Professional Ski Instructors of America

Alpine Skiing Technical Skills Performance Guide

Level 1, Level 2, Level 3

This is version 4.0 of this Performance Guide published on 09/01/26. Performance guides are living and evolving documents which are continually improved as feedback and suggestions are received through the process of using assessment activities and applying assessment criteria in relation to the National Standards.

INTRODUCTION

The PSIA Alpine Skiing Technical Skills Performance Guide (PG) is a resource that supports the PSIA National Standards, serving as the connection between the National Standards and certification training and assessment.

The performance guide is designed to maintain transparency and promote consistency of all certification standards. It is a resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for successful performance in the certification process.

Format

This Performance Guide gives detailed information about Assessment Criteria (AC) for the Learning Outcomes (LO's) related to Technical Skills at each level of certification. Assessment Criteria specify performance details, and how to achieve Learning Outcomes. The PG also provides examples of successful and unsuccessful Performance Contributors. The Performance Contributors describe successful and unsuccessful indicators for each AC. In addition, the PG presents Assessment Activity (AA) descriptions and examples that may be used during the assessment process.

Use

Performance Guides are available to all PSIA-AASI members and intended to support certification assessment preparation. Trainers and evaluators may use the PG to inform their coaching and feedback during both the preparation and assessment phases of the process. Instructors preparing for an assessment should use the PG to understand what is expected of them to achieve Learning Outcomes. The Performance Guide refers to and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, activity descriptions, and videos of assessment activities.

Assessment Form

There are individual Assessment Forms (AF) for the Skiing Performance and Movement Analysis & Technical Understanding modules. AF's are used to score AC's and each AC is measured on a 6-point scale. Assessment candidates must average a score of 4 or higher across all ACs to achieve the LO.

Living and Evolving Document

Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snow sports learning environment.

Ski Performance and Body Performance Relationship

When assessing the Skiing Performance module, examiners use both ski performance and body performance observations to evaluate the candidate's overall performance. The National Assessment Activity List identifies the prescribed ski performance and body performance for each assessment activity, and both are considered jointly.

Because body movements directly influence ski performance, effective body performance usually produces more accurate, consistent, and adaptable ski performance. However, body performance may be imperfect and still fall within an acceptable range if the skis produce the intended outcome. Deficiencies in body performance become more detrimental when they limit the candidate's ability to achieve prescribed ski performance or reduce consistency.

Indicators of Integration (IOI) represent the observable blending of the Alpine Technical Fundamentals within the Integrated Fundamentals Assessment Criteria. When the Fundamentals are blended accurately, they create consistent, recognizable mechanics in Wedge, Wedge Christie, Basic Parallel, and Dynamic Parallel demonstrations.

These indicators are visual proof that the Technical Fundamentals are working together to achieve the prescribed skiing outcome. As instructors progress through the certification pathway, these mechanics become increasingly refined and adaptable.

The Indicators of Integration are:

- Both skis maintain contact with the snow.
- The lower legs show similar forward angles.
- Both skis are guided to begin the turn.
- A countered relationship is visible through the transition between turns.
- The legs show independent flexion and extension as the body moves from one turn to the next.
- The torso remains stable while the legs move freely beneath it.

The quality with which candidates demonstrate the **Indicators of Integration** evolves from Levels 1-3.

Level 1	Level 2	Level 3
Functional	**Coordinated**	**Refined and Optimized**
Indicators of Integration are present and correctly combined to produce the prescribed ski performance, but blending may be uneven across the phases of the turn, inconsistent from one turn to the next, or inconsistent across the three activities.	Indicators of Integration are present with increasing fluidity and consistency with movements adapted appropriately to perform each of the three activities with the prescribed ski performance consistently present.	Indicators of Integration are consistently present with no discernible variation in quality of blending across all turn phases, turn to turn, and all three activities, with the prescribed ski performance equally as precise and consistent.
Fundamentals are more reliably blended in an activity where the candidate has more familiarity (basic parallel) rather than where there is less familiarity (wedge christie).	Consistency carries across activities with the same quality of blending visible in Wedge, Wedge Christie, Basic Parallel, not just in the most familiar demonstration.	Consistency is uniform across Wedge Christie, Basic Parallel, and Dynamic Parallel with the same high standard of blending evident regardless of which activity is being demonstrated
Turn-to-turn variability in the blending of fundamentals and consistent appearance of Indicators of Integration is visible to a trained eye with turn shape, timing, or completion sometimes differing noticeably between turns.	Minor variation may still appear from turn to turn or if an activity is repeated on slightly different terrains or snow conditions.	No degradation in blending consistency from one turn to another or when repeating an activity on slightly different terrain or snow conditions.
Blending may be stronger in one phase of the turn than another.	Blending is even across all three phases of the turn rather than strong in one phase and weak in another.	Blending is equally precise across all three phases of the turn.

Learning Outcome

A Level 1 Instructor applies the Technical Fundamentals to produce reliable balance, directional control, and speed management in beginner and easier intermediate terrain. The Learning Outcome is assessed upon the instructor's ability to apply ski performance, body performance, and tactics to three assessment criteria.

