

TBR MOGUL ATHLETE DEVELOPMENT MODEL

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Athlete Categorisation

Coaching Framework

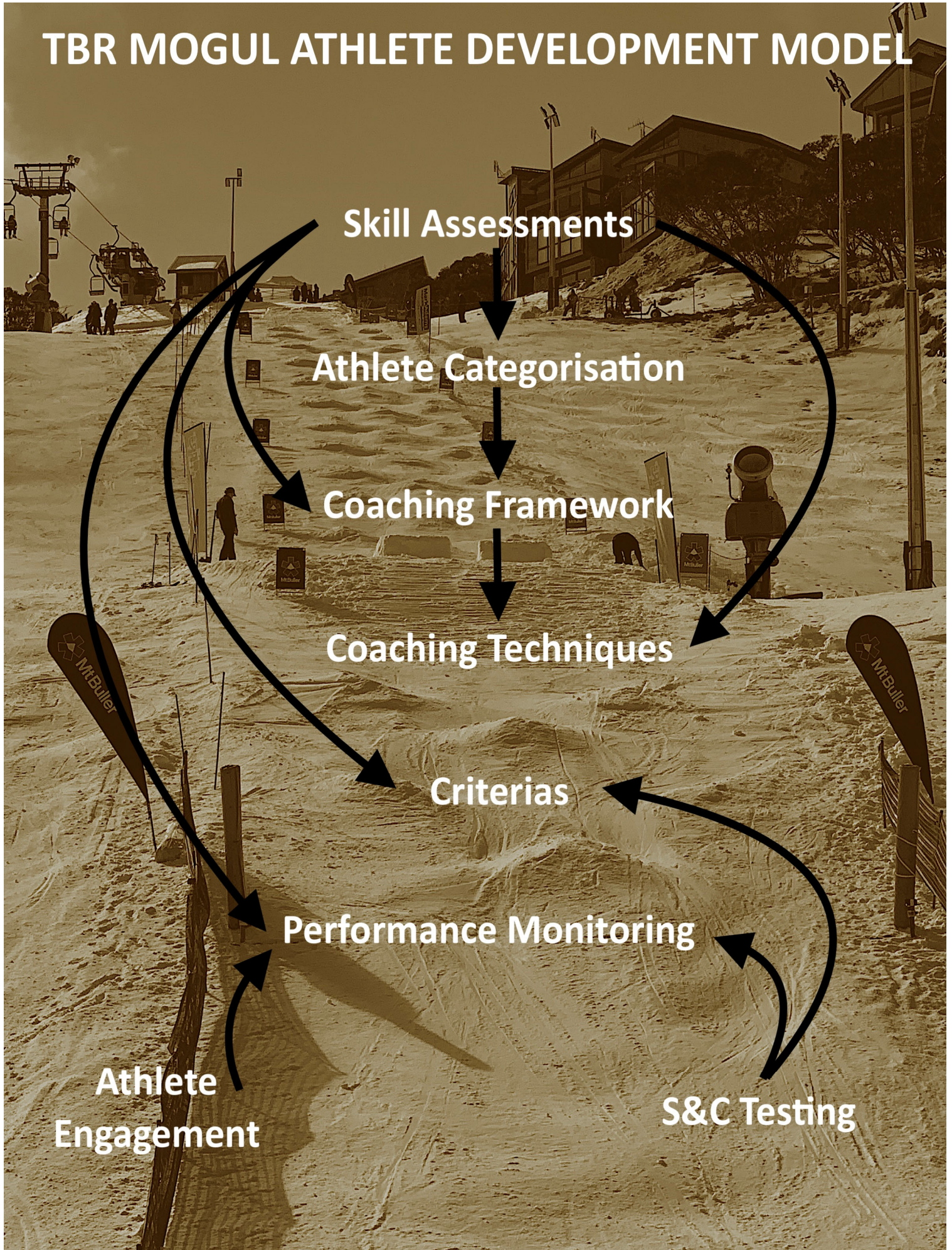
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ABOUT TBR

Team Buller Riders (TBR) is a freestyle skiing & snowboarding club based at Mt Buller, specialising in the Olympic disciplines of mogul skiing, slopestyle/big air (ski and snowboard) and aerial skiing. We have been in operation since 1986.

TBR forms an essential part of the Australian Winter Sports Olympic Pathway, closely linked with Ski & Snowboard Australia (SSA) and the Olympic Winter Institute of Australia (OWIA). These relationships provide our athletes with access to some of the best program design, coaching and training facilities in the world.

Our success over the years is testament to the quality of the programs and support that we offer our athletes.

TBR's phenomenal achievements include Australia's four Olympic aerial skiing medals (Alisa Camplin & Lydia Lassila - Gold & Bronze medal each), Australia's first skiing X-Games Gold medal (Anna Segal), Scotty James X Games 2x Gold medals & 1 x Bronze Medal, 5 World Champions, Jakara Anthony's World Championship Silver and multiple World Cup medals as well as Brodie Summers World Cup silver and bronze medals.

ABOUT TBR MOGUL

TBR is set apart from other programs by our genuine passion for the disciplines we operate in and TBR Mogul is a prime example. This passion drives our relentless attempt to refine our program structure and coaching technique to provide underpinning athletes with the best tools to become tomorrow's champions.

The TBR mogul program builds on the fundamental skills taught in TBR Grom with a mogul specific focus. The TBR mogul program focuses on manufacturing competitive athletes but takes a long-term approach where skill development remains the primary focus more so than chasing competition results.

With arguably the best development mogul course in the world at our home mountain, a water jump in our home city and recognition as a Snow Australia pathway program, TBR Mogul has the ingredients for a successful future of producing even more world class mogul skiers than it already has including three Olympians – Brodie Summers, Jakara Anthony and Claudia Gueli and multiple world cup medals.

Our unique focus on the well rounded and year round development of our athletes combined with a strong club history of professionalism, cutting edge training programs and close relationships with the world's best coaches and athletes is the cornerstone of our continued success at all levels of our sport.

Vision

Our primary focus is developing the technical skiing, acrobatic, psychological and physical skill platform our athletes require to improve, become the best athlete they can be and to progress those with the passion and desire further up the mogul skiing athlete pathway.

