



***American Association of Snowboard Instructors***

***Snowboarding Technical Skills Performance Guide***

*Level I, Level II, Level III*

## INTRODUCTION

The AASI Snowboarding Technical Skills Performance Guide (PG) is a resource that supports the AASI National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional.

### **Format**

The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Professionalism and Self-Management, and People, Teaching, and Technical Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

### **Use**

Available to PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to, and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

### **Assessment Form**

Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

### **Living and Evolving Document**

Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

## Snowboarding Fundamentals

In this Performance Guide, the individual Snowboarding Fundamentals are abbreviated as F1, F2, F3, F4, F5, F6. The intent of this shorthand is to save space and reduce redundancy. It is not intended to replace the written language of the fundamentals within training and assessment settings.

**Fundamental 1 (F1)** Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.

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**Fundamental 2 (F2)** Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.

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**Fundamental 3 (F3)** Control the magnitude of pressure created through the board/surface interaction.

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**Fundamental 4 (F4)** Control the board's pivot through flexion/extension and rotation of the body.

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**Fundamental 5 (F5)** Control the board's tilt through a combination of inclination and angulation.

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**Fundamental 6 (F6)** Control the twist (torsional flex) of the board using flexion/extension and rotation of the body.

**Learning Outcome:** A Level I instructor utilizes the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Integrate at least two of the snowboarding fundamentals to achieve desired outcomes.</b>
This assessment criterion is measured through a demonstration of the blending of at least two fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuvers in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Skidded Turn**

LI Skidded turns integrate at least two of the snowboarding fundamentals in both beginner and intermediate terrain zones. Tasks at this level will range from small, medium and large sized turns, switch, open or closed shape turns and pressure control throughout all phases of the turns through extension move at initiation and finish phases and flexed position at control phase. The board is flatter relative to the terrain and skids more than it carves as a result.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Maintain a controlled position of the CM along the length of the board throughout all phases of the turn.	F1 - Position of the CM is too far fore/aft at any phase of turns causing a loss of balance or momentum.
F2 - Maintain a controlled position of the CM along the width of the board throughout all phases of the turn.	F2 - Position of the CM is too far over heel/toeside at any phase of turns causing a loss of balance or momentum.
F3 - Flexing the knees and ankles is static throughout each turn and the pressure is consistent throughout all phases.	F3 - Turn shape and size are not consistent - Rider timing does not demonstrate clear image of extension at edge change and flexion during control phase
F4 - Rotation is used to create pivot in the control phase of the turn, promoting a rounded shaped turn.	F4 - Excessive use of upper or lower body rotary movements cause the board to pivot and skid.
F5 - Angulation is used more than inclination to keep a flatter edge angle to allow for a smooth and continuous skid throughout all phases of the turn.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn, preventing smooth linking of skidded turns.
F6 - Through flexion, extension and rotational movements, control twist throughout all phases of the turn to maintain a skid.	F6 - Twist is created through excessive rotation of the hips or upper body, causing a delay in torsional flex of the board.

**Learning Outcome:** A Level I instructor utilizes the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Integrate at least two of the snowboarding fundamentals to achieve desired outcomes.</b>
This assessment criterion is measured through a demonstration of the blending of at least two fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuvers in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Carved Turn**

LI Carved turns integrate at least two of the snowboarding fundamentals in both beginner and intermediate terrain zones. Tasks at this level will range from medium and large sized turns, switch, open or closed shape turns and different flexion and extension movements needed for initiation, control and finish phases of carved turns. The path of the board in beginner zone carved turns follows the CM and starts to diverge in the intermediate zone. Pressure is managed along the edge to maintain a carve in the snow, which is defined by the tail of the board following the same path as the nose throughout all phases of the turn.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Manage pressure along the length of the board through flexion and extension of the legs.	F1 - At initiation, the CM moves too far aft, preventing early edge engagement. At finish, the CM moves too far fore, allowing edge release along the trailing edge.
F2 - Manage pressure across the width of the board to direct pressure towards the downhill edge in the initiation of the turn.	F2 - The CM moves across the width of the board in the control phase and too early in the finish phase.
F3 - Vary the magnitude of pressure throughout all phases of the turn with legs more extended at the initiation and finish, and more flexed during the control phase.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter through the finish phase.
F4 - Throughout the turn, reduce the board’s pivot with simultaneous flexion and extension of the legs while minimizing steered rotational movements, resulting in a carved turn with minimal pivot.	F4 - Excessive use of upper or lower body rotary movements cause the board to pivot and skid.
F5 - At initiation tilt is created through inclination and angulation to carve the board along its sidecut by flexing ankles and knees to maintain a body position over the board.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn, resulting in edge skid or fall.
F6 - Through flexion, extension and sometimes rotational movements, control twist throughout all phases of the turn to maintain a carve.	F6 - Twist is excessive through rotation of the hips or upper body, promoting a skidded performance.

**Learning Outcome:** A Level I instructor utilizes the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Integrate at least two of the snowboarding fundamentals to achieve desired outcomes.</b>
This assessment criterion is measured through a demonstration of the blending of at least two fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuvers in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Freestyle**

LI Freestyle tasks integrate at least two of the snowboarding fundamentals on small freestyle features. Venues for freestyle can include the beginner terrain park or on natural contours and features. Boxes, jumps, flatground and transitional features are all types of features that can be used to assess the snowboarding fundamentals. Outcomes include the ability to highlight specific fundamentals and to integrate multiple fundamentals within a maneuver, in a variety of ways.

