



ALPINE NATIONAL ASSESSMENT GUIDE

Candidate-facing guide

LEVEL 1 | LEVEL 2 | LEVEL 3

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PSIA-AASI Alpine National Assessment Guide

Consolidated candidate-facing guide

Purpose of This Guide

Welcome to Alpine Certification

PSIA-AASI Alpine certification is a journey of professional growth. At each level, you will have opportunities to demonstrate your skiing performance, technical understanding, movement analysis, teaching ability, people skills, and professional judgment. This guide is designed to help you understand the pathway, prepare with confidence, and know what to expect during your assessment.

How to Use This Guide

Start with Your Certification Journey to understand how the modules fit together. Then review the sections for the level and modules you plan to take. Use the Learning Outcomes and assessment-experience descriptions to focus your preparation, and refer to the current National Standards, Performance Guides, Assessment Forms, and National Assessment Activity Lists for the complete and current requirements. Your region will provide the event-specific schedule, meeting locations, and logistics.

Your Certification Journey

Alpine certification includes three modules: Movement Analysis & Technical Understanding, Skiing Performance, and Teaching & People Skills. The recommended sequence is Movement Analysis & Technical Understanding, then Skiing Performance, then Teaching & People Skills. This sequence is a recommendation rather than a requirement; confirm your region's schedule and module order.

Level 1 is one integrated, all-or-nothing assessment. All three modules must be successfully completed as part of the same assessment event, which is scheduled over consecutive days. Individual modules cannot be banked; if the required standard is not met in all three modules, the full Level 1 assessment must be retaken.

Levels 2 and 3 consist of three modular assessments. You may take modules one at a time, in any order, and across different seasons. When modules are scheduled consecutively, the recommended sequence above can help organize the experience, but regional delivery may differ.

What You Should Study

Prepare using the current national resources for your level and modules. These living documents are the authoritative sources for standards, Learning Outcomes, Assessment Criteria, indicators of successful performance, and activity definitions.

Core resources include the applicable Alpine National Standards, Alpine Performance Guides, Assessment Forms, National Assessment Activity List, current PSIA-AASI technical and manual resources, and Teaching & People Skills candidate-facing resources. Find the current Alpine standards and assessment resources on the PSIA-AASI Alpine certification page. [PSIA-AASI Alpine certification page](#)

What to Practice

- Demonstrating the Learning Outcomes in terrain and conditions appropriate to your level.
- Describing skiing performance using the Alpine Technical Fundamentals.

- Observing another skier, explaining cause-and-effect relationships between movement and ski performance, and prescribing a specific change.
- Analyzing your own skiing and explaining how fundamentals, tactics, equipment, physical development, terrain, and snow conditions influence an outcome.
- Planning and delivering learning experiences that reflect student needs and intended outcomes.
- Adapting communication and interpersonal approaches to individuals and groups.
- Managing yourself and contributing to a professional, safe assessment environment.

Understanding the Assessment Criteria

The Assessment Form and Performance Guide contain the current Assessment Criteria and contributors of successful performance for each Learning Outcome. The six-point assessment scale applies to all assessment criteria across all levels and modules. Use the current form and guide to understand the expectations and passing requirements for your assessment.

This guide summarizes the candidate-facing assessment experience for Alpine Level 1, Level 2, and Level 3. It explains the pathway, assessment structure, activities, Learning Outcomes, and preparation expectations. It does not replace the National Standards, Performance Guides, Assessment Forms, or National Assessment Activity Lists, which remain the authoritative references.

Schedules, terrain, activity order, and group flow may be adjusted for weather, snow conditions, lift operations, safety, group size, traffic, terrain availability, and event logistics. Follow pre-event communications and instructions provided at the Candidate Meeting.

Candidate Responsibilities

Before the Assessment

- Review the relevant National Standards, Performance Guides, Assessment Forms, and National Assessment Activity List.
- Read all pre-event communications and any module-specific information provided by your region.
- Prepare mentally and physically for the assessment and for time on snow.
- Arrive prepared to ski safely and effectively in the terrain and conditions available on the assessment day.

