

# Small Boat Sailing Level 1 Instructor Course

## Instructor Candidate (In-Person) Course Evaluation Booklet

The booklet contains the following:

1. Statement of Understanding
2. Medical/Emergency Information form
3. Safety Boat Self- Assessment form
4. In-Person Course Evaluation Rubrics (6)

Instructor Candidate's Name \_\_\_\_\_



## Statement of Understanding

*(Please complete this form before your Instructor Course)*

The US Sailing Small Boat Sailing Level 1 Instructor Course is an exciting and demanding challenge. You need to be aware of what will be involved and be willing to study and practice in order to achieve success and receive maximum benefit from the course.

All students are required to partake in a water comfort check. The check consists of swimming 25 yards and treading water for one minute while wearing a Type III USCG-approved life jacket. The Medical/Emergency Information form provided in your basic packet from US Sailing must be completed and signed by you or a parent or legal guardian and turned in prior to course commencement.

All Level 1 Instructor Candidates must possess a NASBLA Safe Boating Course Certificate. A list of approved providers can be found at [www.nasbla.org](http://www.nasbla.org).

You will be required to provide your own Type III life jacket which must be USCG-approved and the proper size for your weight and build. It should be comfortable since you will be wearing it at all times while you are on or near the water. You must wear closed toed shoes at all times while you are in the boats, on the piers and in the boat launching area. Bring a change of clothes and a towel each day. Other supplies that you will need are listed in the information letter provided by US Sailing representatives.

Please carefully read and sign the following agreement; if you are under 18, a parent/guardian must read and sign the second agreement.

*I understand that in enrolling and participating in this sailing course, I agree to obey all program rules as set forth by the Instructor Trainer. I agree that I will use utmost care in the use of the boats and equipment. I understand that if I fail to attend regularly, arrive promptly and abide by the rules, I may be suspended from the program.*

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### **Parent/Guardian Agreement**

*I/We understand the contents of this Agreement. I/We agree to see to it that my/our child adheres to the program rules. I/We agree to assume the obligation of the expenses of repair and/or replacement of program equipment whose loss or damage is attributable to my/our child's reckless or irresponsible behavior.*

*Further, in consideration for my minor child being permitted to enroll in a US Sailing Small Boat Sailing Level 1 Instructor Course, I/we agree that I/we will not make any claim, either for ourselves or on behalf of my/our child, against US Sailing, its representatives, or against the host organization or its officers, or members for any personal injuries or wrongful death to such child, or for damage to any of the child's property, arising out of the activities of this course.*

\_\_\_\_\_  
Parent/Guardian Name (please print)

\_\_\_\_\_  
Parent/Guardian Signature/Date

## Voluntary Medical Disclosure & Emergency Contact Form

*(Please complete this form before your instructor course)*

Note: This form is to be completed only by Instructor Candidates (or the parent/guardian of Instructor Candidates who are minors) who wish to disclose medical conditions that Instructor Trainers, staff, or medical personnel should be aware of during this course. This form and the information contained herein will be kept secure and confidential during this course and will thereafter be returned to the Instructor Candidate.

Instructor Candidate Name: \_\_\_\_\_

### Emergency Contact(s)

Name	Relationship	Phone Number

Please provide any medical condition or allergies that the Instructor Trainers, staff, or medical personnel should be aware of while you are enrolled in this course:

Please provide any relevant instructions or directions that may be useful for Instructor Trainers, staff, or medical personnel:

\_\_\_\_\_  
Instructor Candidate Signature (or parent/guardian if minor)

\_\_\_\_\_  
Date

## Safety Boat Skills Evaluation Criteria and Self-Assessment Form

Listed below are the powerboat handling skills you will be expected to successfully perform at the instructor course in conditions that may include heavy winds and seas. Rate your skill level by checking the appropriate box.

