ROCKY MOUNTAIN

SNOWBOARD ASSESSMENT GUIDE

Version 2025.09.07

ROCKY MOUNTAIN

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Rocky Mountain Snowboard Assessment Guide

Introduction

The RM Snowboard Certification Assessment Guide outlines the Assessment Logistics, Learning Outcomes, and Assessment Activities for PSIA-AASI Snowboard Certification. This document serves to collect all of the assessment materials for Level 1, Level 2, Level 3, and Snowboard Trainer into one place. Successful candidates will use this material and the relevant RM and National materials to prepare for assessments.

Learning Outcomes & Assessment Criteria

The PSIA-AASI National Standards establish Learning Outcomes and Assessment Criteria for each level of certification. The Learning Outcomes and Assessment Activities for each day of the assessment included within this document. Refer to the Assessment Forms and Performance Guide for Assessment Criteria related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Resources

Snowboard Technical Manual available online for PSIA-AASI Members

Teaching Snowsports Manual available online for PSIA-AASI Members.

The most up-to-date version of all documents related to the National Standards are found on the PSIA-AASI website at http://www.thesnowpros.org.

Assessment Forms: Certification Standards – PSIA-AASI (thesnowpros.org)

Performance Guides: Certification Standards – PSIA-AASI (thesnowpros.org)

National Riding Activity List: AASI National Riding Activity List

The event calendar is available at: http://www.psia-rm.org

Rocky Mountain Snowboard Committee

The RM Snowboard Committee is an elected, volunteer committee of seven Examiners

who represent RM on the Snowboard National Taskforce and are responsible for the upkeep of these documents.

Justin Devita
Chuck Hewitt
Mark Lawes, Secretary
Lyndsey Stevens
Conrad Niven
Sam Reichstein
Chris Rogers, Chair

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Overview

Professionalism & Self-Management

All candidates earn a professionalism score based on their behavior at the assessment.

Professionalism and Self-Management is assessed from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

See the Assessment Forms and Performance Guide for the assessment criteria.

Modular System

- Attaining PSIA-AASI Snowboard certification requires passing each of the three modules: Movement Analysis & Technical Understanding, Teaching, and Riding Performance.
- Passed modules do not expire if the candidate remains a current RM member and the National Standards are not overhauled.
- Level 1 modules must be completed in the order found in the outline.
- Level 2 and 3 assessments require prerequisites to be completed before attending the on-snow assessment. Please see below for a full list of prerequisites for each certification level.
- Level 2 and 3 modules may be completed in any order, but are scheduled as:
    - Movement Analysis & Technical Understanding Assessment
    - Teaching Assessment
    - Riding Performance Assessment
- Snowboard Trainer Entrance qualifies candidates to take the Clinic Lead, MA/Tech, and Riding Performance modules for a 3-year period. If all modules are not completed within that window, the Entrance must be completed again. The individual trainer modules do not expire.

Assessment Groups

Rocky Mountain Staff conduct an Examiner meeting in the morning to determine examiner pairings, group assignments, terrain, and meeting locations for the event.

Groups may include an assigned auditor or understudy. The Exam Manager pre-assigns all groups and verifies any changes.

Riding Evaluations

During the assessment, candidates will be asked to ride in terrain dictated by the National Standards. Refer to the Riding Performance Assessment Overview, Riding Activity List, and Assessment Form for more details about how riding performance is evaluated for each level of certification.

The examiners will be watching candidates' riding at all times during the assessment. Candidates may be given the opportunity to free ride during the assessment; keep in mind this time is also part of the assessment and can be used to demonstrate personal style and terrain preferences. Environmental and snow conditions will be taken into consideration.

Candidates should bring equipment to perform regardless of activities and terrain. There is not time to swap out equipment for different terrain or conditions.

Terrain & Conditions

Trail difficulty may vary due to changes in snow conditions throughout any given day. The event manager will determine if the local trail designations (I.E., green, blue, black) and conditions adequately reflect the stated national standard concerning terrain. Trails or sections of trails will be selected to keep exams consistent across the region and the country.

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Snowboard Level I Certification

Introduction

Level 1 is the first level of PSIA-AASI certification. Candidates are evaluated through a series of activities that showcase their ability to blend Technical, Teaching, and People Skills Fundamentals.

Candidates should have experience teaching at the beginner level and show an introductory level of knowledge of instruction concepts.

Most Level 1 candidates are new to the profession and need help understanding the big picture of teaching snowboarding. Successful candidates will apply tactics and fundamentals in activities, interviews, and scenarios to show their experience teaching and demonstrating for students in beginner and easier intermediate terrain.

The Level 1 assessment is a three-module exam. Candidates are evaluated to the PSIA-AASI National Standard through Movement Analysis & Technical Understanding, Teaching, and Riding Performance assessments.

Professionalism & Self-Management

Professionalism and Self-Management is assessed from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Level 1 Prerequisites:

- Current with PSIA-AASI Membership Dues
- Minimum 16 years of Age
- If you are affiliated with a ski & snowboard school and have completed in-house training, you may go directly to the Level 1 assessment. If not, you must first attend the 2-day Level 1 prep clinic before attending the Level 1 on-snow assessment
    - This course is required for those members who have not completed new-hire training at their ski & snowboard school. The course is recommended for those who have been through training but have limited teaching experience or want to spend more time preparing for the assessment
- Complete and pass online E-Learning Modules prior to the on-snow assessment:
    - Snowboard Level 1

    - Optional: Delivering the Beginner Experience – Snowboard
- Attend 3-Day Snowboard Level 1 Assessment (you must pass this)

Assessment Logistics

- **Group Size:** Maximum of nine candidates with one examiner. A second examiner may be understudying the assessment for training and consistency purposes.
- **Terrain:** Candidates should be prepared to ride beginner and intermediate terrain and on extra-small and small freestyle features.
- **Demonstrations:** Examiners will provide demos of all teaching, MA/PA, and prescribed riding activities.

Assessment Schedule

- **8:45 - 9:00:** Meet groups & outline the day
- **9:00 - 9:30:** Warm up and assess conditions and terrain
- **9:30 - 12:00:** Assessment activities
- **12:00 - 12:30:** Lunch
- **12:30 - 3:30:** Assessment activities
- **4:00 pm:** Results & Verbal Feedback

This is a sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.

Level 1 MA & Technical Understanding Assessment

Movement Analysis focuses on analyzing and discussing rider development in beginner students. Participants will review MA Concepts and how to observe a beginner rider, present an organized and detailed description, and determine Cause & Effect relationships based on the AASI Level 1-4 progression.

Learning Outcomes

Snowboard Movement Analysis

- Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.

Technical Understanding

- Describe specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Instructor Decisions & Behavior

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Learning Activities

- Candidates will review MA Concepts (OEP) and how to observe a beginner student, present an organized and detailed description, and determine Cause & Effect based on the beginner progression.
- Examiners will use and model a 4-step, fundamental-based progression to improve candidates' riding. Examiners will highlight specific movement analysis skills using activities from beginner and intermediate zone to highlight MA and fundamentals.
- Candidates will practice using phones to capture video and do movement analysis with replay.
- Examiners will vary demonstrations to help candidates see a range of functionality and effectiveness and highlight efficient/effective vs. inefficient/ineffective movement patterns as they appear.

Assessment Activities

- Examiners video each candidate on easy blue or green terrain.

- Personal Analysis: Candidates observe their video and describe the body and snowboard performance using a snowboarding fundamental.
- Movement Analysis: Candidates observe a video of another candidate and describe the body and snowboard performance using a snowboarding fundamental.
- Personal Analysis: Candidates will ride an activity and describe their performance relative to the ideal using a snowboarding fundamental.
- Movement Analysis: Candidates will observe their peers riding an activity and describe OEP of their performance to the ideal using a snowboarding fundamental.
- Candidates are expected to identify movements of a beginner, identify deficiencies, and relate them to the specific exercises within the level 1-4 progression to improve their riding.

Level 1 Teaching Assessment

The Level 1 teaching assessment takes place primarily in the beginner learning area. During the teaching assessment, candidates will have opportunities to put theory into practice while teaching their peers in the student level 1-4 progression.

Candidates will demonstrate the use and understanding of teaching and learning concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness for beginner groups.

Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitate learning experiences that guide students toward agreed upon outcomes and engages them in the process.
- Reflect/Review: Communicate performance change that targets the learning outcome to help students identify a change has been made.

People Skills

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics.

Instructor Decisions & Behavior

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Learning Activities

Teaching day takes place primarily in the beginner learning area. The Examiner will first review teaching concepts introduced in the e-learning while warming up the group. Candidates will review how to meet and greet students, ask questions to develop a student profile, create a goal statement for the lesson, and select appropriate terrain. The examiner will provide a demo teach in the L1-4 progression.

Each candidate will teach an assigned piece of the L1-4 progression with opportunities for a group debrief and discussion about how that piece of the progression could be

taught differently.

Assessment Activities

Candidates will each take on the role of “Instructor” to give a 10-15 minute teaching presentation to the group of “Students”. The Instructor may choose the age of the student group.

- Prior to leading their teaching segment, the Instructor will step away from the group, and the Students will be given a basic group profile, including what was previously learned and a shared interest/hobby.
- During their teaching segment, the Instructor will:
    - Introduce themselves and build rapport
    - Ask questions to learn the student profile from the group
    - Create a goal statement for the lesson
    - Describe current performance
    - Describe goal performance
    - Describe student's motivations and desired outcomes
    - Involve the group in some kind of warm up or game based on the group’s interests/hobbies
    - Match a relevant teaching segment from the beginner level 1-4 progression
- Candidates are encouraged to ask questions, lead their students through an activity, analyze movement, make observations, and/or ask follow-up questions.
- The examiner will take five minutes to debrief the teaching segment with the teacher candidate.

Level 1 Riding Performance Assessment

Candidates' riding performance will be evaluated through activities that blend and highlight the usage and application of the fundamentals. Performance may be demonstrated and assessed throughout the assessment in beginner-, and some intermediate-zone terrain.

Variations in movements and mechanics may be requested at the discretion of the evaluators. These could include changes in the type of flexion, extension, or rotation mechanics or in the Duration, Intensity, Rate, or Timing of those movements.

Possible activities can be found in the National Riding Activity List.

Learning Outcomes

Riding Performance

- Apply the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain (snowboard may include extra-small and small freestyle features).

Instructor Decisions & Behavior

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Assessment Activities

Riding Performance

Candidates are evaluated on riding ability and their ability to give demos at the beginner level. Candidates' riding is evaluated through a series of activities that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in highlighted, blended and applied activities to show their experience demonstrating for students in beginner and some intermediate. Candidates will display appropriate safety awareness while riding in a group.

Examiners meet the groups on snow and lead Candidates through activities selected from the Level 1 activity pools. *Possible activities can be found in the National Riding Activity List.*

Examiners will provide two attempts at all Core Activities, with an opportunity for limited feedback between attempts. Supporting activities are used to highlight movement patterns and may only have one attempt without feedback.

Activities may be set in all types of beginner and some intermediate terrain and

conditions, including groomed terrain, bumps, crud, trees, powder, and small features in the terrain park.

Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification of candidate performance relative to the activity. Variations in movements and mechanics may be requested at the discretion of the evaluator. These could include changes in the type of flexion, extension, or rotation mechanics, or in the Duration, Intensity, Rate, and Timing of those movements.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and can be used to demonstrate personal style and terrain preferences.

AC1 - Integrate - Core Activities - At all Assessments			
Skidded Turns	Carved Turns	Do One of these: Bumps/Off-Piste Riding Boxes Jumps	Beginner Progression: J-turns Side Slip Falling Leaf Traverse Garlands C-turns
AC 2 - Highlight - Core/Supporting Activities - Chosen by Examiners During Assessment			
Highlight 1 Fundamental	Highlight 1 Fundamental	Highlight 1 Fundamental	
AC 3 - Versatility - Core/Supporting Activities - Chosen at Pre-Assessment Meeting			
Adjust either Size, Shape, or both	Adjust D.I.R.T.	Ride Activity Switch	

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Level 1 Assessment Form

AASI Certified Level I Snowboard

ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

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.

Candidate:
Assessment:
Region:
Assessor(s):

ASSESSMENT CRITERIA

Instructor Decisions & Behavior

Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)

Needs/Safety
Address group and individual safety and physiological needs.

Behavior Management
Exhibits positive behavior in response to feedback.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

People Skills

Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)

Communication
Use verbal and non-verbal communication in a professional manner.

Active Listening
Ask questions to learn about others.

Feedback Delivery
Deliver feedback that acknowledges the emotions of the group.

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)

Interaction
Initiate goup interaction to build group dynamics.

Motivations/Emotions
Identify the motivations and emotions of students.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Teaching Skills

Assess & Plan: Plans leaning outcomes and organizes progressive learning experiences relevant to beginner/novice students.

Assess
Identify student motivations, performance, and understanding.

Collaborate
Select basic progression with clear direction and focus.

Plan Lesson
Plan lessons that involve productive use of movement, practice time, and terrain.

Section Average: Must be 4 or above to meet Learning Outcome

Implement: Facilitates learning experiencs that guide students toward the agreed-upon outcome and engages them in the process.

Adapt
Organize the learning environment to align with the initial assessment of the group.

Descriptions, Demonstrations, Feedback
Give the group relevant information that encourages learning.

Manage Risk
Manage physical and emotional risk to maintain engagement in the learning environment.

Section Average: Must be 4 or above to meet Learning Outcome

Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.

Explore, Experiment, Play
Pace a clear progression to allow students reflection time to explore, experiment, and/or play toward desired outcomes.

Describe Change
Communicate changes in performance.

Relate Change
Relate changes in performance to lesson outcomes.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Movement Analysis

Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.

Consistently demonstrates their ability to:

Observe and Describe
Observe and describe the application of one or more Technical Fundamentals in all phases of the turn/ATML.

Evaluate and Describe
Evaluate and describe the cause and effect relationships of one or more Technical Fundamentals relative to the desired outcome.

Prescription
Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Technical Understanding

Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Relates information from current PSIA-AASI resources to:

Understanding of Biomechanics/Physics
Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.

Fundamentals to Personal Performance
Compare personal performance to a specific application of one or more Technical Fundamentals.

Tactics, Equipment, Physical, Environment
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Riding Performance

Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.

Applies tactics and snowboard performance to:

Integrate Fundamentals
Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.

Individual Fundamentals
Highlight individual Technical Fundamentals as prescribed.

Versatility
Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).

Section Average: Must be 4 or above to meet Learning Outcome

Assessment Activities Performed

Highlighted Fundamentals

Comments

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Snowboard Level II Certification

Introduction

Snowboard Level 2 Certification is the second level of PSIA-AASI certification, focused on intermediate snowboard instruction. At the Level 2 assessment, candidates are expected to demonstrate Technical Skills, Teaching Skills, and People skills centered around the intermediate-advanced level student.

Successful candidates will demonstrate ownership in intermediate riding activities, experience teaching intermediate-advanced level snowboarders, and knowledge and skill in an on-snow environment.

The Level 2 assessment is a three-module exam. Candidates are evaluated to the PSIA-AASI National Standard through Movement Analysis & Technical Understanding, Teaching, and Riding Performance assessments.

Level 2 Prerequisites

- All prerequisite courses must be taken after passing the Level 1 assessment.
- AASI Level 1 Certification
- PSIA-AASI Children's Specialist 1
- Pass the Level 2 Professional Knowledge Exam
- Complete at least one of the approved prerequisite courses in addition to the Children's Specialist 1
    - Snowboarding 201
    - Snowboard Freestyle Specialist (any level)
    - Certification in another discipline

Assessment Schedule

- **8:45 - 9:00:** Meet groups & outline the day
- **9:00 - 9:30:** Warm up and assess conditions and terrain
- **9:30 - 12:00:** Assessment activities
- **12:00 - 12:30:** Lunch
- **12:30 - 3:30:** Assessment activities
- **4:00 pm:** Results & Verbal Feedback

This is a sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.

Level 2 MA & Technical Understanding Assessment

During the Level 2 MA & Technical Understanding assessment, candidates will demonstrate understanding of their own riding and application of movement analysis. Candidates will watch peers ride set activities and describe observation, evaluation, and prescription. Candidates will demonstrate that they are able to see the movements of an intermediate rider, present an organized and detailed description using non-judgmental terminology, and give accurate Cause & Effect relationships.

At the Level 2 standard it is important to be able to clarify how body movements affect board performance and the turn/trick outcome. Candidates can expect to provide information and answer questions about movements and outcomes throughout the intermediate zone. Throughout MA evaluation, descriptions should be specific with relationships about fundamentals, body movements, board performances, phases of the turn, and DIRT.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride beginner, intermediate, some advanced terrain, and on small freestyle features.
- **Demonstrations:** Examiners will not provide demos of MA/PA activities.

