



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

Movement Analysis	Skiing Performance	
<p><b>Accurately describes cause-and-effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers.</b></p>	<p><b>Adjusts and adapts the XC Fundamentals to demonstrate specific outcomes for both classic and skate technique at the beginner skill level in beginner and some intermediate terrain.</b></p>	
<p><b>Describe</b> Describe a skier's performance, focusing on body position and body movements for one XC skill.</p>	<p><b>Downhill</b> Control speed and change direction. (must pass 4 or above)</p>	
<p><b>Cause-and-Effect</b> Describe cause-and-effect relationship between body position and body movements to the skis' performance for one XC skill.</p>	<p><b>Continuously Ski</b> 15 minutes in beginner and some intermediate terrain, classic or skate. (must pass 4 or above)</p>	
<p><b>Prescription</b> Provide a relevant prescription for change in body position and body movements for one XC skill to create a desired outcome.</p>	<p><b>Downhill Assessment Activities Performed</b></p>	
<p><b>Equipment &amp; Wax</b> Observe and describe how equipment choices affect performance and safety for beginner skiers.</p>		
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Comments</b></p>	
<p><b>Comments</b></p>		<p><b>Classic</b></p>
	<p><b>Pushoff</b> Manage ski &amp; pole push to create forward movement.</p>	
	<p><b>Weight Transfer</b> Control the center of mass (CM) over the base of support. (fore/aft and side to side)</p>	
	<p><b>Glide</b> Glide on one ski.</p>	
	<p><b>Versatility</b> Show versatility in beginner terrain.</p>	
	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	
	<p><b>Classic Assessment Activities Performed</b></p>	
	<p><b>Comments</b></p>	<p><b>Skate</b></p>
		<p><b>Pushoff</b> Manage ski &amp; pole push to create forward movement.</p>
		<p><b>Weight Transfer</b> Control the center of mass (CM) over the base of support. (fore/aft and side to side)</p>
<p><b>Glide</b> Glide on one ski.</p>		
<p><b>Versatility</b> Show versatility in beginner terrain.</p>		
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>		
<p><b>Skate Assessment Activities Performed</b></p>		
<p><b>Comments</b></p>		<p><b>Comments</b></p>
<p><b>Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level.</b></p>		<p><b>Comments</b></p>
<p><b>Describe Personal Skiing</b> Accurately identify and describe personal skier performance, using body position and body movements of one XC skiing skill.</p>		
<p><b>Describe Ideal Skiing</b> Accurately describe ideal skier performance using body position and body movements of one XC skiing skill.</p>		
<p><b>Change Personal Performance</b> Communicate understanding by changing personal skiing performance based on feedback at the beginner level.</p>		
<p><b>Utilize Information</b> Identify and reference information from current PSIA resources relative to skier performance and desired outcome.</p>		
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>		
<p><b>Comments</b></p>	<p><b>Skate</b></p>	
	<p><b>Pushoff</b> Manage ski &amp; pole push to create forward movement.</p>	
<p><b>Weight Transfer</b> Control the center of mass (CM) over the base of support. (fore/aft and side to side)</p>		
<p><b>Glide</b> Glide on one ski.</p>		
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<p><b>Comments</b></p>	<p><b>Comments</b></p>	