During the Assessment

- Follow the PSIA-AASI Member Code of Conduct.
- Check in at the time and location provided in pre-event communications.
- Attend the Candidate Meeting and arrive at all meeting times and locations.
- Follow directions from assessors, regional staff, and ski area personnel.
- Follow expectations shared in pre-event communications and at the Candidate Meeting.
- When serving as a student for another candidate, demonstrate professionalism and self-management.

Alpine Assessment Structure

Level 1 may be conducted in a 12-hour or 18-hour format, depending on the number of candidates and regional delivery needs. Both formats are designed to provide candidates the required, consistent assessment time. Because Level 1 is integrated and all-or-nothing, all three modules must be completed as part of the same assessment event; individual modules cannot be banked. Levels 2 and 3 are modular and may be taken in any order, one at a time, and across different seasons.

Level 1 Alpine Assessment

Assessment Overview

The Alpine Level 1 assessment is organized into three modules and delivered as one integrated, all-or-nothing assessment event scheduled over consecutive days. All three modules must be completed as part of the same assessment event.

Typical Delivery Formats

12-hour format: Day 1 includes Movement Analysis & Technical Understanding and Skiing Performance. Day 2 includes Teaching & People Skills.

18-hour format: Day 1 includes Movement Analysis & Technical Understanding; Day 2 includes Skiing Performance; Day 3 includes Teaching & People Skills.

Your region will provide the specific schedule, meeting times, locations, and event logistics.

Level 1: Movement Analysis & Technical Understanding

Purpose: Demonstrate that you can understand and describe skiing performance, analyze movement, and make relevant decisions using the PSIA-AASI Technical Fundamentals and current PSIA-AASI resources.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- Technical Understanding: Describes specific performances using Technical Fundamentals and considers tactics and equipment choices using current PSIA-AASI resources.
- Movement Analysis: Articulates accurate cause-and-effect relationships between body and ski performance within a single skiing Technical Fundamental in a specific phase of the turn, and offers a relevant prescription for change for skiers in the beginner/novice zone.

Assessment Activities and What to Expect

- One Self-Assessment opportunity to demonstrate Technical Understanding.
- One Peer Movement Analysis opportunity to demonstrate Movement Analysis.
- Each opportunity uses an Integrated Activity selected from the Alpine Level 1 National Assessment Activity List.
- Each opportunity is a maximum of 8 minutes.

- For Self-Assessment, ski the selected activity and then describe and analyze your own performance.
 - Compare your personal performance with the application of one or more Technical Fundamentals. Describe how the selected fundamental(s) are applied within the phases of the turn to achieve the specific skiing outcome, including relevant biomechanics and physics.
 - Explain how tactical decisions, equipment choices, physical development, terrain, and variations in snow conditions can affect the skiing outcome. Be prepared to connect these factors to the performance you just demonstrated.
- For Peer Movement Analysis, observe an assigned peer skiing the selected activity and present your analysis to the assessors, rather than directly to your peer.
 - Describe how one or more Technical Fundamentals are applied in the relevant turn phases. Explain the cause-and-effect relationship between body movements and ski performance in relation to the desired outcome, then prescribe a specific change related to the Technical Fundamentals that would help the skier achieve the desired outcome in the beginner/novice zone.
- Assessors may ask clarifying questions about your observations, analysis, or proposed changes.

Level 1: Skiing Performance

Purpose: Demonstrate skiing performance by applying the Technical Fundamentals to achieve specific outcomes in beginner and easier intermediate terrain.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- Skiing Performance: Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

Assessment Activities

You will complete seven skiing activities:

- 3 Integrated Activities
- 2 Individual Activities
- 2 Versatility Activities

Activities are selected from the Alpine Level 1 National Assessment Activity List. Individual Activities are selected to demonstrate a broad range of Fundamental Focuses. Versatility Activities demonstrate a variety of turn shapes, sizes, speed, and/or line choice.

When weather, snow conditions, and available terrain allow, the two Versatility Activities include one groomed activity and one off-piste or variable-terrain activity.

Assessment Process

- The assessment uses a call-down format with clearly defined start, observation, and stopping points.
- Each activity is completed a minimum of once and a maximum of twice.

