



## OFFICIATING SKILLS ASSESSMENT: SCORE AND TIMING FAMILY

The following checklist is a tool to provide assessment metrics for an official's readiness in a number of categories. This process is not required, nor is it meant to be submitted to or used to replace a Certification program. It is a tool for leagues and officials to use to continually track improvement and to communicate an official's readiness at any given time.

There is no minimum number of categories in which an official must "pass" in order to be considered ready for each level of game play. The more categories in which an official has demonstrated proficiency, the more prepared that official will be to perform well at higher levels of game play.

Readiness in the position should be determined in the following categories. Position-specific guidelines are provided for each skill level in order to give basic expectations for performance at each level.

### Rules Knowledge and Application

- **Novice:** Has little to no understanding of the rules and requirements of the position.
- **Intermediate:** Has sufficient knowledge of rules to work in the position at a basic level. Needs guidance and support on complex scenarios.

Examples:

Jam Timer (JT): Doesn't understand when a jam should be run or not run at the end of the period.

Scorekeeper (SK): Understands points in general but does not understand no pass/no penalty or box points.

Scoreboard Operator (SO): Can generally run points and the jam clock but misses timeouts and Official Reviews.

- **Competent:** Has good knowledge of rules and can apply them in complex scenarios.

Examples:

JT: Can handle the general flow of the game with jam stops/starts and timeouts but doesn't understand how to run an overtime jam. Thinks the stopwatches in hand are the official clocks over the displayed one.

SK: Can back up their Jammer Referee on not on the track (NOTT) points and understands star passes.

SO: Anticipates timeouts and Official Reviews but does not understand how to work with the JT to adjust the official time as needed. May miss some lost leads.

- **Advanced:** Has good knowledge of rules, including finer points and exceptions. Applies rules well and evenly throughout the course of the game. Makes adjustments as needed in all complex scenarios.

Examples:

JT: Manages complex end of period timing and understands how to manage and adjust the official displayed clock.

SK: Understands complex points scenarios such as star passes, NOTT points, and can anticipate lap points based on the position of the opposing Jammer.

SO: Can consistently display the correct game information from start to finish including timing, timeouts, Lead Jammer status, and points.

## Stats Book Completion/Timing/Scoreboard Operation

- **Novice:** Does not know how to complete the Scorekeeping paperwork, how to time games, or how to use the required scoreboard software.
- **Intermediate:** Can complete the minimum amount of information on the paperwork, can handle basic timing, and can run the scoreboard with basic skills.

Examples:

JT: Can whistle jam starts and the end of the jam. Needs instructions with timeouts and Official Reviews.

SK: Completes the basic information for scoring but cannot enter in the checkboxes for No Pass, Lead, and Call Offs.

SO: Can run the scoreboard but misses points or makes mistakes with the clocks when under stress.

- **Competent:** Can consistently complete the tasks of the position and required paperwork but misses some finer applications or makes mistakes during complex or stressful situations

Examples:

JT: Handles jam starts and stops and timeouts/reviews properly. May make mistakes with timing at the end of the jam or forget to double check the scoreboard clock at stoppages.

SK: Completes the paperwork but may miss a zero pass at the end of a jam or not double check the math during timeouts.

SO: Runs the scoreboard with minimal problems but may be off with timing with the Jam Timer multiple times during the game, or may miss some Jammer names and Lead Jammer/Lost Leads.

- **Advanced:** Able to completely and correctly fill out paperwork for the position on paper. Skilled enough to perform the job equally well in electronic form with minimal training. Can complete their job confidently and calmly, even in complex game play scenarios.

Examples:

JT: Manages the time on their stopwatches and works with the SO throughout the game to keep the official clock in time. Handles all timeouts and official reviews and is able to communicate timing to teams on the track. Handles overtime jams and the proper time to run an end-of-period jam.

SK: Can completely fill in the paperwork without error, including No Passes/zero passes and Star Passes.

SO: Can operate scoreboard without error and can set up for different scenarios such as "time to derby" or halftime displays. Keeps jam and period numbers correct. May be comfortable with multiple scoreboard systems.

## Hand Signals, Communication, and Positioning

- **Novice:** Has little to no understanding of hand signals, where officials should be positioned, or how to communicate within their group of officials.
- **Intermediate:** Some signals are sloppy or unclear. Does not apply verbal cue standards consistently and doesn't always understand or answer concisely when questioned by other officials in a game. Positioning is inconsistent and may need more than one reminder where to stand or move.

Examples:

JT: Does not display the bench that called a timeout. Cannot do the rolling swoop whistle to end timeouts. Does not look to the SO to manage time adjustments.

SK: Forgets to signal back the points to the Jammer Referee. Does not confirm points with SO.

SO: Displays points from the Jammer Referees rather than the SK. Fails to look at or communicate with the JT on time adjustments.

- **Competent:** Hand signals are mostly consistent. Communication adheres to verbal cue standards most of the time. Knows who to watch during game play. Positioning is good but still could use improvement.

Examples:

JT: Gives a clear and loud "Five Seconds" warning with a clear hand signal but may still not give the correct Official Timeout or Review signals.

SK: Communicates Lead Jammer status and color and points per pass and color with SO during the jam, knows to get the Jam Referee's attention but may delay or have to wave around.

SO: May occasionally need to take Official Timeouts to adjust the clock. May forget to get score instructions from Scorekeepers rather than Jammer Referees.

- **Advanced:** Signals are always clear and crisp. Consistently uses the correct combination of verbal cues and hand signals in communication. Responds to other officials with concise, accurate answers. Understands how to communicate non-verbally with others when needed and how to provide support for other officials via communication.

Examples:

JT: Able to tell the SO how much to adjust the clock using hand signals. Strong whistles and echoes calls well.

SK: Able to get Jammer Referee's attention to resolve issues immediately and without waving around. Supports the other SK with star passes and complex scenarios.

SO: Echoes the scores reported back to the SK. Able to consistently communicate with the JT to keep the clock in sync without requiring Official Timeouts.

## Feedback and Adjustments During a Game

- **Novice:** Has difficulty in receiving, processing and adjusting to feedback or doesn't understand what adjustments need to be made and the reason for those adjustments.
- **Intermediate:** Struggles with feedback. Slow to adapt to requested changes in game.
- **Competent:** Increased ability to adapt and apply feedback. Can take feedback and adapt but sometimes doesn't apply feedback consistently from jam to jam.
- **Advanced:** Applies feedback immediately and consistently across the game and into future games.

## Professional Behavior/Presentation

- **Novice:** Many lapses in professional behavior or unnecessary discussions with skaters or other officials that are off topic. Agitation, nervousness, or unrest is evident, especially in complex play situations or exchanges with officials and skaters. May have difficulty concentrating on the game.
- **Intermediate:** Some lapses in professional behavior or unnecessary discussions with skaters or other officials that are off topic. Some agitation, nervousness, or unrest is evident at times, especially in complex play situations or exchanges with officials and skaters. Some loss of focus during the game, especially in complex game situations.
- **Competent:** Almost no lapses in communication to other officials and skaters. Rarely looks nervous, agitated, or fazed by complex game play. Remains calm and collected in tense exchanges with officials and skaters. Almost no lapses in focus during the game, even in complex game situations.
- **Advanced:** Calm, professional, and focused behavior displayed at all times. The level of professionalism displayed helps other officials remain calm and collected.