



AASI Certified Level I Snowboard ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

| Assessment Scale for Certified Level I | |
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| 1 | Essential elements were not observed or not present. |
| 2 | Essential elements are beginning to appear. |
| 3 | Essential elements appear, but not with consistency. |
| 4 | Essential elements appear regularly at a satisfactory level. |
| 5 | Essential elements appear frequently, above required level. |
| 6 | Essential elements appear continuously, at a superior level. |

ASSESSMENT CRITERIA

| Instructor Decisions & Behavior | Teaching Skills |
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| Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment) | Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students. |
| Needs/Safety Address group and individual safety and physiological needs. | Assess Identify student motivations, performance, and understanding. |
| Behavior Management Exhibits positive behavior in response to feedback. | Collaborate Select basic progression with clear direction and focus. |
| Section Average: Must be 4 or above to meet Learning Outcome | Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain. |
| Comments | Section Average: Must be 4 or above to meet Learning Outcome |
| | Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process. |
| | Pacing Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes. |
| | Organize Organize the learning environment to align with the initial assessment of the group. |
| | Descriptions, Demonstrations, Feedback Give the group relevant information that encourages learning. |
| | Physical Risk Limit physical risk. |
| | Emotional Risk Manage levels to maintain engagement in the learning environment. |
| | Section Average: Must be 4 or above to meet Learning Outcome |
| | Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made. |
| | Describe Change Communicate changes in performance. |
| | Relate Change Relate changes in performance to lesson outcomes. |
| | Section Average: Must be 4 or above to meet Learning Outcome |
| | Comments |
| Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching) | |
| Communication Use verbal and non-verbal communication in a professional manner. | |
| Active Listening Ask questions to learn about others. | |
| Actionable Feedback Deliver actionable feedback. | |
| Section Average: Must be 4 or above to meet Learning Outcome | |
| Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching) | |
| Interaction Initiate group interaction to build group dynamics. | |
| Motivations/Emotions Identify the motivations and emotions of students. | |
| Section Average: Must be 4 or above to meet Learning Outcome | |
| Comments | |

| Movement Analysis | Riding Performance |
|--|---|
| <p>Articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML - taking equipment choices and stance setup into consideration - to offer a relevant prescription for change.</p> | <p>Utilizes the snowboarding fundamentals to demonstrate specific outcomes.</p> |
| <p>Describe Performance Accurately describe board performances and body movements in at least one snowboarding fundamental during one phase of a turn/ATML.</p> | <p>Integrate Fundamentals Integrate at least two of the snowboarding fundamentals to achieve desired outcomes.</p> |
| <p>Equipment Observe and describe how equipment choices and stance setup affect performance and safety.</p> | <p>Individual Fundamentals Highlight body movements and board performances of individual snowboarding fundamentals.</p> |
| <p>Cause and Effect Accurately describe a cause-and-effect relationship in one phase of a turn/ATML, relative to any snowboarding fundamental.</p> | <p>Versatility Be versatile, by varying one element of TID (timing, intensity, and duration) to affect desired outcomes.</p> |
| <p>Evaluate Evaluate the described performance and compare it to more efficient performance.</p> | <p>Speed & Tactics Adjust speed by altering tactical choices.</p> |
| <p>Prescription Prescribe a specific change in one relevant snowboarding fundamental to affect the desired outcome.</p> | <p>Section Average: Must be 4 or above to meet Learning Outcome</p> |
| <p>Section Average: Must be 4 or above to meet Learning Outcome</p> | <p>Assessment Activities Performed</p> |
| <p>Comments</p> | <p>Highlighted Fundamentals</p> |
| <p>Technical Understanding</p> | <p>Comments</p> |
| <p>Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the snowboarding fundamentals and considering tactics and equipment choices.</p> | |
| <p>Describe Performance Accurately identify and describe personal performance, referencing at least one snowboarding fundamental during one phase of a turn/ATML.</p> | |
| <p>Understanding of Ideal Describe desired performance, referencing at least one snowboarding fundamental.</p> | |
| <p>Change Performance Convey understanding by changing personal performance based on comparison and feedback of one snowboarding fundamental at a time.</p> | |
| <p>Utilizes Resources Use Level I-specific information from current PSIA resources relative to the desired outcome.</p> | |
| <p>Section Average: Must be 4 or above to meet Learning Outcome</p> | |
| <p>Comments</p> | |