Spirit of the Game Score Sheet

Your whole team should be involved in rating the other team! Circle one box in each of the four lines and sum up the points to determine the SOTG score for the other team and yourselves.

### 1. Rules Knowledge and Use

Example: They did not purposefully misinterpret the rules. They kept to time limits. When they didn't know the rules they showed a willingness to learn.

#### Them:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

#### Us:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

### 2. Fouls and Body Contact

Example: They avoided fouling, contact, and dangerous plays.

#### Them:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

#### Us:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

### 3. Fair Mindedness

Example: They apologized in situations where it was appropriate, informed teammates about wrong /unnecessary calls. Only called significant breaches.

#### Them:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

#### Us:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

### 4. Positive Attitude and Self-Control

Example: They were polite. They played with appropriate intensity irrespective of the score. They left an overall positive impression during and after the game.

#### Them:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

#### Us:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

### 5. Communication (NEW)

Examples: They communicated respectfully. They listened. They kept to discussion time limits.

#### Them:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

#### Us:
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*
- 0* 1 2 3 4*

### Summing the results

Sum the results of every category to a final number and write it into these boxes (the end result should be between 0 and 20).

### *Comments*

If you have selected 0* or 4* in any category please explain in a few words what happened. Compliments as well as negative feedback will be passed to the teams.

As part of USA Ultimate's SOTG experimentation with the WFDF scoring sheet, all sheets will be made available for download after the tournament.
Example behaviors for the 2014 WFDF & BULA Spirit of the Game category scores

This is a guideline to improve the standardization of Spirit of the Game (SOG) scoring. Please use common sense, especially after games which contain instances where the opposing team has displayed both positive and negative examples of spirit in the same category.

It is assumed that a team fulfilling the 'Very Good' criteria will have been judged to already be 'Good' to earn the higher mark (and similarly being 'Very Good' before attaining 'Excellent'). Not all examples need to have occurred in order to warrant a certain score. Common sense still needs to be applied.

