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| **MATCH OFFICIAL:** |  | **LEVEL:** |  |
| **SOCIETY/ORGANISATION:** |  | **DATE:** |  |
| **MATCH:** |  | **VERSUS** |  |
| **GAME LEVEL:** |  | **COMPETITION:** |  |
| **DEVELOPER:** |  | **ORGANISATION:** |  |

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| **GAME CONTEXT** | |
| **PLAYING CONDITIONS:** | |
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| **GAME CHALLENGE** | |
| **DEVELOPER:** | **REFEREE:** |
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| **REFEREE’S AREAS OF STRENGTH** | | | |
| **PRINCIPLE** | **Choose an item.** | **CRITERIA** | Choose an item. |
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| **PRINCIPLE** | **Choose an item.** | **CRITERIA** | Choose an item. |
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| **PRINCIPLE** | **Choose an item.** | **CRITERIA** | Choose an item. |
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| **REFEREE’S AREAS OF DEVELOPMENT** | | | |
| **PRINCIPLE** | **Choose an item.** | **CRITERIA** | Choose an item. |
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| **PRINCIPLE** | **Choose an item.** | **CRITERIA** | Choose an item. |
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| **PRINCIPLE** | **Choose an item.** | **CRITERIA** | Choose an item. |
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| **OVERALL SUMMARY** | | | |
| **REFEREE’S COMMENTS:** | | | |
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| **DEVELOPER’S SUMMARY:** | | | |
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| **DEVELOPER:** |  | **DATE:** |  |

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| **PRINCIPLES OF REFEREEING DESCRIPTOR MATRIX** | | | | | |
| **SAFETY** | **CRITERIA** | **Excellent demonstration** | **Good demonstration** | **Satisfactory demonstration/Insufficient opportunity to demonstrate** | **Key development focus** |
| **Identify and organise appropriate refereeing equipment** | **Able to identify and organise an appropriate refereeing equipment that is relevant to the game** | **Able to identify and organise appropriate refereeing equipment** | **Able to identify and/or organise basic refereeing equipment** | **Did not identify and/or organise basic refereeing equipment** |
| **Perform a suitable and effective personal warm up prior to activity** | **Able to perform a suitable and effective warm up prior to activity that is relevant to the game** | **Able to perform a suitable and effective warm up prior to activity** | **Able to perform a suitable and/or effective warm up prior to activity** | **Did not perform an suitable and/or effective warm up prior to activity** |
| **Demonstrate how to carry out safety checks on players, their equipment and playing area** | **Able to carry out appropriate safety checks on players, their equipment and playing area, seeking to resolve any issues that were identified** | **Able to carry out appropriate safety checks on players, their equipment and playing area** |  | **Did not carry out appropriate safety checks on players, their equipment and/or playing area** |
| **Perform an effective pre match briefing with relevant people, which is logical and coherent** | **Able to perform an effective pre match briefing with relevant people, which is logical, coherent and clearly outlines expectations specifically around the set pieces** | **Able to perform an effective pre match briefing with relevant people, which is logical and coherent** | **Able to perform an effective pre match briefing with relevant people** | **Did not perform an effective pre match briefing with relevant people, which is logical**  **and coherent** |
| **Demonstrate how to manage foul play and inappropriate behaviour in the playing environment** | **Able to demonstrate how to manage foul play and inappropriate behaviour in the**  **playing environment using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate how to manage foul play and inappropriate behaviour in the**  **playing environment consistently and fairly** | **Able to demonstrate how to manage foul play and inappropriate behaviour in the**  **playing environment but was not always consistent and/or fair** | **Did not demonstrate how to manage foul play and inappropriate behaviour in the**  **playing environment in a consistent and/or fair manner** |
| **Show an understanding of how to safely referee the kick off and restart kicks** | **Able to demonstrate how to safely referee the kick off and restart kicks using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate how to safely referee the kick off and restart kicks consistently and fairly** | **Able to demonstrate how to safely referee the kick off and restart kicks but was not always consistent and/or fair** | **Did not demonstrate how to safely referee the kick off and restart kicks in a consistent and/or fair manner** |
| **Demonstrate the safe refereeing of the maul** | **Able to demonstrate safe refereeing of the maul using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate safe refereeing of the maul consistently and fairly** | **Able to demonstrate safe refereeing of the maul but was not always consistent and/or fair** | **Did not demonstrate safe refereeing of the maul in a consistent and/or fair manner** |
| **Demonstrate the safe refereeing of the tackle** | **Able to demonstrate safe refereeing of the tackle using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate safe refereeing of the tackle consistently and fairly** | **Able to demonstrate safe refereeing of the tackle but was not always consistent and/or fair** | **Did not demonstrate safe refereeing of the tackle in a consistent and/or fair manner** |
| **Demonstrate the safe refereeing of the ruck** | **Able to demonstrate safe refereeing of the ruck using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate safe refereeing of the ruck consistently and fairly** | **Able to demonstrate safe refereeing of the ruck but was not always consistent and/or fair** | **Did not demonstrate safe refereeing of the ruck in a consistent and/or fair manner** |
| **Demonstrate the safe refereeing of the scrum** | **Able to demonstrate safe refereeing of the scrum using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate safe refereeing of the scrum consistently and fairly** | **Able to demonstrate safe refereeing of the scrum but was not always consistent and/or fair** | **Did not demonstrate safe refereeing of the scrum in a consistent and/or fair manner** |
| **Demonstrate the safe refereeing of** | **Able to demonstrate safe refereeing of the lineout using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly** | **Able to demonstrate safe refereeing of the lineout consistently and fairly** | **Able to demonstrate safe refereeing of the lineout but was not always consistent and/or fair** | **Did not demonstrate safe refereeing of the lineout in a consistent and/or fair manner** |

