

**Assessment Group: Fitness Activities**  
**Level: Commencement**

**Physical Activity: Weight Training (Muscle Strength & Endurance)**  
**Version: 9-06**

**Note: This assessment is designed to be part of a comprehensive instructional unit in fitness at the commencement level. Students perform only exercises that are part of their teacher-approved personal fitness plan.**

**Task:** Students will undertake a weight training demonstration using free weights. The demonstration will consist of one set of 10 repetitions at 60% of their predetermined one-rep maximum for an exercise appropriate for one of the following major muscle groups: pectorals, latissimus dorsi, deltoids, biceps, triceps, quadriceps, abdominals, or hamstrings. The muscle group will be randomly selected by the teacher immediately before the assessment. Each lifter will have a self-selected or teacher assigned spotter. Each student will serve as a spotter. Students will be assessed on their ability to select and manage equipment appropriately, perform the appropriate exercise that is specific for the muscle group selected, and correctly complete a weight training Personal Exercise Data Card and respond to a question reflecting the application of the Principles of Exercise and the FITT Formula. Students will participate safely demonstrating appropriate personal and social behavior. Students will be given an opportunity to warm up prior to the assessment.

**Activity Description:** This assessment task is designed as an authentic weight training demonstration using free weights. An alternative weight training demonstration using machine weights is an option if the authentic experience is not available. However,

- proficiency (level 4) can only be achieved in a weight training demonstration using free weights emphasizing proper lifting and spotting techniques.
- competency (level 3) is the highest score that can be achieved when using the alternative option of machine weights (e.g., Cybex, Universal). Students will be scored in accordance with the task/rubrics for this activity.

#### **Application of Fitness Knowledge**

4. Students independently record data correctly on a Personal Exercise Data Card showing evidence of a correctly designed exercise program with an established goal and the correct number of sets, reps, and weight for that goal. Students' written work shows correct calculations and the application of Principles of Exercise and the FITT Formula.
3. Students independently complete the exercise data card but show minor errors identifying exercises, calculating a one-rep max, and applying Principles of Exercise and/or the FITT Formula for this activity. Students may hesitate or seek confirmation from others when completing the assignment.
2. Students show major errors in completing the exercise data card, applying Principles of Exercise, and/or the FITT Formula indicating they need assistance to exercise safely and productively in this activity.
1. Students do not complete the exercise data card and/or show little understanding of Principles of Exercise or the FITT Formula for this activity. Students need direction and/or supervision to participate in the activity.

#### **Application of Skills and Safety (as a lifter)**

4. *Using free weights*, students select the appropriate exercise to match the assigned muscle group. Students select proper weight and demonstrate correct skill with few, if any, observable errors in technique (e.g., positioning, alignment, grip, breathing, tempo/rhythm, optimal range of motion). Students demonstrate proper equipment management when loading, securing, and unloading free weights.
3. *Using weight machines*, students select the appropriate exercise to match the assigned muscle group. Students select proper weight and demonstrate correct skill with few, if any, observable errors in technique. Students demonstrate proper equipment management.
3. *Using free weights or weight machines*, students select the appropriate exercise to match the assigned muscle group. Students select proper weight but demonstrate minor errors in technique (e.g., positioning, alignment, grip, breathing, tempo/rhythm, optimal range of motion) and/or minor errors in proper equipment management when loading, securing, and unloading free weights or a machine.
2. Students select appropriate exercise (free weights or weight machines) to match the assigned muscle group, but make major errors in weight selection, form/technique and/or equipment management. Students need assistance to effectively complete the activity.
1. Students select an inappropriate exercise (free weights or weight machines) to match the assigned muscle group and/or make major errors in weight selection, form/technique and/or equipment management resulting in consistently incorrect and ineffective performance. Students need direction and/or supervision to safely complete the activity.

### **Application of Skills and Safety (as a spotter)**

4. *Using free weights*, students demonstrate effective spotting skills (hand and body position) with no observable errors in technique. Students remain constantly attentive and provide verbal support (compliments and encouragements) to the lifter. Spotters follow weight facility safety procedures correctly and maintain a safe environment during the exercise. Spotters assist (not lead) their partners with proper equipment management and do not "over-spot."
3. *Using weight machines*, students demonstrate effective spotting skills with no observable errors in technique. Student remain constantly attentive and provide verbal support to the lifter. Spotters follow weight facility safety procedures correctly and maintain a safe environment. Spotters assist (not lead) their partners with proper equipment management and do not over-spot.
3. *Using free weights or weight machines*, students demonstrate spotting skills (hand and body position) with minor errors. Spotters remain attentive throughout the exercise, follow weight facility safety procedures correctly and maintain a safe environment during the exercise.
2. Students demonstrate spotting skills with major errors in technique. Spotters may provide inconsistent spotting, show a lack of attention, lead partner with equipment management, and/or over-spot resulting in ineffective performance. Students may need assistance to safely complete the task.
1. Students fail to spot partner and/or are distracted or distract others during the lift. Students need direction and/or supervision to safely complete the task.

### **Personal/Social Responsibility and Safety**

4. Students participate with high intensity, self-direction, and attention to detail, both in the activity and in completing the Personal Exercise Data Card. Students participate energetically and safely demonstrating self-control and respect for the positive and safe experience of others. Students challenge themselves and others to high levels of performance.
3. Students participate energetically and safely demonstrating self-control and respect for others.
2. Students participate safely demonstrating self-control and respect for others but are inconsistent in energy.
1. Students lack self-control and/or need reminders and encouragement from others to participate in a safe, energetic, and/or respectful manner.

**Personal Exercise Data Card – Weight Training**  
**Application of the Principles of Exercise and the FITT Formula for Muscle Strength and Endurance**

**Directions:** The Personal Exercise Data Card represents an excerpt from a Exercise log that a student would complete in a weight-training program showing application of overload, progression, and specificity. Based on their personal Exercise Weight Training Log, students will fill out the data card (columns 1-5) prior to the assessment. Students will give the data card to the teacher prior to selecting a muscle group card that determines which lift the student will perform. Once the student has selected the lifting station that matches the muscle group on the card, the teacher will return the data card to the student to reference the amount of weight that was predetermined for the 60% on max lift. After the lift is completed, the student will complete the data card and return it to the teacher.

Students must complete a data card that includes:

- 1) identifying the exercise/weight station that is specific to each muscle group;
- 2) recording their one-rep max for one repetition of an exercise for each muscle group;
- 3) computing the weight (60% of one rep max) to be used for each lift in the assessment demonstration;
- 4) recording from their own personal Exercise Weight Training Log their goal for muscle endurance or muscle strength;
- 5) recording the sets/reps/weight that they used for their previous workout; and
- 6) responding to the question on application of the Principles of Exercise and the FITT Formula.

**Personal Exercise Data Card**

| <b>Muscle Group</b> | <b>1. Exercise / Weight Station Identification</b> | <b>2. Pre-determined 1-Rep Max</b> | <b>3. Weight for Assessment Exhibition (60% of one-rep max)</b> | <b>4. Personal Goal for Your Weight Training Program</b> | <b>5. Previous Workout for This Muscle Group: Sets/Reps/Weight</b> |
|---------------------|--|------------------------------------|---|--|--|
| Pectorals           |  |                                    |   |  |  |
| Latissimus Dorsi    |  |                                    |   |  |  |
| Deltoids            |  |                                    |   |  |  |
| Biceps              |  |                                    |   |  |  |
| Triceps             |  |                                    |   |  |  |
| Quadriceps          |  |                                    |   |  |  |
| Abdominals          |  |                                    |   |  |  |
| Hamstrings          |  |                                    |   |  |  |

6. Basing the interpretation of your data on the application of the Principles of Exercise and the FITT Formula, how, if at all, would you modify your next workout in order to increase your 1 RM weight?