



**PSIA-AASI
Freestyle Specialist 3 Technical
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Freestyle Specialist 3	
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	Technical Understanding
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)	Uses current and historic PSIA-AASI resources to evaluate personal performance and synthesize new outcomes; applying discipline-specific fundamentals and considering tactics and equipment choices.
Needs/Safety Address group and individual needs for esteem.	Consistently demonstrates their ability to: Accurately describe personal performance using discipline-specific fundamentals in blended relationships, accounting for tactical considerations, in all phases of ATML.
Behavior Management Adapts behaviors for positive group and individual interaction.	Compare and evaluate personal performance against desired outcomes by describing speed, pop, spin, and line tactics as well as blended relationships of discipline-specific fundamentals.
Section Average: Must be 4 or above to meet Learning Outcome	Show versatility by consistently changing personal performance based on evaluation and feedback on all discipline-specific fundamentals. Compare and debate information from multiple resources (PSIA-AASI and snowboard industry-related materials) with regard to personal performance or students' desired freestyle outcomes.
Comments	Section Average: Must be 4 or above to meet Learning Outcome Comments

Movement Analysis	Riding Performance
<p>Articulates accurate, blended cause-and-effect relationships between all discipline-specific fundamentals through all phases of ATML - taking equipment choices and stance setup into consideration - to offer an effective prescription for change for riders performing FS 3 activities.</p> <p>Consistently demonstrates their ability to:</p>	<p>Modifies discipline-specific fundamentals to demonstrate specific freestyle outcomes in beginner through advanced freestyle terrain, including medium and large features.</p> <p>Consistently demonstrates their ability to: Integrate and blend all discipline-specific fundamentals to achieve desired freestyle outcomes. Highlight body movements and equipment performances of individual discipline-specific fundamentals. Show versatility, by varying one element of TIRD (timing, intensity, rate, or duration) to affect desired freestyle outcomes. Adjust speed, pop, and spin by altering tactical choices through all phases of ATML.</p>
<p>Accurately describe detailed equipment performances and body movements of all discipline-specific fundamentals, through all phases of ATML.</p>	<p>Flatland</p>
<p>Observe and describe how equipment choices and stance setup affect performance and safety.</p>	<p>Small, Medium, and Large Jumps</p>
<p>Accurately describe the cause-and-effect relationship of all discipline-specific fundamentals, through all phases of ATML.</p>	<p>Small, Medium, and Large Box/Rails</p>
<p>Evaluate described performance and compare to more efficient and/or alternative performance for the desired freestyle outcome.</p>	<p>18' or 22' Halfpipe</p>
<p>Prioritize and prescribe specific changes relevant to multiple discipline-specific fundamentals, using TIRD to create change in the desired freestyle outcome.</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>Flatland</p>
<p style="text-align: center;">Comments</p>	<p style="text-align: center;">Small, Medium, and Large Jumps</p>
	<p style="text-align: center;">Small, Medium, and Large Box/Rails</p>
	<p style="text-align: center;">18' or 22' Halfpipe</p>
	<p style="text-align: center;">Section Average: Must be 4 or above to meet Learning Outcome</p>
	<p style="text-align: center;">Comments</p>