PSIA-AASI-RM CHILDREN'S SPECIALIST 2 ASSESSMENT FORM

Date__/_____/_____
Candidate Name_____
Location _____
Examiner _____

Did Not Attain CS2 **Attain CS2**

This assessment form is for the evaluation of a participant's performance against the PSIA-AASI National Standards by the PSIA-Rocky Mountain-AASI education staff. Proficiency in each element is scored using the following scale.

To attain Children's Specialist 2: All Scores Must AVERAGE 4 or higher.

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 satisfactory level.
5: Essential elements appear frequently above required level.
6: Essential elements appear continuously at a superior level.

Online WORKBOOK AND QUIZ **PASS / FAIL**

PROFESSIONALISM **PASS / FAIL**

Application of all safety elements is appropriate to Age/Stage **PASS / FAIL**

IDENTIFICATION OF CAP / MA **Did Not Attain Level** **Attain Level**

Cognitive

Compare observations to Piaget's model_____**score:**_____
Support Identification of Learning Style from observations_____**score**:_____
Support Identification of Multiple Intelligences from observations_____**score**:_____

Affective

Support Identification of Student's needs (Maslow)_____**score:**_____
Compare Observations to Kohlberg's Moral Stages_____**score**:_____
Identify motivations and source_____**score**:_____

Physical

Accurately Identifies Movements (Real) **score:**
Accurate Prescription for Change (Ideal) **score:**
Accuracy of Cause and Effect_____**score**:_____
Relates Age & Stage Development to Movement Analysis_____**score**:_____

MA Comments: _____**Age:**_____**Name:**_____

_____
_____
_____

MA Facilitation **Did Not Attain Level** **Attain Level**

Presentation Relevant to Goal Statement based on video _____**score**:_____
Incorporates motivations of student _____**score:**_____
Constructs positive learning environment _____**score**:_____
Lesson utilizes PDAS _____**score**:_____
Able to modify and design activities to include all components of the CAP model _**score**:_____
Compares, contrasts, and accurately demonstrates real and ideal movements ___**score**:_____
Assesses and adapts delivery, group handling, and pacing
based on student performance, goals and CAP model _____**score**:_____
Feedback addresses the relationships of the CAP model_____**score**:_____
MA Facilitation Comment:_____

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Teaching Component **Did Not Attain Level** **Attain Level**

Presentation relevant to Goal Statement based on scenario_____**score**:_____
Incorporates motivations of student, parent, and instructor_____**score**:_____
Constructs positive learning environment_____**score**:_____
Lesson utilizes PDAS_____**score**:_____

Instruction Comment: **Age: _____**

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Able to modify and design activities to include all components of the CAP model_**score**:_____
Compares, contrasts, and accurately demonstrate real and ideal movements___**score**:_____
Assesses and adapts delivery, group handling, and pacing
based on student performance, goals and CAP model_____**score:**____
Feedback addresses the relationships of the CAP model_____**score:**_____