Learning Outcomes

Snowboard Movement Analysis

- Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the intermediate zone.

Technical Understanding

- Describe specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Instructor Decisions & Behavior

- Professionalism & Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others.

Assessment Activities

Candidates will be evaluated on Movement Analysis and Technical Understanding criteria through two sets of Personal Analysis (PA) and Movement Analysis (MA) assessment activities. Each set of PA and MA activities will use the same format with different riding activities and terrain..

Personal Analysis

During each Personal Analysis segment, the examiners will set and demo an intermediate/advanced riding activity from the *National Riding Activity List*. Each candidate will have the opportunity to ride the activity and describe their Personal Analysis relative to the ideal. Each candidate will present a comparison of their personal riding performance and ideal performance for the activity assigned by the examiners.

During Personal Analysis segments, candidates are assessed on Technical Understanding Assessment Criteria 1-3.

Movement Analysis

During each Movement Analysis segment, candidates will then watch a peer riding the activity previously used in the Personal Analysis assessment and perform movement analysis on their peer's riding performance. The candidate will observe their peer candidate and share descriptions of their observations, evaluations including body-board-outcome cause and effect, and prescription for change with the Examiners.

During Movement Analysis segments, candidates are assessed on Movement Analysis Assessment Criteria 1-3 and Technical Understanding Assessment Criteria 1 & 3.

Example MA & Personal Analysis Segment

Examiners will move the group to terrain/features for PA/MA and set up an activity from the *National Riding Activity List*, including the observation point they'll be stopping at.

Examiners demo the activity and stop at the observation point. Examiners wave for the first candidate to perform PA. Candidate rides the activity to the Examiners and describes their Personal Analysis compared to the ideal. Examiners ask any follow up questions for clarification. Candidate rides out of earshot below the group.

Examiners waive the next candidate, process continues until all candidates have completed Personal Analysis for the activity.

Examiners set up Movement Analysis using the same activity on the same terrain. At some mountains this may necessitate a lift ride to return to the top of the same run. Examiners will split candidates into two groups, MA Performers and Riders. MA Performers will be doing their MA first, while Riders will be riding the activity. Examiners will identify the observation point for MA Performers and the stopping point for Riders.

Examiners ride to indicated observation point with MA Performers. MA Performer 1 stays with Examiners, Performers 2-4 will be out of earshot. When candidate is ready, they wave, and Rider 1 rides the activity to the indicated stopping point. Performer 1 describes MA on Rider 1 to the Examiners. Examiners ask any follow up questions for clarification. Performer 1 rides to Rider 1 at the stopping point.

This repeats with Performer 2 with Rider 2, Performer 3 with Rider 3, and Performer 4 with Rider 4. Examiners rejoin the group at the stopping point. Riders become Performers and Performers become Riders for the second set with the same activity and terrain. If terrain permits, the Examiners continue the activity from the stopping point; if terrain does not permit, Examiners lead the group back to the top of the run to repeat the activity for the second group.

When all candidates have completed Personal Analysis and Movement Analysis for the activity, this segment is complete, and Examiners start the next segment with a new activity on new terrain.

This scenario describes a group with 8 participants. With an odd number of participants, examiners may need to adjust the order of Performer/Rider or ask some participants to ride the activity a second time to be models for other participants MA.

Level 2 Teaching Assessment

During the Level 2 Teaching Assessment, candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching presentations and conversations with the evaluators. Successful candidates will observe their peers and develop relevant progressions to clearly demonstrate their experience teaching students at the intermediate level.

Candidates will demonstrate the use and understanding of teaching and learning concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness for intermediate groups.

Assessment Logistics

- **Group Size:** Maximum of seven candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride beginner, intermediate, some advanced terrain, and on small freestyle features.
- **Demonstrations:** Examiners will not provide demos of teaching activities.

Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.
- Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.
- Reflect/Review: Help students recognize, reflect upon, and assess experiences to apply understanding and performance change to desired outcomes.

People Skills

- Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.
- Relationships with Others: Adapts to the motivations and emotions of individuals and to the interpersonal dynamics within the group, to promote trust.

Instructor Decisions & Behavior

- Professionalism & Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others.

Assessment Activities

- Examiners create two sub-groups and lead both groups through activities selected from the Level 1 and Level 2 activity pools listed in the National Riding Activity List.
- Candidates observe, assess, and converse with their peers to create a goal statement including a student profile that will support a 25 minute teaching segment.
- Each candidate shares their goal statement with the entire group.
- Candidates teach their peers in their sub-groups at an intermediate level.
- Teach presentations should achieve the goal statement and improve performance at an intermediate/advanced level.
- Examples of teaching settings could include groomed terrain, bumps, crud, trees, and powder, on green up to groomed black terrain. Snowboard teaching settings can include the terrain park.
- Each candidate's teaching segment will be followed by a conversation where the examiners may ask additional questions.

Level 2 Riding Performance Assessment

Candidates' riding performance will be evaluated through activities that blend and highlight the usage and application of the fundamentals. Performance may be demonstrated and assessed throughout the assessment in beginner-, intermediate-, and some advanced-zone terrain.

Variations in movements and mechanics may be requested at the discretion of the evaluators. These could include changes in the type of flexion, extension, or rotation mechanics or in the Duration, Intensity, Rate, or Timing of those movements.

Possible activities can be found in the National Riding Activity List.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride beginner, intermediate, some advanced terrain, and on small freestyle features.
- **Demonstrations:** Examiners will provide demos of all prescribed riding activities.

Learning Outcomes

Riding Performance

- Adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain (snowboard may include small freestyle features)

Instructor Decisions & Behavior

- Professionalism & Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others.

Assessment Activities

Candidates' riding is evaluated through a series of activities that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in highlighted, blended and applied activities to show their experience demonstrating for students in beginner, intermediate and some advanced terrain. Candidates will display appropriate situational awareness and safety awareness while snowboarding in a group.

Examiners meet the groups on snow and lead Candidates through activities selected from the Level 1 and Level 2 pools. Possible activities can be found in the *National*

Riding Activity List.

Examiners will provide two attempts at all Core Activities, with an opportunity for limited feedback between attempts. Supporting activities are used to highlight movement patterns and may only have one attempt without feedback.

Riding activities may be set in all types of intermediate terrain and conditions, including groomed terrain, bumps, crud, trees, and powder, on green up to groomed black terrain, and on small features in the terrain park.

Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification of candidate performance relative to the activity. Variations in movements and mechanics may be requested at the discretion of the evaluator. These could include changes in the type of flexion, extension, or rotation mechanics, or in the Duration, Intensity, Rate, and Timing of those movements.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and can be used to demonstrate personal style and terrain preferences.

AC1 - Integrate - Core Activities - At all Assessments				
Skidded Turns	Carved Turns	Bumps/Off-Piste Riding	Boxes	Jumps
AC 2 - Highlight - Core/Supporting Activities - Chosen by Examiners During Assessment				
Highlight 1 Fundamental	Highlight 1 Fundamental	Highlight 1 Fundamental		
AC 3 - Versatility - Core/Supporting Activities - Chosen at Pre-Assessment Meeting				
Adjust either Size, Shape, or both	Adjust D.I.R.T.	Ride Activity Switch		

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Level 2 Assessment Forms

AASI Certified Level II Snowboard Movement Analysis & Technical Understanding ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

Assessment Scale for Certified Level II

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.

Candidate:
Assessment:
Region:
Assessor(s):

ASSESSMENT CRITERIA

Instructor Decisions & Behavior

Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)

Needs/Safety
Address group and individual needs for belonging.

Behavior Management
Manage behavioral responses.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Movement Analysis

Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the intermediate zone.

Consistently demonstrates their ability to:

Observe and Describe
Observe and describe the application of two or more Technical Fundamentals in all phases of the turn/ATML.

Evaluate and Describe
Evaluate and describe the cause and effect relationships of two or more Technical Fundamentals relative to the desired outcome.

Prescription
Prescribe a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Technical Understanding

Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Applies information from multiple PSIA-AASI resources to:

Understanding of Biomechanics/Physics
Describe the application of two or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.

Fundamentals to Personal Performance
Compare personal performance to a specific application of two or more Technical Fundamentals.

Tactics, Equipment, Physical, Environment
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

ROCKY MOUNTAIN

AASI Certified Level II Snowboard Teaching

ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II

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.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior

Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)

Needs/Safety
Address group and individual needs for belonging.

Behavior Management
Manage behavioral responses.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

People Skills

Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching)

Communication
Adapt verbal and non-verbal communication based on observations of individuals and the group.

