



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