



United States Soccer Federation  
Match Official  
Developmental  
Assessment Form

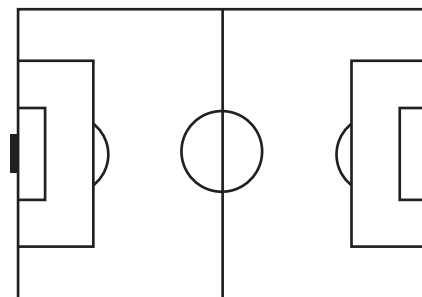
Official's Name:			
Grade:		State:	
Position:	<input type="checkbox"/> Referee	<input type="checkbox"/> AR1	
	<input type="checkbox"/> 4 <sup>th</sup> Official	<input type="checkbox"/> AR2	

Date:	Time:		
Teams:			
Age Group:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
Game Location:	Field #:		
Competition:			

Difficulty of Game:	<input type="checkbox"/> Easy	<input type="checkbox"/> Competitive	Overall Performance:	<input type="checkbox"/> Acceptable
	<input type="checkbox"/> Difficult	<input type="checkbox"/> Very Difficult		<input type="checkbox"/> Needs Improvement

Performance Summary / Feedback (NA – Not Acceptable A – Acceptable VG – Very Good O – Outstanding)  
- See Back Of Form for Specific Criteria References -

Referee		NA	A	VG	O	Assistant Referee		NA	A	VG	O
1	Personality / Presence and Communication:					1	Involvement / Assistance in the Game:				
2	Game Control and Foul Selection/Recognition:					2	Offside:				
3	Teamwork:					3	Positioning / Movement:				
4	Points of Emphasis / Directives:					4	Signals:				
5	Managing the Technical Areas:										
6	Positioning / Movement / Signals:										



Positive Areas of Performance:

1.

2.

3.

Areas For Improvement:

1.

2.

3.

Additional Comments / Suggestions:

1.

2.

3.

Assessor Signature:	Assessor Name:		
Phone Number: (     )	email:	Grade:	State Association:

## U.S. Soccer FOCUS CRITERIA

REFEREE	REFEREE (con't)
<b>Criteria 1: Personality and Communication</b> <b>1.1 Personality and Presence: Influencing the Future</b> <ul style="list-style-type: none"> <li>Referee varied personality to defuse and prevent the NEXT foul.</li> <li>Referee used personality/presence to influence the future with actions in the present.</li> <li>Body language was appropriate for the moment.</li> <li>Referee changed his/her temperament and approach as the game dictated/changed thereby sending effective messages to players/coaches.</li> <li>Signals were clear, effective and used to send messages as appropriate.</li> </ul> <b>1.2 Communication</b> <ul style="list-style-type: none"> <li>Referee established an "open line of communication" with players and coaches without being overly communicative.</li> <li>Referee used all his/her communicative tools to "draw the line in the sand" (firmly/fairly) so players and coaches knew what to expect.</li> <li>Used more than the whistle to communicate and manage the game.</li> <li>Utilized "down time" to manage players and the game.</li> </ul>	<b>Criteria 5: Managing the Technical Areas</b> <ul style="list-style-type: none"> <li>Referee dealt with coaches and players, within the technical area, according to directives.</li> <li>Referee used techniques to prevent escalation of improper behavior within the technical area.</li> </ul>
<b>Criteria 2: Game Control and Foul Selection / Recognition</b> <b>2.1 Misconduct: Game or Player Need It</b> <ul style="list-style-type: none"> <li>Got the 100% misconduct situations correct.</li> <li>Identified the moment(s) of truth and acted upon them appropriately.</li> <li>Cautions were given because the game and/or player needed it.</li> <li>Used personality to manage/control the game versus card as the situation/game dictated.</li> </ul> <b>2.2 "Big Picture" Approach in Game Context</b> <ul style="list-style-type: none"> <li>Used the "big picture" of the game to handle misconduct not ignoring the 100% misconduct situations.</li> <li>Exhibited the characteristics of a "proactive referee."</li> <li>Used discretion and common sense while taking a "big picture" approach to decisions given the atmosphere of the game and other game-related characteristics.</li> </ul> <b>2.3 Allowed Game Flow</b> <ul style="list-style-type: none"> <li>Was able to encourage game flow through foul selection/recognition because he/she was able to differentiate between the soft/trifling/minor challenges from those that were minimally careless and needed to be called.</li> <li>Distinguished between trifling fouls that interrupt the flow of the game and the fouls, based upon the game level, that needed to be called.</li> <li>Recognized and applied advantage as required by the game.</li> </ul> <b>2.4 Foul Recognition / Discrimination</b> <ul style="list-style-type: none"> <li>Discretion and common sense were exercised.</li> <li>Managed the game so that the enjoyment and entertainment value (for players/spectators) was maximized without disregard to game control.</li> <li>Exhibited the ability to deliver messages in an appropriate way based upon the game, the situation, and the personality of the receiving player.</li> <li>Felt the "temperature" of the game and increased his/her influence on the game as it dictated.</li> <li>"Smelled"/anticipated the foul before it occurred.</li> </ul> <b>2.5 Tactical Approach</b> <ul style="list-style-type: none"> <li>Referee understood the tactical/technical approach of the teams/players and adjusted their approach as the game required.</li> <li>The ability to "read" the game and adjust his/her approach to the game as tactics changed was evident.</li> </ul>	<b>Criteria 6: Fitness / Work Rate / Movement / Positioning / Signals</b> <b>6.1 Fitness / Agility / Stamina / Work Rate</b> <ul style="list-style-type: none"> <li>Referee exhibited the fitness level needed to put him/herself in the best possible position to make the correct decision.</li> <li>Referee exhibited the ability to "close down" counter attacks or long services through strong sprinting ability and the ability to anticipate and read the game.</li> <li>Hustle, energy and urgency in movement exceeded the intensity and needs of the game.</li> <li>Referee consistently demonstrated the ability to change pace or speed as the requirements of the game dictated.</li> <li>Was able to keep the same fitness and agility levels for the total duration of the game.</li> <li>Referee's agility allowed him/her to sidestep, backpedal and sprint as the requirements of the game demanded.</li> <li>Referee was mobile and was able to cover all critical areas of the field.</li> </ul> <b>6.2 Positioning / Signals</b> <ul style="list-style-type: none"> <li>Took strategic positions that were needed to manage the game as well as enable him/her to manage the "next phase of play."</li> <li>Referee's positioning allowed him/her to "sell" decisions due to the closeness to play.</li> <li>Restart (free kick, corner kick, throw in, etc.) management positions enabled the referee to manage the wall, the kicker, and the "drop/danger zone."</li> <li>Positions did not interfere with players or play.</li> <li>Exhibited the ability to anticipate and read play thereby enabling him/herself to be in the optimum position for the game at that time.</li> <li>Signals were clear and convincing and used appropriately.</li> </ul>
<b>ASSISTANT REFEREE</b>	
<b>Criteria 1: Involvement / Assistance in the Game</b> <ul style="list-style-type: none"> <li>Read the game like the referee and tempered assistance accordingly.</li> <li>Involved as needed (versus over-involved) and provided assistance to the game/referee as needed.</li> <li>Demonstrated the appropriate level of teamwork necessary to assist the referee in managing the game.</li> <li>Was in the same "rhythm" of the game as the referee thereby providing the appropriate level of assistance/involvement.</li> <li>Exhibited the courage to become involved in critical situations.</li> <li>Participated in the "triangle of control" as dictated by the game.</li> </ul>	
<b>Criteria 2: Offside</b> <ul style="list-style-type: none"> <li>"Wait and see" approach to offside decisions was applied.</li> <li>Showed restraint in the application of offside. Flag kept down, if in doubt.</li> <li>Benefit of doubt given to the attack.</li> <li>Understood and applied concepts of "interfering with play," "interfering with an opponent" and "gaining an advantage."</li> </ul>	
<b>Criteria 3: Positioning / Movement</b> <ul style="list-style-type: none"> <li>Was in correct position to support decisions.</li> <li>Kept up with play for the entire duration of the game.</li> <li>Exhibited the ability to maintain the offside line throughout the match.</li> <li>Correctly positioned to make offside decisions.</li> <li>Followed every ball to the goal line and/or to the goalkeeper.</li> <li>Was able to keep body square to the field through sidestepping as play dictated.</li> <li>Displayed the ability to transition (from sidestepping to sprinting and from sprinting to sidestepping) and modify his/her running style to meet the demands of the match.</li> </ul>	
<b>Criteria 4: Signals:</b> <ul style="list-style-type: none"> <li>Signals and flag work were clear and followed U.S. Soccer guidelines and mechanics.</li> <li>Made eye contact with the referee prior to signaling.</li> </ul>	
<b>NOTES</b>	
<b>Criteria 3: Teamwork</b> <ul style="list-style-type: none"> <li>Referee empowered his team (pregame or otherwise) in a manner that provided the avenue for officials to participate in managing the game and ensuring "critical game decisions" were addressed appropriately.</li> </ul>	
<b>Criteria 4: Points of Emphasis / Directives</b> <b>4.1 Tackles / Elbows / Contact Above the Shoulder / Handling</b> <ul style="list-style-type: none"> <li>Differentiated between fouls/misconduct that were "careless" and "reckless" versus "using excessive force" with the possibility of injuring the opponent.</li> <li>Identified and correctly dealt with elbows and tackles that endangered the opponent or that could injure an opponent.</li> <li>Correctly applied directives on handling.</li> <li>Able to differentiate the contact above the shoulder which the arm/elbow was used as a tool versus a weapon (red card).</li> </ul> <b>4.2 Dissent / Game Disrepute / Mass Confrontation</b> <ul style="list-style-type: none"> <li>Took appropriate actions to keep game disrepute from escalating into mass confrontation.</li> <li>Dealt correctly with the instigator and escalator (third man in).</li> <li>Used the "Personal, Public and Provocative" criteria to determine whether a player's conduct was dissent (cautionable) or offensive, insulting or abusive (red card).</li> </ul>	