

	Pre-Level Children's Ringette Small-Ice Games	Level 1 (Fundamentals of Officiating)	Level 2 (Learning to Officiate)	Level 3 (Development of Officiating)	Level 4 (Introduction to High Performance Officiating)	Level 5 (High Performance Officiating)
Rest Time Required	N/A	2 hours between games, 3 hours after back-to-back games	2 hours between games, 3 hours after back-to-back games	2 hours between games, 3 hours after back-to-back games	2 hours between games, 3 hours after back-to-back games	4 to 5 hours between games, one recovery day mid event of only one game.
Training (Clinics, Forums, Camps, etc)	In-Season Training Opportunities	Introduction to Off-Season and In-Season training opportunities	Off-Season and In-Season training opportunities	Off-Season and In-Season training opportunities	Off-Season and In-Season training opportunities	Off-Season and In-Season training opportunities
Training (Rules, mechanics, positioning and skating)	TBD	Webinars and online learning opportunities	Webinars and online learning opportunities	Webinars and online learning opportunities, Provincial Winter Games tryout camps	Webinars and online learning opportunities, Team Canada tryout camps, CWG's pre-event tournaments, La Relève	Webinars and online learning opportunities, Team Canada tryout camps, CWG's pre-event tournaments,
Mental Training	Start building awareness. Introduce the official to strong leaders in your community to model off of.	Educate and introduce the concept of Mental Skills Training (MST) to officials. Increase officials awareness of the benefits of MST through case studies or education sessions with an MPC. Develop the desire to learn and develop one's own mental game.	Introduce and assess the mental skills needed for officiating success: Arousal regulation, focus/concentration, performing under pressure, decision-making capacity, pre-game routines, reflection (bracketing biases), imagery, and communication and conflict resolution. Officials should seek out an MPC to help identify individual areas for modification of behaviour. Officials should also seek out leaders to learn from.	Learn desired mental skills. Once mental skills have been learned, begin to practice and incorporate desired mental skills into the performance schedule. In the beginning, try to focus on 1 – 3 mental skills a game to reduce overloading. Reflect after every game on the skills you used. Repeat until all mental skills have been used in performance.	Evaluate mental skills learned. Isolate which mental skills helped alter performance. After evaluation, refine desired mental skills. Continue to evaluate and refine until desired mental skills are effective in low and high-stress environments. Reflect on how increasing environmental stress affects performance and the need for mental skills and coping mechanisms.	Continually monitor and maintain mental skills for ongoing performance success. Adapt mental skills to your changing environment.
Holistic Wellness	Family led	Family led	Introduction to the importance of healthy eating, rest and balance	Introduction to how mental skills, rest, nutrition, and fitness all interact with each other for optimal performance	Demonstrates to how mental skills, rest, nutrition, and fitness all interact with each other for optimal performance	Consistently demonstrates to how mental skills, rest, nutrition, and fitness all interact with each other for optimal performance
Nutrition	Family led	Introduction to basic concepts of nutrition and how it impacts officiating performance.	Beginning to practice incorporating nutrition behaviours into their performance schedule. Introduction to planning nutrition for weekend competition.	Full adoption of weekend competition nutrition planning. Introduction to incorporating nutrition concepts into everyday with the goal of preparation for week long or longer competition.	Manages nutrition on an ongoing basis within a planning for competition mindset.	Manages nutrition on an ongoing basis within a planning for competition mindset.
Fitness	Family led	Introduce relationship between fitness and performance. Suggest development of fitness routine. Provide suggestions for Cardio conditioning; strength conditioning; warm-up routines; recovery.	Developing a fitness routine including cardio and strength conditioning. Beginning to warm-up prior to games. Planning for recovery. Creates a plan to prepare for weekend competition. Introduce how to plan fitness around game schedule.	Cardio and Strength conditioning is a part of their regular preparation cycle. Incorporates a pre-game warm-up to prepare for each game physically and mentally. Has a recovery plan. Plans for week long competition.	Actively maintains cardio and strength fitness. Adequately plans for recovery and prepares for competition cycles.	Actively maintains cardio and strength fitness. Adequately plans for recovery and prepares for competition cycles.
Evaluator Role	Coach officials to gain confidence in their whistle, basic communications, basic signals and mechanics, all while fostering confidence and fun.	Coach officials to learn basic rules and positioning, while fostering confidence. Some coaching may be given by senior officials in addition to evaluators.	Coach officials to advance skills and concepts. Focus is still on fostering confidence and resiliency.	Cover more technical aspects of officiating with introduction to philosophy. Help officials set goals for further development.	Help officials to self-evaluate. Feedback should include specific areas the official needs to improve with "how to". Goal is to move official further in the development pathway.	Feedback is meant to help officials perfect their game. Fine details, philosophy and correct rule application are critical at this level.
Event Selection	If using officials for small-ice games, these officials would be best suited.	All Inclusive. Open process but organizations should make sure all officials are being given the opportunity to officiate games and learn.	All inclusive. Open process to officials that meet the competency level and availability for given competitions.	Championship event selection must have clear and transparent process with a public and established ranking system. Tournaments/league games are all inclusive to officials that meet the required competency level.	Championship event selection must have clear and transparent process with a public and established ranking system. Tournaments/league games are all inclusive to officials that meet the required competency level.	Clear and transparent International, and National selection criteria with a public and established ranking process.