*Animations and videos of some of these skills can be viewed at <https://uspowerboating.com/videos/>  
Practice before the test in as many different boat types as possible*

	Highly Skilled	Skilled	Some Skill	Little or No Skill
<b>1) Prestart Checklist</b>				
a. Identify all legal and equipment requirements for the test boat: Certificate of Number, validation decal, registration numbering, life jackets, fire equipment, ventilation, sound signaling devices, lights and visual distress signals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Check motor mounts, trim and tilt angle, fuel amount, fuel connections, ignition switches, kill switch, throttle level, choke position, gear position, pump primer bulb (see US Sailing's <i>Basic Powerboating, Safety and Rescue</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use appropriate starting procedure (cold start) for this type of engine (see US Sailing's <i>Basic Powerboating, Safety and Rescue</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2) Leaving Dock (without any assistance)</b>				
a. Dock lines cast off and securely stowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maneuver safely away from dock without pushing off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Bring aboard and stow fenders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3) Slow-speed Maneuvering</b>				
a. Back boat on a straight course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maneuver in forward and reverse on a slalom course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4) Upcurrent/Upwind Position Hold</b>				
a. Maneuver to a position directly upwind or upcurrent (whichever is dominant) of a designated buoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Turn so that vessel's bow is within reach of buoy with stern directly upwind/upcurrent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hold this position for at least 10 seconds without drifting onto the buoy and without allowing the stern to swing from its upwind/up current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5) Pivot Turn</b>				
a. Turn vessel 180 degrees within a 1-2 boat length space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6) High-speed Maneuvering</b>				
a. Operate in planning mode	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Execute controlled turns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Execute high-speed stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7) Recovery of Simulated Person in the Water</b>				
a. Approach from downwind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maneuver alongside and stop within easy arm's reach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Neutral throttle and switch off ignition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bring aboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8) Docking:</b> the standard is to bring the boat to a full gentle stop alongside a dock within 3 feet of a previously designated spot. Ideally, two fenders positioned several feet apart alongside the hull will touch the edge of the dock simultaneously.				
a. Upwind approach – alongside dock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Downwind approach – alongside dock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Secure boat to dock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The powerboats that I am most familiar with are:**

	Type/Design	Length	Horsepower	Time (mos.)	Activity/Use (e.g., launch operator, fishing)
1)	_____	_____	_____	_____	_____
2)	_____	_____	_____	_____	_____
3)	_____	_____	_____	_____	_____

**Based on the above, I judge my safety boat handling skills to be (check one)**

- Highly skilled. Anticipate no problem passing on-the-water testing.
- Skilled, but may need some brushing up in areas indicated.
- Skills rusty. Not sure can perform required skills. Need considerable practice.
- No or little experience in safety boat handling. Need to seek training prior to course.

Locations offering US Powerboating’s Safe Powerboat Handling: <http://www.uspowerboating.com/find-a-course> or you can contact US Sailing’s Adult Department by phone 401-342-7900 or email [powerboat@ussailing.org](mailto:powerboat@ussailing.org)

I have assessed my boat handling skills objectively. I fully understand the performance guidelines and acknowledge that inability to perform the required skills could affect my successful completion of the instructor course.

\_\_\_\_\_  
Instructor Candidate Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**Safety Boat Guidelines**

- 1) Weather forecast
- 2) Tidal predictions
- 3) Up-to-date charts on safety boats (USCG’s Notice to Mariners continuously reports changes on charts)
- 4) Compass
- 5) Fuel onboard
- 6) Firefighting equipment as per USCG regulations
- 7) Basic onboard equipment, life jackets, engine tools & spares, oars/paddles, towlines, anchor & anchor line
- 8) Drain plugs securely fastened
- 9) Bilge pumped out
- 10) Outboard engine is in correct down position
- 11) Blower on before starting, if applicable
- 12) Follow starting instructions
- 13) Check water discharge on water-cooled engine
- 14) Warm up engine for 1-2 minutes

