SCHOOL OF RUGBY ASSESSMENT CRITERIA

THE PERSON	CRITERIA FOR ASSESSMENT				
	STAGE 5	**STAGE 4**	**STAGE 3**	**STAGE 2**	**STAGE 1**
A **Work rate** **Courage** **Confidence** **Ambition**	**A5** Always confident in his ability to meet the challenge. Shows a hunger and gives maximum effort. Demonstrates a positive and receptive attitude. Is brave and shows a real drive to improve both understanding and his personal performance.	**A4** Generally: makes a genuine effort and displays both interest and motivation in most situations. Shows a developing interest and enthusiasm and is keen to improve his understanding and performance. Will generally stand up and be counted when the pressure is on.	**A3** Appears reasonably interested and motivated. The level of effort and involvement is satisfactory. He can work well and shows a sound understanding of the set tasks. Will get involved in contact/exposed positions in matches and training. Can hold his own in pressurised situations	**A2** Demonstrates interest and enthusiasm. Can be inconsistent in his approach and needs to be guided in this area some of the time. Is comfortable but not dominant in contact/exposed/pressurised situations.	**A1** Shows some/little interest and puts in minimal effort. Can be easily distracted and influenced by others. Will need to increase powers of concentration and adopt a more consistent approach. Appears unable/unwilling to “give it a go”.
B **Lead** **Perform** **Evaluate**	**B5** Is able to perform effectively across all aspects of the game. Sets clear goals and is able to predict outcomes. Is able to compare and contrast play in order to adjust/adapt/improve his and others performance. Always takes responsibility for his actions	**B4** Can deliver as required. Is able to review practice/match, refine where necessary and ultimately improve performance. Is able to compare this with the work of others and comment accordingly. Can lead.	**B3** Is able to implement instructions and explore a variety of outcomes. Is able to improve work as a result of refinement and adaptation. Shows sound problem-solving and decision-making skills. Can lead when asked. Is able to evaluate his performance.	**B2** Is able to explore and develop a given task. Through practise and repetition can improve his work. Can describe and recognise critical parts of the task set. Prefers not to lead.	**B1** Needs to set himself clear goals and practise accordingly. Rarely evaluates. A greater appreciation of the need to recognise, repeat techniques in relation to the tasks set is required. Rarely leads.
C **Co-operation with others**	**C5** Co-operative in any situation and shows great consideration for others in the team. Is able to work under his own initiative and always makes a positive contribution. Is able to work effectively in unit/group/core tasks.	**C4** Co-operates well with others and participates well in group and individual situations. Shows an awareness of others and is able to work on his own. Generally makes positive contributions. Is able to work sensibly and safely on his own.	**C3** Is able to work both individually and in a group. Co-operates with others and is able to work using his initiative. Does contribute in the session. Can work sensibly and effectively most of the time.	**C2** Is able to work on his own but can work with others. Is usually tolerant, listens and communicates when required. Requires supervision some of the time.	**C1** Can struggle to co-operate with others. Should look to develop tolerance, listening and communication skills. Needs to be guided in most areas and demonstrates little appreciation of the key elements of the task..
D **Coach-ability**	**D5** Displays a very good level of coach-ability. He shows an excellent understanding of the game and will question as necessary. Wants to be the best player he can be. Is assertive when required	**D4** Is coachable and is receptive to advice and feedback. He shows a good understanding of the game. Generally is assertive, will question if unsure, and wants to improve.	**D3** Acts on advice and feedback – a doer. Is compliant and adheres to the task in hand. Does work effectively unsupervised and without prompting.	**D2** Will do what is asked and can work effectively. Will need prompting/reminding of the key elements of the task in order to meet with success.	**D1** Shows a limited appreciation of the importance of being on task. Can work effectively under supervision. Can appear unable/unwilling to act on advice and feedback.
E **Success and Progress**	**E5** Is able to appreciate that endeavour does not necessarily guarantee success. As a result has a greater awareness of the strengths and weaknesses of himself and others. Has been successful and has made considerable progress.	**E4** Shows a considered appreciation of the relative strengths and weaknesses of himself and others. Has been successful in most areas of the programme, consequently he has made good progress.	**E3** Appreciates strengths and weaknesses of himself and others. Has experienced a satisfactory level of success. Progress has been made but there is room for improvement.	**E2** Needs to develop a more analytical and reflective approach. Has had some success, however, real progress has been limited. Has the potential to make the necessary improvement.	**E1** Success and progress has been minimal in terms of inconsistencies in approach, concentration and attitude. Will need to work hard in order to make any real progress.

