

**INTRAMURAL SPORTS OFFICIAL  
EVALUATION RUBRIC**

		<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Consistently Accomplished</b>	<b>Exemplary</b>
<b>Communication Skills</b>	Participants	Does not communicate at all or ineffectively; unprofessional to participants (verbally/nonverbally).	Somewhat effective communication (verbally/nonverbally); cannot address questions or concerns.	Effective communication, but may not do so in a concise, consistent, or professional manner (e.g., too much info, shows unintentional bias).	Regularly communicates effectively; talks to participants in a professional manner; can answer most questions.	Utilizes consistent and preventative communication; addresses participants professionally and answers questions effectively; handles conflict quickly and efficiently.
	Partners	Does not communicate at all or ineffectively (verbally/nonverbally).	Somewhat effective communication; talks too much or doesn't talk enough; doesn't balance communication.	Balances listening and talking to provide effective communication, but may not consistently throughout the game (before, during, and after).	Consistently and effectively communicates throughout the game - before, during, and after.	Leads crew communication; enhances crew communication and ensures everyone is on same page and everyone is heard.
<b>Official Development</b>	Appearance	Sloppy/lazy appearance; ungroomed and unkempt; incomplete uniform (e.g., no hat); slow/lazy movements on the field.	Lacks appropriate uniform (e.g. basketball stripes, white shoes); otherwise groomed and neat; does not move enough on the field.	Complete uniform but it may not fit appropriately (e.g., pants too tight, shirt too baggy); moves enough to keep up with plays.	Complete uniform that fits appropriately; hustles on the field but does not project a strong, athletic appearance.	Looks good in the uniform; moves well on the field; projects strength and athleticism.
	Mechanics	Weak/no whistles or signals; quiet/inaccurate reporting.	Weak whistles or signals; poor projection/signals when reporting.	Decent whistle; occasionally whistles out of zone; reports with correct signals but lacks command and confidence.	Sound whistle; does not whistle out of zone; proper signals used in reporting; may exaggerate whistles/signals.	Loud and crisp whistle/signals; uses various whistle techniques when appropriate; does not exaggerate signals; projects confidence and command.
	Positioning	Does not understand positioning; stands in incorrect positions regularly.	Rarely in position; understands the concept of positions; moves slowly.	Works to stay in position.	Hustles to position; actively moves to obtain the better angle and keep up with plays.	Does not get beat and consistently works to be in correct position to best see the play; manages own position and partners' position(s) well.
	Rules Knowledge	Misapplies rules; does not recognize penalties; poor judgment due to lack of basic rules knowledge.	Recognizes penalties; inconsistent/inaccurate enforcements.	Enforces basic rules correctly, but struggles with complex/special enforcements (untimed downs, fouls during/after scoring plays, etc.).	Enforces most rules correctly; may incorrectly enforce odd or obscure plays; understands game management philosophies but doesn't always apply "If in Doubts".	Enforces all rules correctly; utilizes game management philosophies; correctly applies the "If in Doubts."
	Judgment	Guesses on play calls; does not see fouls in primary area.	Makes too many unnecessary calls; does not call obvious fouls; does not understand advantage/disadvantage.	Understands advantage/disadvantage, but throws flag before the play has fully developed (waves off too many flags); picks up obvious fouls in primary area.	Applies advantage/disadvantage concepts appropriately; correctly calls plays in primary area; aware of plays in secondary area, but may pass on important calls.	Always applies advantage/disadvantage; firm understanding of both primary and secondary coverage areas; and knows when to make calls accordingly.
	Confidence	Little to no confidence or severely overly confident - misjudges capabilities.	Some confidence; underestimates or overestimates abilities.	Appropriate confidence level for ability; may over or underestimate partners' abilities.	Confident in abilities, knows improvement is needed and knows limitations; understands the level of partners' experience.	Humble and has an accurate sense of the ability of all crew members; confidence helps partners perform better as well.
	Game Management	Does not understand basic preventative officiating techniques; afraid to address unsporting behavior or manage situations.	Ineffectively tries to use preventative officiating; recognizes but cannot resolve crucial situations (e.g., gives too many second chances).	Recognizes and can sometimes resolve situations; will throw easy UCs (spikes) but may hesitate when addressing unsporting behavior.	Earns respect from both teams; addresses poor behavior, but not always in the best interest of the game (e.g., unnecessary UCs).	Commands respect from participants; uses a variety of techniques to manage situations; exceptional conflict resolution in the best interest of the game.
	Leadership	Defers to crew members; only focuses on own performance; no game awareness.	Defers to elder or more accomplished members of the crew; has game awareness but does not always recognize mistakes made by the crew.	Trusted by the crew, but does not stand out to the participants; recognizes mistakes made by the crew, but will not correct them.	Trusted by the crew and participants, but is not always the standout leader; occasionally make a crew save.	Trusted by all members of the crew and participants; the person everyone goes to for answers; will make a crew save from any position on the field (includes down box).