Snow Australia Pathway

- TBR Mogul aligns with Snow Australia's athlete pathway
- FTEM on next page

SNOW AUSTRALIA MOGULS ATHLETE PATHWAY



FOUNDATION

PARTICIPATION PATHWAYS

COMPETING IN PARTICIPATION EVENTS ACROSS THE LIFESPAN FROM INTERSCHOOLS TO MASTERS

ENJOYMENT IN ON-SNOW RECREATIONAL ACTIVITY ACROSS THE LIFESPAN



TALENT TO ELITE

PATHWAY TO HIGH PERFORMANCE

PODIUM **M**₁

SUSTAINED INTERNATIONAL SUCCESS OVER MULTIPLE HIGH PERFORMANCE CYCLES

PODIUM READY **E**₂

ACHIEVING PODIUM SUCCESS IN PEAK INTERNATIONAL COMPETITIONS SUCH AS WORLD CHAMPIONSHIPS, OLYMPIC GAMES AND WORLD CUPS

PODIUM READY **E**₁

ACHIEVEMENT OF AN ELITE STATUS THROUGH SENIOR NATIONAL SELECTION AND REPRESENTATION

PODIUM POTENTIAL **T**₄

BREAKTHROUGH AND PREPARATION FOR TRANSITION THROUGH ELITE INDIVIDUAL PROGRAM PLANS, BENCHMARKING, COMPETITION PREPARATION AND EXPOSURE

DEVELOPING **T**₃

COMMITMENT AS A PRE-ELITE ATHLETE AND REFINEMENT OF HOLISTIC SKILLS THROUGH EFFECTIVE, DELIBERATE PROGRAMMING

EMERGING **T**₂

PERFORMANCE POTENTIAL IS VERIFIED THROUGH HOLISTIC ATHLETE PROFILING SUPPORTED BY CLUB INDIVIDUAL PERFORMANCE PLANS AND BENCHMARKING

POTENTIAL IDENTIFIED **T**₁

PERFORMANCE POTENTIAL IDENTIFIED THROUGH INITIAL DEMONSTRATION OF SKILLS

FOUNDATION **F**₃

REGULAR COACHING, PRACTICING AND COMPETING THROUGH CLUBS, SNOW AUSTRALIA PROGRAMS AND FIS EVENTS. CONTINUED ENJOYMENT IN FREESKI ACTIVITY AND COMPETING IN PARTICIPATION EVENTS ACROSS THE LIFESPAN

FOUNDATION **F**₂

INTRODUCTION TO SNOWSPORTS THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS WITHIN SCHOOLS AND CLUBS, FREESKI AND SPORT SAMPLING

FOUNDATION **F**₁

LEARNING AND ACQUIRING THE BASIC FOUNDATIONS OF SNOWSPORTS THROUGH OFF-SNOW FUNDAMENTAL MOVEMENT SKILLS, FREESKI AND SNOW PLAY

TBR MOGUL'S PROGRAMS

TBR: Mt Buller

Off the back of the autumn water jumping skill season, during the Australian winter, TBR Mogul operates training for school holiday and weekend athletes, and full time athletes. The first month is spent focusing on fundamental skill development and refinement before transitioning those skills into full runs approaching August – our competition period.

During August and early September athletes experience a balance of skill training and competition at, jNats and Interschool's events with senior FIS athletes traveling to Perisher to compete in the FIS Australian Nationals Mogul Championships.

After the Australian interschool's TBR operates an extra week of skill development training in Mt Buller (snow dependent) where TBR Mogul athletes can revisit their fundamental skills once again for further refinement through drills and part practice methods on the mogul course and aerial site.

TBR: Northern Hemisphere

TBR operates a training camp in North America during January, which is a highly productive skill building on snow camp combined with a competition start or two at a regional level event. The location of TBR's camp has changed from time to time to ensure the best possible facilities and snow for our athlete's development. During this camp athletes have the opportunity to take their acrobatic skill from the water jump in Melbourne straight to snow only a few days later.

TBR's northern hemisphere camp is a skill focused training camp however we usually take advantage of opportunities to compete in local regional events for some competition experience in an international field and for the opportunity to ski different courses.

TBR: Water Jump

TBR operates two key water jump seasons. When combined they amount to about 50 days of water jumping at the Snow Australia Water Jump Facility in Melbourne

Autumn season: Weekend sessions through from late February up until the April school holiday period. During the April school holidays, training operates on a 3 days on, 1 day off schedule.

Spring/Summer season: Weekend sessions through from early October up until the December school holiday period. During the December school holidays, TBR operates a one week camp.

Water jump seasons are structured to progress athletes from basic fundamental skill refinement predominantly in the first half of the season into working on preparing tricks safely for snow execution in the later half of the season. Athletes aspiring to progress in the sport pathway are recommended to attend all TBR water jump sessions to ensure they reach the necessary volume of jump training for their best chance to progress.

Gone, are the days of landing a few flips on water and expecting to have success in moving on from there to more difficult manoeuvres or taking it straight to snow. TBR Mogul prides itself in attention to detail and fundamental skill development which is particularly evident during our water jump sessions with our top athletes spending a great deal of time at the ramps working on mastering basic fundamentals.

TBR: S&C

TBR is fortunate enough to have Sports Scientist employed to facilitate quality physical preparation for its athletes. For over a decade TBR Mogul has run year round strength and conditioning programming, coaching and monitoring for their most elite group of athletes committed to year round training activity. As of 2019 TBR has been able to make quality strength and conditioning programs and education available to the entire club through an online athlete portal.

CRITERIAS & SELECTION FACTORS

TBR Mogul Performance Group Criteria (Australian winter season)

The TBR Mogul Performance Group coached by Head Coach Hamish Cox and a senior assistant coach is for athletes **fully** committed to TBR's year round mogul skiing activities both on and off snow.

The integration of on and off snow skills and understanding of high-end concepts at this level is crucial. For this reason athletes should meet the following criteria minimums below **to be considered for inclusion** in this training group during the Mt Buller Winter and receive other servicing benefits available to this group of athletes:

- **Participate in at least 75% of scheduled sessions during both water jump seasons**
- **Attend at least 25 on snow TBR days in Mt Buller**
- **Attend all assigned S&C testing sessions and Physical screening sessions**
- **Attend TBR's key on snow camp in the northern winter**
- **Complete a baseline concussion test at least 6 monthly.**
- **Beep test score (or equivalent) over 6.5 (females) and over 8.0 (males)**
- *Special consideration for injured athletes or athletes under *extenuating circumstances*

jNats Entry Criteria

All TBR Mogul athletes are encouraged to compete in the jNats. TBR Grom athletes, TBR Slopestyle athletes, TBR All Mountain athletes and snowsquad athletes may enter on under coach's recommendation after their coach discusses with TBR's Head Mogul Coach.

Australian National Mogul Championships Entry Criteria

For safety reasons and reasons of best interest for athletic development, TBR will not allow athletes to compete in the National Mogul Championships in Perisher unless they meet the following criteria:

- Safety clearance based on functional assessment
- A top 3 at jNats (Junior division) in the current or previous season
- Minimum beep test score 8.2 for females and 9.0 for males
- Completed a baseline concussion test inside of 6 months prior to competition date.
- Acrobatic score higher than 50%
- Able to consistently ski out of a 360 and a back tuck into moguls (or higher DD)
- Athlete engagement score higher than 70%
- Athletes must be able to safely ski top to bottom runs on Toppa's Dream in under 50% of pace time in order to compete.

