

Canada Artistic Swimming: Competition Introduction Evaluation Rubric (Effective as of September 1, 2021)



*Coaches seeking certification must be evaluated and must achieve at least "NCCP Standard (2)" in all criteria/evidence required for their evaluation.

OUTCOME 1: Design a Sport Program			
This outcome is evaluated by Portfolio Task 4 (YTP submission & follow-up questions) and Task 5 (Submission of 4 Practice Plans – one per phase).			
CRITERION #1 – Outline structure of own program based on training and competition opportunities			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Identify major program goals and objectives	<input type="checkbox"/> Standard + demonstrates a strong understanding of SMART goals.	<input type="checkbox"/> Seasonal, Monthly, Weekly and Practice Goal tabs are completed in the YTP.	<input type="checkbox"/> Goals are incomplete in the YTP.
2. Identify basic athlete information (age, stage of sport development, differences in growth and development)	<input type="checkbox"/> Athlete information chart transferred into YTP Excel doc.	<input type="checkbox"/> Athlete information chart completed in portfolio.	<input type="checkbox"/> Athlete information chart incomplete.
3. Identify competition schedule and number of competitions during the program	<input type="checkbox"/> Competitions identified in YTP with importance colour-coded.	<input type="checkbox"/> Competitions identified in YTP.	<input type="checkbox"/> Competitions are not identified in YTP.
4. Identify length of each phase and period of the program AND number, duration, and frequency of training sessions in each phase of the program	n/a	<input type="checkbox"/> Periods and phases identified in YTP <input type="checkbox"/> Practice breakdown by phase tab is completed in the YTP.	<input type="checkbox"/> Periods and phases are not identified in YTP. <input type="checkbox"/> Practice breakdown by phase tab is incomplete in the YTP.
CRITERION #2 – Identify appropriate measures to promote athlete development within own program			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Prioritize athletic abilities, figure skills and routine skills for development in the program plan	<input type="checkbox"/> Periodized athletic abilities, figure skills and routine skills demonstrate strong understanding of CAS LTD.	<input type="checkbox"/> Periodized athletic abilities, figure skills and routine skills are completed in the YTP.	<input type="checkbox"/> Periodized athletic abilities, figure skills and routine skills are incomplete in the YTP.
2. Determine the ratio of training to competition opportunities within the program + compare/assess against CAS standards pertaining to athlete development (refer to CAS LTD Framework)	<input type="checkbox"/> Standard + Ratio of training to competition calculation is transferred into the YTP Excel doc.	<input type="checkbox"/> Ratio of training to competition calculation question is answered in the portfolio. <input type="checkbox"/> Ratio of training to competition comparison question is answered in the portfolio.	<input type="checkbox"/> Ratio of training to competition is incomplete as well as comparison to CAS LTD.
3. Identify strategies used in program to improve alignment of development of athletic abilities, figure skills and routine skills with CAS standards pertaining to long-term athlete development (refer to CAS LTD Framework)	<input type="checkbox"/> Standard + demonstrates a strong understanding of LTD.	<input type="checkbox"/> Identification of strategies to use in the program to improve alignment to LTD is completed as required in the portfolio.	<input type="checkbox"/> Identification of strategies to use in the program to improve alignment to LTD is not completed as required in the portfolio.

CRITERION #3 – Integrate seasonal training priorities for artistic swimming in own practice plan			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Use NCCP or NSO template and procedures to correctly identify athletic abilities and training objectives (development, maintenance, consolidation) to be emphasized at specific points of the season	<input type="checkbox"/> Standard + YTP and practice plans demonstrate a strong understanding and alignment to CAS LTD objectives.	<input type="checkbox"/> Periodization for athletic abilities, figures and routines is complete in the YTP <input type="checkbox"/> Practice plans submitted with portfolio correctly identify athletic abilities and training objectives to be emphasized at specific points of the season.	<input type="checkbox"/> Practice plans submitted with portfolio do not identify athletic abilities and training objectives to be emphasized at specific points of the season.
2. Taking into account own program logistics, use CAS procedures to determine how to effectively break down the total training time available for a given week of the program into each practice	n/a	<input type="checkbox"/> Practice breakdown by phase tab is completed in the YTP.	<input type="checkbox"/> Practice breakdown by phase tab is incomplete in the YTP.
3. Design weekly outlines and practice plan(s) that are consistent with the above for the beginning, the middle, and the end of the season	n/a	<input type="checkbox"/> Practice plans submitted with portfolio are consistent with appropriate breakdown by phase as planned in the YTP.	<input type="checkbox"/> Practice plans submitted with portfolio are inconsistent with appropriate breakdown by phase as planned in the YTP.