**Personal and Interpersonal Skills Rubric**

<b>Skill</b>	<b>10 Excellent</b>	<b>9-8 Good</b>	<b>7-0 Not Passing</b>
<b>Professional Conduct</b>	Presents self in a professional way (prepares, takes the material covered seriously, is attentive to and respectful of IT and other ICs) throughout the course.	Presents self in a professional way (prepares, takes seriously the material covered, is attentive to and respectful of IT and other ICs) for most of the course.	Presents self in a professional way for little or none of the course.
<b>Punctuality</b>	Arrives well in advance.	Arrives on time.	Consistently arrives late for many parts of the course.
<b>Leadership Skills</b>	Takes initiative and motivates others to act in professional manner through actions and/or words.	Self-motivated and supportive of group initiatives. Acts professionally most of the time but may not take lead.	Never undertakes a leadership or supportive role of group initiatives.
<b>Open-minded</b>	Is open to and embraces alternative approaches and differences of opinion.	Is open to some alternative approaches and differences of opinions.	Is unaccepting of approaches / opinions that differ from own. Resistant to feedback and criticism.
<b>Positive Attitude</b>	Always demonstrates through words and actions a positive attitude throughout the course.	Frequently demonstrates through words and actions a positive attitude for most of the course.	Demonstrates through words and actions a positive attitude for little or none of the course.
<b>Logistical Management</b>	Demonstrates a high degree of respect for equipment, facility and the environment.	Demonstrates a reasonable respect for equipment, facility and the environment.	Demonstrates a low degree of respect for equipment, facility and the environment.
<b>Professional Appearance</b>	Is dressed appropriately, wears shoes and presents him/herself in a professional way throughout the course.	Is dressed appropriately, wears shoes and presents him/herself in a professional way for most of the course.	Is dressed appropriately little of the time, wears sandals and presents self in a professional way for little or none of the course.
<b>Participation in Discussions</b>	Is always prepared, participates actively and contributions reflect understanding of the material on multiple levels.	Participates actively most of the time and contributions reflect basic understanding of the material on multiple levels.	Participates little and contributions do not relate to material and reflect little or no understanding of material.
<b>Collaboration Skills (Team Player)</b>	Works well with others, shares ideas/insight, supports other ICs in their efforts and provides meaningful feedback throughout the course.	Works well with others, shares ideas/insight, supports other ICs in their efforts and provides meaningful feedback for most of the course.	Does not interact with other ICs, participates minimally in group activities and provides little help with daily responsibilities.
<b>Effort Preparation</b>	Well-prepared for all presentations & evaluations.	Prepared for presentations and evaluations but lacks effectiveness or application of US Sailing training.	Does not demonstrate adequate preparation for multiple presentations or evaluations.

**This is a PASS/FAIL section.**

**A *Not Passing* grade in any element above (7-0) will result in an automatic failure for the course, even if all other elements add up to a “passing” grade.**

**Scores should still be tallied and reported.**

**Chalk Talk Presentation(s) Rubric**

<b>Skill</b>	<b>10 Excellent</b>	<b>9-8 Good</b>	<b>7-6 Needs Improvement</b>	<b>5-0 Not Passing</b>
<b>Lesson Plan, Preparation and Time Management</b>	Completely prepared and obviously practiced. Narrows topic well and fits presentation within allotted time.	Well prepared but might have needed/benefited from more practice. Mostly narrows topic and comes close to fitting presentation within allotted time.	Somewhat prepared, but it is clear that practice and preparation were lacking. Some attempt to narrow topic but exceeds allotted time.	Does not seem at all prepared to present. Does not narrow topic and greatly exceeds allotted time.
<b>Clear Purpose-Value Statement</b>	Purpose-value statement is clearly articulated and provides rationale for study of topic.	Purpose-value statement is unclear though rationale for study of topic is evident.	Purpose-value statement is unclear, and rationale is missing.	No purpose-value statement is made.
<b>Content</b>	Content is presented in an appropriate, logical, accurate and clear way.	Content is presented in an appropriate and accurate way though somewhat illogical and lacking clarity.	Content is illogical in sequence, has some inaccuracies, and presentation lacks focus, and clarity though main points are discernable.	Content is difficult to follow or understand due to inaccuracies and lack of clarity.
<b>Voice Quality (volume, tone), Clarity &amp; Enunciation</b>	Volume heard by all audience members throughout presentation. Speaks clearly and distinctly all of the time and uses appropriate and accurate vocabulary.	Volume is loud enough to be heard by most audience members most of the time. Speaks clearly and distinctly most of the time but does not use appropriate and accurate vocabulary consistently.	Volume is loud enough to be heard by some audience members some of the time. Speaks clearly and distinctly some of the time. Mispronounces some words, lacks accurate vocabulary.	Volume too low to be heard by audience members. Often mumbles or cannot be understood and/or mispronounces words and uses inappropriate vocabulary.
<b>Nonverbal Communication (gestures, body language)</b>	Gestures and body language enhance presentation and generate a strong interest in and enthusiasm about the topic.	Gestures and body language sometimes contribute to presentation and generate interest in the topic.	Gestures and body language do little to contribute to the presentation.	Gestures and body language distract from the presentation.
<b>Visual Aids</b>	Uses several props/visual aids that show considerable work/creativity which make the presentation better.	Uses a prop/visual aid that shows work/creativity, and which makes the presentation better.	Uses a prop/visual aid that makes the presentation better.	Does not use props/visual aids or uses aid that detracts from the presentation.
<b>Questioning Techniques Handling Questions</b>	Shows full understanding of the topic and is able to accurately answer questions posed. Frequently engages students, using multiple questioning techniques effectively.	Shows a good understanding of the topic and is able to accurately answer most questions. Occasionally engages students using a questioning technique.	Shows a good understanding of parts of the topic and is able to accurately answer some of the questions posed. Asked some questions, but not to useful effect.	Does not seem to understand the topic very well and is unable to accurately answer questions. Does not ask questions.
<b>Kinesthetic Involvement</b>	Engages the group directly and in an interactive (kinesthetic) and meaningful way with the material.	Engages the group directly with the material.	Makes some effort to engage the group in an interactive (kinesthetic) way with the material though the connection is unclear.	Makes no effort to engage the group in an interactive (kinesthetic) way with the material.
<b>Multiple Pathways</b>	Tries to and succeeds at presenting information in a way that appeals to multiple learning styles.	Attempts to present information in a way that appeals to multiple learning styles but relies too heavily on one style.	Makes little effort to appeal to multiple learning styles.	Merely presents information in a didactic, lecture-style approach.
<b>Closure Comprehension Check</b>	Effectively summarizes presentation and asks good questions to probe for understanding.	Attempts to summarize presentation and questions but relies too heavily on one style.	Offers either summarizing comments or questions, but not both.	Offers no summarizing comments or questions.

