

Exam Assessment Guide

Teaching Skill	6 Insufficient application & knowledge	7 Limited application & knowledge	8 Sufficient application & knowledge	9 Considerable application & knowledge	10 Extensive application & knowledge
Postural Analysis	<ul style="list-style-type: none"> ▸ verbalized findings for few sections of checklist ▸ stated few findings systematically & correctly ▸ palpated few bony landmarks correctly 	<ul style="list-style-type: none"> ▸ verbalized findings for less than half of sections of checklist ▸ stated less than half of findings systematically & correctly ▸ palpated less than half of bony landmarks correctly 	<ul style="list-style-type: none"> ▸ verbalized findings for approximately half sections of checklist ▸ stated partial findings systematically & correctly ▸ palpated partial bony landmarks correctly 	<ul style="list-style-type: none"> ▸ verbalized findings for majority of sections of checklist ▸ stated majority of findings systematically & correctly ▸ palpated majority of bony landmarks correctly 	<ul style="list-style-type: none"> ▸ verbalized findings for all sections of checklist correctly ▸ stated all findings systematically & correctly ▸ palpated all bony landmarks correctly
Stated Focus of Workout	<ul style="list-style-type: none"> ▸ did not relate focus to findings of p.a. ▸ stated generic focus with no muscular emphasis ▸ did not incorporate client's history ▸ incorporated no B.P.s into focus 	<ul style="list-style-type: none"> ▸ related focus to few findings of p.a. ▸ stated generic focus with little muscular emphasis ▸ did not incorporate client's history ▸ incorporated no B.P.s into focus 	<ul style="list-style-type: none"> ▸ related focus to approximately half findings of p.a. ▸ gave partially accurate muscular emphasis based on approx. half of p.a. ▸ incorporated little of client's history ▸ incorporated some of B.P.s into focus 	<ul style="list-style-type: none"> ▸ related focus to majority of p.a. ▸ gave accurate muscular emphasis based on majority of p.a. ▸ incorporated client's history ▸ incorporated majority of B.P.s into focus 	<ul style="list-style-type: none"> ▸ related focus to full p.a. ▸ gave accurate muscular emphasis based on entire p.a. ▸ incorporated client's history ▸ incorporated all B.P.s into focus
Understanding of the Five Basic Principles	<ul style="list-style-type: none"> ▸ not clear on B.P.s and their purpose and importance ▸ not clear how to incorporate into workout 	<ul style="list-style-type: none"> ▸ taught and explained little of each section of B.P.s (see attached) ▸ did not teach appropriate type or adequate amount of movements to effectively have client experience B.P.s ▸ used no anatomical cues to assist client ▸ did not correct client 	<ul style="list-style-type: none"> ▸ taught majority of points for each section of B.P.s (see attached) with partial explanation of what, why and how ▸ taught some appropriate movement / exercises to effectively have client experience B.P.s ▸ used little or no anatomical cues and a lot of imagery to cue ▸ missed corrections required to assist client 	<ul style="list-style-type: none"> ▸ accurately taught points in each section (see attached) ▸ explained the what, why and how of each B.P.s ▸ taught appropriate movement / exercises for each B.P.s ▸ cued and corrected client through each principle with imagery and anatomical cues 	<ul style="list-style-type: none"> ▸ taught all points in each section (see attached) ▸ explained the what, why and how of each B.P.s ▸ taught appropriate movement / exercises for each B.P.s ▸ used very clear and concise imagery and anatomical cues to assist client ▸ cued and corrected flawlessly
Programming Skills	<ul style="list-style-type: none"> ▸ exercises chosen did not follow the stated focus ▸ exercises were not appropriate for the client's physical ability and goals (based on history) ▸ program was not well-rounded ▸ program did not make the best use of the equipment involved 	<ul style="list-style-type: none"> ▸ exercises chosen followed few points from the stated focus ▸ few exercises were appropriate for the client's posture, strengths and mobility ▸ program met few goals of the client ▸ program was slightly well-rounded ▸ program rarely made the best use of the equipment involved 	<ul style="list-style-type: none"> ▸ some exercises chosen followed the stated focus ▸ some exercises were appropriate for the client's physical ability and goals ▸ program sometimes made the best use of the equipment involved 	<ul style="list-style-type: none"> ▸ most exercises chosen followed the stated focus ▸ most exercises were appropriate for the client's physical ability and goals ▸ program often made the best use of the equipment involved 	<ul style="list-style-type: none"> ▸ all exercises chosen followed the stated focus ▸ all exercises were appropriate for the client's physical ability and goals ▸ program consistently made the best use of the equipment involved