Assessment Criteria 1

Demonstrate the Indicators of Integration at a functional level during prescribed activities.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Indicators of Integration (IOI) are applied at a **functional** level. IOIs are present and correctly combined to produce the prescribed ski performance, though the quality and consistency of blending may vary through turn phases, from turn to turn, or across activities. Examples • **Consistency across all activities** – IOIs are visible in all activities, though the quality, consistency, and effectiveness of blending may vary, particularly when candidates move from familiar to less familiar activities. • **Consistency from turn to turn** – Movements are more refined in turns on one side than the other. Despite inconsistency in movement range or quality, the prescribed ski performance is achieved. • **Blending through phases of turn** – Movements are more refined during a specific phase or phase of a turn. Example: Legs extend together for a brief period at the initiation of the turn but then maintain independent flexion and extension movements through the rest of the turn achieving the prescribed ski performance.	**Body Performance:** Insufficient application of the Indicators of Integration (IOI) prevents the prescribed ski performance outcome, appears consistently in only one activity, or breaks down consistently within a specific turn phase. Examples • **Absence of one or more IOIs in all activities:** The steering input to the skis comes from whole body rotation or the upper body instead of the legs in all three activities and negatively impacts the prescribed ski performance. • **IOIs appear inconsistently across activities:** The legs flex and extend together rather than independently in the wedge and wedge christie turns, but move independently during the basic parallel. As a result, a countered relationship is not maintained during the transition during the wedge and wedge christie turns, impacting the prescribed ski performance. • **Inconsistency from turn to turn:** Blending of multiple IOIs is not consistent from one turn to the other. • **Inconsistency in phases of a turn:** Lower legs have similar forward angles in initiation and drastically different angles from shaping through finish.
Ski Performance: The prescribed ski performance is demonstrated, but round turn shape and consistent speed may vary noticeably from turn to turn, through turn phases, or across activities. The candidate can typically maintain control of one of these at a time, with the others varying as a result. Examples • Wedge size and/or distance between skis remains consistent. • Both skis are guided into the initiation of a wedge christie turn. • Both skis maintain contact with the snow as inside ski is guided to a match. • Edge release is simultaneous.	**Ski Performance:** Prescribed ski performance does not happen in specific phases of the turn. Examples • Wedge size or distance between skis changes during a turn. • A wedge is not present during the initiation phase of the wedge christie turn. • The inside ski is lifted off of the snow to create a match. • Edge release is sequential.

Assessment Activities

The above assessment criteria are assessed using Integrated Assessment Activities which require a candidate to demonstrate the Indicators of Integration at a functional level on beginner to easier intermediate terrain. Integrated Assessment Activity descriptions, body performance, and ski performance are available in the National Alpine Activity List.

These are the Level 1 Integrated Assessment Activities:

- Wedge Turns
- Wedge Christie Turns
- Basic Parallel Turns

Assessment Criteria 2

Use individual Technical Fundamentals as prescribed.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Movements that highlight a Technical Fundamental are adjusted to change ski performance, with minimal disruption to stability and balance. Examples • Tipping movements originate in the lower leg to control edge angle, independent of the upper body. • The legs rotate or steer under a stable upper body to control ski rotation. • Flexion and extension of the legs are coordinated to manage pressure with minimal disruption to stability and balance.	**Body Performance:** Necessary movements for a given fundamental do not occur and/or affect the use of other fundamentals. Examples • Movements needed to highlight the prescribed fundamentals are minimal, inconsistent, or absent. • A deficiency in one fundamental affects the use of other fundamentals. • An over reliance on one fundamental affects the use of other fundamentals.
Ski Performance: The prescribed ski performance as described in the activity list is achieved through deliberate control of a specific fundamental. Examples • Edge angles are increased and decreased through a combination of inclination and angulation. • The rate of turning, steering, and pivoting is consistent because the skis rotation is controlled with leg rotation, separate from the upper body. • Ski performance is more accurate in some activities compared to others.	**Ski Performance:** Movements used to highlight individual fundamentals are manipulated but do not achieve a specific ski performance. Examples • Edge angles are controlled by tipping the entire body, leading to the skis tipping suddenly and engaging abruptly with the snow. • The skis rotation is controlled with whole body rotation leading to an irregular rate of turning, steering, or pivoting. • Ski performance may be accurate in one activity but is not repeated in others.

Assessment Activities

The above assessment criteria are assessed using Individual Assessment Activities which require a candidate to use individual fundamentals as prescribed. Individual Assessment Activity descriptions, body performance, and ski performance are available in the National Alpine Activity List.

These are the Level 1 Individual Assessment Activities:

- Sideslip with Edge Set
- Skating – Flat Terrain
- Carved Uphill arc
- Wedge Change Up
- Guided Uphill Arc
- Straight Run Leaper
- Outside ski J-turn
- One-ski Straight Run
- Step into Fall Line

