

RPM GRADE REVIEW DEVELOPMENT FORM

Instructor Name	Trainer/Assessor Name	Release	Tracks
<i>(Insert Instructor name here)</i>	<i>(Leave blank if not relevant)</i>	<i>(Insert submission release number if relevant)</i>	<i>(Insert tracks reviewed if relevant)</i>
Previous Level	Review Grades Awarded: <i>(insert program name)</i>		Reviewed Level*
<i>(Insert Previous Level if applicable)</i>	Key Elements	Previous Grade <i>(If applicable)</i>	Review Grade
	Choreography	Grade	<i>(Insert Grade)</i>
	Technique	Grade	<i>(Insert Grade)</i>
	Coaching	Grade	<i>(Insert Grade)</i>
	Connection	Grade	<i>(Insert Grade)</i>
	Performance	Grade	<i>(Insert Grade)</i>
			<i>(Insert revised Reviewed Level)</i>

*The Reviewed Level is recalculated based on higher grade(s) awarded for post Advanced Training Review or Submission for Grade Review. If higher grade(s) are not awarded the Reviewed Level will remain the same as the Previous Level. A lower Level than the Previous Level cannot be awarded to an active instructor up to and including Level 6. For Levels 7-10, all Key Elements are reviewed with every submission, and all contribute to the Reviewed Level.

STRENGTHS, GOALS & DEVELOPMENT PLAN

Les Mills Qualifications is a strengths-based development system. Please see below for your strength/s and ensure to write down your goals and your development plan to outline your next steps based on the coaching and feedback provided in the sections below. To help you with your development plan, you can refer to the Instructor Handbook and/or Advanced Training Personal Journal and ask yourself these questions: What do you need to do to reach your Goal(s)? How will reaching your Goal(s) impact your teaching?

Strength(s)

5 KEY ELEMENT GRADES

Each Key Element is awarded a specific Grade reflecting competency in the Skills and Criteria listed. N/A indicates Skills and Criteria **Not Applied** and further work is required to achieve Grade 1 competency. Each Grade's Skills and Criteria are linked; a Grade 2 cannot be awarded unless competency in the Skills and Criteria in Grades 1 and 2 are demonstrated. This applies to Grade 3 as well where competency in Grade 1 and 2 needs to be demonstrated.

CHOREOGRAPHY	<i>Insert Grade awarded or N/A</i>
Grade 1	
Skills: Performs choreography <u>accurately</u> : Executes riding positions and transitions indicated by release notes and video. Criteria: <ul style="list-style-type: none"> * ≤ 2 significant Choreography errors across the Grade Review tracks. *A significant error is an incorrect sequence /position for 32+ counts.	
Grade 2	
Skills: Performs choreography smoothly and automatically, without apparent mental energy devoted to the process. Criteria: <ul style="list-style-type: none"> * ≤ 1 significant Choreography error across all Grade Review tracks. 	
Comments	

TECHNIQUE	<i>Insert Grade awarded or N/A</i>
Grade 1	
Skills: Demonstrates riding positions at a level that provides clarity, which participants can easily understand and follow. Position, Resistance and Pace (PRP) as defined in Les Mills Instructor Manuals and indicated by release notes and video. Instructors should aim to hit PACE consistently, as per Choreography Notes, up to and including 132rpms. For PACES 130+ rpms, Instructors should demonstrate they are working to 'chase the beat' whilst demonstrating correct POSITION and RESISTANCE	

Criteria: <ul style="list-style-type: none"> Competency in POSITION, RESISTANCE, & PACE (PRP) for 5/7 riding positions across the Grade Review tracks. 	
Grade 2	
Skills: Demonstrates riding positions at a professional level of precision and energy. POSITION, RESISTANCE, PACE and PEDAL are correct/precise. Criteria: <ul style="list-style-type: none"> Competency in 6/7 riding positions (PRP) across the Grade Review tracks. 	
Grade 3	
Skills: Demonstrates riding positions at an inspirational level that is likely to attract participants and fill studios. Criteria: <ul style="list-style-type: none"> Competency in 7/7 riding positions (PRP) across the Grade Review tracks. 	
Comments	

COACHING		Insert Grade awarded or N/A
Grade 1		
Skills: Cues POSITION, RESISTANCE AND PACE (PRP) (Layer 1 cues), that include Must-Do Cues and Options, to the degree that participants can easily understand and follow, without significant risk of injury. Certification Criteria: <ul style="list-style-type: none"> Delivers Layer 1 Coaching cues (PRP), including Compulsory Cues, for no less than 2 riding positions (per track) in no less than ~70% of the Grade Review tracks. Delivers Track Introductions for no less than ~70% of the Grade Review tracks. 		
Grade 2		
Skills: Demonstrates and delivers professional level technical and motivational instruction using a blend of Layer 1, 2 & 3 Cues, which improves participants' performance, understanding and motivation. Criteria: <ul style="list-style-type: none"> Delivers Layer 1 Coaching cues and Compulsory cues, as above, for no less than 2 riding positions in each of the Grade Review tracks, including Track Introductions for all tracks. Delivers two-three Layer 2 Coaching cues in ~70% of the Grade Review tracks Delivers no less than two Layer 3 Motivation cues in each of the Grade Review tracks 		
Grade 3		
Skills: Demonstrates masterful coaching, an intelligently planned class, ability to 'look, see and respond' and powerful imagery using Layer 1, 2 & 3 Cues, which are likely to attract participants and fill classes because people are inspired and enriched by their expertise. Criteria: <ul style="list-style-type: none"> Competency in all key skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria) 		
Comments		

CONNECTION		Insert Grade awarded or N/A
Grade 1		
Skills: Appears to care about participants and genuinely want them to get results. Communicates in an authentic, sincere way. Shows respect (or at least never disrespect) for all participants and seems to be there primarily for participants rather than themselves. Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks. 		
Grade 2		
Skills: Appears to have a strong bond with participants. Is relaxed and natural. Has genuine communication and eye contact with individuals during class. Does not use peoples' names in a phony way. Builds relationships. (Includes all skills and criteria in Grade 1.) Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks (including ~70% of Grade 1 skills/criteria). 		
Grade 3		
Skills: Is likely to attract participants and fill studios via mastery of Grade 1 and Grade 2 and expertise in the art of communication. Masters tend to be selfless, caring people who find great joy in helping others improve their lives. They fill studios because people love community and feeling valued. (Includes all skills and criteria in Grade 1 and 2.) Criteria: <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria). 		
Comments		

PERFORMANCE	Insert Grade awarded or N/A	
Grade 1		
Skills: Presents a professionally prepared class, in a style appropriate to the music and exercise genre/Program Essence.		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks.		
Grade 2		
Skills: Creates an experience for participants via professional interpretation of music, choreography and program essence. (Includes all skills and criteria in Grade 1.)		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks (including ~70% of Grade 1 skills/criteria).		
Grade 3		
Skills: Likely to attract participants and fill studios because they create powerful, inspirational experiences for their audience. Masters are exceptional entertainers who love being on stage and have often spent years learning to articulate emotion and develop their presence. (Includes all skills and criteria in Grade 1 and 2.)		
Criteria:		
• Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria).		
Comments		

Goals
(Enter the Goal(s) you would like to achieve)
Development Plan
(Based on your Goal(s), Strength(s) and the Coaching/feedback from your Trainer/Assessor, write your plan of action below. What do you need to do to reach your Goal(s)? How will reaching your Goal(s) impact your teaching?)

RPM TECHNIQUE: RIDING POSITIONS	
The key Riding Positions and their components and skills are listed below. Position, Resistance, & Pace (PRP) are compulsory skills for an Initial Training Pass, Instructor Certification and Grade Reviews.	
Tick <input checked="" type="checkbox"/> box for Riding Position competency or leave blank if competency not achieved	
<input type="checkbox"/>	RIDE EASY
Position: Hips towards back of the saddle, hands (shoulder-width) on horizontal part of handlebars, chest lifted, shoulders down, head neutral	
Resistance: Demonstrates Base, Racing or Climbing resistance; demonstrates control in the saddle – not bouncing through the hips	
Pace: ½, ¾ or 1/1 as Release indicates for each Track	
<input type="checkbox"/>	RACING
Position: Hips towards back of saddle, hands to dip part or outside of handlebars; upper body at ~45° (from upper arm to torso), chest lifted, shoulders down	
Resistance: Uses correct Racing or Attack Resistance; demonstrates control in the saddle – not bouncing through the hips	
Pace: 3/4 + or 1/1 (1/1 in Tracks 1, 2, 5, & 8)	
<input type="checkbox"/>	RACING (FORWARD)
Position: Hips slightly forward in saddle, hands to dipped part or outside of handlebars; upper body at ~45° & relaxed, chest lifted, shoulders down	
Resistance: Uses correct Racing Resistance; Demonstrates control in the saddle – not bouncing through the hips	
Pace: Close to 1/1 in Tracks 4 & 6; 1/1 in Track 2	
<input type="checkbox"/>	AERO-RACING (FORWARD)
Position: Hands inside D or slightly narrower than shoulder-width, elbows in & down, lower upper body slightly - keep relaxed w chest lifted, shoulders down	
Resistance: Uses correct Racing Resistance; Demonstrates control in the saddle – not bouncing through the hips	
Pace: Close to 1/1 in Tracks 4 & 6; 1/1 in Track 2	

	STANDING CLIMB
Position: Backside just touching saddle – hips level. hands towards end of handlebars; maintain ~90°∟ from upper arm to torso, chest lifted; body weight moving slightly side-to-side (shoulders & hips in unison) / no 'up & down' movement	
Resistance: Correct Climbing Resistance	
Pace: Maintains 1/1	
	POWER CLIMB
Position: Hips towards back of saddle & stable, hands to dipped part or outside of handlebars; upper body at ~45°∟ (~90°∟ from upper arm to torso) chest lifted, shoulders down	
Resistance: Correct Climbing Resistance; Demonstrates control in the saddle – not rocking through the hips	
Pace: Maintains 1/1	
	STANDING ATTACK
Position: Hips slightly forward of saddle and level, hands towards the end of handlebars, chest lifted, shoulders back & down	
Resistance: Correct Attack or Climbing Resistance	
Pace: Maintains 1/1 or 1/1+ as Release indicates for each Track	