



***Professional Ski Instructors of America***

***Alpine Skiing Technical Skills Performance Guide***

*Level I, Level II, Level III*

## INTRODUCTION

The PSIA Alpine Skiing Technical Skills Performance Guide (PG) is a resource that supports the PSIA 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 all 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.

**Learning Outcome:** A Level I instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

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

Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Turn shape, size and line change in response to the terrain and conditions.	Candidate struggles to alter shape, size or line either at will or in response to changing terrain.
Show differing turn shape, sizes and lines as prescribed.	Turn shape is inconsistent and speed increases.
Uses round turn shape for speed control.	Uses abrupt direction change and high edge angles at turn finish to slow down.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to manage turn shape, size, and line. Below are examples:

#### **Garlands**

Garlands may be used to assess the ability to vary the successful parameters of moving across the hill from point a to point b. The turn shape can be asymmetrical between turns and adaptations from turn to turn may be necessary to finish at point b.

#### **Variations**

- Make short radius garland turns going both directions across the hill.
- Use slopes with different pitches while keeping a similar turn size.

#### **Funnel Turns**

This task can be used to assess the ability to actively change turn size, while maintaining speed control.

#### **Variations**

- Short turns to long turns while maintaining the same speed.
- Long turns to short turns while maintaining the same speed.

**Learning Outcome:** A Level I instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

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

Integrate two or more of the skiing fundamentals through all turn phases to achieve prescribed ski performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
The two or more fundamentals applied achieve the prescribed outcome.	Necessary application of fundamentals to achieve a prescribed outcome does not occur.
Two or more fundamentals are integrated through all phases of the turn.	Control of the fundamentals break down in specific phases of the turn.
The prescribed ski performance is demonstrated in all turn phases.	Prescribed ski performance ceases in specific phases of the turn.
	Unable to show prescribed outcome.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate performs the following:

- Identify how the skiing activity requires at least 2 fundamentals.
- Identify which 2 fundamentals that will be observed during the activity.
- Describe how the fundamentals should impact ski performance.
- Perform the activity achieving the desired outcome a majority of the time.

Below are examples:

#### **Skidded Parallel Turns with Speed Control**

This task can be used to assess the ability to turn legs consistently and separate from the upper body to create the desired turn shape. During the initiation phase edge change needs to be mostly simultaneous. Through the shaping and finish phase of the turn the edge angle needs to allow skidding and not carving.

##### **Variations**

- Stand only on the outside ski during shaping and finish phases of the turn.
- Extend to create a hop off the snow at initiation.

#### **Wedge Turns**

This task can be used to show the ability to use a centered stance while managing pressure along the length of the skis. This will allow the skier to turn the legs separate from the upper body creating a consistent, symmetrical turn shape and speed.

##### **Variations**

- Make a series of steered turns with lower edge angles and more leg rotation.
- Make a series of steered turns with higher edge angles and less leg rotation.
- Make a series of turns on a hill with a double fall line and maintain a corridor.

**Learning Outcome:** A Level I instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

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

Use individual alpine fundamentals as prescribed.	
Successful Performance Contributors	Unsuccessful Performance Contributors
A fundamental is used to achieve a specific outcome in the beginner zone.	Candidate cannot adequately adjust movements for a given fundamental to achieve a predetermined outcome.
	A deficiency in one fundamental affects the use of other fundamentals.
	An over reliance in one fundamental affects the use of other fundamentals.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to highlight a specific fundamental.

Below are examples:

#### **Traverse on downhill ski**

This task can be used to assess the ability to keep the uphill ski off the snow for the length of the traverse, showing the ability to direct pressure to the downhill/ outside ski.

##### **Variations**

- Go both directions to practice on each foot.
- Create a narrow track across the hill.
- Create a wider or more brushed track across the hill.

#### **Falling Leaf**

This task can be used to assess the ability to move fore and aft along their skis while side slipping down the hill. The ability to manage fore/aft pressure on command is assessed.

