## ASSESSMENT FORM

**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

<table>
<thead>
<tr>
<th>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</th>
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</thead>
</table>
| Needs/Safety  
Address group and individual safety and physiological needs. |
| Behavior Management  
Exhibits positive behavior in response to feedback. |

**Section Average:** Must be 4 or above to meet Learning Outcome

#### Teaching Skills

<table>
<thead>
<tr>
<th>Assess &amp; Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</th>
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</table>
| Assess  
Identify student motivations, performance, and understanding. |
| Collaborate  
Select basic progression with clear direction and focus. |
| Plan Lesson  
Plan lessons that involve productive use of movement, practice time, and terrain. |

**Section Average:** Must be 4 or above to meet Learning Outcome

#### People Skills

<table>
<thead>
<tr>
<th>Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)</th>
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</table>
| Communication  
Use verbal and non-verbal communication in a professional manner. |
| Active Listening  
Ask questions to learn about others. |
| Feedback Delivery  
Deliver feedback that acknowledges the emotions of the group. |

**Section Average:** Must be 4 or above to meet Learning Outcome

<table>
<thead>
<tr>
<th>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)</th>
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</table>
| Interaction  
Initiate group interaction to build group dynamics. |
| Motivations/Emotions  
Identify the motivations and emotions of students. |

**Section Average:** Must be 4 or above to meet Learning Outcome

#### Comments
### Movement Analysis

**Articulates an accurate cause-and-effect relationship between body and ski performance within any single Telemark fundamental in a specific turn phase to offer a relevant prescription for change.**

**Describe Performance**
- Observe and describe ski and body performance in one fundamental in one phase of the turn.

**Cause-and-Effect**
- Identify and describe the cause and effect relationships between body performance and ski performance for one fundamental in one turn phase.

**Evaluate and Prescribe**
- Compare a described performance to the ideal and prescribe a specific change in one fundamental.

**Equipment**
- Observe and describe how equipment choices and issues affect performance and safety.

### Skiing Performance

**Applies a blend of Telemark Skiing Fundamentals to demonstrate specific outcomes in the beginner and intermediate zones.**

**Varies one or more of the fundamentals through any phase of the turn to:**
- Reproduce specific ski performances with moderate accuracy.
- Reproduce a selected turn size, shape, and speed.
- Demonstrate a functional telemark stance and movement.

**Section Average:** Must be 4 or above to meet Learning Outcome

#### Applied Assessment Activities Performed

#### Blended Assessment Activities Performed

#### Highlighted Assessment Activities Performed

### Technical Understanding

**Uses current PSIA resources to describe elements of ideal performances, using the telemark fundamentals separately.**

**Understanding of Ideal**
- Describe ideal performances, referencing at least one of the telemark skiing fundamentals in any turn phase in the beginner/novice zone.

**Understanding of Biomechanics/Physics**
- Reference biomechanics and physics principles relevant to skiing outcomes.

**Equipment**
- Accurately discuss how equipment choices and issues affect performance and safety in the beginner/novice skier zone.

**Utilizes Resources**
- Use Level I-specific information from current PSIA resources relative to the desired outcome.

**Section Average:** Must be 4 or above to meet Learning Outcome

#### Comments