



OFFICIATING SKILLS ASSESSMENT: PENALTY TRACKING 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: Knows the difference between Blocking Out of Bounds and Skating Out of Bounds in case the referee uses the wrong verbal cue or hand signal.

- **Competent:** Has good knowledge of rules and can apply them in complex scenarios.
- **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: Consistently watches the action and knows where to look to anticipate penalty calls. Understands the spacing of the pack and location of the Engagement Zone and can adjust positioning accordingly.

Stats Book/Whiteboard Completion

- **Novice:** Does not know any of the penalty short codes, how to complete the Penalty Tracking paperwork, or how to use the Inside Whiteboard.
- **Intermediate:** Knows the penalty short codes, how to complete the Penalty Tracking paperwork with the code and jam number, and use the Inside Whiteboard. Has trouble applying the appropriate verbal cue to the penalty code. Struggles recording and communicating penalties when multiple calls are made at the same time. IWB forgets to place dots on the whiteboard when penalties are served. Forgets to remove Team Timeouts or Official Reviews.
- **Competent:** Consistently completes the Penalty Tracking paperwork correctly, including Foul Outs and Ejections. Can consistently apply the proper penalty code to the verbal cue provided but struggles recording and communicating penalties when multiple calls are made at the same time. IWB has clean and clear writing and is able to use the dot system to track box trips. Can track Team Timeouts and Official Reviews.

- **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. Can retain one penalty call while recording another. Comfortable recording and communicating penalties even when multiple penalties are called at the same time. IWB records skater Penalty Box trips even when a penalty record is delayed.

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:

Penalty Tracker (PT): May record the penalty code for the skater but may forget to give the info to the Inside Whiteboard (IWB).

Penalty Wrangler (PW): Doesn't give hand signal when giving calls to PT.

IWB: Doesn't always catch the penalty codes and verbal cues. Often stands or lingers in front of the whiteboard.

- **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:

PT: Stays in one place but will move into a position to make it easier for referees to drop penalty calls off during slow or stopped pack play.

PW: Can get rushed with hand signals or verbal cues during chaotic play.

IWB: Understands the penalty codes and verbal cues. Stands to the side of the whiteboard but doesn't always turn in order to communicate with the PT and PW and back towards 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, accurate answers. Understands how to communicate non-verbally with others when needed and how to provide support for other officials via communication.

Examples:

PT: Knows when to move and when to stay. Gives IWB the penalty along with the number of Penalty Box trips for that skater.

PW: Always in the right place to hear and see calls from the referees on the pack. Calm when giving calls to PT. Checks with PT when skaters are on six Penalty Box trips.

IWB: Consistently stands in a good position to catch penalties from PT and PW on the inside, to communicate in a timely fashion with the Penalty Box and to anticipate play and calls on the track.

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.