<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
F2 - Appropriately manage the relationship of the CM to the base of support across the length of the board to perform the intended trick or outcome.	F1- Rider is too far fore or aft causing CM to be misaligned, resulting in instability throughout ATML.
F2 - Appropriately manage the relationship of the CM to the base of support across the width of the board to perform the intended trick or outcome.	F2 - Bending at the waist causes shoulders to counterbalance the hips, not allowing the pressure to be evenly transferred across the width of the board, creating an unbalanced position throughout any or all phases of ATML.
F3 - Appropriately manage the magnitude of pressure created through the board/surface interaction on small freestyle features or natural contours.	F3 - The magnitude of pressure is not managed on the transition and/or takeoff, resulting in an unfavorable upward and outward trajectory in the maneuver and landing phases.
F4 - Appropriately manage the board’s pivot through flexion, extension, and rotation of the body on small freestyle features or natural contours.	F4 - More inclination than angulation during the setup turns in the approach causes the takeoff trajectory of the rider to drift considerably throughout maneuver, making the landing unsuccessful.
F5 - Appropriately manage the board’s tilt through a combination of inclination and angulation on small freestyle features or natural contours.	F5 - Pre-spin pivot is created at the lip or apex of the feature causing a reduction of speed and momentum to successfully make it through the maneuver to the landing zone.
F6 - Appropriately manage torsional flex of the board using flexion, extension, and rotation of the body on small freestyle features or natural contours such as transfer and gaps.	F6 - The pelvis is rotated toward the direction of the spin well-before the takeoff causing excessive twist, resulting in prespin off the lip and/or an unstable position of the CM to maintain proper balance from takeoff through landing.

**Learning Outcome:** A Level I instructor utilizes the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Be versatile, by varying one element of timing, intensity, and duration (TID) to affect desired outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Effectively and efficiently varies the TID of movements to affect, adapt, and change performance/outcome.	Unable to vary TID of movements to affect performance/outcome.
Uses appropriate TID for desired outcome or task.	Unable to demonstrate appropriate TID of movements for desired outcome.
Adjusts elements of TID to purposefully change performance or outcome.	Unable to adjust movements to fit terrain or task.

Adjust speed by altering tactical choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjusts turn shape or turn size on command or when appropriate.	Unable to adjust turn shape or turn size on command.
Demonstrates consistent turn shape and turn size when asked or when appropriate.	Unable to demonstrate varied turn size or turn shape.
Turn shape is dictated by rider and not terrain or equipment.	Unable control speed through turn shape or turn size.
Demonstrates ability to control speed through turn shape and turn size.	Undesirable speed increases while riding down the trail.

**Assessment Activities**

Assessment criteria may be demonstrated and assessed throughout an assessment, including during freeriding and applied and highlighted tasks, in up to intermediate terrain zones and on extra-small to small features.

**Learning Outcome:** A Level I instructor uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the snowboarding fundamentals and considering tactics and equipment choices.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately identify and describe personal performance, referencing at least one snowboarding fundamental during one phase of a turn/ATML.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Able to accurately describe how individual fundamentals impact their performance of the task. Descriptions must include both body movements and board performance in detail.	There is an inaccurate connection to how the fundamentals affect snowboarding in various conditions.
Able to demonstrate and describe understanding of appropriate body movements and tactical choices used in choosing, describing, and performing tasks.	Does not accurately perform and analyze a task and provide tactical considerations.
Able to analyze and evaluate how equipment choices affects the application of the fundamentals.	Unable to display an understanding of how equipment choice affects fundamentals and riding outcomes.

Describe desired performance, referencing at least one snowboarding fundamental.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Able to accurately identify an ideal performance and develop a plan for personal improvement.	Unable to identify an ideal performance and develop a plan for personal improvement.
Able to show understanding and appropriately describe or use a task in order to change performance to reach desired performance outcome.	Unable to identify the differences between real and ideal performance/outcome.
Able to reference specific AASI current and historic material in technical movement analysis of a desired performance outcome.	Unable to recognize the appropriate blend of the fundamentals to create the ideal performance.
	Does not display a basic understanding of how the task selected is appropriate to change personal performance.
	Unable to connect technical movement analysis to a desired performance outcome.

**Learning Outcome:** A Level I instructor uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the snowboarding fundamentals and considering tactics and equipment choices.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Convey understanding by changing personal performance based on Comparison and feedback of one snowboarding fundamental at a time.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Able to accurately change adjust specific fundamentals or tactics upon request to achieve different outcomes within the same tasks.	Unable to change movement patterns or tactics within a given task to achieve the desired outcome.
Able to intentionally adjust TID within a fundamental to affect the performance outcome and shows understanding of the adjustments and outcome changes.	Responses and descriptions show a lack of understanding of how an adjustment with TID affects the performance or desired outcome.
Able to reference specific AASI current and historic material in technical movement analysis of personal snowboarding.	Unable to connect technical movement analysis to personal snowboarding.

Accurately recognize and comprehend information from current PSIA-AASI resources relative to personal performance or desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Able to refer to documentation and literature from various sources, give specific examples of where the information lives, and how it relates to their performance and intent.	Unable to reference documentation and specific information showing an understanding of how it relates to their personal riding performance.
Able to reference specific AASI material (current and historic) in technical analysis of personal performance.	Unable to reference AASI material regarding MA and personal performance.
Snowboard knowledge is rooted in both personal experiences and snowboard instruction literature.	Snowboard knowledge is not rooted in either personal experiences or snowboard instruction literature.

