United States Soccer Federation
Match Official
Developmental Assessment Form

Official’s Name: ________________________________

Grade: ________ State: ____________________________

Position: [ ] Referee [ ] AR1
[ ] 4th Official [ ] AR2

Difficulty of Game: [ ] Easy [ ] Competitive
[ ] Difficult [ ] Very Difficult

Overall Performance: [ ] Acceptable
[ ] Needs Improvement

Date: ________ Time: ________

Teams: ____________________________

Age Group: [ ] Male [ ] Female

Game Location: ____________________________ Field #: ________

Competition:

Performance Summary / Feedback (NA – Not Acceptable A – Acceptable VG – Very Good O – Outstanding)

- See Back Of Form for Specific Criteria References -

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Positive Areas of Performance:
1. 
2. 
3. 

Areas For Improvement:
1. 
2. 
3. 

Additional Comments / Suggestions:
1. 
2. 
3. 

Assessor Signature: ____________________________ Assessor Name: ____________________________

Phone Number: (_________ ) email: ____________________________ Grade: __________ State Association: ____________________________

Distribution: Referee – White Administration – Yellow Assessor – Pink
Criteria 1: Personality and Communication

1.1 Personality and Presence: Influencing the Future
- Referee varied personality to defuse and prevent the NEXT foul.
- Referee used personality/presence to influence the future with actions in the present.
- Body language was appropriate for the moment.
- Referee changed his/her temperament and approach as the game dictated/changed thereby sending effective messages to players/coaches.
- Signals were clear, effective and used to send messages as appropriate.

1.2 Communication
- Referee established an “open line of communication” with players and coaches without being overly communicative.
- Referee used all his/her communicative tools to “draw the line in the sand” (firmly/fairly) so players and coaches knew what to expect.
- Used more than the whistle to communicate and manage the game.
- Utilized “down time” to manage players and the game.

Criteria 2: Game Control and Foul Selection / Recognition

2.1 Misconduct: Game or Player Need It
- Got the 100% misconduct situations correct.
- Identified the “critical game” of truth and acted upon them appropriately.
- Cautions were given because the game and/or player needed it.
- Used personality to manage/control the game versus card as the situation/game dictated.

2.2 “Big Picture” Approach in Game Context
- Used the “big picture” of the game to handle misconduct not ignoring the 100% misconduct situations.
- Exhibited the characteristics of a “proactive referee.”
- Used discretion and common sense while taking a “big picture” approach to decisions given the atmosphere of the game and other game-related characteristics.

2.3 Allowed Game Flow
- Was able to encourage game flow through foul selection/anticipation because he/she was able to differentiate between the soft/trifling/ minor challenges from those that were minimally careless and needed to be called.
- Distinguished between trifling fouls that interrupt the flow of the game and the fouls, based upon the game level, that needed to be called.
- Recognized and applied advantage as required by the game.

2.4 Foul Recognition / Discrimination
- Discretion and common sense were exercised.
- Managed the game so that the enjoyment and entertainment value (for players/coaches) was maximized without disregard to game control.
- Exhibited the ability to deliver messages in an appropriate way based upon the game, the situation, and the personality of the receiving player.
- Felt the “temperature” of the game and increased his/her influence on the game as it dictated.
- “Smelled”/anticipated the foul before it occurred.

2.5 Tactical Approach
- Referee understood the tactical/technical approach of the teams/players and adjusted their approach as the game required.
- The ability to “read” the game and adjust his/her approach to the game as tactics changed was evident.

Criteria 3: Teamwork
- Referee empowered his team (pregame or otherwise) in a manner that provided the avenue for officials to participate in managing the game and ensured that the requirements of the game demanded.
- Referee exhibited the courage to become involved in critical situations.
- Referee participated in the “triangle of control” as dictated by the game.