ABOM Mogul Challenge Entry Criteria (Youth Division)

Criteria for successful application

- Top 8 jNats/NSW Perisher Junior Series (Single Moguls Only) performance
- Top 6 (Div 3) VIC/NSW Interschools
- Top 6 (Div 4) VIC/NSW Interschools
- Top 3 (Div 5) VIC/NSW Interschools

ABOM Mogul Challenge Entry Criteria (Open/FIS Division)

Criteria for successful application

- Current FIS Freestyle athlete registration
- Top 10 in jNats in the current or previous year, in the Junior Division (not Youth).

Inverts/new tricks on snow Policy

- No TBR athlete is permitted to execute inverted or off axis manoeuvres on snow or the water jump without authorization from TBR Head Coach Hamish Cox after demonstrating their competency on the water jump
- No TBR athlete is permitted to execute their first inverted or off axis manoeuvres without the TBR Head Coach Hamish Cox present
- No TBR athlete is permitted to execute inverted or off axis manoeuvres on snow unless they have completed a concussion baseline test within the last 6 months

Concussion Safety Policy

- All TBR athletes are required to wear a snow sports specific helmet during TBR on snow training (even if not jumping)
- After a crash where impact to the helmet occurs, TBR athletes are required to replace their helmet with a new one.
- All TBR athletes are required to complete a baseline concussion test at least every 6 months
- Any TBR athlete who has sustained a concussion or sustained head contact, whip lash, or other injury that may cause concussion must be cleared by a medical professional before they return to training

**extenuating circumstances – family loss, medical complication etc.*

TBR ONLINE

www.teambullerriders.com

TBR: Store

On the TBR store you can purchase TBR apparel and equipment as well as subscribe to the TBR Athlete Portal!

TBR: Athlete Portal

Launched in 2019 after almost a year of development with assistance from some of Australia's top S&C, and Nutrition professionals, the TBR Athlete Portal provides video and written instructions on all of the key exercises and movement patterns in its S&C programs designed specifically for junior athletes. The portal also has nutritional guidance including athlete cook-book and sports psychology tools such as goal setting and meditation/mindfulness guidance.

TBR Newsletter

TBR sends out regular newsletters via email which contain both news and important upcoming information about deadlines, schedules, training camps, competitions and more!

Social Media

TBR posts video edit updates and photo albums regularly on its Instagram and Facebook pages to keep the community (especially parents and family) in the loop with the training our athletes are engaged in.

Instagram: <https://www.instagram.com/teambullerriders/>

Facebook: <https://www.facebook.com/TeamBullerRiders/>

ATHLETE PROFILING

(including skill assessments)

Skiing

TBR Mogul periodically runs a formal on snow assessment of key skills. This assessment is run with all TBR Mogul athletes and at times TBR Grom athletes who are likely to transition into the TBR Mogul Program in the near future.

Each individual skill is given a score out of 10. The on snow skiing assessment total score is a percentage score, which includes all of these skills. Some skills are completed on one ski, which identify weaknesses on a particular side. All skills assessed are chosen to assess competency of fundamental building blocks for mogul technique.

This assessment is a component of TBR's athlete profiling. It is also used for coaches and athletes to identify and work on weakness areas and set goals and benchmarks.

Acrobatic

TBR Mogul periodically runs an informal assessment of key skills on the trampoline and water jump. Each individual skill is given a score out of 10. The acrobatic assessment total score is a percentage score, which includes all of these skills. Each skill is given a score out of 10 and some skills are completed on one ski, which identify weaknesses on a particular side.

This assessment is a component of TBR's athlete profiling. It is also used for coaches and athletes to identify and work on weakness areas and set goals and benchmarks.

Functional

TBR Mogul periodically runs a formal assessment of key functional competencies, which is assessed, by a Sports Scientist or Physiotherapist. Each individual skill is given a score out of 10. The functional assessment total score is a percentage score, which includes all of these skills.

This assessment is a component of TBR's athlete profiling. It is also used for coaches and athletes to identify and work on weakness areas and set goals and benchmarks.

Athlete Engagement

Athlete Engagement is a component of TBR's athlete profiling. Athlete engagement is scored on **Attendance, Compliance, Self Motivation & Confidence**. Athlete engagement is scored as a percentage.

Attendance & Compliance: TBR maintains a record of attendance in year round activities. TBR Mogul's Senior athletes are also required to complete a daily training log year round which is entered into a data base of training stats including the number of days they ski, number of water jumps performed, workouts completed etc.

In addition, TBR's Head Coach, in collaboration with other TBR coaches, score athletes based on their perceived **self-motivation** and **confidence** which are key indicators for the athlete's potential to progress.

S&C Testing

S&C testing is a component of TBR's athlete profiling. This component becomes more important and more relevant in criteria's for as athletes get older.

TBR conducts S&C testing at regular intervals throughout the year with senior athletes who are committed to year round TBR training activities.

S&C testing is scored on key objective strength, power, aerobic and anthropometric tests conducted by an exercise/sports scientist. A percentage score for an athletes overall S&C is given HOWEVER certain S&C tests are individually used as benchmarking within certain criteria's.

As well as an athlete's skill level, athletes' physical condition is crucial for them to handle the demands of more challenging FIS style mogul courses. For both safety reasons and skill development reasons, athletes are only able to benefit from progressing their training and performance to more challenging terrain if their physical condition meets certain benchmarks. For this reason, TBR and Snow Australia standby S&C minimum testing standards for entry into different levels of competition, certain training camps and use of certain facilities.

ATHLETE CATEGORISATION

TBR athletes are categorized in different ways and for different purposes including safety, athletic development, personal goals etc. We use different tools and information for such categorizations to ensure each athlete gets the most ideal training specificity, training load, training intensity and competition experience for their needs and aspirations.

Snow Aus FTEM

The Snow Australia FTEM model is a whole of sport framework, which categorizes athletes at all, stages in the athlete pathway from entry-level skiers to elite and is aligned with Sport Australia's framework.

TBR Skills assessments & athlete profiling

Extensive data is collected on TBR Mogul and TBR Grom athletes in skill competencies, physical competencies as well as each athlete's level of engagement with the sport (attendance etc). This data allows our coaches to target the areas the athletes need the most improvement in and also which athletes would be more suited to different training groups and competitions.

