	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)
Level Overview	Before entering the full officiating pathway, interested participants may begin in this stream to start to develop skills.	Introduction to the fundmentals of officiating. Full Ice games with Ringette Canada RuleBook in effect	Ensure fundamental skills have been acquired and prepare for next stage of officiating. Gain understanding of what is required to progress through system and the opportunities that are available.	Opportunites for both competitive and community level ringette. Officials who have ability and desire can enter high performance stream while those who do not wish to pursue high performance can refine skills at community level.	Development towards high performance officiating. Officials will need to refine skills towards a consistent level of officiating.	High performance officating with success at major events. Officials will need to achieve "excellence" in all aspects of officiating at this level.
Minimum Age	12 for 1/2 ice; 14 full ice	See Provincial Association for specific requirements	16	16	16	16
Corresponding Officiating Rank (Level + age group)	1-Pre	1C, 1B, 1A (1-U12, 1-U14, 1-U16, 1-U19, 1-18+)	2C, 2B, 2A (2-U12, 2-U14, 2-U16, 2-U19, 2-18+)	3C, 3B, 3A, (3-U12, 3-U14, 3-U16, 3-U19, 3-18+)	4C, 4B, 4A, NRL1, NRL2 (4-U14, 4-U16, 4-U19, 4-18+)	5, NRL3
Suggested Level of Play	Any small-ice games, Children's Ringette (FUN1, FUN2, U10).	'C' and House League, full-ice Children's Ringette (U10)	'B'	'A'	'AA' and NRL	NRL, National and International play
Suggested Events	Jamborees	Learn-to-Play Events, introduction to tournaments	Regional or Community Championships and/or tournaments	Provincial 'A' Championships, 'A' tournaments	Provincial 'AA' Championships, 'AA' tournaments, Provincial Winter Games, Eastern and Western Canadian Championships	'AAA' Events, CRC's, CWG's, WRC's, NRL Championships
Certification Requirements	Pre-Level online module (to be developed)	Level 1 Pre-Clinic module, Level 1 Clinic, Level 1 On-Ice Clinic, Level 1 Exam (min 50%)	Level 2 Clinic, Level 2 Exam (min 60%), Two Level 2 evaluations from two separate evaluators	Level 3 Clinic, Level 3 Exam (min 60%), Three Level 3 evaluations from two separate evaluators	Level 4 Clinic, Level 4 Exam (min 80%), Four Level 4 evaluations from three separate evaluators Approval by NRL Director of Officials for attainment of NRL1, Two evaluations from separate NRL Supervisors for NRL2.	Attend three CRC's within five years, Rank top 15 at two CRC's in a row, Assigned to bronze or gold medal game in championship pool two CRC's in a row, Show leadership and mentorship qualities Three evaluations from two separate NRL Supervisors for NRL3.
Maintenance Requirements	none	Attend Rule Change Clinic each Rule Change season.	Receive maintence evaluation every season. Attend Rule Change Clinic each Rule Change season.	Receive maintence evaluation every season. Attend Rule Change Clinic each Rule Change season.	Receive maintence evaluation every season. Attend Rule Change Clinic each Rule Change season.	Receive maintenance 4B or 4A evaluation every season. Receive L5 maintenance evaluation every three years at National Event. Attend Rule Change Clinic each Rule Change season.