**Assessment Activities**

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

**Learning Outcome:** A Level I instructor articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML – taking equipment choices and stance setup into consideration – to offer a relevant prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe board performances and body movements in at least one snowboarding fundamental during one phase of a turn/ATML.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Correctly identifies body movements of observed rider.	Inaccurately identifies body movements of observed rider.
Correctly connects observed body movements to a fundamental.	Incorrectly connects observed body movements to a fundamental.
Communicates why the application of a body movement is appropriate for the beginner/novice zone.	Unable to describe what is successful or unsuccessful in the beginner/novice zone.
Accurately describes one or more reference alignments through one or more phases of the turn/ATML, relative to one or more fundamental.	Unable to describe why observed reference alignment create efficiency or inefficiency in the beginner/novice zone.
Able to Observe and Evaluate efficient and inefficient movements in the beginner/novice zone.	Unable to recognize and evaluate efficient and inefficient movements in the beginner/novice zone.
Uses specific and non-judgmental language: “CM over base of support” as opposed to “good balance.”	Uses judgmental language in description. Example: “balance is not good”

Observe and describe how equipment choices and stance setup affect performance and safety.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes how equipment is affecting performance.	Unable to make logical connection between equipment choices and stance setup and their affect on performance or outcome.
Communicates how variations in equipment and/or stance setup changes performance or outcome.	Unable to make logical connection about how different equipment and stance setups may require different movements to achieve desired outcome or performance.
Communicates how movements might vary to create similar performance or outcome depending on equipment choices and stance setup.	Unable to identify how performance/outcome and Snowboard fundamental blend might be impacted by a change in equipment choice and stance setup.

**Learning Outcome:** A Level I instructor articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML – taking equipment choices and stance setup into consideration – to offer a relevant prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe a cause-and-effect relationship in one phase of a turn/ATML, relative to any snowboarding fundamental.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately links body movements to a board performance and identifies the outcome it has on riding relevant to the desired outcome.	Misidentifies relevant cause-and-effect relationships that are inconsistent with the theme/point of the outcome they are describing
Cause-and-effect explanations and communication are clear and concise.	Provides unclear descriptions of cause-and-effect.
Cause-and-effect is relevant to the identified fundamental(s).	Cause-and-effect communication is not relevant to the task or desired outcome.
Communicates why the application of any reference alignment is ideal for the desired outcome in the beginner/novice zone.	Cause-and-effect relationships are inaccurate, or incomplete. Candidate is unable to clearly articulate and communicate an observed fundamental.
Applies reference alignments to accurately identify alignment issues of the observed rider.	Unable to differentiate between the reference alignments and describe the relationship in a person’s riding.
	Unable to articulate or identify what is the ideal reference alignment for the desired outcome in the beginner/novice zone.
	Unable to describe why observed reference alignments create inefficiency in the beginner/novice zone.

Prescribe a specific change in one relevant snowboarding fundamental to affect the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Chooses appropriate fundamental relative to desired outcome.	Focuses on a fundamental that is not relevant to the performance or desired outcome.
Focuses on a specific movement relative to a fundamental.	Focuses on a fundamental that does not create a change.
Appropriately utilizes TID adjustments to affect a change.	Prescribes a movement change that is not connected to fundamental chosen.
Clearly prescribes effective/relevant change that focuses on performance, outcomes, tactics, or style.	Unable to explain what is unsuccessful in the beginner zone.
Clearly explains their prescription for change and the elements that led to the prescription. Elements are logical and show an experienced understanding of snowboarding skills for the chosen terrain.	
Explains the relationship between reference alignments in an easy to understand, relatable manner.	

**Learning Outcome:** A Level I instructor articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML – taking equipment choices and stance setup into consideration – to offer a relevant prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Evaluate the described performance and compare it to more efficient performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Correctly identifies board performances.	Unable to accurately describe the board performances relative to outcome.
Describes all board performances relative to all fundamentals.	Unable to describe the application or importance of board performances in the beginner/novice zone.
Accurately evaluates efficiency of board performance relative to desired outcome or goal.	Complicates the understanding of the relationship of the board performances in isolation or in blended relationships
Communicates why the application of any board performance is ideal for the beginner/novice zone.	Unable to identify when a board performance is efficient or inefficient and effective or ineffective in the beginner/novice zone.
Explains the relationship between board performances in an easy to understand, relatable manner.	Uses subjective, nonspecific, or technically inaccurate language in description: “they weren’t carving good/well” or “they were ripping”
Describes ineffective board performance options in the beginner/novice zone.	
Observes and evaluates efficient and inefficient board performances in the beginner/novice zone.	
Uses specific, technically accurate, and non-judgmental language: “The board was up on edge and the tail was following the nose through the tracks”	

**Assessment Activities**

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the rider being analyzed or to the desired outcome in the beginner/novice zone.

**Learning Outcome:** A Level II instructor adapts the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Integrate at least four of the snowboarding fundamentals to achieve desired outcomes in beginner, intermediate, some advanced zone terrain, and on small freestyle features.</b>
This assessment criterion is measured through a demonstration of the blending of at least four fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Skidded Turn**

LII Skidded turns show a refined integration of at least four of the snowboarding fundamentals in Beginner, Intermediate and Advanced zones. A variety of tasks at this level will range from small, medium, and large sized turns, switch, open or closed shape turns and various ways to increase or decrease pressure of the board using up-unweighting and down-unweighting through flexion and extension of the legs. The path of the board in advanced turns takes a different path than the CM, while steering the legs and board away from the body to create upper and lower body separation. The board skids more than it carves as a result.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through independent flexing and extending of the legs, the CM moves along the length of the board; toward the nose at the initiation, and progressively toward the tail at the finish of the turn.	F1 - The CM remains relatively static and does not progressively move the pressure along the length of the board from fore to aft.
F2 - At initiation, the board aligns with the CM with a flexion of the legs to direct pressure to the downhill edge and through extension of the legs the board travels away from the CM into the control and finish phases of the turn.	F2 - The CM moves across the width of the board in the control and finish phases of the turn.
F3 - Control the magnitude of pressure throughout all phases of the turns in various terrain through sequential or blended flexion and extension of the legs.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter.
F4 - Control pivot and upper lower body separation through independent flexion and extension of the legs and/or steered rotational movements.	F4 - The lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates.
F5 - Control tilt, angulation and/or inclination through flexion and extension of the legs to control skid, speed and direction.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn.
F6 - Through flexion, extension and rotational movements, control twist throughout all phases of the turn to create and maintain a skid.	F6 - Twist is created through excessive rotation of the hips or upper body, causing a delay in torsional flex of the board.

**Learning Outcome:** A Level II instructor adapts the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Integrate at least four of the snowboarding fundamentals to achieve desired outcomes in beginner, intermediate, some advanced zone terrain, and on small freestyle features.</b>
This assessment criterion is measured through a demonstration of the blending of at least four fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Carved Turn**

LII carved turns integrate at least four of the snowboarding fundamentals in Beginner, Intermediate and Advanced zones. A variety of tasks at this level will range from small, medium, and large sized turns, switch, open or closed shape turns and a variety of ways to increase or decrease pressure of the board using up-unweighting and down-unweighting through flexion and extension of the legs. The path of the board in intermediate and advanced turns takes a different path than the CM, while steering the legs and board away from the body to create some upper and lower body separation. Pressure is managed along the edge of the board to maintain a carve in the snow, which is defined by the tail of the board following the same path as the nose throughout all phases of the turn.

<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
F1 - Through independent flexing and extending of the legs, direct pressure along the length of the board by progressive movements fore in the initiation, centered in the control, and aft in the finish of the turn.	F1 - The CM remains relatively static and does not progressively move the pressure along the length of the board from fore to aft. The CM moves too far fore, allowing edge release along the trailing edge. The CM moves too far aft, preventing early edge engagement.
F2 - Control pressure across the width of the board with a flexion of the legs to direct pressure towards the downhill edge in the initiation of the turn.	F2 - The CM moves across the width of the board in the control and finish phases of the turn.
F3 - Pressure is released from the snowboard through a flexion of the legs. Control the magnitude of pressure throughout all phases of the turn through flexion and extension of the legs.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter through the finish phase. Pressure is released through vertical movement of the CM over the snowboard (up-unweight) instead of through a movement of the CM down towards the board through leg flexion.
F4 - Throughout all phases of the turns, control the board’s pivot with simultaneous flexion and extension of the legs and rotational movements while minimizing skid and resulting in a carved performance.	F4 - Lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates. Too much rotary creates pivot in the snowboard preventing a carved turn.
F5 - Carving is created through inclination and angulation to tilt the board along its sidecut by flexing and/or extending ankles, knees, and hips.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn. Tilt is not maintained throughout the turn, creating a skidded turn performance.
F6 - Through flexion, extension and sometimes rotational movements, control twist throughout all phases of the turn to maintain a carve.	F6 - Twist is created through excessive rotation of the hips or upper body, causing torsional flex in the initiation of the turn and promoting a skidded performance.

**Learning Outcome:** A Level II instructor adapts the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Integrate at least four of the snowboarding fundamentals to achieve desired outcomes in beginner, intermediate, some advanced zone terrain, and on small freestyle features.</b>
This assessment criterion is measured through a demonstration of the blending of at least four fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Freestyle**

LII Freestyle show integration of at least four of the snowboarding fundamentals on small freestyle features. Venues for freestyle can include the terrain park or on natural contours and features. Rails, boxes, jumps, flatground, and transitional features are all types of features that can be used to assess the snowboarding fundamentals. Outcomes include the ability to blend the fundamentals per maneuver in a variety of ways.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Demonstrate the ability to appropriately control the relationship of the CM to the base of support along the length of the board on a variety of freestyle features and within specific trick applications.	F1 - One leg is flexed more than the other causing the CM to be misaligned, resulting in instability throughout ATML.
F2 - Demonstrate the ability to appropriately control the relationship of the CM to the base of support across the width of the board on a variety of freestyle features and within specific trick applications.	F2 - Bending at the waist causes shoulders to counterbalance the hips, not allowing the pressure to be evenly transferred across the width of the board, creating an unbalanced position throughout any or all phases of ATML.
F3 - Appropriately control the magnitude of pressure created through the board/surface interaction on a variety of freestyle features and within specific trick applications.	F3 - The magnitude of pressure is not managed on the transition and/or takeoff, resulting in an unfavorable upward and outward trajectory in the maneuver and landing phases.
F4 - Appropriately control the board’s pivot through flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F4 - Pre-spin pivot is created at the lip of the feature causing a reduction of speed and momentum to successfully make it to the landing zone.
F5 - Appropriately control the board’s tilt through a combination of inclination and angulation on a variety of freestyle features and within specific trick applications.	F5 - More inclination than angulation during the setup turns in the approach causes the takeoff trajectory of the rider to drift considerably throughout maneuver, making the landing unsuccessful.
F6 - Appropriately control torsional flex of the board using flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F6 - The pelvis is rotated toward the direction of the spin well-before the takeoff causing excessive twist, resulting in pre-spin off the lip and/or an unstable position of the CM to maintain proper balance from takeoff through landing.

**Learning Outcome:** A Level II instructor adapts the snowboarding fundamentals to demonstrate specific outcomes.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Be versatile, by varying two elements of timing, intensity, and duration (TID) to affect desired outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Effectively and efficiently varies the TID of movements to affect, adapt, and change performance/outcome.	Unable to vary TID of movements to affect performance/outcome.
Uses appropriate TID for desired outcome or task.	Unable to demonstrate appropriate TID of movements for desired outcome.
Rider is able to adjust elements of TID to purposefully change performance or outcome.	Unable to adjust movements to fit terrain or task.