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| **PRINCIPLES OF REFEREEING DESCRIPTOR MATRIX** | | | | | |
| **ENJOYMENT & EQUITY** | **CRITERIA** | **Excellent demonstration** | **Good demonstration** | **Satisfactory demonstration/Insufficient opportunity to demonstrate** | **Key development focus** |
| **Demonstrate an understanding of the principles of the game (Contest possession, go forward, provide support, create continuity, apply pressure & score points)** | **Able to consistently and effectively demonstrate understanding of the principles of the game, that promoted equity and enjoyment for those involved** | **Able to consistently demonstrate understanding of the principles of the game, that promoted equity and/or enjoyment for those involved** | **Able to demonstrate understanding of the principles of the game, but there were missed opportunities to promote them further** | **Did not demonstrate understanding of the principles of the game** |
| **Demonstrate how to use preventative instructions to keep the game flowing** | **Able to consistently and effectively demonstrate how to use preventative instructions to keep the game flowing, which frequently promoted fluency** | **Able to consistently demonstrate how to use preventative instructions to keep the game flowing, which improved the game’s fluency** | **Able to demonstrate how to use preventative instructions to keep the game flowing, but there were missed opportunities to demonstrate them further** | **Did not demonstrate how to use preventative instructions to keep the game flowing** |
| **Demonstrate how to apply materiality when refereeing in order to maintain the flow of the game** | **Able to consistently and effectively demonstrate how to apply materiality when refereeing in order to maintain the flow of the game, which frequently enhanced the game’s fluency** | **Able to consistently demonstrate how to apply materiality when refereeing in order to maintain the flow of the game, which improved the game’s fluency** | **Able to demonstrate how to apply materiality when refereeing in order to maintain the flow of the game, but there were missed opportunities to improve fluency further** | **Did not demonstrate how to apply materiality when refereeing in order to maintain the flow of the game** |
| **Demonstrate rugby’s Core Values when managing the game through their action and behaviour** | **Able to consistently and effectively demonstrates rugby’s Core Values when managing the game through his/her actions and behaviour** | **Able to consistently demonstrate rugby’s Core Values when managing the game through his/her actions and behaviour** | **Able to demonstrate rugby’s Core Values when managing the game through his/her actions and behaviour, but there were missed opportunities to promote the Core Values further** | **Did not demonstrate rugby’s Core Values when managing the game through his/her actions and behaviour** |

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| **PRINCIPLES OF REFEREEING DESCRIPTOR MATRIX** | | | | | |
| **LEARNING** | **CRITERIA** | **Excellent demonstration** | **Good demonstration** | **Satisfactory demonstration/Insufficient opportunity to demonstrate** | **Key development focus** |
| **Demonstrate how to use the whistle effectively in order to differentiate between offences** | **Able to consistently and effectively use the whistle to differentiate between offences** | **Able to effectively use the whistle to differentiate between offences** | **Able to use the whistle to differentiate between offences, but there were missed opportunities to demonstrate differentiation further** | **Did not use the whistle to differentiate between offences** |
| **Demonstrate how to use primary and secondary signals** | **Able to consistently and effectively demonstrate how to use primary and secondary signals** | **Able to effectively demonstrate how to use primary and secondary signals** | **Able to demonstrate how to use primary and secondary signals, but there were missed opportunities to demonstrate them further** | **Did not demonstrate how to use primary and secondary signals** |
| **Demonstrate positioning to support safe play and act when it becomes unsafe** | **Able to consistently and effectively demonstrate positioning to support safe play and act when it becomes unsafe** | **Able to effectively demonstrate positioning to support safe play and act when it becomes unsafe** | **Able to demonstrate positioning to support safe play and act when it becomes unsafe, but there were missed opportunities to demonstrate further** | **Did not demonstrate positioning to support safe play and/or act when it becomes unsafe** |
| **Demonstrate an ability to self-reflect and seek feedback from relevant people** | **Able to demonstrate an ability to self-reflect and seek feedback from relevant people, summarising strengths , development areas and how to improve** | **Able to demonstrate an ability to self-reflect and seek feedback from relevant people that identify strengths and development areas** | **Able to demonstrate an ability to self-reflect and/or seek feedback from relevant people** | **Did not demonstrate an ability to self-reflect and seek feedback from relevant people** |

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| **PRINCIPLES OF REFEREEING DESCRIPTOR MATRIX** | | | | | |
| **LAWS** | **CRITERIA** | **Excellent demonstration** | **Good demonstration** | **Satisfactory demonstration/Insufficient opportunity to demonstrate** | **Key development focus** |
| **Demonstrate and show application of the laws of Rugby Union appropriately for the level of the game** | **Able to consistently and effectively apply the laws of Rugby Union appropriately for the level of the game** | **Able to consistently apply the laws of Rugby Union appropriately for the level of the game** | **Able to apply the laws of Rugby Union appropriately for the level of the game, but there were missed opportunities to apply them more appropriately** | **Did not apply the laws of Rugby Union appropriately for the level of the game** |