

KHSAA LAX REGIONS 7/8 – 2025

PLAN AND METHODOLOGY FOR TRAINING GIRLS LACROSSE UMPIRES

1. SITUATION

Girls Lacrosse at all levels of High School play is a complex sport requiring detailed knowledge to officiate. Most High School games in Kentucky will utilize only two umpires – a 12:1 player to umpire ratio – that will call on an official to possess high levels of knowledge of the rules and positioning mechanics, physical and emotional fitness, and constant awareness and observation.

USA Lacrosse (USAL) has an effective and extensive training program that leads to USAL certification and is administered in parts by USAL, the local state officials' association, which is the Kentucky Lacrosse Umpires Board (KLUB), and the National Federation of High Schools (NFHS). USAL provides online courses and resources, KLUB provides in class and on field instruction, as well as field evaluations (ratings). NFHS provides the annual rules book and High School test.

Since an effective and extensive process is already in place for USAL certification persons seeking licensure as Girls Lacrosse Umpires by the KHSAA shall be included in the KLUB training process that is already established and working well. This will allow individuals the option of easily adding USAL certification.

2. MISSION

The mission for the assignor in partnership with KLUB is to train sufficient umpires within LAX Regions 7/8 in order to field umpires capable of working at all levels of High School Girls Lacrosse Games.

3. EXECUTION

3.1. METHODOLOGY

Instructional methodologies may be broadly categorized into four approaches. The process established by USAL and KLUB utilizes all four.

3.1.1. Instructor-Centered

The instructor is the primary source of information and directs the learning process. This approach is often used to deliver large amounts of information efficiently. USAL and KLUB utilize lectures and demonstrations.

3.1.2. Learner-Centered

The learner takes an active role in his or her learning with the instructor acting as a facilitator. This approach emphasizes collaboration, critical thinking, and problem-solving. USAL and KLUB utilize inquiry-based learning and cooperative learning.

3.1.3. Experiential

The learner participates in experiences and reflection. This approach emphasizes game situations and making connections between theory and practice. USAL and KLUB instruct through shadowing experiences during games.

3.1.4. Technology-Enhanced

Technology is integrated into the learning process to enhance engagement, provide personalized learning experiences, and extend learning beyond the classroom. USAL, KLUB, and NFHS use online learning platforms and testing.

3.2. KLUB/USAL/NFHS TRAINING PROCESS

The training process is best completed by umpires following both tracks – USAL certification and KHSAA licensure.

3.2.1. KLUB New Umpire's Orientation

KLUB requires all new umpires to attend a New Umpire's Orientation. This orientation is a brief introduction of the process of becoming an umpire. This orientation shall be required of all new Girls Lacrosse Umpires for LAX Regions 7/8. This orientation may be conducted by the KLUB Recruiting Coordinator.

3.2.2. USAL Initial On-Line Rules Course

USAL requires an initial, one-time on-line rules course for umpires. Currently this course is only available to persons who are registered as umpires with USAL. The assignor shall develop a substitute if necessary for this on-line course.

3.2.3. USAL Annual On-Line Professional Development Course

USAL requires an annual on-line professional development course for umpires. Currently this course is only available to persons who are registered

as umpires with USAL. The assignor shall develop a substitute if necessary for this on-line course.

3.2.4. USAL/NFHS On-Line Rules Interpretation Clinic

USAL requires an annual on-line rules interpretation clinic for umpires that is provided jointly by USAL and NFHS. Currently this course is only available to persons who are registered as umpires with USAL. Umpires who only desire KHSAA licensure will not need to take this course.

3.2.5. KLUB Rules Interpretation Clinic

All umpires are required to attend the KLUB Rules Interpretation Clinic, a part of which is conducted with coaches. The KLUB Training Coordinator and the Assignor will provide leadership for this in-person clinic. It is preferred that this in-person clinic be held within the boundaries of LAX Regions 7/8.