Criteria 4: Points of Emphasis / Directives

4.1 Tackles / Elbows / Contact Above the Shoulder / Handling
- Differentiated between fouls/misconduct that were “careless” and “reckless” versus “using excessive force” with the possibility of injuring the opponent.
- Identified and correctly dealt with elbows and tackles that endangered the opponent or that could injure an opponent.
- Correctly applied directives on handling.
- Able to differentiate the contact above the shoulder which the arm/elbow was used as a tool versus a weapon (red card).

4.2 Dissent / Game Disrepute / Mass Confrontation
- Took appropriate actions to keep game disrepute from escalating into mass confrontation.
- Dealt correctly with the instigator and escalator (third man in).
- Used the “Personal, Public and Provocative” criteria to determine whether a player’s conduct was dissent (cautionable) or offensive, insulting or abusive (red card).

Criteria 5: Managing the Technical Areas

5.1 Tackles / Elbows / Contact Above the Shoulder / Handling
- Referee dealt with coaches and players, within the technical area, according to directives.
- Referee used techniques to prevent escalation of improper behavior within the technical area.

5.2 Fitness / Agility / Stamina / Work Rate
- Referee exhibited the fitness level needed to put him/herself in the best possible position to make the correct decision.
- Referee exhibited the ability to “close down” counter attackers or long services through strong sprinting ability and the ability to anticipate and read the game.
- Hustle, energy and urgency in movement exceeded the intensity and needs of the game.
- Referee consistently demonstrated the ability to change pace or speed as the requirements of the game dictated.
- Was able to keep the same fitness and agility levels for the total duration of the game.
- Referee’s agility allowed him/her to sidestep, backpedal and sprint as the requirements of the game demanded.

Criteria 6: Fitness / Work Rate / Movement / Positioning / Signals

6.1 Fitness / Agility / Stamina / Work Rate
- Referee used all his/her communicative tools to “draw the line in the sand” (firmly/fairly) so players and coaches knew what to expect.
- Used more than the whistle to communicate and manage the game.
- Utilized “down time” to manage players and the game.
- Referee changed his/her temperament and approach as the game dictated/changed thereby sending effective messages to players/coaches.
- Signals were clear, effective and used to send messages as appropriate.

6.2 Positioning / Signals
- Took strategic positions that were needed to manage the game as well as enable him/her to manage the “next phase of play.”
- Referee’s positioning allowed him/her to “sell” decisions due to the closeness to play.
- Restart (free kick, corner kick, throw in, etc.) management positions enabled the referee to manage the wall, the kicker, and the “drop danger zone.”
- Positions did not interfere with players or play.
- Exhibited the ability to anticipate and read play thereby enabling him/herself to be in the optimum position for the game at that time.
- Signals were clear and convincing and used appropriately.

Criteria 1: Involvement / Assistance in the Game
- Read the game like the referee and tempered assistance accordingly.
- Involved as needed (versus over-involved) and provided assistance to the game/referee as needed.
- Demonstrated the appropriate level of teamwork necessary to assist the referee in managing the game.
- Was in the same “rhythm” of the game as the referee thereby providing the appropriate level of assistance/involvement.
- Exhibited the courage to become involved in critical situations.
- Participated in the “triangle of control” as dictated by the game.

Criteria 2: Offside
- “Wait and see” approach to offside decisions was applied.
- Showed restraint in the application of offside. Flag kept down, if in doubt.
- Benefit of doubt given to the attack.
- Understood and applied concepts of “interfering with play,” “interfering with an opponent” and “gaining an advantage.”

Criteria 3: Positioning / Movement
- Was in correct position to support decisions.
- Kept up with play for the entire duration of the game.
- Exhibited the ability to maintain the offside line throughout the match.
- Correctly positioned to make offside decisions.
- Followed every ball to the goal line and/or to the goalkeeper.
- Was able to keep body square to the field through sidestepping as play dictated.
- Displayed the ability to transition (from sidestepping to sprinting and from sprinting to sidestepping) and modify his/her running style to meet the demands of the match.

Criteria 4: Signals
- Signals and flag work were clear and followed U.S. Soccer guidelines and mechanics.
- Made eye contact with the referee prior to signaling.

NOTES