OUTCOME 2: Plan a Practice			
This outcome is evaluated by evaluation of Portfolio Task 3 (Emergency Action Plan) and Task 5 (Submission of 4 Practice Plans – one per phase).			
CRITERION #1 – Identify appropriate logistics for practice			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Identify team/athletes, age and level of on practice plan as well as location of practice in seasonal plan	n/a	<input type="checkbox"/> Team/athletes, age and level identified. <input type="checkbox"/> Coach has identified phase in which practice plan occurs.	<input type="checkbox"/> Team/athletes, age and level not identified. <input type="checkbox"/> Coach has not identified phase in which practice plan occurs.
2. Clearly identify a practice objective/goal that is consistent with CAS LTD principles and the level of the athletes	<input type="checkbox"/> Standard + demonstrates a strong understanding of SMART goals and CAS LTD alignment.	<input type="checkbox"/> Practice objective/goal clearly stated that is consistent with CAS LTD principles and the level of the athletes.	<input type="checkbox"/> Practice objective/goal is absent.
3. Identify main segments of the practice (intro, warm-up, main part, cool-down, and conclusion or reflection) and provide timelines for all activities in the segments	n/a	<input type="checkbox"/> Main segments of the practice identified. <input type="checkbox"/> Timelines for all activities is completed and clear.	<input type="checkbox"/> Main segments of the practice absent. <input type="checkbox"/> Timelines for activities is absent/unclear.
4. Outline facilities and equipment required to achieve practice goal	n/a	<input type="checkbox"/> Facilities and equipment required outlined.	<input type="checkbox"/> Facilities and equipment required is absent.
5. Key message/safety is completed for all segments of practice	n/a	<input type="checkbox"/> Key message/safety is completed for all segments of the practice.	<input type="checkbox"/> Key message/safety is absent for segments of the practice.

CRITERION #2 – Identify appropriate activities in each part of the practice			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Identify duration of overall practice and each practice segment and ensure consistency with CAS LTD principles	<input type="checkbox"/> Standard + identifies appropriate work to rest ratios, target training loads or target intensities for activities.	<input type="checkbox"/> Duration of practice and segments identified and consistent with CAS LTD principles.	<input type="checkbox"/> Duration of practice and segments in absent.
2. Describe planned activities through illustration, diagram, or explanation and ensure activities reflect awareness and control for potential risk factors	<input type="checkbox"/> Standard + includes activities that integrate basic mental skills development.	<input type="checkbox"/> Planned activities described through illustration, diagram, or explanation. <input type="checkbox"/> Activities reflect awareness and control for potential risk factors.	<input type="checkbox"/> Planned activities are not described through illustration, diagram, or explanation. <input type="checkbox"/> Activities do not reflect awareness and control for potential risk factors.
3. Indicate key factors (coaching points/cues) that will be identified in the practice activities	<input type="checkbox"/> Standard + includes variations that can be used to create specific challenges to elicit a particular training effect.	<input type="checkbox"/> Coaching points/cues indicated in activities.	<input type="checkbox"/> Coaching points/cues are absent.
4. Ensure activities are purposeful, linked to overall practice goal and CAS LTD aligned	<input type="checkbox"/> Standard + selects activities that are appropriate to the time and location in seasonal plan.	<input type="checkbox"/> Activities are purposeful, linked to overall practice goal and CAS LTD aligned.	<input type="checkbox"/> Activities are not purposeful, not linked to overall practice goal, not CAS LTD aligned.
5. Ensure activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Introduce, Develop, Consolidate, Refine, or Maintain)	<input type="checkbox"/> Standard + activities sequenced appropriately in main part to promote learning, skill development, and to induce desired training effects.	<input type="checkbox"/> Activities contribute to the development of skill(s) and are appropriate to the stage of skill development.	<input type="checkbox"/> Activities do not contribute to the development of skill(s) and are not appropriate to the stage of skill development.
6. Ensure activities contribute to the development of athletic abilities, figure skills and routine skills (as outlined in Comp Intro workshop and the CAS LTD framework)	<input type="checkbox"/> Standard + selects activities that are appropriate to the time and location in seasonal plan.	<input type="checkbox"/> Activities contribute to the development of athletic abilities, figure skills and routine skills.	<input type="checkbox"/> Activities do not contribute to the development of athletic abilities, figure skills and routine skills.
CRITERION #3 – Design an Emergency Action Plan			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. NCCP Emergency Action Plan (EAP) template submitted with Coach Portfolio	<input type="checkbox"/> Standard + NCCP EAP template provided for additional practice site(s).	<input type="checkbox"/> Present a completed NCCP EAP template with all fields completed accurately for one practice site.	<input type="checkbox"/> NCCP emergency action plan (EAP) template incomplete.