Number of Officials Per Game	One or two, with possible mentor, on or off-ice	Two, with possible shadow referee for training	2	2	Three for NRL, two for all others	Three for NRL, two for all others
Max Games Per Day	2	3	4	4	4 (limit back-to-back)	2 (not back-to-back)
Max Games Per Event Rest Time Required	Max Games Per Day x No. of days N/A	Max Games Per Day x No. of days 2 hours between games, 3 hours after back-to-back games	Max Games Per Day x No. of days 2 hours between games, 3 hours after back-to-back games	Max Games Per Day x No. of days 2 hours between games, 3 hours after back-to-back games	Max Games Per Day x No. of days 2 hours between games, 3 hours after back-to-back games	Max Games Per Day x No. of days 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 opportunites	Off-Season and In-Season training opportunites	Off-Season and In-Season training opportunites	Off-Season and In-Season training opportunites	Off-Season and In-Season training opportunites
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	N/A	TBD	TBD	TBD	TBD	TBD

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Nutrition	N/A	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	N/A	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 resiliancy.	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 compentency 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	Respect for all; interactions must be open, transparent and observable; follow the Rule of Two guidelines from	Respect for all; interactions must be open, transparent and observable; follow the Rule of Two guidelines from	Respect for all; interactions must be open, transparent and observable; follow the Rule of Two guidelines from	Respect for all; interactions must be open, transparent and observable; follow the Rule of Two guidelines from	Respect for all; interactions must be open, transparent and observable; follow the Rule of Two guidelines from	Respect for all; interactions must be open, transparent and observable; follow the Rule of Two guidelines from
		0	fficiating Characteristics			
Absolute Criteria		Expected chara	cteristics of the official for each stag	e that are <u>not</u> relative to the game l	evel 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
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, black helmet, with chin strap properly fastened, typical style as other on-ice officials, in addition to a CSA-certified facial protector must be securely attached and not altered in any way	CSA Certified, black helmet, with chin strap properly fastened, typical style as other on-ice officials, in addition to a CSA-certified facial protector must be securely attached and not altered in any way	CSA Certified, black helmet, with chin strap properly fastened, typical style as other on-ice officials, in addition to a CSA-certified facial protector must be securely attached and not altered in any way	CSA Certified, black helmet, with chin strap properly fastened, typical style as other on-ice officials, in addition to a CSA-certified facial protector must be securely attached and not altered in any way	CSA Certified, black helmet, with chin strap properly fastened, typical style as other on-ice officials, in addition to a CSA-certified facial protector must be securely attached and not altered in any way	CSA Certified, black helmet, with chin strap properly fastened, typical style as other on-ice officials, in addition to a CSA-certified facial protector must be securely attached and not altered in any way
Whistle	Finger grip type	Finger grip type	Finger grip type	Finger grip type - standard sound of ACME Thunderer, Fox 40 pealess for backup	Finger grip type - standard sound of ACME Thunderer, Fox 40 pealess for backup	Finger type - standard sound of ACME Thunderer, Fox 40 pealess for backup
Conditioning	Not expected.	Not expected.	Introduction to conditioning	Beginning to show signs of conditioning. Not regularly winded after fast breakouts.	Looks fit and in good physical condition. 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.

	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)
Game Sheet or RAMP Interactive	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 ensuring the data entered is Correct.	The official must oversee the post game activities of the teams while on the ice and complete the game sheet ensuring the data entered is Correct.
MECHANICS (the process of how you do the things you are supposed to do)	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 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 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.	As back official, checks the clock prior to, and following the start of play. Officials should start play only when	As back official, checks the clock prior to, and following the start of play. Officials should start play only when
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	the players are ready. 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	the players are ready. 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
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 mutiple penalties; introduction to advanced penalty mechanics	Applying teamwork with official closest to box reporting the penalty; correct application of mutiple penalties; full use of advanced penalty mechanics	Applying teamwork with official closest to box reporting the penalty; correct application of mutiple penalties; full use of advanced penalty mechanics

	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)
	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	IV/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
	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	N/A	Not expected.	Not expected.	Starting to display leadership qualities where percieved as "senior" official during game	Displays leadership qualities where percieved as "senior" official during game. Corrects technical mistakes make by partner.	Displays leadership qualities. Corrects technical mistakes make by partner.
	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.
	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
	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.
	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.

	Pre-Level	Level 1	Level 2	Level 3	Level 4	Level 5
	Children's Ringette Small-Ice Games	(Fundamentals of Officiating)	(Learning to Officiate)	(Development of Officiating)	(Introduction to High Performance Officiating)	(High Performance Officiating)
	Officiatos in a regular or comi regular	Officiates in a regular or semi-regular	Officiates in a regular or semi-regular	Shows interest in receiving feedback.	Activoly sooks foodback, Activoly sooks	Actively seeks feedback. Actively seeks
	Officiates in a regular or semi-regular schedule	schedule	schedule. Starting to take on higher	Actively seeks higher level games that	games that challenge them.	games that challenge them.
			level games.	challenge them. Participates in tournaments and/or championship	Participates in tournaments and championship level events.	Participates in tournaments and championship level events.
