## ASSESSMENT CRITERIA

### Instructor Decisions & Behavior

Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)

- Needs/Safety: Address group and individual needs for esteem.
- Behavior Management: Adapts behaviors for positive group and individual interaction.

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

### Movement Analysis

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 three-track skiers.

- Consistently demonstrates their ability to work with students who are three-track skiers through all zones by:
  - 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.
  - Cause and Effect: Linking ski and body performance to describe blended cause-and-effect relationships.
  - 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.

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

### Equipment & Tactics

Leverages knowledge of equipment and tactics for students who are three-track 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 three-track skiers:

- **Student Assessment:** Appropriate student assessments.
- **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

### Comments

- **Candidate:**
- **Assessment:**
- **Region:**
- **Assessor(s):**
### Diagnoses & Medications

**Leverages knowledge of diagnoses and common accompanying diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the three-track discipline, skiing performance, and teaching considerations for students in all zones.**

- Implements appropriate solutions to improve student performance.

**Maximizes the performance of students who are three-track skiers, through a process of analysis, prioritization, and integration of advanced knowledge of:**

#### Diagnoses
- Single and multiple diagnoses.

#### Medications
- Medication classifications and potential side effects.

#### 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**

### Tech Tactics & Communication

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

Consistently demonstrates their ability to work with all students who are three-track skiers by:

#### Safety Procedures
- Accurately demonstrating procedures for safely navigating the mountain environment.

#### Adjusting Personal Performance
- 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.

#### Communication
- Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.

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

### Adaptations of Teaching Skills

**Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to students who are three-track 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 three-track skiers by:

#### Assess
- Continually assessing student motivations, current performance, and understanding.

#### Collaborate
- Collaborating with students to establish and adapt a lesson plan with a common theme, clear direction, and individualized learning.

#### 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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