



Children's Specialist 2 Assessment Form

Name
Date
Location
Examiner(s)

Online WORKBOOK AND QUIZ

Professionalism

Application of all safety elements is appropriate to Age/Stage

Identification of CAP/MA **Attained** **Did Not Attain**

Cognitive

Compare observations to Piaget's model
Support Identification of Learning Style from observations
Support Identification of Multiple Intelligences from observations

Affective

Support Identification of Student's needs (Maslow)
Compare Observations to Kohlberg's Moral Stages
Identify motivations and sources

Physical

Accurately Identifies Movements (Real)
Accurate Prescription for Change (Ideal)
Accuracy of Cause and Effect
Relates Age & Stage Development to Movement Analysis

Teaching Component **Attained** **Did Not Attain**

Presentation relevant to Goal Statement based on scenario
Incorporates motivations of student, parent, and instructor
Constructs positive learning environment
Lesson utilizes PDAS
Able to identify & design activities to include all CAP Model Components
Compares, contrasts, & accurately demonstrate real & ideal movements
Assesses & adapts delivery, group handling, and pacing based on student performance goals and CAP model
Feedback addresses the relationships of the CAP model

To attain CS2: 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 a satisfactory level.
5: Essential elements appear frequently, above required level.
6: Essential elements appear continuously, at a superior level.
This assesment form is for the evaluation of a participant's performance against the PSIA-AASI National Standards by PSIA-Rocky Mountain-AASI education staff.

Attained Children's Specialist 2
 Did Not Attain Children's Specialist 2

MA Facilitation **Attained** **Did Not Attain**

Presentation Relevant to Goal Statement based on video
Incorporates motivations of student
Constructs positive learning environment
Lesson utilizes PDAS
Able to identify & design activities to include all CAP Model Components
Compares, contrasts, & accurately demonstrate real & ideal movements
Assesses & adapts delivery, group handling, and pacing based on student performance goals and CAP model
Feedback addresses the relationships of the CAP model

Comments