Active Listening
Use varied, active-listening tactics to learn about others.

Feedback Delivery
Deliver feedback that adjusts for the emotions of subsets within the group.

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)

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 4 or above to meet Learning Outcome

Comments

Teaching Skills

Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.

Assess
Periodically reassess student motivations, current performance, and understanding.

Collaborate
Collaborate with students to establish and adapt a lesson plan with clear direction and focus.

Plan Lesson
Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.

Section Average: Must be 4 or above to meet Learning Outcome

Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.

Adapt
Adapt the learning environment to align with the needs of the group.

Descriptions, Demonstrations, Feedback
Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.

Manage Risk
Manage physical and emotional risk to promote engagement in the learning environment.

Section Average: Must be 4 or above to meet Learning Outcome

Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

Explore, Experiment, Play
Pace learning activites to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.

Describe Change
Help students recognize and understand change in performance relative to outcomes.

Relate Change
Help students apply gained skills to riding/skiing situations.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

ROCKY MOUNTAIN

AASI Certified Level II Snowboard Riding

ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II

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.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	
Needs/Safety Address group and individual needs for belonging.	
Behavior Management Manage behavioral responses.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	

Riding Performance	
Adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, some advanced terrain, and on small freestyle features.	
Adapts tactics and snowboard performance to:	
Integrate Fundamentals Integrate four or more of the Technical Fundamentals to achieve prescribed outcomes.	
Individual Fundamentals Highlight individual Technical Fundamentals as prescribed.	
Versatility Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).	
Section Average: Must be 4 or above to meet Learning Outcome	
Assessment Activities Performed	
Highlighted Fundamentals	
Comments	

ROCKY MOUNTAIN

Snowboard Level III Certification

Introduction

Snowboard Level 3, also known as “full cert,” is the highest level of national PSIA-AASI certification. At the Level 3 assessment, candidates are expected to demonstrate Technical Skills, Teaching Skills, and People skills centered around the expert level students.

Successful candidates will demonstrate mastery in expert riding activities, experience teaching expert level snowboarders, and knowledge and skill in an on-snow environment.

The Level 3 assessment is a three-module exam. Candidates are evaluated to the PSIA-AASI National Standard through Movement Analysis & Technical Understanding, Teaching, and Riding Performance assessments.

Level 3 Prerequisites

- All prerequisite courses must be taken after passing the Level 2 assessment
- AASI Level 2 Certification
- PSIA-AASI Children’s Specialist 2
- Pass the Level 3 Professional Knowledge Exam
- Complete at least one of the approved prerequisite courses in addition to the Children’s Specialist 2.
    - Snowboarding 301
    - Snowboard Freestyle Specialist (any level)
    - Certification in another discipline

Assessment Schedule

- **8:45 - 9:00:** Meet groups & outline the day
- **9:00 - 9:30:** Warm up and assess conditions and terrain
- **9:30 - 12:00:** Assessment activities
- **12:00 - 12:30:** Lunch
- **12:30 - 3:30:** Assessment activities
- **4:00 pm:** Results & Verbal Feedback

This is a sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.

Level 3 MA & Technical Understanding Assessment

During the Level 3 MA & Technical Understanding assessment, candidates will demonstrate understanding of their own riding and application of movement analysis. Candidates will watch peers ride set activities and describe observation, evaluation, and prescription. Candidates will demonstrate that they are able to see the refined movements of an expert rider, present an organized and detailed description using non-judgmental terminology, and give accurate Cause & Effect relationships.

At the Level 3 standard it is important to be able to clarify how one body movement can affect another body movement to affect board performance and the turn/trick outcome. Candidates can expect to provide information and answer questions about movements and outcomes throughout the expert zone. Throughout MA evaluation, descriptions should be specific with relationships between fundamentals, body movements, board performances, phases of the turn (and from one turn to another), and DIRT.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all terrain and on medium freestyle features.
- **Demonstrations:** Examiners will not provide demos of MA/PA activities.

Learning Outcomes

Snowboard Movement Analysis

- Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.

Technical Understanding

- Describe specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Instructor Decisions & Behavior

- Professionalism & Self-Management: Promotes a professional environment by adapting behaviors to positively affect others.

Assessment Activities

Candidates will be evaluated on Movement Analysis and Technical Understanding

criteria through two sets of Personal Analysis (PA) and Movement Analysis (MA) assessment activities. Each set of PA and MA activities will use the same format with different riding activities and terrain. All candidates will perform PA and MA on two of the following: one forward, one switch, and one freestyle activity selected from the Core Activities of *National Riding Activity List*.

Personal Analysis

During each Personal Analysis segment, the examiners will set and demo an intermediate/advanced riding activity from the *National Riding Activity List*. Each candidate will have the opportunity to ride the activity and describe their Personal Analysis relative to the ideal. Each candidate will present a comparison of their personal riding performance and ideal performance for the activity assigned by the examiners.

During Personal Analysis segments, candidates are assessed on Technical Understanding Assessment Criteria 1-3.

Movement Analysis

During each Movement Analysis segment, candidates will then watch a peer riding the activity previously used in the Personal Analysis assessment and perform movement analysis on their peer's riding performance. The candidate will observe their peer candidate and share descriptions of their observations, evaluations including body-body-board-outcome cause and effect, and prescription for change with the Examiners.

During Movement Analysis segments, candidates are assessed on Movement Analysis Assessment Criteria 1-3 and Technical Understanding Assessment Criteria 1 & 3.

Example PA & MA Segment

Examiners will move the group to terrain/features for PA/MA and set up an activity from the *National Riding Activity List*, including the observation point they'll be stopping at.

Examiners demo the activity and stop at the observation point. Examiners wave for the first candidate to perform PA. Candidate rides the activity to the Examiners and describes their Personal Analysis compared to the ideal. Examiners ask any follow up questions for clarification. Candidate rides out of earshot below the group.

Examiners waive the next candidate, process continues until all candidates have completed Personal Analysis for the activity.

Examiners set up Movement Analysis using the same activity on the same terrain. At some mountains this may necessitate a lift ride to return to the top of the same run. Examiners will split candidates into two groups, MA Performers and Riders. MA Performers will be doing their MA first, while Riders will be riding the activity. Examiners will identify the observation point for MA Performers and the stopping point for Riders.

Examiners ride to indicated observation point with MA Performers. MA Performer 1 stays with Examiners, Performers 2-4 will be out of earshot. When candidate is ready, they wave, and Rider 1 rides the activity to the indicated stopping point. Performer 1 describes MA on Rider 1 to the Examiners. Examiners ask any follow up questions for clarification. Performer 1 rides to Rider 1 at the stopping point.

This repeats with Performer 2 with Rider 2, Performer 3 with Rider 3, and Performer 4 with Rider 4. Examiners rejoin the group at the stopping point. Riders become Performers and Performers become Riders for the second set with the same activity and terrain. If terrain permits, the Examiners continue the activity from the stopping point; if terrain does not permit, Examiners lead the group back to the top of the run to repeat the activity for the second group.

When all candidates have completed Personal Analysis and Movement Analysis for the activity, this segment is complete, and Examiners start the next segment with a new activity on new terrain.

This scenario describes a group with 8 participants. With an odd number of participants, examiners may need to adjust the order of Performer/Rider or ask some participants to ride the activity a second time to be models for other participants MA.

Level 3 Teaching Assessment

During the Level 3 Teaching Assessment, candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching presentations and conversations with the evaluators. Successful candidates will observe their peers and develop relevant progressions to clearly demonstrate their experience teaching students at the advanced to expert level.

Candidates will demonstrate the use and understanding of teaching and learning concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness for advanced/expert groups.

Assessment Logistics

- **Group Size:** Maximum of seven candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all terrain and on medium freestyle features.
- **Demonstrations:** Examiners will not provide demos of teaching activities.

Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.
- Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
- Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

People Skills

- Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals.
- Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust.

Instructor Decisions & Behavior

- Professionalism & Self-Management - Promotes a professional environment by adapting behaviors to positively affect others.

Assessment Activities

Teaching/People Skills

- Examiners create two sub-groups and lead both groups through activities selected from the Level 1, Level 2, and Level 3 activity pools listed in the *National Riding Activity List*.
- Candidates observe, assess, and converse with their peers to create a goal statement including a student profile that will support a 25 minute teach presentation (Presentations start every 35 minutes).
- Each candidate shares their goal statement with the entire group.
- Candidates teach their peers in their sub-groups at an expert level.
- Teach presentations should achieve the goal statement and improve performance at an advanced/expert level.
- Examples of teaching settings could include groomed terrain, bumps, crud, trees, and powder, on any terrain zone. Snowboard teaching settings can include the terrain park.
- Each candidate's teaching segment will be followed by a conversation where the examiners may ask additional questions.

Level 3 Riding Performance Assessment

Candidates' riding performance will be evaluated through activities that blend and highlight the usage and application of the fundamentals. Performance may be demonstrated and assessed throughout the assessment in all terrain zones.

Variations in movements and mechanics may be requested at the discretion of the evaluators. These could include changes in the type of flexion, extension, or rotation mechanics or in the Duration, Intensity, Rate, or Timing of those movements.

Possible activities can be found in the National Riding Activity List.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all terrain and on medium freestyle features.
- **Demonstrations:** Examiners will provide demos of all prescribed riding activities.

Learning Outcomes

Riding Performance

- Continuously Blend the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

Instructor Decisions & Behavior

- Professionalism & Self-Management: Promotes a professional environment by adapting behaviors to positively affect others.

Assessment Activities

Candidates' riding is evaluated through a series of activities that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in highlighted, blended and applied activities to show their experience demonstrating for students in all terrain zones. Candidates will display appropriate situational awareness and safety awareness while snowboarding in a group.

Examiners will lead Candidates through activities selected from the Level 1, Level 2, and Level 3 pools. *Possible activities can be found in the National Riding Activity List.*

Examiners will provide two attempts at all Core Activities, with an opportunity for limited feedback between attempts. Supporting activities are used to highlight movement patterns and may only have one attempt without feedback.

Riding activities may be set in all types of terrain and conditions, including groomed terrain, bumps, crud, trees, and powder, on green up to off-piste black terrain, and on small and medium features in the terrain park.

Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification of candidate performance relative to the activity. Variations in movements and mechanics may be requested at the discretion of the evaluator. These could include changes in the type of flexion, extension, or rotation mechanics, or in the Duration, Intensity, Rate, and Timing of those movements.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and can be used to demonstrate personal style and terrain preferences.

AC1 - Integrate - Core Activities - At all Assessments				
Skidded Turns	Carved Turns	Bumps/Off-Piste Riding	Boxes	Jumps
AC 2 - Highlight - Core/Supporting Activities - Chosen by Examiners During Assessment				
Highlight 1 Fundamental	Highlight 1 Fundamental	Highlight 1 Fundamental		
AC 3 - Versatility - Core/Supporting Activities - Chosen at Pre-Assessment Meeting				
Adjust either Size, Shape, or both	Adjust D.I.R.T.	Ride Activity Switch		

ROCKY MOUNTAIN

Level 3 Assessment Forms

AASI Certified Level III Snowboard Movement Analysis & Technical Understanding ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

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.

Candidate:
Assessment:
Region:
Assessor(s):

ASSESSMENT CRITERIA

Instructor Decisions & Behavior

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 4 or above to meet Learning Outcome

Comments

Movement Analysis

Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.

Consistently demonstrates their ability to:

Observe and Describe
Observe and describe the application of three or more Technical Fundamentals in all phases of the turn/ATML.

Evaluate and Describe
Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.

Prescription
Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Technical Understanding

Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Synthesizes information from multiple PSIA-AASI and snowsports industry resources to:

Understanding of Biomechanics/Physics
Describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.

Fundamentals to Personal Performance
Compare personal performance to a specific application of two or more Technical Fundamentals.

Tactics, Equipment, Physical, Environment
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to snowboarding outcomes.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

ROCKY MOUNTAIN

AASI Certified Level III Snowboard Teaching

ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

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.

Candidate:
Assessment:
Region:
Assessor(s):

ASSESSMENT CRITERIA

Instructor Decisions & Behavior

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 4 or above to meet Learning Outcome

Comments

People Skills

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.

Feedback Delivery
Deliver feedback that supports the emotions of the individuals in the group.

Section Average: Must be 4 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
Manage the group dynamic to positively influence individual experiences.

Motivations/Emotions
Support and manage the motivations and emotions of all.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Teaching Skills

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 4 or above to meet Learning Outcome

Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

Adapt
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.

Manage Risk
Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.

Section Average: Must be 4 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.

Explore, Experiment, Play
Customize and pace learning activities to allow students reflection time as they explore, experiment, and play toward desired outcomes.

Describe Change
Encourage the students to communicate change in performance and/or understanding.

Relate Change
Collaborate with students to apply gained skills to riding/skiing situations.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

ROCKY MOUNTAIN

AASI Certified Level III Snowboard Riding

ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

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.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	
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 4 or above to meet Learning Outcome	
Comments	

Riding Performance	
Continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features. Continuously Blends tactics and snowboard performance to:	
Integrate Fundamentals Integrate all of the Technical Fundamentals to achieve prescribed outcomes.	
Individual Fundamentals Highlight individual Technical Fundamentals as prescribed.	
Versatility Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).	
Section Average: Must be 4 or above to meet Learning Outcome	
Assessment Activities Performed	
Highlighted Fundamentals	
Comments	

Snowboard Trainer Certification

Introduction

The Snowboard Trainer Certification is a certification for trainers in the PSIA-AASI Rocky Mountain Region. The assessment evaluates candidates' mastery in expert riding, training and people skills, and technical knowledge. It is a four-module exam: the Snowboard Trainer Entrance Assessment, MA & Technical Understanding, Clinic Leading, and Riding Performance. Candidates must successfully complete the Entrance Assessment before proceeding to the other three modules.

**Snowboard Trainer was previously known as Trainer's Accreditation and Rocky Mountain Trainer.*

Snowboard Trainer Learning Outcomes & Assessment Criteria

PSIA-AASI Rocky Mountain Region establishes the Learning Outcomes and Assessment Criteria for the Snowboard Trainer Assessment. Refer to the Snowboard Trainer Assessment Forms to review Assessment Criteria.

Assessment Schedule

- **8:45 - 9:00:** Meet groups & outline the day
- **9:00 - 9:30:** Warm up and assess conditions and terrain
- **9:30 - 12:00:** Assessment activities
- **12:00 - 12:30:** Lunch
- **12:30 - 3:30:** Assessment activities
- **4:00 pm:** Results & Verbal Feedback

This is a sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.

Snowboard Trainer Entrance Assessment

This assessment evaluates a candidate's ability to demonstrate specific movements and adapt their riding to different conditions. Candidates will be assessed on their ability to blend and highlight the fundamentals of snowboarding across all terrain zones. The Trainer Entrance Assessment is conducted at the Level 3 standard, but with a higher level of individual ownership of the standard: fewer demos, less feedback, and no averaging of assessment criteria.

Assessment Logistics

- **Group Size:** Maximum of nine candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners may provide demos for some activities, while for others, candidates will be asked to demonstrate their knowledge without a visual example.

Assessment Activities

Riding Performance

The Snowboard Trainer Entrance is evaluated through a series of on-snow activities that demonstrate a candidate's ability to seamlessly blend the Technical Fundamentals. The focus is on the applied mechanics rather than a prescribed list of activities.

Successful candidates will apply tactics and fundamentals in both integrated and highlighted activities across all terrain zones. Throughout the assessment, candidates must display appropriate situational and safety awareness while riding in a group.

Examiners will lead candidates through a variety of activities chosen from the Level 1, 2, and 3 activity pools, which can be found in the National Riding Activity List. There are no standard activities; each exam may use different activities.

Candidates should be prepared to ride all types of terrain, including green, blue, and black runs, glades, parks, and halfpipe. They will be asked to perform a variety of movements and performances in diverse conditions like bumps, crud, and powder. The examiners may also request variations in mechanics.

Snowboard Trainer Movement Analysis & Technical Understanding Assessment

This module assesses a candidate's expertise in movement analysis and technical understanding, as it relates to training other instructors. Candidates are expected to provide clear information and answers about movements and outcomes for expert-level riding.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners will not provide demonstrations.

Assessment Activities

Movement Analysis & Technical Understanding

Candidates will be evaluated on their expert-level understanding and application of Movement Analysis and Technical Understanding. This will be demonstrated through two distinct attempts at a combined Movement Analysis and Personal Analysis activity.

During the assessment, examiners will select appropriate terrain and assign a specific skiing/riding activity. Observation and regroup points will be established. A candidate will perform the activity, stopping at the designated observation point. At this point, candidates will compare their personal performance to the established ideal performance. Examiners may ask follow-up questions to clarify and assess the depth of the candidate's technical understanding.