3.2.6. Field Evaluation

USAL requires all umpires periodically to participate in a field evaluation and to receive feedback and a USAL Rating. Umpires who only seek licensure as a KHSAA umpire shall annually participate in the KLUB Field Evaluation. Umpires who seek USAL certification shall have a Field Evaluation that results in a Level 1, 2, or 3 rating using the Field Evaluation Forms attached at the end of this plan. Umpires who are certified by the College Women's Lacrosse Umpires' Association automatically receive a Level 3 rating. Umpires who only desire KHSAA licensure will be observed at the KLUB Field Evaluation using the Level 1 Field Observation

3.3. NFHS TESTING

The NFHS test based on the current NFHS Rules Book is required for USAL certification. It is not required, but encouraged, for KHSAA Licensure.

3.4. KHSAA LICENSING

The KHSAA keeps records of all persons who are licensed as KHSAA Girls High School Lacrosse Umpires.

3.5. ASSIGNOR PARTICIPATION

The Assignor for LAX Regions 7/8 must be included as a part of the KLUB training process. The Assignor must at a minimum be allowed to cover the process of assigning through Arbiter and any other issues touching on assignments.

The Assignor for LAX Regions 7/8 is the rules interpreter for this particular assigning area and any other games which he or she assigns. As such the Assignor must be included as a part of the rules interpretation clinic instructional team and shall be present for the rules interpretation clinic for umpires and coaches.

3.6. TRAINING SCHEDULE (KHSAA AND KLUBREQUIREMENTS) FOR UMPIRES IN LAX REGIONS 7/8

| <i>NAME</i> | <i>EVENT</i> | New Umpire Orientation | Rules Interp Clinic | Initial Field Evaluation | NFHS HS Rules Test |
|--------------------|---------------------|-------------------------------|----------------------------|---------------------------------|---------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

4. ADMINISTRATION AND RESONSIBILITY REGARDING TRAINING

4.1. KLUB CHAIRPERSON

The KLUB Chairperson is responsible for scheduling training clinics and arranging classroom space that will include media projection. The KLUB chairperson shall schedule a rules interpretation clinic field evaluation event that are convenient by date/time and location for umpires and coaches of LAX Regions 7/8.

4.2. KLUB TRAINING COORDINATOR

The KLUB Training Coordinator shall work with the KLUB Chairperson to schedule training clinics and field evaluation events. The KLUB Training Coordinator shall organize the detailed schedules for clinics and events. The KLUB Training

Coordinator shall assign knowledgeable and experienced officials to instruct at clinics and rate or observe umpires participating in field evaluations.

4.3. LAX REGIONS 7/8 ASSIGNOR

The LAX Regions 7/8 Assignor shall attend all KLUB training events within the boundaries of LAX Regions 7/8. At these events that Assignor shall at a minimum present instruction on the following:

- The path for licensure as a KHSAA Girls Lacrosse Umpire
- Information on using Arbiter and Arbiter Pay
- School submission of schedules to Arbiter
- Game and Travel Fees for LAX Regions 7/8
- The process for requesting rules interpretations or filing complaints

The Assignor shall also work with the KLUB Training Coordinator to schedule field observations for persons who are only seeking licensure as KHSAA Girls Lacrosse Umpires. The Training Coordinator shall report on the USAL certification rating levels for umpires in LAX Regions 7/8 following that route in addition.

4.4. KHSAA

The KHSAA shall register all licensed Girls Lacrosse Umpires and report information to the Assignor.

4.5. LAX REGIONS 7/8 POLICY BOARD

The LAX Regions 7/8 Policy Board shall hold the Assignor, Training Coordinator, and KLUB chairperson accountable for the training process.