OUTCOME 3: Provide Support to Athletes in Training			
This outcome is evaluated by formal observation of coach working with appropriate level of athlete(s) during training (this outcome may be accomplished in person or via video submission)			
CRITERION #1 - Ensure that the practice environment is safe			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Surveys the practice site and minimizes risk to participants before and throughout the practice (includes equipment, adapting to environmental factors, and other sport-specific factors)	<input type="checkbox"/> Standard + coach is a certified first aid provider	<input type="checkbox"/> Coach surveys practice site and minimizes risk to participants before and throughout the practice.	<input type="checkbox"/> Coach does not survey the practice site and does not minimize risk to participants before and throughout the practice.
2. Reinforce and communicate appropriate safety rules to enable a safe practice environment	<input type="checkbox"/> Standard + coach provides safety standards and guidelines document which is used as model for others that they have developed.	<input type="checkbox"/> Coach reinforces and communicates appropriate safety rules to enable a safe practice environment.	<input type="checkbox"/> Coach does not reinforce or communicate appropriate safety rules.
3. Present an emergency action plan (using NCCP EAP template) specific to the facility being used	n/a	<input type="checkbox"/> Completed NCCP EAP template provided to evaluator for practice site.	<input type="checkbox"/> EAP not provided.
CRITERION #2 - Implement and appropriately structured and organized practice			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Present a practice plan for the practice that is being implemented	n/a	<input type="checkbox"/> Practice plan for in-practice formal observation is submitted.	<input type="checkbox"/> No practice plan is provided.
2. Dress appropriately for active coaching	n/a	<input type="checkbox"/> Coach is dressed appropriately for active coaching.	<input type="checkbox"/> Coach is not dressed appropriately for active coaching.
3. Greet athletes as they arrive at practice	<input type="checkbox"/> Standard + coach has clearly established pre-practice standards with athletes (on time, meeting place, begin stretching, etc.).	<input type="checkbox"/> Coach greets athletes as they arrive at practice.	<input type="checkbox"/> Athletes are not greeted as they arrive at practice.
4. Ensure equipment is available and ready to use	<input type="checkbox"/> Standard + during practice coach demonstrates innovation in equipment use (new idea).	<input type="checkbox"/> Equipment is available and ready to use.	<input type="checkbox"/> Equipment is not available or ready to use. <input type="checkbox"/> Clear lack of planning.
5. Ensure the delivery of the practice matches practice plan's goal(s)/objectives	<input type="checkbox"/> Standard + delivery of practice activities clearly demonstrate improvement in goal/objective area.	<input type="checkbox"/> Delivery of practice matches practice plan's goal(s)/objectives	<input type="checkbox"/> Practice goal/objective is not clearly identified.
6. Ensure main practice segments are evident and include: introduction, warm-up, main part, cool-down, and conclusion	<input type="checkbox"/> Standard + practice activities are sequenced to enhance learning or specific training effects.	<input type="checkbox"/> Main practice segments are evident and include: introduction, warm-up, main part, cool-down, and conclusion	<input type="checkbox"/> Main practice segments are not evident or missing. Delivery of practice does not match practice plan.
7. Demonstrate adequate use of space and equipment	<input type="checkbox"/> Standard + coach implements a variety of options for adapting the practice to ensure adequate learning.	<input type="checkbox"/> Coach demonstrates adequate use of space and equipment.	<input type="checkbox"/> Adequate use of space and equipment is not demonstrated.
8. Provide breaks for appropriate recovery and hydration	<input type="checkbox"/> Standard + breaks are monitored appropriately based on facility protocols.	<input type="checkbox"/> Coach provides breaks for appropriate recovery and hydration.	<input type="checkbox"/> Breaks for appropriate recovery and hydration are not provided.