**Land Drills Rubric**

<b>Skill</b>	<b>10 Excellent</b>	<b>9-8 Good</b>	<b>7-6 Needs Improvement</b>	<b>5-0 Not Passing</b>
<b>Lesson Plan, Preparation and Time Management</b>	Completely prepared and obviously practiced. Fits presentation within allotted time.	Well prepared but might have needed/benefited from more practice. Comes close to fitting presentation within allotted time.	Somewhat prepared, but it is clear that practice and preparation were lacking. Exceeds allotted time.	Does not seem at all prepared to present. Greatly exceeds allotted time.
<b>Class Positioning, Control and Group Involvement</b>	Positions the class accounting for environmental variables and restrictions. Arranges 100% student involvement and manages the group appropriately.	Fully engages the group and offers adequate interaction but may not position or control the group. Involves most students and manages most of the group appropriately.	Partially engages the group and may not position or control the group. Leaves some students uninvolved, mismanaging the whole group.	Fails to appropriately engage the group and/or fails to adequately position and control the group. Makes no effort for whole group involvement and/or mismanages the group.
<b>Clarity of Directions and Demonstration Effectiveness</b>	Provides clear directions suitable for the skill presented. Provides clear demonstration of the land drill for students.	Direction lacks clarity but the skill is still understandable. Demonstration lacks clarity but the skill is still understandable.	Skill is not adequately explained but the demonstration is accurate. Demonstration does not aid in the understanding of the drill.	Skill lacks adequate or correct explanation and demonstration. No demonstration conducted.
<b>Presentation Effectiveness</b>	Participants fully comprehend the drill and are able to perform the skill correctly.	Participants may perform the drill correctly but do not demonstrate comprehension.	Participants have difficulty performing the drill or do not demonstrate comprehension.	Participants have difficulty performing the drill and do not comprehend the drill purpose.
<b>Diagnoses Student Errors</b>	Correctly identifies and prioritizes student errors.	Correctly identifies some student errors.	Occasionally identifies student errors.	Doesn't identify or prioritize student errors.
<b>Feedback Techniques</b>	Provides BOTH positive reinforcement and fault correction to all members of the group.	Provides either positive reinforcement or fault correction to all members of the group.	Provides only positive reinforcement to all members of the group.	Provides neither positive reinforcement nor fault correction to all members of the group.
<b>Handling Questions</b>	All questions are answered accurately and effectively with feedback appropriate to the skill level. Conducts effective comprehension check on all students.	Most questions are answered accurately and effectively. Conducts comprehension checks on most students.	Unable to adequately answer many questions or is confused by questions and unable to offer feedback. An attempt is made for some comprehension checks.	Confuses issues and is unable to adequately answer questions or provide additional information on the topic. Does not perform any comprehension checks.
<b>Effectively Prepares Students for Water Drill</b>	Provides direct correlation and examples between land drill and water activities.	Provides partial correlation and examples between land drill and water activities.	Provides either correlation or examples between land drills and water activities.	Does not adequately provide correlation or examples between land drills and water activities.
<b>Setup/ Execution of the Drill</b>	Use of real elements, effective drill set-up, engages students in activity as intended, isolates correct skill.	Drill is set-up for effective instruction but may lack realism or use of elements.	Drill set-up disconnected from desired skill, does not utilize elements.	Drill has no connection to water drill.
<b>Nonverbal Communication</b>	Gestures and body language enhance presentation and generate a strong interest in and enthusiasm about the topic.	Gestures and body language enhance presentation. More enthusiasm would improve interest in the topic.	Gestures and body language distract from the message of the presentation.	Gestures and body language impair the presentation.



