



# AASI Certified Level I Snowboard ASSESSMENT FORM

- Meets Standards  
 Does Not Meet Standards

**Candidate:**  
**Assessment:**  
**Region:**  
**Assessor(s):**

Assessment Scale for Certified Level I	
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.

## ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
<b>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</b>	<b>Assess &amp; Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</b>
<b>Needs/Safety</b> Address group and individual safety and physiological needs.	<b>Assess</b> Identify student motivations, performance, and understanding.
<b>Behavior Management</b> Exhibits positive behavior in response to feedback.	<b>Collaborate</b> Select basic progression with clear direction and focus.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Plan Lesson</b> Plan lessons that involve productive use of movement, practice time, and terrain.
<b>Comments</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.</b>
	<b>Pacing</b> Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.
	<b>Organize</b> Organize the learning environment to align with the initial assessment of the group.
	<b>Descriptions, Demonstrations, Feedback</b> Give the group relevant information that encourages learning.
	<b>Physical Risk</b> Limit physical risk.
	<b>Emotional Risk</b> Manage levels to maintain engagement in the learning environment.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.</b>
	<b>Describe Change</b> Communicate changes in performance.
	<b>Relate Change</b> Relate changes in performance to lesson outcomes.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Comments</b>
<b>Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)</b>	
<b>Communication</b> Use verbal and non-verbal communication in a professional manner.	
<b>Active Listening</b> Ask questions to learn about others.	
<b>Actionable Feedback</b> Deliver actionable feedback.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)</b>	
<b>Interaction</b> Initiate group interaction to build group dynamics.	
<b>Motivations/Emotions</b> Identify the motivations and emotions of students.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	

Movement Analysis	Riding Performance
<p><b>Articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML - taking equipment choices and stance setup into consideration - to offer a relevant prescription for change.</b></p>	<p><b>Utilizes the snowboarding fundamentals to demonstrate specific outcomes.</b></p>
<p><b>Describe Performance</b> Accurately describe board performances and body movements in at least one snowboarding fundamental during one phase of a turn/ATML.</p>	<p><b>Integrate Fundamentals</b> Integrate at least two of the snowboarding fundamentals to achieve desired outcomes.</p>
<p><b>Equipment</b> Observe and describe how equipment choices and stance setup affect performance and safety.</p>	<p><b>Individual Fundamentals</b> Highlight body movements and board performances of individual snowboarding fundamentals.</p>
<p><b>Cause and Effect</b> Accurately describe a cause-and-effect relationship in one phase of a turn/ATML, relative to any snowboarding fundamental.</p>	<p><b>Versatility</b> Be versatile, by varying one element of TID (timing, intensity, and duration) to affect desired outcomes.</p>
<p><b>Evaluate</b> Evaluate the described performance and compare it to more efficient performance.</p>	<p><b>Speed &amp; Tactics</b> Adjust speed by altering tactical choices.</p>
<p><b>Prescription</b> Prescribe a specific change in one relevant snowboarding fundamental to affect the desired outcome.</p>	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Assessment Activities Performed</b></p>
<p><b>Comments</b></p>	<p><b>Highlighted Fundamentals</b></p>
<p><b>Technical Understanding</b></p>	<p><b>Comments</b></p>
<p><b>Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the snowboarding fundamentals and considering tactics and equipment choices.</b></p>	
<p><b>Describe Performance</b> Accurately identify and describe personal performance, referencing at least one snowboarding fundamental during one phase of a turn/ATML.</p>	
<p><b>Understanding of Ideal</b> Describe desired performance, referencing at least one snowboarding fundamental.</p>	
<p><b>Change Performance</b> Convey understanding by changing personal performance based on comparison and feedback of one snowboarding fundamental at a time.</p>	
<p><b>Utilizes Resources</b> Use Level I-specific information from current PSIA resources relative to the desired outcome.</p>	
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	
<p><b>Comments</b></p>	