Affect speed by altering tactical choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjusts turn shape or turn size on command or when appropriate.	Unable to adjust turn shape or turn size on command.
Demonstrates consistent turn shape and turn size when asked or when appropriate.	Unable to demonstrate varied turn size or turn shape.
Turn shape is dictated by rider and not terrain or equipment.	Unable to control speed through turn shape or turn size.
Demonstrates ability to control speed through turn shape and turn size.	Undesirable speed increases while riding down the trail.

**Assessment Activities**

Assessment criteria may be demonstrated and assessed throughout an assessment, including during freeriding and applied and highlighted tasks, in beginner-, intermediate-, and some advanced-zone terrain, and on small freestyle features.

**Learning Outcome:** A Level II instructor uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the snowboarding fundamentals and considering tactics and equipment choices.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Evaluate and describe personal performance, using multiple snowboarding fundamentals through multiple phases of a turn/ATML.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes how individual fundamentals impacted their performance of the task. Descriptions must include both body movements and board performance in detail.	There is an inaccurate connection to how the fundamentals affect snowboarding in various conditions.
Demonstrates and describes appropriate body movements and tactical choices used in choosing, describing and performing tasks.	Does not accurately perform and analyze a task and provide tactical considerations.
Analyzes and evaluates the effect equipment choice plays in the application of the fundamentals.	Does not accurately describe the understanding of how equipment choice plays on fundamental skills.

Compare personal performance against a desired outcome and acknowledge tactical considerations using multiple snowboarding fundamentals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identifies an ideal performance and develop a plan for personal improvement.	Unable to identify an ideal performance and develop a plan for personal improvement.
Understands and appropriately describes or uses a task in order to change performance to reach desired performance outcome.	Unable to identify the differences between real and ideal performance/outcome.
References specific AASI current and historic material in technical movement analysis of personal snowboarding .	Unable to recognize the appropriate blend of the fundamentals to create the ideal performance.
	Provides an inaccurate response to why a task selected is used to develop change in personal performance.
	Unable to connect technical movement analysis to personal snowboarding.

**Learning Outcome:** A Level II instructor uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the snowboarding fundamentals and considering tactics and equipment choices.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Convey understanding by changing personal performance based on Comparison and feedback of multiple snowboarding fundamentals at a time.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately adjusts specific fundamentals or tactics upon request to achieve different outcomes within the same tasks.	Unable to change movement patterns or tactics within a given task to achieve the desired outcome.
Able to intentionally adjust TID of fundamental(s) to affect actual performance/ outcome and shows understanding of adjustments and outcome changes.	Unable to describe how adjustment of TID of fundamental(s) affects real performance/outcome and does not understand what was adjusted and why it affected outcome.
References specific AASI current and historic material in technical movement analysis of personal snowboarding.	Unable to connect technical movement analysis to personal snowboarding.

Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Refers to documentation and literature from various sources, give specific examples of where the information lives, and how it relates to their performance and intent.	Unable to reference documentation and specific information to demonstrate an understanding of how it relates to their personal riding performance.
References specific AASI material (current and historic) in technical analysis of personal performance	Unable to reference AASI material regarding MA and personal performance.
Snowboard knowledge is rooted in both personal experiences and snowboard instruction literature.	Snowboard knowledge is not rooted in either personal experiences or snowboard instruction literature.

**Assessment Activities**

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe board performance and body movements through two or more phases of a turn/ATML and from turn to turn relative to two or more snowboarding fundamentals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describes and evaluates riders body movements against desired outcome	Ineffectively evaluates the performance with a desired outcome.
Describes a movement pattern throughout multiple turn phases, and can name a fundamental that relates to it.	Describes only a single movement, not a series of movements.
Describes reference alignments through two or more phases of the turn / ATML and from turn to turn, relative to all fundamentals.	Describes the movements only in one turn phase.
Describes what is not successful in the advanced zone.	Unable to describe what is successful or unsuccessful in the intermediate zone.
Able to Observe and Evaluate efficient and inefficient movements in the intermediate zone.	Unable to describe why observed reference alignments create efficiency or inefficiency in the intermediate zone.
Uses specific and value neutral (non-judgmental) language: “CM over base of support” as opposed to “good balance.”	Uses judgmental language in description. Example: “balance is not good”
	Unable to recognize and Evaluate efficient and inefficient movements in the intermediate zone.

Observe and describe how equipment choices and issues affect performance and safety	
Successful Performance Contributors	Unsuccessful Performance Contributors
Chooses appropriate fundamental.	Fails to make logical connection between equipment choices and stance setup and their affect on performance or outcome.
Focuses on a specific movement relative to that fundamental.	Fails to make logical connection about how different equipment and stance setups may require different movements to achieve desired outcome or performance.
Accurately describes how equipment is affecting performance.	Unable to identify how performance/outcome and Snowboard fundamental blend might be impacted by a change in equipment choice and stance setup.
Communicates how variations in equipment and/or stance setup changes performance or outcome.	
Communicates how movements might vary to create similar performance or outcome depending on equipment choices and stance setup.	

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe a cause-and-effect relationship through two or more phases of a turn/ATML relative to two or more snowboarding fundamentals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately links body movements to a board performance and identifies the outcome it has on riding relevant to the desired outcome.	Misidentifies relevant cause-and-effect relationships that are inconsistent with the theme/point of the outcome they are describing
Cause-and-effect explanations and communication are clear and concise.	Provides unclear descriptions of cause-and-effect.
Cause-and-effect is relevant to the identified fundamental(s).	Cause-and-effect communication is not relevant to the task or desired outcome.
Communicates why the application of any reference alignment is the best practice for the desired outcome in the intermediate zone.	Cause-and-effect relationships are inaccurate, or incomplete. Candidate is unable to clearly articulate and communicate the observed blending of fundamentals
	Unable to differentiate between the reference alignments and describe the relationship in a person’s riding.
	Unable to articulate or identify what is the ideal reference alignment for the intermediate zone task.
	Unable to describe why observed reference alignments create inefficiency in the intermediate zone.
	Unable to describe why observed reference alignments create inefficiency in the intermediate zone.

