

Official's Development Committee

Master Facilitator's Program

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Chapter 3 Formal Evaluations

I. PURPOSE

Evaluation of a football official's performance is a great asset in the continual development of that official and will also strengthen the overall officiating program, locally, provincially and nationally. There has been a good deal of discussions on the benefits of evaluations and there has been an equally number of discussions on how difficult it is to implement an evaluation program. The intent of this guide is to assist in evaluating officials and outline how an extensive evaluation program can improve the overall effectiveness of football officiating by engaging more and more members in this important function.

To properly understand the terms evaluate or evaluation, Webster's Dictionary provides the following definitions:

Evaluate: To appraise carefully; to judge as to worth or amount.

Evaluation: exhaustive appraisalment

II. WHY CONDUCT EVALUATIONS?

Sports' officiating has promoted two fundamental elements in recent years; *training* and evaluation. Training differs from evaluation in that training is seen as an organized activity aimed at imparting information and/or instruction improve the recipient performance or help him or her attain a required level of knowledge or skill.

In amateur sport in Canada, Sports Officials of Canada and Sport Canada have urged and encouraged its member associations to promote these endeavours. Football Canada has developed the Football Canada Officials Certification Program (FCOCP) with these two objectives in mind.

Football Canada has created 4 Levels within amateur football officiating. Formal training courses have been developed for each of the four identified levels of officiating. These training courses have been developed nationally to set a common nationally standard to provide consistency in how tackle football is officiated across Canada. In addition to consistency in how the game is officiated, a common standard across Canada for officiating training enhances the mobility of officials who can transfer from Association to Association with common skills and mechanics.

A practical evaluation of the work of an official on the field is essential. Many officials are capable of very high results in a clinic or examination atmosphere, but have problems when faced with the tensions and quick decisions making required under game conditions. Conversely, other officials may perform well on the field under game conditions, but have difficulty with rule knowledge. Therefore, both the examination and the evaluation are important aspects in the development of an official.

There are a number of purposes / aims of any evaluation program:

1. To Stimulate or Discover Excellence:

Excellent officiating is ensuring that the contest is played by the rules, while stressing fairness and good sportsmanship and safety for the athletes. Through an evaluation program, we can often discover hidden talents and thus encourage those who may, for one reason or another, "fall through the cracks", go

relatively unnoticed or have their officiating skills overlooked. Evaluations should emphasize the strengths of officials but can also indicate weaknesses. A properly conducted and out briefed evaluation that stressing the positive aspects of performance should serve as a stimulus to individuals that will improve their overall competency in officiating.

There will be a good deal of emphasis on formal evaluation but self-evaluation is a key element in the overall evaluation program. Individual officials at all levels should be encouraged to evaluate their own performance based on their ever growing knowledge of officiating. In most cases, an individual will be their own strongest critic. By having a record of your own evaluations, both positives and negatives from each game, will allow individuals to concentrate their personal improvement efforts to concentrate and known weaknesses thus improving their overall effectiveness as an official.

Note that a by-product of an evaluation program can be the nurturing of competent evaluators that will only strengthen the overall officiating program.

2. To Improve the Quality of Performance and Development of Skills:

The level of the performance of an individual official or the crew can be determined through a fair and unbiased evaluation system. One of the major components of an effective evaluation program is the feedback both to individuals and to the program. Evaluation programs besides documenting the strengths and weakness of either individuals or crews performance, the outcomes of evaluations can help to determine the effectiveness of training programs and material provided to officials.

Analysis of evaluations may show tendencies that may be corrected by adjustments in training, highlighting in various communications media or even to amendments in core training documentation.

3. Ranking Order :

Evaluation systems can be utilized in the ranking of officials in regards to their competence in their ability to carry out their duties. This can also be extended to ranking of crews in those Associations who employ the assignment of officials by crews rather than assignments to games by individual officials. Certification courses, exam results and field performance and any other locally agreed factors should play a part in the ranking of officials and crews.