Assessment Criteria 3

Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Duration, Intensity, Rate, Timing of a body movement is adjusted to vary turn shape, size, and line. The candidate can maintain control of one of these variables at a time. Examples • The duration of turning movements is increased to produce a large radius turn, but the upper body may lose balance/stability. • The rate of turning movements begins slow and then increases to adjust turn shape and reduce speed in the Variable Speed Turn activity.	**Body Performance:** Movements aren't adjusted with the range or consistency needed to vary turn shape, size, and line. Examples • The duration or rate of turning movements are not adjusted to change turn size or shape. • The inability to adjust movements hinders performance of multiple activities.
Ski Performance: The tipping, turning, or bending of the skis is adjusted to create different turn shapes, sizes, and lines. The candidate can typically maintain control of one of these at a time, with the others varying as a result. The candidate can adapt to the terrain, conditions, or prescribed activity, but not to all at the same time. Examples • This edging, turning or bending of the skis is adjusted to create a round turn shape in most situations. • The rate of edging, turning, or bending is used to adjust turn size. • The skis bend from tip to tail in many situations, though interruptions are common.	**Ski Performance:** The tipping, turning, and bending of the skis doesn't adjust to create the prescribed ski performance. Examples • The skis edge, turn and bend abruptly creating a Z shaped turn. • Braking is used to control speed rather than turn shape. • The skis bend from the waist to the tail in most situations.

Assessment Activities

The above assessment criteria are assessed using Versatility Activities which require the candidate to demonstrate versatility by varying turn shape, turn size and line through intermediate zone terrain.

These are the Level 1 Versatility Assessment Activities:

- Large Radius Parallel Turn, Groomed and Ungroomed Snow
- Short Radius Parallel Turn, Groomed and Ungroomed Snow
- Variable Speed turns, Groomed and Ungroomed Snow

Learning Outcome

A Level 1 instructor describes specific performances using current PSIA-AASI resources Technical Fundamentals with consideration for tactics and equipment choices. The Learning Outcome is assessed upon the instructor's ability to consistently relate information according to the following 3 assessment criteria:

Assessment Criteria 1

Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
At least one fundamental described in a manner that accurately links body movements to ski performance.	Description linking fundamental(s) to body performance is unclear, inaccurate or incomplete.
At least one fundamental described is accurate to each phase of the turn.	Description of fundamental does not apply to specified phases of the turn.
Understanding of the physical forces impacting an activity is evident based on the description provided, specific to a given outcome.	The impact of physical forces on a skier's intended outcome is not described accurately or completely .
Accurately describes the physics and/or biomechanics specific to a given fundamental.	Inaccurately describes physics and/or biomechanics specific to a given fundamental.

Assessment Criteria 2

Compare the application of one or more Technical Fundamental(s) to personal performance.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately describes or shows the use of a single fundamental in personal performance.	Inaccurately describes personal performance.
Elaborates how the use of fundamentals can lead to different outcomes.	Unable to articulate different outcomes based on emphasis of fundamental used.
Accurately describes how a single fundamental was used in prescribed performance.	Inaccurately describes use of fundamental.
Explains the ideal use of a prescribed fundamental for situational or prescribed outcomes.	Inaccurate understanding of ideal or situational use of individual fundamentals.
Accurately communicates the ideal use of the fundamental for the prescribed outcome.	

Assessment Criteria 3

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Discuss how basic equipment choices affect performance in the beginner zone.	Does not understand basic equipment choices and how that effects performance outcomes.
Articulates tactical choices and how to use those to navigate beginner zone terrain.	Struggles to recognize useful or appropriate tactical choices for the beginner zone.
Accurately relates how skiers physical attributes may affect outcomes. (Factors like height, age, and physical development.)	Inaccurately describes how physical development applies to various outcomes and ages.
Describes how terrain and/or snow conditions impact beginner zone experiences.	Unable to describe or adjust terrain choices to manage skiing outcomes.
	Unable to describe and/or show skiing outcomes based on snow conditions.

Assessment Activities

Technical Understanding assessment criteria are demonstrated and assessed during an on-snow, self-analysis activity which includes an opportunity for a Q&A session with the evaluators.

This assessment activity creates opportunities for candidates to demonstrate their technical understanding by comparing their personal skiing performance against an ideal performance.

Learning Outcome

A Level 1 instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone. The Learning Outcome is assessed upon the instructor's ability to consistently demonstrate the following three assessment criteria.

Assessment Criteria 1

Observe and describe the application of one or more Technical Fundamental in all turn phases.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Correctly connects and describes observed body movements to one or more Technical Fundamentals through all turn phases.	Incorrectly identifies and/or connects observed body movements to one or more Technical Fundamentals.
Correctly connects and describes observed ski performances relative to one or more Technical Fundamentals in all turn phases.	Unable to describe the application or importance of ski performances in the beginner/ novice zone.
Uses objective, specific, technically accurate, and non-judgmental language. Example: "CM over base of support" as opposed to "good balance".	Uses subjective or judgmental language in description. Example: "Balance is not good".

Assessment Criteria 2

Evaluate and describe the cause and effect relationships of one or more Technical Fundamental relative to the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Describes links between body movements to ski performance(s).	Body movements are not linked to ski performance.
Determines if observed performance(s) meet desired outcomes or not.	Struggles to relate observed performance to intended outcome.
Cause-and-effect explanations and communication are clear and concise.	Cause-and-effect relationships described are inaccurate or incomplete.
Cause-and-effect is specific and applies to relevant Technical Fundamental(s), for both effective and ineffective skiing.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Recognizes elements of DIRT in ski and body performance.	Cannot identify or refer to elements of DIRT in ski and body performance.

