

 PSIA CERTIFIED LEVEL I CROSS COUNTRY ASSESSMENT FORM		Candidate: _____ Date: _____ Region: _____ Location: _____ Assessor: _____		<i>Sample Form</i>		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.			
Instructor Decisions & Behavior		Attained	Did not Attain	Score	Teaching Skills		Attained	Did not Attain	Score
Professionalism and Self Management: Maintains a professional environment by demonstrating self-awareness and self management. (Continual Assessment)					Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.				
Needs/Safety Address group and individual safety and physiological needs.					Assess Identify student motivations, performance, and understanding.				
Behavior Management Exhibits positive behavior in response to feedback.					Collaborate Select basic progression with clear direction and focus				
Section Average: Must be 4 or above to meet Learning Outcome					Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain				
Comments (This box may be resized vertically.)					Section Average: Must be 4 or above to meet Learning Outcome				
People Skills					Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process				
Attained Did not Attain Score					Pacing Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.				
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when teaching)					Organize Organize the learning environment to align with the initial assessment of the group				
Communication Use verbal and non-verbal communication in a professional manner.					Descriptions, Demonstrations, Feedback Give the group relevant information that encourages learning				
Active Listening Ask questions to learn about others					Physical Risk Limit physical risk				
Actionable Feedback Deliver actionable feedback					Emotional Risk Manage levels to maintain engagement in the learning environment.				
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome				
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when teaching)					Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.				
Interaction Initiate group interaction to build group dynamics.					Describe Change Communicate changes in performance				
Motivations/Emotions Identify the motivations and emotions of students.					Relate Change Relate changes in performance to lesson outcomes				
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome				
Comments (This box may be resized vertically.)					Comments (This box may be resized vertically.)				
Movement Analysis		Attained	Did not Attain	Score	Skiing Performance		Attained	Did not Attain	Score
Accurately describes cause-and-effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers.					Adjusts and adapts the XC Fundamentals to demonstrate specific outcomes for both classic and skate technique at the beginner skill level in beginner and some intermediate terrain.				
Describe Performance Describe a skier's performance, focusing on body position and body movements for one XC skill.					Downhill Control speed and change direction (must pass 4 or above)				
Cause and Effect Describe cause-and-effect relationship between body position and body movements to the skis' performance for one XC skill.					Continuously Ski 15 minutes in beginner and some intermediate terrain Classic or Skate (must pass 4 or above)				
Prescription Provide a relevant prescription for change in body position and body movements for one XC skill to create a desired outcome.					Downhill Assessment Activities (Click to select)				
Equipment & Wax Observe and describe how equipment choices affect performance and safety for beginner skiers.					Comments (This box may be resized vertically.)				
Section Average: Must be 4 or above to meet Learning Outcome					Classic				
Comments (This box may be resized vertically.)					Pushoff Manage ski & pole push to create forward movement				
Technical Understanding		Attained	Did not Attain	Score	Weight Transfer Control the center of mass (CM) over the base of support (fore/aft and side to side)				
Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level.					Glide Glide on one ski				
Describe Personal Skiing Accurately identify and describe personal skier performance, using body position and body movements of one XC skiing skill					Versatility Show versatility in beginner terrain				
Describe Ideal Skiing Accurately describe ideal skier performance using body position and body movements of one XC skiing skill.					Section Average: Must be 4 or above to meet Learning Outcome				
Change Personal Performance Communicate understanding by changing personal skiing performance based on feedback at the beginner level.					Classic Assessment Activities (Click to select)				
Utilize Information Identify and reference information from current PSIA resources relative to skier performance and desired outcome.					Comments (This box may be resized vertically.)				
Section Average: Must be 4 or above to meet Learning Outcome					Skate				
Comments (This box may be resized vertically.)					Pushoff Manage ski & pole push to create forward movement				
					Weight Transfer Control the center of mass (CM) over the base of support (fore/aft and side to side)				
					Glide Glide on one ski				
					Versatility Show versatility in beginner terrain				
					Section Average: Must be 4 or above to meet Learning Outcome				
					Skate Assessment Activities (Click to select)				
					Comments (This box may be resized vertically.)				