CLASSICAL ACADEMY OF ARMS
PRACTICAL EXAMINATION FOR PROFESSIONAL RANKS

Candidate: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Date of Examination: _____

President of the Examination Panel: _____

Examiner: _____

Examiner: _____

Examination for: ____ Classical Fencing Demonstrator
                    ____ Classical Fencing Instructor
                    ____ Classical Fencing Provost
                    ____ Classical Fencing Master

Score: _____   Candidate: ____ PASSED   ____ NOT PASSED

Signed _____ President of the Examination Panel.

Grading scale:

5 – Superior performance for this level. Candidate's performance is smooth and virtually error free. Techniques taught are developed progressively and have a logical tactical relationship. Candidate controls the lesson, projects an image of competence, and uses techniques to fully engage the student in the lesson. Any errors in delivery are self-identified and corrected by the candidate without student questioning or examiner prompting. Candidate's presentation leads to student learning and proficiency above that expected. Student clearly finds the lesson valuable.

4 – Solid, workmanlike presentation of the lesson that results in student learning the material to the expected standard. Minor errors may be present, but do not impact overall quality. Candidate controls the lesson and projects an image of competence and concern for student success.

3 – Minimum acceptable performance for this level. Candidate teaches a lesson that is structured and that results in student learning. However, noticeable errors are present in the presentation that are only corrected by intervention by the examiners.

2 – Substandard performance for this level. Candidate is unable to effectively structure the lesson and teach the student absent intervention by the examiners. Significant technical errors are present in how the candidate teaches the techniques of the lesson. Student learning is ineffective in improving performance.

1 – Attempts, but is unable to perform the skill to a standard that results in student learning, even with intervention by the examiners.

0 – Not attempted or absent from the candidate's performance.

Values assigned will be based on the expected level of performance of a typical holder of the rank for which the candidate is testing.

Lesson elements with a 10 printed in the scoring block are assessed on a scale of 0 to 10 with the above criteria as a guide.

Part 1 – Required Items

A "No" response for any required performance item results is failure of the exam at the point at which the No is recorded.

Required Performance Items		
Standard	**Yes**	**No**
Are all appropriate safety standards observed? Including as appropriate: (1) student in appropriate, clean, and complete fencing uniform. (2) candidate in appropriate, clean, and complete teaching uniform (including as appropriate for the lesson sleeve, leg, and foot). (3) masks are worn during all instruction with the potential for a touch. (4) all actions are controlled and executed without excessive force (if a student is using excessive force or is making uncontrolled movements, the candidate takes immediate and appropriate steps to correct the performance). (5) any safety hazards are recognized and controlled.		
Is appropriate formality maintained? Including as appropriate: (1) salutes to the examiners and between candidate and student at the start and end of the lesson, with handshakes at the end of the lesson. (2) candidate introduces himself/herself and the student. (3) candidate's conversation is moderate and shows appropriate respect for the student. (4) candidate maintains self-control throughout the examination.		
Does the candidate avoid any use of physical punishment as a means of correcting student performance?		

Part 2 – The Lesson

No.	Requirement	CFD	CFI	CFP	CFM
1	**LESSON PLANNING**				
1.1	Techniques to be taught are appropriate for the level of the candidate and the student or students	1	1	1	1
1.2	Method of teaching selected is appropriate for the material, the students, and the requirements for the examination		2	2	2
1.3	Candidate has clear, measureable objectives for the lesson which identify the learning outcomes		3	3	3
1.4	Candidate has a metric to identify when the lesson objectives are met		4	4	4
1.5	Given a period of time the candidate prepares a lesson plan for the lesson	2	5	5	5
2	**INTRODUCTION**				
2.1	Candidate clearly identifies the topic of the lesson and provides a quick overview of how the lesson will progress	1	1	1	1
2.2	Candidate links lesson to previous lessons	2	2	2	2
2.3	Candidate identifies the lesson objectives	3	3	3	3
3	**WARM-UP**				
3.1.	Candidate uses appropriate known skill drills to bring the students to readiness	1	1	1	1
3.2	Warm-up progresses to a speed and intensity appropriate for the lesson	2	2	2	2
3.3	Warm-up is limited to a length appropriate for the activity	3	3	3	3
4	**LESSON**				
4.1	Candidate teaches a single skill, command based individual technical lesson – correct format	1 10			

4.2	Candidate teaches a group lesson for 2 or more students – correct format	2	10	1	10				
4.3	Candidate teaches an individual technical lesson with an action and its counter – correct format			2	10	1	10		
4.4	Candidate teaches an individual technical lesson for an action and options from that action – correct format					2	10		
4.5	Candidate teaches an individual silent lesson – correct format							1	10
4.6	Candidate teaches an individual tactical lesson – correct format							2	10
4.7	Candidate teaches an individual eyes-closed lesson – correct format							3	10
4.8	Candidate teaches an individual corrective lesson – correct format	3		3					
4.9	Candidate teaches an individual lesson of his or her choice with non-dominant hand (may be one of the required lessons or an added lesson)					3		4	
4.11	Oral communication with student is at an appropriate level	4		4		4		5	
4.11	Lessons move from known to unknown in technique	5		5		5		6	
4.12	Lessons move from simple to complex in technique	6		6		6		7	
4.13	Lessons progress from slow to fast in execution as appropriate	7		7		7		8	
4.14	Lesson is adjusted to ability of student	8		8		8		9	
4.15	Control is released to the student as appropriate					9		10	
4.16	Skills to be performed are properly demonstrated	9		9		10		11	
4.17	Candidate selects appropriate drills for the activity	10		10					
4.18	Drills to be performed are properly demonstrated	11		11					

4.19	Candidate uses correct teaching position and blade presentation	12	12	11	12
4.20	Cueing and timing are correct for techniques and are realistic	13	13	12	13
4.21	Candidate corrects individual performance	14	14	13	14
4.22	Candidate corrects group performance	15	15		
4.23	Candidate manages distance correctly or has students take appropriate distance	16	16	14	15
4.24	Candidate requires realistic blade action in offense and defense	17	17	15	16
4.25	Candidate requires correct synchronization of blade and foot as appropriate	18	18	16	17
4.26	Footwork is used appropriately – ranging from static to mobile – for the subject and for period practice	19	19	17	18
4.27	Candidate maintains control of the student and the lesson	20	20	18	19
4.28	Technique as taught is appropriate for the weapon, period, and school	21 10	21 10	19 10	20 10
5	**COOL DOWN**				
5.1	Candidate uses a lower intensity, well known drill to end lesson	1	1	1	1
5.2	Candidate summarizes and assesses lesson and answers student questions	2	2	2	2
5.3	Candidate informs the students of the next lesson in the sequence	3	3	3	3
6	**DOCUMENTATION**				
6.1	Candidate notes any changes to the lesson plan	1	1	1	1
6.2	Candidate records written assessment of student performance	2	2	2	2
7	**DISCUSSION**				
7.1.	Candidate discusses with the examiners the intent and structure of the lesson	1	1	1	1

7.2	Candidate discusses with the examiners lessons he or she learned in teaching the lesson	2	2	2	2

Additional Comments:

Part 3 – Scoring

No.	Section	CFD	CFI	CFP	CFM
1	Lesson Planning	10	25	25	25
2	Introduction	15	15	15	15
3	Warm-up	15	15	15	15
4	Lesson	120	120	110	120
5	Cool Down	15	15	15	15
6	Documentation	10	10	10	10
7	Discussion	10	10	10	10
	Total possible points	**195**	**210**	**200**	**210**
	Points achieved by the Candidate				
	Minimum passing score	**126**	**147**	**150**	**168**
	Enter P if passed or NP if not passed				

Part 4 – Critique

After scoring the examination, discuss with the candidate:
_____ (1) overall performance, including an explanation of the grading.
_____ (2) items with 2 or 1 grades (grades of 3 as appropriate).
_____ (3) items with 5 grades (grades of 4 as appropriate).
_____ (4) recommendations for improvement.
_____ (5) strong performances that should be further developed.

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CERTIFICATE OF EXAMINATION PERFORMANCE

Candidate: _____

Has scored: _____ resulting in a: ____ PASSED ____ NOT PASSED

Examination for: ____ Classical Fencing Demonstrator (maximum 195 points)
____ Classical Fencing Instructor (maximum 210 points)
____ Classical Fencing Provost (maximum 200 points)
____ Classical Fencing Master (maximum 210 points)

Date of Examination: _____

Signed _____ President of the Examination Panel.

_____ Member of the Examination Panel

_____ Member of the Examination Panel

This is a record of your performance on a professional examination as a classical fencing instructor. It is part of your permanent fencing records and should be safeguarded. You will be expected to include a copy of this document in the promotion portfolio for this rank.