Assessment Criteria 3

Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Chooses appropriate Technical Fundamental(s) relative to the specified outcome for feedback.	Focuses prescription on Technical Fundamental(s) that is/are not relevant to the specified performance or outcome.
Accurately describes appropriate DIRT (duration, intensity, rate, timing) adjustments to communicate an appropriate affect for change.	Prescribes a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicates effective/relevant change(s) that focuses on performance, outcomes, tactics, or style.	Unable to explain what is unsuccessful in the beginner zone.
Elements are logical and show an understanding of Technical Fundamentals and skiing skills in the chosen terrain zone.	Unable to create and communicate a continued practice/training plan for student in beginner/novice zone.
Can choose and communicate a continued practice plan for student in beginner/ novice zone.	Prescription is unclear, lacks detail, or is non-existent.

Assessment Activities

Movement Analysis assessment criteria are assessed through observations of peers performing prescribed skiing activities, which includes an opportunity for a Q&A session with the evaluators.

Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the skier being analyzed or to a desired outcome in the beginner/novice zone.

Learning Outcome

A Level 2 Instructor adapts and blends the Technical Fundamentals to produce purposeful, coordinated, and efficient skiing across beginner, intermediate, and some advanced terrain and conditions. The Learning Outcome is assessed upon the instructor's ability to apply ski performance, body performance, and tactics to three assessment criteria.

Assessment Criteria 1

Demonstrate the Indicators of Integration at a coordinated level during prescribed activities.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Indicators of Integration (IOIs) are performed at a **coordinated** level. IOIs appear fluid and consistent and are adapted to produce the prescribed ski performance. Body movements are consistent from turn to turn and through all turn phases, though minor variations may still appear when terrain, snow, speed, or activity demands change. Examples • **Consistency across all activities** – IOIs are visible with similar quality of blending across the prescribed activities, not only in the candidate's most familiar or strongest demonstration. • **Consistency from turn to turn** – The legs move independently, the torso remains stable, and the skis are guided into each turn with similar timing and quality in both left and right turns. Minor variation may appear, but it does not prevent the prescribed ski performance. • **Blending through all phases of turn** – IOIs are coordinated through initiation, shaping, and finish rather than appearing strongly in one phase and weakly in another. For example, the candidate maintains a countered relationship through transition while the legs move freely beneath a stable torso to guide both skis into the new turn.	**Body Performance:** The candidate may apply IOI at a functional level, but they are not coordinated sufficiently to consistently produce the prescribed ski performance. IOIs may appear in one activity but do not carry across all activities; may vary significantly from turn to turn; or may break down in a specific phase of the turn Examples • **IOIs are not coordinated in all activities:** Legs demonstrate independent flexion and extension in all activities, but movements are abrupt and impact other Indicators of Integration or ski performance outcomes. • **Inconsistency from turn to turn:** Coordinating of the IOIs breaks down on one turn vs the other. (e.g. lack of torso stability from left to right turn results in both skis not being simultaneously guided into the new turn). • **Inconsistency in phases of a turn:** An ineffective movement during one turn phase hinders IOI coordination. Recovery movements are needed to demonstrate IOIs in later turn phases.
Ski Performance: The skier creates round turn shape and maintains a consistent speed with minor variation appearing in whichever is not the current focus. Examples • The prescribed ski relationship is maintained for each activity. • Turn shape and speed control are consistent from activity to activity. • The ski performance remains consistent when the activity is repeated on slightly different terrain or snow conditions.	**Ski Performance:** Prescribed ski performance is interrupted in specific phases of the turn or is not demonstrated. Examples • Turn shape, turn size, rhythm, or speed control varies noticeably from turn to turn. • The prescribed ski relationship appears in one activity but not another. • Matching, steering, edge release, or ski/snow interaction occurs inconsistently or requires compensating movements. • The candidate achieves the outcome in familiar terrain or snow but cannot maintain the prescribed ski performance when conditions or activity demands change slightly.

Assessment Activities

The above assessment criteria are assessed using Integrated Assessment Activities which require a candidate to demonstrate the Indicators of Integration at a coordinated level across beginner, intermediate, and some advanced terrain and conditions. Integrated Assessment Activity descriptions, body performance, and ski performance language are available in the National Alpine Activity List.

These are the Level 2 Integrated Assessment Activities:

- Wedge
- Wedge Christie
- Basic Parallel

Assessment Criteria 2

Manage each of the Technical Fundamentals as prescribed.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Movements that highlight a Technical Fundamental are adjusted, without disrupting stability and balance. Examples • Lower body turning movements achieve accurate control of turning, steering, or pivoting without disrupting stability and balance. • Flexion and extension movements are used to improve accuracy and do not disrupt access to other fundamentals.	**Body Performance:** Movements for a given fundamental change ski performance but have negative effects other fundamentals or balance/stability. Examples • The legs flex and extend to manage balance, but the range of movement is not adequate to maintain stability/balance in moguls. • Lower body turning movements turn the skis, but excessive knee flexion creates a loss of stability and balance. • Lower body tipping movements are accurate but a lack of lower body turning movements prevents accurate ski performance adjustments.
Ski Performance: The prescribed ski performance is achieved through deliberate adjustments of a specific fundamental while managing speed, turn shape, turn size and rhythm. Examples • The skis tip smoothly and progressively contributing to a consistent speed. • Turn size is controlled by adjusting the rate of turning, steering, pivoting. • Ski performance consistently and accurately adapts as prescribed.	**Ski Performance:** The prescribed ski performance is achieved but the ability to control speed, turn shape, turn size and rhythm is compromised. Examples • An over-reliance on edging skills to turn the skis hinders the ability to demonstrate a Wedge Wiggle. • An inability to control edge angle the ability to come to a complete stop in a hockey stop.