- Before each activity, you will receive the activity name and 1–3 key ski-performance outcomes and/or external parameters.
- A demonstration will be provided before you complete the activity.
- If a second attempt is provided, any misunderstanding about the expected outcome will be clarified before the activity is repeated.

Level 1: Teaching & People Skills

Purpose: Demonstrate your ability to create and manage a learning environment in the Beginner/Novice Zone, including easier blue terrain, by assessing learner needs, planning and facilitating learning, communicating, adapting, and reflecting.

Learning Outcomes

- **Professionalism and Self-Management:** Maintains a professional environment by demonstrating self-awareness and self-management.
- **Communication:** Engages in meaningful verbal and non-verbal communication with the group as a whole.
- **Relationships with Others:** Identifies likely motivations and emotions of individuals and understands group dynamics.
- **Assess and Plan:** Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- **Implement:** Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- **Reflect/Review:** Communicates performance changes that target the learning outcome to help students identify that a change has been made.

Teaching/Learning Segment

- You will lead a Teaching/Learning segment of up to 20 minutes.
- You will receive a Beginner/Novice Zone Focus Area representing common student milestones and goals.
- Assess your peers' needs within the Focus Area and develop an initial plan based on your training, experience, and information learned about them.
- Facilitate teaching/learning activities toward an agreed-upon outcome, then reflect on and communicate performance changes.
- The segment includes peer assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions as applicable.
- Your peers may ski above the Beginner/Novice Zone, but they still bring real goals, questions, and performance needs related to the assigned Focus Area.
- Assessors observe the segment without interruption unless safety becomes a concern and may ask follow-up questions.

Example Teaching & People Skills schedule (times may change):

- 8:45 AM Candidate Meeting
- 9:00–9:30 AM warm-up

- 9:40–11:30 AM on-snow Teaching/Learning segments
- 11:40 AM–12:25 PM lunch
- 12:35–2:25 PM on-snow segments
- 4:00 PM results and verbal feedback.

Level 1 Alpine Focus Areas

- Intro to sliding and the gliding wedge
- First direction changes
- Linking turns
- Turn shape
- Matching skis (parallel)
- Speed management
- Conditions of the day (ice, powder, ungroomed, etc.)
- Managing terrain changes
- Warm-up activities with skis on

Level 2 Alpine Assessment

Assessment Overview

Alpine Level 2 certification requires successful completion of all three assessment modules: Movement Analysis & Technical Understanding, Skiing Performance, and Teaching & People Skills. Each module is assessed separately and may be taken in any order. Candidates may choose to take one module at a time and complete the remaining modules in a later season. When all three modules are scheduled consecutively, a common sequence is Movement Analysis & Technical Understanding → Skiing Performance → Teaching & People Skills, but this order is not mandatory. Your region will confirm the actual schedule and order.

Level 2: Movement Analysis & Technical Understanding

Learning Outcomes

- Instructor Decisions & Behavior: Contributes to a professional environment by managing behaviors and emotions in response to others.
- Movement Analysis: Articulates accurate cause-and-effect relationships between body and ski performance of Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.
- Technical Understanding: Describes specific performances using Technical Fundamentals and considers tactics and equipment choices using current PSIA-AASI resources.

Assessment Activities and What to Expect

You will complete four assessment opportunities:

- 2 Peer Movement Analysis opportunities, up to 8 minutes each.
- 2 Self-Assessment opportunities, up to 8 minutes each.

- Each type includes one Integrated Activity and one Versatility Activity, selected from the Alpine Level 2 National Assessment Activity List.
- Whenever possible, the Peer Movement Analysis opportunities will involve different peers.
- Each opportunity focuses on the skiing performance you or your peer has just completed.

Peer Movement Analysis

- You may be assigned peers to serve as Movement Analysis subjects. Use the warm-up to observe them informally.
- Before each opportunity, one peer will be designated as your Movement Analysis subject.
- The assessment uses a call-down observation format. You will stand with the assessors and observe the selected peer skiing the activity.
- Present your Movement Analysis to the assessors rather than directly to your peer.
- Observe and describe how the Technical Fundamentals are applied through all phases of the turn. Evaluate cause-and-effect relationships between body movements and ski performance in relation to the desired outcome, then prescribe a specific change related to the Technical Fundamentals that would help the skier achieve that outcome in the intermediate zone.
- Assessors may ask follow-up questions or engage you in conversation.

