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 — Cognitive / Visual Impairment		

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

Guiding-Method
Guiding-method choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Guiding-Position
Guiding-position choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

03 Diagnoses & Medications

Demonstrates basic understanding of the most common diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the adaptive discipline, snowboarding 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 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 in the beginner/novice zone.

AVG _____ · MET ☐ (≥4)

Observe and Describe
Observing and describing the application of one or more snowboarding fundamental in all turn phases.

1 2 3 4 5 6

Evaluate and Describe
Evaluating and describing the cause and effect relationships of one or more snowboarding fundamental relative to the desired outcome.

1 2 3 4 5 6

Prescription
Prescribing a specific change, related to one snowboarding fundamental, to achieve the desired outcome.

1 2 3 4 5 6

Equipment, Technique, Tactics
Observing and describing how equipment choices, techniques, and tactics affect performance and safety.

1 2 3 4 5 6

MODULE SUMMARY

06 Adaptations of Teaching Skills

Demonstrates a basic understanding 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)

	1	2	3	4	5	6
Assess Assessing students to identify motivations, behaviors, performance, and understanding.	○	○	○	○	○	○
Collaborate Collaborating with students to select a basic progression with clear direction and focus.	○	○	○	○	○	○
Plan Lesson Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.	○	○	○	○	○	○
Adapt Organizing the learning environment and adapting teaching strategies to align with the initial assessment.	○	○	○	○	○	○
Descriptions, Demonstrations, Feedback Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.	○	○	○	○	○	○
Manage Risk Managing physical and emotional risk to maintain engagement in the learning environment.	○	○	○	○	○	○
Pacing Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.	○	○	○	○	○	○
Describe Change Communicating changes in performance.	○	○	○	○	○	○
Relate Change Relating changes in performance to lesson outcomes.	○	○	○	○	○	○

MODULE SUMMARY