strike

This helps assess the hand-eye coordinating, weight transfer, balance and force production.

How to Perform the Two-Hand Strike

Set up a foam ball on a batting tee around waist high and give the athlete a bat. A foam bat is usually the right weight. Give them a target to hit towards, and film them hitting the ball. Give them five swings.

Beginner Traits: Feet stationary, trunk faces direction of ball (perpendicular to target line), minimal rotation of hips through impact and misses the ball on most swings.

Intermediate Traits: Trunk is parallel with target line, trunk and pelvis rotate through impact, better weight shift on some of the swings and better ball to bat contact.

Advanced Traits: Body is side on, weight start on back foot, good weight shift to front foot, body rotates through impact and consistent bat and ball contact.
GREEN BOWLING

Test Objectives for Green Bowling

This will assess spatial awareness, slope awareness and affect, object speed control, hand-object coordination and force production.

How to Perform Green Bowling

Place a stack of bowling pins on a green with a good amount of slope so you can have a right-to-left break or left-to-right break on the opposite side. Have the child stand 30 feet away from the pins and try to roll the ball and knock down the pins. Give them five attempts.

Beginner Traits: They have a hard time rolling the ball, no accuracy control and no concept of slope.
Intermediate Traits: They can roll the ball but speed is inconsistent, takes them one or two rolls to learn the slope and adjust.
Advanced Traits: They make adjustments for slope on first attempt and speed is consistent.

Foam Bowling Set
Physical Fitness Proficiencies

We are now going to try and determine how physically developed the child is. For each test, we have included characteristics that children will display in each phase. You can customize the child’s training circuit to match their level of skill once you have determined the appropriate phase. Here is a list of the screens used:

- **Mobility / Stability**
  - Push-Ups
  - Horizontal Pull-Ups
  - Vertical Pull-Ups
  - Bridge
  - Front Plank

- **Speed / Power / Agility**
  - Vertical Jump
  - Standing Broad Jump
  - Seated Chest Pass
  - Sit-Up and Throw
  - 505 Agility Test
VERTICAL JUMP

Test Objectives for the Vertical Jump Test

The vertical jump test is a great test for overall power. The vertical jump requires more than just leg power but it is a good measurement of leg thrust.

How to Perform the Vertical Jump Test

Use a Velcro Reach and Jump Board or place a tape measure vertically along a wall. Have the child reach up as high as possible keeping the feet on the ground and record the height on the tape measure. Now have the child jump as high as possible using only a counter movement (slight squat - no running start) and touch the tape measure. Take the difference in inches between the two marks and record three jumps and record the highest jump.
STANDING BROAD JUMP

Test Objectives for Standing Broad Jump

The standing broad jump is a great test for overall power from the ground up.

How to Perform the Standing Broad Jump

Place a tape measure on the ground or use a broad jump mat and have the child place their heels in line with the 0-inch mark. Tell the child to jump with both feet as far forward as possible. Record the distance where the heels end up on the tape measure. Repeat three jumps and record the longest jump.
SEATED CHEST PASS

Test Objectives for the Seated Chest Pass Test

This test is checking power in the upper body.

How to Perform the Seated Chest Pass Test

Have the child sit tall with the back against the back rest of a chair. Hold a Medicine Ball (Use 1 pound per 20 pounds of body weight - round down to nearest lb or kg ball) with both hands against the chest. Chest pass the ball as far as possible trying to keep the back in contact with the chair. Repeat until the longest pass is measured. Use the distance from where the ball hits the ground to the child’s chest.
SIT-UP AND THROW TEST

Test Objectives for the Sit-Up and Throw Test

This test is checking power in the core and upper body.

How to Perform the Sit-Up and Throw Test

Have the child lie down on their back with knees bent and feet flat on the ground. Hold a Medicine Ball (Use 1 pound per 20 pounds of body weight - round down to nearest lb or kg ball) with both hands over your head. Sit-up and throw the ball as far as possible. Repeat until the longest pass is measured. Use the distance from where the ball hits the ground to the child’s chest while sitting upright.
Test Objectives for Push/Pull Screen

This test helps assess the balance in upper body strength, shoulder stability and scapular control.

How to Perform the Push/Pull Screen

Have the junior try to perform as many push-ups as possible in 60 seconds. Then have the junior try to perform as many horizontal pull-ups as possible in 60 seconds. As they get more advanced, have them try to perform a vertical pull-up (chin must go above the bar).
CORE STABILITY SCREENING

Test Objectives for the Bridge/Plank Screen

This test helps assess the balance in core strength, hip/glute strength, shoulder strength and scapular control.

How to Perform the Bridge/Plank Screen

Have the student try to perform a front plank as long as possible followed by a bridge as long as possible.
505 AGILITY TEST

Test Objectives for the 505 Agility Test

The purpose is to assess acceleration speed from a stationary start and agility in a 180 degree turn to accelerate 5m. The distance of the first acceleration to the turning line is 15m and the distance from the turning line to the end of the next acceleration is 5m. This test has good face validity with many acceleration movements found in team sports such as Gaelic games, soccer, Rugby, hockey, hurling. A Test-retest reliability of 0.90 and a total error of 1.9% (Gabbeth et al 2008) indicates that this test is a highly reproducible test once the standard protocol of the test is implemented.