<table>
<thead>
<tr>
<th>Poor score</th>
<th>Not so Good score</th>
<th>Good (normal) score</th>
<th>Very Good score</th>
<th>Excellent score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules Knowledge and use</td>
<td>They repeatedly exhibited poor knowledge of the rules.</td>
<td>For the level of play they showed a general lack of rules knowledge.</td>
<td>For the level of play they showed good knowledge of the rules.</td>
<td>For the level of play they showed excellent knowledge of the rules.</td>
</tr>
<tr>
<td></td>
<td>They disregarded or purposely misrepresented the rules.</td>
<td>They did not purposely misinterpret the rules during the game.</td>
<td>They did not purposely misinterpret the rules.</td>
<td>They followed the rules.</td>
</tr>
<tr>
<td></td>
<td>They refused to learn details of the rules and SOG.</td>
<td>They were resistant to being taught rules or elements of SOG.</td>
<td>They kept to time limits.</td>
<td>They explained the rules.</td>
</tr>
<tr>
<td></td>
<td>Even after repeated calls, they continued to have the same call or contact issues.</td>
<td>They were absent from the game during calls.</td>
<td>They didn't call breaches that did not affect the outcome of the action, such as a minimal travel on an unmarked player, or fouls on throw-ins.</td>
<td>They kept to time limits.</td>
</tr>
<tr>
<td></td>
<td>There were several instances of dangerous or reckless play.</td>
<td>There were a few instances of dangerous or reckless plays.</td>
<td>They didn't call breaches that did not affect the outcome of the action, such as a minimal travel on an unmarked player, or fouls on throw-ins.</td>
<td>There was at least one case where they informed teammates when they made wrong or unnecessary calls/contacts.</td>
</tr>
<tr>
<td></td>
<td>They made little effort to avoid body contact.</td>
<td>Nothing significant occurred beyond incidental contact.</td>
<td>They adjusted their behavior based on our feedback in a way that improved the enjoyment of the game.</td>
<td>They were in a style that avoided the potential for both foul and unnecessary body contact.</td>
</tr>
<tr>
<td>Fun Minusness</td>
<td>The opposing team always took the chance that they were right on calls.</td>
<td>They often gave the impression that they would only see things in a manner favorable to their team.</td>
<td>They didn't call breaches that did not affect the outcome of the action, such as a minimal travel on an unmarked player, or fouls on throw-ins.</td>
<td>There were at least one case where they informed teammates when they made wrong or unnecessary calls/contacts.</td>
</tr>
<tr>
<td></td>
<td>Even when asked, teammates did not give their opinion on calls where the result could have gone against their team.</td>
<td>They made a few unjustifiable calls/contacts.</td>
<td>They were consistent in their decisions.</td>
<td>They were consistent in their decisions.</td>
</tr>
<tr>
<td></td>
<td>They made many unjustifiable calls/contacts.</td>
<td>They were quick to complain when we made a call, irrespective of the appropriateness of the call.</td>
<td>They respected and acknowledged our opinions on calls, even when they disagreed.</td>
<td>They apologized in situations where it was appropriate (like an incorrect foul).</td>
</tr>
<tr>
<td></td>
<td>They made retaliatory calls.</td>
<td>They often gave the impression that they would only see things in a manner favorable to their team.</td>
<td>They respected and acknowledged our opinions on calls, even when they disagreed.</td>
<td>They were consistent in their decisions.</td>
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<td></td>
<td>Frequently fouled and/or made calls for tactical reasons.</td>
<td>They were quick to complain when we made a call, irrespective of the appropriateness of the call.</td>
<td>They respected and acknowledged our opinions on calls, even when they disagreed.</td>
<td>They were consistent in their decisions.</td>
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<tr>
<td></td>
<td>They unduly delayed the game for tactical reasons.</td>
<td>Nothing significant occurred beyond incidental contact.</td>
<td>They adjusted their behavior based on our feedback in a way that improved the enjoyment of the game.</td>
<td>They were in a style that avoided the potential for both foul and unnecessary body contact.</td>
</tr>
<tr>
<td>Positive attitude and self-control</td>
<td>Players and/or their sideline were often rude and discourteous towards opponents, their own teammates, officials, volunteers, organizers, and or spectators.</td>
<td>Players and/or sideline sometimes exhibited a lack of self-control and positive attitude towards opponents, their own teammates, officials, volunteers, organizers, and or spectators.</td>
<td>Players and/or sideline generally exhibited self-control and positive attitude towards opponents, their own teammates, officials, volunteers, organizers, and or spectators.</td>
<td>Demonstrated excellent self-control on the field during potentially stressful situations.</td>
</tr>
<tr>
<td></td>
<td>Physical confrontation occurred off the field.</td>
<td>They actively celebrated our errors to humiliate players.</td>
<td>Opposing team left an overall positive impression during and after the game, e.g. during the Spirit circle.</td>
<td>Highest level of self-control and positive attitude shown throughout game towards opponents, officials, and spectators.</td>
</tr>
<tr>
<td></td>
<td>Several instances of edge-down spiking, or aggressive celebration towards opponent.</td>
<td>A few instances of edge-down spiking, or aggressive celebration towards opponent.</td>
<td>They pointed out instances where they clearly allowed very good self-control.</td>
<td>They remained self-controlled even in crucial situations (e.g. Universe point).</td>
</tr>
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<td>Several instances of deliberately damaging equipment.</td>
<td>A few instances of deliberately damaging equipment.</td>
<td>They pointed out instances where they clearly allowed very good self-control.</td>
<td>They remained self-controlled even in crucial situations (e.g. Universe point).</td>
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<td>They played in a patronizing manner (e.g. scooper only points, trick plays, etc.).</td>
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<td>They pointed out instances where they clearly allowed very good self-control.</td>
<td>They remained self-controlled even in crucial situations (e.g. Universe point).</td>
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<td>Communication (coaches, players, officials, volunteers, organizers, and spectators)</td>
<td>They frequently refused to discuss issues/calls.</td>
<td>Players not involved in the play got involved without having best perspective or being asked/obtaining permission several times.</td>
<td>Conflicts were resolved without incident.</td>
<td>They provided evidence to support their calls.</td>
</tr>
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<td></td>
<td>They got angrier/reacted with contempt at several calls/contacts.</td>
<td>There were a few instances where they were not calm while communicating.</td>
<td>They communicated respectfully.</td>
<td>They communicated their point of view effectively and calmly.</td>
</tr>
<tr>
<td></td>
<td>They frequently used offensive language.</td>
<td>They frequently used offensive language.</td>
<td>They kept to discussion time limits.</td>
<td>Their captains/leaders communicated with our leaders very effectively.</td>
</tr>
<tr>
<td></td>
<td>Their body language was frequently rude or aggressive, such as angling or making offensive hand gestures.</td>
<td>They provided evidence to support their calls.</td>
<td>They clearly explained their point of view.</td>
<td>They brought up spirit issues and general concerns as early as possible.</td>
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<td>They got upset/reacted at several calls/contacts.</td>
<td>They provided evidence to support their calls.</td>
<td>They clearly explained their point of view.</td>
<td>They brought up spirit issues and general concerns as early as possible.</td>
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