##### **Variations**

- Move across the hill to greater or lesser amounts.
- Lose more elevation than travel across the hill.

**Learning Outcome:** A Level I instructor uses current PSIA alpine resources to describe elements of ideal performances, using at least one of the alpine fundamentals.

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

Describe ideal performances, referencing at least one of the alpine fundamentals through all turn phases in the beginner/novice zone.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately communicate or show the role of one fundamental to describe an ideal outcome.	Inaccurately describe fundamental.
Accurately communicate or show an ideal outcome through all turn phases.	Inaccurately describe the ideal outcome.
	The fundamental described is not accurately connected to the outcome.

Identify biomechanics and physics principles relevant to skiing outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recognize and communicate basic biomechanics in skiing.	Cannot describe basic biomechanics.
Recognize and communicate basic physics principles in skiing.	Cannot describe basic physics principles.

Use Level I-specific information from current PSIA resources relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Identify and utilize the pertinent materials through the beginner ability zone.	Little working knowledge of PSIA resources.

**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 skiing performance or desired outcome.

**Learning Outcome:** A Level I instructor 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.

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

Accurately describe skier performance, relative to any single skiing fundamental through one phase of the turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identify a fundamental contributing to the skier’s performance.	The fundamental was not accurate.
Accurately describe one fundamental through the prescribed phase.	The information was not relevant to the skier and/or the phase of the turn.
	The fundamental and/or phase of the turn are not correctly described.

Describe the ski performance and body performance through one phase of the turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
The body performance is accurately described.	Description of ski and/or body performance was inaccurate or incomplete.
The correct ski performance is related to the body performance description.	The ski and/or body performance are not correctly described.
	Inaccurate use of terms, or too many terms used that can be contradictory.

**Learning Outcome:** A Level I instructor 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.

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

Prescribe a specific change in one relevant fundamental.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Articulates a clear understanding and description of a more effective ski and body performance to create the outcome for one fundamental in one phase of the turn.	Description is incomplete and/or inaccurate.
Ski and body performance change is described.	Understanding is incomplete and/or inaccurate.

Recognize how equipment choices and issues affect performance and safety in the beginner zone.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Candidate makes basic observations about the skier’s equipment and potential performance implications of: <ul style="list-style-type: none"> <li>- Equipment type</li> <li>- Safety</li> <li>- Terrain conditions</li> <li>- Equipment size</li> </ul>	Does not recognize the impacts equipment has on the skier’s performance.
	Does not accurately describe the impacts equipment has on the skier’s performance.

**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 skier being analyzed or to the desired outcome in the beginner/novice zone.

**Learning Outcome:** A Level II instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain.

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

Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Turn shape, size and line proactively change in response to the terrain.	Cannot demonstrate changes in shape, line or size on command in appropriate zones.
Show differing turn shape, sizes, and lines to achieve prescribed outcome.	Struggles to maintain shape, line or size as tactics for terrain or conditions.
Ability to adjust or change turn shape, size, and line for tactical reasons.	Does not make adjustments for terrain or conditions.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to proactively manage the turn shape, size and line for terrain or conditions.

Below are examples:

#### **Funnel Turn**

This task can be used to assess the ability to continuously manage turn shape and size by moving from medium radius turns to progressively shorter radius turns. Turn shape and size needs to be actively adapted travel down the fall line should be maintained.

#### **Variations**

- Long turns to short turns.
- Short turns to shorter turns.
- Reverse funnel using short to longer turns while maintaining the same speed.

#### **Turns within a corridor**

Ski a series of symmetrical (same width and length) turns within a corridor keeping a consistent speed through terrain and pitch changes.

#### **Variations**

- Make a series a turns in one corridor and then change to another for a series of turns and change back to the original corridor (lane changes).
- Use different size corridors for each series of turns.
- Proactively change lines in easy moguls.

