ASSESSMENT FORM

PROFESSIONAL SKI INSTRUCTORS OF AMERICA · AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

☐ Attained
☐ Did Not Attain

CANDIDATE	ASSESSMENT	EVENT / DATE	EXAMINER
	Adaptive Snowboard Level 3 — Stand-Up		

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: Promotes a professional environment by adapting behaviors to positively affect others.

AVG _____ · MET ☐ (≥4)

Needs/Safety
Address group and individual needs for esteem.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Behavior Management
Adapts behaviors for positive group and individual interaction.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

02 Assessment, Equipment, & Tactics

Leverages knowledge of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics promote learning for stand-up riders with physical 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

Leverages knowledge of physical diagnoses and 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 all zones. Implements appropriate solutions to improve student performance.

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

Leverages knowledge of technical tactics and communication strategies for working with and guiding all stand-up riders with physical 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

Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using timing, intensity, duration, and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.

1 2 3 4 5 6

Communication

Evaluating and influencing students' performance through creative use 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 all the Snowboard Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for stand-up riders with physical diagnoses through the advanced zone.

AVG _____ · MET ☐ (≥4)

Observe and Describe

Observing and describing the application of three 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 between multiple Technical Fundamentals relative to the desired outcome.

1 2 3 4 5 6

Prescription

Prescribing a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.

1 2 3 4 5 6

Equipment, Technique, Tactics

Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.

1 2 3 4 5 6

MODULE SUMMARY

06 Adaptations of Teaching Skills

Demonstrates their ability to adapt Teaching Skills learning outcomes relative to stand-up riders with physical diagnoses, plan learning outcomes, and create individualized experiences – moving students toward agreed-upon outcomes while optimizing engagement in the process.

AVG _____ · MET ☐ (≥4)

Assess	Continually assessing student motivations, performance, and understanding.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6
Collaborate	Collaborating with students to establish and adapt a lesson plan with a common theme, clear direction, and individualized focus throughout the lesson.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6
Plan Lesson	Planning creative, playful, and exploratory learning experiences in which movement, practice time, terrain, and behavior management strategies are optimized for individuals.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6
Adapt	Tailoring the learning environment to align with the needs of individuals.	○ 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	Proactively managing physical and emotional risk to promote engagement in the learning environment.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6
Explore, Experiment, Play	Customizing and 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	Encouraging students to communicate change in performance and/or understanding.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6
Relate Change	Collaborating with students to apply gained skills to riding situations.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY