

## **PERFORMANCE GRADES AND UMPIRE COMPETENCIES**

### **SECTION 1 – POSITIONING AND TIMING**

<b>grade</b>	<b>POSITIONING AND TIMING – the performance grades</b>
1	Consistently related well to the play
2	Mostly related well to the play
3	Sometimes related well to the play; increased consistency desirable
4	Varies; often not related to the play = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b>

<b>1.1</b>	<b>POSITIONING AND TIMING - the Competencies</b>
1.1.1	Kept level with, or slightly ahead of, play, including restarting play, with constant re-positioning as appropriate
1.1.2	Accurately read the play and moved and positioned accordingly
1.1.3	Was able to hold position on the side line whenever necessary
1.1.4	Correctly timed movement to goal line in relation to play
1.1.5	On the goal line, positioned appropriately near to the post
1.1.6	When necessary was able to cut across the corner of side/goal line (as long as this was done at speed and did not interfere in any way with the players when moving to and from the goal line)
1.1.7	Readjusted position quickly when play changed direction or pace, including along the goal line
1.1.8	In position to give accurate Throw In decisions and to be able to conduct a Toss up as the nearer umpire
1.1.9	Covered the full area of control using a variety of foot movements
1.1.10	Used a clear change of pace whenever necessary, including restarting play after a goal is scored

### **SECTION 2 – VISION**

<b>grade</b>	<b>VISION – the performance grades</b>
1	Consistently related well to play
2	Mostly related well to play
3	Sometimes related well to play; increased consistency desirable
4	Varies; often not related to play = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b>

<b>2.1</b>	<b>VISION - the Competencies</b>
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2.1.1	Maintained a wide angle of vision and displayed a knowledge of where and when to look, and what to look for
2.1.2	Looked early, often and long to the goal circle
2.1.3	Looked towards the goal circle when play comes into the goal third
2.1.4	Used forward vision when play is coming back up court
2.1.5	Read the pace and patterns of play and used this information in own movement and positioning plus how, when and where to support co-umpire

### SECTION 3 – GAME MANAGEMENT AND PROTOCOLS

grade	GAME MANAGEMENT – the performance grades
1	Applies and maintains high standards and effective tone; protocols applied correctly: Maintains a high level of fitness and concentration for the duration of the game
2	Mostly ensures good control and tone & protocols correct; only occasional errors: Maintains a good level of fitness and concentration for the duration of the game
3	Generally maintains acceptable standards in all areas; increased consistency desirable: Maintains an acceptable level of fitness and concentration for the duration of the game = Not Yet Met Criteria (NYMC) for A and B Award Assessments
4	Varies; players sometimes unsure of requirements: The level of fitness and/or concentration shown is below an acceptable level = Not Yet Met Criteria (NYMC) for C Award Assessments

3.1	CONTROL AND DISCIPLINE - the Competencies
3.1.1	Reacted quickly and appropriately to happenings on court – this includes re-positioning, playing advantage, penalising infringements and dealing with indiscipline
3.1.2	Correctly applied the penalty for breaking the rules when the game is not in progress
3.1.3	Correctly determined actions and infractions which are contrary to the spirit of the game, including the deliberate delaying of play
3.1.4	Dealt quickly and appropriately with disputes with an Umpire, including dissent
3.1.5	Dealt appropriately with persistent and/or deliberate infringements, especially around the edge of the circle, by the same player
3.1.6	Dealt quickly and correctly with inappropriate play and/or behaviour
3.1.7	Applied the correct procedures for giving a warning / suspension / ordering off
3.1.8	Enhanced control of the game by using an appropriate manner and tone of voice
3.1.9	Applied correct procedures to maintain control of team officials, team benches and court conditions

<b>3.2</b>	<b>FITNESS AND CONCENTRATION - the Competencies</b>
3.2.1	Was able to keep up with play, including restarting play, for the duration of the game
3.2.2	Maintained speed, endurance and recovery throughout the game
3.2.3	Maintained focus and concentration for the duration of the game
3.2.4	Showed the same level of concentration and application of the Rules when play is coming back up court