Recognition Programs	Something to encourage and excite up and coming officials (i.e. Rookie of the year, Most improved, Horizon award for potential)	Something to encourage and excite up and coming officials (i.e. Rookie of the year, Most improved, Horizon award for potential)	Public announcement of officials attending special events.	Public announcement of officials attending special events. Regional Official of the Year Awards	Public announcement of officials attending special events. Provincial Official of the Year Awards	Public announcement of officials attending special events. Gift or token at International and Canadian events.
Safe Sport	Introducing the Rule of Two to the official and their family. Teaching that everyone, including the official has a role to play in keeping everyone in sport safe.	Re-introducing the Rule of Two to the official and their family. Teaching that everyone, including the official has a role to play in keeping everyone in sport safe.	Reinforcing the Rule of Two to the official and their family. Official has a role to play in keeping everyone in sport safe. Highlighting process steps to follow if they "experience something that isn't safe" or if the "see something".	Expecting the officials follow the Rule of Two. Outlining reporting expectations for officials regarding their role off-ice in keeping everyone in sport safe.	Modeling the Rule of Two. Reporting expectations for officials regarding their role off-ice in keeping everyone in sport safe.	Modeling the Rule of Two. Reporting expectations for officials regarding their role off-ice in keeping everyone in sport safe.
Officiating Characteristics						
Absolute Criteria	Expected characteristics of the official for each stage that are <u>not</u> relative to the game level or category					
APPEARANCE	Official has the basic equipment needed to start	Official has the basic equipment needed to start	Minor changes made to equipment to improve appearance	Full use of officiating specific equipment	Official looks professional in all aspects	Official looks professional in all aspects

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Uniform	Referee jersey	Referee jersey	Referee jersey with crest, black pants	Referee jersey with crest, black referee pants, proper fit	Referee jersey with crest, black referee pants, proper fit, clean white laces	Referee jersey with crest, black referee pants, proper fit, clean white laces
Helmet	CSA Certified	CSA Certified	CSA Certified, black	CSA Certified, black, typical style as other officials	CSA Certified, black, typical style as other officials	CSA Certified, black, typical style as other officials
Whistle	Finger type	Finger type	Finger type	Finger type - standard sound of ACME Thunderer, Fox 40 peales for backup	Finger type - standard sound of ACME Thunderer, Fox 40 peales for backup	Finger type - standard sound of ACME Thunderer, Fox 40 peales for backup
Conditioning	Follow Canadian Health standards for an average of 60 minutes of moderate to vigorous physical activity a day.	Follow Canadian Health standards for an average of 60 minutes of moderate to vigorous physical activity a day.	Introduction to conditioning with a focus on aerobic activity	Beginning to show signs of conditioning. Not regularly winded after fast breakouts.	Looks fit and in good physical condition. Aerobic endurance must be strong enough to allow official to be in position as speed of play increases.	Fitness and endurance should be strong enough to maintain skating skills and be in position throughout length of game.
PRE-GAME DUTIES	Pre-game duties introduced at this level, but not expected to complete all	Pre-game duties introduced at this level, but not expected to complete all	All pre-game duties are expected to be completed between officials	All pre-game duties are expected to be completed between officials	All pre-game duties are expected to be completed between officials	All pre-game duties are expected to be completed between officials
Minor Officials	Introduces themself to minor officials and ensure they are in place. Verify clock is working.	Introduces themself to minor officials and ensure they are in place. Verify clock is working.	Introduces themself to minor officials and ensure they are in place. Verify clock is working.	Introduces themself to minor officials and ensure they are in place. Verify clock is working.	Introduces themself to minor officials and ensure they are in place. Verify clock is working.	Introduces themself to minor officials and ensure they are in place. Verify clock is working.
Game Sheet	Ensures number of players on game sheet is equal to or greater than on ice.	Ensures number of players on game sheet is equal to or greater than on ice. Verify captains and goalkeeper are indicated. Number of coaches on bench matches gamesheet.	Ensures number of players on game sheet is equal to or greater than on ice. Verify captains and goalkeeper are indicated. Number of coaches on bench matches gamesheet.	Ensures number of players on game sheet is equal to or greater than on ice. Verify captains and goalkeeper are indicated. Number of coaches on bench matches gamesheet.	Ensures number of players on game sheet is equal to or greater than on ice. Verify captains and goalkeeper are indicated. Number of coaches on bench matches gamesheet.	Ensures number of players on game sheet is equal to or greater than on ice. Verify captains and goalkeeper are indicated. Number of coaches on bench matches gamesheet.
Ice Surface	Skates around ice and looks for holes or dangerous areas. Repairs where required	Skates around ice and looks for holes or dangerous areas. Repairs where required	Skates around ice and looks for holes or dangerous areas. Repairs where required	Skates around ice and looks for holes or dangerous areas. Repairs where required	Skates around ice and looks for holes or dangerous areas. Repairs where required	Skates around ice and looks for holes or dangerous areas. Repairs where required
Rings	Gets two rings from home team and places one in time box	Gets two rings from home team and places one in time box	Gets two rings from home team and places one in time box	Gets two rings from home team and places one in time box	Gets two rings from home team and places one in time box	Gets two rings from home team and places one in time box
Doors / Gates	Ensures doors are closed prior to starting game.	Ensures doors are closed prior to starting game.	Ensures doors are closed prior to starting game.	Ensures doors are closed prior to starting game.	Ensures doors are closed prior to starting game.	Ensures doors are closed prior to starting game.