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Evaluate described performance and Compare to more efficient performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Can describe all board performances relative to all fundamentals.	Unable to accurately describe the board performances relative to outcome.
Accurately evaluates efficiency of board performance relative to desired outcome/ goal.	Does not demonstrate an understanding of the application or importance of board performances in the intermediate riding zone
Communicates why the application of any board performance is the best practice for the intermediate zone.	
Explains the relationship between board performances in an easy to understand, relatable manner.	Unable to clearly describe the relationship of the board performances in isolation or in blended relationships
Able to observe and evaluate efficient and inefficient board performances in the intermediate zone.	Unable to identify when a board performance is inefficient or ineffective in the intermediate zone.
Able to articulate utilizing specific, technically accurate, and non-judgmental language: “The board was up on edge and the tail was following the nose through the tracks” as opposed to “carving good”	Uses subjective, nonspecific, or technically inaccurate language in description: “they weren’t carving good/well” or “they were ripping”

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Prescribe a specific change in one or more relevant snowboarding fundamental(s) using TID to create a change in the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Chooses appropriate fundamental(s) relative to desired outcome.	Focuses on fundamental(s) that is/are not relevant to the performance or desired outcome.
Focuses on specific movements relative to those fundamentals.	Focuses on fundamental(s) that does/do not create a change.
Appropriately utilizes TID adjustments to affect a change.	Prescribes a movement change that is not connected to fundamental(s) chosen.
Clearly prescribes effective/relevant change that focuses on performance, outcomes, tactics, or style.	Unable to articulate multiple reference alignments in a logical, accurate manner.
Clearly explains their prescription for change and the elements that led to the prescription. Elements are logical and show an experienced understanding of snowboarding skills for the chosen terrain.	
Explains the relationship between reference alignments in an easy to understand, relatable manner.	

**Assessment Activities**

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the rider being analyzed or to the desired outcome through the intermediate zone.

**Learning Outcome:** A Level III instructor modifies the snowboarding fundamentals to demonstrate specific outcomes through all tasks.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Show refined integration of all snowboarding fundamentals to achieve desired outcomes in all terrain zones and on small and medium freestyle features.</b>
This assessment criterion is measured through a demonstration of the blending of all six fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals in all terrain zones and on small and medium freestyle features.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Skidded Turn**

LIII Skidded turns show a refined integration of all snowboarding fundamentals in all terrain zones. A variety of tasks at this level will range from small, medium, and large sized turns, switch, open or closed shape turns, and various ways to increase or decrease pressure of the board using up-unweighting, down-unweighting, and retraction using flexion and extension of the legs. The path of the board in advanced turns takes a different path than the CM, while using steering of the legs with upper and lower body separation. The board skids more than it carves as a result.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through independent flexing and extending of the legs, the pressure is managed along the length of the board; toward the nose at the initiation, and progressively toward the tail at the finish of the turn.	F1 - The CM remains relatively static and does not progressively move the pressure along the length of the board from fore to aft.
F2 - At initiation, the board and the CM align from flexing and extending the legs to direct pressure to the downhill edge.	F2 - The CM moves across the width of the board in the control and finish phases of the turn.
F3 - Control the magnitude of pressure throughout all phases of the turns through flexion and extension of the legs.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter on the heel edge.
F4 - Throughout the control phase, the board’s pivot is created with independent flexion and extension of the legs and/or steered rotational movements that creates upper and lower body separation, resulting in rounded shaped turns.	F4 - The lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates.
F5 - Reduce tilt to skid the board by flexing ankles and knees to maintain a body position over the board.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn.
F6 - Through flexion, extension and rotational movements, control twist throughout all phases of the turn to maintain a skid.	F6 - Twist is created through excessive rotation of the hips or upper body, causing a delay in torsional flex of the board.

**Learning Outcome:** A Level III instructor modifies the snowboarding fundamentals to demonstrate specific outcomes through all tasks.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Show refined integration of all snowboarding fundamentals to achieve desired outcomes in all terrain zones and on small and medium freestyle features.</b>
This assessment criterion is measured through a demonstration of the blending of all six fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
<b>Highlight body movements and board performances of individual snowboarding fundamentals in all terrain zones and on small and medium freestyle features.</b>
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.

**Carved Turn**

LIII carved turns show a refined integration of all snowboarding fundamentals in all terrain zones. A variety of tasks at this level will range from small, medium, and large sized turns; open or closed shape turns and a variety of ways to increase or decrease pressure of the board using up-unweighting, down-unweighting, and retraction with flexion and extension of the legs. The path of the board in advanced turns takes a different path than the CM. Pressure is managed along the edge to maintain a carve in the snow, which is defined by the tail of the board following the same path as the nose throughout all phases of the turn.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through flexing and extending of the legs, evenly direct pressure along the length of the board.	F1 - The CM moves too far fore, allowing edge release along the trailing edge. The CM moves too far aft, preventing early edge engagement.
F2 - Control even pressure across the width of the board to direct pressure towards the downhill edge in the initiation of the turn.	F2 - The CM moves across the width of the board in the control and finish phases of the turn
F3 - Control the magnitude of pressure throughout all phases of the turn through flexion at the initiation and extension of the legs throughout the control and finish phases	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter through the finish phase.
F4 - Throughout the turn, reduce the board’s pivot with simultaneous flexion and extension of the legs while minimizing steered rotational movements resulting in a carved turn with minimal pivot.	F4 - Lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates. Too much rotary creates pivot in the snowboard preventing a carved turn.
F5 - At initiation tilt is created through inclination and angulation to carve the board along its sidecut by flexing ankles and knees to maintain a body position over the board.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn, resulting in edge skid or edge chatter.
F6 - Through flexion, extension and sometimes rotational movements, control twist throughout all phases of the turn to maintain a carve.	F6 - Twist is created through excessive rotation of the hips or upper body, causing torsional flex in the initiation of the turn and promoting a skidded performance.