COACHING FRAMEWORK

Skill progression	Skiing skill	Acrobatic skill	Physical literacy
1 Skiing Fundamental (purpose to build ability to stand on skis correctly and understand how to turn the skis) Skill assessment range <30 (SNOW SQUAD / TBR GROM)	1. the right equipment is priority #1 - correct boot fitting and a narrow cambered ski 2. stances (teaching moguls, alpine) 3. basics (weight shift, using edges)	1. the right equipment - twin tips don't work on water ramp, boots must fit correctly 2. stance (upright jumping stance) 3. bouncing technique on trampoline emphasized followed by emphasis on quality of form/execution of basic skills (tucks, twistlers etc) 4. upright take off fundamentals both on tramp & ramp learning take off and trick separation	1. variety of sports should be undertaken which should include an acrobatic sport (gym, tramp, diving) 2. annual physical literacy assessments 3. long term physiotherapist management of potential growing injuries (patella femoral, severs etc.) 4. family education on nutrition and psychology (role of the athlete's parent)
2 Freestyle Specific (purpose to build a platform for specialisation later into slopestyle or moguls) Skill assessment range >30 (TBR GROM)	1. stances - teaching, mogul, alpine 2. big emphasis on weight shift, forward pressure early in the turn and lots of edge angle initiated from the ankle	1. Big emphasis on uprights on water and snow jumps 2. Trampoline fundamental spinning and flipping drills with progressions through back drop, front drop into flipping etc VERY IMPORTANT NOT TO RUSH THROUGH THIS PHASE AND PROGRESS DD PREMATURELY	1. variety of sports encouraged, an acrobatic sport essential 2. intro level junior S&C fundamentals to be learned through regular structured warm ups 3. long term physiotherapist management of potential growing injuries (patella femoral, severs etc.)
3 Mogul Specific (most emphasis on mogul specific drills and skills - mostly part practice methods) Skill assessment range >45 (TBR MOGUL)	1. Regular equipment servicing becomes more important now 2. stance - correct mogul specific stance should become automated during drills, rollers, moguls etc. 3. big emphasis on weight shift, pole plant timing, learning to steer & pressure the ski with more use of the ski properties - fore/aft COM control 4. gradual transfer of skiing skills into gentle moguls and rollers	1. equipment for water jumping should be mogul/aerial skis now 2. water jump emphasis on spinning and flipping take off fundamentals 3. trampoline skills starting to progress to flipping and twisting skills 4. on snow skill execution advised to remain at least a level below where water jump execution work may be - keep skills which are not super proficient off snow until they are technically sound	1. prioritise mogul specific off snow activity over other sporting activities 2. S&C fundamentals being transferred into some structured and regular strength and fitness training 4. S&C testing every 3 months 3. physio screenings and long term management of any injuries or identified weaknesses/deficiencies

GROUPING TBR MOGUL ATHLETES / ASSIGNING COACHES

TBR Mogul is moving away from traditional grouping methods, which are used by many amateur sporting clubs where athletes are assigned a coach/group at the beginning of the season and their coach is left responsible for their development during their season in the program.

If we look at how mogul skiing has evolved at the elite level, over the past decade the most successful teams have brought in more coaching resources with specialist expertise to give their athletes the highest level of coaching in the different areas of the sport (skiing, acrobatic, dryland training). Additionally, the world's best teams have evolved their coaching procedures where different coaches view the course from different parts of the course, coach different athletes at different times depending on their expertise, the needs of the athlete and many other factors.

The TBR mogul program is fortunate enough to have a range of highly skilled coaches including Olympic and world cup coaches and coaches with elite trampoline backgrounds and coaches. TBR recognizes the potential benefit of a modern holistic coaching system where the coaching / daily feedback structure is more productive as a fluid, constantly adapting system where athletes spend periods of time (sometimes days, sometimes hours) with different coaches and work on different skills depending on their needs.

TBR Mogul Coaches meet daily before every session begins and during this time planning takes place to map out the day's structure which often includes re assigning of athletes to different coaches / groups from time to time depending on their needs as identified by coaching staff.

COACHING TECHNIQUES

Below are the identified fundamental priorities for teaching skill in line with the direction of the Snow Australia Athlete Pathway and the goals of the Olympic Winter Institute of Australia.

Turns

1. Stance(s) – mogul, slopestyle and alpine specific stances to all be taught with a high level of attention to detail. This is essential to allow for skill progressions.
2. Edging and steering – basic balance (weight transfer) and key motor skills to be taught with a high level of attention to detail, progressing from gentle terrain to more challenging terrain. This is essential to allow for further skill progression into courses and features including moguls and jumps.

Acrobatic

1. Basic acrobatic skills on the ground including body positions specific to acrobatics and body tension to be taught with attention to detail in scenarios such as gymnastics floor and mirror work.
2. Fundamental take-off skills including trampoline-bouncing technique, straight and upright jumps on water jump and snow to be taught with high attention to detail in regards to body position/stance, timing, separation and execution. This is essential to allow for further skill progression into more difficult acrobatic manoeuvres.
3. Water jump training – it is necessary for athletes with future aspirations in mogul skiing to attend as much water jump training as they attend on snow training. To safely progress even the most basic fundamentals of jumping, the water jump offers the best environment for athletes to force technical changes with a forgiving landing outcome.

Equipment

(extremely important for freestyle mogul skiers. Our Head Coach Hamish Cox says “there is only so much we can do to help an athlete progress if their equipment is limiting them”

1. Boots: must be fitted correctly with custom footbeds. Always Speak to one of our coaches before buying new ski boots as we find that all too often, athletes will be sold boots which are too big or the wrong type which makes it impossible for them to maintain the correct stance for the skills they are trying to execute.
2. Skis: mogul skis are obviously the best choice but not essential, junior GS skis are very similar to mogul skis and a great option. TBR STRONGLY ADVISES AGAINST TWIN TIP SKIS FOR ON SNOW MOGUL TRAINING (including flats/drills on the groomed and jumping sessions). The construction of twin tip skis are especially designed for very long take offs and landings at very high speeds which only elite slopestyle, big air and half pipe skiers experience on large features. This special ski design suit their specific purpose well but the ski is not designed to edge or flex in the way we need a ski to for jumping on smaller jumps or making technical turns despite becoming ‘fashionable’ in recent years amongst young skiers.
3. Water jump equipment: New boots are not essential however correctly fitting boots which aren’t too stiff are important to ensure the athlete can maintain the ideal stance to enable them to work on specific skills. Mogul, Aerial or GS skis are idea for water jumping. Twin tips do not function correctly on the water jump surface; the construction of the skis does not allow them to track straight or hold structure on the ramp, which makes it impossible for athletes to confidently hold ideal stances on the water jump.

Physical training (S&C, functional competency)

Current Sports Science research tells us that functional training and motor skill development through physical preparation in young athletes can reduce the chance of injury, increase the athletes’ ability to train at higher loads and improve their level of performance. TBR’s online athlete portal has been designed by sports scientists to allow athletes to train with guidance, anywhere any time. TBR runs physical screenings and S&C testing with senior mogul athletes incrementally and we have found that those athletes with the higher physical levels tend to improve their skill level at a faster rate and sustain fewer injuries.

APPENDIX

TBR S&C TESTING Protocol

STRENGTH / MUSCULAR ENDURANCE

TIMED PLANK HOLD

This test is to determine the core strength endurance.

Procedure:

- Athlete holds a prone/plank position resting on their hands and toes. Shoulders over the hands, maintaining a flat spine, straight legs and straight arms. Loss of a relatively straight position results in ending of the test / timer stops.