Nets	Ensure small nets are on ice.	Checks nets for holes. Repairs if required. Removes pegs for U12 age and under. Pegs nets for U14 and older.	Checks nets for holes. Repairs if required. Removes pegs for U12 age and under. Pegs nets for U14 and older.	Checks nets for holes. Repairs if required. Removes pegs for U12 age and under. Pegs nets for U14 and older.	Checks nets for holes. Repairs if required. Removes pegs for U12 age and under. Pegs nets for U14 and older.	Checks nets for holes. Repairs if required. Removes pegs for U12 age and under. Pegs nets for U14 and older.
Shot Clock	N/A	Not required at this level, but should take supplemental shot clock module if shot clock is used at upper age groups	Ensures shot clocks are working and that shot clock operator is in place.	Ensures shot clocks are working and that shot clock operator is in place.	Ensures shot clocks are working and that shot clock operator is in place.	Ensures shot clocks are working and that shot clock operator is in place.
POST-GAME DUTIES	Completion of game sheet	Completion of game sheet	The official must oversee the post game activities of the teams while on the ice and complete the game sheet.	The official must oversee the post game activities of the teams while on the ice and complete the game sheet.	The official must oversee the post game activities of the teams while on the ice and complete the game sheet.	The official must oversee the post game activities of the teams while on the ice and complete the game sheet.
MECHANICS <i>(the process of how you do the things you are supposed to do)</i>	Introduction of basic mechanics modified for small-ice games, including use of signals, violations and goals	Introduction and development of basic mechanics, including use of signals, violations, goals, and goal reporting	Further develop mechanics from stage 1 with additional focus on mechanics of shot clock, penalty signals, penalty reporting and more advanced violations.	Refine mechanics from previous levels. Introduction of advanced mechanics for penalties and violations. Introduction of verbals to help manage play.	Ability to apply correct mechanics as the as speed and difficulty of the game increases.	Mechanics should be handled with 100% accuracy throughout the entire game.
Free Passes	Starts play when doors are closed and it is safe to start. Begins 5-second count.	As lead official, signals all clear when doors are closed and it is safe to start. As back official, starts the play.	Lead official signals all clear when doors are closed and it is safe to start. Back official starts the play. Officials are beginning to stop play correctly.	As lead official, ensures that penalties are correctly shown on the clock, the shot clock is correct and the doors closest to the play are closed prior to signalling "all clear." May use the hold signal if required. As back official, checks the clock prior to, and following the start of play.	As lead official, ensures that penalties are correctly shown on the clock, the shot clock is correct and the doors closest to the play are closed prior to signalling "all clear." Uses the hold signal appropriately when required. As back official, checks the clock prior to, and following the start of play. Officials should start play only when the players are ready.	As lead official, ensures that penalties are correctly shown on the clock, the shot clock is correct and the doors closest to the play are closed prior to signalling "all clear." Uses the hold signal appropriately when required. As back official, checks the clock prior to, and following the start of play. Officials should start play only when the players are ready.
Goalkeeper Ring	Beginning to signal goalkeeper ring on stoppages. Blows the whistle to start play and begins 5-second count.	Beginning to signal goalkeeper ring on stoppages. Blows the whistle to start play and begins 5-second count.	As net official, when play stops, signals goalkeeper ring ,restarts play and begins 5-second count As FPL official, beginning to signal goalkeeper ring only when they stop play.	As net official, when play stops, signals goalkeeper ring ,restarts play and begins 5-second count As FPL official, signals goalkeeper ring only when they stop play	As net official, when play stops, signals goalkeeper ring ,restarts play and begins 5-second count As FPL official, signals goalkeeper ring only when they stop play	As net official, when play stops, signals goalkeeper ring ,restarts play and begins 5-second count As FPL official, signals goalkeeper ring only when they stop play

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Goal scoring	Stops play and indicates goalie ring or free pass as required by playing rules. Goals are not recorded at this level of play.	As net official, signals goal and places ring at centre ice. As back official, reports goals. Assists might be reported.	As net official, signals goal and places ring at centre ice. As back official, reports goals. Most assists are reported.	As net official, signals goal and places ring at centre ice. As back official, quickly reports goals Assists are reported. Effort made to ensure correct players are reported	As net official, signals goal and places ring at centre ice. As back official, quickly reports goals and assists. Correct players are reported.	As net official, signals goal and places ring at centre ice. As back official, quickly reports goals and assists. Correct players are reported.
Penalties	N/A	Official calling penalty stops play and takes player to box, other official places ring.	Beginning to incorporate teamwork with official closest to box reporting the penalty; introduction to multiple penalty mechanics	Applying teamwork with official closest to box reporting the penalty; correct application of multiple penalties; introduction to advanced penalty mechanics	Applying teamwork with official closest to box reporting the penalty; correct application of multiple penalties; full use of advanced penalty mechanics	Applying teamwork with official closest to box reporting the penalty; correct application of multiple penalties; full use of advanced penalty mechanics
Violations	Play is stopped and ring placement occurs. Explains rule to players if needed.	Play is stopped and ring placement occurs. The official is sometimes signalling delayed violations.	Play is stopped or delayed violation is signaled. Reason for stoppage and/or direction might be given.	Play is stopped or delayed violation is signaled. Reason for stoppage is signaled, direction is given.	Play is stopped or delayed violation is signaled. Reason for stoppage is signaled, direction is given.	Play is stopped or delayed violation is signaled. Reason for stoppage is signaled, direction is given.
