# PSIA Certified Level III
## Adaptive Alpine Mono-Ski
### ASSESSMENT FORM

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

### ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Instructor Decisions &amp; Behavior</th>
<th>Movement Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism and Self-Management:</strong> Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</td>
<td><strong>Describes cause-and-effect relationships of all Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for all students who are mono-skiers, through all zones.</strong></td>
</tr>
</tbody>
</table>
| **Needs/Safety**  
Address group and individual needs for esteem. | Consistently demonstrates their ability to work with students who are mono-skiers by: |
| **Behavior Management**  
Adapts behaviors for positive group and individual interaction. | **Observe and Describe**  
Describing detailed ski and body performance relative to all the Alpine Skiing Fundamentals in blended relationships, in multiple turn phases, and from turn to turn. |
| **Section Average:** Must be 4 or above to meet Learning Outcome | **Cause and Effect**  
Linking ski and body performance to describe blended cause-and-effect relationships. |
| **Comments** | **Evaluate and Describe**  
Evaluating the described performances and comparing them to more ideal performance. |
| | **Prescription**  
Prescribing a specific change to effect blending of the Alpine Skiing Fundamentals, using duration, intensity, rate, and timing (DIRT) to create a change in desired outcomes. |
| | **Equipment, Technique, Tactics**  
Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones. |
| **Equipment & Tactics**  
Leverages knowledge of equipment and tactics for students who are mono-skiers, based on the cognitive, affective, and physical assessment. Within the following lesson components, leverages their knowledge of cause-and-effect relationships to meet goals and improve performance and skill development of advanced-zone students who are mono-skiers: | **Section Average:** Must be 4 or above to meet Learning Outcome |
| **Student Assessment**  
Appropriate student assessments. | **Comments** |
| **Equipment Choices**  
Assistive equipment choices. | |
| **Equipment Set-Up**  
Assistive equipment set-up. | |
| **Technique & Tactics**  
Assistive technique and tactical choices. | |
| **Section Average:** Must be 4 or above to meet Learning Outcome | |
**Diagnoses & Medications**

<table>
<thead>
<tr>
<th>Diagnoses</th>
<th>Medications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single and multiple diagnoses.</td>
<td>Medication classifications and potential side effects.</td>
</tr>
</tbody>
</table>

**Strategies for Diagnoses & Medications**

Strategies to prevent, reduce, and safely respond to corollary effects of students’ diagnoses and medications.

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

**Comments**

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**Adaptations of Teaching Skills**

Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to students who are mono-skiers, plan learning outcomes, and create individualized experiences - moving students toward agreed-upon outcomes while optimizing engagement in the process.

Consistently demonstrates their ability to work with students who are mono-skiers by:

<table>
<thead>
<tr>
<th>Assess</th>
<th>Collaborate</th>
</tr>
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<tbody>
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<td>Continually assessing student motivations, current performance, and understanding.</td>
<td>Collaborating with students to establish and adapt a lesson plan with a common theme, clear direction, and individualized focus throughout the lesson.</td>
</tr>
</tbody>
</table>

**Plan Lesson**

Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for each individual.

**Pacing**

Pacing customized learning activities to allow students to explore and/or play toward desired outcomes.

**Adapt**

Tailoring the learning environment, while adapting teaching strategies, to align with the needs of individuals.

**Descriptions, Demonstrations, Feedback**

Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourage individualized learning.

**Manage Risk**

Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.

**Describe Change**

Encouraging students to communicate change in performance and/or understanding.

**Relate Change**

Collaborating with students to apply gained skills to skiing situations.

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

**Comments**

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**Tech Tactics & Communication**

Leverages knowledge of technical tactics and communication strategies for working with and guiding all mono-skiers through the mountain environment.

Consistently demonstrates their ability to work with students who are mono-skiers by:

<table>
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<th>Safety Procedures</th>
<th>Adjusting Personal Performance</th>
<th>Communication</th>
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<td>Accurately demonstrating procedures for safely navigating the mountain environment.</td>
<td>Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance - using duration, intensity rate, timing, and more - and accounting for changes in terrain and conditions through all aspects of the mountain environment.</td>
<td>Evaluating and influencing students’ performance through creative use of verbal and nonverbal two-way communication.</td>
</tr>
</tbody>
</table>

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

**Comments**