JLO FITNESS INSTITUTE OF INDIA

Resistance Training Certification Practical Assessment Form

Name:		Assessment Date:	- Street
Address:			
Phone #:	E-mail:		
Class Type and Level:			



Please use the following scale in the observation of the Leader: 0= unacceptable 1= needs improvement 2= good 3= excellent

Section 1: Class Com	ponents/Conten	ıt	Sc	ore (Comments
Warm Up					
1.Intensity monitored and app	1.Intensity monitored and appropriate for class type and component				
2.Active ROM of all joints/maj	or muscle groups				
3.Rehearsal movements, based on equipment used/goals/class structure			structure		
4.Flow of movements is sm	ooth				
5.Postural alignment cues g	5.Postural alignment cues given				
6.Safe use of equipment/te	6.Safe use of equipment/technique described and demonstrated				
7.Proper set-up of equipme	7.Proper set-up of equipment				
8.Progression is gradual					
9.Music tempo, volume and	9.Music tempo, volume and mood appropriate				
10. Length appropriate for o	10. Length appropriate for class training goals/intent				
11. Safety precautions giver	n for specific moveme	ents			
12. Participants' intensity is monitored					
TOTAL — must score at least 24/36 in this section to pass assessment			ment		
PASS/REFER (100% criteria must be met to pass) 45/45					
Assessor's Name		Signature			Date
IQA's n Name		Signature			Date



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Cardiovascular Component (if applicable)	Score	Comments
1.Intensity appropriate for training goals, certain class components		
2.Speed of execution appropriate/safe		
3.Movements safe, controlled		
4.Lower body- variety, balance, safe		
5.Upper body- variety, balance, safe		
6.Smooth flow and progression		
7.Postural alignment cues given		
8.Intensity checks appropriate		
9.Alternatives/options given		
10. Proper use of equipment		
11. Music tempo, volume and mood appropriate		
12. CV cooldown- appropriate length, intensity		
13. CV cooldown- at end, includes standing stretches		
TOTAL — must score at least 26/39 in this section to pass assessment		
Resistance Training Program Design	Score	Comments
1.Able to determine needs of clients' / participants'/ health screening		
2.Speed of exercise selections are appropriate/safe		
3.Demonstrates and describes correct technique		
3.Demonstrates and describes correct technique4.Able to demonstrate knowledge of anatomy (muscle names, places)		
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4.Able to demonstrate knowledge of anatomy (muscle names, places)		
4.Able to demonstrate knowledge of anatomy (muscle names, places)5.Balance between upper/lower body exercises		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 8.Alternatives/options given to suit needs of participants 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 8.Alternatives/options given to suit needs of participants 9.Avoids high risk exercises 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 8.Alternatives/options given to suit needs of participants 9.Avoids high risk exercises 10. Proper use of equipment and set-up 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 8.Alternatives/options given to suit needs of participants 9.Avoids high risk exercises 10. Proper use of equipment and set-up 11. Proper sequence of exercises 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 8.Alternatives/options given to suit needs of participants 9.Avoids high risk exercises 10. Proper use of equipment and set-up 11. Proper sequence of exercises 12. Proper breathing reminders (avoiding valsalva maneuver) 		
 4.Able to demonstrate knowledge of anatomy (muscle names, places) 5.Balance between upper/lower body exercises 6.Number of reps and sets appropriate for class/program goals 7.Postural alignment cues given (back, shoulder & knee safety demonstrated) 8.Alternatives/options given to suit needs of participants 9.Avoids high risk exercises 10. Proper use of equipment and set-up 11. Proper sequence of exercises 12. Proper breathing reminders (avoiding valsalva maneuver) 13. Able to demonstrate effective/correct use of FITT formula for resistance training 		

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Flexibility/Relaxation	Score	Comments
1.Upper body stretches- appropriate and safe		
2.Lower body stretches- appropriate and safe		
3.Stretches held for minimum of 15-30 seconds		
4.Stretches selected cover muscles utilized during program		
5.Alignment cues properly utilized / conveyed		
6.Alternatives/options given		
7.Music tempo, volume and mood appropriate		
8.Uses appropriate terminology, muscle names		
9.Relaxation segment included		
TOTAL — must score at least 18/27 in this section to pass assessment		

Leadership	Score	Comments
1.Arrives at least 10 minutes early		
2.Introduces self as JFII certified, explains class format and goals		
3.Faces group as much as possible		
4.Verbal cueing is concise, appropriate terminology, timely		
5.Visual cueing is precise, clear, timely, appropriate		
6.Effectively breaks down complicated movements and selected exercises		
7.Effectively introduces new activities/ exercises		
8.Safety precautions given for all activities		
9.Uses various teaching techniques		
10. Interacts with class		
11. Gives permission, options		



Flexibility/Relaxation	Scor e	Comments
1.Confident, in control of class		
2.Voice- clearly heard, concise, varies tone		
3.Organized and prepared		
4.Observes class at all times, Eye contact, provides corrective feedback	<	
5.Flexible to group needs		
6.Encouraging and motivating		
7.Positive attitude		
8.Encourages feedback		
9.Empowerment / education of class / participants is ongoing		
TOTAL — must score at least 40/60 in this section to pass assessment		
Additional Comments: Goals for the Future:		
JFII Trainer Name:		
Trainer Signature::		
JFII Trainer ID# or Qualification		
Recommend for certification/recertification		
_	erified By ayest	n Lopes

Signature