Facilities and Equipment for 505 Agility Test

The test should only be completed indoors if it is to be a valid and reliable measurement. Ideally an electronic timing system should be used and this also ensures good test-retest reliability. Using a hand held stop watch will result in a greater error in measurement thus reducing the reliability and accuracy of the test. Note that players of field games should run the test in indoor runners and not spikes as they are not accustomed to wearing spikes.

Test lay-out

Distances covered

- 0-15 metres and after turning 0-5m before running off to slow down.
- Indoors on synthetic track is preferable.
- It is essential to ensure that the distances are double checked prior to testing.

Using timing gates or jump mat.

One set of timing gates is used and placed at the Start-Stop line. Alternatively an electronic ‘Jump mat’ can be used.
**Set-up for timing gates**

- **Height:** Placed at 95 cm from ground level to light
- **Distance between gates:** Lane width + 20 cm each side
- **Start signal:** Player starts on his own volition.

**Using stop watch**

The chief tester will stand at the Start-Stop line and as the athlete accelerates through this line the tester will start the stop watch. As the athlete turns and accelerates back through the same line he stops the watch and records the time.

**Warm-up**

- Prior to this test the player may have completed a thorough functional warm-up consisting of dynamic stretching, acceleration and deceleration runs and practice at the test itself.
- Sub-max accelerations over 20 metres at 50%-60%-70%-80%-90% efforts. With slow walk back and light stretch recovery. Then one maximum practice through gates.

**Test procedure**

- The player starts at the Start line (a).
- He or she accelerates to the 15 m line (Turn line) and pivot turns to accelerate back through the finish (Start-Stop line).
- One spotter observes that the player actually crosses the 15m turning line.
- Ensure that each result is recorded immediately after the trial and before the next player assumes the start position.

**Test interval**

- Each player completes at least 2 maximum effort trials with a minimum of 2 minutes rest between trials. Players may have a third trial if necessary. However, no more than three should be allowed.

**Results:**

- Two trials with the best from both recorded as the result.
- Record results on your score sheet as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
<th>Best Trial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Smith</td>
<td>3.39</td>
<td>3.41</td>
<td>3.36</td>
<td>3.36</td>
</tr>
</tbody>
</table>
PLAYER TEST INSTRUCTIONS:

- Start with your front foot at the starting line
- Accelerate to the 15m turning line
- Step over this line to pivot turn
- Accelerate through the 5m finish line before slowing down.
- You must accelerate at Maximum effort.

GRADING 505 TEST - ADULT MALES (FIELD GAME)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time in seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>&lt;3.90</td>
</tr>
<tr>
<td>Very Good</td>
<td>3.91-4.00</td>
</tr>
<tr>
<td>Good</td>
<td>4.01-4.11</td>
</tr>
<tr>
<td>Average</td>
<td>4.12-4.22</td>
</tr>
<tr>
<td>Below Average</td>
<td>&gt;4.23</td>
</tr>
</tbody>
</table>
FUNCTIONAL MOVEMENT SCREENING

Functional Movement Screening

Just like Level One we are now going to try and determine if the child has any functional movement dysfunctions. We do not limit the child on how far they can progress on the hat color system if they struggle with these screens. Instead, we use this information to help design the right exercises for each child to perform at each level. For each test, we have included characteristics that children will display in each screen. Here is a list of the screens used:

Functional Movement Screens

- MSF - Multi-segmental Flexion
- MSE - Multi-segmental Extension
- MSR - Multi-Segmental Rotation
- ODS - Overhead Deep Squat
- SLS - Single Leg Stance

These screens are fast and best performed without shoes on. Remember as always, if there is pain, stop!
THE FUNCTIONAL MOVEMENT ASSESSMENT

- Multi-Segmental Flexion
- Multi-Segmental Extension
- Multi-Segmental Rotation
- Single Leg Stance
- Overhead Deep Squat
MULTI-SEGMENTAL FLEXION

Test Objectives for the Multi-Segmental Flexion Assessment

The Multi-Segmental Flexion Assessment tests for normal flexion in the hips, spine and muscles of the lower back and legs.

How to Perform the Multi-Segmental Flexion Assessment

Have the child stand with feet together and toes pointing forward. Next, have them bend from the hips forward and try to touch the ends of the fingers to the tips of the toes, without bending the knees.

Scoring for the Multi-Segmental Flexion Assessment

Give the child one point for each of the following traits:
1. Posterior weight shift (at least half a foot length)
2. Touches toes
3. Uses a uniform spinal curve
4. No lateral spine bend
MULTI-SEGMENTAL EXTENSION

Test Objectives for the Multi-Segmental Extension Assessment

The Multi-Segmental Extension Assessment tests for normal extension in the shoulders, hips and spine.