Assessment Activities

The above assessment criteria are assessed using Individual Assessment Activities which require a candidate to manage each of the Technical Fundamentals as prescribed. Individual Assessment Activity descriptions, body performance, and ski performance are available in the National Alpine Activity List.

These are the Level 2 Individual Assessment Activities:

- Railroad Track Turns
- Skating Down the Hill
- Crab Wedge
- Diagonal Sideslip
- Hockey Stop
- 1000 Steps
- Stork turns
- Falling Leaf
- Wedge Wiggles

Assessment Criteria 3

Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Duration, Intensity, Rate, Timing of multiple body movements are used to vary turn shape, size, and line. Performance is consistent from turn to turn and through all turn phases, though minor variations may still appear when terrain, snow, speed, or activity demands change. Examples • The duration of turning movements is increased to produce a large radius turn and the upper body remains stable and balanced. • Rate of turning movements is adjusted in combination with a balanced/stable upper body to create different turn radius in the Short-Medium-Short Turn activity.	**Body Performance:** The candidate is only able to control one body movement at a time to vary turn shape, size, and line. Examples • The duration of a turning movement increases to create a large radius turn, but the upper body loses balance/stability and results in increasing speed. • The rate of tipping movements is faster than the rate of turning movements creating a turn shape that is not round.
Ski Performance: The edging, turning, or bending of the skis is adjusted to create different turn shapes, sizes, and lines. The candidate can typically maintain control of turn shape while changing turn size. The candidate can adapt ski performance to the terrain, conditions, and prescribed activity, though interruptions may still appear when demands change. Examples • A partial combination of edging, turning, and bending is used to create different turn shape, size, and line as prescribed. • The rate of edging and turning are adjusted together to adjust turn size to create a consistent rhythm in most situations. • Skis bend from tip to tail in most situations with minimal interruptions.	**Ski Performance:** The edging, turning, or bending of the skis is adjusted to create different turn shapes, sizes, or lines. The candidate can typically maintain control of one of these at a time, with the others varying as a result. Examples • The candidate can change the turn size or turn shape, but not at the same time. • Speed is controlled with braking rather than turn shape. • Tip to tail ski/snow contact is frequently interrupted.

Assessment Activities

The above assessment criteria are assessed using Versatility Activities which require the candidate to manage turn shape, turn size and line as needed in beginner through the easiest advanced zones. Versatility Assessment Activity descriptions, body performance, and ski performance are available in the National Alpine Activity List.

These are the Level 2 Versatility Assessment Activities:

- Short Radius Turns, Groomed Snow
- Short-Medium-Short Radius Turns, Groomed and/or Ungroomed Snow
- Short Radius Turns with a Lane Change, Groomed and/or Ungroomed Snow
- Funnel, Groomed and/or Ungroomed Snow

Learning Outcome

A Level 2 instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources. The Learning Outcome is assessed upon the instructor's ability to consistently demonstrate the following three assessment criteria:

Assessment Criteria 1

Describe the application of two or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Describe at least two fundamentals in a manner that accurately links body movements to ski performance.	Description linking fundamentals to body performance is unclear, inaccurate, or incomplete.
At least two fundamentals described are accurate to each phase of the turn.	Description of fundamentals does not apply to specified phases of the turn.
Understanding of the physical forces impacting an activity is evident based on the description provided.	The impact of physical forces on a skier's intended outcome is not described accurately or completely .
Accurately describes the physics and/or biomechanics specific to the given fundamentals.	Inaccurately or incompletely describes physics and/or biomechanics specific to the given fundamentals.

Assessment Criteria 2

Compare the application of two or more Technical Fundamentals to personal performance.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately describes or show the use of multiple fundamentals in own performance.	Inaccurately describes personal performance.
Describe how changing the use of fundamentals can lead to different outcomes in personal performance.	Unable to articulate different outcomes based on emphasis of fundamentals used.
Accurately describes how multiple fundamentals were used in prescribed performance.	Inaccurately describes the application of fundamentals for desired outcomes.
Explains the ideal use of multiple fundamentals for situational or prescribed outcomes.	Incomplete or inaccurate understanding of ideal or situational use of fundamentals.
Accurately communicates or shows the ideal use of multiple fundamentals for the prescribed outcome.	Inaccurately describes or shows the ideal use of multiple fundamentals for the prescribed outcome.

Assessment Criteria 3

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Discuss how equipment choices affect performance in the intermediate zone.	Does not understand equipment choices and how they affect performance outcomes.
Articulates how effective tactical choices can impact skiing in the intermediate zone.	Struggles to recognize useful or appropriate tactical choices for the intermediate zone.
Accurately relates how skiers physical attributes may affect outcomes; Including factors like height, age, and physical development.	Inaccurately describes how physical development applies to various outcomes and ages.
Information describing how terrain and/or snow conditions impacts intermediate zone experiences is accurate	Unable to describe or adjust terrain choices to manage skiing outcomes.
	Unable describe and/or adapt skiing tactics based on snow conditions.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests.