2 Blue-line Passes	N/A	Introduce sequencing/different roles between back and lead officials	Proper sequencing between back and lead officials, starting to apply understanding of delayed violations and/or penalties. Starting to use verbals to communicate with partner.	Proper sequencing between back and lead officials and correct application of delayed violations and/or penalties. Use of verbals to communicate with partner	Proper sequencing between back and lead officials and correct application of delayed violations and/or penalties. Use of verbals to communicate with partner	Proper sequencing between back and lead officials and correct application of delayed violations and/or penalties. Use of verbals to communicate with partner
Shot Clock	N/A	Not required at this level, but if used, play is stopped by the officials and goalkeeper ring or direction may be signalled.	Introduction to shot clock mechanics. Play is stopped by the officials and either goalkeeper ring or direction is signalled. Beginning to signal reset when missed by operator.	Net official when in end zone or official closest to play elsewhere stops play. Official who stops play signals goalkeeper ring or direction to indicate free pass. Refining the use of reset signal when missed by operator	Net official when in end zone or official closest to play elsewhere stops play. Official who stops play signals goalkeeper ring or direction to indicate free pass. Signals reset when missed by operator	Net official when in end zone or official closest to play elsewhere stops play. Official who stops play signals goalkeeper ring or direction to indicate free pass. Signals reset when missed by operator
TEAMWORK	Officials mostly work individually but in conjunction with on-ice coaches	Officials mostly work individually. No concern if there is not a display of teamwork.	Officials start to show some teamwork.	Officials are developing teamwork and display it most of the time.	Teamwork is displayed at all levels.	Teamwork is displayed at all levels.
Ring Retrieval	N/A	Retrieves ring and places it, partner not expected to meet at circle	Retrieves ring and places it, or may meet partner at circle when they are closest to free pass dot.	Retrieves ring and places it, or meets partner at circle when they are closest to free pass dot.	Retrieves ring and places it, or meets partner at circle when they are closest to free pass dot.	Retrieves ring and places it, or meets partner at circle when they are closest to free pass dot.
Penalties	N/A	Not expected.	May still report penalties they call even if partner is closer to the penalty box.	Penalty reporting by the official closest to the penalty box.	Penalty reporting by the official closest to the penalty box.	Penalty reporting by the official closest to the penalty box.
Communication With Partner	N/A	Not expected.	starting to have short discussions with partner during stoppages in play. Starting to use verbals on 2-blue line	Has short discussions with partner during stoppages in play. May approach partner to discuss errors or situations they are not clear about (ring placement). Correct mechanics that use verbals are utilized to ensure partner is notified (i.e. 2 blue-line "touch").	Has short discussions with partner during stoppages in play. Errors are discussed and corrected where agreed upon. Correct mechanics that use verbals are utilized to ensure partner is notified (i.e. 2 blue-line "touch").	Has short discussions with partner during stoppages in play. Errors are discussed and corrected where agreed upon. Correct mechanics that use verbals are utilized to ensure partner is notified (i.e. 2 blue-line "touch").
Leadership	Start building leadership awareness. Becoming aware of a strong leaders in your community to model off of.	Starting to seek out leaders to learn from.	Continue learning from officiating leaders and role models	Starting to display leadership qualities where perceived as "senior" official during game	Displays leadership qualities where perceived as "senior" official during game. Corrects technical mistakes make by partner .	Displays leadership qualities. Corrects technical mistakes make by partner.
SIGNALS	Learning to blow the whistle and make basic signals.	Starting to use signals to indicate their calls	Refining signals to indicate their calls	All violation signals are clear and correct. Penalty signals are being refined.	All signals are clear and correct.	All signals are clear and correct.
Blowing Whistle	Beginning to be loud enough to start and stop play	Beginning to be loud enough to start and stop play	Loud enough to start and stop play, appropriate length of time	Loud enough to start and stop play, appropriate length of time	Loud enough to start and stop play, appropriate length of time	Loud enough to start and stop play, appropriate length of time
5 Second Count	5 second count to start play but may not always signal delay around creases or violations	5 second count to start play but may not always signal delay around creases or violations	Proper use of 5 second count and accurate length of time	Proper use of 5 second count and accurate length of time	Proper use of 5 second count and accurate length of time	Proper use of 5 second count and accurate length of time
violations	Starting to use signals for some violations	Starting to use signals for some violations	Correct signals used for most violations	Signals are clear and correct along with proper sequencing on stoppages. Violation and direction signal are separated	Signals are clear and correct along with proper sequencing on stoppages. Violation and direction signal are separated	Signals are clear and correct along with proper sequencing on stoppages. Violation and direction signal are separated
penalties	N/A	If a penalty is called, the official is starting to use signals	Correct signals used for most penalties	Signals are clear and correct along with proper sequencing on stoppages. Delayed penalty signal is separated from penalty signal.	Signals are clear and correct along with proper sequencing on stoppages. Delayed penalty signal is separated from penalty signal.	Signals are clear and correct along with proper sequencing on stoppages. Delayed penalty signal is separated from penalty signal.
