



# **REFEREE EDUCATION PROGRAM**

## **ASSOCIATION DEVELOPMENT**



**THIS BOOK BELONGS TO**

**VERSION: JANUARY 2018**

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*Developing referee education tools and networks to improve referees*

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# REFeree DEVELOPMENT

By the end of this course, to be competent you will need to:

Area	Assessable Performance Criteria
Communication	Uses a loud whistle when making a call
	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA
	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable
Mechanics	Demonstrates good lead position by starting in a wide position and looking to adjust with the play
	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play
	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area
Calling of the game	Identifies and accurately calls travel, double dribble, and out of bounds violations
	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball
Game Control	Makes decisions confidently without hesitation on the 'first' obvious violation or foul
Professionalism	Is appropriately dressed to referee as per competition expectations
	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner
Game Administration	<p>Effectively starts a game by:</p> <ul style="list-style-type: none"> <li>- checking court safety</li> <li>- preparing the game-clock and score-sheet</li> </ul> <p>Effectively communicates and administers events during a game such as:</p> <ul style="list-style-type: none"> <li>- possession arrow</li> <li>- court hazards</li> </ul> <p>Effectively ends a game by:</p> <ul style="list-style-type: none"> <li>- blowing a final whistle</li> <li>- meet mid-court with partner official</li> <li>- accurately check and sign off scoring system</li> </ul>
Rules	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles

# MODULES OVERVIEW

## MODULE 1

Introductions  
Basic signals  
Out of bounds  
Movement on the court  
Expectations

## MODULE 2

Reflections  
Travel  
Double dribble  
Other violations  
Being decisive

## MODULE 3

Reflect on competencies and violations  
Calling fouls  
Act of shooting  
Heavy contact situations

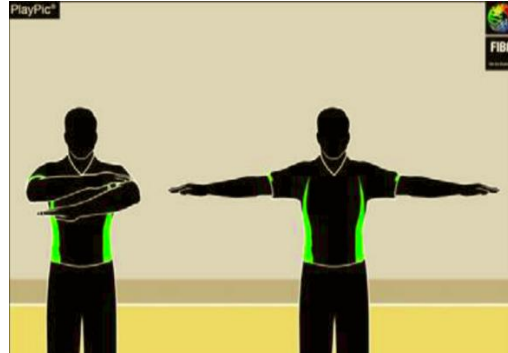
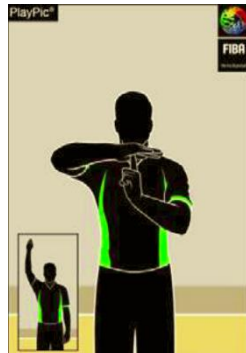
## MODULE 4

Reflect on foul calling  
Calling charges  
Communication with players  
Game administration  
Referee pathway

# COMMUNICATION

## BASIC SIGNALS

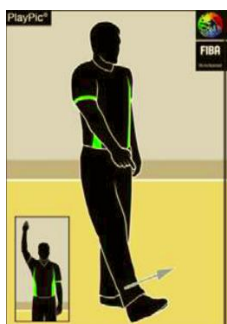
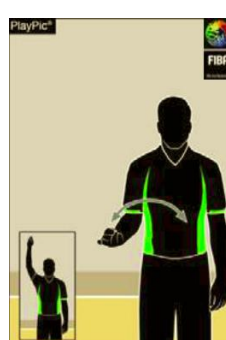
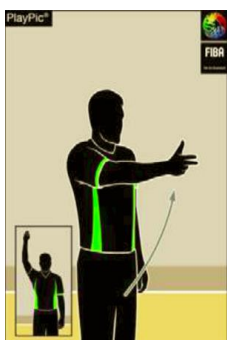
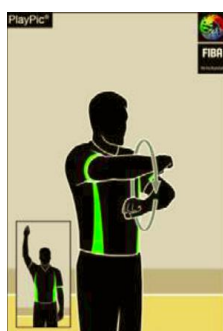
Fill in the missing signals as they are covered in the theory session.