These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal skiing performance or desired outcome.

Learning Outcome

A Level 2 instructor articulates accurate cause-and-effect relationships between body and ski performance of Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone. The Learning Outcome is assessed upon the instructor's ability to consistently demonstrate the following three assessment criteria:

Assessment Criteria 1

Observe and describe the application of two or more Technical Fundamentals in all turn phases.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately identifies and describes ski performances of observed skier(s).	Does not identify ski performance or accurate ski performance.
Accurately identifies and describes body movements of observed skiers(s).	Does not identify body movements or accurate body movements.
Accurately connects and describes observed ski performances relative to two or more Technical Fundamentals and the contributing body performance in all turn phases.	Does not connect ski and body performance of two or more Technical Fundamentals in all turn phases.
Uses objective, specific, technically accurate, and non-judgmental language. Example: "CM over base of support" as opposed to "good balance".	Uses unprofessional or non-specific language.
	The performance of the fundamental through the phases of the turn are not correctly described.

Assessment Criteria 2

Evaluate and describe the cause and effect relationships of two or more Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately links body movements to ski performance(s)	Body movements are not linked to ski performance.
Describes observed performance(s) in relation to desired outcomes.	Struggles to relate observed performance to intended outcome.
Cause-and-effect explanations and communication are accurate, clear, and concise.	Cause-and-effect relationships described are inaccurate or incomplete.
Cause-and-effect is accurate and applies to relevant Technical Fundamentals, for both effective and ineffective skiing.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Accurately describes elements of DIRT of a Fundamental in observed skier(s) for both effective and ineffective skiing.	Inaccurately describes elements of DIRT in Technical Fundamentals in observed skier(s).

Assessment Criteria 3

Prescribe a specific change, related to one or more Technical Fundamentals, to achieve the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
The prescription describes appropriate Technical Fundamental(s) specific to the specified outcome for feedback.	Chosen Technical Fundamental(s) is/are not relevant to the specified performance or outcome.
Accurately discuss appropriate Technical Fundamentals in turn phases (DIRT) to communicate an appropriate effect for change.	Prescribes a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicates effective/relevant change(s) that focuses on performance, outcomes, or tactics.	Unable to discuss movements that are both effective and ineffective in the prescribes skiing zones.
Constructs prescription for change and understands the elements that led to the prescription.	Unable to prescribe feedback and/or outcomes that is/are relevant to the skier(s).
Descriptions and prescriptions show an understanding of Technical Fundamentals and skiing skills based on experience.	Unable to create and share a continued practice/training plan for students in the desired skiing zones.
Can create and communicate a continued practice/training plan for student.	Prescription is unclear, lacks needed details or information, or is non-existent.

Assessment Activities

Movement Analysis criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis.

Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the skier being analyzed or to the desired outcome through the intermediate zone.

Learning Outcome

A Level 3 instructor continuously adapts and refines the blending of the Technical Fundamentals to produce precise and highly adaptable skiing across all skier zones, terrain, conditions, and tactical situations. The Learning Outcome is assessed upon the instructor's ability to apply ski performance, body performance, and tactics to three assessment criteria.

Assessment Criteria 1

Demonstrate the Indicators of Integration at a refined and optimized level during the prescribed activities.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Indicators of Integration are consistently present with no discernible variation in quality of blending across all turn phases, turn to turn — including left and right turns — and all three activities. Movements are anticipatory and proactively shape the outcome of each turn, rather than reacting to it. This produces a prescribed ski performance that is equally precise and consistent throughout. Examples • Consistency across all activities – Indicators of Integration appear in all activities. and are consistent in high precision and fluidity of blending and consistency. Any variation between activities is minor and does not detract from their overall similarity. Ski performance is consistently demonstrated. • Consistency between left and right turns – Appearance of Indicators of Integration is consistently present from turn to turn. Any deviation is brief and quickly adapted with no impact on the prescribed ski performance. • Consistency through all phases of turn – Appearance of Indicators of Integration is consistently present through all phases of the turn. Deviations are fleeting and infrequent and quickly adapted so as to not impact the prescribed ski performance.	**Body Performance:** Indicators of Integration may be coordinated and generally consistent, but movements remain reactive rather than anticipatory, adapting to each turn, left and right, or phase as it happens rather than shaping it in advance. As a result, precision and fluidity are not fully realized. Deviations may linger without correction, impacting the prescribed ski performance. Examples • Lack of quality of Indicators of Integration blending in an activity: Legs move freely beneath the torso during basic parallel but not wedge christie and dynamic parallel resulting in a sequential movement of the skis as they are guided into the turn (ski performance not achieved). • Inconsistency between left and right turns: Blending of multiple IOIs break down on one turn vs the other. (e.g. The lower legs show similar forward angles on left turn but not on right turns. On the right turns, the outside lower leg is flexed more than the inside lower leg to control the direction of the ski resulting in the torso turning, a loss of edge engagement, and pressure on the outside ski.) The deviation lingers without correction, impacting the prescribed ski performance. • Inconsistency in phases of a turn: An IOI is lacking during one phase of the turn (e.g. During initiation, the skis lack the simultaneous leg rotation and guidance needed to direct both skis into the turn together and instead are pivoted and pushed away from the skier to create steering and edge angle.) This deviation lingers without correction, impacting the prescribed ski performance.
Ski Performance: The prescribed ski performance is demonstrated consistently across all turn phases, turn to turn including left and right turns; all three activities with no discernible variation in turn shape and speed. Examples • Wedge size or ski width remains fairly consistent. • Both skis maintain contact with the snow. • Both skis are guided into the turn together. • Speed remains consistent	**Ski Performance:** The prescribed ski performance is impacted or not achieved in specific turn phases, on one turn direction versus the other, or in one activity versus another. Examples • The inside ski is picked up, or portion of the ski is lifted (ski does not maintain contact with snow) in the initiation phase. • A wedge is not present at the start of wedge christie on left turns only. • Stance width changes in wedge, basic parallel, dynamic parallel turns.

Assessment Activities

The above assessment criteria are assessed using Integrated Assessment Activities which require a candidate to demonstrate the Indicators of Integration at a refined and optimized level across all skier zones, terrain, conditions, and tactical situations. Integrated Assessment Activity descriptions, body performance, and ski performance language are available in the National Alpine Activity List.

Below are the Integrated Assessment Activities:

- Wedge
- Wedge Christie
- Basic Parallel
- Dynamic Parallel

Assessment Criteria 2

Adapt and blend each of the Technical Fundamentals as prescribed.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Movements used to accent one or more fundamentals are purposefully adjusted throughout all turn phases, and deliberately blended, to achieve a specific ski performance. Examples • The DIRT of movements is adjusted for one or multiple fundamentals as needed. • Blending of movements is deliberate, not accidental, in achieving the prescribed outcome.	**Body Performance:** The DIRT of movements for one or multiple fundamentals isn't adjusted enough, or blending isn't deliberate. Examples • Skier cannot adjust the DIRT of movements for one or multiple fundamentals to achieve the prescribed outcome. • An over-reliance on one or several fundamentals inhibits ski performance and the likelihood the prescribed outcome is achieved. • An over-reliance on one fundamental affects the integration of the others.
Ski Performance: Ski performance reflects a deliberate, purposeful blend of the accented fundamentals. Examples • Ski performance achieves the prescribed outcome across all turn phases. • Ski performance is repeatable across the task.	**Ski Performance:** The blend of fundamentals demonstrated doesn't achieve the prescribed ski performance outcome. Examples • The blend of fundamentals demonstrated does not achieve the prescribed outcome. • Ski performance is inconsistent across the task.

Assessment Activities

The above assessment criteria are assessed using Individual Assessment Activities which require a candidate to adapt and blend each of the Technical Fundamentals as prescribed. Individual Assessment Activity descriptions, body performance, and ski performance are available in the National Alpine Activity List.

Below are the Individual Assessment Activities:

- Whitepass
- Stem Christie
- Outside Ski Turn
- Hop Turns
- Javelin
- Reverse Javelin
- Pivot Slip
- Short Turn Leapers
- Falling Leaf with Edge Change

Assessment Criteria 3

Vary turn shape, turn size, and line as needed or prescribed in all skier zones.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Body Performance: Duration, Intensity, Rate, Timing of multiple body movements are used to vary turn shape, size, and line with no discernible variation in quality. Performance is consistent from turn to turn – including left and right turns - and through all turn phases. Examples • Duration, intensity, rate, and timing of movements are used proactively, not just reactively, to affect a range of prescribed ski performance outcomes. • Tactical and technical use of DIRT supports a wide variety of turn shapes, sizes, and lines.	**Body Performance:** Duration, Intensity, Rate, Timing of multiple body movements are used to vary turn shape, size, and line, but variations appear when terrain, snow, speed, or activity demands change. Examples • Lack of tactical and technical use of DIRT does not allow for a variety of turn shapes, sizes, or lines. • Movement adjustments only react to terrain rather than anticipating it.
Ski Performance: The edging, turning, or bending of the skis is adjusted to create different turn shapes, sizes, and lines with no discernible variation of quality. The candidate can spontaneously adjust turn shape, turn size, and line to optimize ski-snow interaction in all activities. Examples • A blended combination of edging, turning, and bending is used to create different turn shape, size, and line as prescribed. • Edging, turning, and bending are adjusted to create a consistent speed in the most challenging conditions. • The skis bend from tip to tail in all situations with no discernible change in performance.	**Ski Performance:** The edging, turning, or bending of the skis is adjusted to create different turn shapes, sizes, and lines. However, the quality of the ski – snow interaction may be interrupted when demands change. Examples • Candidate is unable to consistently alter or manage turn shape, size, or line for terrain or conditions. • Turn shape is inconsistent and speed varies or doesn't match the prescribed or needed ski performance.

Assessment Activities

The above assessment criteria are assessed using Versatility Activities which require the candidate to manage turn shape, turn size and line as needed or prescribed through all skier zones. Versatility Assessment Activity descriptions, body performance, and ski performance are available in the National Alpine Activity List.