MAXIMUM PUSHUPS in 60sec

This test is to determine the relative strength endurance of the upper body muscles, including trunk postural muscles.

Procedure:

- The athlete lies on prone on the ground with their hands off the ground, ready to complete a push up
- On the signal to start, the athlete puts their hands on the ground and presses to lift their chest, hips, thighs off the ground simultaneously to a full extension of the arms position. The body must maintain this “rigidity” throughout the test
- The athlete then lowers their body down until the whole body is again in contact with the ground and the hands are off the ground (back to the start position)
- This counts as 1 repetition.
- The athlete continues the method for 60sec
- Only correctly completed full pushes are counted in the total

MAXIMUM CHIN UPS (pronated grip)

This test is to determine the relative strength endurance of the upper body muscles in a pulling action. The bar height for this test should be such that the athlete cannot reach the bar without jumping up to it.

There are true form chin ups (described below) and those where the athlete uses momentum to complete the exercise (cheats).

Procedure:

- The athlete hangs from the bar in full extension, with a pronated grip
- Maintaining a “rigid” body the athlete lifts their body until the chin clears the top of the bar
- The athlete then lowers themselves back to the start position / full extension in a controlled manner
- The athlete continues the method for until they can no longer lift their chin above the bar
- We recommend the athlete complete as many “true form” chin ups as possible then continue with “cheats” as long as they are from full extension. Both numbers are recorded – X/Y where X = # of “true” reps and Y = total # including cheats.

POWER / EXPLOSIVE STRENGTH

Single Leg Hop (Left & Right)

The purpose of this test is to measure the combined power (explosive strength) of each individual leg as well as the functional capacity of each lower limb complex.

Equipment: Tape measure, piece of tape to mark start.

Procedure: Starting from a marked starting position on one leg, with the toes behind the mark, the athlete hops forward as far as they can landing on the same leg they took off on. The athlete must 'stick' the landing and show controlled balance before moving from the landing position or lowering the other leg for the result to count. The assessor measures to the heel (or part of foot closest to the starting marker).

ANAEROBIC FITNESS

90sec BOX TEST

Equipment: 40cm box and stopwatch

Procedure:

- the athlete will start beside the box on whichever side they are most comfortable starting on; i.e.: left shoulder beside the box
- On the command (Ready, Set, GO!) the athlete jumps laterally onto the box and then down off the other side. This is done continuously for ninety (90) seconds.
- The recorder shall count one (1) for each time the athlete's feet touch the box. It is imperative that both feet touch the box together, or at the same time.
- The timer starts the watch on the 'GO!' command. The timer will call out the time lapsed for every fifteen (15) seconds during the test. As the timer calls out thirty seconds, the counter shall shout out the total # of touches for the first thirty (30) seconds while recording the total number of touches for the first thirty (30) in the 'Box 30' column, for 60sec on the "Box 60 column and the final # of touches in the 'Box 90' column.

AEROBIC FITNESS

20M SHUTTLE RUN (Bleep Test)

https://youtu.be/e0U_yQITBks

FLEXIBILITY

SIT & REACH

Materials: Sit and Reach Measurement Box.

This test is to assess flexibility for hamstrings, gluteus and lower back.

- Athlete sits with their feet up against the sit and reach box (without shoes on)
- The athlete places one hand on top of the other with the middle fingers aligned
- Reach forward with both hands while keeping their knees completely locked
- Athlete then holds this position for the two (2) seconds (no bounce allowed)
- Measure to the nearest centimetre and record the best of two

SHOULDER FLEXIBILITY

Materials: Broomstick and Tape Measure

This test is to assess the flexibility of the shoulder girdle.

- The athlete lies prone on the ground holding the broomstick with hands shoulder width apart
- The athlete then lifts the broomstick off the ground as high as possible
- The broomstick is held in position while the assessor measures the height of the broomstick above the ground to the nearest cm.

TEST RECORDING CARD WITH BENCHMARKS

	MIN TESTING STANDARDS SSA						
TEST	FIS EUROPA CUP (score >4)		US SELECTIONS (score >6)		FIS NORAM CUP (score >8)		Your Score
date	Male	Female	Male	Female	Male	Female	
Strength / Muscular Endurance							
Max push ups 60sec	20	10	25	15	30	20	
Prone/Plank hold (sec)	120	90	135	105	150	120	
Pull ups							
Power / Explosive Strength							
SL hop left (cm)	230	170	235	177	240	185	
SL hop right (cm)	230	170	235	177	240	185	
Aerobic Fitness							
Beep test	9.08	7.09	10.07	8.09	11.09	9.11	
Flexibility							
sit & reach (cm)							
shoulder flexibility (cm)							
Anaerobic Fitness							
90 sec box test							

TBR SKILLS ASSESSMENT – SKIING SKILLS – RUBRIC

Short turns (two skis)

Skill description: Mogul specific short turn on the groomed.

Scoring: Qualitative assessment scored on proficiency of skill displaying correct **stance, weight shift, pole plant, edge initiation & steering**.

Score	Criteria
9 to 10	Able to smoothly link short turns for a whole section on medium pitch consistently showing all key concepts
7 to 8	Able to smoothly link short turns for a whole section on medium pitch consistently showing most key concepts
6 to 5	Able to link short turns for a whole section on medium pitch satisfactorily but inconsistent show of key concepts
4 to 3	Able to link short turns for a whole section on medium pitch with some of the key concepts beginning to appear
2 to 1	Able to demonstrate short turns but the key technique concepts were not present
0	Unable to demonstrate short turns

Short turn (one ski)

Skill description: Mogul specific short radius turn on the groomed with only one ski on.

Scoring: Qualitative assessment scored both on the left and right leg separately on proficiency of skill displaying correct **stance, balance, edge change, pole plant, edge initiation & steering**. Particular attention to the ability to roll from the inside edge (arch of foot) to the outside edge (lateral edge) with an ankle then lower leg movement as opposed to hip or shoulder lateral movements.

Score	Criteria
9 to 10	Able to smoothly link short turns on one ski for a whole section on medium pitch consistently showing all key concepts
7 to 8	Able to smoothly link short turns on one ski for a whole section on medium pitch consistently showing most key concepts
6 to 5	Able to link short turns on one ski for a whole section on medium pitch satisfactorily but inconsistent show of key concepts
4 to 3	Able to link short turns on one ski for a whole section on medium pitch with some of the key concepts beginning to appear
2 to 1	Able to demonstrate short turns on one ski but the key technique concepts were not present
0	Unable to demonstrate short turns on one ski

Brushes (two skis)

Skill description: Mogul specific short turns through a 20 brush, 3.5 meter spaced, straight line brush course on the groomed (medium pitch).

Scoring: Qualitative assessment scored on proficiency of skill displaying correct **stance, weight shift, pole plant, edge initiation & steering**. Each athlete has two attempts – the best score of the two is taken.