**Learning Outcome:** A Level II instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain.

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

Integrate three or more fundamentals through all turn phases to achieve prescribed ski performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
The three or more fundamentals are applied to achieve the prescribed outcome.	Cannot achieve prescribed outcome as fundamentals cannot be incorporated or blended effectively.
Three or more fundamentals are integrated through all phases of the turn.	Movements break down in all or at specific parts of the turn.
The prescribed ski performance is demonstrated in all turn phases.	Ski performance does not meet intended outcomes at all or in specific parts of the turn.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to perform the following:

- Identify how the skiing activity requires at least 3 fundamentals.
- Identify which 3 fundamentals that will be observed during the activity.
- Describe how the fundamentals should impact ski performance.
- Perform the activity achieving the desired outcome consistently.

Below are examples:

#### **Bumps**

Use this task to assess the ability to maintain a line by adapting the use of the fundamentals as needed. Example: Maintaining pressure along the length of the skis allows the skier to turn the legs effectively, steering the skis and creating the desired turn shape. Edge change is simultaneous at the finish and initiation phase. Through the turn edges are at an angle to allow for shaping and speed control. The magnitude of pressure is regulated throughout to keep the skis in contact with the snow.

#### **Variations**

- Change where you turn on or around the bumps while maintaining a consistent speed.
- Use the terrain variations and timing of pressure release to lift skis off the snow at transition.
- Use a low edge angle to higher edge angle in one phase to control speed.

#### **Short Radius Parallel Turns**

This task can be used to assess the ability to turn legs separately from the upper body through the entire turn. At the initiation phase the simultaneous edge change needs to be shown consistently. Also, the pressure shifts toward the new outside ski and is directed to the outside ski throughout the turn. During the shaping and finish phases, the edge angle and rotation of skis are managed to allow steering of the skis.

#### **Variations**

- Steer the skis rapidly through initiation and shaping with higher edge angles at finish.
- Highest edge angles during shaping phase.
- Lowest edge angle possible while maintaining symmetrical turn shape.

**Learning Outcome:** A Level II instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain.

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

Manage each of the fundamentals as prescribed.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adapts performance by using fundamentals to achieve specific outcomes in the intermediate skier zone.	Fundamentals cannot be isolated for the purpose of managing to a specific outcome.
Can change blending of fundamentals to ski different terrain and conditions more effectively.	Candidate cannot adequately adjust movements to achieve a predetermined outcome.
	A deficiency in the use of any fundamentals effects the use of other fundamentals.
	An over reliance of a fundamental effects the use of other fundamentals.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- Perform a task or skiing activity that shows the ability to manage the prescribed fundamentals.
- Perform a task that requires one fundamental to be consistently used more than other fundamentals.

Below are examples:

#### Railroad Tracks

This task can be used to show the ability to control and adjust edge angles.

Example: Consistently increase and decrease edge angle from one set of corresponding edges to the other. The ski performance creates two distinct lines in the snow.

#### Variations

- Perform railroad track turns with weight primarily on one ski.
- Change the width of the corridor while leaving two narrow tracks in the snow.

#### Thousand Steps

This task can be used to assess the ability to manage fore/aft pressure by lifting each ski off the snow in a repeated stepping motion. Manage the rate of rotation so that a round and consistent turn shape is produced from turn to turn.

#### Variations

- Increase the amount of ski divergence to tighten the turn radius.
- Keep edge angles high enough to create a platform to move from foot to foot.

#### Hockey Stop in Both Directions

This task can be used to assess the ability to turn the legs separate from the upper body and direct pressure to the outside ski while turning the legs across the hill to a stop. Skier must have the ability to control fore/aft pressure to stay in a corridor.

#### Variations

- Control edge angle to allow for a long sideways slip before stopping.
- Vary the intensity of stop from easy or soft to quick and abrupt.

**Learning Outcome:** A Level II instructor uses current PSIA alpine resources to describe ideal performances, using two or more Alpine Skiing 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 ideal performances, using two or more alpine fundamentals in all turn phases, through the intermediate zone.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identify body performance for two or more fundamentals to describe an ideal outcome.	Inaccurately describe body performance and/or fundamentals effect on ideal outcome.
Accurately communicate or show an ideal outcome of fundamentals through intermediate zone skiing, through all turn phases.	Describe ski or body performance that does not relate to the ideal outcome.
	Identify an ideal outcome that does not relate to the performance.

