

As part of the continued work to remain consistent among examiners, exams will focus primarily on giving feedback related to the assessment form, moving away from coaching during the exam process.

PSIA-AASI examiners are not assessing how well a candidate can learn during the exam. Examiners are assessing the candidates' command of the technical and teaching skills related to the assessment criteria spelled out by the PSIA-AASI National Standards. If examiners cross into the role of coaches, part of the assessment becomes about how well the candidate can learn from the examiner and how quickly the candidate incorporates that learning into the exam assessment. When this occurs, examiners are no longer fulfilling the mandate set out in the National Standards. Consistency from examiner to examiner is improved when only feedback related to the criteria being assessed is related to the candidate.

The examiners still want to stay kind, empathic, and emulate the People Fundamentals:

Giving precise and accurate feedback does not mean that we are taking the empathy and awareness of our group and individuals out of the exam. We will set up our candidates to show us the best of what they can do by setting expectations for the day, giving them a chair ride to think about a question, asking carefully worded questions to allow them to show us what they know, clarifying any questions or misunderstandings with concise and accurate explanations, and demonstrating all the behaviors and activities we do to help them feel more at ease.

Our examiners are working off these definitions of what each means:

Definitions (From Webster Dictionary):

Feedback- A statement of current performance, based on the standard needed to pass.

Coaching- A pathway towards improvement.

- In sports, it means: train or instruct (a team or player).
- In education, it means: give (someone) extra or private teaching.

Below are examples and explanations of statements that are appropriate to use for candidates that are not showing a passing performance in the area being assessed.

Examples of appropriate levels of feedback for a performance that is not at the standard

L1 statements:

Ski Exam: Feedback that states what ski performance needs to be achieved, it can also include a brief statement of a body performance of **WHAT** to do (not **HOW**). The ski performance needs to reference a skill (not necessarily the 5 fundamentals).

Teach Exam: Feedback that references the area of deficiency and includes a brief statement of what type of information should be included in this area.

- Ski Feedback: “In order to keep your skis parallel through the initiation of your turn you need to release both edges at the same time. I want you to stand tall at the top of the turn and flatten both skis at the same time.”
- Teach Feedback: “The review and preview part of the teaching/learning cycle was not covered during your presentation. I want you to make sure you remind us of what we learned today and give some insight on what we might do in our next lesson”

L2 statements:

Ski Exam: Feedback that states the observed ski performance along with the needed ski performance to pass. Feedback needs to reference either the skills or 5 Fundamentals.

Teach Exam: Feedback that states the area of deficiency, and when or where that information should be included. Feedback that states there was a misunderstanding or lack of knowledge, and when it occurred, but does not include what the “correct” answer is.

- Ski Feedback: “Your skis did not remain parallel through the turn initiation. In order to keep your skis parallel through the initiation of your turn you need to release both edges at the same time.”
- Teach Feedback: “During the MA you did not accurately speak to the body movements causing the skis rotation during the turn completion. Make sure you connect the correct body performance to the observed ski performance.”
- Technical Understanding Feedback: “During the follow-up questions you were not able to explain the ideal ski performance during a basic parallel turn. Make sure you explain how each of the Fundamentals are used throughout the basic parallel turn on groomed intermediate terrain.”

L3 statements:

Ski Exam: Feedback that states the observed ski performance with DIRT, and the Fundamental(s) (not the skill) that needs to be used to change the performance.

Teach Exam: Feedback states where the deficiency occurred, and the teaching skill(s), technical understanding, and/or people skill(s) that need to be used to change their performance.

- Ski Feedback: “Your skis did not maintain a parallel relationship through the turn initiation. Remember that edge angles are controlled through a combination of inclination and angulation.”
- Teach Feedback: “You did not use the appropriate terrain to learn how to ski on one ski. Remember that we need to base how we manage information, activities, terrain selection, and pacing throughout the lesson on the needs of our students.”
- Technical Understanding Feedback: “During your teaching presentation and then during your follow-up questions you did not accurately explain the purpose of, and body position necessary for a blocking pole plant.”