9. Ensure activities contribute to the development of skills and/or athletic abilities, i.e., the specific drills, exercises, methods and training load match the training objective pursued	<input type="checkbox"/> Standard + coach is able to make adjustments to practice based on their analysis of athlete performance and/or coach us able to adapt practice activities to provide an appropriate challenge.	<input type="checkbox"/> Activities contribute to the development of skills and/or athletic abilities.	<input type="checkbox"/> Activities do not contribute to the development of skills and/or athletic abilities.
10. Maximize practice time: ensure participants have appropriate transition, duration, and waiting times.	<input type="checkbox"/> Standard + coach is able to modify practice activities seamlessly to deal with context-specific circumstances or logistics.	<input type="checkbox"/> Practice demonstrates a clear timeline for activities so that activity time is maximized. <input type="checkbox"/> Participants are engaged in activity at least 50% of the practice time. <input type="checkbox"/> Participants move effectively from one activity to another.	<input type="checkbox"/> Provide inappropriate duration of practice activities, e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants.
CRITERION #3 - Make interventions that promote learning			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Creates opportunities to interact with all athletes	<input type="checkbox"/> Coach creates numerous opportunities to interact with all athletes throughout practice.	<input type="checkbox"/> Coach interacts with all athletes.	<input type="checkbox"/> Coach does not interact will all athletes.
2. Positions demonstrations so that athletes can see and hear and uses self or other to model desired performance	<input type="checkbox"/> Standard + coach demonstrations effectively cover different learning styles (auditory, visual, kinesthetic)	<input type="checkbox"/> Demonstrations are positioned so that athletes can see and hear. <input type="checkbox"/> Coach effectively uses self or others to model desired performance.	<input type="checkbox"/> Demonstrate with participants not in a position to see and hear. <input type="checkbox"/> Coach does not use self or others to model desired performance.
3. Provides 1–3 key learning points in explanation or demonstration + clarifies key learning objectives and/or performance factors (feedback/instruction) with athletes prior to engaging in the activity	<input type="checkbox"/> Standard + coach demonstrates unique skills in communicating/clarifying key learning points (teaching aids, catch-phrases, enthusiasm, etc.) that is particularly effective.	<input type="checkbox"/> Coach clearly provides 1–3 key learning points in explanation or demonstration. <input type="checkbox"/> Coach provides clarification prior to engaging in the activity.	<input type="checkbox"/> Does not identify key learning points in explanation. <input type="checkbox"/> Coach consistently proceeds with learning activities without providing clarification.
4. Key learning points are aligned with artistic swimming skill development resources (CAS LTD Framework, FINA Manual, Stages of Skill Development, etc.)	<input type="checkbox"/> Key learning points demonstrates exceptional alignment with artistic swimming skill development resources.	<input type="checkbox"/> Key learning points are aligned with artistic swimming skill development resources.	<input type="checkbox"/> Key learning points are not aligned with artistic swimming skill development resources.
5. Constructively reinforce athletes’ efforts and correct performance	<input type="checkbox"/> Coaches’ ability to reinforce athletes’ efforts and correct performance is outstanding, and reflects best practices taught in the Competition Introduction Workshop.	<input type="checkbox"/> Coach constructively reinforces athletes’ efforts and correct performance, clearly integrating skills learned in the Competition Introduction Workshop.	<input type="checkbox"/> Coach does not constructively reinforce athletes’ efforts and correct performance, or skills learning in Competition Introduction Workshop.
6. Provide feedback and instruction that clearly identifies what is going wrong, why it is happening and how to fix it (evidence of skills learned in Competition Introduction Workshop)	<input type="checkbox"/> Coach demonstrates outstanding feedback that clearly identifies the what, why and how and reflects best practices taught in the Competition Introduction Workshop.	<input type="checkbox"/> Coach provides feedback that clearly identifies the what, why and how. <input type="checkbox"/> Clear evidence of integrating skills learned in Competition Introduction Workshop.	<input type="checkbox"/> Provide feedback and instruction that only identifies what to improve, and not how to improve.

