



# Adaptive Snowboard Stand-Up Level 2 Assessment Form

Name  
Date  
Location  
Examiner(s)

**Instruction**  Attained  Did Not Attain

Written Score	<input type="checkbox"/>
(1: 0-50% 2: 51-64% 3: 65-74% 4: 75-85% 5: 86-95% 6: 96-100%)	
Client/Instructor Safety	<input type="checkbox"/>
Communication/Interaction Skills	<input type="checkbox"/>
Teaching Experience Stand-Up	<input type="checkbox"/>
Uses Effective Exercises & Progressions	<input type="checkbox"/>
Links one Learning Situation to the Next/ATML	<input type="checkbox"/>
Demonstrates Use of Accurate and Timely Feedback	<input type="checkbox"/>
Pace: Talk vs. Action	<input type="checkbox"/>

**Movement Analysis**  Attained  Did Not Attain

Ability to Explain Movement Patterns General to Disability	<input type="checkbox"/>
Ability to Explain Movement Patterns Specific to Student	<input type="checkbox"/>
Can Explain Stance & Reference Alignments	<input type="checkbox"/>
Can Relate Concepts to Adaptive Students	<input type="checkbox"/>
Understands Benefits & Limitations of Equipment	<input type="checkbox"/>

**Riding**  Attained  Did Not Attain

Safety: Rides within Responsibility Code	<input type="checkbox"/>
Overall Riding incl. Switch on Blue Terrain	<input type="checkbox"/>
One Foot Out Riding	<input type="checkbox"/>
Bumps on Blue Terrain	<input type="checkbox"/>
Task: <input type="text"/>	<input type="checkbox"/>
Task: <input type="text"/>	<input type="checkbox"/>

**Disability Knowledge**  Attained  Did Not Attain

Knowledge of Physical Disabilities	<input type="checkbox"/>
Assessment of Students	<input type="checkbox"/>
Understanding of Teaching Concepts	<input type="checkbox"/>
Understanding of Learning Concepts	<input type="checkbox"/>
Understanding of Adaptive Equipment and Use	<input type="checkbox"/>

**Attained Stand-Up**

**Did Not Attain Stand-Up**

**Attained Level 2**

**Did Not Attain Level 2**

**Not Yet Eligible**

**Comments**

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**To attain level 2 Stand-Up ALL SCORES MUST BE 4 or higher**  
 This assessment is for members and the education staff to assess performance against the Rocky Mountain AASI standards. Proficiency in each element is scored using the following scale:  
 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 (≥75% of the time).  
 5: Essential elements appear frequently, above required level (≥85% of the time).  
 6: Essential elements appear continuously, at a superior level (≥95% of the time).