



United States Soccer Federation
Match Official
Developmental
Assessment Form

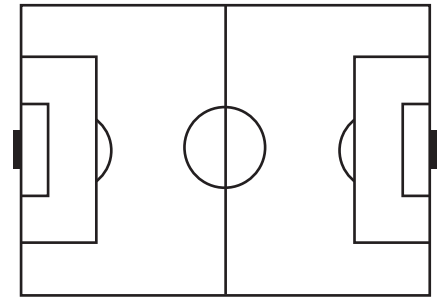
Date:		Time:	
Teams:			
Age Group:		<input type="checkbox"/> Male	<input type="checkbox"/> Female
Game Location:		Field #:	
Competition:			

Official's Name:		
Grade:	State:	
Position:	<input type="checkbox"/> Referee	<input type="checkbox"/> AR1
	<input type="checkbox"/> 4 th Official	<input type="checkbox"/> AR2

Difficulty of Game:	<input type="checkbox"/> Easy	<input type="checkbox"/> Competitive	Overall Performance:	<input type="checkbox"/> Acceptable
	<input type="checkbox"/> Difficult	<input type="checkbox"/> Very Difficult		<input type="checkbox"/> Needs Improvement

Performance Summary / Feedback (NA – Not Acceptable A – Acceptable VG – Very Good O – Outstanding)
- See Back Of Form for Specific Criteria References -

<i>Referee</i>		NA	A	VG	O	<i>Assistant Referee</i>		NA	A	VG	O
1	Personality / Presence and Communication:					1	Involvement / Assistance in the Game:				
2	Game Control and Foul Selection/Recognition:					2	Offside:				
3	Teamwork:					3	Positioning / Movement:				
4	Points of Emphasis / Directives:					4	Signals:				
5	Managing the Technical Areas:										
6	Positioning / Movement / Signals:										



Positive Areas of Performance:

-
-
-

Areas For Improvement:

-
-
-

Additional Comments / Suggestions:

-
-
-

Assessor Signature:		Assessor Name:	
Phone Number: ()	email:	Grade:	State Association:

U.S. Soccer FOCUS CRITERIA

REFEREE	REFEREE (con't)
<p style="background-color: #e0e0e0; margin: 0;">Criteria 1: Personality and Communication</p> <p>1.1 Personality and Presence: Influencing the Future</p> <ul style="list-style-type: none"> • 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. <p>1.2 Communication</p> <ul style="list-style-type: none"> • 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. <p style="background-color: #e0e0e0; margin: 0;">Criteria 2: Game Control and Foul Selection / Recognition</p> <p>2.1 Misconduct: Game or Player Need It</p> <ul style="list-style-type: none"> • Got the 100% misconduct situations correct. • Identified the moment(s) 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. <p>2.2 "Big Picture" Approach in Game Context</p> <ul style="list-style-type: none"> • 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. <p>2.3 Allowed Game Flow</p> <ul style="list-style-type: none"> • Was able to encourage game flow through foul selection/recognition 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. <p>2.4 Foul Recognition / Discrimination</p> <ul style="list-style-type: none"> • Discretion and common sense were exercised. • Managed the game so that the enjoyment and entertainment value (for players/spectators) 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. <p>2.5 Tactical Approach</p> <ul style="list-style-type: none"> • 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. <p style="background-color: #e0e0e0; margin: 0;">Criteria 3: Teamwork</p> <ul style="list-style-type: none"> • Referee empowered his team (pregame or otherwise) in a manner that provided the avenue for officials to participate in managing the game and ensuring "critical game decisions" were addressed appropriately. <p style="background-color: #e0e0e0; margin: 0;">Criteria 4: Points of Emphasis / Directives</p> <p>4.1 Tackles / Elbows / Contact Above the Shoulder / Handling</p> <ul style="list-style-type: none"> • 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). <p>4.2 Dissent / Game Disrepute / Mass Confrontation</p> <ul style="list-style-type: none"> • 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). 	<p style="background-color: #e0e0e0; margin: 0;">Criteria 5: Managing the Technical Areas</p> <ul style="list-style-type: none"> • 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. <p style="background-color: #e0e0e0; margin: 0;">Criteria 6: Fitness / Work Rate / Movement / Positioning / Signals</p> <p>6.1 Fitness / Agility / Stamina / Work Rate</p> <ul style="list-style-type: none"> • 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 attacks 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. • Referee was mobile and was able to cover all critical areas of the field. <p>6.2 Positioning / Signals</p> <ul style="list-style-type: none"> • 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. <p style="background-color: #e0e0e0; text-align: center; margin: 0;">ASSISTANT REFEREE</p> <p style="background-color: #e0e0e0; margin: 0;">Criteria 1: Involvement / Assistance in the Game</p> <ul style="list-style-type: none"> • 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. <p style="background-color: #e0e0e0; margin: 0;">Criteria 2: Offside</p> <ul style="list-style-type: none"> • "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." <p style="background-color: #e0e0e0; margin: 0;">Criteria 3: Positioning / Movement</p> <ul style="list-style-type: none"> • 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. <p style="background-color: #e0e0e0; margin: 0;">Criteria 4: Signals:</p> <ul style="list-style-type: none"> • Signals and flag work were clear and followed U.S. Soccer guidelines and mechanics. • Made eye contact with the referee prior to signaling. <p style="background-color: #e0e0e0; text-align: center; margin: 0;">NOTES</p>