Following their personal analysis, the candidate will observe a peer performing the same activity, again stopping at the observation point. Candidates are encouraged to engage with their peer during this segment, asking questions to gain insight into their performance. They may also provide concise, targeted guidance or request a specific change in the peer's performance to observe the immediate effects. Once this interaction is complete, the peer will ski or ride away to the regroup location.

After their peer has left, the candidate will provide detailed movement analysis using OEP. This analysis will clearly articulate cause-and-effect relationships, explaining how

various fundamentals interact and influence overall performance. Candidates will develop a concise yet effective prescription for change, including specific exercises they would use on the next run.

Candidate roles will rotate until everyone has completed their first Movement Analysis and Personal Analysis attempt.

Snowboard Trainer Clinic Leading Assessment

Candidates' clinic leading knowledge and experience will be evaluated based on peer-to-peer clinic leading presentations and conversations with the evaluators. Successful candidates will use relevant progressions to clearly demonstrate their experience training instructors at the expert level. Candidates will demonstrate the use and understanding of training, teaching, and learning concepts when leading the group or referring to past clinics and will demonstrate appropriate group handling skills and safety awareness for clinic groups.

Assessment Logistics

- **Group Size:** Maximum of seven candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners will not provide demonstrations.

Assessment Activities

Candidates will lead a 30 minute prepared clinic and be an active participant in their peer's clinics. An assigned clinic topic will be communicated via email 5-7 days before the assessment, randomly selected from a pre-defined list of potential subjects.

Presentations should demonstrate the candidate's ownership of the PSIA-AASI Learning Connection and other pertinent concepts while showcasing original or experimental approaches to the content. Clinics should be customized for the attending peer group, considering their relevant skills, performances, and motivations.

Candidates should be ready to discuss how the clinic's learning outcomes were achieved and explain any adaptations made to personalize the experience for participants.

Snowboard Trainer Riding Performance Assessment

This module focuses on a candidate's ability to demonstrate specific movements to high-level riders across diverse activities and terrain.

Candidates' riding performance will be evaluated through activities that blend and highlight the usage and application of the fundamentals. Performance may be demonstrated and assessed throughout an assessment in all terrain zones.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners will not provide demonstrations.

Assessment Activities

Snowboard Trainer Riding Performance is evaluated through a series of activities that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in integrated and highlighted activities to show their experience demonstrating for instructors in all terrain zones. Candidates will display appropriate situational awareness and safety awareness while skiing/snowboarding in a group.

Examiners meet the groups on snow and lead Candidates through activities selected from the Level 1, Level 2, and Level 3 activity pools. *Possible activities can be found in the National Riding Activity List.*

Unlike other levels of certification, there are no "standard activities" at the Snowboard Trainer Riding Performance assessment, and as such each exam may use different activities. Snowboard Trainer Entrance evaluation isn't about the activities but rather the applied mechanics.

Candidates will be asked to ride all types of terrain, including green, blue, black, glades, parks, and half pipe and may be asked to perform turns in many different types of terrain and conditions. Bumps, crud, and powder are viewed on black to double black diamond runs. Carved turns, skidded turns, and switch could be performed on green, blue, or black terrain. Variations in mechanics may be requested at the discretion of the examiner.

A trainer needs to be able to show specific movements to high-level riders in all kinds of activities and terrain. The Snowboard Trainer assessment's focus is to evaluate your ability to isolate and demonstrate specific movements while riding in different conditions and situations.

Examiners will provide specific descriptions and demos for some activities. For others, candidates will be asked to demonstrate their knowledge of the certification standards by riding activities without a description or visual demo.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and can be used to demonstrate personal style and terrain preferences.

ROCKY MOUNTAIN

Snowboard Trainer Assessment Forms

ROCKY MOUNTAIN

Overall Result
Does Not Meet Standards

Snowboard Trainer | Entrance Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
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.
No Averaging for Trainer Entrance Exam. All all essential elements must appear regularly at a satisfactory level.

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3

Riding Performance

Continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.	
Integrate Fundamentals: Integrate all of the Technical Fundamentals to achieve prescribed outcomes.	3
Individual Fundamentals: Highlight individual Technical Fundamentals as prescribed.	3
Versatility: Demonstrate versatility by varying turn shape, turn size, and line.	3

Activities Performed

Integrated Assessment Activities	
Highlighted Assessment Activities	
Versatility Assessment Activities	

ROCKY MOUNTAIN

ROCKY MOUNTAIN

Overall Result
Does Not Meet Standards

Snowboard Trainer | Movement Analysis & Technical Understanding Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
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.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
AC2: Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3
Section Average	**3**

Movement Analysis

Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change at an expert level to enhance clinic participant's skiing/riding and technical understanding.	
Observe: Observe and Describe the application of three or more Technical Fundamentals in all phases of the turn/ATML.	3
Evaluate: Evaluate and describe the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.	3
Prescribe: Prescribes a specific, effective change, related to multiple Technical Fundamentals, to achieve the desired outcome.	3
Section Average	**3**

Technical Understanding

Communicates performance effectively by using the Technical Fundamentals to provide a comprehensive analysis that considers tactical decisions, equipment choices, and environmental impacts. Synthesize information from multiple PSIA-AASI and snowsports industry resources to:	
Describe Performance: Describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.	3
Compare Performance: Compare personal performance with specific outcomes using Technical Fundamentals.	3
Describe Impacts: Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to specific outcomes.	3
Communication: Clearly and concisely communicate observations using language and concepts that are relevant to participants' expressed intents and observed performance.	3
Section Average	**3**

ROCKY MOUNTAIN

ROCKY MOUNTAIN

Overall Result
Does Not Meet Standards

Snowboard Trainer | Clinic Leading Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
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.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3
Section Average	**3**

Clinic Leading Skills

Assess & Plan: Plans and prepares for the clinic by assessing the needs and goals of participants and PSIA-AASI to create a relevant and effective learning experience.	
Assess: Continually assess relevant participant motivations, performance, and understanding.	3
Plan: Develops and manages clear learning experiences with defined outcomes that connect individual goals with organizational needs.	3
Section Average	**3**

People Skills

Communication: Maintains 2-way communication with clinic participants. (Assessed when leading)	
Communication: Customizes verbal and non-verbal communication to support individuals and represent PSIA-AASI.	3
Active Listening: Uses varied active listening tactics to support the individuals and represent PSIA-AASI.	3
Feedback Delivery: Adapts feedback delivery methods and timing to help participants engage with the group.	3
Section Average	**3**
Relationships with Others: Adapts to the interpersonal dynamics within the group as an ambassador of their resort. (Assessed when leading)	
Interaction: Manage the group dynamic to maintain a positive relationship between individuals.	3
Motivations/Emotions: Support and manage the motivations and emotions of all while building group consensus when possible.	3
Section Average	**3**

Implement: Individualizes learning experiences by modifying the environment and providing targeted guidance to help participants achieve the clinic's learning outcomes.	
Modify: Modifies the learning environment to incorporate individual goals while proactively managing physical and emotional risk to enhance engagement and safety.	3
Descriptions, Demonstrations, Feedback: Provides clear, accurate, and relevant descriptions, demonstrations, and feedback that encourages individualized learning and skill development.	3
Section Average	**3**
Reflect/Review: Fosters participant's ability to recognize, reflect on, and assess their experiences to deepen understanding and relate their progress back to established goals.	
Explore, Experiment, Play: Optimizes movement, practice time, and terrain usage based on the needs of the clinic participants and the learning outcomes.	3
Describe & Relate Change: Promotes ongoing reflection about participants' performance, explaining how their progress relates to the established PSIA-AASI goals and the PSIA-AASI Learning Connection.	3
Section Average	**3**

ROCKY MOUNTAIN

ROCKY MOUNTAIN

Overall Result
Does Not Meet Standards

Snowboard Trainer | Riding Performance Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
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.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3
Section Average	**3**

Riding Performance

Continuously blends the Technical Fundamentals to demonstrate an expert-level performance that solves tactical problems, inspires, and enhances participant understanding.	
Integrate Fundamentals: Integrate all of the Technical Fundamentals to demonstrate prescribed outcomes.	3
Highlight Fundamentals: Highlight individual Technical Fundamentals as prescribed.	3
Versatility: Demonstrate versatility to highlight tactical choices and inspire or problem solve by varying turn shape, turn size, and line as needed or prescribed in all zones.	3
Section Average	**3**

Activities Performed

Integrated Assessment Activities	
Highlighted Assessment Activities	
Versatility Assessment Activities	

Additional Resources

ROCKY MOUNTAIN

Goal Statement Worksheet

Section 1: Determine What The Rider Is Doing Now

1. Watch an intermediate snowboarder performing a task and choose two fundamentals to focus on.
   - First fundamental:
   - Second fundamental:
2. Describe the rider's body movements within the chosen fundamentals:

3. The rider's movements are causing the board to perform in what way:

4. How is the combination of movements and board performances affecting the turn/trick outcome:

Section 2: What Will The Rider Be Doing After The Lesson?

