



**PSIA-AASI  
Freestyle Specialist 2 Technical  
ASSESSMENT FORM**

- Meets Standards**  
 **Does Not Meet Standards**

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

<b>Assessment Scale for Freestyle Specialist 2</b>	
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**

<b>Instructor Decisions &amp; Behavior</b>		<b>Technical Understanding</b>	
<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; applying discipline-specific fundamentals and considering tactics and equipment choices.</b>	
<b>Needs/Safety</b> Address group and individual needs for belonging.		Consistently demonstrates their ability to:	
<b>Behavior Management</b> Manage behavioral responses.		Evaluate and describe personal performance, using multiple discipline-specific fundamentals through multiple phases of ATML.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome		Compare personal performance against a specific outcome and acknowledge tactical considerations using multiple discipline-specific fundamentals.	
<p align="center"><b>Comments</b></p>		Convey understanding by changing personal performance based on comparison and feedback of multiple discipline-specific fundamentals at a time.	
		Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired freestyle outcome.	
		<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
		<p align="center"><b>Comments</b></p>	

Movement Analysis	Riding Performance
<p><b>Articulates accurate cause-and-effect relationships of two or more discipline-specific fundamentals through all phases of ATML - taking equipment choices and stance setup into consideration - to offer an effective prescription for change for riders performing FS 2 activities.</b></p> <p>Consistently demonstrates their ability to:</p> <p>Accurately describe detailed equipment performances and body movements of two or more discipline-specific fundamentals, through all phases of ATML.</p> <p>Observe and describe how equipment choices and stance setup affect performance and safety.</p> <p>Accurately describe a cause-and-effect relationship of two or more discipline-specific fundamentals, through all phases of ATML.</p> <p>Evaluate described performance and compare to more efficient and/or alternative performance for desired freestyle outcomes.</p> <p>Prescribe a specific change in one or more relevant discipline-specific fundamentals, using TIRD to create change in the desired freestyle outcome.</p>	<p><b>Adapts discipline-specific fundamentals to demonstrate specific freestyle outcomes in beginner through advanced freestyle terrain, including extra small through medium features.</b></p> <p>Consistently demonstrates their ability to: Integrate and blend all discipline-specific fundamentals to achieve desired freestyle outcomes. Highlight body movements and equipment performances of individual discipline-specific fundamentals. Show versatility, by varying one element of TIRD (timing, intensity, rate, or duration) to affect desired freestyle outcomes. Adjust speed, pop, and spin by altering tactical choices through all phases of ATML.</p>
	<p><b>Flatland</b></p>
	<p><b>Small and Medium Jumps</b></p>
	<p><b>Small and Medium Box/Rails</b></p>
	<p><b>Transitional Feature / Halfpipe when Available</b></p>
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