## VIOLATION SIGNALS

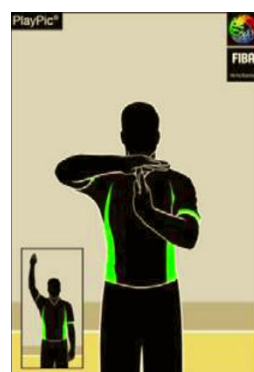
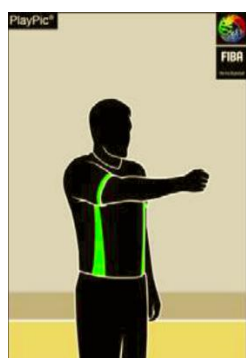
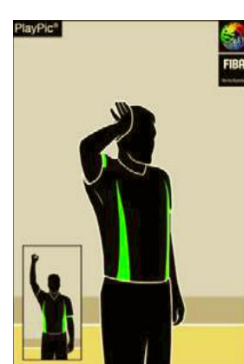
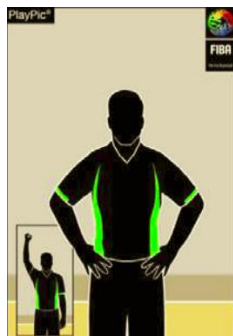
Fill in the missing signals as they are covered in the theory session.





## FOUL SIGNALS

Fill in the missing signals as they are covered in the theory session.

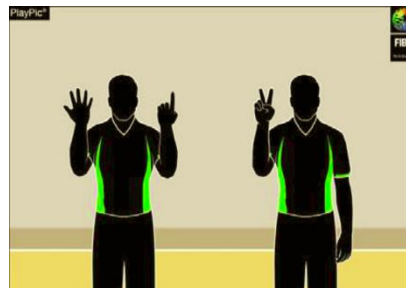
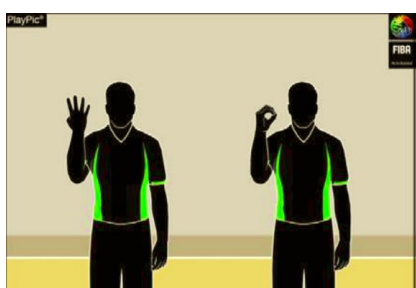
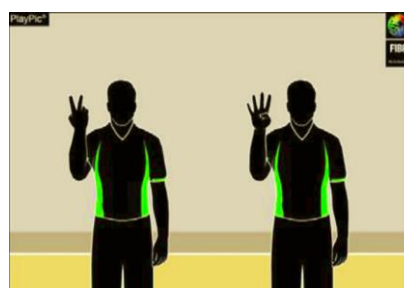
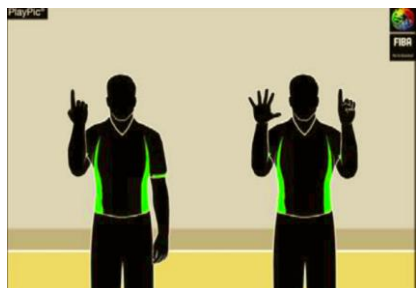
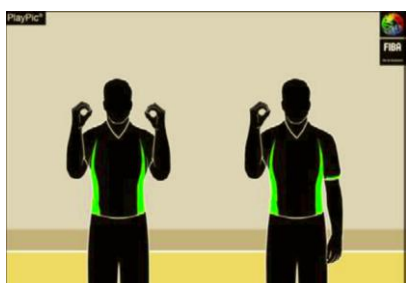


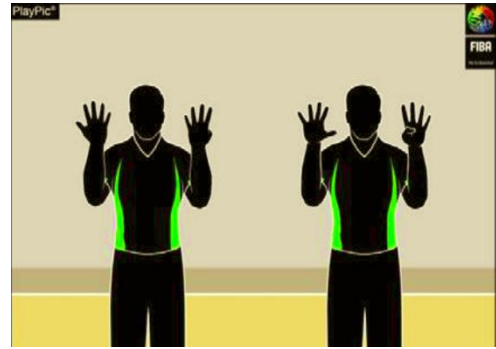
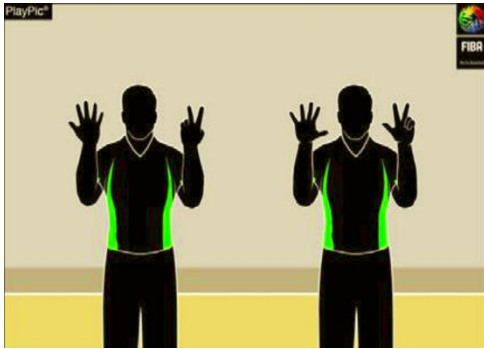




## SIGNALLING NUMBERS

Fill in the missing signals as they are covered in the theory session.





## SIGNALLING TO THE SCOREBENCH

When signalling to the scorebench you need to follow this order:



## COMMUNICATING WITH PLAYERS

Can you think of a time when a referee has communicated in a good or a bad way?

What was the reaction of the player/s or team? Why?

## COMMUNICATION ASSESSMENT

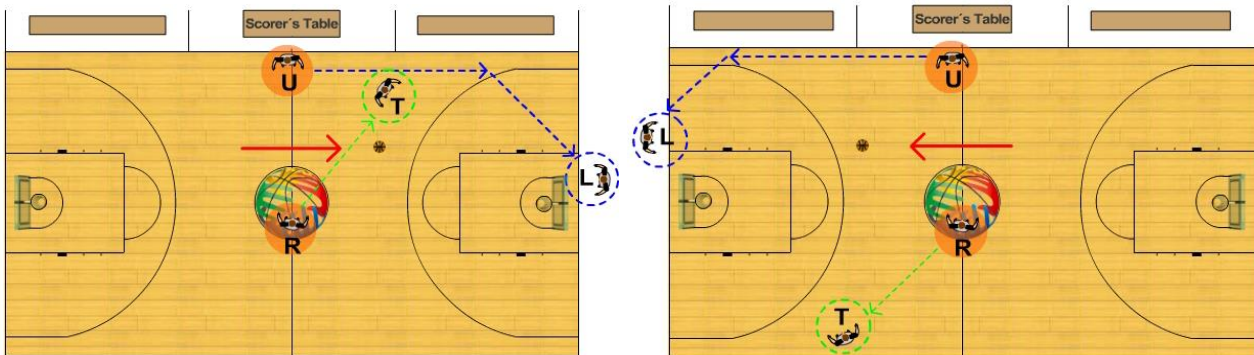
By the end of this course, to be competent you will need to:

Communication	Uses a loud whistle when making a call
	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA
	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable

# MECHANICS

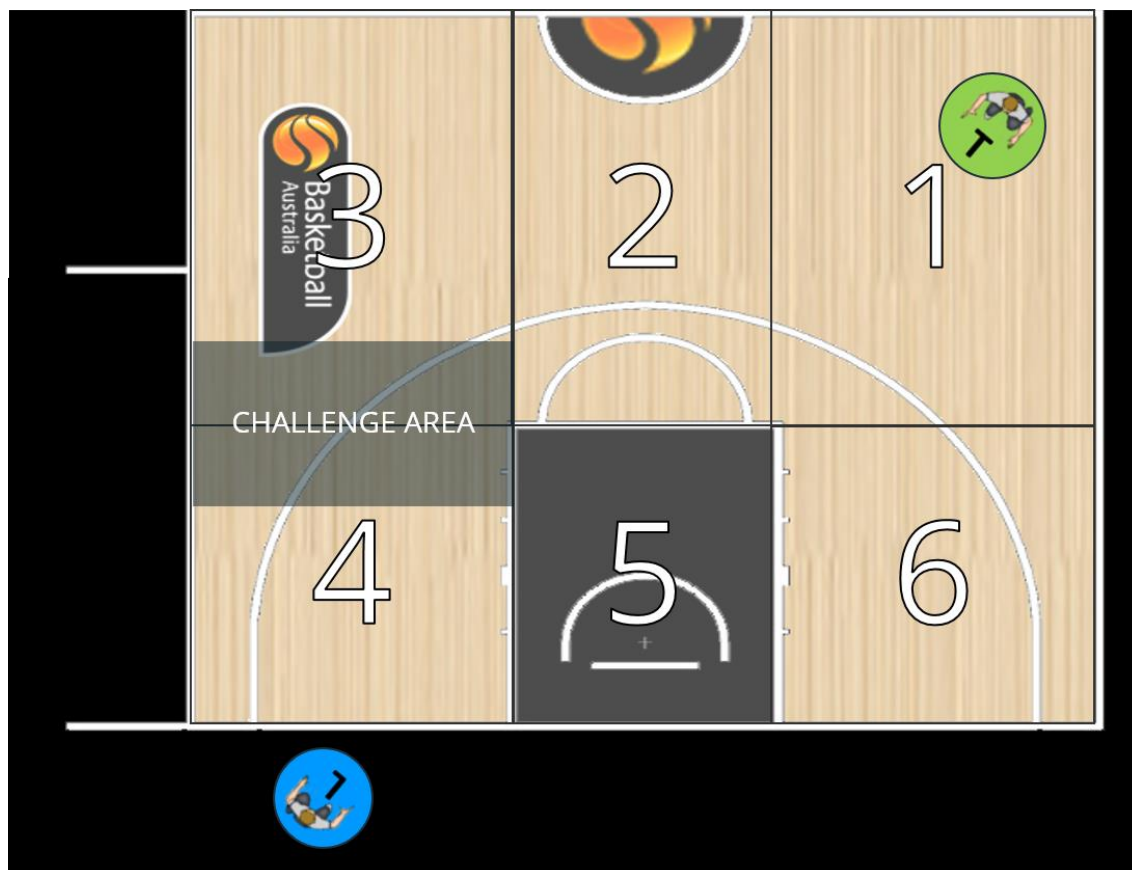
## THE JUMPBALL

After the jumpball has been administered the umpire (non-active referee) moves into lead position and the referee who administered the jumpball moves into trail position.



## AREAS OF RESPONSIBILITY

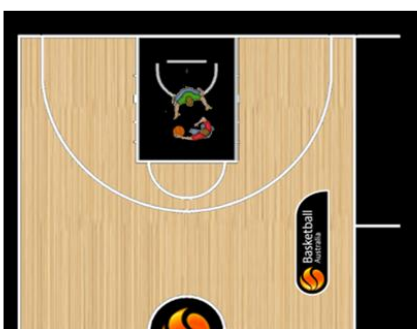
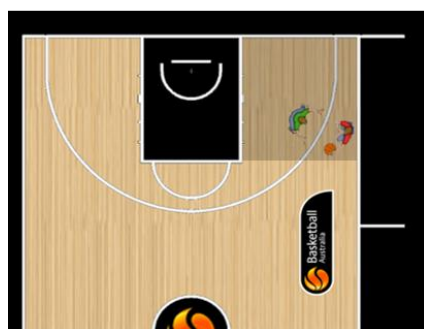
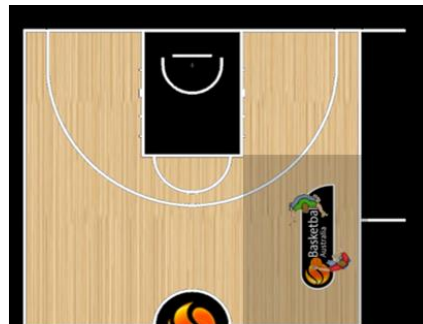
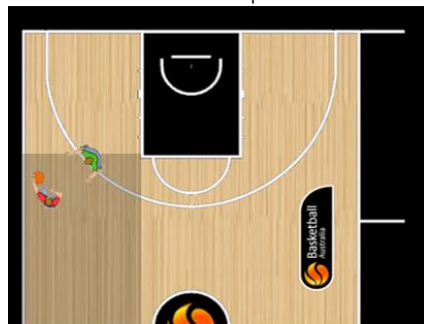
Place a "T" for trail, or "L" for lead next to each of the numbered areas indicating the areas you think the referees are responsible for making calls in.



## TRAIL AREAS OF RESPONSIBILITY

Where do you think the trail referee should be standing in each of the diagrams below?

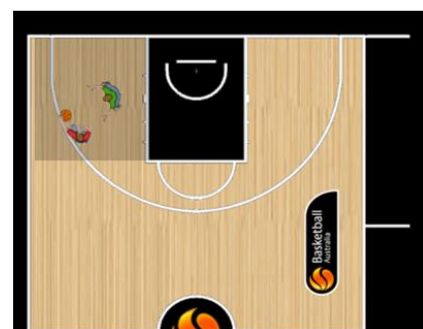
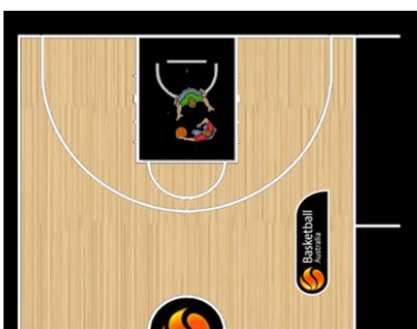
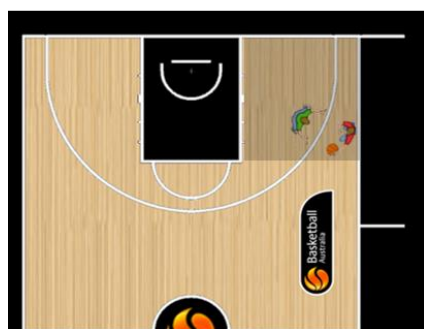
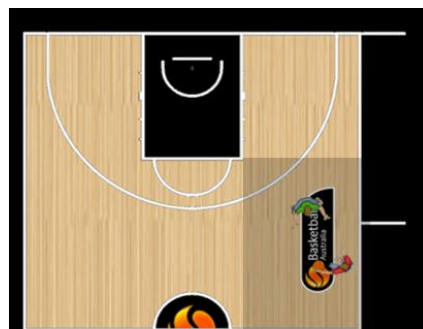
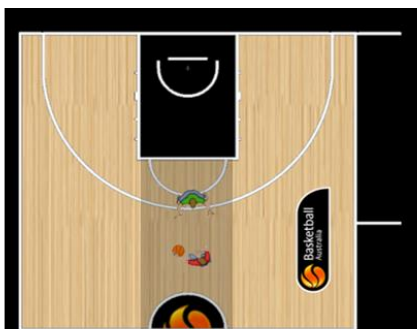
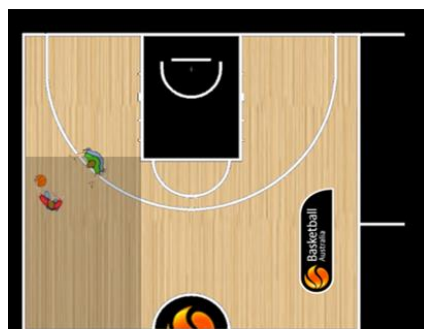
Mark 'x' on that spot:



## LEAD AREAS OF RESPONSIBILITY

Where do you think the lead referee should be standing in each of the diagrams below?

Mark 'x' on that spot:



## GOOD PERSPECTIVE

Referees are always trying to get into a position that isn't too close but isn't too far away.

**Write down two problems that might occur if a referee is too far away from the play:**

1)

2)

**Write down two problems that might occur if a referee is too close to the play:**

1)

2)

## MECHANICS ASSESSMENT

By the end of this course, to be competent you will need to:

Mechanics	Demonstrates good lead position by starting in a wide position and looking to adjust with the play
	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play
	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area

# CALLING OF THE GAME - RULES

## CALLING OUT OF BOUNDS

Circle the following true/false statements below.

It is out of bounds when the ball touches:

1) a wall	TRUE	FALSE
2) a coach or substitute standing outside the court	TRUE	FALSE
3) the ring supports, a light or roof	TRUE	FALSE
4) the sideline or baseline	TRUE	FALSE
5) an airborne player who last touched an out of bounds area	TRUE	FALSE
6) a referee who has part of his/her body touching an out of bounds area	TRUE	FALSE

## CALLING TRAVELS

Use the videos in the presentation to create your own definition of the travel rule in the space below. Consider the following in your definition: pivot foot, standing player, moving player and the importance of the ball.

My definition of a travel is

Is a player allowed to roll with the ball? YES / NO

Is a player allowed to slide with the ball? YES / NO

## CALLING DOUBLE DRIBBLES

Create your own double dribble rule while considering starting and ending a dribble, movement of the ball and the carry rule.

My definition of a double dribble is

## CALLING FOULS

Write down as many different types of fouls you can think of.

Fouls I can think of are:

Create your own definition of a foul below.

My definition of a foul is:

Write in the correct definition of a foul below.

The correct definition of a foul is:

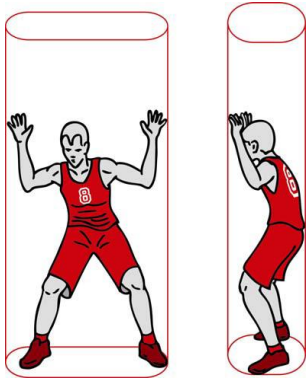
I chose a \_\_\_\_\_ foul.

Scenario 1

Scenario 2



## CYLINDER PRINCIPLE



The cylinder principle is defined as the space within an imaginary cylinder occupied by a player on the floor. It includes the space above the player and is limited to:

- The front by the palms of the hands,
- The rear by the buttocks, and
- The sides by the outer edge of the arms and legs.

The hands and arms may be extended in front of the torso no further than the feet.

Each player has a right to occupy his own cylinder.

The player responsible for a foul will leave his cylinder and make body contact with an opposing player who has already established and stayed within his cylinder.

## PRINCIPLE OF VERTICALITY

This principle refers to a player who jumps vertically is still entitled to their own cylinder position while in the air.

## REFEREE THE DEFENCE

When an offensive player is driving the ball at a defensive player it is important we watch the defensive player to judge the quality of the defence.

## TECHNICAL FOUL

Write down the different behaviours that coaches and players can display that should earn them a technical foul.

A coach or player could get a technical foul for:

## UNSPORTSMANLIKE FOUL

Write down the different behaviours that coaches and players can display that should earn them an unsportsmanlike foul.

A coach or player could get an unsportsmanlike foul for:

## DISQUALIFYING FOUL

Write down the different behaviours that coaches and players can display that should earn them a technical foul.

A coach or player could get a disqualifying foul for:

## ACT OF SHOOTING

Write down when you think the act of shooting begins.

I think the act of shooting begins when:

Write down when you think the act of shooting ends:

I think the act of shooting ends when:

## LEGAL GUARDING POSITION

A defensive player has established an initial legal guarding position when:

- He is facing his opponent, and
- He has both feet on the floor.

He may raise his arms and hands above his head or jump vertically but must maintain them inside his cylinder. He may also slide sideways or backwards while maintaining a defensive stance

## CHARGING FOULS

Watch the 3 videos and decide if you think each one is a charge or a block.

Video 1 – Charge / Block

Video 2 – Charge / Block

Video 3 – Charge / Block

Record the three F's below and what they mean:

**F -**

**F -**

**F -**

## CALLING OF THE GAME ASSESSMENT

By the end of this course, to be competent you will need to:

Calling of the game	Identifies and accurately calls travel, double dribble, and out of bounds violations
	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball

# PROFESSIONALISM

## EXPECTATIONS

**Uniform** – Wear your green shirt, any runners, any shorts or pants and remember to take your whistle and booklet.

**Tribunals** – It is recommended you attend a tribunal to observe the process. If a tribunal is occurring that you can observe, then you will be notified.

**Attendance** – You should attend all sessions at least 10 minutes early. If you cannot attend or are running late to any session then please contact us so we can make alternative arrangements, if required. Consistent attendance to all sessions is a requirement to pass this course.

If you have any questions or you cannot attend your shift on time, then please contact your course presenter / coordinator.

## PROFESSIONALISM ASSESSMENT

By the end of this course, to be competent you will need to:

Professionalism	Is appropriately dressed to referee as per competition expectations
	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner

# GAME ADMINISTRATION

## START OF THE GAME

At the start of every game, referees must:

- Check the scoring system has been filled out appropriately including player names and numbers (if required, the game has been paid for)
- Set up the game clock for the game (including a warm-up if required)
- Ensuring the right number of players are on the court to start the match
- Tossing the ball at the height of the approximate height jump of either jumper, and awareness of violations if they occur.

## DURING THE GAME

What should referees be doing to correctly administer:

**Time-outs**

**Substitutions**

**Possession arrow**

**Court hazards**

## END OF THE GAME

At the end of every game, referees must:

- Blow a final whistle clearly and confidently
- Accurately complete and sign off the scoring system

## GAME ADMINISTRATION ASSESSMENT

By the end of this course, to be competent you will need to:

Game Administration	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system
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# GAME CONTROL

## BEING DECISIVE

Every time you are refereeing, try these things to show you have control of the game:

-  **1 TAKE THE INITIATIVE TO INTRODUCE YOURSELF TO YOUR PARTNER AND MENTOR**
-  **2 HAVE A GO AT ALL SIGNALS, EVEN IF YOU GET THEM WRONG TO START WITH**
-  **3 USE A STRONG VOICE WHEN SAYING THE FOULS TO THE SCORE BENCH**
-  **4 USE A STRONG WHISTLE WHEN CALLING OUT OF BOUNDS CALLS**
- 5 TRUST YOUR INSTINCTS AND IF YOU THINK SOMETHING SHOULD BE CALLED, THEN CALL IT**

## GAME CONTROL ASSESSMENT

By the end of this course, to be competent you will need to:

Game Control	Makes decisions confidently without hesitation on the 'first' obvious violation or foul
--------------	---

# REPORTS / TRIBUNALS

## REPORTING PROCEDURES

If a player, coach or spectator has acted in a unsportsmanlike and dangerous manner then a report should be submitted to the tribunal. Below is a step by step guide to filling in a report form:

- 1) Ask for help from a supervisor or your referee manager, if possible, before filling out a report form.
- 2) Fill in the name, number and team of the reported individual. Then fill in the date and time of the match and the name of your association.
- 3) Tick the appropriate charges. A description of all charges can be retrieved from your supervisor, referee manager, or governing state body.
- 4) Fill in the referee's name, the other referee's or witness' name. Even if the umpire did not witness the reported incident, they might be required to attend the tribunal.
- 5) When writing your description, please read the following examples to help you formulate yours:

E.g. With 9mins 28secs to go in the 1<sup>st</sup> half, number 23 from Team A (John Doe) was pushed by number 10 from Team B (Tom Player). In response to this John Doe swore at Tom Player and attempted to hit Tom with a closed fist. Players from both teams then scuffled and the teams were ordered to their bench. Both John Doe and Tom Player were disqualified from the stadium.

E.g. With 42secs to go in the 2<sup>nd</sup> half, number 23 from Team A (John Doe) disagreed with a call made by referee (Greg Ref), in response to this call John Doe swore and gestured violently to Greg. John was immediately disqualified. As John left the stadium he continued to swear and threaten the referee with such words as "I will see you in the car park".

