



**PSIA Certified Level II  
Adaptive Alpine  
Visual Impairment  
ASSESSMENT FORM**

- Meets Standards**  
 **Does Not Meet Standards**

**Candidate:**  
**Assessment:**  
**Region:**  
**Assessor(s):**

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

**ASSESSMENT CRITERIA**

<b>Instructor Decisions &amp; Behavior</b>		<b>Movement Analysis</b>	
<b>Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>		<b>Articulates accurate cause-and-effect relationships of at least two Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for students with vision-related diagnoses through the intermediate zone.</b>	
<b>Needs/Safety</b> Address group and individual needs for belonging.		Consistently demonstrates their ability to work with students with vision-related diagnoses by:	
<b>Behavior Management</b> Manage behavioral responses.		<b>Observe and Describe</b> Describing ski and body performance, relative to two or more Alpine Skiing Fundamentals in all turn phases, and from turn to turn.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome		<b>Cause and Effect</b> Linking ski and body performance when describing cause-and-effect relationships in at least two Alpine Skiing Fundamentals in all phases of the turn, and from turn to turn.	
<p align="center"><b>Comments</b></p>		<b>Evaluate and Describe</b> Evaluating the described performances and comparing them to more ideal performance.	
		<b>Prescription</b> Prescribing a specific change in one Alpine Skiing Fundamental using duration, intensity, rate, and timing (DIRT) to create a change in agreed-upon outcomes.	
		<b>Equipment, Technique, Tactics</b> Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.	
		<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
		<p align="center"><b>Comments</b></p>	
<b>Equipment &amp; Tactics</b>			
<b>Demonstrates a refined understanding of appropriate equipment and tactics for students with vision-related diagnoses, based on the cognitive, affective, and physical assessment.</b>			
Within the following lesson components, explains their decision-making process - while demonstrating cause-and effect relationships crucial to improving performance and skill development of students with vision-related diagnoses through the intermediate zone:			
<b>Student Assessment</b> Appropriate student assessments.			
<b>Equipment Choices</b> Assistive equipment choices.			
<b>Equipment Set-Up</b> Assistive equipment set-up.			
<b>Technique &amp; Tactics</b> Assistive technique and tactical choices.			
<b>Guiding-Method</b> Guiding-method choices.			
<b>Guiding-Position</b> Guiding-position choices.			
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome			
<p align="center"><b>Comments</b></p>			

Diagnoses & Medications	Adaptations of Teaching Skills
<p><b>Demonstrates a refined understanding of common vision-related diagnoses and a basic understanding of common accompanying diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the intermediate zone.</b></p> <p>Facilitates learning for students with vision-related diagnoses, by explaining, analyzing, and applying a refined knowledge of:</p>	<p><b>Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to students with vision-related diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.</b></p> <p>Consistently demonstrates their ability to work with students with vision-related diagnoses by:</p>
<p><b>Diagnoses</b></p> <p>Single and multiple diagnoses.</p>	<p><b>Assess</b></p> <p>Assessing students to identify motivations, behaviors, performance, and understanding.</p>
<p><b>Medications</b></p> <p>Medication classifications and potential side effects.</p>	<p><b>Collaborate</b></p> <p>Collaborating with students to select a basic progression with clear direction and focus.</p>
<p><b>Strategies for Diagnoses &amp; Medications</b></p> <p>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p><b>Plan Lesson</b></p> <p>Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Pacing</b></p> <p>Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.</p>
<p><b>Comments</b></p>	<p><b>Adapt</b></p> <p>Organizing the learning environment and adapting teaching strategies to align with the initial assessment.</p>
	<p><b>Descriptions, Demonstrations, Feedback</b></p> <p>Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</p>
	<p><b>Manage Risk</b></p> <p>Managing physical and emotional risk to maintain engagement in the learning environment.</p>
	<p><b>Describe Change</b></p> <p>Communicating changes in performance.</p>
	<p><b>Relate Change</b></p> <p>Relating changes in performance to lesson outcomes.</p>
	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
	<p><b>Comments</b></p>
	<p><b>Tech Tactics &amp; Communication</b></p>
<p><b>Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone students with vision-related diagnoses through the mountain environment.</b></p> <p>Consistently demonstrates their ability to work with students with vision-related diagnoses through the intermediate zone by:</p>	
<p><b>Safety Procedures</b></p> <p>Accurately demonstrating procedures for safely navigating the mountain environment.</p>	
<p><b>Adjusting Personal Performance</b></p> <p>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</p>	
<p><b>Communication</b></p> <p>Understanding the impact of verbal and nonverbal two-way communication.</p>	
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	
<p><b>Comments</b></p>	