SCHOOL OF RUGBY ASSESSMENT CRITERIA

THE PLAYER	CRITERIA FOR ASSESSMENT				
	STAGE 5	**STAGE 4**	**STAGE 3**	**STAGE 2**	**STAGE 1**
F Physical	**F5** Always confident in his physical ability to meet the challenge. Has a real physical presence across all facets of the game. Is both quick and powerful. Is able to dominate contact situations both in attack and defence. Demonstrates an appetite for improving/utilising his physical capabilities.	**F4** Is physically able and is capable of asserting himself in match/training situations. Dynamic and fit he demonstrates good speed and agility. Understands the importance of this to his game and maintains a good standard of all round conditioning.	**F3** Displays an acceptable level of fitness and appears reasonably well conditioned for his age. Is able to compete adequately but not dominate his peers. Demonstrates an understanding of training principles and takes part in regular/specific fitness sessions. Is improving his physical capabilities. Can hold his own in pressurised situations	**F2** Needs to work specifically on this area in order to enhance his impact on the game. Works hard with limited effectiveness particularly in the contact area. In order to progress will need to seek appropriate advice take on dedicated strength and conditioning sessions.	**F1** Needs to develop a greater appreciation of the value and benefits of strength and conditioning and the role this plays in performance. Not able to compete on equal terms with his peers currently.
G Defence and Tackling	**G5** Executes a range of tackles effectively off both shoulders. Doesn't miss and will put himself in physically exposed positions. Technically accurate in all elements is able to defend the inside shoulder and slide accordingly. Communicates effectively. Strong shoulder contact, arm wrap and leg drive at the point of tackle. Always contests for the ball.	**G4** Is a good tackler when required to do so. Is able to tackle effectively off both shoulders, generally reliable. Is technically competent and communicates well to others. Shows good defensive awareness and normally picks the right player to tackle. Generally contests for the ball	**G3** Is able to tackle competently and can put his opposite number to floor. More effective on one shoulder. Will contest for the ball and make turnovers.	**G2** Somewhat passive in terms of go forward but does tackle. Will get opposite number to ground but not considered dynamic. Will contest for the ball and make turnovers from time to time, however, needs encouragement to do so.	**G1** Needs to work on his go forward to meet his opposite number. Generally tackles low and is somewhat passive. Lacks shoulder contact/leg drive in the tackle. Lacks defensive awareness and at times is unsure of who to take. Ineffective communicator.
H Handling and Running	**H5** Catches cleanly from either side executes a wide range of passes effectively. Disguises the pass. Puts the ball into space, passes equally well of both sides and runs good lines. Passes on the run and attacks the line. Rarely drops a pass and can collect awkward passes. Runs effectively as a receiver/support player into space, evades effectively. Beats players. 1v1. Uses angles to create space/fix up defenders.	**H4** Generally makes positive contribution as a handler/runner. Spots space and links play. Is often successful 1 v1. Understands/executes overs/unders. Can miss pass effectively and has quick/soft hands as required. Can beat opponents using a variety of footwork techniques, good both ways	**H3** Competent/reliable catcher and passer. Can catch and pass on the run. Can make a 2v 1 in a "game" situation. Is able to sidestep and swerve both ways to beat opponents. Relaxed with ball in hand and is able to execute basic lateral, switch and scissors passes on both sides	**H2** Tends to favour one side as a runner or handler but is making progress. Can produce quick hands as the middle part of a chain of players. Recognises the need to evade and can change direction on the run. Sometimes produces inaccurate passes that check the runner particularly off the weaker side.	**H1** One side dominant and struggles to meet the minimum standard under pressure. Limited to basic lateral passing and straight line running.
J Contact	**J5** Approaches contact assertively, is able to control the contact situation, carries the ball correctly and doesn't spill it. Provides go forwards, clears out, and secures/wins ball that would get turned over. Off loads as appropriate. Rarely gets turned over in possession.	**J4** Generally is secure with the ball in the contact and invariably does not loose it, makes sure it comes back. Good body height, shape and leg drive. Reliable in and around the contact area.	**J3** Prepares early for contact utilising effective body shape and height. Engages dynamically and produces leg drive. Is capable of winning/securing ball in the contact area.	**J2** Will prepare for contact and present for ruck or maul, is able to latch or clear as first support player. Can communicate to ball carrier approaching contact. Is able to work with other players to secure the ball. Sometimes prone to turnover.	**J1** Shows a limited capacity to impact the contact area and go forwards. Can work effectively albeit inconsistently in the contact area. Does turn the ball over lacks leg drive and real go forwards. Clears out ineffectively and rarely contests opposition ball
K Game Sense	**K5** Performs all techniques effectively under pressure. Makes appropriate decisions and shows real awareness of whats going on. Understands the laws and plays on the edge. Reads the situations presented and adapts/adjusts accordingly. Communicates effectively.	**K4** Generally performs well under pressure. Is a good decision maker who is able to read the game/situation. Willing to take responsibility and understands the laws. Communicates well.	**K3** Does the right thing at the right time and invariably produces an appropriate outcome. A consistent performer. Improving his understanding of the laws and impacts the game positively. Needs to communicate more.	**K2** Understands his role however lacks a broader strategic awareness. Can miss defensive weaknesses and opportunities presented. Decision making is okay but inconsistent. Needs to be encouraged/reminded to communicate. Adequate under pressure.	**K1** Decision making and execution are generally inappropriate. Limited understanding of the laws and gets penalised. Can get caught in possession and lacks a broader awareness. Has struggled in pressure situations to succeed. Rarely communicates