**Water Activities Rubric**

<b>Skill</b>	<b>10 Excellent</b>	<b>9-8 Good</b>	<b>7-6 Needs Improvement</b>	<b>5-0 Not Passing</b>
<b>Lesson Plan, Preparation and Time Management</b>	Completely prepared and obviously practiced.	Well prepared but might have needed/benefited from more practice.	Somewhat prepared, but it is clear that practice and preparation were lacking.	Does not seem at all prepared to present.
<b>Group Control</b>	Excellent control of entire group, with awareness of individuals inside the group (e.g., runaways, wearing life jackets and safety).	Satisfactory control of group, but lacking awareness of individual group members.	Group is marginally under control and additional or outside factors may result in loss of control. Fails to anticipate.	Loses control of the group or does not act to protect the safety of the group (e.g., channels, boat traffic).
<b>Handling of Safety Boat</b>	Comfortably and accurately operates a boat in close quarters and maneuvers both forward and reverse.	Operates a boat in close quarters and maneuvers in forward and reverse with moderate accuracy.	Operates a boat in close quarters and maneuvers, but with obvious discomfort or inaccuracies.	Unable to accurately or safely operate a boat in close quarters.
<b>Positioning of Safety Boat for Effective Instruction</b>	Effectively positions safety boat, allowing for group control and feedback.	Positions safety boat, allowing group control but not individual feedback or communication as appropriate.	Has difficulty positioning the safety boat or is frequently out of position to control the group and to communicate.	Does not position the safety boat appropriately or is unable to use the safety boat as an instructional tool effectively.
<b>Communication (verbal, visible, audible)</b>	Utilizes verbal, visual and audible techniques to communicate on the water effectively.	Utilizes two of three methods to communicate on the water but manages to direct sailors as necessary.	Has difficulty communicating with the group or individuals or does not use methods appropriately.	Fails to communicate with sailors on the water and is unable to adequately transfer knowledge on the water.
<b>Set-up and Execution of Water Activity</b>	Effectively sets-up activity and students perform drill correctly.	Effectively sets-up drill, but students struggle performs to drill correctly.	Sets-up activity slowly and students struggle perform drill correctly.	Doesn't set-up activity and students fail to perform the water activity.
<b>Presentation Effectiveness</b>	Activity effectively and successfully teaches students desired skills.	Activity is mostly effective in teaching desired skills.	Water Activity only marginally teaches desired skills.	Water Activity does not teach any desired skills.
<b>Diagnoses Student Errors</b>	Correctly identifies and prioritizes student errors.	Correctly identifies some student errors.	Occasionally identifies student errors.	Doesn't identify or prioritize student errors.
<b>Feedback Techniques</b>	Provides BOTH positive reinforcement and fault correction to all members of the group.	Provides either positive reinforcement or fault correction to all members of the group.	Provides only positive reinforcement to all members of the group.	Provides neither positive reinforcement nor fault correction to all members of the group.
<b>Fluid Transitions</b>	Uses time efficiently to keep students on task during "down-time" between activities.	Transitions between activities quickly, but students may not be left constructively.	Does not use time efficiently to keep students on task during "down-time" between water activities.	Is not able to gain control of group between water activities in a reasonable amount of time.