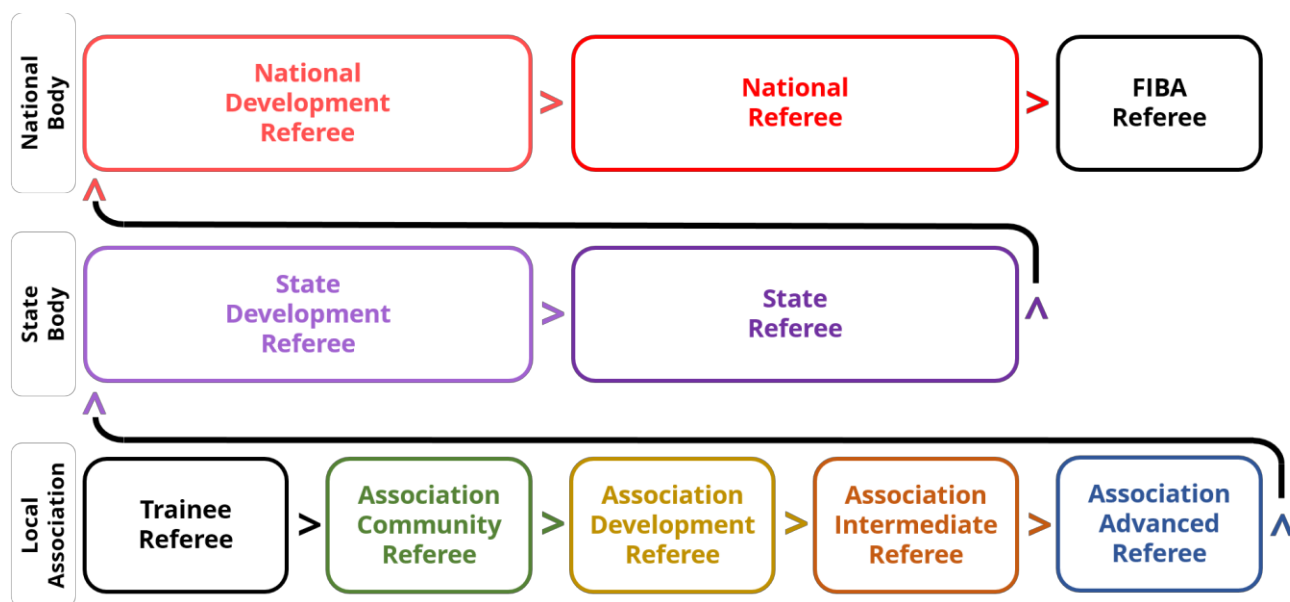
Always make sure that your description covers the charges you have selected.

- 6) Sign the report form, fill in the date and give the report to your shift supervisor.

Please remember to speak with your supervisor or referee manager when you are submitting a report form.



# REFEREE PATHWAYS



# TRAINING LOG

## TRAINING LOG OVERVIEW

The following pages are used for you to self-assess your performance every time you referee.

You will need to have this training log with you every time you referee. Your mentor should assist you in assessing your performance at the conclusion of each shift.

Please do not lose this book or you will have to start again with a new book.

Use this book as a tool to monitor your performance to the competencies and reflect on what you need to improve to become an Association Development referee.

When you have shown you are at least achieving a '3' at every competency, you will be assessed and promoted to an Association Community Referee.

When you have shown you are achieving a '5' at every competency, you will be assessed and promoted to an Association Development referee.

## SHIFT 1 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:

## SHIFT 2 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
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Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
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Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance  
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

## SHIFT 3 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance  
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

## SHIFT 4 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance  
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

## SHIFT 5 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:



## SHIFT 6 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:

# LOCAL POLICIES

If your association has local policies or rules, then please attach them to this page.



## SHIFT 7 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance  
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

## SHIFT 8 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

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Mentor Name:

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## SHIFT 10 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
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Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:

## SHIFT 9 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

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Mentor Name:

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