Below are the Versatility Assessment Activities:

- Dynamic Short Radius Turns
- Short Swing Turns
- Medium-Short-Medium Radius Turns, Groomed and/or Ungroomed Snow
- Dynamic Large Radius Turns
- Dynamic Short Radius Turns in Moguls
- Short Swing Turns in Moguls
- Large Radius Turns in Ungroomed Snow

Learning Outcome

A Level 3 instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources. The Learning Outcome is assessed upon the instructor's ability to consistently demonstrate the following three assessment criteria:

Assessment Criteria 1

Describe the application of the Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Can describe all fundamentals in a manner that accurately links body movements to ski performance.	Description linking fundamental to body performance is unclear, inaccurate, or incomplete.
All Fundamentals described are accurate to each phase of the turn.	Description of fundamental movements does not apply to specified phases of the turn.
Understanding of the physical forces impact on an activity is evident based on the description provided.	The impact of physical forces on a skier's intended outcome is not described accurately or completely.
Accurately describes the physics and/or biomechanics specific to a given fundamental.	

Assessment Criteria 2

Compare the application of the Technical Fundamentals to personal performance.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately describe or show the use of all fundamentals in own performance.	Inaccurately describes personal performance.
Analyze how the use of fundamentals can lead to different personal performance outcomes.	Unable to articulate different outcomes based on emphasis of fundamental used.
Accurately describes how fundamentals were used in prescribed performance.	Inaccurately describes the application of fundamentals for desired outcomes.
Explains the ideal use of fundamentals for situational or prescribed outcomes.	Does not understand ideal or situational use of individual fundamentals.

Assessment Criteria 3

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to skiing outcomes.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Discuss how equipment choices affect performance in all zones.	Does not understand equipment choices and how that effects performance outcomes.
Articulates how effective tactical choices can impact skiing in all zones.	Struggles to recognize useful or appropriate tactical choices for all zones.
Accurately relates how skiers physical attributes may affect outcomes including factors like height, age, and physical development.	Inaccurately describes how physical development applies to various outcomes and ages.
Analyze how terrain and/or snow conditions impact in all skier zones is accurate.	Unable to describe or adjust terrain choices to manage skiing outcomes.
	Unable describe and/or adapt skiing tactics based on snow conditions.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal skiing performance or desired outcome.

Learning Outcome

A Level 3 instructor describes cause-and-effect relationships of all the Technical Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone. LO is assessed upon the instructor's ability to consistently demonstrate the following three assessment criteria:

Assessment Criteria 1

Observe and describe the application of multiple Technical Fundamentals in all turn phases and from turn to turn.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately identifies and describes ski performance of observed skier(s) relative to desired outcome.	Observation of ski or body performance is not relevant to the desired outcome.
Accurately identifies and describes body movements of observed skiers(s) relative to desired outcome.	Observations of ski or body performance are not accurate.
Can accurately discuss and describes observed ski performances relative to all Technical Fundamentals and the contributing body performance.	Connections of performance to the Technical Fundamentals does not include all turn phases.
Able to completely and accurately connect the body and ski performance with all technical fundamentals in all turn phases and through a series of turns.	Connections of ski and body performance are not developed in relationship to the desired outcome.
Uses specific, technically accurate, and non-judgmental language as it applies to the skiers performance.	Language is technically vague, incomplete, or inaccurate.

Assessment Criteria 2

Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Analyzes and discusses body movements to ski performance relationships.	Body movements are not linked to ski performance.
Cause-and-effect explanations and communication are clear and concise explaining how desired performance outcomes were achieved.	Struggles to relate observed performance to intended outcome.
Cause-and-effect is specific and applies to relevant Technical Fundamentals, for both effective and ineffective skiing.	Cause-and-effect relationships described are inaccurate, unclear, or incomplete.
Accurately analyzes elements of DIRT of a Fundamentals in observed skier(s) for both effective and ineffective skiing.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Analyzes why the blend of a Fundamentals and tactics is appropriate for observed skier(s) performance.	Inaccurately relates elements of DIRT to performance or outcomes.
	Inaccurately communicates an evaluation of an observed Technical Fundamentals or tactics for either effective or ineffective skiing.

Assessment Criteria 3

Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
The prescription evaluates the appropriate Technical Fundamentals specific to the specified outcome.	Incorrectly evaluates and/or describes Technical Fundamentals relevance to the specified performance or outcome.
Accurately discuss various DIRT adjustments to affect meaningful change.	Prescribes a movement change that is not connected to the Technical Fundamentals chosen.
Clearly describes and analyzes effective and relevant changes that focus on performance, outcomes, tactics, and/or skiing situations (racing, park, freeride, big mountain, bumps, freestyle, etc.).	Unable to discuss or analyze movements that are both effective and ineffective in the prescribes skiing zones.
Constructs and discusses prescription for change and understands the elements that led to the prescription.	Unable to prescribe feedback and outcomes that are relevant to the skier(s).
Analysis and discussions of prescriptions show an experienced understanding of Technical Fundamentals and skiing skills.	Unable to discuss and analyze a continued practice/training plan for students in the desired skiing zones.
Can customize, communicate and integrate a continued practice/training plan for student.	Prescription is unclear, lacks needed details or information, or is non-existent.

Assessment Activities

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis.

Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the skier being analyzed or to the desired outcome through the advanced zone.