

 <b>PSIA CERTIFIED LEVEL I CROSS COUNTRY ASSESSMENT FORM</b>		Candidate:		<h1>Sample Form</h1>		Assessment Scale for Certified Level I:									
<b>Instructor Decisions &amp; Behavior</b>		Date:				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.		Attained		Did not Attain		Score			
		Region:						Location:		Attained		Did not Attain		Score	
		Assessors:								Attained		Did not Attain		Score	
<b>Professionalism and Self Management: Maintains a professional environment by demonstrating self-awareness and self management. (Continual Assessment)</b>						<b>Assess &amp; Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</b>									
<b>Needs/Safety</b> Address group and individual safety and physiological needs.						<b>Assess</b> Identify student motivations, performance, and understanding.									
<b>Feedback</b> Exhibits positive behavior in response to feedback.						<b>Collaborate</b> Select basic progression with clear direction and focus									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome						<b>Plan Lesson</b> Plan lessons that involve productive use of movement, practice time, and terrain									
						<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Comments</b> (This box is expandable)						<b>Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process</b>									
<b>People Skills</b>						<b>Pacing</b> Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.									
		Attained		Did not Attain											
<b>Score</b>															
<b>Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when teaching)</b>						<b>Organize</b> Organize the learning environment to align with the initial assessment of the group									
<b>Communication</b> Use verbal and non-verbal communication in a professional manner.						<b>Descriptions, Demonstrations, Feedback</b> Give the group relevant information that encourages learning									
<b>Active Listening</b> Ask questions to learn about others						<b>Physical Risk</b> Limit physical risk									
<b>Actionable Feedback</b> Deliver actionable feedback						<b>Emotional Risk</b> Manage levels to maintain engagement in the learning environment.									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome						<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when teaching)</b>						<b>Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.</b>									
<b>Interaction</b> Initiate group interaction to build group dynamics.						<b>Describe Change</b> Communicate changes in performance									
<b>Motivations/Emotions</b> Identify the motivations and emotions of students.						<b>Relate Change</b> Relate changes in performance to lesson outcomes									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome						<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Comments</b> (This box is expandable)						<b>Comments</b> (This box is expandable)									
<b>Movement Analysis</b>						<b>Skating Performance</b>									
		Attained		Did not Attain											
<b>Score</b>															
<b>Accurately describes cause-and-effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers.</b>						<b>Adjusts and adapts the XC Fundamentals to demonstrate specific outcomes for both classic and skate technique at the beginner skill level in beginner and some intermediate terrain.</b>									
<b>Describe Performance</b> Describe a skier's performance, focusing on body position and body movements for one XC skill.						<b>Downhill</b> Control speed and change direction (must pass 4 or above)									
<b>Cause and Effect</b> Describe cause-and-effect relationship between body position and body movements to the skier's performance for one XC skill						<b>Continuously Ski</b> 15 minutes in beginner and some intermediate terrain <b>Classic or Skate</b> (must pass 4 or above)									
<b>Prescription</b> Provide a relevant prescription for change in body position and body movements for one XC skill to create a desired outcome						<b>Downhill Assessment Activities</b> (Click to select)									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome															
<b>Comments</b> (This box is expandable)						<b>Comments</b> (This box is expandable)									
<b>Technical Understanding</b>						<b>Classic</b>									
		Attained		Did not Attain											
<b>Score</b>															
<b>Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level.</b>						<b>Pushoff</b> Manage ski & pole push to create forward movement									
<b>Describe Personal Skiing</b> Accurately identify and describe personal skier performance, using body position and body movements of one XC skiing skill						<b>Weight Transfer</b> Control the center of mass (CM) over the base of support (fore/aft and side to side)									
<b>Describe Ideal Skiing</b> Accurately describe ideal skier performance using body position and body movements of one XC skiing skill.						<b>Glide</b> Glide on one ski									
<b>Change Personal Performance</b> Communicate understanding by changing personal skiing performance based on feedback at the beginner level.						<b>Versatility</b> Show versatility in beginner terrain									
<b>Utilize Information</b> Identify and reference information from current PSIA resources relative to skier performance and desired outcome.						<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Equipment &amp; Wax</b> Observe and describe how equipment choices affect performance and safety for beginner skiers.						<b>Classic Assessment Activities</b> (Click to select)									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome															
<b>Comments</b> (This box is expandable)						<b>Comments</b> (This box is expandable)									
						<b>Skate</b>									
						<b>Pushoff</b> Manage ski & pole push to create forward movement									
						<b>Weight Transfer</b> Control the center of mass (CM) over the base of support (fore/aft and side to side)									
						<b>Glide</b> Glide on one ski									
						<b>Versatility</b> Show versatility in beginner terrain									
						<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
						<b>Skate Assessment Activities</b> (Click to select)									
<b>Comments</b> (This box is expandable)						<b>Comments</b> (This box is expandable)									