



AASI Certified Level II Snowboard Teaching ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II	
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
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.
Needs/Safety Address group and individual needs for belonging.	Assess Periodically reassess student motivations, current performance, and understanding.
Behavior Management Manage behavioral responses.	Collaborate Collaborate with students to establish and adapt a lesson plan with clear direction and focus.
Section Average: Must be 4 or above to meet Learning Outcome	Plan Lesson Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.
	Pacing Pace learning activities to allow students to explore and/or play toward desired outcomes.
	Organize Adapt the learning environment to align with the needs of the group.
People Skills	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.
Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching)	Physical Risk Manage physical risk to promote engagement in the learning environment.
Communication Adapt verbal and non-verbal communication based on observations of individuals and the group.	Emotional Risk Manage levels of emotional risk to enhance engagement in the learning environment.
Active Listening Use varied, active-listening tactics to learn about others.	Section Average: Must be 4 or above to meet Learning Outcome
Actionable Feedback Deliver actionable feedback that adjusts for the emotions of subsets within the group.	Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.
Section Average: Must be 4 or above to meet Learning Outcome	Describe Change Help students recognize and understand change in performance relative to outcomes.
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)	Relate Change Help students apply gained skills to riding/skiing situations.
Interaction Foster interpersonal relationships to support positive group dynamics.	Section Average: Must be 4 or above to meet Learning Outcome
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.	
Section Average: Must be 4 or above to meet Learning Outcome	Comments
Comments	