			Shows interest in advancement.	level events.		
Interest (engagement?)			Starting to read the rule book and	Regularly asks questions about rule	Shares their knowledge and experiences with developing officials.	Shares their knowledge and experiences with developing officials.
			asking questions.	clarifications or situations that arise in	May show interest in evaluating.	May be an evaluator and/or
				their games.		participate in the development of the officiating program.
	Not expected.	Not expected.	Beginning to develop composure and is gaining experience interacting with	Continuing to develop composure and is beginning to effectively interact	Maintains composure on the ice and is effectively interacting with coaches and	Maintains composure on the ice and is effecively interacting with coaches and
Professionalism (how you carry yourself on and off the ice)			coaches and players. Beginning to	with coaches and players. Continuing	players. Persona on and off the ice	players. Persona on and off the ice
(now you carry yourself on and off the ice)			develop their persona on and off the ice.	to develop their persona on and off the ice.	has been established.	has been established.
	Introduction to receiving feedback	Introduction to receiving feedback	Beginning to accept and implement	Beginning to self-evaluate. Accepts	Actively self-evaluates. Accepts	Actively self-evaluates. Accepts
	mostly from Mentors and on-ice coaches		feedback	feedback and actively works to implement. Beginning to discuss	feedback and actively works to implement. Discusses scenarios with	feedback and actively works to implement. Discusses scenarios with
Response to Feedback				scenarios with evaluator reasonably, and within the context of the rules,	evaluator reasonably, and within the	evaluator reasonably, and within the
				judgement and application of	context of the rules, judgement and application of philosophy.	context of the rules, judgement and application of philosophy.
				philosophy.		
	Introduction to how to hustle to be in	Expected to show a level of hustle to	Starting to show an understanding of	Uses skating ability to be in position	Uses skating ability to be in posistion	Uses skating ability to be in posistion
Hustle (during play)	position.	be in position most of the time during play	when to hustle, but does not always use it to the appropriate effect.	during play most of the time	during play	during play
	Not expected.	Not expected.	Retrieves rings, assesses penalties and	Quickly retrieves rings, assesses	Quickly retrieves rings, assesses	Quickly retrieves rings, assesses
			violations and returns to proper position to start play in a timely	penalties and violations and returns to proper position to start play in a	penalties and violations and returns to proper position to start play in a	penalties and violations and returns to proper position to start play in a
Hustle (during stoppage in play)			manner most of the time.	timely manner. Teams should not have to wait for officials to start play	timely manner. Teams should not have to wait for officials to start play	timely manner. Teams should not have to wait for officials to start play
				during ring retrieval.	during ring retrieval.	during ring retrieval.
Relative Criteria		Expected cha	racteristics of the official for each sta	lage that are relative to the game leve	el or category	
SKATING	Introduce skating for small-ice games	Development of skating in order to		Developing skating skills to match	Skating skills should match those of	Skating skills match those of the
	Maintains balance while skating	Maintains balance while skating	in order to keep up with the play. Maintains balance while striding	those of the players. Maintains balance while striding	the players. Can move in a fluid motion and	Can move in a fluid motion and
	forwards	forwards	forwards or backwards. May experience a delay in recovery of	forwards or backwards. Working towards achieving balance	achieves full balance while skating.	achieves full balance while skating.
Balance			balance following transitions from	immediately following transition from		
			front to back or back to front or on hard stops.	front to back or back to front or following backwards cross-overs.		
	Enough to move away from players	Enough to move away from players	Beginning to use quick movements to	Demonstrates the use of quick	Demonstrates the use of quick	Demonstrates the use of quick
	but may be in the way at times during the game	but may be in the way at times during the game	avoid being in the way of players or the play, but may be in the way at	movements to avoid being in the way of players or the play and get into	movements to avoid being in the way of players or the play and get into	movements to avoid being in the way of players or the play and get into
Agility		-	times during the game. Movements	correct position. Movements look	correct position. Movements look	correct position. Movements look
			may look uncomfortable.	more comfortable.	comfortable.	comfortable.
		Displays some ability to change speed	Displays ability to adjust speed when	Displays increased ability to adjust	Ability to adjust speed when skating	Ability to adjust speed when skating
Acceleration	when skating forwards	when skating forwards	skating forwards or backwards	speed when skating forwards or backwards to maintain correct	forwards or backwards to maintain correct position or to recover when	forwards or backwards to maintain correct position or to recover when
Acceleration				position or to recover when caught out of position. Introduction of the	caught out of position. The official should utilize backwards cross-overs	caught out of position. The official utilizes backwards cross-overs when
				use of backwards cross-overs.	when needed.	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	Development of the use of full strides and proper use of arms to increase	Uses full strides and proper arm motion to increase speed	Uses full strides and proper arm motion to increase speed
	Skating	Swaring	speed	speed	motion to increase speed	motion to increase speed

	Pre-Level	Level 1	Level 2	Level 3	Level 4	Level 5
	Children's Ringette	(Fundamentals of Officiating)	(Learning to Officiate)	(Development of Officiating)	(Introduction to High Performance	(High Performance Officiating)
	Small-Ice Games				Officiating)	
	Capable of stopping when required	Capable of stopping when required	Can stop when going forwards or	Can stop with either foot when going	Can stop with either foot when going	Can stop with either foot when going
Stopping			backwards	forwards or backwards while maintaining view of the play.	forwards or backwards while maintaining view of the play.	forwards or backwards while maintaining view of the play.
	Not expected.	Not expected.	Introduction of transitioning between	Development of transitioning between	Official can transition between	Official can transition between
Transition	·	·	forwards and backwards skating	forwards and backwards skating	forwards and backwards skating	forwards and backwards skating
(between forwards and backwards skating)					correctly	correctly
		Introduction of basic positioning	Development of basic positioning	Refinement of basic positioning	Acquired basic positioning during play and utilizes advanced	Acquired basic positioning during play and utilizes advanced
POSITIONING (during when)	for small-ice games	during play	during play	during play and introduction to advanced positioning.	positioning. Ability to adjust	positioning. Ability to adjust
POSITIONING (during play)				dataneed positioning.	positioning to meet the demands of	positioning to meet the demands of
					teams	teams
	introduction of modifed "J" for	Introduction of basic "J"	Revision of basic "J" by cutting to, or	Primary path is "cutting the J" when	Primary path is "cutting the J" when	Primary path is "cutting the J" when
	small-ice games		leaving from, the net through the	going to, or leaving from, the net. No	going to, or leaving from, the net. No	going to, or leaving from, the net. No
			circle	longer using basic "J" unless official is forced to do so, due to location of	longer using basic "J" unless official is	longer using basic "J" unless official is
"J" Shaped Zone Coverage				play. Introduction to the "deep right"	forced to do so, due to location of play. Applies "deep right" coverage for	forced to do so, due to location of play. Applies "deep right" coverage for
				coverage for partner.	partner.	partner.
	Introduction to being ahead of the	Introduction of maintaining 1/2 zone	Development of maintaining 1/2 zone	Beginning to use the location of the	Use of the location of the players to	Use of the location of the players to
	play	ahead of play	ahead of play.	players to determine how far ahead of	determine how far ahead of the play	determine how far ahead of the play
Lead				the play to be. Introduction to the	to be. Applies "Danger Zones"	to be. Applies "Danger Zones"
				application of "Danger Zones."	correctly.	correctly.
	Introduction to being behind the play	Introduction of maintaining 1/2 zone	Development of maintaining 1/2 zone	Beginning to use the location of the	Use of the location of the players to	Use of the location of the players to
Back		behind the play	behind the play	players to determine how far behind the play to be. Introduction to the	determine how far behind the play to be. Applies "Danger Zones" correctly.	determine how far behind the play to be. Applies "Danger Zones" correctly.
Duck .				application of "Danger Zones."	be. Applies bunger zones correctly.	be. Applies bunger zones correctly.
	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	Development of using the "box" to move when at the net to get better	Using the "box" to move when at the net to get better angle to see play,	Using the "box" to move when at the net to get better angle to see play,
Net	net .	net	play	angle to see play, rotating body with	rotating body with play	rotating body with play
				play		
		Stands in the correct basic position at	Refines position at free play line and	Refines position at free play line and	Refines position at free play line and	Refines position at free play line and
	the back official when play is in the modified end zone	free play line	begins to move towards the blue line if play cycles outside of the restricted	begins to move towards the blue line if play cycles outside of the restricted	begins to move towards the blue line if play cycles outside of the restricted	begins to move towards the blue line if play cycles outside of the restricted
Free Play Line	Induned end zone		area.	area. Starting to use application of the	area. Uses application of the "Danger	area. Uses application of the "Danger
				"Danger Zones" to understand when	Zones" to understand when to leave	Zones" to understand when to leave
				to leave FPL.	FPL.	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				Introduction of three official system	Understanding and proper	Understanding and proper
(for those officiating in the NRL)	N/A	N/A	N/A	(Specific NRL module)	implementation of three official	implementation of three official
	Introduce basic rules as modified for	Introduce basic rules of the game	Develop rules knowledge and	Refine rules knowledge and	system Demonstrates full rules knowledge	system. Demonstrates full rules knowledge
RULE APPLICATION	small-ice games		application. Introduction of shot	application. Introduction of the	and applies philosophy to decision	and applies philosophy to decision
ROLE APPLICATION			clock.	application of philosophy to decision	making.	making.
F B	Understands the basic rules of the free	Understands the basic rules of the free	Understands all rules of the free pass,	making. Fully understands all rules of the free	Fully understands all rules of the free	Fully understands all rules of the free
Free Passes	pass, but might not call all violations.	pass, but might not call all violations.	but might not call all violations.	pass and applies them correctly.	pass and applies them correctly.	pass and applies them correctly.
	Understands the rule, but might not	Understands the basic rules of the	Understands all rules of the crease,	Fully understands all rules of the	Fully understands all rules of the	Fully understands all rules of the
Creases	call all violations.	crease, but might not call all violations.	but might not call all violations.	crease and applies them correctly. Beginning to apply philosophy to calls.	crease and applies them correctly. Applies philosophy to calls.	crease and applies them correctly. Applies philosophy to calls.
				_ ==== to appri printosopriy to cans.	prinosoprij to cans.	
		Understands the basic rules of the free	Understands all rules of the free play	Fully understands all rules of the free	Fully understands all rules of the free	Fully understands all rules of the free
		play line, but might not call all	line, starts to call violations with more	play line and applies them correctly.	play line and applies them correctly.	play line and applies them correctly.
Free Blandine	N/2	violations or differentiate between	consistency and starts to recognize the	Beginning to apply philosophy and		Applies philosophy and utilizes verbals
Free Play Line	N/A	violation and penalty.	difference between violations and penalties.	utilize verbals when players checking at the free play line.	when players checking at the free play line.	when players checking at the free play line.
			penaities.	at the free play lifte.	iiie.	line.

	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)
Blue Lines	Understands the basic rules of the blue line but might not call all violations. Expected to call direct carry overs.	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.	
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
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	All other violations are applied correctly	All other violations are applied correctly	All other violations are applied correctly
Penalties	N/A	May call some penalties. May require additional time to process decision.	Not expected to call all correctly 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 applies the 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)
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	Beginnning 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.

	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)
Confidence	Not expected	Not expected.	Beginning to stand behind their on-ice decisions, but open to correcting mistakes through conversation with partner.	Stands behind their on-ice decisions and corrects mistakes through conversation with partner. Begins to show positive presence on the ice (integrity, honesty, trustworthiness, respect).	Stands behind their on-ice decisions and corrects mistakes through conversation with partner. Begins to show positive presence on the ice (integrity, honesty, trustworthiness, respect).	Stands behind their on-ice decisions and corrects mistakes through conversation with partner. Begins to show positive presence on the ice (integrity, honesty, trustworthiness, respect).
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	Not expected.	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	Not expected	Not expected.	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	Not expected	Not expected.	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.
Body language and facial expressions	Not expected	Not expected.	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	Not expected	Not expected.	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	Not expected	Not expected.	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	Not expected	Not expected.	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