7. Provide feedback that is positive, specific, and directed towards both the group and individuals	<input type="checkbox"/> Standard + coach adjusts feedback to address different learning styles (auditory, visual, kinesthetic)	<input type="checkbox"/> Coach provides feedback that is positive, specific, and directed towards both the group and individuals	<input type="checkbox"/> Coach does not consistently provide feedback that is positive, specific, and directed towards both the group and individuals.
8. Ensure explanations are clear and concise and provide opportunities for athletes to ask questions	<input type="checkbox"/> Standard + coach integrates basic decision making (independent thinking and problem solving or use of quality questions that promote critical thinking)	<input type="checkbox"/> Explanations are clear and concise and provide opportunities for athletes to ask questions.	<input type="checkbox"/> Explanations are unclear or not concise and coach does not provide opportunities for athletes to ask questions.
9. Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate	<input type="checkbox"/> Coach has clearly established athlete/practice behaviour expectations and reinforce these expectations when appropriate.	<input type="checkbox"/> Coach identifies appropriate expectations for athlete behaviour and reinforce these expectations when appropriate.	<input type="checkbox"/> Coach does not identify appropriate expectations for athlete behaviour and does not reinforce expectations when appropriate.
10. Promote a positive image of the sport and model the image to athletes and other stakeholders	<input type="checkbox"/> Coach clearly demonstrates that they are a leader in promoting a positive image of the sport and their club, and is a role model at practice for all stakeholders present.	<input type="checkbox"/> Coach promotes positive image of the sport and models the image to athletes and other stakeholders present at practice.	<input type="checkbox"/> Coach does not promote or model a positive image of the sport at practice.
11. Use respectful and inclusive language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults.	n/a	<input type="checkbox"/> Coach uses respectful and inclusive language.	<input type="checkbox"/> Coach does not use respectful or inclusive language.
12. Maintain a positive outlook and acknowledge athletes' needs and thoughts	<input type="checkbox"/> Standard + coach integrates mental preparation strategies into practice.	<input type="checkbox"/> Coach maintains a positive outlook and acknowledges athletes' needs and thoughts.	<input type="checkbox"/> Coach demonstrates negative outlook and does not acknowledge athletes' needs and thoughts.
CRITERION #4 - Assist athlete in the area of sport science to achieve desired training goals			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Training of athletic abilities is clearly integrated into practice and is appropriate for athlete age, stage, and time in the season	<input type="checkbox"/> Standard + coach shows exceptional grasp of integrating athletic abilities into practice.	<input type="checkbox"/> Training of athletic abilities is clearly integrated into practice and is appropriate for athlete age, stage, and time in the season.	<input type="checkbox"/> Training of athletic abilities is not integrated into practice.
2. Coach is able to explain importance of athletic abilities being trained to their athletes and how they are linked to developing into a complete artistic swimmer	<input type="checkbox"/> Standard + coach shows exceptional understanding of importance of athletic abilities being trained and connection to the Complete Artistic Swimmer.	<input type="checkbox"/> Coach is able to explain importance of athletic abilities being trained to their athletes and how they are linked to developing into a complete artistic swimmer.	<input type="checkbox"/> Coach does not provide any explanations regarding athletic abilities.
3. Coach shares their athlete monitoring/testing tools with evaluator (CAS LTD aligned)	<input type="checkbox"/> Standard + coach demonstrates an excellent grasp of tracking athlete development.	<input type="checkbox"/> Coach shares their athlete monitoring/testing tools with evaluator.	<input type="checkbox"/> Coach does not provide athlete monitoring tool.