4. Promotion of Officials:

Evaluation results can be one of the factors used for the promotion of officials from one position to another. Prior to “moving up” or to “the inside” evaluation should play a vital part in helping to determine an individual’s capabilities for working various positions. One of the goals of developing officials is to have officials move up to better competition, ie University or even the CFL. Evaluation results are an excellent indicator of an individual’s performance and can also be used to indicate potential for moving to a higher level of football.

5. Assignments:

Assignors need to have background information prior to assigning officials to various positions in games at different levels. Use of evaluation results can be one of the many information sources to assist the assignor in assigning individuals to games both for the development of that individual and also to balance off the experience level of the crew to assist in the development of officials. For every game the assignor’s

mission should be to assign the best officiating team that s/he can provide to ensure the game is played safely within the confines of the amateur rule book as well as providing opportunities for officials to continue to develop their skill in officiating.

Whatever the purpose of the evaluation program, it is critical that the aims and goals are clearly communicated to the official(s) being evaluated. It is essential that the evaluation system be open, fair and promote trust in the system.

III. WHO SHOULD BE EVALUATED?

There are many cases of people operating for long periods of time in a vocation or avocation who have never or seldom undergone an evaluation. They simply have gone about their duties as a result of position or seniority. In the world of sports officials this is far from true as we are evaluated constantly by many entities such as players, coaches, fans and all those around us. Whenever the sports official puts on his / her uniform there will be someone who will pass judgment on that individual's performance.

Evaluations should be carried out for:

1. Junior Officials to assist in their development
2. Senior Officials to promote excellence and promotion
3. Assignment(s) of Officials to various positions or working new positions
4. Minor League Officials through to the Professional Leagues

IV. EVALUATION FORMATS

Those who evaluate and who are being evaluated must recognize that while there are some negative issues that may surround an evaluation, an evaluation is meant to be positive. The intent is to improve our officials. In order to do that we must realize that there are some fears that come from evaluations and it is our role to ensure that those who are evaluated are encouraged to improve.

There are a number of ways that evaluations may be carried out. A variety of sources of evaluation will give a better overall picture of the officiating performance. Additionally, by judicious use of the various evaluations techniques, evaluator's skills and competencies can be increased.

The following formats may be utilized:

1. Self Assessment:

This is merely an evaluation of how the individual feels he / she carried out his / her tasks. This should be constant for every assignment - for every game and for every position worked. The adage that the most critical evaluator is yourself is probably true. You can go over your performance and self-evaluate. It is suggested that criteria for evaluation should be supportive or complimentary to the evaluation goals of the Football Canada FCOCP. Mechanics and positioning should be in accordance with Football Canada's Level manuals.

2. Informal Evaluation:

Informal evaluations can take on many forms. Informal evaluations can be observations made by senior officials during a game; observations of knowledgeable observers (senior active or retired officials who are observing a game), post game peer feedback and crew assessment; and locally produced development evaluations that have the aim of developing officials proficiency and preparing them for formal FCOCP evaluations.

3. Formal Evaluation:

This will be an assessment, evaluation, critique carried out by a trained Evaluator. Evaluators may be referred to by various titles: Observer, Assessor, and Evaluator. These are people who are responsible for observing performance, recording and analyzing the observations and then delivering feedback to the official(s) when and where appropriate. Additionally, a record of the formal evaluation is retained by the local Football Association and the results forwarded through appropriate channels to CFOA to track officials certification.

4. Game Film Review:

When available, game films are a most useful tool in carrying out observations of one's game performance. Careful analysis of the film will assist in showing patterns and habits that an individual or the crew has developed or utilizes from time to time or in certain situations - both correct and "not so" correct positioning, mechanics, etc. Film

V. EVALUATORS - Who Can / Should Evaluate?

Depending upon the type of evaluation there are a number of people who may carry out evaluations:

- Self Evaluation:

This is an ongoing assessment of your own performance and development.