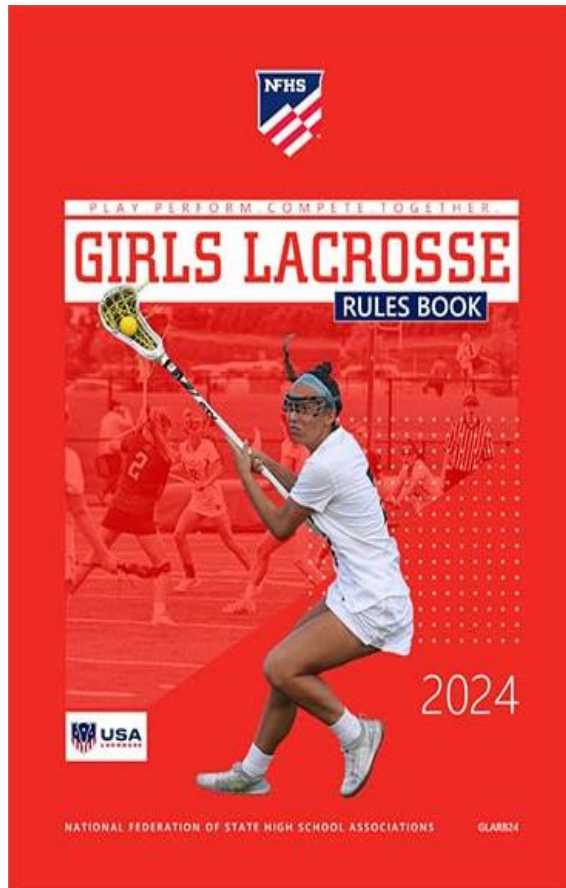
5. RESOURCES

5.1. USAL Videos, PowerPoints, and Lesson Plans

USAL produces many resources that are available to USAL certified trainers. The Training Coordinator is the source for these resources.

5.2. NFHS Rules Book

The NFHS publishes the annual Girls Lacrosse rules book. This book is produced in partnership with USAL.



5.3. USAL Women's Officials Training Manual (WOTM)

The USAL WOTM is the official interpretation of the Rules Book. The Manual is the basis for all instruction of Girls Lacrosse Umpires. USAL requires all Girls Umpires to read the Manual. The Manual is available free from USAL, and the Assignor shall make it available to all Umpires.



5.4. USAL Levels 1, 2, 3 Field Evaluation Forms and Level 1 Field Observation Form



LEVEL
I

| Women's Game Officials Evaluation Form | | | |
|--|--|----------------|--|
| Official: | | Game Date: | |
| Current Cert. Level: | | Game Location: | |
| Evaluator: | | Game Level: | |