Score	Criteria
9 to 10	Able to smoothly link short turns through all 20 brushes on medium pitch consistently showing all key concepts to navigate a 'tip follow tail' path with control
7 to 8	Able to smoothly link short turns through all 20 brushes on medium pitch consistently showing most key concepts to navigate a 'tip follow tail' path with control
6 to 5	Able to smoothly link short turns through all 20 brushes on medium pitch satisfactorily but inconsistent show of key concepts
4 to 3	Able to link short turns through all 20 brushes on medium pitch with some of the key concepts beginning to appear
2 to 1	Able to turn through all 20 brushes but the key technique concepts were not present
0	Unable to turn through all 20 brushes

Absorption tank

Skill description: 5-8 rollers spaced at 7m (approx. 30-40cm high) on gentle pitch. Skier skis through the rollers in a straight line absorbing the rollers. Each athlete has two attempts – the best score of the two is taken.

Scoring: Qualitative assessment scored from side on ability to absorb rollers, maintaining a mogul stance with the upper body, order of joint movement (ankle, then knee, then hip), centre of mass carried over the feet through the peak of absorption, smooth use of appropriate range and resetting to a neutral mogul stance with the COM over the middle of the foot between each roller.

Score	Criteria
9 to 10	Able to absorb whole set of rollers smoothly with appropriate range where the helmet stays level and still, spine neutral, ankle closing through absorption and body resetting to a tall neutral mogul stance between each roller
7 to 8	Able to absorb whole set of rollers with appropriate range where the helmet stays level and still, spine neutral, ankle closing through most of the absorption and body resetting to a tall neutral mogul stance between each roller
6 to 5	Able to absorb whole set of rollers with some flaws/errors in order of joint movement and/or body positioning though absorption and/or neutral reset position
4 to 3	Able to absorb whole set of rollers with significant flaws/errors in order of joint movement and/or body positioning though absorption and/or neutral reset position
2 to 1	Able to absorb through the set of rollers but technical concepts and/or correct stance were not present
0	Unable to absorb the rollers

TBR SKILLS ASSESSMENT – ACROBATIC – RUBRIC

Straight Bounce Trampoline

Skill description: A set of 20 bounces. Straight bouncing on the trampoline bed (Olympic trampoline). Bouncing technique with an arm swing circle.

Scoring: Qualitative assessment scored on proficiency of skill displaying correct **body positions, body stacking, amplitude, balance, timing, body tension.**

Score	Criteria
9 to 10	Able to bounce VERY high, remaining in the centre of the trampoline for the entire set with smooth flow, consistent full extension and a tall tight body line.
7 to 8	Able to bounce high, remaining in the centre of the trampoline for the entire set with smooth flow, consistent full extension and a tall tight body line.
6 to 5	Able to bounce high, remaining mostly in the centre of the trampoline for the entire set with smooth flow, consistent full extension and a tall tight body line.
4 to 3	Able to bounce low, remaining mostly in the centre of the trampoline for the entire set with smooth flow, consistent full extension and a tall tight body line.
2 to 1	Able to bounce low, remaining mostly in the centre of the trampoline for the entire set but without smooth flow, consistent full extension and a tall tight body line present
0	Unable to demonstrate a full set of straight bouncing with an arm swing circle technique

180 Trampoline

Skill description: 180 degree rotation on an Olympic trampoline with the focus on minimal spiral segmentation, smooth rotation, vertical axis and no drift from the centre of the trampoline bed.

Scoring: Qualitative assessment scored on amplitude, vertical body stacking, body tension, extension, axis, a high emphasis on minimal spiral segmentation!

Score	Criteria
9 to 10	Able to execute a very smooth, high 180 with smooth rotation, on axis in the centre of the trampoline bed with almost no spiral segmentation identifiable even in slow motion video.
7 to 8	Able to execute a smooth, high 180 with smooth rotation, on axis in the centre of the trampoline bed with almost no spiral segmentation identifiable even in slow motion video.
6 to 5	Able to execute a smooth, high 180 with smooth rotation, on axis in the centre of the trampoline bed with minimal spiral segmentation identifiable.
4 to 3	Able to execute a smooth, high 180 with smooth rotation, on axis in the centre of the trampoline bed with spiral segmentation identifiable through take off.
2 to 1	Able to demonstrate a smooth 180 on the trampoline but spiralling, incorrect body stacking, and/or balance and axis are lacking.
0	Unable to demonstrate a 180 in the centre of the trampoline bed

Back Drop Trampoline

Skill description: A back drop on the trampoline bed (Olympic trampoline)

Scoring: Qualitative assessment scored on proficiency of skill displaying vertical extension, body stacking, separation of take off and in air adjustments for rotation and amplitude

Score	Criteria
9 to 10	Able to smoothly execute a high amplitude back drop holding very close to a vertical line when leaving the trampoline bed and holding a straight line through to the apex before making body adjustments for rotation and landing smoothly in the middle of the back on the centre of the trampoline bed
7 to 8	Able to smoothly execute a medium amplitude back drop holding very close to a vertical line when leaving the trampoline bed and holding a straight line through to the apex before making body adjustments for rotation and landing smoothly in the middle of the back on the centre of the trampoline bed
6 to 5	Able to smoothly execute a low amplitude back drop holding very close to a vertical line when leaving the trampoline bed and holding a straight line through to the apex before making body adjustments for rotation and landing smoothly in the middle of the back on the centre of the trampoline bed
4 to 3	Able to smoothly execute a back drop but unable to hold a vertical line when leaving the trampoline bed and/or separating take off extension and body adjustments for rotation to landing
2 to 1	Able to execute a back drop which does not appear confident and unable to hold a vertical line when leaving the trampoline bed and/or separating take off extension and body adjustments for rotation to landing
0	Unable to confidently execute a back drop on the trampoline

Upright Jumping On Skis

Skill description: Execute (on water jump) t sets, twisters and daffys.

Scoring: Qualitative assessment scored from side on consistency of take off, a take off which loads and releases pressure level out of the curve, separation of take off and trick, animated execution of trick and landing technique

Score	Criteria
9 to 10	Able to consistently execute (with good load and release of pressure on take off) a t set, snappy separated twister and daffy.
7 to 8	Able to inconsistently execute (with good load and release of pressure on take off) a t set, snappy separated twister and daffy.
6 to 5	Able to execute (with some load and release of pressure on take off) a t set, separated twister and daffy.
4 to 3	Able to execute (without any load and release of pressure on take off) a t set, separated twister and daffy.
2 to 1	Able to execute (without any load and release of pressure on take off) a t set, twister and daffy but with difficulty separating take off and trick.
0	Unable to execute one or more of t-set, twister, daffy

Back Tuck On Skis

Skill description: (on water jump) a back tuck

Scoring: Qualitative assessment scored from side on ability to consistently execute a back tuck by stacking the body vertically and loading and releasing pressure out of the curve / standing up on the take off, holding the take off, control flip rotation, clean and sharp execution of tuck and kick out to a tips into water landing.