CHARACTER	Beginning to explore commitment to being an official	Beginning to explore commitment to being an official	Demonstrating commitment to being an official. Beginning to develop positive characteristics.	Established commitment to being official. Continuing to develop positive characteristics.	Established commitment to being a high-performing official. Established officiating persona. Demonstrating positive characteristics.	Established commitment to being a high-performing official. Established officiating persona. Demonstrating positive characteristics.

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Interest (engagement?)	Officiates in a regular or semi-regular schedule	Officiates in a regular or semi-regular schedule	Officiates in a regular or semi-regular schedule. Starting to take on higher level games. Shows interest in advancement. Starting to read the rule book and asking questions.	Shows interest in receiving feedback. Actively seeks higher level games that challenge them. Participates in tournaments and/or championship level events. Regularly asks questions about rule clarifications or situations that arise in their games.	Actively seeks feedback. Actively seeks games that challenge them. Participates in tournaments and championship level events. Shares their knowledge and experiences with developing officials. May show interest in evaluating.	Actively seeks feedback. Actively seeks games that challenge them. Participates in tournaments and championship level events. Shares their knowledge and experiences with developing officials. May be an evaluator and/or participate in the development of the officiating program.
Professionalism <i>(how you carry yourself on and off the ice)</i>	Reading the Ringette Canada I-CARE Values.	Learning the Ringette Canada I-CARE Values.	Beginning to live by and model the Ringette Canada I-CARE Values and True Sport Principle behaviours and interpersonal communications. Beginning to develop composure and is gaining experience interacting with coaches and players. Beginning to develop their persona on and off the ice.	Modeling the Ringette Canada I-CARE Values and True Sport Principle behaviours and interpersonal communications. Continuing to develop composure and is beginning to effectively interact with coaches and players. Continuing to develop their persona on and off the ice.	Consistently models the Ringette Canada I-CARE Values and True Sport Principle behaviours and interpersonal communications. Maintains composure on the ice and is respectfully and effectively interacting with coaches and players. Persona on and off the ice has been established.	Is the Model of the Ringette Canada I-CARE Values and True Sport Principle behaviours and interpersonal communications. Maintains composure on the ice and is respectfully and effectively interacting with coaches and players. Persona on and off the ice has been established.
Response to Feedback	Introduction to receiving feedback mostly from Mentors and on-ice coaches	Introduction to receiving feedback. Introduction of active listening.	Beginning to accept and implement feedback. Developing active listening skills.	Beginning to self-evaluate. Accepts feedback and actively works to implement. Beginning to discuss scenarios with evaluator reasonably, and within the context of the rules, judgement and application of philosophy.	Actively self-evaluates. Respectfully accepts feedback and actively works to implement. Discusses scenarios with evaluator reasonably, and within the context of the rules, judgement and application of philosophy.	Actively self-evaluates. Respectfully accepts feedback and actively works to implement. Discusses scenarios with evaluator reasonably, and within the context of the rules, judgement and application of philosophy.
Hustle (during play)	Introduction to how to hustle to be in position.	Expected to show a level of hustle to be in position most of the time during play	Starting to show an understanding of when to hustle, but does not always use it to the appropriate effect.	Uses skating ability to be in position during play most of the time	Uses skating ability to be in position during play	Uses skating ability to be in position during play
Hustle (during stoppage in play)	Not expected.	Not expected.	Retrieves rings, assesses penalties and violations and returns to proper position to start play in a timely manner most of the time.	Quickly retrieves rings, assesses penalties and violations and returns to proper position to start play in a timely manner. Teams should not have to wait for officials to start play during ring retrieval.	Quickly retrieves rings, assesses penalties and violations and returns to proper position to start play in a timely manner. Teams should not have to wait for officials to start play during ring retrieval.	Quickly retrieves rings, assesses penalties and violations and returns to proper position to start play in a timely manner. Teams should not have to wait for officials to start play during ring retrieval.
Relative Criteria	Expected characteristics of the official for each stage that are relative to the game level or category					
SKATING	Introduce skating for small-ice games	Development of skating in order to keep up with the play.	Further development of skating skills in order to keep up with the play.	Developing skating skills to match those of the players.	Skating skills should match those of the players.	Skating skills match those of the players.
Balance	Maintains balance while skating forwards	Maintains balance while skating forwards	Maintains balance while striding forwards or backwards. May experience a delay in recovery of balance following transitions from front to back or back to front or on hard stops.	Maintains balance while striding forwards or backwards. Working towards achieving balance immediately following transition from front to back or back to front or following backwards cross-overs.	Can move in a fluid motion and achieves full balance while skating.	Can move in a fluid motion and achieves full balance while skating.
Agility	Enough to move away from players but may be in the way at times during the game	Enough to move away from players but may be in the way at times during the game	Beginning to use quick movements to avoid being in the way of players or the play, but may be in the way at times during the game. Movements may look uncomfortable.	Demonstrates the use of quick movements to avoid being in the way of players or the play and get into correct position. Movements look more comfortable.	Demonstrates the use of quick movements to avoid being in the way of players or the play and get into correct position. Movements look comfortable.	Demonstrates the use of quick movements to avoid being in the way of players or the play and get into correct position. Movements look comfortable.