| Category | | Written Observations | Rating | | | | | | | | |
|--|--|--|---|--------------------------|----------------------|--------------------------|--------------------|--------------------------|-------------------|--------------------------|-----------------|
| 1 - Professionalism and Fitness | | | <table border="1"> <tr><td><input type="checkbox"/></td><td>Exceeds Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Meets Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Needs Improvement</td></tr> <tr><td><input type="checkbox"/></td><td>Unsatisfactory*</td></tr> </table> | <input type="checkbox"/> | Exceeds Expectations | <input type="checkbox"/> | Meets Expectations | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Unsatisfactory* |
| <input type="checkbox"/> | Exceeds Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Meets Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Needs Improvement | | | | | | | | | | |
| <input type="checkbox"/> | Unsatisfactory* | | | | | | | | | | |
| Y | N | | | | | | | | | | |
| Expectations | | | | | | | | | | | |
| <input type="checkbox"/> | Arrives on time | | | | | | | | | | |
| <input type="checkbox"/> | Shows endurance and speed for level of play | | | | | | | | | | |
| <input type="checkbox"/> | Wearing proper uniform, has proper equipment | | | | | | | | | | |
| 2 - Rules Knowledge and Judgement | | | <table border="1"> <tr><td><input type="checkbox"/></td><td>Exceeds Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Meets Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Needs Improvement</td></tr> <tr><td><input type="checkbox"/></td><td>Unsatisfactory*</td></tr> </table> | <input type="checkbox"/> | Exceeds Expectations | <input type="checkbox"/> | Meets Expectations | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Unsatisfactory* |
| <input type="checkbox"/> | Exceeds Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Meets Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Needs Improvement | | | | | | | | | | |
| <input type="checkbox"/> | Unsatisfactory* | | | | | | | | | | |
| Y | N | | | | | | | | | | |
| Expectations | | | | | | | | | | | |
| <input type="checkbox"/> | Calls necessary safety violations | | | | | | | | | | |
| <input type="checkbox"/> | Calls minor fouls | | | | | | | | | | |
| <input type="checkbox"/> | Reacts quickly to dangerous play | | | | | | | | | | |
| <input type="checkbox"/> | Emerging demonstration of advantage | | | | | | | | | | |
| 3 - Mechanics and Positioning | | | <table border="1"> <tr><td><input type="checkbox"/></td><td>Exceeds Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Meets Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Needs Improvement</td></tr> <tr><td><input type="checkbox"/></td><td>Unsatisfactory*</td></tr> </table> | <input type="checkbox"/> | Exceeds Expectations | <input type="checkbox"/> | Meets Expectations | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Unsatisfactory* |
| <input type="checkbox"/> | Exceeds Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Meets Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Needs Improvement | | | | | | | | | | |
| <input type="checkbox"/> | Unsatisfactory* | | | | | | | | | | |
| Y | N | | | | | | | | | | |
| Expectations | | | | | | | | | | | |
| <input type="checkbox"/> | Uses loud, clear whistle | | | | | | | | | | |
| <input type="checkbox"/> | Correct goal, TO and draw mechanics | | | | | | | | | | |
| <input type="checkbox"/> | Adjusts in Lead to best see ball and players | | | | | | | | | | |
| <input type="checkbox"/> | Engaged as Trail, runs through RL | | | | | | | | | | |
| <input type="checkbox"/> | Uses BOO when setting up free positions | | | | | | | | | | |
| 4 - Game Management | | | <table border="1"> <tr><td><input type="checkbox"/></td><td>Exceeds Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Meets Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Needs Improvement</td></tr> <tr><td><input type="checkbox"/></td><td>Unsatisfactory*</td></tr> </table> | <input type="checkbox"/> | Exceeds Expectations | <input type="checkbox"/> | Meets Expectations | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Unsatisfactory* |
| <input type="checkbox"/> | Exceeds Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Meets Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Needs Improvement | | | | | | | | | | |
| <input type="checkbox"/> | Unsatisfactory* | | | | | | | | | | |
| Y | N | | | | | | | | | | |
| Expectations | | | | | | | | | | | |
| <input type="checkbox"/> | Makes timely foul and boundary calls | | | | | | | | | | |
| <input type="checkbox"/> | Facilitates self-starts effectively (use of delay of game when needed) | | | | | | | | | | |
| <input type="checkbox"/> | Aware of game clock and manages time-outs correctly (time management) | | | | | | | | | | |
| <input type="checkbox"/> | Administers penalties in CSA correctly | | | | | | | | | | |
| 5 - Communication/Comportment | | | <table border="1"> <tr><td><input type="checkbox"/></td><td>Exceeds Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Meets Expectations</td></tr> <tr><td><input type="checkbox"/></td><td>Needs Improvement</td></tr> <tr><td><input type="checkbox"/></td><td>Unsatisfactory*</td></tr> </table> | <input type="checkbox"/> | Exceeds Expectations | <input type="checkbox"/> | Meets Expectations | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Unsatisfactory* |
| <input type="checkbox"/> | Exceeds Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Meets Expectations | | | | | | | | | | |
| <input type="checkbox"/> | Needs Improvement | | | | | | | | | | |
| <input type="checkbox"/> | Unsatisfactory* | | | | | | | | | | |
| Y | N | | | | | | | | | | |
| Expectations | | | | | | | | | | | |
| <input type="checkbox"/> | Makes eye contact and communicates with partner during the game | | | | | | | | | | |
| <input type="checkbox"/> | Calm, mature presence | | | | | | | | | | |
| <input type="checkbox"/> | Communicates effectively to coaches, game management & players | | | | | | | | | | |
| Checkmark Key | | Rating Definitions | | | | | | | | | |
| Y = Yes - Regularly meets expectation | | Exceeds Expectations Met and exceeded all expectations | | | | | | | | | |
| N = No - Does not meet expectation | | Meets Expectations - Met all (Y) or part (P) of the expectations | | | | | | | | | |
| | | Needs Improvement Failed to meet (N) one or more of the expectations | | | | | | | | | |
| | | Unsatisfactory* - Failed to meet any of the expectations *must write why rating was given | | | | | | | | | |

| Category Descriptions | | Recommendations/Additional Comments | |
|--|---|-------------------------------------|---|
| 1 - Professionalism and Fitness | | | |
| Arrives on time, in approved uniform Arrived with partner on time, wearing approved uniform including black accessories. | Show endurance and speed for level of play Keeps up with play throughout the game, Able to recover from a fast break or quick turnover. | | |
| 2 - Rules Knowledge and Judgement | | | |
| Calls the necessary safety fouls and reacts to dangerous play Recognizes and makes fouls affecting player safety. | Emerging use of advantage Understands the need for flow to the game, without compromising safety. | | |
| Calls minor fouls Identifies and calls minor fouls | Proper use of Mandatory cards Shows understanding of mandatory cards and uses when appropriate | | |
| 3 - Mechanics and Positioning | | | |
| Shows understanding of Areas of Responsibility Stays open to play, keeps majority of players in visual field. Demonstrates purposeful movement. | Demonstrates proper Lead position in CSA Stays ahead of play. Adjusts position in Lead relative to the ball and players. Moves to best see between players. | | |
| Trail: runs through RL, stays engaged Maintains relative position to ball/play in transition. Adjusts laterally as play dictates. | Uses correct T.O. goal signals and draw mechanics Time-out and goal signals correct and clear. Follows proper draw mechanics; from setting to possession. | | |
| Consistently uses directional and foul signals Shows directional signal first followed by foul signal. Shows directional signal first followed by foul signal. Clear, correct signals used. Correct mechanics for carding. Developing "whistle talk" to manage play. | | | |
| 4 - Game Management | | | |
| Makes timely calls. Reacts quickly to major fouls and cardable fouls. Calls boundaries quickly. Manages unsporting behavior. | | | |
| Officiates off-ball. Watches off ball play as trail/lead and calls fouls when needed. Adjusts positioning to off ball play. | Administers penalties efficiently Sets and restarts penalties in the CSA quickly and correctly. Uses signals and verbal directives to administer penalties. | | |
| 5 - Communication/Comportment | | | |
| Exhibits high level of professionalism Show respect for all involved in the game. Receptive to feedback. Accepts help as needed. | Strong field presence Demonstrates a competent and confident field presence. Unobtrusive part of the game. | | |
| Communicates effectively with coaches, game admin and players Controls tone and volume of voice. Uses proper terminology for fouls. Acknowledges coaches questions and responds appropriately | | | |
| Results | | | |
| Y | Official is certified at Level 1* *Must meet expectations in 4 out of 5 categories | N | Official is NOT certified at Level 1* *Must write why the official is not certified |



LEVEL
2

Women's Game Officials Evaluation Form

Official: _____ Game Date: _____
 Current Cert. Level: _____ Game Location: _____
 Evaluator: _____ Game Level: _____

| Category | | | Written Observations | Rating |
|---|----------|---|----------------------|--|
| 1 - Professionalism and Fitness | | | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory* |
| Y | N | Expectations | | |
| | | Arrives on time, in approved uniform | | |
| | | Shows endurance and speed for level of play | | |
| | | Physically and Mentally prepared for level of play | | |
| 2 - Rules Knowledge and Judgement | | | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory* |
| Y | N | Expectations | | |
| | | Calls necessary safety violations | | |
| | | Calls Shooting Space correctly | | |
| | | Uses mandatory cards appropriately | | |
| | | Identifies beginning and ending of a scoring play | | |
| 3 - Mechanics and Positioning | | | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory* |
| Y | N | Expectations | | |
| | | Shows understanding of areas of resp. | | |
| | | Demonstrates proper Lead pos.in CSA | | |
| | | Runs thru RL as Trail, stays engaged | | |
| | | Consistently uses directional and foul signal | | |
| | | Correct T.O, goal, draw mechanics | | |
| 4 - Game Management | | | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory* |
| Y | N | Expectations | | |
| | | Makes timely calls | | |
| | | Facilitates self-starts effectively (use of delay of game when needed) | | |
| | | Officiates off-ball | | |
| | | Administers penalties efficiently | | |
| 5 - Communication/Comportment | | | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory* |
| Y | N | Expectations | | |
| | | Exhibits high level of professionalism | | |
| | | Strong field presence | | |
| | | Communicates effectively to coaches, game management & players | | |
| Checkmark Key | | Rating Definitions | | |
| Y = Yes - Regularly meets expectation N = No - Does not meet expectation | | Exceeds Expectations Met and exceeded all expectations Meets Expectations - Met all (Y) or part (P) of the expectations Needs Improvement Failed to meet (N) one or more of the expectations Unsatisfactory* - Failed to meet any of the expectations *must write why rating was given | | |