**Learning Outcome:** A Level III instructor modifies the snowboarding fundamentals to demonstrate specific outcomes through all tasks.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<p><b>Show refined integration of all snowboarding fundamentals to achieve desired outcomes in all terrain zones and on small and medium freestyle features.</b></p>
<p>This assessment criterion is measured through a demonstration of the blending of all six fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.</p>
<p><b>Highlight body movements and board performances of individual snowboarding fundamentals in all terrain zones and on small and medium freestyle features.</b></p>
<p>This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity’s specified fundamental will be focused on during the activity.</p>

**Freestyle**

LIII Freestyle activities show a refined integration of all snowboarding fundamentals on small and medium freestyle features. Venues for freestyle can include the terrain park or on natural contours and features. Rails, boxes, jumps, flatground, and transitional features are all types of features that can be used to assess the snowboarding fundamentals. Outcomes include the ability to blend the fundamentals per maneuver in a variety of ways.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Demonstrate the ability to control the relationship of the CM to the base of support along the length of the board on a variety of freestyle features and within specific trick applications.	F1 - One leg is flexed more than the other causing the CM to be misaligned, resulting in instability throughout ATML.
F2 - Demonstrate the ability to control the relationship of the CM to the base of support across the width of the board on a variety of freestyle features and within specific trick applications.	F2 - Bending at the waist causes shoulders to be evenly transferred across the width of the board, creating an unbalanced position throughout any or all phases of ATML.
F3 - Control the magnitude of pressure created through the board/surface interaction on a variety of freestyle features and within specific trick applications.	F3 - The magnitude of pressure is not managed on the transition and/or takeoff, resulting in an unfavorable upward and outward trajectory in the maneuver and landing phases.
F4 - Control the board’s pivot through flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F4 - Prespin pivot is created at the lip of the feature causing a reduction of speed and momentum to successfully make it to the landing zone.
F5 - Control the board’s tilt through a combination of inclination and angulation on a variety of freestyle features and within specific trick applications.	F5 - More inclination than angulation during the setup turns in the approach causes the takeoff trajectory of the rider to drift considerably throughout maneuver, making the landing unsuccessful.
F6 - Control torsional flex of the board using flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F6 - The pelvis is rotated toward the direction of the spin well-before the takeoff causing excessive twist, resulting in prespin off the lip and/or an unstable position of the CM to maintain proper balance from takeoff through landing.

**Learning Outcome:** A Level III instructor modifies the snowboarding fundamentals to demonstrate specific outcomes through all tasks.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Be versatile, by varying all elements of timing, intensity, and duration (TID) to affect desired outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Effectively and efficiently varies the TID of movements to affect, adapt, and change performance/outcome.	Unable to vary TID of movements to affect performance/outcome.
Uses appropriate TID for desired outcome or task.	Unable to demonstrate appropriate TID of movements for desired outcome.
Adjusts elements of TID to purposefully change performance or outcome.	Unable to adjust movements to fit terrain or task.

Affect speed by altering tactical choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjusts turn shape or turn size on command or when appropriate.	Unable to adjust turn shape or turn size on command.
Demonstrates consistent turn shape and turn size when asked or when appropriate.	Unable to demonstrate varied turn size or turn shape.
Turn shape is created by rider and not terrain or equipment.	Unable to control speed through turn shape or turn size.
Demonstrates ability to control speed through turn shape and turn size.	Undesirable speed increases while riding down the trail.

**Assessment Activities**

Assessment criteria may be demonstrated and assessed throughout an assessment, including during freeriding and applied and highlighted tasks, in all terrain zones and on small and medium freestyle features.

**Learning Outcome:** A Level III instructor uses current and historic PSIA-AASI resources to evaluate personal performance and synthesize new outcomes using the snowboarding fundamentals and considering tactics and equipment choices.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe personal performance using the snowboarding fundamentals in blended relationships, accounting for tactical considerations, in all phases of a turn/ATML.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes how the blending of fundamentals impacted their performance of the task. Descriptions must include both body movements and board performance in detail.	Inaccurately connects how the fundamentals affect each other in various conditions and their appropriate blending.
Accurately describes appropriate body movements and tactical choices used in choosing, describing and performing tasks.	Does not accurately perform and analyze a task and provide tactical considerations.
Analyzes and evaluates the effect their personal equipment choice plays in the application of the fundamentals.	Unable to demonstrate the ability to analyze and evaluate the effect of their equipment in relationship with their personal performance.

Compare and evaluate personal performance against desired outcomes and describe tactics and the snowboarding fundamentals in blended relationships.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identifies an ideal performance and develop a plan for personal improvement.	Unable to identify an ideal performance and develop a plan for personal improvement.
Understands and appropriately describe or use a task in order to change performance to reach desired performance outcome.	Unable to identify the differences between real and ideal performance/outcome.
References specific AASI current and historic material in technical movement analysis of personal snowboarding.	Unable to recognize the appropriate blend of the fundamentals to create the ideal performance.
	Provides an inaccurate response to why a task selected is used to develop change in personal performance.
	Unable to connect technical movement analysis to personal snowboarding.