How to Perform the Multi-Segmental Extension Assessment

Have the child stand with feet together and toes pointing forward. Then, have the child raise the arms directly above the head with the arms extended, trying to get the elbows in line with the ears. Now have the child try to bend backwards as far as possible, making sure the hips go forward and the arms go backwards simultaneously.

Scoring for the Multi-Segmental Extension Assessment

Give the child one point for each of the following traits:
1. Arms clear the ears.
2. ASIS (front of the pelvis) clears the toes.
3. Symmetrical spinal curves.
4. Shoulder blades clear the heels.

Their ASIS’s should move past their toes and the spine of the scapula on each side should go behind their heels.

Make sure the spine of scapula clears the heels. Only the ASIS clears here.
MULTI-SEGMENTAL ROTATION

Test Objectives for the Multi-Segmental Rotation Assessment

The Multi-Segmental Rotation Assessment tests for normal rotational mobility in the neck, trunk, pelvis, hips, knees and feet. Pay close attention to each segment (hips, trunk and head) of the body since one area may be hypermobile due to restrictions in an adjacent segment.

How to Perform the Multi-Segmental Rotation Assessment

Have the child stand with feet together, toes pointing forward, and their arms out by the sides. Next, try to rotate the entire body (hips, shoulders and head) as far as possible to the right. Return to starting position and compare to the left.

Scoring for the Multi-Segmental Rotation Assessment

Give the child one point for each of the following traits - repeat and score both directions:
1. Pelvis rotates 50 degrees.
2. X-factor is over 45 degrees.
3. No loss of height with rotation.
4. Chin rotates over collar bone (neck rotation of about 65 degrees).
SINGLE LEG STANCE

Test Objectives for the Single-Leg Stance Assessment

We are trying to evaluate the ability to stabilize on each leg independently in a static posture. This requires good proprioception, muscular stability and good hip and ankle mobility.

How to Perform the Single-Leg Stance Assessment

Have the child stand with feet together, toes pointing forward and the arms extended down by the sides but not touching the sides. Next, have the child lift the right leg up until the hip and knee are both at 90 degrees. Have the child maintain good posture and balance for at least 10 seconds. Repeat on the left leg. If test is functional and non-painful, repeat with eyes closed.

Look for a loss of posture or loss of height when the child goes from two legs to a single-leg stance! A good verbal cue is to tell the child to stand tall before starting. The test is over when the child loses posture, has to move the original foot position, falls, airplanes with the arms or opens the eyes.

Scoring for the Single-Leg Stance Assessment

Give the child one point for each of the following traits - repeat and score both legs:

1. Eyes open standing for 10 seconds.
2. Eyes closed standing for 10 seconds.
3. Keeping the pelvis level.
4. No loss of posture or height.
OVERHEAD DEEP SQUAT

Test Objectives for the Overhead Deep Squat Assessment

The Overhead Deep Squat Assessment tests for bilateral, symmetrical mobility of the hips, knees, and ankles. When combined with the hands held overhead, this test also assesses bilateral, symmetrical mobility of the shoulders as well as extension in the thoracic spine. Therefore, the ability to perform this test requires closed-kinetic chain dorsiflexion of the ankles, flexion of the knees and hips, extension of the thoracic spine and flexion and abduction of the shoulders.

How to Perform the Overhead Deep Squat Assessment

Have the child stand with feet shoulder width apart and toes slightly flaring out to the side. Next, have the child raise the hands up above the head. Now, see if the child can squat down all the way while keeping the hands above the head.

We want to see if the child can perform a full deep squat with the heels on the ground, the hands above the head and without pain or discomfort.

Scoring for the Overhead Deep Squat Assessment

Give the child one point for each of the following traits:

1. Hands stay over the footprint.
2. Thighs break parallel at the bottom of the squat.
3. Toes and feet remain pointing forward throughout the squat.
4. Weight is evenly distributed between right and left foot throughout the squat.
Test Objectives for Height Measurement

As covered earlier in this text, we will use this measurement to calculate growth velocity.

How to Perform the Height Measurement

You should teach the parents how to take this measurement so it can be done on a consistent basis.

- Use a reliable tape measure.
- Measure height without shoes and socks.
- Stand with heels flat and together and legs straight.
- Stand with heels, buttocks and shoulder blades against a flat wall.
- Keep eyes looking straight ahead.
- The arms should be hanging loosely at the sides with the palms facing the thighs with the shoulders relaxed.
- The player is asked to breathe in and stand tall.
- Height is measured, with a level rule, from the top of the head, to the nearest mm

Due to seasonal variations and for consistency purposes, experts are recommending that all measurements are taken in the morning at a consistent time. Measurements are more reliable after a rest day. As soon as the child turns 6-years of age, the coach should be measuring height every two months. Produce a chart with height on the vertical axis and age on the horizontal axis. Height should be taken on the same day every month and at the same time of the day if possible. Three measurements should be taken each time and the average is then calculated.