Score	Criteria
9 to 10	Able to consistently execute a back tuck by stacking the body vertically and loading and releasing pressure out of the curve / standing up strong on the take off, holding the take off, controlling flip rotation, clean and sharp execution of tuck and kick out to a tips into water landing.
7 to 8	Able to inconsistently execute a back tuck by stacking the body vertically and loading and releasing pressure out of the curve / standing up strong on the take off, holding the take off, controlling flip rotation, clean and sharp execution of tuck and kick out to a tips into water landing.
6 to 5	Able to execute a back tuck by stacking the body vertically and building some pressure in the curve on the take off, holding the take off, controlling flip rotation, clean and sharp execution of tuck and kick out to a tips into water landing.
4 to 3	Able to execute a back tuck by stacking the body almost vertically but unable to hold pressure through the curve on the take off, holding the take off, inconsistent control of flip rotation, somewhat clean and sharp execution of tuck and kick out.
2 to 1	Able to execute a back tuck but does not stack body vertically through curve and unable to hold pressure through the curve on the take off, does not holding the take off, inconsistent control of flip rotation, not clean separation of tuck and kick out, inconsistent or not present tips into water landing.
0	Unable to execute a back tuck consistently on water to a level where it is safe to execute on snow

TBR SKILL ASSESSMENT – FUNCTIONAL MOVEMENT - RUBRIC

Double Leg Squat Task:

- Equipment: nil
- Instructions: stand facing a wall, toes half a foot length from the wall, with your feet hip width distance apart, arms crossed (hands on shoulders), squat down as far as you can in a slow, controlled manner, maintaining your balance
- Recording: qualitative assessment based on athletic stance, eccentric control, contribution of movement from hip/knee/ankle, knee tracking over second toe, depth of range, COM remaining over centre of feet, range in depth of squat

Score	Criteria
9 to 10	Able to demonstrate double leg squat with precision, consistently showing all key concepts through full range
7 to 8	Able to demonstrate double leg squat with consistent show of most key concepts
6 to 5	Able to demonstrate double leg squat with satisfactory but inconsistent show of key concepts
4 to 3	Able to demonstrate double leg squat with some of the key concepts beginning to appear
2 to 1	Able to demonstrate double leg squat but the key technique concepts were not present
0	Unable to demonstrate double leg squat

Single Leg Squat Task: (Crossley, Zhang, Schache, Bryant, & Cowan, 2011)

- Equipment: box
- Instructions: standing on one leg on a box, arms out in front, squat down as far as you can in a slow, controlled manner, maintaining your balance
- Recording: qualitative assessment based on athletic stance, eccentric control, thoracic shift/rotation, pelvic shift/rotation, hip adduction, femoral internal rotation, knee valgus, COM remaining over centre of foot, depth of range

Score	Criteria
9 to 10	Able to demonstrate single leg squat with precision, consistently showing all key concepts
7 to 8	Able to demonstrate single leg squat with consistent show of most key concepts
6 to 5	Able to demonstrate single leg squat with satisfactory but inconsistent show of key concepts
4 to 3	Able to demonstrate single leg squat with some of the key concepts beginning to appear
2 to 1	Able to demonstrate single leg squat but the key technique concepts were not present
0	Unable to demonstrate single leg squat

Double Leg Landing Task:

- Equipment: 40 cm bench
- Instructions: standing on a 40 cm bench with your feet hip width distance apart, arms out in front, step down onto the ground in a controlled manner, maintaining your balance
- Recording: qualitative assessment based on athletic stance, smooth absorption, hip/knee/ankle stability, hip adduction, femoral internal rotation, knee valgus, COM remaining over centre of feet

Score	Criteria
9 to 10	Able to demonstrate double leg landing with precision, consistently showing all key concepts
7 to 8	Able to demonstrate double leg landing with consistent show of most key concepts
6 to 5	Able to demonstrate double leg landing with satisfactory but inconsistent show of key concepts
4 to 3	Able to demonstrate double leg landing with some of the key concepts beginning to appear
2 to 1	Able to demonstrate double leg landing but the key technique concepts were not present
0	Unable to demonstrate double leg landing

Single Leg Landing Task:

- Equipment: 40 cm bench
- Instructions: standing on a 40 cm bench on one leg, arms out in front, step down onto the ground in a controlled manner, maintaining your balance
- Recording: qualitative assessment based on athletic stance, smooth absorption, hip/knee/ankle stability, hip adduction, femoral internal rotation, knee valgus, COM remaining over centre of foot

Score	Criteria
9 to 10	Able to demonstrate double leg landing with precision, consistently showing all key concepts
7 to 8	Able to demonstrate double leg landing with consistent show of most key concepts
6 to 5	Able to demonstrate double leg landing with satisfactory but inconsistent show of key concepts
4 to 3	Able to demonstrate double leg landing with some of the key concepts beginning to appear
2 to 1	Able to demonstrate double leg landing but the key technique concepts were not present
0	Unable to demonstrate double leg landing

Hop for Distance Test: (Myers, Jenkins, Killian, & Rundquist, 2014)

- Equipment: nil
- Instructions: standing on one leg, hop as forward far as you can and land on the same leg using arms however you like
- Recording: measure toe to toe, three or more trials permitted, furthest distance recorded on each leg

Score	Males	Females
9 to 10	≥ 210.00 + cm	≥ 170.00 cm
7 to 8	200.00-209.99 cm	160.00-169.99 cm
6 to 5	190.00-199.99 cm	150.00-159.99 cm
4 to 3	180.00-189.99 cm	140.00-149.99 cm
2 to 1	170.00-179.99 cm	130.00-139.99 cm
0	≤ 169.99 cm	≤ 129.99 cm

Mobility Assessment**Sit & Reach Rest:** hamstring flexibility

- Equipment: measuring tape, step or box
- Instructions: sit with your feet up against the step, with one hand on top of the other and middle fingers aligned reach forward with both hands whilst keeping knees extended
 - Hold position for at least 2 second (no bouncing allowed)
- Recording: measure distance from distal aspect of great toe to tip of middle finger (value will be positive if athlete can reach beyond toes, and will be negative if athlete cannot reach beyond toes)

Score	Criteria
9 to 10	≥ Positive 6.00 cm
7 to 8	Positive 0.01-5.99 cm
6 to 5	0 cm
4 to 3	Negative 0.01-5.99 cm
2 to 1	Negative 6.00-11.99 cm
0	≤ Negative 12.00 cm

Knee to Wall Test: ankle mobility (Hoch & McKeon, 2011)

- Equipment: wall, measuring tape
- Instructions: standing facing a wall with the second toe, centre of heel and knee perpendicular to the wall, perform a lunge at a distance from the wall at which you can maintain heel contact and make knee contact with the wall
- Recording: measure distance from wall to the tip of the great toe