Accurately reference relevant biomechanics and physics principles to describe the skiing outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
References relevant biomechanics and physics principles to describe skiing outcomes.	Does not understand or reference biomechanics and physics principles in relation to skiing outcomes.

**Learning Outcome:** A Level II instructor uses current PSIA alpine resources to describe ideal performances, using two or more Alpine Skiing Fundamentals and considering tactics and equipment choices.

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

Evaluate personal performance, based on the described ideal.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describe personal skiing or teaching performance in reference to an ideal performance.	Unable to describe personal performance in relation to an ideal performance.
	Inaccurately describes their skiing or teaching.

  

Use information from multiple PSIA resources in relationship to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Can identify and use information from different PSIA materials relevant to intermediate zone skiers.	Cannot identify and use relevant information from different PSIA materials.
	Candidate is either unaware of or cannot utilize information from different PSIA resources.

**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 skiing performance or desired outcome.

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of at least two skiing fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.

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

Describe the ski and body performance of a skiing fundamental through all phases of the turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
The body performance is accurately connected to the ski performance.	The description of the fundamental was not accurate.
One fundamental is correctly described throughout the entire turn.	The information was not relevant to the skier and/or the phases of the turn.
	The performance of the fundamental through the phases of the turn are not correctly described.

Identify and describe a cause-and-effect relationship between body and ski performance using a skiing fundamental.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes a body performance that is affecting the use of a fundamental.	Description of performance or fundamental is not clear or accurate.
Connected the ski and body performance in a cause-and-effect relationship.	Cannot explain the prioritization of the prescription.
Describe the positive or negative impacts of the movements.	Does not address the cause-and-effect relationship through the fundamentals.
	Does not address the cause-and-effect relationship through the phases of the turn.

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of at least two skiing fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.

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

Prescribe a more effective use of a skiing fundamental to achieve the objective/skier’s goal.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Articulates a clear understanding and description of a more effective ski and body performance to create the outcome for one fundamental in all phases of the turn.	The prescription does not address the DIRT of a fundamental to achieve a different outcome.
Explain how they prioritized their prescription for change.	Does not address how the fundamental changes for a different intended outcome.
Clearly describe more effective ski/body performance and refinement of one fundamental.	

Observe and evaluate performances of skiers through the intermediate zone based on equipment selection.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Make a specific observation about the appropriateness of the skier’s equipment.	Does not connect how equipment affects the skier’s performance for the intended outcome.
Make a specific observation about how the equipment impacts the observed performance.	Does not connect how equipment affects skiers through the intermediate zone.

**Assessment Activities**

Movement Analysis 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 skier being analyzed or to the desired outcome through the intermediate zone.

**Learning Outcome:** A Level III instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

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

Vary turn shape, turn size, and line as needed or prescribed in all skier zones.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Actively control any or all the fundamentals and demonstrate differing ski performance outcomes.	Unable to change ski performance as prescribed.
The use of the fundamentals are actively controlled throughout the run to reach the prescribed outcome.	Lack of integration of fundamentals creates limited tactical options.
Manage the DIRT to integrate the fundamentals at will to achieve the outcome.	Unable to change DIRT of any fundamental(s).
	Lack of integration of fundamentals creates undesired ski performance.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to control any or all of the following:

- An increased or decreased use of any fundamentals at any point in the turn.
- Changes in the DIRT of any fundamental at any point in the turn.
- The use of any fundamental to meet changing ski performance requirements.

Below are examples:

#### **Short Radius Basic Parallel on Ungroomed Terrain**

The skier creates symmetrical turns with constant speed using the DIRT of the fundamentals to adapt to the terrain and snow conditions. Symmetrical turns are achieved through the proactive blending of edging and rotating the skis throughout the entire turn.