**Learning Outcome:** A Level III instructor uses current and historic PSIA-AASI resources to evaluate personal performance and synthesize new outcomes using the snowboarding fundamentals and considering tactics and equipment choices.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Show versatility by consistently changing personal performance based on evaluation and feedback of all snowboarding fundamentals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately adjusts specific fundamentals or tactics upon request to achieve different outcomes within the same tasks.	Unable to change movement patterns or tactics within a given task to achieve the desired outcome.
Able to intentionally adjust TID of fundamental(s) to affect actual performance/ outcome and demonstrates understanding of adjustments and outcome changes.	Unable to describe how adjustment of TID of fundamental(s) affects real performance/outcome and does not understand what was adjusted and why it affected outcome.
References specific AASI current and historic material in technical movement analysis of personal snowboarding.	Unable to connect technical movement analysis to personal snowboarding.

Compare and debate information from multiple resources (PSIA-AASI materials and snowboard industry-related) with regard to personal performance or their students’ desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Refers to documentation and literature from various sources, give specific examples of where the information lives, and how it relates to their performance and intent.	Unable to reference documentation and specific information to demonstrate an understanding of how it relates to their personal riding performance.
References specific AASI material (current and historic) in technical analysis of personal performance	Unable to reference AASI material regarding MA and personal performance.
Snowboard knowledge is rooted in both personal experiences and snowboard instruction literature.	Snowboard knowledge is not rooted in either personal experiences or snowboard instruction literature.

**Assessment Activities**

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

**Learning Outcome:** A Level III instructor articulates accurate blended cause-and-effect relationships between all snowboarding fundamentals through all phases of a turn/ATML and from turn to turn – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe detailed board performances and body movements through all phases of a turn/ATML and from turn to turn relative to all snowboarding fundamentals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describes and evaluates riders body movements against desired outcome in the advanced zone.	Describes only a single movement, not a series of movements or a blend of movements.
Describes a movement pattern throughout all turn phases and from turn to turn, and can name a fundamental that relates to it.	Describes the movements only in one turn phase.
Accurately describes all reference alignments through all phases of the turn / ATML and from turn to turn, relative to all fundamentals.	Incorrectly identifies the fundamental the body movement relates to.
Observes and evaluates efficient and inefficient movements in the advanced zone.	Unable to identify body movements the observed rider is using.
Uses specific and value neutral (non-judgmental) language: “CM over base of support” as opposed to “good balance.”	Unable to describe what is successful or unsuccessful in the advanced zone.
	Uses judgmental language in description. Example: “balance is not good”
	Unable to describe why observed reference alignments create efficiency or inefficiency in the advanced zone.
	Unable to recognize and Evaluate efficient and inefficient movements in the advanced zone.
Observe and describe how equipment choices and stance setup affect performance and safety.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes how equipment or stance setup is affecting performance.	Fails to make logical connection between equipment choices and stance setup and their affect on performance or outcome.
Communicates how variations in equipment and/or stance setup changes performance or outcome.	Fails to make logical connection about how different equipment and stance setups may require different movements to achieve desired outcome or performance.
Communicates how movements might vary to create similar performance or outcome depending on equipment choices and stance setup.	Unable to identify how performance/outcome and Snowboard fundamental blend might be impacted by a change in equipment choice and stance setup.

**Learning Outcome:** A Level III instructor articulates accurate blended cause-and-effect relationships between all snowboarding fundamentals through all phases of a turn/ATML and from turn to turn – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Accurately describe the cause-and-effect relationships relative to the snowboarding fundamentals through all phases of a turn/ ATML, and from turn to turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately links a series of body movements to board performances and identifies the outcome it has on riding relevant to the desired outcome.	Misidentifies relevant cause-and-effect relationships that are inconsistent with the theme/point of the outcome they are describing.
Cause-and-effect explanations and communication are clear and concise.	Provides unclear descriptions of cause-and-effect.
Cause-and-effect is relevant to the identified fundamental(s).	Cause-and-effect communication is not relevant to the task or desired outcome.
Reference alignments are effectively used as a tool to describe cause-and-effect relationships for the desired outcome.	Cause-and-effect relationships are inaccurate, or incomplete. Candidate is unable to clearly articulate and communicate the observed blending of fundamentals
	Unable to differentiate between the reference alignments and describe the relationship in a person’s riding.
	Unable to articulate or identify what is the ideal reference alignment for the advance zone task.
	Unable to describe why observed reference alignments create inefficiency in the advanced zone.

**Learning Outcome:** A Level III instructor articulates accurate blended cause-and-effect relationships between all snowboarding fundamentals through all phases of a turn/ATML and from turn to turn – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Prioritize and prescribe specific changes relevant to multiple snowboarding fundamentals, using TID to create change in the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Chooses appropriate fundamental(s) relative to desired outcome.	Focuses on fundamental(s) that is/are not relevant to the performance or desired outcome.
Focuses on specific movements relative to those fundamentals.	Focuses on fundamental(s) that does/do not create a change
Appropriately utilizes TID adjustments to affect a change.	Prescribes a movement change that is not connected to fundamental(s) chosen.
Clearly prescribes effective/relevant change that focuses on performance, outcomes, tactics, or style.	Unable to articulate multiple reference alignments in a logical, accurate manner.
Clearly explains the prescription for change and the elements that led to the prescription. Elements are logical and show an experienced understanding of snowboarding skills for the chosen terrain.	
Explains the relationship between multiple reference alignments in an easy to understand, relatable manner.	

**Assessment Activities**

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the rider being analyzed or to the desired outcome through the advanced zone.