- Senior Crew Member (can be the Referee in certain situations):

The Senior Member(s) of the crew should make themselves available to answer questions from those on the crew and to offer helpful and constructive criticism help aid in the development of the newer/younger official. Some FOAs have the Referee provide notes on crew and individual's to assist in development and also provide feedback for the assignor.

- Other Crew Members / Peer Evaluation:

This is an "informal" evaluation by your fellow officials. Basically it refers to, "How did we do today? Where did we do well? Where do we need to improve?" This is most effectively done at the end of the game to provide immediate feedback.

- Senior / Retired Officials:

These people can often play a very important part in evaluation. Many have valuable knowledge and years of experience that can be helpful. Many will be willing to share their knowledge with the younger officials.

If in fact that they have displayed a high level of competency during their years of officiating, they are likely to command respect and confidence from other officials. These individuals should have the desire and temperament to do formal evaluations. They need to be current on FCOCPP mechanics and positions but as importantly how to evaluate and how to debrief individuals after the game.

Associations should take great care when selecting evaluators. Obviously more experienced, senior Officials are the likely choices but are not the only source for evaluators. Good officials are not necessarily the best evaluators. A key consideration is inter-personal relationship skills. Remember that this individual is judging performance, and must be able to provide honest, fair and consistent feedback to the Official being evaluated. It would be beneficial if the evaluator is currently an active Official, but there is an excellent opportunity to use former officials for this task as well. The skill and knowledge that these officials develop are trained and remain involved. It is key that retired Officials, if utilized, keep their qualifications current on any changes to rules, mechanics or positioning as well as being trained on proper evaluation techniques.

Note from the above descriptions that everyone should be involved as evaluators. The degree of involvement and the amount of training to be given to an evaluator will depend on their role within an Association .

- Game Day Supervisor (see previous chapter)

VI. CONSIDERATIONS RE EVALUATION

There are a number of factors that may affect one's performance and a list follows that highlights some of the considerations to keep in mind when conducting an evaluation:

- level of training received;
- on field experience at the position being evaluated;
- game conditions - weather, field conditions, etc.;
- game factors - level of play, intensity of play, etc.;
- allow for individual differences: i.e. personalities, abilities, disabilities

VII. EVALUATION COMPONENTS

Currently there are several versions of evaluations, from fairly basic on-field reviews, to sophisticated video evaluations. However, it would appear that most associations are evaluating similar categories. Annexes contain some of versions of formats that could be used as developmental assessments whose main aim is to improve an Officials skill and competency in on field officiating.

In order to achieve the FCOCPP certification of a given level, a formal FCOCPP evaluation needs to be completed by a formally trained/qualified evaluator. The following paragraphs will outline the evaluation components that make up the FCOCPP evaluation.

Note that when completing the evaluation, you must take into account extenuating circumstances. Take the weather and field conditions into consideration: is it cold, wet and field muddy, etc. Before the game, is the official displaying an unprofessional appearance, sprawled out on a bench or playing catch with the ball boys, etc.

Appearance

- Is the uniform clean, neat, and complete. Does the individual have a “professional” appearance

Pre-Game preparation and involvement in briefings

- Does the individual appear on-time for the pre-game briefing – are they prepared for the assigned position, and do they participate in the crew pre-game briefing.

Fitness

- Does the individual demonstrate the stamina, hustle, and overall conditioning required

Mechanics

- Whistle use, Ball handling, Measurements, and Responsibilities after play is dead

Play Reaction

- Ability to read the play and react appropriately

Positioning and Coverage

- Proper initial positioning, understands and reacts to coverage responsibilities

Signals

- Clear, concise, correct, and timely. Timing signals and awareness particularly important

Situational Awareness

- The individual shows good awareness of down & distance, and critical play situations. Makes proper adjustments for short yardage/goal line plays

Ball Marking

- Displays proper technique for spotting forward progress, point ball dead, or out of bounds.

