



**PSIA Certified Level III  
Adaptive Alpine  
Four Track**

**ASSESSMENT FORM**

- Meets Standards
- Does Not Meet Standards

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

Assessment Scale for Certified Level III	
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	Movement Analysis
<p><b>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</b></p>	<p><b>Describes cause-and-effect relationships of all Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for students who are four-track skiers, through all zones.</b></p>
<p><b>Needs/Safety</b> Address group and individual needs for esteem.</p>	<p>Consistently demonstrates their ability to work with students who are four-track skiers by:</p>
<p><b>Behavior Management</b> Adapts behaviors for positive group and individual interaction.</p>	<p><b>Observe and Describe</b> Describing detailed ski and body performance relative to all the Alpine Skiing Fundamentals in blended relationships, in multiple turn phases, and from turn to turn.</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Cause and Effect</b> Linking ski and body performance to describe blended cause-and-effect relationships.</p>
<p style="text-align: center;"><b>Comments</b></p>	<p><b>Evaluate and Describe</b> Evaluating the described performances and comparing them to more ideal performance.</p>
	<p><b>Prescription</b> Prescribing a specific change to effect blending of the Alpine Skiing Fundamentals, using duration, intensity, rate, and timing (DIRT) to create a change in desired outcomes.</p>
	<p><b>Equipment, Technique, Tactics</b> Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</p>
	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
	<p style="text-align: center;"><b>Comments</b></p>
Equipment & Tactics	
<p><b>Demonstrates a basic understanding of equipment and tactics for students who are four-track skiers, based on the cognitive, affective, and physical assessment.</b></p> <p>Within the following lesson components, leverages their knowledge of cause-and effect relationships to meet goals and improve performance and skill development of advanced-zone students who are four-track skiers:</p>	
<p><b>Student Assessment</b> Appropriate student assessments.</p>	
<p><b>Equipment Choices</b> Assistive equipment choices.</p>	
<p><b>Equipment Set-Up</b> Assistive equipment set-up.</p>	
<p><b>Technique &amp; Tactics</b> Assistive technique and tactical choices.</p>	
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	
<p style="text-align: center;"><b>Comments</b></p>	

Diagnoses & Medications	Adaptations of Teaching Skills
<p><b>Leverages knowledge of diagnoses and common accompanying diagnoses - as well as applicable medication classifications and their potential side effects - in relation to skiers four-tracking or using a slider, their skiing performance, and teaching considerations for students in all zones. Implements appropriate solutions to improve student performance.</b></p> <p>Maximizes the performance of students who are four-track skiers, through a process of analysis, prioritization, and integration of advanced knowledge of:</p>	<p><b>Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to students who are four-track skiers, plan learning outcomes, and create individualized experiences - moving students toward agreed-upon outcomes while optimizing engagement in the process.</b></p> <p>Consistently demonstrates their ability to work with students who are four-track skiers by:</p>
<p><b>Diagnoses</b></p> <p>Single and multiple diagnoses.</p>	<p><b>Assess</b></p> <p>Continually assessing student motivations, current 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 establish and adapt a lesson plan with a common theme, clear direction, and individualized focus throughout the lesson.</p>
<p><b>Strategies for Diagnoses &amp; Medications</b></p> <p>Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p><b>Plan Lesson</b></p> <p>Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for each individual.</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Pacing</b></p> <p>Pacing customized learning activities to allow students to explore and/or play toward desired outcomes.</p>
<p style="text-align: center;"><b>Comments</b></p>	<p><b>Adapt</b></p> <p>Tailoring the learning environment, while adapting teaching strategies, to align with the needs of individuals.</p>
	<p><b>Descriptions, Demonstrations, Feedback</b></p> <p>Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourage individualized learning.</p>
	<p><b>Manage Risk</b></p> <p>Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.</p>
	<p><b>Describe Change</b></p> <p>Encouraging students to communicate change in performance and/or understanding.</p>
	<p><b>Relate Change</b></p> <p>Collaborating with students to apply gained skills to skiing situations.</p>
	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
	<p style="text-align: center;"><b>Comments</b></p>
Tech Tactics & Communication	
<p><b>Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding all four-track skiers through the mountain environment.</b></p> <p>Consistently demonstrates their ability to work with all students who are four-track skiers 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>Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance - using duration, intensity rate, timing, and more - and accounting for changes in terrain and conditions through all aspects of the mountain environment.</p>	
<p><b>Communication</b></p> <p>Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</p>	
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	
<p style="text-align: center;"><b>Comments</b></p>	