Exam Assessment Guide cont'd

Teaching Skill	6 Insufficient application & knowledge	7 Limited application & knowledge	8 Sufficient application & knowledge	9 Considerable application & knowledge	10 Extensive application & knowledge
Ability to Cue	<ul style="list-style-type: none"> ▸ generic cueing ▸ no imagery ▸ no anatomical or tactile cues ▸ no cues enforced B.P.s ▸ no cues specific to client ▸ unable to articulate effectively to client 	<ul style="list-style-type: none"> ▸ generic cueing ▸ little imagery ▸ few anatomical or tactile cues ▸ few cues enforced B.P.s ▸ few cues specific to client ▸ unable to articulate effectively to client 	<ul style="list-style-type: none"> ▸ good variety of cues (imagery-based, tactile, anatomical) ▸ majority of cues enforced B.P.s ▸ majority of cues specific to client ▸ articulated effectively to client most of the time 	<ul style="list-style-type: none"> ▸ good balance of cues (imagery-based, tactile, anatomical) ▸ majority of cues enforced B.P.s ▸ cues almost always specific to client 	<ul style="list-style-type: none"> ▸ exceptional and accurate cueing ▸ well balanced combination of cues (imagery-based, tactile, anatomical) ▸ majority of cues enforced B.P.s ▸ cues always specific to client
Ability to Correct	<ul style="list-style-type: none"> ▸ unable to correct effectively ▸ unable to anticipate what may occur for each exercise ▸ unable to promote safe and conscious movement 	<ul style="list-style-type: none"> ▸ unable to correct effectively most of the time or corrected effectively for very few exercises ▸ unable to anticipate what may occur for each exercise ▸ inconsistent promotion of safe and conscious movement 	<ul style="list-style-type: none"> ▸ used appropriate tools to correct with adequate results and for adequate number of exercises ▸ has ability to anticipate what may occur for adequate number of exercises ▸ promoted safe and conscious movement adequately 	<ul style="list-style-type: none"> ▸ ensured proper alignment and execution for majority of exercises ▸ has ability to anticipate what may occur for majority of exercises ▸ promoted safe and conscious majority of time 	<ul style="list-style-type: none"> ▸ always ensured proper alignment and execution of exercises ▸ has ability to anticipate what may occur for each exercise ▸ promoted safe and conscious movement all of the time
Ability to Modify for Subject	<ul style="list-style-type: none"> ▸ modifications were not made to suit the needs of the client ▸ props were not used effectively to assist the execution of the exercise 	<ul style="list-style-type: none"> ▸ few exercises were modified appropriately to suit the needs of the client ▸ props were seldom used effectively 	<ul style="list-style-type: none"> ▸ some exercises were modified appropriately to suit the needs of the client ▸ props were sometimes used effectively 	<ul style="list-style-type: none"> ▸ most exercises were modified appropriately to suit the needs of the client ▸ props were often used effectively 	<ul style="list-style-type: none"> ▸ every exercise was modified appropriately to suit the needs of the client ▸ props were always used effectively
Knowledge of Content	<ul style="list-style-type: none"> ▸ poor knowledge of exercises (start positions, breath patterns, movement patterns) ▸ unable to articulate exercise essences ▸ did not answer spot checks correctly 	<ul style="list-style-type: none"> ▸ inconsistent knowledge of exercises (start positions, breath patterns, movement patterns) ▸ exercise essences articulated little of the time ▸ did not answer spot checks correctly 	<ul style="list-style-type: none"> ▸ knew adequate number of exercises (start positions, breath patterns, movement patterns) ▸ accurately articulated exercise essences an adequate amount of the time ▸ answered spot checks adequately 	<ul style="list-style-type: none"> ▸ knew majority of exercises (start positions, breath patterns, movement patterns) ▸ accurately articulated exercise essences majority of time ▸ answered majority of spot checks correctly 	<ul style="list-style-type: none"> ▸ knew all exercises (start positions, breath patterns, movement patterns) ▸ accurately articulated exercise essences all of the time ▸ answered all spot checks correctly

Exam Assessment Guide cont'd

Teaching Skill	6 Insufficient application & knowledge	7 Limited application & knowledge	8 Sufficient application & knowledge	9 Considerable application & knowledge	10 Extensive application & knowledge
Teaching Manner	<ul style="list-style-type: none"> ▸ did not motivate or encourage client ▸ poor verbal skills ▸ not confident and/or unfriendly ▸ did not create a rapport with client ▸ poor attitude ▸ poor control 	<ul style="list-style-type: none"> ▸ inconsistent in motivating and encouraging client ▸ inconsistent verbal skills ▸ not confident and / or friendly and unable to create rapport with client much of the time ▸ inconsistent attitude ▸ inconsistent control 	<ul style="list-style-type: none"> ▸ motivating and encouraging majority of time ▸ good verbal skills ▸ confident and friendly majority of time ▸ created a rapport with client ▸ good attitude ▸ good control 	<ul style="list-style-type: none"> ▸ motivating and encouraging majority of time ▸ very good verbal skills ▸ confident and friendly majority of time ▸ created a rapport with client ▸ very good attitude ▸ very good control 	<ul style="list-style-type: none"> ▸ motivating and encouraging all the time ▸ exceptional verbal skills ▸ confident and friendly all the time ▸ created a rapport with client ▸ excellent attitude ▸ excellent control
Rhythm and Pace	<ul style="list-style-type: none"> ▸ unable to complete exam requirements within allotted time ▸ unable to transition effectively and create flow to workout ▸ no rhythm within individual exercises (exercise timing) ▸ B.P.s compromised ▸ did not teach minimum required number of exercises 	<ul style="list-style-type: none"> ▸ completed exam requirements slightly over allotted time ▸ inconsistent exercise timing ▸ inconsistent transitioning and flow to workout ▸ inconsistently paced workout for client w/o compromising B.P.s ▸ did not teach minimum required number of exercises 	<ul style="list-style-type: none"> ▸ completed exam requirements within allotted time ▸ adequate exercise timing ▸ adequate transitioning and flow to workout ▸ adequately paced workout for client w/o compromising B.P.s ▸ taught minimum required number of exercises 	<ul style="list-style-type: none"> ▸ completed exam requirements within allotted time ▸ appropriate exercise timing majority of time ▸ very good transitioning and flow to workout ▸ very good and appropriate pace for client w/o compromising B.P.s ▸ taught minimum required number of exercises 	<ul style="list-style-type: none"> ▸ completed exam requirements within allotted time ▸ excellent exercise timing ▸ excellent transitioning and flow to workout ▸ excellent and appropriate pace for client w/o compromising B.P.s ▸ taught minimum required number of exercises