ASSESSMENT FORM

PROFESSIONAL SKI INSTRUCTORS OF AMERICA · AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

☐ Attained
☐ Did Not Attain

CANDIDATE	ASSESSMENT	EVENT / DATE	EXAMINER
	Adaptive Snowboard Level 2 — Cognitive		

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: Contributes to a professional environment by managing their behaviors and emotions in response to others.

AVG _____ · MET ☐ (≥4)

Needs/Safety
Address group and individual needs for belonging.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Behavior Management
Manage behavioral responses.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

02 Assessment, Equipment, & Tactics

Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for riders with cognitive diagnoses.

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 refined understanding of common cognitive diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for students in the intermediate zone.

AVG _____ · MET ☐ (≥4)

Diagnoses
Single and multiple diagnoses.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Medications
Medication classifications and potential side effects.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Strategies for Diagnoses & Medications
Strategies 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 refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone students with cognitive diagnoses through 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, and tactics to direct student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for the diagnoses as well as changing snow conditions.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Communication

Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

05 Movement Analysis

Articulates accurate cause-and-effect relationships of Snowboarding Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students with cognitive diagnoses through the intermediate zone.

AVG _____ · MET ☐ (≥4)

Observe and Describe

Observing and describing the application of two 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 two 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 intermediate 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 students with cognitive diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.

AVG _____ · MET ☐ (≥4)

Assess Periodically assessing student motivations, performance, and understanding.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Collaborate Collaborating with students to establish an adaptable lesson plan with clear direction and focus.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Plan Lesson Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Adapt Adapting the learning environment to align with the needs of the group.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Descriptions, Demonstrations, Feedback Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Manage Risk Managing physical and emotional risk to promote engagement in the learning environment.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Explore, Experiment, Play Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Describe Change Helping students to recognize and understand change in performance relative to outcomes.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Relate Change Helping students apply gained skills to riding situations.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6

MODULE SUMMARY