1. The movements within the chosen fundamental(s) the rider will be using at the end of the lesson are:

2. The new movements that the rider will be making will cause the board to perform in what way:

Section 3: How Is This Relevant To This Rider?

1. What has this rider expressed that they like/enjoy about snowboarding?

2. What has this rider expressed that they would like to improve/change (goals)?

3. How will this rider's new movements/performance at the end of the lesson help them

to accomplish their goals and/or help them enjoy snowboarding more?

Section 4: Putting It Together In A Goal Statement

Combine the previous sections to build a brief synopsis of your student profile and lesson goals.

The fundamentals I will work on with this rider are: [1] and [2]. [Name] is [Describe Student Profile/Motivations]. They are using [Movements] which cause their snowboard to [Board Performance] and result in [Effect on Turn/Trick Outcome]. I will help this rider to use [New Movement] that will cause their board to [New Board Performance]. Using [New Movement] and [New Performance] will allow them to [Change/Accomplish/Enjoy Stated Motivation].

Example:

Bob is an intermediate snowboarder from Michigan. He's an engineer and prefers detailed descriptions before trying something new. He would like to be more comfortable riding blue terrain.

The first fundamental I will focus on is controlling pressure along the length of the board, with an additional focus on how Bob controls pivot of the snowboard.

Bob's back knee is more flexed than his front knee, moving his pressure aft and causing the front of the snowboard to not engage with the snow and making it more difficult to skid the board. As a result he loses speed control. I will help Bob to flex his front and back knees more evenly. This will allow him to be more centered throughout his turns so his whole snowboard can remain in contact with the snow. By being centered and engaging the whole snowboard Bob will be able to more effectively use flex, extension, and rotation movements to pivot the snowboard and skid throughout the turn to control speed. This will allow him to gain the control he wants on the steeper blue trails.

ROCKY MOUNTAIN

Study Guides

Level 1

This study guide represents information you should know prior to attending your Level 1 exam. Learn as much of this information as you can on your own then team up with other instructors to study and review together. Both the written and on-snow parts of the Level 1 are represented in this study guide information. Be prepared to discuss any of the information in this guide.

1. What does the acronym AASI stand for?
2. When was AASI formed?
3. What is our Motto?
4. What states are in the AASI Rocky Mountain division?
5. What is the Responsibility Code?
6. What is SMART Style?
7. Know several safety considerations and how to apply them.
8. Define STS and its concepts.
9. What is the Y Model and what are its components?
10. What are biomechanics?
11. What are the Body Movements (how does the body move)?
12. What are the Board Performances?
13. What are the six Snowboarding Fundamentals?
14. What are the joints in the body that flex and extend?
15. Which joints are ball and socket joints?
16. What can flexion/extension do for board performance?
17. What can flexion/extension do for physical balance?
18. What are rotational movements?
19. What are balancing movements?
20. What are pressure control movements?
21. What can rotation do for board performance?
22. What can rotation do for physical balance?
23. What are progressive movements?
24. Define Efficient, Effective and know the difference.
25. Know the differences of board stances: Regular, Goofy, Duck, Posi-Posi
26. What are different board types and features and how can they affect snowboard performance?
27. What are the phases of the turn?
28. Know the differences in definitions of skidded turns and carved turns.

29. What are extending at edge change turns?
30. What is Movement Analysis and what is its Process (OEP)?
31. When and how do we use Movement Analysis?
32. What are the three Reference Alignments and how do we use them?
33. What is D.I.R.T.?
34. What is a Cause and Effect Relationship? List some examples.
35. What are the Learning Styles, VAK and what is the difference between them?
36. What are Direct and Indirect Teaching Styles?
37. What are the components of the Teaching Model (Snowboard Technical Manual) and how do we use it?
38. How do we establish goals in our lessons?
39. What are the Technical Manual beginner exercises and how to present and perform them?
40. How do Children develop physically and mentally?
41. How does Children's snowboarding and teaching Children to snowboard differ from teaching Adults?
42. What is the Motor Learning Cycle? Know its four steps and how to use it.
43. What is A.T.M.L. and how do we use it?
44. What is the SCARF Model?
45. Know Definitions For These Additional Terms:

Skating, Straight Glide, J-Turn, Lift Riding, Side Slip, Falling Leaf, Traverse, Garland, C-Turn, Linking Turns, Slipping, Skidding, Sliding, Carving, Longitudinal Flex, Torsional Flex, Traditional Camber, Reverse Camber, Hybrid Camber, Flat Camber, Stance, Effective Edge, Sidecut, Freestyle, Freeride, Ollie, Nollie, Nose/Tail Press, Nose/Tail Roll, 50- 50, Basic Turn, Dynamic Turn, Hypothermia, Gravity, Skeletal Structure and Muscular Structure

Recommended Reference Material: The AASI Snowboard Technical Manual, PSIA-AASI Teaching Snowsports Manual, AASI Snowboard Teaching Handbook, Core Concepts for Snowsports Instructors Manual, and PSIA-AASI Children's Instruction Manual

Level 2

This study guide builds on the Level 1 guide and represents information you should know prior to attending your Level 2 exam. Learn as much of this information as you can on your own then team up with other instructors to study and review together. Be prepared to discuss any of the information in the Level 1 or Level 2 Study Guides.

1. Know the Teaching Model and how to use it in a lesson.
2. Know the Teaching Cycle and how to use it in a lesson.
3. Know how to use Teaching Styles in a lesson.
4. Know how to recognize and use Learning Styles and Sensory Preferences in a lesson.
5. Know the Multiple Intelligences.
6. What are the symptoms and treatment of frostbite?
7. Know the CAP model and how it relates to a lesson.
8. Know the SCARF model and how it can be useful in a lesson.
9. What is Maslow's Hierarchy of needs and how does it relate to teaching snowboarding?
10. What is a Learning Partnership and how does it affect a lesson?
11. Why is Movement Analysis important in a lesson plan?
12. List the MA Process (OEP) and the importance of each component?
13. What is STS? What are 3 concepts involved and how do they effect the Learning Pathway?
14. Explain the Reference Alignments and how do we use them.
15. What is the difference between Angulation and Inclination?
16. What is the difference between Split, Pronation and Supination?
17. What does the acronym D.I.R.T. stand for? How do we apply it in our teaching and in our personal riding?
18. What are the phases of the turn and how do we identify the transitions?
19. What are cartilage, ligaments, tendons, and muscles?
20. What is the difference between skeletal stance and muscular stance in riding performance?
21. Know the difference between hinge joints and ball socket joints.
22. Know the difference between active or passive, whether in steering, absorption or movements.
23. How do you set up goals for your lessons?
24. Know what effective feedback is, how to present it, and how to use it in a lesson.
25. What are Piaget's Stages of Development?
26. What are effective exercises and how do you prepare to teach and perform tasks

up to a level 7 student?
27. Explain the differences between flexing at edge change and extending at edge change turns? Can you demonstrate the differences?
28. What is the difference between counter and counter rotation?
29. What are the differences between using alignment or using separation?
30. What is the difference between open and closed questions?
31. What is the difference between instructor-centered and student-centered teaching?
32. What are the four stages of the Motor Learning Cycle and how can they be used in a lesson plan?
33. Define Center of Mass.
34. What are the types of motivation? How do we identify these?
35. What is Kinesiology?
36. Know several freestyle maneuvers and their names.
37. What are some tuning techniques and how do they relate to board performance?
38. What is teaching for transfer?
39. What is the difference between torsional flex and longitudinal flex?
40. What is Newton's Third Law of Physics and how does it relate to snowboarding?
41. How do we know when to move students to more challenging terrain?
42. What are pressure control movements?
43. What can flexion/extension do for board performance?
44. What can flexion/extension do for physical balance?
45. What can rotation do for board performance?
46. What can rotation do for physical balance?
47. Define Action Plan and explain why it is important.
48. Do you know the accident procedures and lost students protocol at your mountain?
49. What are ways to reduce risk to your students?
50. What are the 6 task descriptors and how do they apply to describing a turn or task?
51. Know Definitions for These Additional Terms:

Inversion, Eversion, Dorsiflexion, Plantar Flexion, Asymmetrical, Directional, Momentum, Deflection, Absorption, Progressive Movements, Progressive Edging, Hypothermia, Camber (Regular, Reverse, Flat or Hybrid), Cants, Chatter, Effective Edge, Sidecut, Freestyle, Freeride, Flexors, Extensors, Slipping, Sliding, Skidding, Carving, Garlands, Anticipation, Fakie, Switch, Fall line, Lateral learning, Sintered, Extruded.