#### **Variations**

- Steer the skis faster during initiation to shaping, then create higher edge angles, shaping to finish.
- Progressively increase edge angles from initiation to shaping, with the highest edge angles during shaping phase, reducing edge angles to finish.
- Use low edge angles and consistent steering of the ski to shape.

#### **Short Radius Pivot Slip Combo**

Dynamic short radius turns to pivot slips and back to dynamic short radius turns (repeat). The skier manages the integration of fundamentals from high edge angles and pressure to low edge angles and rotation and back again.

#### **Variations**

- Higher or lower speeds.
- Vary the steepness and fall-line of the terrain.
- Vary the shape and size of the two types of turns.
- Vary the intensity and where that intensity occurs in the turns.

**Learning Outcome:** A Level III instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

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

Integrate the fundamentals through all turn phases to achieve prescribed ski performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Deliberately vary the use of all fundamentals to achieve multiple skiing outcomes.	One or more fundamentals is used in a way that limits the effective use of other fundamentals.
Apply all fundamentals at will through all turn phases to achieve the desired ski performance.	Accurately apply all fundamentals in only certain turn phases.
Use all fundamentals to achieve basic or advanced ski performance outcomes.	Cannot consistently vary the use of fundamentals to achieve different ski performances.
Use any blending of fundamentals through varying terrain and conditions to achieve various ski performances.	Terrain or conditions consistently dictate ski performance.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- Identify how the skiing activity requires the integration of all the fundamentals
- Identify the DIRT of the fundamentals.
- Describe how the fundamentals and DIRT should impact other fundamentals and ski performance.
- Perform the activity achieving the desired outcome.

Below are examples:

#### Dynamic Medium Radius Turns in Bumps

This task can be used to assess the proactive blending of all the fundamentals throughout all the turn phases. The blending of the fundamentals needs to allow for the skier to achieve dynamic medium radius turns consistently through the entire run of changing conditions and terrain.

##### Variations

- Intentional and proactive lane changes in the bumps.
- Intentionally adjust to a specific size and shape of turn and maintain it while adapting to the small and large variations in terrain.

#### Dynamic Short Radius Turns

This task can be used to see how the skier generates forces through dynamics and speed and then how they manage those forces. Highest edge angle occurs in the shaping phase of the turn, while the edge angle is continuously increased and decreased throughout the turn.

##### Variations

- "Reaching" short radius where legs move away from the body and deviate from a centerline.
- Body stays on a centerline and feet and skis stay more under the body.
- Intentionally change the highest edge angle to initiation, shaping, or finish.

**Learning Outcome:** A Level III instructor adjusts and adapts the Alpine Skiing Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

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

Adapt and blend each of the fundamentals as prescribed.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Intentional variation in performance of fundamentals to achieve prescribed outcomes in the advanced skier zone.	Unable to achieve prescribed performance due to inaccurate use and/or blending of fundamentals.
	Cannot proactively and consistently adjust movements to achieve a predetermined outcome.
	A skill deficiency negatively affects the integration of fundamentals.
	An over reliance of one fundamental's effects on the integration of the other fundamentals.

### Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- Describe the desired change in the performance outcome.
- Demonstrate the desired performance outcome.
- Describe and demonstrate variations of performance outcomes for a skiing task.

Below are examples:

#### Hop Turns

The ability to change the usage and functionality of hop turns through varying snow conditions, corridors, and pitch. Hop turns in a corridor with difficult conditions on a double black are different than hop turns on a groomed black pitch on firm snow.

#### Variations

- In a narrow corridor or chute.
- Beginner off piste terrain.
- Groomed black terrain.
- Outside ski to outside ski.
- Edge set to edge set.

#### One-Ski Skiing

This task can be used to see how you can use all the fundamentals while skiing on one ski.

#### Variations

- Consistent turn size on both big toe and little toe side.
- Speed control.
- Turn shape symmetrical within the turn and from big toe to little toe side.
- Ability to manage the fundamentals from a skidded to a carved turn.

**Learning Outcome:** A Level III instructor references current and historic PSIA alpine resources and information to evaluate ideal performances, using the Alpine Skiing 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 ideal performances, using alpine fundamentals in blended relationships.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Identify and describe ideal performance accurately using the Alpine Skiing Fundamentals.	Relationship between the Alpine Skiing Fundamentals for ideal performance is not described accurately.
Accurately identify and describe the blended relationship between each Alpine Skiing Fundamental and the contributing body performance.	Description of the blended relationship between each Alpine Skiing Fundamental is not accurate or is lacking in detail.

Accurately use and describe relevant biomechanics and physics principles describe skiing outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Use and description of biomechanics and physics principles are accurate and relevant to a given skiing outcome.	Biomechanics and physics principles are not described accurately for a given skiing outcome.

**Learning Outcome:** A Level III instructor references current and historic PSIA alpine resources and information to evaluate ideal performances, using the Alpine Skiing Fundamentals and considering tactics and equipment choices.

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

Evaluate personal performance, based on the described ideal.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Description of personal performance is honest, in-depth, and relevant to an ideal outcome or scenario.	Evaluation of personal performance lacks depth or does not compare to actual performance.
	Description of the ideal is inaccurate.
	Description of personal skiing or teaching is inaccurate.

Accurately compare information from multiple resources (PSIA alpine and other relevant content) relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Use information from multiple resources on specific ski teaching outcomes.	Discussions of technical information is consistently incomplete or indicates little interaction with content.
Knowledge of resource material goes beyond PSIA to other sources and authorities.	Knowledge of PSIA and other resource material is limited or not present in technical discussions.

**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 skiing performance or desired outcome.

**Learning Outcome:** A Level III instructor describes cause-and-effect relationships of all the Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.

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

Accurately describe detailed ski and body performance relative to the skiing fundamentals in blended relationships in multiple turn phases, and from turn to turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
The connection between multiple body and multiple ski performances is accurately described.	Does not accurately describe the relationship between the multiple fundamentals and ski performance in all phases of the turn and from turn to turn.
The blended relationship between all fundamentals is accurately described.	
The relationship of multiple fundamentals through all turn phases is accurately described.	
Describe in detail the use of multiple fundamentals and how they impact turn connection.	

Link ski and body performance to describe blended cause-and-effect relationships.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describe how multiple fundamental relationships relate to ski performance to body performance.	Does not accurately describe multiple fundamental relationships.
Describe how body performance creates the ski performance in all turn phases and from turn to turn.	Does not accurately connect ski and body performance.
	Does not accurately describe cause-and-effect relationships.

**Learning Outcome:** A Level III instructor describes cause-and-effect relationships of all the Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.

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

Evaluate the described performances and compare to more ideal.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Can take the overall skier performance and relate it to more effective performance for the task.	Does not give accurate evaluation of the performance.
Description details how the current body performance can be changed to create a different or desired ski performance.	Does not give a more ideal performance for the intended task.
Description accurately identifies multiple fundamentals.	

  

Prescribe specific change to effect blending of fundamentals, utilizing DIRT (duration, intensity, rate, and timing) to create a change in desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Prescribe a specific outcome that necessitates a change in the use of the skiing fundamentals.	The prescription does not address the DIRT of multiple fundamentals to achieve varied outcomes.
Use DIRT to specify where or how the fundamentals change for a given outcome.	Does not address how the fundamentals vary for different intended outcomes.
Prescribe different fundamental blends to create different skiing outcomes.	

  

Evaluate equipment-based cause-and-effect relationships relative to the student and their objectives in all skier ability zones.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Connect the relationship of the equipment to the skier’s specific outcomes in different intended outcomes, terrain, and conditions.	Does not connect how equipment affects the skier’s performance for the intended outcome.
Understand and describe how the equipment effects the use of fundamentals in a skier’s performance.	Does not connect how equipment affects skier’s within all ability zones.
Connect equipment to skiers performance in all skier zones.	Does not connect how equipment affects the use of the skiing fundamentals.

**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 skier being analyzed or to the desired outcome through the advanced zone.