



**PSIA Certified Level I
Adaptive Alpine
Bi / Mono Ski
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level I	
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		Movement Analysis	
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)		Articulates an accurate cause-and-effect relationship between body and ski performance within any single Alpine Skiing Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone in the respective adaptive discipline(s).	
Needs/Safety Address group and individual safety and physiological needs.		Consistently demonstrates their ability to work with students who are bi or mono skiing by:	
Behavior Management Exhibits positive behavior in response to feedback.		Observe and Describe Describing ski and body performance in any single Alpine Skiing Fundamental through one phase of the turn.	
Section Average: Must be 4 or above to meet Learning Outcome		Cause and Effect Linking ski and body performance to describe cause-and-effect relationships in one Alpine Skiing Fundamental in one phase of the turn.	
<p align="center">Comments</p>		Evaluate and Describe Evaluating described performance and comparing it to more ideal performance.	
		Prescription Prescribing a specific change in one Alpine Skiing Fundamental.	
		Equipment, Technique, Tactics Observing and describing how equipment choices, techniques, and tactics affect performance and safety.	
		Section Average: Must be 4 or above to meet Learning Outcome	
		<p align="center">Comments</p>	
Equipment & Tactics			
Demonstrates basic understanding of equipment and tactics, based on students' cognitive, affective, and physical assessments.			
Demonstrates the following lesson components crucial to improving the performance of beginner/novice zone students who are bi or mono skiing:			
Student Assessment Appropriate student assessments.			
Equipment Choices Assistive equipment choices.			
Equipment Set-Up Assistive equipment set-up.			
Technique & Tactics Assistive technique and tactical choices.			
Section Average: Must be 4 or above to meet Learning Outcome			
<p align="center">Comments</p>			

Diagnoses & Medications	Adaptations of Teaching Skills
<p>Demonstrates basic understanding of the most common diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.</p> <p>Shows a general knowledge of the following for students who are bi or mono skiing:</p>	<p>Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to students with vision-related diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.</p> <p>Consistently demonstrates their ability to work with students with vision-related diagnoses by:</p>
<p>Diagnoses</p> <p>Prevalent diagnoses.</p>	<p>Assess</p> <p>Periodically reassessing student motivations, current performance, and understanding.</p>
<p>Medications</p> <p>Common associated medication classifications and potential side effects.</p>	<p>Collaborate</p> <p>Collaborating with students to establish and adapt a lesson plan with clear direction and focus.</p>
<p>Strategies for Diagnoses & Medications</p> <p>Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p>Plan Lesson</p> <p>Planning lessons that provide time for play and/or exploration through productive use of movement, practice time, terrain, and applicable behavior management strategies.</p>
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Pacing</p> <p>Pacing learning activities to allow students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.</p>
<p>Comments</p>	<p>Adapt</p> <p>Managing the learning environment and adapting teaching strategies to align with the individual needs of students, both one-on-one and within a group.</p>
	<p>Descriptions, Demonstrations, Feedback</p> <p>Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning and engagement.</p>
	<p>Manage Risk</p> <p>Manage physical and emotional risk to promote engagement in the learning environment.</p>
	<p>Describe Change</p> <p>Helping students recognize and understand change in performance relative to outcomes.</p>
	<p>Relate Change</p> <p>Helping students apply improved skills to skiing situations.</p>
	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>
	<p>Comments</p>
	<p>Comments</p>
Tech Tactics & Communication	
<p>Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone students with vision-related diagnoses through the mountain environment.</p> <p>Consistently demonstrates their ability to work with students with vision-related diagnoses through the intermediate zone by:</p>	
<p>Safety Procedures</p> <p>Accurately demonstrating procedures for safely navigating the mountain environment.</p>	
<p>Adjusting Personal Performance</p> <p>Adjusting personal performance, teaching, and tactics to direct student performance - using duration, intensity, rate, and timing (DIRT) - and accounting for the diagnoses as well as changing snow conditions.</p>	
<p>Communication</p> <p>Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.</p>	
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
<p>Comments</p>	