



# AASI Certified Level II Snowboard Teaching ASSESSMENT FORM

☐ Meets Standards  
☐ Does Not Meet Standards

Candidate:  
Assessment:  
Region:  
Assessor(s):

## Assessment Scale for Certified Level II

- 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: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>	<b>Assess &amp; Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.</b>
<b>Needs/Safety</b> Address group and individual needs for belonging.	<b>Assess</b> Periodically reassess student motivations, performance, and understanding.
<b>Behavior Management</b> Manage behavioral responses.	<b>Plan</b> Develop and manage clear learning experiences 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: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.</b>
	<b>Adapt</b> Adapt the learning environment to group needs while managing physical and emotional risk to promote student engagement.
	<b>Descriptions, Demonstrations, Feedback</b> Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourage learning.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.</b>
<b>Communication</b> Adapt verbal and non-verbal communication based on observations of individuals and the group.	<b>Explore, Experiment, Play</b> Use movement, practice, and terrain productively.
<b>Active Listening</b> Use varied, active-listening tactics to learn about others.	<b>Describe &amp; Relate Change</b> Help students reflect on their performance and how it relates to their skiing/riding goals.
<b>Feedback Delivery</b> Deliver feedback that adjusts for the emotions of subsets within the group.	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
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<b>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)</b>	
<b>Interaction</b> Foster interpersonal relationships to support positive group dynamics.	
<b>Motivations/Emotions</b> Adapt to the motivations and emotions of individuals and subsets of the group.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	