Self-Assessment

- You will ski the selected activity to the designated stopping point and then report on and analyze your own performance.
 - Compare your personal performance with the application of one or more Technical Fundamentals. Describe how the fundamental(s), including relevant biomechanics and physics, are applied through the phases of the turn to achieve a specific outcome.
 - Explain how tactical decisions, equipment choices, physical development, terrain, and variations in snow conditions can affect the skiing outcome. Use current PSIA-AASI resources to support your explanation and connect these factors to the performance you demonstrated.
- Assessors may ask clarifying questions or explore your depth of knowledge.

Example Movement Analysis & Technical Understanding schedule (times may change)

- 8:45 AM meet candidates
- 9:00 AM–12:00 PM warm-up and two assessment opportunities
- 12:00–12:30 PM lunch; 12:30–3:00 PM complete the remaining two opportunities
- 4:00 PM results and verbal feedback.

Level 2: Skiing Performance

Learning Outcomes

- Instructor Decisions & Behavior: Contributes to a professional environment by managing behaviors and emotions in response to others.
- Skiing Performance: Adapts and blends the Technical Fundamentals to produce purposeful, coordinated, and efficient skiing across beginner, intermediate, and some advanced terrain and conditions.

Assessment Activities

You will complete ten skiing activities:

- 3 Integrated Activities
- 3 Individual Activities
- 4 Versatility Activities

Activities are selected from the Alpine Level 2 National Assessment Activity List. Integrated Activities demonstrate application of the Technical Fundamentals to achieve intended outcomes. Individual Activities demonstrate a broad range of Fundamental Focuses. Versatility Activities demonstrate a variety of turn shapes, turn sizes, speed, and line choice.

The four Versatility Activities include two groomed activities and, when weather, snow conditions, and available terrain allow, two ungroomed or variable-terrain activities.

Assessment Process

- The assessment uses a call-down format with clearly defined start, observation, and stopping points.
- Each activity is completed a minimum of once and a maximum of twice.
- Each activity is introduced by its name from the National Assessment Activity List, with 1–3 key ski-performance outcomes and/or external parameters.
- Assessors demonstrate each activity before you ski it.
- If a second attempt is provided, the desired outcome will be clarified before you repeat the activity.
- Groups may use different runs when the terrain meets the requirements in the National Assessment Activity List.

Example Skiing Performance schedule (times may change)

- 8:45 AM Candidate Meeting
- 9:00 AM assessment overview and warm-up
- 9:30 AM skiing assessment during the morning
- 11:30 AM lunch
- 12:30 PM skiing assessment in the afternoon
- 4:00 PM results and verbal feedback

Level 2: Teaching & People Skills

Purpose: Create and manage a learning environment in the Intermediate Zone, primarily on blue terrain, including green terrain and the easiest black terrain, to improve students' performance and understanding within an assigned Focus Area.

Learning Outcomes

- Professionalism and Self-Management: Contributes to a professional environment by managing behaviors and emotions in response to others.
- Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.

- Relationships with Others: Adapts to the motivations and emotions of individuals and to group dynamics to promote trust.
- Assess and Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.
- Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.
- Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

Teaching/Learning Segment

- The segment ranges from 30–40 minutes, including student assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions.
- You will receive an Intermediate Zone Focus Area representing common student goals or requests.
- Assess students' performance and understanding; identify motivations, goals, and needs; and develop an initial plan.
- Adapt the learning experience as you learn more about students and work toward agreed-upon outcomes.
- Assessors observe the full segment unless safety becomes a concern and may ask follow-up questions.
- When serving as a student, you are assessed on professionalism and self-management, not technical skiing performance.

Example Teaching & People Skills schedule (times may change)

- 8:45 AM Candidate Meeting
- 9:00–9:30 AM warm-up
- 9:40 AM–12:05 PM on-snow Teaching/Learning segments
- 12:05–12:35 PM lunch
- 12:45–4:00 PM on-snow segments, with end time depending on candidate count and event needs
- 4:00 PM results and verbal feedback.

