



AASI Certified Level III Snowboard Teaching ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III

- 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
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)	Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.
Needs/Safety Address group and individual needs for esteem.	Assess Continually assess student motivations, performance, and understanding.
Behavior Management Adapts behaviors for positive group and individual interaction.	Collaborate Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.
Section Average: Must be 4 or above to meet Learning Outcome	Plan Lesson Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
	Pacing Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.
	Organize Tailor the learning environment to align with the needs of individuals.
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
People Skills	Physical Risk Proactively manage physical risk to promote engagement in the learning environment.
Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when Teaching)	Emotional Risk Manage levels of emotional risk to optimize individual engagement in the learning environment.
Communication Customize verbal and non-verbal communication to match or influence individuals.	Section Average: Must be 4 or above to meet Learning Outcome
Active Listening Use varied, active-listening tactics to personalize the experience.	Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
Actionable Feedback Deliver actionable feedback that supports the emotions of the individuals in the group.	Describe Change Encourage the students to communicate change in performance and/or understanding.
Section Average: Must be 4 or above to meet Learning Outcome	Relate Change Collaborate with students to apply gained skills to riding/skiing situations.
Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)	Section Average: Must be 4 or above to meet Learning Outcome
Interaction Foster interpersonal relationships to support positive group dynamics.	Comments
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	