



**PSIA CERTIFIED LEVEL I
ALPINE
ASSESSMENT FORM**

Candidate: _____
 Date: _____
 Region: _____ Location: _____
 Assessors: _____

Sample Form

- Assessment Scale for Certified Level I:
 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.

Instructor Decisions & Behavior		Attained	Did not Attain	Score	Teaching Skills	Attained	Did not Attain	Score	
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)					Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.				
Needs/Safety Address group and individual safety and physiological needs.					Assess Identify student motivations, performance, and understanding.				
Feedback Exhibits positive behavior in response to feedback.					Collaborate Select basic progression with clear direction and focus				
Section Average: Must be 4 or above to meet Learning Outcome					Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain				
Comments (this box is expandible)					Section Average: Must be 4 or above to meet Learning Outcome				
					Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process				
People Skills		Attained	Did not Attain	Score	Pacing Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.				
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when teaching)					Organize Organize the learning environment to align with the initial assessment of the group				
Communication Use verbal and non-verbal communication in a professional manner.					Descriptions, Demonstrations, Feedback Give the group relevant information that encourages learning				
Active Listening Ask questions to learn about others					Physical Risk Limit physical risk				
Actionable Feedback Deliver actionable feedback					Emotional Risk Manage levels to maintain engagement in the learning environment.				
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome				
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when teaching)					Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.				
Interaction Initiate group interaction to build group dynamics.					Describe Change Communicate changes in performance				
Motivations/Emotions Identify the motivations and emotions of students.					Relate Change Relate changes in performance to lesson outcomes				
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome				
Comments (this box is expandible)					Comments (this box is expandible)				
Movement Analysis		Attained	Did not Attain	Score	Skiing Performance		Attained	Did not Attain	Score
Articulates an accurate cause-and-effect relationship between body and ski performance within any single skiing fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.					Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain. Adjusts speed, tactical choices, and ski performance to:				
Describe Performance Describe ski and body performance in one fundamental through one phase of the turn.					Versatility Demonstrate versatility by varying turn shape, turn size, and line.				
Cause and Effect Link ski and body performance to describe cause-and-effect relationships in one fundamental in one phase of the turn.					Integrate Fundamentals Integrate two or more of the skiing fundamentals through all turn phases to achieve prescribed ski performance.				
Evaluate Evaluate described performance and compare it to more ideal performance.					Individual Fundamentals Use individual alpine fundamentals as prescribed.				
Prescription Prescribe a specific change in one fundamental.					Section Average: Must be 4 or above to meet Learning Outcome				
Equipment Observe and describe how equipment choices and issues affect performance and safety in the beginner/novice skier zone.					Blended Assessment Activities		(click to select)		
Section Average: Must be 4 or above to meet Learning Outcome					Highlighted Assessment Activities		(click to select)		
Comments (this box is expandible)					Applied Assessment Activities		(click to select)		
Technical Understanding		Attained	Did not Attain	Score	Comments (this box is expandible)				
Utilizes current PSIA alpine resources to describe elements of ideal performances using at least one of the alpine fundamentals.									
Understanding of Ideal Describe ideal performances, referencing at least one of the alpine fundamentals through all turn phases in the beginner/novice zone.									
Understanding of Biomechanics/Physics Identify biomechanics and physics principles relevant to skiing outcomes.									
Utilizes Resources Use Level I-specific information from current PSIA-AASI resources relative to the desired outcome.									
Section Average: Must be 4 or above to meet Learning Outcome									
Comments (this box is expandible)									