CROSS COUNTRY MOVEMENT ANALYSIS TECHNICAL UNDERSTANDING ASSESSMENT FORM

Rocky Mtn Trainer

Candidate:	
Date:	
Region:	Location:
Assessors:	

Assessment Scale for Certified Level III:
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
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)				
Needs/Safety Address group and individual needs for esteem.				
Behavior Management Adapts behaviors for positive group and individual interaction.				
Section Average: Must be 5 or above to meet Learning Outcome				
Comments (This box may be resized vertically.)				

Technical Understanding		Attained	Did not Attain	Score
Utilizes current PSIA-AASI resources to evaluate a skier's performance, considering terrain, tactics, equipment, and wax choices at all skill levels.				
Describe Personal Skiing Accurately describe personal and an observed skier performance using the XC Technical Model, accounting for terrain and tactical considerations.				
Describe Ideal Skiing Compare and analyze personal performance with desired skier performance, describing tactics and the XC Technical Model.				
Change Personal Performance Convey understanding by changing personal skiing performance based on comparison to desired performance and feedback in the advanced level.				
Utilize Information Identify and reference information from current PSIA resources relative to skier performance and desired outcome.				
Section Average: Must be 5 or above to meet Learning Outcome				
Comments (This box may be resized vertically.)				

Movement Analysis		Attained	Did not Attain	Score
Accurately describes cause-and-effect relationships and provides relevant prescription for change for skiers at all skill levels.				
Describe Performance Objectively describe a skier's performance, referencing any skill and all aspects of the XC Technical Model.				
Cause and Effect Describe cause and effect relationship between the skier's performance and ski performance, referencing any and all aspects of the XC Technical Model.				
Prescription Provide relevant prescription for change, referencing the XC Technical Model to create a change in desired outcome.				
Equipment &Wax Evaluate equipment-based cause-and-effect relationships relative to the student and their objectives in all skier ability levels.				
Section Average: Must be 5 or above to meet Learning Outcome				
Comments (This box may be resized vertically.)				

PSIA **CROSS COUNTRY SKIING** **ASSESSMENT FORM**	Candidate:		*Rocky Mtn Trainer*	Assessment Scale for Certified Level III: 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.
	Date:			
	Region:		Location:	
	Assessors:			

Instructor Decisions & Behavior		Attained	Did not Attain	Score
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)				
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Section Average: Must be 5 or above to meet Learning Outcome				
Comments				

Skiing Performance		Attained	Did not Attain	Score
Demonstrates mastery of the XC Fundamentals in both classic and skate technique to demonstrate specific outcomes through the advanced skill level in a wide variety of terrain.				
Downhill Optimize speed and change of direction on downhills. (must pass 5 or above)				
Continuously Ski 30 minutes in a wide variety of terrain **Classic or Skate** (must pass 5 or above)				
Downhill Assessment Activities				
Comments				
Classic				
Pushoff Control the power of the ski and pole push to optimize speed.				
Weight Transfer Optimize the center of mass (CM) in relation to the base of support (fore/aft and side to side).				
Glide Control optimal duration of glide.				
Versatility Demonstrate versatility in a wide variety of terrain.				
Section Average: Must be 5 or above to meet Learning Outcome				
Classic Assessment Activities				
Comments				
Skate				
Pushoff Control the power of the ski and pole push to optimize speed.				
Weight Transfer Optimize the center of mass (CM) in relation to the base of support (fore/aft and side to side).				
Glide Control optimal duration of glide.				
Versatility Demonstrate versatility in a wide variety of terrain.				
Section Average: Must be 5 or above to meet Learning Outcome				
Skate Assessment Activities				
Comments				

PSIA
CROSS COUNTRY TEACHING ASSESSMENT FORM

Rocky Mtn Trainer

Candidate:	
Date:	
Region:	Location:
Assessors:	

Instructor Decisions & Behavior		Attained	Did not Attain	Score
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)				
Needs/Safety Address group and individual needs for esteem.				
Behavior Management Adapts behaviors for positive group and individual interaction.				
Section Average: Must be 5 or above to meet Learning Outcome				
Comments				

People Skills		Attained Level	Did not Attain	Score
Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when teaching)				
Communication Customize verbal and non-verbal communication to match or influence individuals.				
Active Listening Use varied, active-listening tactics to personalize the experience.				
Actionable Feedback Deliver actionable feedback that supports the emotions of the individuals in the group.				
Section Average: Must be 5 or above to meet Learning Outcome				
Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when teaching)				
Interaction Foster interpersonal relationships to support positive group dynamics.				
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.				
Section Average: Must be 5 or above to meet Learning Outcome				
Comments				

Teaching Skills		Attained Level	Did not Attain	Score
Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.				
Assess Continually assess student motivations, performance, and understanding.				
Collaborate Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.				
Plan Lesson Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.				
Section Average: Must be 5 or above to meet Learning Outcome				
Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.				
Pacing Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.				
Organize Tailor the learning environment to align with the needs of individuals.				
Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.				
Physical Risk Proactively manage physical risk to promote engagement in the learning environment.				
Emotional Risk Manage levels of emotional risk to optimize individual engagement in the learning environment.				
Section Average: Must be 5 or above to meet Learning Outcome				
Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.				
Describe Change Encourage the students to communicate change in performance and/or understanding.				
Relate Change Collaborate with students to apply gained skills to skiing situations.				
Section Average: Must be a 5 or above to meet Learning Outcome				
Comments				