



AASI Certified Level I Snowboard ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level I	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

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

Movement Analysis	Riding Performance
<p>Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.</p> <p>Consistently demonstrates their ability to:</p>	<p>Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.</p> <p>Applies tactics and snowboard performance to:</p>
<p>Observe and Describe</p> <p>Observe and describe the application of one or more Technical Fundamentals in all phases of the turn/ATML.</p>	<p>Integrate Fundamentals</p> <p>Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.</p>
<p>Evaluate and Describe</p> <p>Evaluate and describe the cause and effect relationships of one or more Technical Fundamentals relative to the desired outcome.</p>	<p>Individual Fundamentals</p> <p>Highlight individual Technical Fundamentals as prescribed.</p>
<p>Prescription</p> <p>Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.</p>	<p>Versatility</p> <p>Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).</p>
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>
<p>Comments</p>	<p>Assessment Activities Performed</p>
	<p>Highlighted Fundamentals</p>
	<p>Comments</p>
Technical Understanding	
<p>Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.</p> <p>Relates information from current PSIA-AASI resources to:</p>	
<p>Understanding of Biomechanics/Physics</p> <p>Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.</p>	
<p>Fundamentals to Personal Performance</p> <p>Compare personal performance to a specific application of one or more Technical Fundamentals.</p>	
<p>Tactics, Equipment, Physical, Environment</p> <p>Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.</p>	
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
<p>Comments</p>	