OUTCOME 4: Support the Competitive Experience			
This outcome is evaluated by formal observation of coach coaching the appropriate level of athlete(s) during competition (this outcome may be accomplished in person or via video submission)			
CRITERION #1 - Prepare for readiness in competition			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Communicate a team competition plan/schedule that identifies athlete expectations before, during, and after the competition + accompanying plan for parents	<input type="checkbox"/> Standard + competition plans are detailed, well-organized and demonstrate outstanding planning.	<input type="checkbox"/> Coach submits team and parent competition plans to the evaluator.	<input type="checkbox"/> Team and parent competition plans absent.
2. Develop a coaching competition plan that outlines appropriate preparation for achieving desired performance during competition	<input type="checkbox"/> Standard + preparation is consistent with athletes' stage of development and seasonal objectives.	<input type="checkbox"/> Coaching competition plan outlines appropriate preparation for achieving desired performance during competition.	<input type="checkbox"/> Coaching competition plan is absent or not appropriate.
3. Ensure that competition plan is consistent with the rules and schedule of the competition	<input type="checkbox"/> Standard + coach is able to make adjustments to plan seamlessly when faced with unplanned factors.	<input type="checkbox"/> Competition plan is consistent with the rules and schedule of the competition.	<input type="checkbox"/> Competition plan tactics and strategies are inconsistent with rules and schedule.
4. Identify performance and/or process goals for competition	<input type="checkbox"/> Standard + coach has communicated goals in the distributed competition plans.	<input type="checkbox"/> Coach discusses performance and/or process goals for competition to the athletes.	<input type="checkbox"/> Performance and/or process goals are absent.
5. Ensure that any necessary equipment is ready and available to use, and is in good, safe condition (speakers for land drill, mats for warm-up, other as indicated in coach competition plan)	<input type="checkbox"/> Standard + coach demonstrates outstanding equipment use and preparation.	<input type="checkbox"/> Equipment is ready and available to use, and is in good, safe condition.	<input type="checkbox"/> Equipment is not readily available.
6. Ensure that sport-specific elements and procedures (facility and event rules) are accounted for to enable a safe and positive competition environment	<input type="checkbox"/> Standard + coach is able to make adjustments seamlessly when faced with unplanned factors.	<input type="checkbox"/> Sport-specific elements and procedures are accounted for to enable a safe and positive competition environment	<input type="checkbox"/> Coach does not facilitate a safe and positive competition environment.
7. Clarify competition rules/logistics to the athletes before the competition begins (starting positions, warm-up/spacing rules, staying quiet, figure placements, etc.)	<input type="checkbox"/> Standard + coach demonstrates strong organization and planning (diagrams, or information included in competitions plans)	<input type="checkbox"/> Competition rules/logistics are clarified to the athletes before the competition begins.	<input type="checkbox"/> Clarification of competition rules/logistics is absent.
8. Ensure athletes perform an artistic swimming appropriate warm-up aligned with resources provided in the Competition Introduction workshop	<input type="checkbox"/> Standard + coach implements use of appropriate equipment to optimize warm-up.	<input type="checkbox"/> Athletes perform an artistic swimming appropriate warm-up aligned with resources provided in the Competition Introduction workshop.	<input type="checkbox"/> Warm-up is absent or not appropriate.