Acceleration	Displays some ability to change speed when skating forwards	Displays some ability to change speed when skating forwards	Displays increased ability to adjust speed when skating forwards or backwards	Displays increased ability to adjust speed when skating forwards or backwards to maintain correct position or to recover when caught out of position. Introduction of the use of backwards cross-overs.	Ability to adjust speed when skating forwards or backwards to maintain correct position or to recover when caught out of position. The official should utilize backwards cross-overs when needed.	Ability to adjust speed when skating forwards or backwards to maintain correct position or to recover when caught out of position. The official utilizes backwards cross-overs when needed.
Striding	Displays the ability to stride while skating	Displays the ability to stride while skating	Introduction to the use of full strides and proper use of arms to increase speed	Development of the use of full strides and proper use of arms to increase speed	Uses full strides and proper arm motion to increase speed	Uses full strides and proper arm motion to increase speed
Stopping	Capable of stopping when required	Capable of stopping when required	Can stop when going forwards or backwards	Can stop with either foot when going forwards or backwards while maintaining view of the play.	Can stop with either foot when going forwards or backwards while maintaining view of the play.	Can stop with either foot when going forwards or backwards while maintaining view of the play.
Transition <i>(between forwards and backwards skating)</i>	Not expected.	Not expected.	Introduction of transitioning between forwards and backwards skating	Development of transitioning between forwards and backwards skating	Official can transition between forwards and backwards skating correctly	Official can transition between forwards and backwards skating correctly

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POSITIONING (during play)	Introduction of positioning standards for small-ice games	Introduction of basic positioning during play	Development of basic positioning during play	Refinement of basic positioning during play and introduction to advanced positioning.	Acquired basic positioning during play and utilizes advanced positioning. Ability to adjust positioning to meet the demands of teams	Acquired basic positioning during play and utilizes advanced positioning. Ability to adjust positioning to meet the demands of teams
"J" Shaped Zone Coverage	introduction of modified "J" for small-ice games	Introduction of basic "J"	Revision of basic "J" by cutting to, or leaving from, the net through the circle	Primary path is "cutting the J" when going to, or leaving from, the net. No longer using basic "J" unless official is forced to do so, due to location of play. Introduction to the "deep right" coverage for partner.	Primary path is "cutting the J" when going to, or leaving from, the net. No longer using basic "J" unless official is forced to do so, due to location of play. Applies "deep right" coverage for partner.	Primary path is "cutting the J" when going to, or leaving from, the net. No longer using basic "J" unless official is forced to do so, due to location of play. Applies "deep right" coverage for partner.
Lead	Introduction to being ahead of the play	Introduction of maintaining 1/2 zone ahead of play	Development of maintaining 1/2 zone ahead of play.	Beginning to use the location of the players to determine how far ahead of the play to be. Introduction to the application of "Danger Zones."	Use of the location of the players to determine how far ahead of the play to be. Applies "Danger Zones" correctly.	Use of the location of the players to determine how far ahead of the play to be. Applies "Danger Zones" correctly.
Back	Introduction to being behind the play	Introduction of maintaining 1/2 zone behind the play	Development of maintaining 1/2 zone behind the play	Beginning to use the location of the players to determine how far behind the play to be. Introduction to the application of "Danger Zones."	Use of the location of the players to determine how far behind the play to be. Applies "Danger Zones" correctly.	Use of the location of the players to determine how far behind the play to be. Applies "Danger Zones" correctly.
Net	Stands in the correct basic position at net	Stands in the correct basic position at net	Introduction to using the "box" when at the net to get better angle to see play	Development of using the "box" to move when at the net to get better angle to see play, rotating body with play	Using the "box" to move when at the net to get better angle to see play, rotating body with play	Using the "box" to move when at the net to get better angle to see play, rotating body with play
Free Play Line	Stands in the correct basic position as the back official when play is in the modified end zone	Stands in the correct basic position at free play line	Refines position at free play line and begins to move towards the blue line if play cycles outside of the restricted area.	Refines position at free play line and begins to move towards the blue line if play cycles outside of the restricted area. Starting to use application of the "Danger Zones" to understand when to leave FPL.	Refines position at free play line and begins to move towards the blue line if play cycles outside of the restricted area. Uses application of the "Danger Zones" to understand when to leave FPL.	Refines position at free play line and begins to move towards the blue line if play cycles outside of the restricted area. Uses application of the "Danger Zones" to understand when to leave FPL.
One Official System	Introduction of one official system modified for small-ice games	Not expected.	Introduction of one official system.	Understanding of one official system.	Understanding of one official system.	Understanding of one official system.
Three Official System (for those officiating in the NRL)	N/A	N/A	N/A	Introduction of three official system (Specific NRL module)	Understanding and proper implementation of three official system	Understanding and proper implementation of three official system.
RULE APPLICATION	Introduce basic rules as modified for small-ice games	Introduce basic rules of the game	Develop rules knowledge and application. Introduction of shot clock.	Refine rules knowledge and application. Introduction of the application of philosophy to decision making.	Demonstrates full rules knowledge and applies philosophy to decision making.	Demonstrates full rules knowledge and applies philosophy to decision making.
Free Passes	Understands the basic rules of the free pass, but might not call all violations.	Understands the basic rules of the free pass, but might not call all violations.	Understands all rules of the free pass, but might not call all violations.	Fully understands all rules of the free pass and applies them correctly.	Fully understands all rules of the free pass and applies them correctly.	Fully understands all rules of the free pass and applies them correctly.
