



PSIA-AASI Freestyle Specialist 1 ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Freestyle Specialist 1	
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 in the freestyle environment. Consistently demonstrates their ability to: Assess Identify student motivations, performance, and understanding. Collaborate Select basic progression with clear direction and focus. Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain. Section Average: Must be 4 or above to meet Learning Outcome
Needs/Safety Address group and individual safety and physiological needs.	
Behavior Management Exhibits positive behavior in response to feedback.	
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 in the freestyle environment. Adapt Organize the learning environment to align with the initial assessment of the group. Descriptions, Demonstrations, Feedback Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning. Manage Risk Manage physical and emotional risk to maintain engagement in the learning environment. Section Average: Must be 4 or above to meet Learning Outcome
People Skills	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made in the freestyle environment. Explore, Experiment, Play Pace a clear progression to allow students reflection time to explore, experiment, and/or play toward desired outcomes. Describe Change Communicate changes in performance. Relate Change Relate changes in performance to lesson outcomes. Section Average: Must be 4 or above to meet Learning Outcome
Communication: Able to utilize verbal and non-verbal communication to support the emotional state of a subset within the group in the freestyle environment (Assessed when teaching)	
Communication Use verbal and non-verbal communication to identify the emotions and readiness level of the group.	
Feedback Delivery Delivery aligns with the emotional state of the group.	
Section Average: Must be 4 or above to meet Learning Outcome	
Relationships with Others: Able to utilize verbal and non-verbal communication to support the emotional state of a subset within the group in the freestyle environment (Assessed when teaching)	
Emotional Needs Identify the emotional needs of the group.	
Group Dynamic Identify the group dynamic to support a positive interaction within the group.	
Motivation/Emotion Identify how student's emotional readiness and motivations connect.	
Section Average: Must be 4 or above to meet Learning Outcome	Comments
Comments	

Technical Understanding	Riding Performance	
<p>Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance; applying discipline-specific fundamentals and considering tactics and equipment choices.</p> <p>Consistently demonstrates their ability to:</p> <p>Accurately identify and describe personal performance, referencing at least one discipline-specific fundamental during one phase of ATML.</p> <p>Describe desired performance, referencing at least one discipline-specific fundamental.</p> <p>Convey understanding by changing personal performance based on comparison and feedback on one discipline-specific fundamental at a time.</p> <p>Describe how equipment choices and stance setup affect performance and safety.</p> <p>Accurately recognize and comprehend information from current PSIA-AASI resources relative to personal performance or desired freestyle outcomes.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Uses the discipline-specific fundamentals to demonstrate desired freestyle outcomes in beginner freestyle terrain, including extra small and small features.</p> <p>Consistently demonstrates their ability to:</p> <p>Integrate and blend all discipline-specific fundamentals to achieve desired freestyle outcomes.</p> <p>Highlight body movements and equipment performances of individual discipline-specific fundamentals.</p> <p>Show versatility, by varying one element of TIRD (timing, intensity, rate, or duration) to affect desired freestyle outcomes.</p> <p>Adjust speed, pop, and spin by altering tactical choices through all phases of ATML.</p> <p>Flatland</p> <p>Jumps</p> <p>Small Box/Rails</p>	
<p style="text-align: center;">Comments</p>	<p>Transitional Feature</p>	
	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
	<p>Flatland</p>	
	<p>Jumps</p>	
	<p>Small Box/Rails</p>	
<p>Movement Analysis</p>	<p style="text-align: center;">Transitional Feature</p>	
<p>Articulates an accurate cause-and-effect relationship between equipment and body performance within any single discipline-specific fundamental - comparing one phase of ATML to another and taking equipment choices and stance setup into consideration - to offer a relevant prescription for change for riders performing FS 1 activities.</p> <p>Consistently demonstrates their ability to:</p> <p>Accurately describe equipment performances and body movements related to one discipline-specific fundamental, from one phase of ATML to another.</p> <p>Observe and describe how equipment choices and stance setup affect performance and safety.</p> <p>Accurately describe a cause-and-effect relationship of one discipline-specific fundamental, from one phase of ATML to another.</p> <p>Evaluate the described performance and compare it to more efficient performance.</p> <p>Prescribe a specific change in one relevant discipline-specific fundamental to affect the desired freestyle outcome.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p>		
<p style="text-align: center;">Comments</p>		<p>Transitional Feature</p>
		<p>Comments</p>