Recommended Reference Material: The AASI Snowboard Technical Manual, AASI

Snowboard Teaching Handbook, Core Concepts for Snowsports Instructors Manual, and PSIA-AASI Children's Instruction Manual

Level 3

This study guide builds on the Level 2 guide and represents information you should know prior to attending your Level 3 exam. Learn as much of this information as you can on your own then team up with other instructors to study and review together. Be prepared to discuss any of the information in the Level 1, Level 2, and Level 3 Study Guides.

1. How many regions are there in PSIA-AASI and what are they?
2. How do members vote for regional representatives?
3. Know the Responsibility Code and how it is used in lessons at all levels.
4. How do you get your students to be aware of and practice "The Code" in their freeriding?
5. What are ways to create a "Slam Free" lesson?
6. What are cartilage, ligaments, tendons, and muscles and how do they work with movement?
7. What is the difference between skeletal structure and muscular structure in riding performance?
8. Know the difference between hinge joints and ball socket joints.
9. Know the six snowboarding fundamentals and be able to compare/contrast relationships between them
10. How do we use goals in an effective lesson plan?
11. Describe Feedback and how we use it in a lesson plan.
12. Explain the Movement Analysis Process and OEP
13. Know how to use MA in any level of lesson.
14. How do we use the MA Process in developing a lesson plan?
15. How can we use deflection in snowboarding both in a positive and negative situation?
16. Know and understand various tuning and waxing techniques.
17. Understand the effect of binding angles and placement can have on board performance.
18. Know the structure of the knee, how it works and does not work.
19. How do muscles contract?
20. What are Piaget's Stages of Development?
21. What is the CAP Model and how do you apply it in your lesson?
22. What is Maslow's Hierarchy of Needs?
23. What is the difference between instructor centered teaching and student centered

teaching?

24. What is the D.I.R.T. concept, how would you teach it in a lesson and how do you use it in high level riding?
25. What is dynamic balance?
26. What is the difference between an adult and a child's Center of Mass?
27. How do you keep a group of students that are not the same levels together and having fun?
28. Describe ways a large (15+) group can be taught.
29. Know several ways to check for understanding in a private and a large group.
30. Know how to recognize and understand the Multiple Intelligences.
31. What are the types of motivation and how are they assessed?
32. What are the symptoms of fear and how is a fearful student handled?
33. What are primary ways people receive sensory information in snowboarding?
34. What is the difference between an exercise and a progression?
35. What are the four stages to the Motor Learning Cycle and how do we use it in a lesson?
36. Know examples of how terrain can aid in an exercise.
37. What are ways to reduce risk to a student?
38. What are the roles of the instructor in customer satisfaction?
39. What is momentum? How do we use it to our advantage?
40. What is Newton's Third Law of Physics and how does it relate to snowboarding?
41. How can a rider's movements change or not change in various snow conditions?
42. How do we know when to move students to more challenging terrain?
43. What are pressure control movements?
44. What can flexion/extension do for board performance?
45. What can flexion/extension do for physical balance?
46. What can rotation do for board performance?
47. What can rotation do for physical balance?
48. What is the difference between counter and counter rotation?
49. How is rotary used in a dynamic carved turn?
50. How is rotary used in a skidded turn?
51. How is edging used in a skidded turn?
52. What are different ways to control your speed?
53. How can you control your speed in the bumps? Steeps? Trees?
54. Know several different freestyle tricks that you can perform safely and be prepared to teach at least one.
55. Why do we want to teach freestyle maneuvers in our lessons?
56. Why do we need extra safety precautions when teaching freestyle?

57. When do we take a student into the terrain park?
58. What is the difference between a low intensity skidded and high intensity skidded turn?
59. What is the difference between a low intensity carved and high intensity carved turn?
60. How do you work with a student on inappropriate equipment?
61. What defines appropriate equipment?
62. What are the Reference Alignments and how do they adjust with snow conditions? Terrain? Dynamics?
63. What is the difference between Split, Pronation and Supination?
64. Learning is influenced by physical and social factors. What are those factors?
65. What are the elements of board design?
66. How do board design elements affect performance?
67. What is chatter? What are reasons a board chatters?
68. What is base structure? How do you structure a board's base?
69. What are beveled edges?
70. How do beveled edges affect board performance?
71. When do we use closed and open questions?
72. Describe the difference of mental anticipation and physical anticipation?
73. What are the possible movements necessary to tilt a board?
74. What are ways that twist can be utilized in a turn?
75. Identify a successful lesson vs an unsuccessful lesson.
76. What is the difference between torsional flex and longitudinal flex?
77. How do we identify cause and effect relationships in snowboard movements and board performances?
78. How can we identify Cause and Effect Chains and how do we use them?
79. What are the 6 task descriptors and how do they apply to describe a turn or task?
80. Know the differences between Extending at Edge Change, Flexing at Edge Change and Retraction.
81. "Define the Topic, Movement Options, Pros and Cons and Applications."
82. Remember you should be ready to teach any topic, at any resort, in any snow condition. Versatility.
83. Know Definitions for These Additional Terms:

Inversion, Eversion, Dorsiflexion, Plantar Flexion, Asymmetrical, Directional, Momentum, Deflection, Absorption, Progressive Movements, Progressive Edging, Hypothermia, Camber, Cants, Chatter, Effective Edge, Sidecut, Freestyle, Freeride, Flexors, Slipping, Sliding, Skidding, Carving, Garlands, Anticipation, Cognitive, Fakie, Switch, Fall line, Lateral learning, Inversion, Eversion, Medial, Concentric, Isometric and Eccentric

Contractions, Tilt, Twist, Pivot, Pressure

Recommended Reference Material: The AASI Snowboard Technical Manual, AASI Snowboard Teaching Handbook, Core Concepts for Snowsports Instructors Manual, and PSIA-AASI Children's Instruction Manual

Definitions List

This is a non-comprehensive list of words used throughout certification that can be helpful as a reference list while studying for exams. Look up the definitions and make sure you're familiar with these terms, their definitions, and their applications.

Absorption
Active
Affective (CAP)
Aft
Alignment
Angulation
Anticipation
Balancing movements
Binding angles
Biomechanics
Blended
Board performance
Camber Profiles
CAP Model
Carved turn
Center of Mass
Centrifugal force
Centripetal force
Chatter
Circumduction
Cognitive (CAP)
Control Phase
Counter
Counter-Rotation
D.I.R.T.
Demonstrate
Detune
Direct Instruction
Directional Stance
Dorsiflexon
Down Un-Weight
Duck stance
Duration
Edge
Edge angle
Edge change
Edge control
Effective Edge
Efficiency
Eversion
Experiental Learning
Extend
Extending at Edge Change
Extension
Extrinsic (external) feedback
Extrinsic (external) motivation
Fakie
Fall line
Feedback
Finish Phase
Flexing at Edge Change
Flexion
Fore
Forward Lean
Friction
Garland
Goofy
Gravity
Guided Discovery
Highback

Hinge joint
Hip Projection
Hip Rotation
Inclination
Indirect Instruction
Initiation Phase
Intensity
Intrinsic (internal) feedback
Intrinsic (internal) motivation
Inversion
Joint
Jump turns
Kinesiology
Kinesthetic Learning
Lateral Learning
Lateral Movements
Lesson Plan
Longitudinal Flex
Motor Learning Cycle
Movement Analysis
Nose
P-tex
Passive
Pivot
Pivot Point
Plantar Flexion
Pressure Management
Proactive
Progression
Progressive
Proprioceptor
Psychomotor
Rate
Reactive
Rebound
Retraction
Risk
Rotary Movements
Rotation
Separation
Sequential
Sidecut
Skidding
Sliding
Slipping
Stacking
Stance
Stance Angles
Stance Width
Steering
Student Centered
Teaching
Student Profile
Switch
Tail
Tilt
Timing
Top sheet
Torsional Flex
Transfer
Transition
Traverse
Turn Shape
Turn Size
Turn Type