Score	Criteria
9 to 10	≥ 15.00 cm
7 to 8	12.00-14.99 cm
6 to 5	10.00-11.99 cm
4 to 3	8.00-9.99 cm
2 to 1	5.00-7.99 cm
0	≤ 4.99 cm

Hands Behind Back Test: shoulder/thoracic spine mobility (Frohm, Heijne, Kowalski, Svensson, & Myklebust, 2012)

- Equipment: measuring tape
- Instructions: standing with feet shoulder width apart, make a fist with each hand placing thumbs inside fists and place fists as close as possible behind the back
 - Combined IR with adduction and extension and ER with abduction and flexion – requires normal scapular mobility and thoracic spine extension
- Recording: measure distance between lower point of top fist and highest point of low fist

Score	Criteria
9 to 10	≤ 4.99 cm
7 to 8	5.00-9.99 cm
6 to 5	10.00-14.99 cm
4 to 3	15.00-19.99 cm
2 to 1	20.00-24.99 cm
0	≥ 25.00 cm

OR

Shoulder Flexion by Goniometer Test: shoulder flexion active range / mobility

- Equipment: goniometer OR coaches eye app with angle measure in app purchase
- Instructions: standing with feet shoulder width apart, the athlete lifts one arm at a time in front to their maximum active shoulder flexion range.
- Recording: measure from side on the angle between the humerus and thoracic spine. Repeat for both sides.

Score	Criteria
9 to 10	≤ 175 degrees
7 to 8	165 – 174 degrees
6 to 5	155 – 164 degrees
4 to 3	145 – 154 degrees
2 to 1	135 – 144 degrees
0	≥ 135 degrees

References:

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TBR ATHLETE ENGAGEMENT ASSESSMENT RUBRIC

1. Compliance to staff recommendations physio, nutrition, mental, self-monitoring

Score	Criteria
9 to 10	Shows keen interest in improving functional capacities. Not only completes all prescribed S&C/rehab/nutrition plans/mental rehearsal but is self directed in updating coaching staff regularly on progress & diligently keeps training log up to date.
7 to 8	Shows keen interest in improving functional capacities. Completes all prescribed S&C/rehab/nutrition plans/mental rehearsal, coaching & diligently keeps training log up to date.
6 to 5	Completes all prescribed S&C/rehab/nutrition plans/mental rehearsal, coaching & usually keeps training log up to date.
4 to 3	Completes some of prescribed S&C/rehab/nutrition plans/mental rehearsal, coaching & usually keeps training log up to date.
2 to 1	Non-compliant in prescribed S&C/rehab/nutrition plans/mental rehearsal, coaching & does not keeps training log up to date.
0	Non compliant with staff recommendations and self monitoring

2. Confidence (including transferring acrobatic skills to snow, skiing a new course, skiing challenging conditions, restarting after a crash)

Score	Criteria
9 to 10	Confidence does not appear to affect the athlete's ability to transfer new acrobatic skills from water to snow, to train on an unfamiliar course or apply coaching direction in challenging conditions. Is usually not set back mentally as a result of a crash or out of ordinary event.
7 to 8	Confidence has very little effect on the athlete's ability to transfer new acrobatic skills from water to snow, to train on an unfamiliar course or apply coaching direction in challenging conditions. Is usually not set back mentally as a result of a crash or out of ordinary event.
6 to 5	Confidence often effects on the athlete's ability to transfer new acrobatic skills from water to snow, to train on an unfamiliar course or apply coaching direction in challenging conditions. Is usually not majorly affected mentally as a result of a crash or out of ordinary event.
4 to 3	Confidence regularly affects the athlete's ability to transfer new acrobatic skills from water to snow, to train on an unfamiliar course or apply coaching direction in challenging conditions. Tends to be affected mentally as a result of a crash or out of ordinary event.
2 to 1	Confidence always affects the athlete's ability to transfer new acrobatic skills from water to snow, to train on an unfamiliar course or apply coaching direction in challenging conditions. Usually majorly affected mentally as a result of a crash or out of ordinary event.
0	Athlete displays immense fear of acrobatic skill execution and other on and off snow aspects of mogul skiing

3. Performance on demand – ability to reproduce the same quality consistently in competition as in training.

Score	Criteria
9 to 10	Consistently performs runs in competition at the same level of their best consistent training performances. Shows signs of good focus without over or under arousal in start gate or during competition day.
7 to 8	Consistently performs runs in competition at the same level of their best consistent training performances. Shows signs of good focus but can display some over or under arousal in start gate or during competition day.
6 to 5	Showing signs of consistency in competition performance to the same level of their best consistent training performances. Shows signs of good focus but can display some over or under arousal in start gate or during competition day.
4 to 3	Able to produce a consistent performance in competitions but not to the same level of their best consistent training performances. Shows signs of focus but can display some over or under arousal in start gate or during competition day.
2 to 1	Unable to produce a consistent performance in competition. Difficulty with focus in start gate and can display some over or under arousal in start gate or during competition day.
0	Anxiety, significant arousal issues or concentration issues related to competition performance on demand

4. Coachability and maturity –, ability to handle high intensity coaching situations, ability to understand and translate coaches instructions into the desired action consistently.

Score	Criteria
9 to 10	Example athlete who not only understands and applies difficult technical and physical asks from coaches & is able to understand, apply and maintain use of feedback to improve quickly. High intellectual understanding of complex coaching concepts and can self coach to a high level.
7 to 8	Athlete understands and applies difficult technical and physical asks from coaches & is able to understand, apply and maintain use of feedback to improve quickly.
6 to 5	Athlete understands and applies some difficult technical coaching but may struggle with others. Understands feedback well but may struggle to apply quickly and progress quickly.
4 to 3	Athlete struggles to understand and apply some difficult technical coaching. Understands feedback well but may struggle to apply quickly and progress quickly.
2 to 1	Athlete has great difficulty understanding or applying technical coaching which makes it hard for them to progress.
0	Does not understand or apply technical coaching.

5. Physical Training Volumes – on snow, water jump, S&C session attendance

Score	Criteria
9 to 10	Attends at least 95% of scheduled full time skill training sessions and a benchmark example athlete in terms of commitment to S&C training. Completes additional S&C training on top of prescribed workouts during periods of lower skill training loads. Attends every on and off snow TBR camp and testing activity year round (including water jump sessions).
7 to 8	Attends at least 95% of scheduled full time skill training sessions and completes all of their prescribed S&C, completes additional S&C training on top of prescribed workouts during periods of lower skill training loads.
6 to 5	Attends at least 80% of scheduled full time skill training sessions and completes all of their prescribed S&C
4 to 3	Attends at least 75% of scheduled full time skill training sessions and completes most of their prescribed S&C
2 to 1	Attends less than 60% of scheduled full time skill training sessions and/or does not complete most of their prescribed S&C
0	Attends less than 50% of scheduled full time skill training sessions and/or does not complete most of their prescribed S&C