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 — 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: 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 students with vision-related 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

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

Leverages knowledge of vision-related 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 through all zones. Implements appropriate solutions to improve student performance.

AVG _____ · MET ☐ (≥4)

Diagnoses
Single and multiple diagnoses, including common accompanying 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 students with vision-related 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 duration, intensity, rate, and timing, 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 Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students with vision-related 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 riders with vision-related diagnoses, plan learning outcomes, and create individualized experiences – moving students toward agreed-upon outcomes while optimizing engagement in the process.

AVG _____ · MET ☐ (≥4)

	1	2	3	4	5	6
Assess Continually assessing student motivations, performance, and understanding.	○	○	○	○	○	○
Collaborate Collaborating with students to establish and adapt a lesson plan with a common theme, clear direction, and individualized focus throughout the lesson.	○	○	○	○	○	○
Plan Lesson Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.	○	○	○	○	○	○
Adapt Tailoring the learning environment to align with the needs of individuals.	○	○	○	○	○	○
Descriptions, Demonstrations, Feedback Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.	○	○	○	○	○	○
Manage Risk Proactively managing physical and emotional risk to optimize engagement in the learning environment.	○	○	○	○	○	○
Explore, Experiment, Play Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.	○	○	○	○	○	○
Describe Change Encouraging students to communicate change in performance and/or understanding.	○	○	○	○	○	○
Relate Change Collaborating with students to apply gained skills to riding situations.	○	○	○	○	○	○

MODULE SUMMARY