Interactions and communications

- Cooperates and communicates well with others on the crew. Interacts and communicates with Players and Coaches – good preventative officiating

Teamwork

- Ability to work well with the rest of the crew – ball retrieval, flag retrieval, positive attitude, offers assistance when required or requested.

Rules/Penalty Decisions

- Demonstrates a good understanding of the rules, and a common sense application on the field. Good awareness of when a “no call” may be the best decision

Penalty Applications (Referees)

- Good understanding of the rules and applications. Demonstrates proper signals, and offers correct options to captain(s) Good interaction with Umpire

Judgment & Consistency

- Good common sense judgment that is consistent throughout the game. Effective preventative officiating, not overly technical.

Composure

- Remains calm and in control in tense situations. Does not become aggressive

VIII. KEYS TO SUCCESSFUL EVALUATION:

Points to consider when carrying out evaluations:

- A. Use the same guidelines for evaluation for everyone, regardless of their experience. (Newer officials will likely have lower results than more experienced officials.)
- B. Start and end on a **POSITIVE NOTE**. Make the evaluation a positive learning experience. Try to make criticisms in a positive manner and offer suggestions for corrective action. Attempt to solve problem areas together.
- C. **Be FAIR, FRANK, HONEST; but, NOT DESTRUCTIVE.**
- D. Don't try to evaluate several officials at the same time— concentrate on one position for several plays. Make use of several aspects of the evaluating procedure (i.e. g Don't try to evaluate several officials at the same time – concentrate on one position for several plays. Make use of several aspects of the evaluating procedure (i.e. game videos, meetings, field performance observations, etc.).
- E. Give immediate feedback to the individual(s) concerned. Post game meetings are a must. Review game notes with those concerned on a one to one basis for “serious” problem areas.
- F. Carry out the feedback session as an information session, Present your point of view and LISTEN to his/her point(s). **DON'T ARGUE!!** Both sides must be willing to listen to the other. Be open to reasons why certain developments took place. Positioning and mechanics can be questioned but not the call, unless there is a very outstanding situation that can be explained by the evaluator.
- G. Take into consideration special **GAME CONDITIONS** (i.e. cold, wet, wind, run away score, etc.).
- H. Follow standard evaluation procedures and be consistent in your scoring methods. Make use of the guidelines that are provided by Football Canada. Follow up with a written evaluation to the official with a copy to the local FOA.

I. Whenever possible make use of Game videos. There are often several things that are missed at the live observation that will show up in a game film. Game films are invaluable to an individual official who is carrying out self evaluation.

J. Informal evaluations are of great value as well. Any official attending a game may note points that will assist another official in his/her development. Strong points observed will assist in building confidence and are of tremendous value.

Whatever the purpose of the evaluation program, the aims and goals should be clearly communicated to the officials being evaluated. It is essential that the evaluation system be open, fair and promote trust in the system.

In order to have a successful evaluation program, the members of your Association must “buy into and trust” the program. Evaluators need to consider and follow the following factors, which are keys in developing a constructive and successful evaluation program:

1. Fairness
 2. Frankness and Honesty
 3. Avoid Overloading - Avoid Covering Too Much at One Time
 4. Immediate Feedback - Take Time to Review Critiques:
 - a. Stress Positives and Strengths
 - b. Turn Negatives into Positive Suggestions - How to Improve
 - c. “What I learned to-day, What did I like, what did I notice you improve on”?
 5. Discuss, Not Argue
- Reward Excellence - Praise, Promotion, Assignments, etc

THE BOTTOM LINE

Evaluations make people nervous – nobody enjoys having someone else judging their every action. It is vital to the success of the evaluation program that the process be a positive learning experience. Even in those situations where the Official was “having a bad game”, there needs to be positives. Good 2-way discussion, open, honest dialogue. Key phrases such as: - “what did you think about your game today”, “your positioning was generally good – what do you think you might do differently to be more effective”, “Do you think there are ways you could be more helpful to the Referee”. Whatever words are chosen, there should be positives, and assistance for training if necessary.