**Candidate's Score for this Section = \_\_\_\_\_ pts. = \_\_\_\_\_ %**

**Safety Boat Skills Rubric**

<b>Skill</b>	<b>10 Excellent</b>	<b>9-8 Good</b>	<b>7-6 Needs Improvement</b>	<b>5-0 Not Passing</b>
<b>System, Equipment and Starting Checks</b>	Identifies all legal and equipment requirements, checks all systems and uses appropriate starting procedures by engine type.	Uses appropriate starting procedures for engine type and identifies most of legal and equipment requirements.	Misses a significant number of legal or equipment requirements or uses inappropriate starting procedures.	Fails to identify a majority of legal or equipment requirements or fails to use safe starting procedures.
<b>Kill Cord</b>	Attaches cord in proper location.	Attaches cord but to not to the best location.	Attaches cord with slight prompting.	Fails to attach cord.
<b>Leaving</b>	Casts off and stows dock lines, maneuvers away from dock smoothly and stows fenders properly.	Improperly stows dock lines or fenders, but maneuvers away from dock smoothly and appropriately.	Properly stows lines and fenders but fails to maneuver away from the dock smoothly.	Improperly stows lines or fenders and fails to maneuver away from the dock smoothly or safely.
<b>Docking</b>	Brings the boat to a full gentle stop alongside a dock within 3 feet of a pre-designated spot and secures the boat properly.	Brings the boat to a full gentle stop within 6 feet of a pre-designated spot and secures the boat properly.	Fails to bring the boat to a full or gentle stop at the dock but demonstrates proper technique to secure the boat.	Fails to bring the boat to a full or gentle stop at the dock and fails to demonstrate proper technique to secure the boat.
<b>High Speed Maneuvering</b>	Comfortably and accurately directs a boat through planing turns and other high-speed maneuvers.	Directs a boat through planing turns and high-speed maneuvers with moderate comfort or accuracy.	Directs a boat through planing turns and high-speed maneuvers but with obvious discomfort or inaccuracies.	Unable to bring a boat through planing turns and high-speed maneuvers with an adequate degree of accuracy.
<b>Upcurrent/Upwind Position Hold</b>	Maneuvers to a position directly upwind or upcurrent of a buoy and holds bow-to position until released.	Maneuvers to a position directly upwind or upcurrent of a buoy and holds bow-to position, but for less time than directed.	Maneuvers to a position directly upwind or upcurrent but cannot hold a bow-to position.	Unable to maneuver to a position directly upwind or upcurrent of a buoy in a bow-to orientation.
<b>Pivot Turn</b>	Turns the vessel at least 180° within 1-2 boat length space using smooth throttle transitions between forward & reverse.	Turns the vessel at least 180° within 1-2 boat length space but with occasional grinding or rough transitions.	Turns the vessel 180° within 1-2 boat length space but with frequent grinding or rough transitions.	Unable to turn the vessel 180° within 1-2 boat length space.
<b>Backing</b>	Proficiently maneuvers the boat backwards without losing directional ability or swamping. Turns to look where they are going.	Maneuvers the boat backwards but may lose some directional control or takes limited water over the transom. May not look where they are going all the time.	Takes significant water over the transom while maneuvering backwards but maintains overall control. Does not turn to look where they are going.	Loses control while maneuvering the boat backwards.
<b>Anchoring/Making Fast to a Mooring</b>	Positions boat in a defined location, correctly deploying the anchor, then recovers and stores the anchor. Or, retrieves a mooring and successfully casts off.	Demonstrates the appropriate skills, but with some difficulty or with numerous attempts.	Has difficulty positioning the boat or struggles to accurately set and retrieve an anchor or secure to a mooring.	Fails to position the boat and is unable to set or retrieve and anchor or secure to a mooring.
<b>MOB Recovery</b>	Executes proper approach and retrieval techniques swiftly and with accuracy.	Executes proper approach and retrieval techniques, but with reduced accuracy or swiftness.	Has difficulty with the approach or executes poor retrieval techniques.	Is unable to execute a proper approach or retrieval or is unsafe in any attempt.