<b>3.3</b>	<b>MATCH PROTOCOLS - the Competencies</b>
3.3.1	Correctly dealt with all pre-match procedures and protocols
3.3.2	For each team, identified the Primary Care person
3.3.3	For each team, identified the on-court Captain

<b>3.4</b>	<b>INJURY PROTOCOLS - MANAGING STOPPAGES - the Competencies</b>
3.4.1	Positioned correctly during stoppages using appropriate protocol procedures
3.4.2	Correctly applied stoppage procedures including treatment and rehydration
3.4.3	Communicated appropriately with the Table Officials
3.4.4	Correctly restarted play
3.4.5	Correctly dealt with any infringements including applying any on-court penalty
3.4.6	Dealt appropriately with requests to extend injury time

## **SECTION 2 – APPLICATION**

### **SECTION 4 – CONTACT**

<b>grade</b>	<b>CONTACT – the performance grades</b>
<b>1</b>	Understands interference well; applies rule to a consistently high level
<b>2</b>	Mostly judges interference well; a high number of correct decisions
<b>3</b>	Generally rules well; increased consistency desirable
<b>4</b>	Varies; inconsistent applications; improvement needed = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b>

<b>4.1</b>	<b>CONTACT - the Competencies</b>
4.1.1	Correctly penalised contact which interfered with an opponent's play in on-the-ball situations
4.1.2	Was able to distinguish between contact which interferes and contact which does not interfere with play: contact v contest
4.1.3	Correctly adjudicated on simultaneous contact
4.1.4	Showed an awareness of contact which interfered with an opponent's play in off-the-ball situations
4.1.5	Was able to correctly determine when a player is causing contact

## SECTION 5 – OBSTRUCTION

grade	<b>OBSTRUCTION – the performance grades</b>
1	Distance and rule applied to a consistently high level
2	Mostly judged distance and rule well; high number of correct decisions
3	Generally ruled well; increased consistency desirable
4	Varies; distance and application of rule needs improvement = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b>

<b>5.1</b>	<b>OBSTRUCTION - the Competencies</b>
5.1.1	Was in a good position to judge the defending distance
5.1.2	Correctly judged the defending distance
5.1.3	Correctly judged the actions of both the defending and attacking player(s)
5.1.4	Gave correct decisions on obstruction by intimidation

## SECTION 6 – ADVANTAGE

grade	<b>ADVANTAGE – the performance grades</b>
1	Applied at a consistently high level to enhance play
2	Mostly applied well; high number of correct applications
3	Generally applied well; increased consistency desirable
4	Applied inconsistently – or, for C Award Assessments only, not applied at all = <b>Not Yet Met Criteria (NYMC) for A and B Award Assessments</b>

<b>6.1</b>	<b>ADVANTAGE - the Competencies</b>
6.1.1	Demonstrated an awareness that an infringement had occurred and judged when to play advantage and when to stop play and penalise
6.1.2	Correctly applied advantage in circle play so that the non-offending team is not placed at a disadvantage
6.1.3	Correctly applied advantage in court play so that the non-offending team is not placed at a disadvantage
6.1.4	Enhanced the quality and flow of the game by playing advantage appropriate to the standard of the game
6.1.5	Retained control of the game when playing advantage
6.1.6	Called and signalled advantage in relation to the speed of the game
6.1.7	Was in a good position to make these decisions

## SECTION 7 – MINOR INFRINGEMENTS

grade	<b>MINOR INFRINGEMENTS – the performance grades</b>
1	Consistently ruled to a high level of accuracy
2	Mostly ruled well with only occasional errors
3	Generally ruled well but some rules need attention and/or more consistency = <b>Not Yet Met Criteria (NYMC) for A and B Award Assessments</b>
4	Varies: Inconsistent applications: improvement required = <b>Not Yet Met Criteria (NYMC) for C Award Assessments</b>

<b>7.1</b>	<b>FOOTWORK - the Competencies</b>
7.1.1	Correctly observed the landing foot
7.1.2	Correctly penalised footwork infringements
7.1.3	Correctly observed simultaneous landings
7.1.4	Correctly observed the landing foot being lifted but not grounded before the ball was released
7.1.5	Correctly penalised late take offs

<b>7.2</b>	<b>PLAYING THE BALL - the Competencies</b>
7.2.1	Correctly applied the rule for what a player MAY do
7.2.2	Correctly applied the rule for what a player MAY NOT do
7.2.3	Correctly applied the “possession” rule
7.2.4	Correctly applied the “short pass” rule
7.2.4	Correctly applied the “over a third” rule
7.2.5	Correctly penalised infringements

<b>7.3</b>	<b>ALL OTHER RULES - the Competencies</b>
7.3.1	Correctly applied the relevant rule
7.3.2	Was in a good position see any infringements
7.3.3	Dealt appropriately with infringements
7.3.4	Correctly called and indicated the centre pass and called the score if scorers not provided
7.3.5	Correctly controlled the Centre Pass

## SECTION 8 – COMMUNICATION AND SANCTIONS

grade	COMMUNICATION AND PENALTIES – the performance grades
1	Communication clear and effective; all penalties set correctly
2	Communication clear; almost all penalties set correctly
3	Communication generally clear; penalties generally set correctly = Not Yet Met Criteria (NYMC) for A and B Award Assessments
4	Communication varies; some penalties not set correctly = Not Yet Met Criteria (NYMC) for C Award Assessments

8.1	COMMUNICATION AND SIGNALS – the Competencies
8.1.1	Clear whistle and voice
8.1.2	Enhanced player communication by the effective use of recommended hand signals
8.1.3	Used correct terminology for infringements and penalties
8.1.4	Communicated appropriately with Table Officials and, when necessary, with Team Officials

8.5	SETTING PENALTIES - the Competencies
8.5.1	Gave clear and precise instructions to the players when setting penalties, including 'where' the penalty is to be taken from
8.5.2	Acted appropriately when a penalty is not taken correctly
8.5.3	Correctly managed the Toss-up procedure

8.6	WORKING WITH CO-UMPIRE - the Competencies
8.6.1	Used correct protocols during the game including during all intervals
8.6.2	Positioned and re-positioned appropriately to support the co-umpire when play is in their half of the court
8.6.3	worked co-operatively with the other umpire throughout the game
8.6.4	Gave correct rulings when appealed to by the other Umpire

## DEFINITIONS

CONSISTENTLY	Means that the umpire fully understands the particular rule and/or the relevant techniques and is able to apply it/them correctly and in the same way throughout the Assessment. You are required to assess the ability of the Umpire to be continuous and constant over the full duration of the game but to expect and accept the occasional lapse or error. The umpire should get it right around 90% of the time.
MOSTLY	Means that the umpire has a good understanding of the particular rule and/or the relevant techniques and is able to apply it/them correctly and in the same way a substantial amount of the time during the Assessment. You are required to assess the ability of the umpire to be able to do this over the full duration of the game. The umpire should get it right around 80% of the time but some lapses and errors are to be expected. For the 'B' and 'C' Awards, this means decisions in the appropriate angle of vision only.
GENERALLY	Means that the umpire has a reasonable understanding of the particular rule and/or the relevant techniques and is able to apply it/them correctly and in the same way for at least two thirds of the time during the Assessment.

## CRITERIA FOR PASSING THE AWARDS

Award	Pass Grade	Criteria
C	24 or Lower	Learners must achieve a minimum of grade 3 in all Sections apart from Section 6 - Advantage Learners can have a grade 4 for Section 6 – Advantage but will then need to gain a mark elsewhere.
B	21 or Lower	Learners must achieve a minimum of grade 2 in three Sections: <ul style="list-style-type: none"> <li>• Section 3 - Game Management and Protocols</li> <li>• Section 7 - Minor infringements</li> <li>• Section 8 - Communication and Penalties</li> </ul> and a minimum of grade 3 in the remaining five Sections
A	18 or Lower	Learners must achieve a minimum of grade 2 in six Sections including: <ul style="list-style-type: none"> <li>• Section 3 - Game Management and Protocols</li> <li>• Section 7 - Minor infringements</li> <li>• Section 8 - Communication and Penalties</li> </ul> and a minimum of grade 3 in the remaining two Sections.