



# AASI Certified Level II Snowboard Teaching 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	Teaching Skills
<b>Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>	<b>Assess &amp; Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.</b>
<b>Needs/Safety</b> Address group and individual needs for belonging.	<b>Assess</b> Periodically reassess student motivations, current performance, and understanding.
<b>Behavior Management</b> Manage behavioral responses.	<b>Collaborate</b> Collaborate with students to establish and adapt a lesson plan with clear direction and focus.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Plan Lesson</b> Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.
<b>Comments</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.</b>
	<b>Pacing</b> Pace learning activities to allow students to explore and/or play toward desired outcomes.
	<b>Organize</b> Adapt the learning environment to align with the needs of the group.
	<b>Descriptions, Demonstrations, Feedback</b> Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.
<b>Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching)</b>	<b>Physical Risk</b> Manage physical risk to promote engagement in the learning environment.
<b>Communication</b> Adapt verbal and non-verbal communication based on observations of individuals and the group.	<b>Emotional Risk</b> Manage levels of emotional risk to enhance engagement in the learning environment.
<b>Active Listening</b> Use varied, active-listening tactics to learn about others.	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Actionable Feedback</b> Deliver actionable feedback that adjusts for the emotions of subsets within the group.	<b>Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.</b>
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Describe Change</b> Help students recognize and understand change in performance relative to outcomes.
<b>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)</b>	<b>Relate Change</b> Help students apply gained skills to riding/skiing situations.
<b>Interaction</b> Foster interpersonal relationships to support positive group dynamics.	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Motivations/Emotions</b> Adapt to the motivations and emotions of individuals and subsets of the group.	<b>Comments</b>
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	