CRITERION #2 – Make effective interventions during and after the competition			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Provide athletes with positive feedback that identifies what they need to do for greater performance and how to do it	<input type="checkbox"/> Standard + coach ensures all athletes they are coaching receive individual positive feedback.	<input type="checkbox"/> Coach provides athletes with positive feedback that focuses on “the how”	<input type="checkbox"/> Feedback is negative, non-specific, vague or absent.
2. Confidence and skill-building interventions during and after the competition	<input type="checkbox"/> Standard + coach ensures each athlete receives confidence and skill-building interventions.	<input type="checkbox"/> Confidence and skill-building interventions are present during and after the competition.	<input type="checkbox"/> Confidence and skill-building interventions are absent.
3. Use interventions that ensure athletes are focused on the task, not the result (strategic info – event specific, mental strategies – arousal control, etc.)	<input type="checkbox"/> Standard + coach demonstrates outstanding ability at a variety of task focused interventions (strategic, mental, etc.)	<input type="checkbox"/> Coach uses interventions that focus on the task, not the result.	<input type="checkbox"/> Coach uses interventions that focus on the result, not the task.
4. Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation	<input type="checkbox"/> Standard + coach demonstrates excellent self-reflection and decision-making in regards to action planning for next competition situation.	<input type="checkbox"/> During debrief coach demonstrates ability to assess interventions (or decisions not to) effectively and determine action plan for next competition situation.	<input type="checkbox"/> During debrief, coach is unable to assess and justify intervention choices and make action plan for next competition situation.
CRITERION #3 – Assist athletes to be mentally prepared for competition			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Work with athletes or team to identify appropriate performance goals and objectives	<input type="checkbox"/> Standard + coach has developed a strategy to monitor competition goals.	<input type="checkbox"/> In pre-brief, coach presents evaluator with performance goals and objectives that have been set collaboratively with the athletes.	<input type="checkbox"/> Coach does not present performance goals and objectives to the evaluator.
2. Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing focus, negative anxiety and distractions.	<input type="checkbox"/> Standard + coach has NCCP Mental Health in Sport module on their transcript.	<input type="checkbox"/> In pre-brief, coach presents a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing focus, negative anxiety and distractions.	<input type="checkbox"/> Coach does not present a pre-competition strategy to the evaluator re: managing focus, negative anxiety, and distractions.

OUTCOME 5: Analyze Performance			
This outcome is to evaluated by holistically through the assessment of Task 7 in the portfolio and the formal observations (in-practice and in-competition)			
CRITERION #1 – Detect performance			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Observes skills from adequate vantage point(s) as appropriate to artistic swimming	<input type="checkbox"/> Standard + coach uses enhanced methods to observe skills (video, underwater camera, etc.)	<input type="checkbox"/> Coach consistently observes skills from adequate vantage point(s) as appropriate to artistic swimming.	<input type="checkbox"/> Coach consistently does not observe skills from an adequate vantage point.
2. Uses artistic swimming skill development and progression standards (land, wall, support, on own) to analyze skills	<input type="checkbox"/> Standard + coach demonstrates excellent use of teaching aids to analyze skills.	<input type="checkbox"/> Coach consistently uses artistic swimming skill development and progression standards to analyze skills	<input type="checkbox"/> Coach does not use artistic swimming skill development and progression standards consistently to analyze skills.
3. Identifies potential causes of skill error (cognitive, affective, motor) – the what and why	<input type="checkbox"/> Standard + increases athlete awareness of skill errors by asking appropriate questions.	<input type="checkbox"/> Coach consistently identifies causes of skill error correctly (the what and why).	<input type="checkbox"/> Inconsistent identification of potential causes of skill error (the what and why).
4. Errors for correction are consistent with the artistic swimming skill development and progression standards (FINA manual, CAS technical manuals, etc.)	<input type="checkbox"/> Standard + coach has reference resources available at practice (FINA Manual, CAS technical manuals, etc.)	<input type="checkbox"/> Coach consistently identifies errors for correction that are consistent with artistic swimming skill development and progression standards.	<input type="checkbox"/> Inconsistent identification of errors for correction, and inconsistencies with artistic swimming skill development and progression standards.
5. Identifies and selects factors that have a direct impact on performance	<input type="checkbox"/> Standard + Coach consistently demonstrates outstanding ability at identifying root cause of the error.	<input type="checkbox"/> Coach consistently identifies and selects factors that have a direct impact on performance.	<input type="checkbox"/> Inconsistent identification of factors that have a direct impact on performance.
6. Explains how an error relates to overall skill performance	<input type="checkbox"/> Standard + provides enhanced methods to reinforce analysis of performance to athletes (video, underwater camera, etc.)	<input type="checkbox"/> Coach consistently explains how an error relates to overall skill performance.	<input type="checkbox"/> Inconsistent explanation of how an error relates to overall skill performance.
CRITERION # 2 – Correct performance			
Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Identify specific correction based on observation of movement phases and in accordance with the skill development and progression standards for artistic swimming(FINA Manual, CAS technical manuals, etc.)	<input type="checkbox"/> Standard + coach uses enhanced methods to identify correction (video, underwater, camera, visual aids, etc.)	<input type="checkbox"/> Coach consistently identifies specific correction based on observation of movement phases and in accordance with the skill development and progression standards for artistic swimming.	<input type="checkbox"/> Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved performance.
2. Ensure skill or performance corrections are prescriptive (they emphasize how to improve/fix the correction, not just what to improve)	<input type="checkbox"/> Coach demonstrates consistency in all assessments of an excellent emphasis of “how” corrections.	<input type="checkbox"/> Coach ensures skill or performance corrections are prescriptive – emphasizes how to improve/fix the correction.	<input type="checkbox"/> Corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance.

