

## **PSIA Certified Level I Cross Country ASSESSMENT FORM**

Meets Standards			
<b>Does Not Meet Standards</b>			

Candidate:

**Assessment:** Region:

Assessor(s):

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<b>Assessment</b>	Scale	tor (	ertitied	Ι Αναί Ι

- 1 Essential elements were not observed or not present.
- 2 Essential elements are beginning to appear.
- 3 Essential elements appear, but not with consistency.
- 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	Assess			
Address group and individual safety and physiological needs.	Identify student motivations, performance, and understanding.			
Behavior Management	Plan			
Exhibits positive behavior in response to feedback.	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 experiencs that guide students toward the agreed-upone 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	Reflect/Review: Communicates performance changes that target the			
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)	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	3 1			
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 goup 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				

## **Movement Analysis Skiing Performance** Accurately describes cause-and-effect relationships Adjusts and adapts the XC Fundamentals to demonstrate specific between body and ski performance and provides a outcomes for both classic and skate technique at the beginner skill level relevant prescription for change for beginner skiers. in beginner and some intermediate terrain. Downhill Describe Describe a skier's performance, focusing on body position and body movements for Control speed and change direction. (must pass 4 or above) one XC skill Continuously Ski Cause-and-Effect 15 minutes in beginner and some intermediate terrain, classic or skate. (must pass 4 Describe cause-and-effect relationship between body position and body movements or above) to the skis' performance for one XC skill. **Downhill Assessment Activities Performed** Prescription Provide a relevant prescription for change in body position and body movements for one XC skill to create a desired outcome Comments **Equipment & Wax** Observe and describe how equipment choices affect performance and safety for beginner skiers. Section Average: Must be 4 or above to meet Learning Outcome Comments Classic **Pushoff** Manage ski & pole push to create forward movement. Weight Transfer Control the center of mass (CM) over the base of support. (fore/aft and side to side) Glide Glide on one ski. Versatility Show versatility in beginner terrain. Section Average: Must be 4 or above to meet Learning Outcome **Classic Assessment Activities Performed** Technical Understanding Comments Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level. **Describe Personal Skiing** Accurately identify and describe personal skier performance, using body position and body movements of one XC skiing skill. **Describe Ideal Skiing** Accurately describe ideal skier performance using body position and body movements of one XC skiing skill. **Change Personal Performance** Communicate understanding by changing personal skiing performance based on Skate feedback at the beginner level. Pushoff **Utilize Information** Manage ski & pole push to create forward movement. Identify and reference information from current PSIA resources relative to skier Weight Transfer performance and desired outcome. Control the center of mass (CM) over the base of support. (fore/aft and side to side) Section Average: Must be 4 or above to meet Learning Outcome Glide Comments Glide on one ski. Versatility Show versatility in beginner terrain. Section Average: Must be 4 or above to meet Learning Outcome **Skate Assessment Activities Performed** Comments