| Category Descriptions | | Recommendations/Additional Comments |
|--|---|---|
| 1 – Professionalism and Fitness | | |
| Arrives on time, in approved uniform Arrived with partner on time, wearing approved uniform including black accessories. | Show endurance and speed for level of play Keeps up with play throughout the game. Able to recover from a fast break or quick turnover. | |
| 2 – Rules Knowledge and Judgement | | |
| Calls the necessary safety fouls Recognizes and makes fouls affecting player safety. Calls timely boundaries. | Calls Shooting Space correctly Identifies Shooting Space and understand when not to call. | |
| Uses mandatory cards appropriately Proper use of mandatory cards, emerging use of discretionary cards. | Identifies beginning/end of a scoring play Properly uses flag during a scoring play. Blows immediate whistle when appropriate in CSA. | |
| 3 – Mechanics and Positioning | | |
| Shows understanding of Areas of Responsibility Stays open to play, keeps majority of players in visual field. Demonstrates purposeful movement. | Demonstrates proper Lead position in CSA Stays ahead of play. Adjusts position in Lead relative to the ball and players. Moves to best see between players. | |
| Trail: runs through RL, stays engaged Maintains relative position to ball/play in transition. Adjusts laterally as play dictates. | Uses correct T.O. goal signals and draw mechanics Time-out and goal signals correct and clear. Follows proper draw mechanics; from setting to possession. | |
| Consistently uses directional and foul signals Shows directional signal first followed by foul signal. Shows directional signal first followed by foul signal. Clear, correct signals used. Correct mechanics for carding. Developing "whistle talk" to manage play. | | |
| 4 – Game Management | | |
| Makes timely calls. Reacts quickly to major fouls and cardable fouls. Calls boundaries quickly. Manages unsporting behavior. | Facilitates self-start effectively; uses delay of game if needed Resets self-start if needed, enforces 4m on restarts if applicable. | |
| Officials off-ball. Watches off ball play as trail/lead and calls fouls when needed. Adjusts positioning to off ball play. | Administers penalties efficiently Sets and restarts penalties in the CSA quickly and correctly. Uses signals and verbal directives to administer penalties. | |
| 5 – Communication/Comportment | | |
| Exhibits high level of professionalism Show respect for all involved in the game. Receptive to feedback. Accepts help as needed. | Strong field presence Demonstrates a competent and confident field presence. Unobtrusive part of the game. | |
| Communicates effectively with coaches, game admin and players Controls tone and volume of voice. Uses proper terminology for fouls. Acknowledges coaches questions and responds appropriately | | |
| Results | | |
| Y | Official is certified at Level 2* *Must meet expectations in 4 out of 5 categories | N |
| | | Official is NOT certified at Level 2* *Must write why the official is not certified |



LEVEL
3

Women's Game Officials Evaluation Form

Official:
Current Cert. Level:
Evaluator:

Game Date:
Game Location:
Game Level:

| Category | | | Written Observations | Rating |
|--|----------|---|----------------------|---|
| 1 – Professionalism and Fitness | | | | |
| Y | N | Expectations | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory |
| | | Arrives on time, in approved uniform, with proper equipment | | |
| | | Shows endurance and speed for level of play; anticipates play | | |
| | | Demonstrates leadership in pregame activities and throughout the game | | |
| 2 – Rules Knowledge and Judgement | | | | |
| Y | N | Expectations | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory |
| | | Calls necessary safety violations | | |
| | | Calls Shooting Space and 3 seconds correctly; officiates off-ball | | |
| | | Uses mandatory and discretionary cards effectively | | |
| | | Uses advantage and slow whistle correctly | | |
| | | Identifies beginning and ending of a scoring play | | |
| 3 – Mechanics and Positioning | | | | |
| Y | N | Expectations | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory |
| | | Uses loud, clear whistle and effective whistle talk. Clear consistent directional and foul signals. | | |
| | | Administers penalties correctly and efficiently | | |
| | | Proper Lead A/B positioning; moves relative to play/players/ball | | |
| | | Moves laterally as C and engaged as second lead in CSA. | | |
| | | Engaged as Trail, hustles through RL. | | |
| | | Shows understanding of Areas of Responsibility | | |
| 4 – Game Management | | | | |
| Y | N | Expectations | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory |
| | | Makes timely calls | | |
| | | Facilitates starts, restarts, and self-starts effectively (use of delay of game when needed) | | |
| | | Officiates off-ball | | |
| | | Administers penalties efficiently | | |
| 5 – Communication/Comportment | | | | |
| Y | N | Expectations | | <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory |
| | | Exhibits high level of professionalism | | |
| | | Strong field presence | | |
| | | Communicates effectively to coaches, game management & players | | |
| Checkmark Key | | Rating Definitions | | |
| Y = Yes - Regularly meets expectation | | Exceeds Expectations - Met and exceeded all expectations | | |
| N = No - Does not meet expectation | | Meets Expectations - Met all (Y) or part (P) of the expectations | | |
| | | Needs Improvement - Failed to meet (N) one or more of the expectations | | |
| | | Unsatisfactory* - Failed to meet any of the expectations *must write why rating was given | | |

| Category Descriptions | | Recommendations/Additional Comments | |
|--|--|-------------------------------------|---|
| 1 – Professionalism and Fitness | | | |
| Arrives on time in approved uniform, with equipment necessary to officiate the game along with rule book and any rule clarifications and is mentally prepared for level of play. | Show endurance and speed for level of play Keeps up with play throughout the game, Able to recover from a fast break or quick turnover, or from being out of position in a 3 person game | | |
| 2 – Rules Knowledge and Judgement | | | |
| Calls the necessary safety fouls Calls necessary safety violations regarding sticks around the head, body fouls, and reacts quickly to dangerous play | Calls Off ball and player positioning fouls Identifies Shooting Space and 3 seconds and understand when not to call. Officiates off-ball play from all positions. | | |
| Uses mandatory and discretionary cards effectively. Sets the tone and keeps plays safe with use of cards. | Identifies beginning/end of a scoring play Properly uses flag during a scoring play. Blows immediate whistle when appropriate in CSA. | | |
| 3 – Mechanics and Positioning | | | |
| Shows understanding of Areas of Responsibility Stays open to play, keeps majority of players in visual field. In position to cover boundary, adjusts to officiate off ball at all positions | Demonstrates proper Lead position in CSA Stays ahead of play. Adjusts position in Lead relative to the ball and players. Moves to best see between players. | | |
| Trail: runs through RL, stays engaged Maintains relative position to ball/play in transition. Adjusts laterally as play dictates. | C positioning correct- moves laterally correctly. Strong C-acts as second lead in CSA | | |
| Consistently uses directional and foul signals Shows directional signal first followed by foul signal. Clear, correct signals used. Correct mechanics for carding. Uses whistle talk effectively | | | |
| 4 – Game Management | | | |
| Makes timely foul and boundary calls. Reacts quickly to unsafe play, is able to adjust tightness of calls, use of advantage to match tenor of the game | Facilitates starts, restarts and self-start effectively; uses delay of game if needed Resets self-start if needed, enforces 4m on restarts if applicable. Game flow awareness | | |
| Demonstrates effective time managements Clock awareness, Quick crew chats, no unnecessary delay for play, awareness with card timing, stop-clock and overtime | Addresses unsportsmanlike behavior. Uses cards when necessary. Exhibits conflict resolution skills when needed, able to diffuse tense situations | | |
| 5 – Communication/Comportment | | | |
| Exhibits high level of professionalism Show respect for all involved in the game. Receptive to feedback. Accepts help as needed. | Strong field presence Demonstrates a competent and confident field presence. Unobtrusive part of the game. | | |
| Communicates effectively with coaches, game admin and players Controls tone and volume of voice. Uses proper terminology for fouls. Acknowledges coaches questions and responds appropriately | | | |
| Results | | | |
| Y | Official is certified at Level 3* *Must meet expectations in 4 out of 5 categories | N | Official is NOT certified at Level 2* *Must write why the official is not certified |



