



# AASI Certified Level II Snowboard Movement Analysis & Technical Understanding ASSESSMENT FORM

- Meets Standards  
 Does Not Meet Standards

**Candidate:**  
**Assessment:**  
**Region:**  
**Assessor(s):**

Assessment Scale for Certified Level II	
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	Technical Understanding
<b>Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>	<b>Uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the snowboarding fundamentals and considering tactics and equipment choices.</b>
<b>Needs/Safety</b> Address group and individual needs for belonging.	<b>Describe Performance</b> Evaluate and describe personal performance, using multiple snowboarding fundamentals through multiple phases of a turn/ATML.
<b>Behavior Management</b> Manage behavioral responses.	<b>Understanding of Ideal</b> Compare personal performance against a desired outcome and acknowledge tactical considerations using multiple snowboarding fundamentals.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Change Performance</b> Convey understanding by changing personal performance based on comparison and feedback of multiple snowboarding fundamentals at a time.
<b>Comments</b>	<b>Utilizes Resources</b> Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired outcome.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Comments</b>
Movement Analysis	
<b>Articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML - taking equipment choices and stance setup into consideration - to offer an effective prescription for change.</b>	
<b>Describe Performance</b> Accurately describe board performance and body movements through two or more phases of a turn/ATML and from turn to turn relative to two or more snowboarding fundamentals.	
<b>Equipment</b> Observe and describe how equipment choices and issues affect performance and safety.	
<b>Cause and Effect</b> Accurately describe a cause-and-effect relationship through two or more phases of a turn/ATML relative to two or more snowboarding fundamentals.	
<b>Evaluate</b> Evaluate described performance and compare to more efficient performance.	
<b>Prescription</b> Prescribe a specific change in one or more relevant snowboarding fundamental(s) using TID to create a change in the desired outcome.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	