Creases	Understands the rule, but might not call all violations.	Understands the basic rules of the crease, but might not call all violations.	Understands all rules of the crease, but might not call all violations.	Fully understands all rules of the crease and applies them correctly. Beginning to apply philosophy to calls.	Fully understands all rules of the crease and applies them correctly. Applies philosophy to calls.	Fully understands all rules of the crease and applies them correctly. Applies philosophy to calls.
Free Play Line	N/A	Understands the basic rules of the free play line, but might not call all violations or differentiate between violation and penalty.	Understands all rules of the free play line, starts to call violations with more consistency and starts to recognize the difference between violations and penalties.	Fully understands all rules of the free play line and applies them correctly. Beginning to apply philosophy and utilize verbals when players checking at the free play line.	Fully understands all rules of the free play line and applies them correctly. Applies philosophy and utilizes verbals when players checking at the free play line.	Fully understands all rules of the free play line and applies them correctly. Applies philosophy and utilizes verbals when players checking at the free play line.
Blue Lines	Understands the basic rules of the blue line but might not call all violations. Expected to call direct carry overs but might not call delayed violations.	Understands the basic rules of the blue line but might not call all violations. Expected to call direct carry overs but might not call delayed violations.	Understands the rules of the blue line but might not call all violations. Begins to call delayed violations with more consistency.	Fully understands all rules of the blue line and applies them correctly.	Fully understands all rules of the blue line and applies them correctly.	Fully understands all rules of the blue line and applies them correctly.
Two Blue Line Pass	N/A	Understands the basic rules of two blue lines passes but might not call all violations. Expected to call two blue line passes but might not call delayed violations.	Understands the rules of two blue line passes but might not call all violations. Beginning to call delayed violations with more consistency.	Fully understands all rules of two blue line passes and applies them correctly.	Fully understands all rules of two blue line passes and applies them correctly.	Fully understands all rules of two blue line passes and applies them correctly.
Immoveable Ring (move-it or lose-it)	Understands the basic rules of when to stop play due to an immoveable ring but not expected to apply it correctly.	Understands the basic rules of when to stop play due to an immoveable ring but not expected to apply it correctly.	Understands the rules of when to stop play due to an immoveable ring. Beginning to stop play quicker when ring is no longer moveable. Introduction to the concept of active checking and determination of penalties	Fully understands all the rules of when to stop play due to an immoveable ring. Refines when to stop play when ring is no longer moveable. Refines the concept of active checking and determination of penalties	Fully understands all the rules of when to stop play due to an immoveable ring. Stops play correctly when ring is no longer moveable. Correctly applies the concept of active checking and determination of penalties	Fully understands all the rules of when to stop play due to an immoveable ring. Stops play correctly when ring is no longer moveable. Correctly applies the concept of active checking and determination of penalties

	Pre-Level Children's Ringette Small-Ice Games	Level 1 (Fundamentals of Officiating)	Level 2 (Learning to Officiate)	Level 3 (Development of Officiating)	Level 4 (Introduction to High Performance Officiating)	Level 5 (High Performance Officiating)
Other violations	Stops play when ring leaves playing surface.	Introduction to: - stepping on the ring - ring out of play - high sticking - bottom third - kicking the ring - dislodging the net Not expected to call all correctly.	Refining of other violations introduced in Level 1 and beginning to call with more consistency. Introduction to: - equipment violations - spectator interference - jewellery violations - checking when not eligible Not expected to call all correctly	All other violations are applied correctly	All other violations are applied correctly	All other violations are applied correctly
Penalties	N/A	At U12 and U14, may call some penalties. At U16 and older, calls some penalties. May require additional time to process decision.	Calling 50% of the substantial penalty infractions for U14 and below. Calling 60 to 75% for U16 and above. Introduction to proper penalty selection (i.e. body vs. boarding).	Calling 75-85% of the substantial penalty infractions. Beginning to apply philosophy to the rule application. Refining proper penalty selection (i.e. body vs. boarding).	Calling all of the substantial penalty infractions, where missed calls are only due to point of view or transitional issues. Proper penalty selection is made (i.e. body vs. boarding) most of the time.	Calling all of the substantial penalty infractions, where missed calls are only due to point of view or transitional issues. Proper penalty selection is made (i.e. body vs. boarding) most of the time.
Shot Clock	N/A	Not required at this level, but if used, play is stopped by the officials and goalkeeper ring or direction may be awarded.	Understands basic rules and can apply them some of the time.	Understands most shot clock rules and can apply them correctly. Introduction to discussing recurring incorrect applications with shot clock operator to resolve problems.	Understands all shot clock rules and applies them correctly. Discusses recurring incorrect applications with shot clock operator to resolve problems.	Understands all shot clock rules and applies them correctly. Discusses recurring incorrect applications with shot clock operator to resolve problems.
Stopping play at correct time	Expected to stop the play most of the time when required but not always at the correct time.	Expected to stop the play most of the time when required but not always at the correct time.	Beginning to stop play on control for penalties and violations. (also see Immoveable Ring)	Refining stopping play on control for penalties and violations. (also see Immoveable Ring)	Stops play on control for penalties and violations. (also see Immoveable Ring)	Stops play on control for penalties and violations. (also see Immoveable Ring)
Awarding the Ring (ring placement)	Awarded to the correct team and placed in the correct zone some of the time.	Awarded to the correct team and placed in the correct zone some of the time.	Awarded to the correct team and placed in the correct zone on the correct side of the ice, most of the time.	Awarded to the correct team and placed in the correct zone on the correct side of the ice all of the time.	Awarded to the correct team and placed in the correct zone on the correct side of the ice all of the time.	Awarded to the correct team and placed in the correct zone on the correct side of the ice all of the time.
GAME MANAGEMENT	Not expected	Not expected.	Introduction to the concept of facilitating the game with consideration of fairness and equality.	Developing facilitation of the game with consideration of fairness and equality.	Demonstrates facilitation of the game with consideration of fairness and equality.	Demonstrates facilitation of the game with consideration of fairness and equality.
Reaction time	Violations and stoppages in play may be delayed at this level	Violations, penalties and stoppages in play may be delayed	Beginning to react in an appropriate time frame. Some violations, penalties and stoppages in play may be delayed.	Refinement of reacting in an appropriate time frame.	Reacts in an appropriate time frame.	Reacts in an appropriate time frame.
Confidence	Begin to have conversations with their parents about what gives and takes their confidence	Use a journal or have conversations with their mentor about what gives and takes their confidence. Once they learn that, have them incorporate more of the "gives" into their routine.	Beginning to stand behind their on-ice decisions, but open to correcting mistakes through conversation with partner. Continue to build their routine incorporating more "gives". Make plans to avoid / and cope with scenarios that "take" their confidence.	Stands behind their on-ice decisions and corrects mistakes through conversation with partner. Begins to show positive presence on the ice. Has started to try tools to increase their confidence when needed.	Stands behind their on-ice decisions and corrects mistakes through conversation with partner. Shows positive presence on the ice. Continues to use tools to increase confidence when needed. Has started to reflect on how the tools are working for them.	Stands behind their on-ice decisions and corrects mistakes through conversation with partner. Shows positive presence on the ice. Able to: Check-in with confidence levels regularly; be aware of when they are low and what caused the confidence decrease; Have tools to increase confidence when needed; Reflect and evaluate if those tools worked; If confidence did not increase - able to keep a present moment and positive perspective regardless of the low confidence levels.
Judgement	Calls some of the violations they see, but not expected to use judgement.	Calls some of the violations and penalties they see, but not expected to use judgement.	Mostly calling what they see, within their understanding of the rules. Introduction to the use of judgement but not applying philosophy.	Calling what they see, within the rules. Refining the use of judgement and introduction to applying philosophy.	Calling what they see, within the rules. Applies judgement and philosophy correctly.	Calling what they see, within the rules. Applies judgement and philosophy correctly.
Consistency	Not expected	Introducing awareness of where this skill could help.	Introduced to the concept of maintaining consistency within the game (same situation results in same call) and within the rules.	Refining the concept of maintaining consistency within the game (same situation results in same call) and within the rules.	Maintains consistency within the game (same situation results in same call) and within the rules.	Maintains consistency within the game (same situation results in same call) and within the rules.
COMPOSURE	Introducing the awareness and need for this skill as an official	Introducing where composure skills could help and asking questions	Introduction to maintaining composure during situations on ice	Development of maintaining composure during situations on ice	maintains composure during all situations on the ice	Maintains composure during all situations on the ice
Resolution of problems	Introduction to simple role play scenarios off-ice with their training	Introduction to simple scenarios off-ice to practice with their Mentor	Beginning to engage in conversation with bench staff when concerns are raised.	Most issues should be addressed calmly but firmly and in a timely manner. The official puts effort into maintaining composure and choosing words carefully.	Issues are addressed calmly but firmly and in a timely manner. Appropriate language is used so as not to escalate the situation.	Issues are addressed calmly but firmly and in a timely manner. Appropriate language is used so as not to escalate the situation.

	Pre-Level Children's Ringette Small-Ice Games	Level 1 (Fundamentals of Officiating)	Level 2 (Learning to Officiate)	Level 3 (Development of Officiating)	Level 4 (Introduction to High Performance Officiating)	Level 5 (High Performance Officiating)
Body language and facial expressions	Start building awareness	Introduce awareness and self-reflection	Introduction to not showing their emotions through their body language or facial expressions when reacting to situations that are confrontational or which they do not agree.	Development of not showing their emotions through their body language or facial expressions when reacting to situations that are confrontational or which they do not agree.	Official does not show their emotions through their body language or facial expressions when reacting to situations that are confrontational or which they do not agree.	Official does not show their emotions through their body language or facial expressions when reacting to situations that are confrontational or which they do not agree.
Rapport with players/team staff	Start building awareness	Introduce awareness and self-reflection regarding of where and when this skill could help	Beginning to develop rapport with coaches and players.	Continuing to develop rapport with coaches and players.	Maintains rapport with coaches and players.	Maintains a strong rapport with coaches and players.
Reacting to spectators	Start building awareness	Introduce awareness and self-reflection though no expectation to perform this skill	Introduction to dealing with outside influences.	Development of dealing with outside influences.	Deals with outside influences appropriately	Deals with outside influences appropriately
Control of emotions	Start building awareness of where this skill could help	Introduce awareness and self-reflection to create awareness of where this skill could help	Introduction to control of emotions	Actively works to control emotions in all situations.	Maintains control of emotions in all situations	Maintains control of emotions in all situations