3. Explain how and why the correction relates/contributes to improved performance	<input type="checkbox"/> Standard + coach integrates enhanced methods to explanations (video, visual aids, other teaching aids, etc.) and addresses different learning styles of their athletes.	<input type="checkbox"/> Coach consistently explains to athletes how and why corrections relate/contribute to improving performance.	<input type="checkbox"/> Coach does not explain to athletes how and why corrections relate/contribute to improved performance.
4. Facilitate athletes to increase awareness of corrections by asking appropriate questions	<input type="checkbox"/> Standard + coach integrates enhanced methods of facilitation (video, visual aids, other teaching aids, etc.) and addresses different learning styles of their athletes.	<input type="checkbox"/> Coach increases athlete awareness of corrections by asking appropriate questions.	<input type="checkbox"/> Coach does not ask athletes questions to increase awareness of corrections.
5. Prescribe an appropriate activity or drill that assists athlete to make correction in performance	<input type="checkbox"/> Standard + asks participant's consent for physical contact when assisting with a skill error	<input type="checkbox"/> Coach consistently prescribes appropriate activities or drills that assists athletes to make corrections in performance.	<input type="checkbox"/> Inconsistency in prescription of appropriate activities/drills to correct performance.

CRITERION #3 – Artistic Swimming Specific Coach Knowledge

Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Coach demonstrates a strong understanding of athletic abilities that are important to artistic swimming in alignment with CAS/NCCP resources and learnings in the Competition Introduction workshop.	<input type="checkbox"/> Coach demonstrates a very strong understanding of athletic abilities that are important to artistic swimming skills and has CAS resources readily available at practice.	<input type="checkbox"/> Coach demonstrates a strong understanding of athletic abilities that are important to artistic swimming skills.	<input type="checkbox"/> Coach does not demonstrate an understanding of athletic abilities that are important to artistic swimming skills.
2. Coach demonstrates a strong understanding of figure skills in alignment with FINA Manual, CAS resources and learnings in Competition Introduction workshop.	<input type="checkbox"/> Coach demonstrates a very strong understanding of artistic swimming skills and has FINA and CAS resources readily available at practice.	<input type="checkbox"/> Coach demonstrates a strong understanding of figure skills.	<input type="checkbox"/> Coach does not demonstrate an understanding of artistic swimming skills.
3. Coach demonstrates a strong understanding of routine skills in alignment with FINA Manual, CAS resources and learnings in Competition Introduction workshop.	<input type="checkbox"/> Coach demonstrates a very strong understanding of artistic swimming skills and has FINA and CAS resources readily available at practice.	<input type="checkbox"/> Coach demonstrates a strong understanding of routine skills.	<input type="checkbox"/> Coach does not demonstrate an understanding of artistic swimming skills.

OUTCOME 6: Make Ethical Decisions

This outcome is evaluated by successful completion of the Make Ethical Decisions online evaluation in the NCCP Locker.

CRITERION #1 – Detect performance

Evidence:	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
Apply a 6-step ethical decision-making process.	n/a	<input type="checkbox"/> Successfully complete Make Ethical Decisions online evaluation – with achievement of evaluation listed on NCCP Locker transcript.	<input type="checkbox"/> Make Ethical Decisions online evaluation incomplete and not listed on NCCP Locker transcript.