SAMPLE FORMS

There are many different variations of forms used for evaluations. Associations may choose to use just one form for all positions, or may adapt different forms for any, or all of the positions. There is now also more use made of video review, particularly at more competitive levels of play (CIS, Junior)

On the following annex are samples of forms used, including video review. Feel free to use any of them, or adapt any for your use.

Annex a Self Assessments

Need a copy or two of layouts for self assessment

Annex B Informal Assessment

DEVELOPMENTAL OFFICIAL EVALUATION FORM

Name of Official: _____

Years of Experience: _____

Location: _____

League/Level: _____

Field Position: _____ FCOCP Level: _____

ATTRIBUTES	Low				High	Comments
	1	2	3	4	5	
Physical Appearance/ Movement	1	2	3	4	5	
Mechanics, Positioning, Coverage	1	2	3	4	5	
Signals and Communication	1	2	3	4	5	
Composure	1	2	3	4	5	
Judgment/Consistency	1	2	3	4	5	
Teamwork/Hustle	1	2	3	4	5	
OVERALL RATING	1	2	3	4	5	

OBSERVATIONS:

STRENGTHS: (List 2)

NEEDS ATTENTION: (List 2)

EVALUATOR: _____

Date: _____

Annex C Use of Video for Evaluations.

See previous chapter

Annex D

Formal Evaluations for Certification Purposes

As mentioned previously, an on-field evaluation is a required component of all certification upgrade levels. After the individual has completed the theory portion of the certification, an on-field evaluation must be successfully completed. Since an upgrade would normally mean the Official is performing at a higher level of competition, or in a different position on the field, they should be given a reasonable opportunity to experience the new challenge prior to an evaluation being done to complete the certification.

SCORING THE CATEGORIES

When conducting a formal evaluation for certification, the following categories are to be used. A simple spread sheet such as the following form should be used.

**ON FIELD EVALUATION
CFOA / CAFA CERTIFICATION PROGRAM**

Level:		League:	
Name:		Location:	
Number:		Home Team:	
Association:		Visiting Team:	
Position:		Date:	
Evaluator:			

Component	Possible Pts.	Pts. Earned	Comments
Appearance	5		
Attitude and Contribution Pre and Post	5		
Physical Condition	5		
Positioning	10		
Mechanics	10		
Team Work	10		
Consistency	10		
Ball Marking	10		
Signals	5		
Timing	10		
Assistance to Referee	5		
Penalty Application (Referee only)	5		
Composure under stress	5		
Interaction with Players and Coaches	5		
Control	5		
Total	100	0	Result

Additional Comments:

A. 5 Points

- i. Is the uniform
 - Correct
 - Neat and clean
 - Shoes polished laces appropriate colour and clean
- ii. Does the official look like her/she is ready to do the job?

Score – deduct 1 point for each item which is not satisfactory.

B. Attitude & Contribution – pre & post game – 5 points

- i. Is he/she on time?
- ii. Has he/she a positive approach to the assignment?
- iii. Approach to the pre-gem meeting
 - As Referee, well organized?
 - As Official, attentive?
- iv. Does he/she interact well with other officials – pre & post game?
- v. Does he/she accept criticism well?

Score – deduct 1 point for each item which is not satisfactory.

C. Physical Condition – 5 Points

- i) Does he/she move well?
- ii) Does he/she work equally hard in each quarter?
- iii) Does he/she hustle on the field in:
 - getting back to position
 - ball retrieval
 - delivering 3 minute warning
 - moving minor officials
 - measurements
 - etc.

Score – deduct 1 point for each item which is not satisfactory. Do not count repeated errors.

D. Positioning – 10 Points

- i) Is he/she following the position requirements accurately and effectively for each type of play?
- ii) Does he/she read the play and adjust his/her positioning to meet a specific situation?
- iii) Is he/she in the right position to make the call?
- iv) Is he/she aware of the possibilities on a specific play, and prepare for the different results, to make the call quickly and accurately (for example. on a punt near goal line, the punt may hit the goal post in flight)?

v) Does he/she get out of position by trying to guess the play, instead of being aware of the game situation?

vi) Is he/she aware of players near his/her position?

