



OFFICIATING SKILLS ASSESSMENT: PENALTY MANAGEMENT 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:

Penalty Box Manager (PBM) understands the concept of Jammer penalties and "Jammer swaps" but struggles with it in practice.

Penalty Box Timer (PBT) makes the mistake of not starting a Blocker's time because they are sitting in the wrong chair.

Lineup Tracker (LT) does not always catch skaters starting from the Penalty Box.

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

Examples:

PBM can manage a Jammer coming into the Penalty Box when the opposing Jammer is seated, but does not understand how to do this when the first Jammer is serving two penalties.

PBT knows a third Blocker can sit in the Penalty Box when one is standing. Understands the Point of No Return and when a skater must skate around. Knowing when a penalty is committed in the Penalty Box.

LT understands that if a jam was called off due to injury, that skater may not return to the track for three jams.

- **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:

PBM and PBT knows a coach may enter the box and speak with PBM or PBT, but not with the skater.

Understands how to time a skater who has fouled out of the game.

LT able to recognize when a team has too many skaters on the track and can get a referee's attention.

Stats Book Completion

- **Novice:** Does not understand how to complete the Penalty Box or Lineup Tracking paperwork.
- **Intermediate:** Can consistently complete the minimum amount of information on the paperwork.

Examples:

PBT: Can complete Jam, Skater, Position, and Total Penalties numbers.

LT: Can complete Jam and Skater numbers in each position.

- **Competent:** Can complete the paperwork correctly but misses some complex scenarios.

Examples:

PBT: Able to fill in complete paperwork but may miss substitutions, or may not know how to use the time columns to support one-stopwatch timing.

LT: Able to fill in paperwork including Enter, Exiting, and Starting in the Penalty Box but may have issues with Star Passes.

- **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:

PBT: Able to fill in Jammer info from the PBM. Handles Expulsions and substitutions properly. Able to complete the paperwork for the one-stopwatch method.

LT: Understands how to record Star Passes and injuries.

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:

PBM/PBT: Does not signal where a skater is to sit when about to enter the Penalty Box. Uses the verbal command "Go" instead of "Done".

LT: Does not move if needed to read a number or to find out if a substitution happens in the Penalty Box.

- **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:

PBM/PBT: Watches game play for skaters getting called on penalties. PBM uses the Penalty Box Whiteboard for skaters in the Penalty Box queue during a jam but maybe misses holding it in between jams for potential Delay of Game penalties.

LT: Moves if needed to read a number but misses a substitution in the Penalty Box.

- **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 and accurate answers. Understands how to communicate non-verbally with others when needed and how to provide support for other officials via communication.

Examples:

PBM/PBT: Always uses Color, Number, "Stand." Penalty Box works as a team communicating to each other when they can.

LT: Able to move to see difficult-to-read uniform numbers, even with backwards-facing skaters. Notices Penalty Box substitutions.

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 in the game, particularly during complex play 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.