

## Judging Performance Assessment Rubric

### Trial Judge or Judge on Panel (Report Requested) Feedback Form and Action Plan

<b>Candidate's Name:</b> _____	<b>Assessor(s):</b> _____
<b>Candidate's Skate Canada #:</b> _____	_____
<b>Candidate's Email:</b> _____	<b>Location of Event:</b> _____
<b>Candidate's Section:</b> _____	<b>Date:</b> _____

ASSESSMENT & EVENT INFORMATION					
Context	Qualification Sought	Discipline	Competition	Event(s) Categories/Level(s)	Number of skaters/teams
<input type="checkbox"/> Trial Judge <input type="checkbox"/> Judge on Panel		<input type="checkbox"/> Singles <input type="checkbox"/> Pairs <input type="checkbox"/> Ice Dance <input type="checkbox"/> Synchronized Skating		_____	_____
				_____	_____
				_____	_____
				_____	_____

*\*Please complete the section below following the criteria assessment categories on pages two to five.*

ASSESSMENT TALLY	More Development Needed	Developing as Expected	Exceeds Expectations	
				<i>Tally of all assessments (out of a total of 13 criteria)</i>
OUTCOME (see criteria for promotion)			CRITERIA FOR PROMOTION	
<b>Ready for promotion?</b>  <input type="checkbox"/> <b>YES</b> , the candidate presents the necessary skills and knowledge to receive the promotion sought. <input type="checkbox"/> <b>NO</b> , it is recommended that the candidate takes the necessary time to further develop and complete the next steps as identified in the customized action plan before proceeding. We have reviewed and agreed upon the action plan.			Minimum of <b>11/13</b> criteria assessed at "Developing as Expected" or better, including: <ul style="list-style-type: none"> <li><b>Positive GOEs</b></li> <li><b>GOE Reductions</b></li> <li><b>Program Components</b></li> <li><b>Recording</b></li> <li><b>Interpersonal Skills</b></li> <li><b>Preparedness</b></li> <li><b>Positive &amp; Open Mindset</b></li> <li><b>Professionalism</b></li> </ul>	

*Please return completed form to the candidate. Candidates are responsible for their own training and assessment records for promotion. This form must be submitted to the section for application for promotion. Candidates to contact their Section for more information on next steps and submission of their promotion.*

\_\_\_\_\_  
Assessor Signature

ASSESSMENT				
Criteria	More Development Needed	Developing as Expected	Exceeds Expectations	Assessment Comments
<b>TECHNICAL KNOWLEDGE &amp; APPLICATION</b>				
<b>Positive GOEs*</b> Knowledge, understanding and application of positive GOE assessments	Lacked knowledge, was inconsistent, and/or seemed unsure in the application of positive GOE assessments. <input type="checkbox"/>	Demonstrated accurate knowledge and understanding in the application of positive GOEs for the level. Quality of elements reflected in assessments. <input type="checkbox"/>	Confidently and consistently applied accurate positive GOE assessments. <input type="checkbox"/>	
<b>GOE Reductions*</b> Knowledge, understanding and application of reductions	Lacked knowledge, was inconsistent, and/or seemed unsure in the application of reductions. <input type="checkbox"/>	Demonstrated accurate knowledge and understanding in the application of reductions for the level. Reductions applied appropriately and in alignment with marking guidelines. <input type="checkbox"/>	Confidently and consistently applied accurate reductions on GOE assessments. <input type="checkbox"/>	
<b>Program Components*</b> Knowledge, understanding and assignment of Program Components	Lacked knowledge and seemed unsure in the assignment of PCs. <input type="checkbox"/>	Demonstrated knowledge and understanding in the assignment of PCs for the level. Appropriately assigned PCs with differences reflected (when warranted). <input type="checkbox"/>	Confidently and consistently assigned accurate PC scores. <input type="checkbox"/>	



Criteria	More Development Needed	Developing as Expected	Exceeds Expectations	Assessment Comments
<p><b>Violations &amp; Deductions</b> Knowledge, understanding and application of violations and deductions</p>	<p>Lacked knowledge and seemed unsure in the application of deductions. (if applicable) <input type="checkbox"/></p>	<p>Demonstrated knowledge and understanding in the application of deductions. (if applicable) <input type="checkbox"/></p>	<p>Demonstrated strong understanding of violations. Confidently and consistently applied deductions. (if applicable) <input type="checkbox"/></p>	
<p><b>Recording*</b> Application of shorthand.</p>	<p>Was unable to record notes on the performance in an efficient and accurate manner. Notes did not support assessments. Examples include inaccurate elements, lack of detail, non-legible, slow, etc. <input type="checkbox"/></p>	<p>Notes on the performance were accurate, timely and legible. Discipline's shorthand developing, candidate demonstrated ability to record notes that supported assessments. <input type="checkbox"/></p>	<p>Strong ability to write and record quick, clear, and detailed notes of the skater's/team's performance. Notes accurately supported assessments. <input type="checkbox"/></p>	
<p><b>Assessment Rationale</b> Ability to explain and support GOE and PC assessments.</p>	<p>Unable to re-call information and explanation of rationale was delayed or inaccurate. <input type="checkbox"/></p>	<p>Re-call of information developing. Generally able to explain rationale of assessments with support from recorded notes. <input type="checkbox"/></p>	<p>Consistently able to re-call elements clearly and concisely. Confidently shared their rationale of assessments which were accurately supported in recorded notes. <input type="checkbox"/></p>	

Criteria	More Development Needed	Developing as Expected	Exceeds Expectations	Assessment Comments
<b>COMMUNICATION</b>				
<b>Interpersonal Skills</b> Rapport, respect.	Rapport was weak or not established with other officials. Conversation and situations were awkward. <input type="checkbox"/>	Some rapport evident throughout the event. Most situations handled appropriately. Evidence of respectful behavior towards stakeholders (i.e., athletes, coaches, officials, and volunteers). <input type="checkbox"/>	Established strong rapport with other officials and stakeholders. Reacted appropriately throughout the event to all situations. Treated all individuals with respect. <input type="checkbox"/>	
<b>DEPARTMENT</b>				
<b>Leadership</b> Maintained a leadership presence prior to, during and after the event.	Lacked leadership skills and did not attempt to create a positive atmosphere. <input type="checkbox"/>	Demonstrated leadership skills and contributed to creating a positive atmosphere for performance and discussion. <input type="checkbox"/>	Confidently created a positive atmosphere for performance, discussions, and learning (if applicable). Fostered honest, open dialogue when appropriate. <input type="checkbox"/>	
<b>Preparedness*</b> Arrived on time and prepared for the event with Skate Canada and/or ISU resources for reference on site. Appeared organized throughout the entire event. Able to reference applicable documentation.	No <input type="checkbox"/>	Yes <input type="checkbox"/>		
<b>Professionalism*</b> Demonstrated appropriate and professional attire, behaviour and conduct befitting a Skate Canada official throughout the event, both on-panel and/or off-panel. Electronic devices either not used or used appropriately throughout. Maintained a constant vigilance regarding "rinkside" optics and side-bar discussions.	No <input type="checkbox"/>	Yes <input type="checkbox"/>		

Criteria	More Development Needed	Developing as Expected	Exceeds Expectations	Assessment Comments
<b>DEPARTMENT (continued)</b>				
<b>Self-Management</b> Took responsibility for their own needs where possible at events. Managed emotions and personal business at appropriate times.	No <input type="checkbox"/>	Yes <input type="checkbox"/>		
<b>Positive &amp; Open Mindset*</b> Demonstrated a willingness to learn, flexibility with event changes/needs, and displayed a team player attitude.	No <input type="checkbox"/>	Yes <input type="checkbox"/>		
<b>Assessor Relationship</b> Maintained a positive attitude while being assessed. Evidence of respectful behavior towards assessor(s): Receptive to feedback and willing to improve.	No <input type="checkbox"/>	Yes <input type="checkbox"/>		
<b>TOTAL TALLY</b>	<b>More Development Needed</b>	<b>Developing as Expected</b>	<b>Exceeds Expectation</b>	



### FEEDBACK & NEXT STEPS

Please provide any additional comments which would assist in the assessment of the candidate's performance.

Consider areas of strength and/or areas where the candidate may need further development based on observations and conversations throughout the competition.

### DEBRIEF (optional)

Was a debrief conducted?

Yes

No

Comments:

### Candidate's Reflections

Candidate completed the  
Reflections for Trial Judge or  
Judge on Panel document:

Yes

No

Comments:

### CUSTOMIZED ACTION PLAN

Based on the outcome of the  
debrief, identify actions to be  
taken to support continued  
development.

Based on the event(s) assessed, identify possible opportunities or recommendations for further development (technical knowledge and/or soft skills).	Use this space to further clarify any recommendations (e.g., number of events to be judged, follow-up meetings with assessors, etc.)
<input type="checkbox"/> <b>Online training courses/seminars/webinars</b> (e.g., technical knowledge training and/or soft skills training. Including revisiting any part of a module if any of the learning is unclear or identified as an area for further development)	
<input type="checkbox"/> <b>Watching videos</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accessing archived livestream from domestic/international events</li> <li><input type="checkbox"/> Individual panel practice</li> <li><input type="checkbox"/> Group panel practice (peers or with a mentor)</li> </ul>	
<input type="checkbox"/> <b>Trial judging experience</b> (e.g., For a candidate with a recommendation for Senior Invitational Judge promotion, trial judging Junior/Senior event prior to sitting on panel)	
<input type="checkbox"/> <b>Judging experience (officiating on panel)</b> (e.g., For a candidate with a recommendation for Senior Invitational Judge promotion, judging Novice event prior to sitting on a Junior/Senior panel)	
<input type="checkbox"/> <b>Mentoring</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meetings with experienced officials</li> <li><input type="checkbox"/> Post-event discussions with referees or experienced judges</li> </ul> (e.g., to support/guide growth of technical knowledge, improvement of soft skills, communication tips, etc.)	
<input type="checkbox"/> <b>Observing training sessions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> At a rink as self-study</li> <li><input type="checkbox"/> With peer(s) or another official to practice.</li> </ul>	
<input type="checkbox"/> <b>Attending domestic events</b> (Including Sectionals, Challenge, Canadians, or an international event if the opportunity presents or can be easily accessed. If possible, attend with a peer or another official to enhance the experience with informal 'in the moment' discussions or debriefs)	
<input type="checkbox"/> <b>Peer study</b> (Pre-event meeting, informal round table, or post-event discussion)	