

## Preparing for the C-3 Test—Information Rubric Charts

### What is an Information Rubric?

“Rubrics’ are a way of explicitly stating the criteria for work.” Teachers in education may use the charts to grade or to be part of the grading process. Rubric charts “...are more specific, detailed, and disaggregated” than an a single letter grade on a paper. Students and teacher/coaches/instructors can see what areas need strengthening and what areas are strong (“Rubrics”) . The following C-3 information rubric charts include rubrics that coincide with the expectations of the C-3 testing. (In 2007, the charts are applicable to the C-3 Eventing rating.)

### How do you use a rubric?

A rider and/or instructor/trainer can use the rubrics to assess a students’ work. If an outside view is needed, regional prep clinics and other instructors/trainers could use the rubric independently to score the student's accomplishments (“Rubrics”). It is a good practice to share the rubric chart with a student, so s/he can see a snapshot of their abilities on that one day. (**Note: not on a testing day**)

Educators and students understand that not every single item in one box must be meet 100% of the time. School educators use quantifying language ( most, often, never...) or an outright percentage (90%, 80%, ...) to determine which box the student scores. The C-3 charts are three areas: exceeds, meets, and does not meet standards. It is conceivable that a rider could score one or two lines in “does not meet standard” that do not jeopardize the postive outcome of the horse and the bbp of the rider; thus, the rider could be deemed “meeting standard”.

It is not perfection that United States Pony Club stresses. It is the qulaity of the ride, how the rider understands and articulates how his/her body is effecting the movement of the horse, then, how does s/he alter the situation. USPC members—including examiners—are encouraged to go on-line to read about how to use rubrics, and/or ask an educator who uses rubrics in his/her classroom.

**The rubrics are merely a guide—they are not to be used in testing situations without proper training.**

### Who created the Information Rubrics?

In the C-3 Program Committee's quest to help standardize the rating expectations of its examiners, the initial checklists to meet the skills were written at the 2002 National C-3 Examiners Seminar. Examiners created several documents to help C-3 candidates in the testing process, which are posted on the USPC Web site. These are: C-3 Record Book Suggestions, C-3 Examiner Expectations, C-3 Longeing Expectations and C-3 Overview.

The current Information Rubric Charts were created by attendees of the 2003, and 2004 National C-3 Examiners Seminars. The rubrics have been used as an instructional tool at the 2004 seminar, and by examiners to pilot the language in various regions.

The available Information Rubric Charts are completed for the following areas and are posted on the USPC Website under the heading: C-3 Information Rubric Charts: Shipping Bandage, Self-evaluation for all phases, Longeing, Riding Test Expectations, Riding on the Flat (warm-up), Riding on the Flat (schooling figures), Switch Horse (riding on the flat and riding over fences), Riding Over Fences (gymnastics), Riding Over Fences (the course), and Riding In the Open.

[“Rubrics” December 2005, < http://www.tltgroup.org/resources/flashlight/rubrics.htm >](http://www.tltgroup.org/resources/flashlight/rubrics.htm).

Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p><b>Shipping Bandage</b></p> <p><b>Independently apply a shipping bandage and a stable bandage.</b></p>	<ul style="list-style-type: none"> <li>*<b>Independently</b> puts on wrap using original idea to move material around leg</li> <li>*<b>Securely</b> covers bulbs, cornet band</li> <li>*<b>Even</b> tension and consistent overlap the entire wrap</li> <li>*<b>Material</b> properly fits leg, candidate created bandage for horse at testing vs. bandage ready</li> <li>*<b>Properly</b> secured at the end, including pin placement</li> </ul>	<ul style="list-style-type: none"> <li>*<b>Independently</b> wraps</li> <li>*<b>Securely</b> covers bulbs, cornet band</li> <li>*<b>Sufficient</b> padding for protection</li> <li>*<b>Even</b> tension and consistent overlap</li> <li>*<b>Material</b> properly fits the leg</li> <li>*<b>Proper</b> pin placement</li> </ul>	<ul style="list-style-type: none"> <li>*<b>Needs</b> assistance with wrap</li> <li>*<b>Barely</b> covers or loosely covers bulbs and cornet band</li> <li>*<b>Insufficient</b> padding for protection</li> <li>*<b>Uneven</b> tension and inconsistent overlap</li> <li>*<b>Materials</b> are too small, too big, short or long for the leg</li> <li>*<b>Poorly</b> secured at the end</li> </ul>
<p><b>Bandaging: Discuss purposes and dangers involved with shipping and stable bandages.</b></p>	<ul style="list-style-type: none"> <li>*<b>Knowledge</b> of techniques included wide range of applications, demonstrating has furthered study</li> <li>*<b>Purpose</b> or function of bandage explained, to include wider range of resources, material, etc.</li> <li>*<b>Explains</b> danger involved, to include empirical data to support such dangers</li> </ul>	<ul style="list-style-type: none"> <li>*<b>Knowledge</b> of techniques</li> <li>*<b>Purpose or function</b> of bandage explained</li> <li>*<b>Explains</b> bandaging dangers involved</li> </ul>	<ul style="list-style-type: none"> <li>*<b>Little</b> knowledge of technique</li> <li>*<b>Unable</b> to discuss purpose or functions</li> <li>*<b>Unable</b> to explain dangers involved</li> </ul>

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**The information is merely a guide to help a rider to practice the skills required at the C3.**

**The 2003 and 2004 C3 Examiners Seminar participants created the rubric.**

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<p><b>Longeing</b></p> <p><b>Demonstrate proper fit and use of equipment, including bridle or cavesson, saddle or surcingle (Side reins are allowed if appropriate.)</b></p>	<p>Everything is appropriately adjusted with use and understanding</p> <p>Candidate verbalizes training techniques due to comprehension of fit and use of the equipment.</p>	<p><b>Bridle:</b> correct bit size and fit Reins secured correctly/safely</p> <p><b>Cavesson:</b> snug around nose Finger width from cheek bones Use of appropriate ring</p> <p><b>Saddle:</b> properly fitted and placed on horse behind shoulder as not to inhibit movement Stirrups secured</p> <p><b>Surcingle:</b> properly fitted behind shoulder as not to inhibit movement</p> <p><b>Side Reins: consult USPC publication on fit and use</b></p>	<p><b>Bridle:</b> improperly fitted</p> <p><b>Cavesson:</b> improperly fitted Inappropriate ring usage</p> <p><b>Saddle/Surcingle:</b> improperly fitted hindering horse's movement</p> <p><b>Side Reins:</b> improperly fitted hindering horse's movement</p>

Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p><b>Riding Test Expectation</b></p> <p>The candidate should maintain a basic balanced position that is developed through an independent seat, and is demonstrated by the coordinated use of the aids on the flat, over fences and in the open. The candidate should initiate and maintain free forward movement with smooth transitions and a steady, light feel of the mount's mouth</p> <p>*Explanation and positional diagrams found in <i>The USPC Manual of Horsemanship: D Level</i>, pp.28-33</p>	<p><b>*Demonstrates and maintains</b> soft, following independent seat and hand</p> <p><b>*Connection</b> with horse established through partnership and maintained through subtle coordinated use of aids</p> <p><b>*Maintains</b> all views of Meets Standard throughout ride</p>	<p><b>*Maintains the following throughout ride:</b></p> <p><b>*Side View:</b> straight line from head, hips, heels</p> <p><b>*Back View:</b> line through shoulders and hips parallel to ground, pelvis square</p> <p><b>*Seat independent and even weight</b> distribution to follow horse's movement</p> <p><b>*Lower leg</b> secure with heel down/ Used in conjunction with other aids to gain connection from hind legs to bridle</p> <p><b>*Elbows</b> at side, straight line from elbow to bit</p> <p><b>*Rein length</b> steady and elastic connection with mount's mouth</p> <p><b>*Head</b> balanced on shoulders, eyes looking around schooling figures</p> <p><b>*Maintains own balance,</b> and secure throughout with body supple and in rhythm with horse</p> <p><b>*Uses natural and artificial aids</b> to affect positive change in horse</p> <p><b>*Shows tactful control</b> of mount within all three gaits</p> <p><b>*Horse moves obediently and willingly forward in response to aids</b>—if not, rider corrects problem and horse corrects response to move forward freely and obediently</p>	<p><b>*Side View:</b> shoulders forward or behind line, legs forward or behind hips, chair seat, or excessive arched back</p> <p><b>*Back View:</b> hip or shoulders uneven, dropping one side/collapsing a side</p> <p><b>*Lower leg</b> insecure by swinging/ Heel rises above ball of foot when asking for forward motion</p> <p><b>*Seat not independent</b> and/or weight not evenly distributed/Seat dependent on reins for balance and/or security</p> <p><b>*Elbow to bit</b> line broken; hands under withers, too far above withers, too wide from rider's hips with no connection/open fingers allowing reins to slide with no correction/ curled wrists/reins too long or short/ key board hands</p> <p><b>*Head</b> down to point that shoulders pulled forward</p> <p><b>*Aids send conflicting message,</b> thus adverse response from mount</p> <p><b>*Position insecure when horse</b> becomes unbalanced</p> <p><b>*Shows lack of control of mount</b> at within the three gaits</p> <p><b>*Position inhibits horse's ability</b> to move freely forward</p>

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<p data-bbox="159 139 327 256" style="text-align: center;"><b>Riding On The Flat (Warm-up)</b></p> <p data-bbox="92 293 384 358"><b>Mount and dismount from either side</b></p> <p data-bbox="92 435 369 500"><b>Demonstrate warm- up for flat work</b></p>	<p data-bbox="422 139 758 256">*<b>Mounts and dismounts</b> independently causing no harm to horse and makes tactful corrections</p> <p data-bbox="422 293 726 342">*<b>Tactfully corrects</b> horse if mount moves off</p> <p data-bbox="422 383 747 464">*<b>Demonstrates</b> knowledge of multiple techniques to adapt to horse's changing needs.</p> <p data-bbox="422 505 701 529">*<b>Modifies warm up plan</b></p> <p data-bbox="422 570 747 651">*<b>Improves horse's overall</b> suppleness and responsiveness to aids</p> <p data-bbox="422 691 737 805">*<b>Improves free forward movement while</b> consistently maintaining steady, light feel with coordinated use of aids</p> <p data-bbox="422 846 695 927">*<b>Consistently maintains</b> effective use of aids and independent seat</p>	<p data-bbox="787 139 1283 220">*<b>Mounts and dismounts independently</b> with ease, causing no harm to horse and makes corrections</p> <p data-bbox="787 261 1283 310">*<b>Rides with an organized plan</b> to initiate and create free forward movement</p> <p data-bbox="787 350 1293 464">*<b>Establishes horse's suppleness and responsiveness</b> to aids by using a variety of schooling figures and transitions appropriate for horse's level of schooling</p> <p data-bbox="787 505 1272 618">*<b>Maintains basic balanced position</b> with independence and coordinated use of aids to initiate and to maintain horse's free forward movement</p> <p data-bbox="787 659 1283 708">*<b>Establishes a steady, light feel</b> with mount's mouth</p> <p data-bbox="787 748 1325 797">*<b>Uses natural and artificial aids</b> to affect change in horse</p> <p data-bbox="787 837 1314 862">*<b>Shows tactful control</b> of mount at all three gaits</p> <p data-bbox="787 870 1314 984">*<b>Horse moves obediently and willingly</b> forward in response to coordinated aids—if not, rider corrects problem and horse corrects response to move forward freely and obediently</p> <p data-bbox="787 992 1314 1040">*<b>Remains secure</b> under all conditions or is horse becomes unbalanced</p> <p data-bbox="787 1049 1314 1138">*<b>Rider and mount</b> may demonstrate some initial tension in beginning of warm up, but relaxes as warm up progresses</p>	<p data-bbox="1360 139 1797 188">*<b>Mounts and dismounts with no regard</b> for safety of horse, rider and environment</p> <p data-bbox="1360 228 1724 253">*<b>Rides with a disorganized plan</b></p> <p data-bbox="1360 261 1776 342">*Does not establish suppleness or responsiveness to aids, causing horse's performance and attitude to deteriorate</p> <p data-bbox="1360 383 1797 496">*<b>Does not ride in basic balanced position</b> with independence and coordinated use of aids to initiate and to maintain horse's free forward movement</p> <p data-bbox="1360 537 1755 586">*<b>Use of aids takes rider out of basic balanced position</b></p> <p data-bbox="1360 626 1808 708">*<b>Does not maintain steady light feel</b> and free forward movement in transitions and schooling figures</p> <p data-bbox="1360 748 1766 797">*<b>Lacks ability to control</b> mount at all three gaits</p> <p data-bbox="1360 837 1745 886">*<b>Position inhibits horse's ability</b> to move freely forward</p> <p data-bbox="1360 927 1797 976">*<b>Aids send conflicting messages</b> to horse, thus negative response from mount</p> <p data-bbox="1360 1016 1797 1065">*<b>As warm up progresses</b>, rider becomes insecure when horse is unbalanced</p>

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Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p>Riding On The Flat (Schooling Figures)</p> <p>Ride schooling figures to include: circles, half-circles, and straight lines at each gait, with and without stirrups</p> <p><b>Demonstrate: Moving mount away from leg (sideways) at walk or trot</b></p> <p><b>Demonstrate: Knowledge of aids for rein back</b></p> <p><b>Demonstrate: Increase and decrease of speed at each gait</b></p>	<p><b>*Size and shape of figures</b> are maintained with correct bend and effective use of coordinated use of aids</p> <p><b>*Demonstrates the basic principles of dressage</b></p>	<p>While riding in basic balanced position...</p> <p><b>*Accurate size and shape</b> of figures, maintaining correct bend with coordinated use of aids</p> <p><b>*Demonstrates understanding of straightness and bend</b> while moving in all three gaits and through figures</p> <p><b>*Maintains rhythm, balance, and free forward movement through figures</b></p>	<p><b>*Lacks understanding of size and shape of figures</b>—cannot demonstrate figures</p> <p><b>*Lacks understanding of straightness and bend</b>—horse wiggling, drifting, falling in with shoulders/haunch/ belly</p> <p><b>*Irregular rhythm, and/or unbalanced.</b></p> <p><b>*Free forward movement not maintained</b> while moving within the gaits and through figures</p> <p><b>*Lack of basic balanced position</b> jeopardizes riding within all three gaits</p> <p><b>*Lack of basic balanced position</b> jeopardizes riding accurate schooling figures</p>

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Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p><b>Riding Over Fences</b> (the course)</p> <p><b>Ride over stadium course (not to exceed 3'3")</b></p>	<p>*<b>Maintains appropriate release</b></p> <p>*<b>Able to rebalance and adjust</b> distances within the course</p> <p>*<b>Maintains effective and tactful use of aids</b> to create mount's balanced, freely forward rhythm</p> <p>*<b>Maintains effective position</b>, using unassisted training techniques to address mount's disobediences or unbalance</p> <p>* <b>Trains mount</b> throughout the courses</p>	<p>*<b>Rides at the canter showing tactful control over stadium fences</b> to include, but not limited to: oxers, verticals, bending lines and related distances, initiating and maintaining a consistent pace appropriate for a C-3 level mount.</p> <p>*<b>Rides course with an organized plan</b> to include approaches, landings, corners</p> <p>*<b>Maintains correct basic balanced position throughout the courses</b> –even in shoulders, heel under hip, symmetry of angles, weight is evenly balanced in both feet, release in line from hip to hand to horse's mouth—to produce a balanced horse.</p> <p>*<b>Rides using coordinated use of aids</b> to initiate and maintain free forward movement throughout the courses</p> <p>*<b>Rides relaxed and able to use body parts</b> independently without adversely affecting horse or rider</p> <p>*<b>Remains secure under all conditions</b> as in when horse becomes unbalanced</p> <p>*<b>Uses natural and artificial aids</b> to affect change in horse</p>	<p>*<b>Cannot maintain basic balanced jumping position</b> due to: chair seat, swinging or stiff lower leg, leg ahead/behind motion, spin crooked, uneven shoulders, uneven within stirrups, stiff/locked joints, opens too soon/too late in hip angle, ducks, twists, restricting/dropping release, position dependent on hands for balance</p> <p>*<b>Cannot maintain supple body</b> to be in rhythm with horse; therefore, position inhibits horse's ability to move freely forward throughout the courses</p> <p>*<b>Use of aids takes rider out</b> of basic balanced position</p> <p>*<b>Lacks ability to control mount on course and/or over fences</b></p> <p>*<b>Loss of impulsion or rushing</b> horse not addressed and/or beyond the scope of rider's ability that needed to be addressed prior to the testing</p> <p>*<b>Incorrect use of natural</b> and/or artificial aids to affect change in horse</p>

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Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p><b>Riding In The Open</b></p> <p><b>Demonstrate a knowledge of pace while riding in the galloping position. (240mpm, developing to 350-400).</b></p> <p><b>Ride at gallop in the open, alone, and in a group.</b></p> <p><b>Ride over several cross-country obstacles at height and pace appropriate to terrain, not to exceed 3'3".</b></p>	<p><b>*Able to rebalance and to re/adjust pace</b></p> <p><b>*Maintains effective and tactful use of aids</b> to create mount's balanced, freely forward rhythm throughout the cross country course</p> <p><b>*Maintains effective basic balanced position</b>, using refined training techniques to address mount's disobediences or unbalance</p> <p><b>*Tactful and appropriate</b> handling of any disobedience without assistance</p>	<p><b>*Appropriate length of stirrup</b></p> <p><b>*Balanced, secure,</b> independent seat and hand while in galloping position</p> <p><b>*Accurate knowledge of pace</b></p> <p><b>*Ability to adjust and control</b> mount for obstacles/terrain</p> <p><b>*Demonstrates control of mount</b></p> <p><b>*Safely negotiates course</b></p> <p><b>*Remains secure under all conditions</b> as in when horse becomes unbalanced</p> <p><b>*Uses natural and artificial aids</b> to affect positive change in horse</p>	<p><b>*Length of stirrup hinders</b> secure, balanced position</p> <p><b>*Cannot maintain basic balanced jumping position:</b> chair seat, swinging or still lower leg, leg ahead/behind motion, crooked/uneven shoulders, uneven within stirrups, stiff/locked joints, restricting/dropping release, position dependent on hands for balance</p> <p><b>*Cannot maintain supple body:</b> not in rhythm with horse</p> <p><b>*Position inhibits</b> horse's ability to move freely forward</p> <p><b>*Inaccurate knowledge of pace</b></p> <p><b>*Inability to adjust mount's</b> pace over terrain/ obstacles</p> <p><b>*Unsafe negotiation of course</b></p> <p><b>*Use of aids</b> takes rider out of basic balanced position</p> <p><b>*Incorrect use of natural</b> and /or artificial aids to affect change in horse</p>

Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p><b>Switch Horse</b> Rubric is combination of expectations</p> <p style="text-align: center;"><b>Riding On The Flat</b></p> <p><b>Demonstrate ability on different mount, initiating free forward movement at each gait, showing confidence and control.</b></p> <p style="text-align: center;"><b>Riding Over Fences</b></p> <p><b>Demonstrate ability to ride a different mount over stadium fences (not to exceed 2'9"), showing confidence and control.</b></p>	<p><b>*Improves the horse's</b> relaxation and forward movement</p> <p><b>*Identifies perceived weakness</b> in horse and initiates exercises to improve relaxation, straightness, rhythm, balance, suppleness, impulsion,</p>	<p><b>*Maintains correct basic balanced position</b>—even in shoulders, heel under hip, symmetry of angles, weight is evenly balanced in both feet, release in line from hip to hand to horse's mouth—to produce a balanced horse on the flat and over fences</p> <p><b>*Uses coordinated aids</b> to initiate and maintain free forward movement thru transitions, figures and on course</p> <p><b>*Shows tactful control of mount and confidence</b> while riding in within the three gaits</p> <p><b>*Rides relaxed and able to use body parts</b> independently without adversely affecting horse or rider</p> <p><b>*Remains secure under all conditions</b> as in when horse becomes unbalanced</p> <p><b>*Uses natural and artificial aids</b> to affect positive change in horse</p>	<p><b>*Cannot maintain basic balanced position</b> due to: chair seat, swinging or stiff lower leg, leg ahead/behind motion, crooked or uneven shoulders, uneven in stirrups, stiff/locked joints, restricting/dropping release, position dependent on hands for balance</p> <p><b>*Cannot maintain supple body</b> to be in rhythm with horse</p> <p><b>*Position inhibits horse's ability</b> to move freely forward on the flat and over fences</p> <p><b>*Lacks understanding of size and shape of figures</b>—cannot demonstrate figures</p> <p><b>*Lacks understanding of</b> straightness and bend—horse wiggling, drifting, falling in with shoulders/ haunch/ belly</p> <p><b>*Use of aids takes rider out</b> of basic balanced position</p> <p><b>*Lacks ability to control</b> mount at within the three gaits and over fences</p> <p><b>*Incorrect use of natural and/or artificial aids</b> when affecting change in horse</p>

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<p><b>Self Evaluation For All Phases</b></p>	<p><b>*Clearly articulate</b></p> <p><b>*Well organized</b>—outline form</p> <p><b>*Accurate vocabulary/terminology</b> to apply riding test expectations to ride performed</p> <p><b>*Synthesizes examiner’s suggestions/input and applies when appropriate</b></p> <p><b>*Articulates the goals attained</b>—discussion the process used to obtain goals</p> <p><b>*Understands cohesive relationship between flat and jumping</b></p> <p><b>*Insightful</b>—sense of trainer</p>	<p><b>*Articulate</b></p> <p><b>*Organized</b> according to a plan</p> <p><b>*The audio matches the video</b></p> <p><b>*Appropriate vocabulary/terminology</b> to apply riding test expectations to ride performed</p> <p><b>*Exchanges information with examiner</b></p> <p><b>*Able to state goals</b> and whether goals were reached, and if not, how to improve if given more time</p> <p><b>*Understands the relationship</b> between rider position and horse’s way of going</p>	<p><b>*Lacks confidence to articulate</b></p> <p><b>*Disorganized</b> presentation of material</p> <p>*The audio does not match the video</p> <p><b>*Inaccurate vocabulary/terminology</b> to apply riding test expectations to ride performed</p> <p><b>*Unable to hold a discussion</b> with examiner</p> <p><b>*Not able to state goals</b> and whether goals were reached</p> <p><b>*Does not know how to improve</b> if given more time</p> <p><b>*Does not understand the relationship</b> between rider’s position and horse’s way of going—blames horse or other external factors</p> <p><b>*Excessive prompting</b> by examiner during discussions</p>

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<p><b>Riding On The Flat Evaluations</b></p> <p>The information in each section could be discussed with an examiner.</p> <p><b>Evaluate warm up; discussion organization and reasons</b></p> <p><b>Evaluate performance (bend, forward motion, accuracy of transitions)</b></p> <p><b>Discuss difference between increase of speed and lengthening of stride</b></p> <p><b>Evaluate performance and differences from own mount</b></p>	<p>Discussion could include, but not limited to:</p> <p>Relationship between rider's position and horse's way of going Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly Judgment of exercises used to initiate free forward movement Assessment of obtaining free forward movement during warm up and next steps in process Assessment of connection of horse from back to front Ability to obtain rhythm and balance in warm up</p> <p>Relationship between rider's position and horse's way of going Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly Maintenance of free forward movement Correctness of bend in figures Correctness and straightness of transitions Assessment of connection of horse from back to front Ability to obtain rhythm and balance in ride</p> <p>Understanding the difference between increase of speed and lengthen of stride</p> <p>Relationship between rider's position and horse's way of going Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly Maintenance of free forward movement Ability to obtain rhythm and balance in ride Judgment of how to improve ride Judgment of similarities and differences from own mount</p>
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<p style="text-align: center;"><b>Riding Over Fences Evaluations</b></p> <p>The information in each section could be with an examiner.</p> <p><b>Discuss reasons for different lengths of stirrups and the affect on position for different types of work</b></p> <p><b>Evaluate exercises used, including distances, in simple gymnastic grid</b></p> <p><b>Evaluate performance and ways ride could be improved</b></p> <p><b>Evaluate performance and how mount differs from own</b></p>	<p style="text-align: center;"><b>The information rubric below is not to be used in testing situations.</b></p> <p><b>The information is merely a guide to help a rider to practice the skills required at the C3.</b></p> <p>Discussion could include, but not limited to:</p> <p>Relationship between rider’s position in varied stirrup lengths and horse’s way of going Accuracy of effect of stirrup length in different types of work</p> <p>Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly Judgment of exercises and distances used in simple gymnastic grid Understanding and corrections used to address problems/disobediences Understanding and ability to ride distances in simple gymnastic grid Maintenance of free forward movement</p> <p>Relationship between rider’s position and horse’s way of going Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly Judgment of executed riding plan over the course Understanding and corrections used to address problems/disobediences Understanding and ability to prepare and ride distances, corners, broken lines, oxers, combinations of related distances, verticals, approach, takeoff , flight, landing, recovery Maintenance of free forward movement Ability to obtain rhythm and balance in ride Judgment of how to improve ride</p> <p>Relationship between rider’s position and horse’s way of going Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly Judgment of executed riding plan over simplified course Understanding and corrections used to address problems/disobediences Understanding and ability to prepare and ride distances, corners, broken lines, oxers, combinations of related distances, verticals, approach, takeoff , flight, landing, recovery Maintenance of free forward movement Ability to obtain rhythm and balance in ride Judgment of how to improve ride Judgment of similarities and differences from own mount</p>
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<p style="text-align: center;"><b>Riding In The Open Evaluations</b></p> <p>The information in each section could be with an examiner.</p> <p><b>Evaluate performance, pace and reasons for any disobediences</b></p> <p><b>Evaluate mount's condition (vital signs)</b></p>	<p><b>The information rubric below is not to be used in testing situations. The information is merely a guide to help a rider to practice the skills required at the C3.</b></p> <p>Discussion could include, but not limited to:</p> <p>Relationship between rider's position and horse's way of going  Judgment as to how aids were used –coordinated/uncoordinated/ too strongly/lightly  Judgment of executed riding plan over fences in the open  Judgment and understanding of riding appropriate pace for terrain and obstacles  Understanding and corrections used to address problems/disobediencies  Understanding and ability to prepare and ride the approach, takeoff , flight, landing, recovery of varied cross country obstacles  Maintenance of free forward movement over appropriate terrain  Ability to obtain rhythm and balance in ride  Judgment of how to improve ride</p> <p>Accuracy of knowledge of mount's vital signs to include respiration, pulse and temperature before, during and after session  Understanding of conditioning schedule in Record Book to coincide with mount's visible vital signs before, during and after session  Understanding of cold/heat/humidity conditions and its relation to mount's condition</p>
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