Score – deduct 1 point for each error on each different type of play (eg. Kick off, punt, field goal, running, pass).

- deduct 1 point for each type of error in Section ii to Section vi.

E. Mechanics – 10 Points

i) Does he/she carry out the mechanics for the position to which he/she is assigned:

- correct down
- control linesmen
- use of whistle
- calling a foul, throwing the flag
- holding dead ball spot
- releasing another official who has a foul
- recognizing injuries
- change of quarters, half time, game end
- boxing in the play
- pre-game duties
- out of bounds play
- after play dead
- measurements

Score – deduct 1 point for each unsatisfactory item. Do not count repeated errors for the same item.

F. Teamwork -10 Points

i) Does he/she work effectively with other officials?

ii) Does he/she “look through” the play when in doubt to see if another official has better position?

iii) Is he/she prepared to make a decisive call to assist another official when required?

iv) Does he/she pass the ball carrier to another official when he/she should?

v) Is he/she working as part of the crew, or trying to do everything himself/herself?

vi) Does he/she call penalties out of his/her area, when other officials are in position?

vii) Does he/she work into the ball retrieval system when required?

viii) Does he/she retrieve the flag of another official when necessary?

vix) Does he/she take over another officials spot when necessary?

Score – deduct 2 points for each type of error. Do not count repeated errors.

G. Judgement and Consistency – 10 Points

i) Does he/she make his/her calls the same at all times during the game?

For example: Does he/she ...

- Use the same criteria of distance on a restraining zone foul
- Call the defensive tactics the same anywhere on the field, whether mid-field or a goal line.

- Call fouls according to the definition, and the spirit and intent of the rule.
 - Call fouls in an unbiased manner.
 - Call fouls the same way at the end of the game as at the beginning.
- ii) Does he/she get too technical and try to find fouls to call?

Score – deduct 2 points for any unsatisfactory item.

H. Ball Marking – 5 Points

- i) Does he/she spot the ball properly?
- Furthest point of advance?
 - When the knee touches ground, or any part of body other than hands or feet.
 - When the ball goes out of bounds.
- ii) Does he/she mark the spot from outside the players, and move closer only when safe to do so?
- iii) Does he/she mark the spot in the approved manner – foot and direction?
- iv) Does he/she blow the whistle at the right time?

Score – deduct 1 points for each type of error.
 – deduct 5 points for inadvertent whistle.
 – do not count repeated errors.

I. Signals – 5 Points

- i) Does he/she use the proper signal?
- Example:
- Stop the clock
 - Incomplete pass
 - Score – 1, 2, 3, 6
 - Free Side and Held Side
 - Ball carried out of bounds after 3 minute warning etc.
- ii) Are his/her signals clear and easily seen?
- iii) Does he/she invent unnecessary signals – e.g. no score?

Score – deduct 1 point for incorrect signal, or omitted signals.

J. Timing – 10 Points

- i) Does he/she stop the clock when required?
- Example:
- out of bounds
 - incomplete pass
 - change of possession when ball dead
 - score made
 - every play in last 3 min. of half, etc.
- ii) Does he/she let the clock run when required?
- Example:
- dead ball inbounds

iii) Does the Referee start the clock at the proper time?

Score – deduct 2 points for each type of timing error.
– do not count repeated errors.

K. Assistance to Referee – 10 Points

- i) Does he/she report a foul to the Referee correctly, giving all necessary information?
- ii) Does he/she stay with the Referee after reporting a foul, until all is clear?
- iii) Does he/she retrieve the Referee's flag if required and he/she is free to do so?
- iv) Does he/she relieve the Referee of his/her spot if possible and when necessary?
- v) Does Umpire stay with the Referee and assist him/her until it is time to award the yardage?
- vi) Does he/she ensure following the penalty application that the yardage and down are correct?