Level 2 Alpine Focus Areas (In Basic Parallel)

- Steep groomers
- Introducing or improving carving
- Variable conditions (bumps, trees, ungroomed, etc.)
- Managing terrain changes
- Pole usage
- Conditions of the day (ice, powder, ungroomed, etc.)
- Speed management

Level 3 Alpine Assessment

Assessment Overview

Alpine Level 3 certification requires successful completion of all three assessment modules: Movement Analysis & Technical Understanding, Skiing Performance, and Teaching & People Skills. Each module is assessed separately and may be taken in any order, one at a time, and across different seasons. When modules are scheduled consecutively, the recommended sequence is Movement Analysis & Technical Understanding → Skiing Performance → Teaching & People Skills, but the order is not mandatory. Your region will confirm the schedule and order.

Level 3: Movement Analysis & Technical Understanding

Learning Outcomes

- Instructor Decisions & Behavior: Promotes a professional environment by adapting behaviors to positively affect others.
- Movement Analysis: Describes cause-and-effect relationships of all the Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the advanced zone.
- Technical Understanding: Describes specific performances using Technical Fundamentals and considers tactics and equipment choices using current PSIA-AASI resources.

Assessment Activities and What to Expect

You will complete four assessment opportunities:

- 2 Peer Movement Analysis opportunities, up to 8 minutes each.
- 2 Self-Assessment opportunities, up to 8 minutes each.
- Each type includes one Integrated Activity and one Versatility Activity, selected from the Alpine Level 3 National Assessment Activity List.
- Whenever possible, each Peer Movement Analysis opportunity will involve a different peer.
- Each opportunity is a standalone assessment focused on the skiing performance you or your peer has just completed.

Peer Movement Analysis

- Use the warm-up to observe assigned peers informally. Before each opportunity, one peer will be designated as your Movement Analysis subject.
- The assessment uses a call-down format. Stand with the assessors and observe your subject ski the selected activity.
- Present your Movement Analysis to the assessors rather than directly to your peer.
- Observe and describe the application of all Technical Fundamentals through all phases of the turn. Evaluate cause-and-effect relationships between body movements and ski performance in relation to the desired outcome, then prescribe a specific change related to the Technical Fundamentals that would help the skier achieve that outcome in the advanced zone.
- Assessors may ask questions or engage you in conversation.

Self-Assessment

- You will ski the selected activity to the designated stopping point and report on and analyze your own performance.

- o Compare your personal performance with the application of one or more Technical Fundamentals. Describe how the fundamental(s), including relevant biomechanics and physics, are applied through the phases of the turn to achieve a specific outcome.
- o Explain how tactical decisions, equipment choices, physical development, terrain, and variations in snow conditions can affect the skiing outcome. Use current PSIA-AASI resources to support your explanation and connect these factors to the performance you demonstrated.
- Assessors may ask clarifying questions or explore your depth of knowledge.

Example Movement Analysis & Technical Understanding schedule (times may change)

- 8:45 AM meet candidates
- 9:00 AM–12:00 PM warm-up and two assessment opportunities
- 12:00–12:30 PM lunch
- 12:30–3:00 PM complete the remaining two opportunities
- 4:00 PM results and verbal feedback.

Level 3: Skiing Performance

Learning Outcomes

- Instructor Decisions & Behavior: Contributes to a professional environment by managing behaviors and emotions in response to others.
- Skiing Performance: Continuously adapts and refines the blending of the Technical Fundamentals to produce precise and highly adaptable skiing across all skier zones, terrain, conditions, and tactical situations.

Assessment Activities

You will complete ten skiing activities:

- 3 Integrated Activities
- 3 Individual Activities
- 4 Versatility Activities

Activities are selected from the Alpine Level 3 National Assessment Activity List. Integrated Activities demonstrate continuous adjustment of the Technical Fundamentals to achieve specific skiing or ski-performance outcomes through the advanced zone. Individual Activities demonstrate a broad range of Fundamental Focuses. Versatility Activities demonstrate a variety of turn shapes, turn sizes, speed, and line choice.