Candidate's Score for this Section = \_\_\_\_\_ pts. = \_\_\_\_\_%

Any element in this section receiving a score of 7 or below automatically receives a POI, even if all other elements add up to a "passing" grade.

### Sailing Skills Rubric

Skill	10 Excellent	9-8 Good	7-6 Needs Improvement	5-0 Not Passing
<b>Proper Attire and Life Jacket Use</b>	Life jacket, in excellent condition, worn correctly at all times. Wears appropriate sailing gear and shoes.	Life jacket, in good condition, worn correctly most of the time. Wears appropriate sailing gear and shoes.	Life jacket, in unacceptable condition, worn correctly some of the times. Sometimes wore appropriate sailing gear and shoes.	Unprepared for course, incorrect or missing gear, or repeatedly failed to properly use life jacket.
<b>Preparation &amp; Rigging</b>	Rigs quickly and with no discernable need for assistance.	Main/jib halyards properly secured with head of main started in mast track. Sheets led correctly with stopper knots, thru-hulls secured.	Rigs and prepares for sailing slowly and with uncertainty and needs to adjust all controls correctly.	Slow / incorrect rigging and frequent requests for assistance. Halyard(s) not cleared. Forgets stopper knot(s) in sheet(s).
<b>Use of Sail Controls</b>	All halyards and control lines tensioned appropriately for conditions.	Requires little instruction or reminder for proper halyard and control line tensioning.	Requires repeated instruction or reminders for proper halyard and control line tensioning.	Does not fully comprehend or repeatedly fails to implement proper halyard and control line tensioning.
<b>Leaving a Dock or Beach</b>	Demonstrates ability and comfort departing from dock / beach in all conditions / directions.	Correctly estimates wind and current direction and strength and launches boat appropriately for most conditions.	Movements of weight, sails and tiller are awkward. Departure is not smooth and fluid.	Misjudges departure, boat sails back into dock / beach or obstructions.
<b>Sailing Backwards</b>	Adjustment of tiller is smooth, boat sails in straight line. IC is able to avoid obstructions/other boats over a distance of at least 15 boat lengths.	Steers boat looking at desired course, not the tiller, and holds course over a distance of at least 15 boat lengths.	Understands and demonstrates sailing backward but falls off and has to restart process occasionally.	Never gets boat sailing backward for any consistent time.
<b>Proper Use of Tiller Extension</b>	Appears completely comfortable and at ease in use of tiller extension. Exchange of tiller/mainsheet through tacks and jibes is fluid.	Holds tiller extension in front of chest (like a microphone). Steering is smooth through turns and along a straight line.	Appears uncomfortable using tiller extension, holding tiller extension at side (like a frying pan). Occasionally drops tiller extension.	Does not consistently use the tiller extension, alternately holds tiller on some points of sail, or holds tiller extension near universal.
<b>Starting, Stopping and Speed Control</b>	Demonstrates quick adaptation to boat and appreciation of effect of weight, trim and rudder to control boat on any point of sail. IC uses weight to accentuate acceleration.	Sails on beam reach maintaining a steady course, using sails to control speed (luffing and/or over sheeting) to slow down, trimming correctly to accelerate.	Adjustment of sails and weight to aid in starting, stopping and control the speed of the boat is not smooth. Trim is inconsistent through maneuvers.	Fails to demonstrate understanding as to how to start, stop or control speed of boat.
<b>Safety Position / Hove To</b>	Holds safety position sails luffing completely, eases vang to facilitate.	Holds safety position sails luffing completely.	Fails to keep sail luffing completely and boat continues to sail forward occasionally.	Fails to keep boat in safety position with sails luffing.
<b>Getting Out of Irons</b>	Quickly backs sails, tiller toward desired heading.	Backs jib to desired side and waits for the boat to respond.	Occasionally struggles to get boat out of irons.	Cannot get boat out of irons.
<b>Tacking</b>	Smooth, steady turn. Turn ceases when boat is on close-hauled heading on new tack. Helmsman tacks facing forward, exchanges tiller/main sheet behind back. Boat is rolled very well.	Completes tacks in 90 degrees, but sails are occasionally over/under trimmed going through and completing tack.	Completes turns through more than 120 degrees and has to adjust direction to resume close hauled course. (e.g., uses the tiller instead of the extension to steer boat through the turn).	Struggles to complete tack. (e.g., faces backwards, drops tiller).

