ASSESSMENT FORM

PROFESSIONAL SKI INSTRUCTORS OF AMERICA · AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

☐ Attained
☐ Did Not Attain

CANDIDATE	ASSESSMENT	EVENT / DATE	EXAMINER
	Adaptive Snowboard Level 1 — Bi-Ski/Mono-Ski		

ASSESSMENT SCALE

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

01 Instructor Decisions & Behavior

Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

AVG _____ · MET ☐ (≥4)

Needs/Safety
Address group and individual safety and physiological needs.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Behavior Management
Exhibits positive behavior in response to feedback.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

02 Assessment, Equipment, & Tactics

Demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.

AVG _____ · MET ☐ (≥4)

Student Assessment
Appropriate student assessments.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Equipment Choices
Assistive equipment choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Equipment Set-Up
Assistive equipment set-up.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Technique & Tactics
Assistive technique and tactical choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

03 Diagnoses & Medications

Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.

AVG _____ · MET ☐ (≥4)

Diagnoses
Prevalent diagnoses.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Medications
Common associated medication classifications and potential side effects.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Strategies for Diagnoses & Medications
Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

04 Technical Tactics & Communication

Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice-zone students in the mountain environment.

AVG _____ · MET ☐ (≥4)

Safety Procedures
Accurately demonstrating procedures for safely navigating the mountain environment.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Adjusting Personal Performance
Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Communication
Understanding the impact of verbal and nonverbal two-way communication.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

05 Movement Analysis

Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn to offer a relevant prescription for change for students through the beginner/novice zone in the respective adaptive discipline(s).

AVG _____ · MET ☐ (≥4)

Observe and Describe
Observing and describing the application of one or more Technical Fundamentals in all phases of the turn/ATML.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Evaluate and Describe
Evaluating and describing the cause-and-effect relationships of one or more Technical Fundamentals relative to the desired outcome.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Prescription
Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Equipment, Technique, Tactics
Relating how equipment choices, techniques, and tactics affect outcomes through the beginner/novice zone.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

06 Adaptations of Teaching Skills

Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.

AVG _____ · MET ☐ (≥4)

Assess
Identifying student motivations, performance, and understanding.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Collaborate
Selecting a basic progression with clear direction and focus.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Plan Lesson
Planning lessons that involve productive use of movement, practice time, and terrain.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Adapt
Organizing the learning environment to align with the initial assessment of the group.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Descriptions, Demonstrations, Feedback
Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Manage Risk
Managing physical and emotional risk to maintain engagement in the learning environment.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Explore, Experiment, Play
Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Describe Change
Communicating changes in performance.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Relate Change
Relating changes in performance to lesson outcomes.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY