



# AASI Certified Level I Snowboard 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:</b> Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)	<b>Assess &amp; Plan:</b> Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
<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>Plan</b> Develop a basic progression based on group needs.
<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>Implement:</b> Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
	<b>Adapt</b> Organize the learning environment based on the initial assessment of the needs of the group while managing physical and emotional risk.
	<b>Descriptions, Demonstrations, Feedback</b> Provide clear, accurate, and relevant descriptions, demonstrations, and feedback.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>People Skills</b>	<b>Reflect/Review:</b> Communicates performance changes that target the learning outcome to help students identify that a change has been made.
<b>Communication:</b> Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)	<b>Explore, Experiment, Play</b> Pace a clear progression that uses movement, practice, and terrain effectively.
<b>Communication</b> Use verbal and non-verbal communication in a professional manner.	<b>Describe &amp; Relate Change</b> Communicate changes in performance and how it relates to their skiing/riding goals.
<b>Active Listening</b> Ask questions to learn about others.	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<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>Comments</b>
<b>Relationships with Others:</b> Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)	
<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		Riding Performance	
<b>Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.</b>		<b>Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.</b>	
Consistently demonstrates their ability to:		Applies tactics and snowboard performance to:	
<b>Observe and Describe</b>		<b>Integrate Fundamentals</b>	
Observe and describe the application of one or more Technical Fundamentals in all phases of the turn/ATML.		Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.	
<b>Evaluate and Describe</b>		<b>Individual Fundamentals</b>	
Evaluate and describe the cause and effect relationships of one or more Technical Fundamentals relative to the desired outcome.		Highlight individual Technical Fundamentals as prescribed.	
<b>Prescription</b>		<b>Versatility</b>	
Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.		Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).	
<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>Assessment Activities Performed</b>	
		<b>Highlighted Fundamentals</b>	
		<b>Comments</b>	
Technical Understanding			
<b>Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.</b>			
Relates information from current PSIA-AASI resources to:			
<b>Understanding of Biomechanics/Physics</b>			
Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.			
<b>Fundamentals to Personal Performance</b>			
Compare personal performance to a specific application of one or more Technical Fundamentals.			
<b>Tactics, Equipment, Physical, Environment</b>			
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.			
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome			
<b>Comments</b>			