**Any element in this section receiving a score of 7 or below automatically receives a POI, even if all other elements add up to a "passing" grade.**

### Sailing Skills (continued)

<b>Jibing</b>	Jibe is completed smoothly, w/boom under control, turn is completed before boat sails a course higher than a reach. Boat is rolled effectively.	Demonstrates awareness of boat's heading going into and coming out of the jibe. Main is occasionally over trimmed through the jibe.	Jibes through 180 degrees. Uses the tiller instead of the extension to steer the boat through the jibe.	Struggles to complete jibe. (e.g., faces backwards, drops tiller).
<b>Steering with Weight and Sails</b>	Demonstrates correct fore/aft and athwartships weight placement. Moves smoothly, shifting weight appropriately to assist turning the boat in coordination with sails to intended new course without using the rudder, or to help adjust helm conditions.	Demonstrates correct fore/aft and athwartships weight placement. Moves weight and trims sails to assist turning the boat but uses too much rudder at times.	Uses the rudder more than weight movement and sail trim to turn the boat. Does not appear to understand how moving weight will assist in correcting helm conditions.	Exclusively uses the rudder to steer the boat. Sails with excessive lee / weather helm.
<b>Sail Trim Upwind</b>	Trims and adjusts sail controls (sheets, outhaul and halyard) as appropriate for wind conditions.	Trims and adjusts gross sail controls (sheets) as appropriate, but has difficulty with fine controls (e.g., outhaul, halyards).	Has trouble adjusting gross sail controls for upwind sailing. Does not trim sails properly when transitioning between points of sail.	Does not effectively control sails when sailing upwind or when transitioning between points of sail. Does not use fine sail controls correctly.
<b>Sail Trim Downwind</b>	Trims and adjusts sail controls (sheets, outhaul and halyard) as appropriate for wind conditions.	Trims and adjusts gross sail controls (sheets) as appropriate but has difficulty with fine controls (e.g., outhaul, halyards).	Has trouble adjusting gross sail controls for downwind sailing. Does not trim sails properly when transitioning between points of sail.	Does not effectively control sails when sailing downwind or when transitioning between points of sail. Does not use fine sail controls correctly.
<b>Judging Laylines</b>	Consistently sails the shortest course to destinations and does not over-stand or miss marks.	Has some problems judging tacking angles and may over-stand or miss marks.	Often misses or over-stands marks and has difficulty recognizing appropriate tacking angles.	Consistently over-stands or misses a given destination or mark.
<b>Capsize Recovery</b>	Able to perform scoop and capsize recovery techniques quickly and efficiently.	Performs an adequate scoop and capsize recovery, but with some difficulty.	Has trouble performing a scoop and capsize recovery, but completes the task.	Does not complete a capsize recovery or a scoop recovery correctly.
<b>Awareness Outside the Boat</b>	Is aware of and responds to other boats, marks, shore line and wind while sailing.	Is aware of but may not respond quickly or correctly to boats, marks, shore line and wind.	Sometimes becomes distracted and does not track or respond quickly to outside influences.	Does not demonstrate awareness of outside influences or does not respond appropriately.
<b>Ability to Predict Wind Effects</b>	Sees, predicts and prepares for the wind conditions and effects.	Has some difficulty in predicting or changing boat setup for various wind conditions.	Predicts, but does not prepare for changing wind effects, or does not adequately monitor potential changes.	Does not predict or react to wind effects and changes.
<b>Returning to the Dock</b>	Performs appropriate controlled docking or beaching maneuver.	Performs appropriate docking or beaching maneuver but may lack in control.	Shows difficulty performing appropriate docking or beaching maneuvers.	Fails to perform appropriate docking or beaching maneuvers.
<b>Securing Boat and Unrigging</b>	Always executes appropriate tie-up, securing and unrigging techniques.	Usually executes appropriate tie-up, securing and unrigging techniques.	Lacks skills in some areas of appropriate tie-up, securing and unrigging techniques.	Demonstrates little or no knowledge of tie-up, securing and unrigging techniques.

Any element in this section receiving a score of 7 or below automatically receives a POI, even if all other elements add up to a "passing" grade