GIRLS' LACROSSE **LEVEL 1 ON FIELD OBSERVATION FORM**

2019-2022

| | | | | | | |
|---|--------------------------------|---|--------------------------|--------------------------------------|--|------------|
| Candidate: | | | | Rater: | | |
| Game site: | | | | Level of competition: | | |
| Arrived on time Y N | Professionally attired: Y N | Properly equipped Y N | Completed pregame Y N | Inspected field/checked goals Y N | Complete, thorough stick check Y N | |
| Write your observation to the right of the item OBS: Always Usually Sometimes Never X = not observed | | | | | | |
| Knowledge and Judgment | OBS | Mechanics | | OBS | Compartment | OBS |
| Identifies rough checks and unsafe play | | Administers the draw properly | | | Shows respect for all involved in game | |
| Recognizes major fouls | | Blows the whistle clearly and loudly | | | Receptive to feedback | |
| Recognizes minor fouls | | Uses proper mechanics for most common major & minor fouls | | | Administers the penalty without unnecessary movement (toward players) | |
| Timely call @ boundary | | Uses direction signal | | | Maintains a calm, composed demeanor | |
| Recognizes beginning of scoring play | | Demonstrates correct & clear mechanics for 'goal' | | | Unobtrusive part of the game | |
| Calls and cards check to the head | | | | | | |
| Calls FSG (shooting space) | | Penalty Administration | | | | |
| Lead Positioning | | Manages basic penalty administration (B.O.O.) | | | Communication | |
| Stays ahead of play from L to T | | Boundary set ups | | | Makes eye contact w/ partners during all stoppage of play and before re-starts | |
| Starting to possess an awareness of tangent positioning in the CSA | | Manages RL | | | Controls tone and volume of voice | |
| Trail Positioning | | Insists players are 4m away before restarting play | | | Makes eye contact w/ partners before re-starts | |
| Maintains relative position to ball/play as it advances down the field | | Manages the self-start correctly | | | Communicates effectively with partners, players, coaches and game personnel | |
| Officiates off-ball | | | | | Uses the "language of the rules" | |
| General Positioning | | | | | | |
| Positions wide to cover sideline boundary | | Game Management | | | Teamwork | |
| Demonstrates basic 2-person positioning | | Manages off-ball fouls | | | Relays necessary information to partner, game personnel, coaches | |
| Positions to make the call | | Manages time outs correctly | | | Accepts help from partner, as needed | |
| Works to stay wide & outside of play | | Manages score, time, game personnel | | | Steps in to assist partner, as needed | |
| Fitness | | | | | | |
| Speed | | | | | | |
| Endurance | | | | | | |
| Agility, quick repositioning | | | | | | |
| Is in position to make the call | | | | | | |



Additional Comments:

| Core Area | Strengths | Challenges |
|---|------------------|-------------------|
| Professionalism | | |
| Knowledge/Judgement Foul Recognition | | |
| Positioning Field Coverage Fitness | | |
| Mechanics Penalty Administration Game Management | | |
| Teamwork Communication Comportment | | |

Suggested rating (circle one)

No rating

LEVEL 1

Next Steps: