



## Referee Assessment Guidance

**Reviewed: 01/09/2024**

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### General

When conducting a formal written evaluation, it is important to remember that the evaluator is there to provide critical but encouraging feedback. Evaluations which are wholly negative will not benefit the referee and will often serve to undermine their confidence. Similarly, assessments which do not engage critically with a referee's performance will hamper that individual's progress.

It is imperative that the evaluator observes the entire game and bases their evaluation on the referee's performance throughout that game. Do not start to judge until after you have observed most of the game.

Note: It is not the place of the evaluator (if in person) to interfere in the game or with the referee's officiating within that game. Referees assigned to that game must be left to manage the game. For in person assessments, feedback is encouraged at the half time break; a strong second half performance where the referee has clearly taken feedback on board can merit a pass despite a poor or marginal first half performance.

### The Assessment Form

The assessment form is the same for Basic and Higher assessments, with the exception of areas which were 'greyed out' for the former. These are areas which, although desirable, are deemed non-essential at Basic level, but are assessed at Higher.

### Making a Recommendation

The guidance in this document should be used alongside the 'Assessment Guidance Summary' document when completing an assessment.

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Any recommendation is subjective and there will therefore be some variation between assessors. If a referee shows clear and consistent misinterpretation of any of the sections, the opportunity for re-assessment and further feedback is recommended. It is expected that a 'Yes' is reached in all areas that are being assessed for a 'Pass', unless there are some areas that cannot be assessed (N/A) or highlighted as desirable (i.e. 4b). In this case, the assessor should use their discretion to decide whether further assessment is required.

## Higher Specific Advice

Some questions for evaluators marking higher assessments to ask themselves could be:

- *Did the referee make decisions with conviction?*
- *Did the referee remain consistently engaged with the action?*
- *Are you confident that the referee shows a good level of competency in all areas, with no serious misinterpretation of the rules?*
- *Do you think the referee would be confident refereeing another SKL1 match or would they benefit from another reassessment at this stage?*
- *Was the match challenging enough to make a valid assessment?*