



PSIA Certified Level I Alpine 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
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)	Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
Needs/Safety Address group and individual safety and physiological needs.	Assess Identify student motivations, performance, and understanding.
Behavior Management Exhibits positive behavior in response to feedback.	Plan Develop a basic progression based on group needs.
Section Average: Must be 4 or above to meet Learning Outcome	Section Average: Must be 4 or above to meet Learning Outcome
Comments	Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
	Adapt Organize the learning environment based on the initial assessment of the needs of the group while managing physical and emotional risk.
	Descriptions, Demonstrations, Feedback Provide clear, accurate, and relevant descriptions, demonstrations, and feedback.
	Section Average: Must be 4 or above to meet Learning Outcome
People Skills	
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.
Communication Use verbal and non-verbal communication in a professional manner.	Explore, Experiment, Play Pace a clear progression that uses movement, practice, and terrain effectively.
Active Listening Ask questions to learn about others.	Describe & Relate Change Communicate changes in performance and how it relates to their skiing/riding goals.
Feedback Delivery Deliver feedback that acknowledges the emotions of the group.	Section Average: Must be 4 or above to meet Learning Outcome
Section Average: Must be 4 or above to meet Learning Outcome	Comments
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)	
Interaction Initiate group interaction to build group dynamics.	
Motivations/Emotions Identify the motivations and emotions of students.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	