Score – deduct 2 points for i), ii) or vi) error [check i) with Referee].
– deduct 1 point for iii), iv) or v) error.
– do not count repeat errors.

L. Penalty Application – 10 Points (Referee only)

- i) Does he/she apply the proper penalty?
- ii) Does he/she explain the penalty, and options to the Captain?
- iii) Does he/she give clear direction to the Umpire
 - point of application of penalty
 - distance of penalty
 - any specific instructions – 1/2 distance, etc.
- iv) Does he/she give a preliminary signal?
- v) Does he/she give the final signal accurately, and from an area clear of players?

Score – deduct 5 points for first error and 1 point for any other error, or omission, including repeated errors.

M. Composure Under Stress – 5 Points

- i) Does he/she remain calm in tense situations, or after controversial calls?
- ii) Does he/she transmit tension to others – players, coaches, officials, by an excited voice, or loss of control of voice or actions?
- iii) Does he/she exhibit aggressive tendencies to compensate for excitability?

Score – deduct 1 point for any unsatisfactory action, including repeated errors.

N. Interaction with Players and Coaches – 5 Points

- i) Does he/she talk to players and coaches in an effort to prevent penalties?
- ii) Does he/she provide information, or explanations when requested (must be accurate)?
- iii) Is he/she overly sensitive to comments from players and/or coaches which result in too many objectionable conduct calls (rabbit ears)?
- iv) Does he/she become belligerent, abrasive, or become dictatorial when questioned?
- v) Does he/she work to gain the respect of the players by a firm, helpful and fair manner?

Score – deduct 1 point for any type of error or omission, including repeats.

O. Control- 5 Points

- i) Does he/she work in a manner which prevents trouble from developing?
- ii) Does he/she stop trouble quickly if it develops?
- iii) Does he/she keep the game moving?
- iv) Does he/she get into unnecessary or prolonged arguments– discussions which delay the game and weaken control?
- v) Does he/she calmly and firmly request clear sidelines, by referring this to the Head Coach when required, and then to the Referee if necessary?

Score – deduct 1 point for any error or omission, including repeated iv) or v).

Evaluation Form Comments

A. Appearance

Take field conditions into consideration; muddy, cold, wet, etc. Before the game, is the official displaying an unprofessional/ inappropriate appearance, sprawled out on a bench or playing catch with the ball boys, etc.

B. Attitude

Time – Be there well ahead of time.

Positive approach. Is the official complaining about having to work with this team, or this position, or this particular night, or is he/she eager to do the game?

Pre, and post-game meetings – Attend, listen and observe the reactions and if necessary correct any misinformation.

Interaction with other officials. The official should leave any conflicts outside the game site. He/She should be prepared to work effectively with the other officials both in the dressing room and on the field.

Criticism. Every association has one or more officials who take criticism personally. Let them know that you are only trying to help them. Again, DON'T ARGUE. If the official won't accept the criticism, don't lose your temper. Quietly explain the situation and deduct the points.

C. Physical Conditioning

Does he/she move well – in spotting, getting downfield, not getting hit (Umpire) or trapped (Referee) etc. Inability to keep up with players as the game progresses.

Take conditions into consideration – high temperature, etc. If an official is overweight it should show up here and/or in the appearance category.

D. Positioning

More points are usually lost here than anywhere else. An official cannot make the call properly if he/she is not in position. Positioning however is not written in stone. Game conditions can dictate changes in positioning – for example
Back Umpire may be 15 yards back against a slow, non-passing team or 25 yards back in the last moments of a close game. However, when the play develops he/she should end up in position to make the call.

E. Mechanics

Self-explanatory. Other mechanics could probably be added to the list.

F. Team Work

Self-explanatory.

G. Consistency and Judgement

This is the category which differentiates a good official from a great official. If you work hard enough you can train a monkey to be in position, but you can't teach him/her good judgement. Judgement can and will make or break an official. This is the hardest category to evaluate. DON'T impose your judgement on an official's individual call unless it is obviously a gross error. Try to make your evaluation on his/her overall judgement, not on individual calls. After all, he/she is a lot closer to the play than you are.

H. Ball Marking

Most bad calls and ball marking spots are made because the official was not in position to see the play properly. Therefore, if this is the case, deduct from positioning as well. On close calls, again don't try to impose your judgment over another official. It is extremely important to be more accurate around first down territory and the goal line.

I. Signals

This section is concerned with the signals themselves, and not with the timing errors.
Rate the Referee closely on this category.

J. Timing

Note the deduction is for each TYPE of timing error, not for each occurrence of a timing error.

K. Assistance to the Referee

Check with the Referee after game for his/her opinion on this category.

L. Penalty Application

This category is for the Referee only. After the game confer with the Referee regarding any calls which are in doubt, or which you question. Also consult with the Umpire for his/her opinion. The onus is on every official to ensure proper penalty application.

M. Composure Under Stress

This is a difficult category to judge. The loss of composure should be obvious before any point deductions are made. After the game, consult with the Referee for his/her opinion.

N. Interaction With Players and Coaches

This category is difficult to evaluate from the stands. Judge what you can and solicit opinions from other field officials after the game.

O. Control

This may apply to any official, but more likely to the Referee. Note that iv) and v) may have repeated point deductions.

The ultimate goal is to try to have every official reach a perfect score of 100, not to see how many errors with which we can charge him/her. Our attitude should be that we see before us an official who has the potential of being the best official in the organization, and we can help him/her to achieve it.

The number of points available for each area are listed on the form, as well as the guidelines. In all cases, you start with the maximum points and deduct points for each type of error. Generally, a maximum of 2 points is deducted for each type of error, so that the same error repeated does not eliminate all the points in a category (for example, if the official leaves the Referee immediately after reporting a foul, 2 points are deducted. If he/she repeats this error, no further points are deducted for this specific error, but it should be noted and referred to him/her).

Total points express the marks as a % out of 100.

Minimum passing grade: (Visual #11)

Level II 75% Level III 80% Level IV 85%

The above guidelines do not include all of the error or omission situations. The evaluator must be thoroughly familiar with the various areas, in order to adequately assess performance. The examples are given to indicate some of the common errors.

For FCOCP certification all areas need to be examined. Minimum scores are:

Pass Marks:	Level 1	70%
	Level 2	75%
	Level 3	80%
	Level 4	85%

are as follows:

1. An official must be evaluated before certification is complete at that level.

2. The evaluation may be completed either before or after the clinic. For example – an official may have been working regularly and successfully as a High School Referee for year or two before attending a level 3 clinic. He will not be certified at Level 3 until he has attended the clinic and passed the examination.
3. When certified at a level, it does not mean that an official is qualified to handle all positions in games identified at that level. As a corollary, the official does not have to be able to officiate every position identified with a level before he can be certified. For example, an official at level 3 may be capable of working any position in a High School game but be unable to work in leagues where 5 – (or 6-) official systems are used, since these are not used in his area.
4. An evaluation form has been established, and copies should be provided to the official being certified, the Local Association assignor, and the Provincial Registrar. A copy should be retained by the evaluator. The report should be reviewed by the evaluator with the official before it is finalized and submitted. The objective of the exercise is to provide opportunity for improvement, as well as to certify the official. Constructive criticism is most important at this stage, whether or not the evaluation results meet the standards.
5. Evaluations may take place in several ways
 - a. Observations of 2, 3, and 4 games
 - b. Observation at playoff games where officials at a specific level are brought in
 - c. Games sessions at clinics held in conjunction with training camps.

Each Local Provincial Association will probably have different resources available for evaluation and may follow differing methods. This is less important than having a justifiable, objective and accurate evaluation which clearly indicates the field competency of the official.