



PSIA Certified Level I Alpine 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	Teaching Skills
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)	Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
Needs/Safety Address group and individual safety and physiological needs.	Assess Identify student motivations, performance, and understanding.
Behavior Management Exhibits positive behavior in response to feedback.	Collaborate Select basic progression with clear direction and focus.
Section Average: Must be 4 or above to meet Learning Outcome	Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
	Pacing Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.
	Organize Organize the learning environment to align with the initial assessment of the group.
	Descriptions, Demonstrations, Feedback Give the group relevant information that encourages learning.
	Physical Risk Limit physical risk.
	Emotional Risk Manage levels to maintain engagement in the learning environment.
	Section Average: Must be 4 or above to meet Learning Outcome
	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.
	Describe Change Communicate changes in performance.
	Relate Change Relate changes in performance to lesson outcomes.
	Section Average: Must be 4 or above to meet Learning Outcome
	Comments
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)	
Communication Use verbal and non-verbal communication in a professional manner.	
Active Listening Ask questions to learn about others.	
Actionable Feedback Deliver actionable feedback.	
Section Average: Must be 4 or above to meet Learning Outcome	
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)	
Interaction Initiate group interaction to build group dynamics.	
Motivations/Emotions Identify the motivations and emotions of students.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	

Movement Analysis		Skiing Performance	
<p>Articulates an accurate cause-and-effect relationship between body and ski performance within any single skiing fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.</p>	<p>Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain. Adjusts speed, tactical choices, and ski performance to:</p>		
<p>Describe Performance Describe ski and body performance in one fundamental through one phase of the turn.</p>	<p>Demonstrate versatility by varying turn shape, turn size, and line.</p>		
<p>Cause-and-Effect Link ski and body performance to describe cause-and-effect relationships in one fundamental in one phase of the turn.</p>	<p>Integrate two or more of the skiing fundamentals through all turn phases to achieve prescribed ski performance.</p>		
<p>Evaluate Evaluate described performance and compare it to more ideal performance.</p>	<p>Use individual alpine fundamentals as prescribed.</p>		
<p>Prescription Prescribe a specific change in one fundamental.</p>	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>		
<p>Equipment Observe and describe how equipment choices and issues affect performance and safety in the beginner/novice skier zone.</p>	<p>Applied Assessment Activities Performed</p>		
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Blended Assessment Activities Performed</p>		
<p>Comments</p>	<p>Highlighted Assessment Activities Performed</p>		
<p>Technical Understanding</p>	<p>Comments</p>		
<p>Utilizes current PSIA alpine resources to describe elements of ideal performances using at least one of the alpine fundamentals.</p>			
<p>Understanding of Ideal Describe ideal performances, referencing at least one of the alpine fundamentals through all turn phases in the beginner/novice zone.</p>			
<p>Understanding of Biomechanics/Physics Identify biomechanics and physics principles relevant to skiing outcomes.</p>			
<p>Utilizes Resources Use Level I-specific information from current PSIA resources relative to the desired outcome.</p>			
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>			
<p>Comments</p>			