The four Versatility Activities include two groomed activities and, when weather, snow conditions, and available terrain allow, two ungroomed or variable-terrain activities.

Assessment Process

- The assessment uses a call-down format with clearly defined start, observation, and stopping points.
- Each activity is completed a minimum of once and a maximum of twice.
- Each activity is introduced by its name from the National Assessment Activity List, with 1–3 key ski-performance outcomes and/or external parameters.

- Assessors demonstrate each activity before you ski it.
- If a second attempt is provided, the desired outcome will be clarified before you repeat the activity.
- Different runs may be used when the terrain meets the requirements in the National Assessment Activity List.

Example Skiing Performance schedule (times may change)

- 8:45 AM Candidate Meeting
- 9:00 AM assessment overview and warm-up; skiing assessment during the morning
- 11:30 AM lunch
- 12:15 PM skiing assessment in the afternoon
- 4:00 PM results and verbal feedback.

Level 3: Teaching & People Skills

Purpose: Create and manage a learning environment in the Advanced Zone, including black terrain and more challenging blue terrain, to improve students' performance and understanding within an assigned Focus Area.

Learning Outcomes

- Professionalism and Self-Management: Promotes a professional environment by adapting behaviors to positively affect others.
- Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals.
- Relationships with Others: Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.
- Assess and Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.
- Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimize student engagement in the process.
- Reflect/Review: Fosters the ability of students to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

Teaching/Learning Segment

- The segment ranges from 30–40 minutes, including student assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions.
- You will receive an Advanced Zone Focus Area representing common student goals or requests.
- Assess students' performance and understanding, identify motivations, goals, and needs, and develop an initial plan.
- Individualize learning experiences around the Focus Area and adapt your approach to help students reach agreed-upon outcomes.
- Assessors observe the full segment unless safety becomes a concern and may ask follow-up questions.
- When serving as a student, you are assessed on professionalism and self-management, not technical skiing performance.

Example Teaching & People Skills schedule (times may change)

- 8:45 AM Candidate Meeting
- 9:00–9:30 AM warm-up
- 9:40 AM–12:05 PM on-snow Teaching/Learning segments
- 12:05–12:35 PM lunch
- 12:45–3:05 PM on-snow segments, with end time depending on candidate count and event needs
- 4:00 PM results and verbal feedback.

Level 3 Alpine Focus Areas

- Steep groomers
- Carving
- Variable conditions (bumps, trees, ungroomed, etc.)
- Preparation for variable conditions
- Dynamic short radius turns
- Conditions of the day (ice, powder, ungroomed, etc.)
- Speed management

Understanding the Assessment Scale

Assessors use the six-point scale to score all assessment criteria across every certification level and module, using the National Standards and the relevant Assessment Form. Each criterion is rated on the same scale. The score reflects how consistently and effectively the essential elements are demonstrated at the certification level being assessed.

- 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 the required level.
- 6 — Essential elements appear continuously, at a superior level.

For each Learning Outcome, the Assessment Form calculates a section average. A section average of 4 or above meets that Learning Outcome; an average below 4 does not meet it. To meet the standard for a module, candidates must meet every Learning Outcome assessed in that module. For Level 1, all required Learning Outcomes across the integrated assessment must meet the standard for the candidate to pass.

A score of 4 represents the satisfactory level expected for the criterion. Scores of 5 and 6 indicate performance above that level. Review the Assessment Form and Performance Guide for the specific criteria and contributors of successful performance relevant to your module.

Assessment Results and Feedback

Results are generally communicated at the conclusion of the module. For Level 1, results are provided at the conclusion of the integrated assessment after all three modules have been completed.

Candidates may receive verbal or in-person feedback. The completed assessment form includes feedback related to performance and the Learning Outcomes assessed. Electronic written assessment forms are typically emailed to the address connected to the candidate's PSIA-AASI account, generally within 24 hours; follow your region's event-specific instructions.

Prepare to receive feedback as a basis for continued development. For each module, review the Learning Outcomes and use the National Standards, Performance Guides, and assessment feedback to identify next steps.

Accessibility and Non-Standard Equipment

If you are requesting a reasonable accommodation for an assessment, contact the region hosting the event in writing at least four weeks before the clinic or examination, or as soon as the need becomes apparent. The region will work with you to consider an accommodation that supports access while maintaining the safety and integrity of the assessment. [Read the official PSIA-AASI ADA Policy.](#)

If you plan to participate on non-standard equipment but are not requesting an accommodation, notify your regional office in writing at least four weeks before the assessment. This advance notice helps the region plan for appropriate assessment expertise. It is an operational notification, not a request for accommodation, and you do not need to disclose a disability to provide this notice.

Official resources: [Alpine certification resources](#)

Candidate Preparation Checklist

- Review the National Standards and Performance Guides for the level and modules you are taking.
- Review the correct National Assessment Activity List and understand the activity categories used in your assessment.
- Practice describing skiing performance using the Technical Fundamentals.
- For Movement Analysis, practice connecting observed movement with ski performance, explaining cause and effect, and identifying a relevant prescription for change appropriate to the target zone.
- For Self-Assessment, practice analyzing your own skiing and describing performance outcomes, tactics, and equipment choices. Describe application of Technical Fundamentals to desired outcomes.
- For Skiing Performance, practice adapting the Technical Fundamentals to the intended outcomes, activity, terrain, and conditions.
- For Teaching & People Skills, practice assessing learner needs, establishing outcomes, planning and adapting learning experiences, communicating, adapting, and reflecting on changes.
- Prepare to ski safely and effectively in the terrain and conditions available on the assessment day.
- Read pre-event communications carefully and follow the schedule and instructions from regional staff.

Key Resources

- PSIA-AASI National Standards and related Alpine assessment resources: see the [PSIA-AASI Alpine certification page](#)
- PSIA-AASI Performance Guides
- Alpine Level 1, Level 2, or Level 3 National Assessment Activity List
- PSIA-AASI Assessment Forms
- PSIA-AASI Member Code of Conduct
- [PSIA-AASI ADA Policy](#), when applicable

Assessment Day: What to Expect

Assessment activities are designed to provide opportunities to demonstrate the Learning Outcomes in the National Standards, which define the skills of a professional snowsports instructor—not to test isolated tricks or maneuvers. Activity order, timing, terrain, and group flow may change because of weather, snow conditions, lift operations, safety, group size, skier traffic, terrain availability, or event logistics. Follow event-specific instructions from your region and arrive prepared for the conditions.

Results, Feedback, and Next Steps

Results and feedback are provided according to the assessment format and regional process. For Level 1, results are provided at the conclusion of the integrated assessment experience. For Levels 2 and 3, results are provided for the applicable module. Review your completed Assessment Form and feedback to identify strengths, development priorities, and next steps in your learning.

Frequently Asked Questions

Will I perform exactly the activities described in this guide? The current National Assessment Activity List is the authoritative source for activities. Selection, order, and delivery may change with conditions, terrain availability, safety, and event logistics.

What if weather or snow conditions change? Be prepared to demonstrate the Learning Outcomes in terrain and conditions appropriate to your certification level. Regional staff may adjust timing, terrain, activity order, or group flow.

Where can I find my exact schedule and meeting location? Refer to the event-specific information provided by your region. This national guide explains the assessment experience; event communications provide dates, meeting points, timing, parking, lift access, and other local logistics.

What should I do if I need a reasonable accommodation? Review the official [PSIA-AASI ADA Policy](#) and contact the region hosting the event in writing as early as possible, generally at least four weeks before the assessment.

What if I plan to use non-standard equipment but am not requesting an accommodation? Notify the appropriate regional office in writing at least four weeks before the assessment so the region can plan for the assessment. This notification is separate from the reasonable-accommodation process and does not require disability disclosure.

Know Before You Go

A separate Know Before You Go resource should accompany registration or assessment confirmation. It should summarize national expectations and provide event-specific details, including the

assessment date, meeting point, check-in time, daily schedule, parking and lift logistics, regional contact, weather and terrain contingencies, and results/feedback timing.