



**PSIA Certified Level II  
Adaptive Alpine  
Mono-Ski**

**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	Movement Analysis
<b>Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>	<b>Articulates accurate cause-and-effect relationships of at least two Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for intermediate-zone students who are mono-skiers.</b>
<b>Needs/Safety</b> Address group and individual needs for belonging.	Consistently demonstrates their ability to work with students who are mono-skiers by:
<b>Behavior Management</b> Manage behavioral responses.	<b>Observe and Describe</b> Describing ski and body performance, relative to two or more Alpine Skiing Fundamentals in all turn phases, and from turn to turn.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Cause and Effect</b> Linking ski and body performance when describing cause-and-effect relationships in at least two Alpine Skiing Fundamentals in all phases of the turn, and from turn to turn.
<b>Comments</b>	<b>Evaluate and Describe</b> Evaluating the described performances and comparing them to more ideal performance.
	<b>Prescription</b> Prescribing a specific change in one Alpine Skiing Fundamental using duration, intensity, rate, and timing (DIRT) to create a change in agreed-upon outcomes.
	<b>Equipment, Technique, Tactics</b> Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Comments</b>
Equipment & Tactics	
<b>Demonstrates a refined understanding of appropriate equipment and tactics for students who are mono-skiers, based on the cognitive, affective, and physical assessment.</b>	
Within the following lesson components, explains their decision-making process - while demonstrating cause-and effect relationships crucial to improving performance and skill development of intermediate-zone students who are mono-skiers:	
<b>Student Assessment</b> Appropriate student assessments.	
<b>Equipment Choices</b> Assistive equipment choices.	
<b>Equipment Set-Up</b> Assistive equipment set-up.	
<b>Technique &amp; Tactics</b> Assistive technique and tactical choices.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	

Diagnoses & Medications	Adaptations of Teaching Skills
<p><b>Demonstrates a refined understanding of common diagnoses and a basic understanding of common accompanying diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the mono-ski discipline, skiing performance, and teaching considerations for students in the intermediate zone.</b></p> <p>Facilitates learning for students who are mono-skiers, by explaining, analyzing, and applying a refined knowledge of:</p>	<p><b>Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to students who are mono-skiers and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.</b></p> <p>Consistently demonstrates their ability to work with students who are mono-skiers by:</p>
<p><b>Diagnoses</b></p> <p>Single and multiple diagnoses.</p>	<p><b>Assess</b></p> <p>Assessing students to identify motivations, behaviors, performance, and understanding.</p>
<p><b>Medications</b></p> <p>Medication classifications and potential side effects.</p>	<p><b>Collaborate</b></p> <p>Collaborating with students to select a basic progression with clear direction and focus.</p>
<p><b>Strategies for Diagnoses &amp; Medications</b></p> <p>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p><b>Plan Lesson</b></p> <p>Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Pacing</b></p> <p>Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.</p>
<p style="text-align: center;"><b>Comments</b></p>	<p><b>Adapt</b></p> <p>Organizing the learning environment and adapting teaching strategies to align with the initial assessment.</p>
	<p><b>Descriptions, Demonstrations, Feedback</b></p> <p>Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</p>
	<p><b>Manage Risk</b></p> <p>Managing physical and emotional risk to maintain engagement in the learning environment.</p>
	<p><b>Describe Change</b></p> <p>Communicating changes in performance.</p>
	<p><b>Relate Change</b></p> <p>Relating changes in performance to lesson outcomes.</p>
	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
	<p style="text-align: center;"><b>Comments</b></p>
<p><b>Tech Tactics &amp; Communication</b></p>	
<p><b>Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone mono-skiers through the mountain environment.</b></p> <p>Consistently demonstrates their ability to work with intermediate-zone students who are mono-skiers by:</p>	
<p><b>Safety Procedures</b></p> <p>Accurately demonstrating procedures for safely navigating the mountain environment.</p>	
<p><b>Adjusting Personal Performance</b></p> <p>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</p>	
<p><b>Communication</b></p> <p>Understanding the impact of verbal and nonverbal two-way communication.</p>	
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	
<p style="text-align: center;"><b>Comments</b></p>	