

# Table Assessment Guidance Notes

v3.0



You must be a qualified and licensed Level 3 official or above, table coach or tutor with Basketball England for the current season.

While assessing the named official, please take into consideration, that they are,

- (a) to competently undertake their role on the table.
- (b) to competently and consistently use the correct signals and mechanics.
- (c) to understand special situations and know the rules behind them.
- (e) to have effective and correct communication throughout the game.
- [(f) understand the cat.1 and/or cat.2 correctable errors]

## Faults (F)

### Through action or in-action...

Faults can be received for your actions or in-actions, including but not exclusive to;

- Visual errors on the scoreboard, score or team fouls (for example)
- Incorrectly displaying the wrong foul markers/team foul markers.
- Putting the score or foul on the wrong player.
- The scoresheet and scoreboard do not match.
- Crossing errors out on the scoresheet.
- Incorrect use of the APA (alternating possession arrow).

## Minors (M)

### Through action or in-action...

Minor errors received through actions or in-actions that give an advantage or disadvantage to a team, included but not exclusive to;

- Making substitutions at the incorrect time (to 02:01 Q4).
- Making time-out calls at the incorrect time (to 02:01 Q4).
- Not correcting a correctable error (to 02:01 Q4).
- Making an error that holds up the game (to 02:01 Q4).

## Serious (S)

### Through action or in-action...

Serious errors received through actions or in-actions that give an advantage or disadvantage to a team, included but not exclusive to;

- Making substitutions at the incorrect time (L2M Q4 & O/T).
- Making time-out calls at the incorrect time (L2M Q4 & O/T).
- Not noticing or correcting a correctable error (L2M Q4 & O/T).
- Making an error that holds up the game (L2M Q4 & O/T).

## Completing the assessment form

### Number your comments (Faults, Minors, Serious) and write your notes

For example,

- ① Put down the APA the wrong way to start Q1, but corrected.
- ② Put the first time-out call to the wrong team.

You can use the court diagrams to show your example, as well as the comment. Add the number to the first Faults box.

### Faults (F)

1	2						

### Minors (M)


### Serious (S)


## Areas to consider - Timekeeper (TK)

Promptly stopping clock upon hearing the whistle.

Correctly starting the clock following a missed free-throw and in bounding of the ball (& start of quarters).

Not changing the clock timers prematurely (re-setting).

Showing the foul markers correctly.

Counting down the last five seconds of the shot clock (if any).

Stopping and starting the clock correctly in the L2M or OT.

Signalling '10 seconds' left on a time-out.

Signalling (if not automatic), 3:00, 1:30 before the game and 3rd quarter.

Signalling (if not automatic) :30 before 2nd and 4th (& OT) periods.

## Areas to consider - Shot Clock (SC)

Correctly changing or correctly not changing the SC after a turnover, violation or foul.

Correctly changing the SC after the ball hits the ring.

Correctly blanking the SC

Informing the TK of the last 10 seconds on the offence.

Counting down the last 5 seconds of each quarter.

## Areas to consider - Scorer (SCR)

Correct administration (pre-game and post-game).

Sheet listed in numerical order and starting 5 players listed (pre-game).

Coaches' signatures (pre-game).

Correct colour pens used.

Correctly recording... two points, three points and free-throws.

Correctly recording fouls personal, coach, bench etc

Lining out/end of quarter admin. (inc. end of game)

Quarter, O/T & Final score(s)

Administering and understanding when and when not to give a substitution and/or time-out.

## All officials

Taking part in the pre-game

Good and effective communication with all officials