ROCKY MOUNTAIN

SNOWBOARD EXAMINER GUIDE

Version 2025.10.28

ROCKY MOUNTAIN

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Rocky Mountain Snowboard Examiner Guide

Introduction

The RM Snowboard Examiner Guide outlines the Examiner Meeting, Daily Schedule, Assessment Groups, and Activities used during Snowboard Certification.

Important Links

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.

ProHub Assessment Forms & Resources: https://prohub.thesnowpros.org/

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

National Riding Activity List: RM SB Activity List 25.26

Examiner Development Log: Basecamp

Examiner Advancement Tracking: Basecamp

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	Conrad Niven
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Mark Lawes, Secretary	Chris Rogers, Chair
Lyndsey Stevens	

ROCKY MOUNTAIN

Every Exam, Every Day

Examiner Meeting

- Examiner meeting at 7:45am, be on time!
- Get your coffee and put your boots on before or after the meeting!
- Collaborate on terrain and activity decisions. *It is an expectation that all exams groups of the same level will be using the same activities on the same/similar terrain.*

Candidate Meeting

- Review Assessment Form and Assessment Criteria.
- Always check for understanding, give clear stopping points, and make sure you have their attention before starting a demo.

Paired Examiners

- Both examiners will provide riding demos for Personal Analysis, movement analysis, and riding activities. Ask each other for permission to share riding feedback with each other
- Only give each other feedback when out of ear-shot of participants

Feedback & Question Asking

Tactical clarification may be given to candidates based on the exam day. Questions may be asked to assess candidate understanding or to clarify elements presented.

MA/Tech

Examiners will ask questions after each candidate presents Personal Analysis and Movement Analysis to gain clarity of what the candidate is describing, seek more depth of understanding, or fill in blanks on the Assessment Form.

Teaching

Examiners will ask questions of the candidate after their teach to gain better understanding of the candidate's plans and methods or to seek clarity on how teaching decisions were made, or answer questions needed for the Assessment Form.

Riding Performance

Tactical clarification relative to their performance may be given after the first attempt at a Core Activity to help candidates move towards more ideal movements and see their ability to make changes and adapt their riding.

Coaching Feedback (Clinic)

Coaching feedback tells performers how well they performed or are performing with an emphasis on developing skills to improve.

Too much feedback in a performance environment has been shown to draw people towards an associative or even cognitive state and inhibit peak performance. Nadine Dubina in "Coaching Language: From Knowledge to Know-How", and Wulf and Lewthwaite in “The OPTIMAL theory of motor learning."

Coaching Feedback should be delivered in clinic and coaching environments.

Tactical Clarification (Exam)

Tactical Clarification focuses on what was performed relative to what was asked and allows the candidate to apply autonomous/associative changes.

Tactical clarification is in the form of the "what" of the candidate's performance, not the "how." At an exam a candidate should have already know the how.

During a performance environment like an exam, Tactical Clarification gives candidate the best opportunity to show their current ownership and creates a more consistent picture of a their Cognitive / Associative / Autonomous state.

Examples of Tactical Clarification:

- **Turn Size:** “You were performing a small radius turn, the activity was medium/large.”
- **Turn Shape:** “Your toeside turn was open and your heelside turn was closed,” or “your turns were closed and the activity is meant to be open carves.”
- **Movement Pattern:** “Your toeside to heelside was a flexing edge change but your heelside to toeside was extending edge change.”
- **Separation:** “In the bumps you were riding in alignment, the activity was to show steering from the lower body with separation.”
- **Skid/Carve:** “You're skidding into the initiation of your toeside carve” (goal was carved) or “In the finish of your turn you're starting to carve” (goal was skidded)
- **Speed: “**You landed on the knuckle, you need to clear to the landing.”
- **Line Choice:** “Your approach was wide and you pre-spun 90 degrees on the takeoff” (360s)

Field Notes (On-Snow Scorecards)

MA/Tech

Examiners fill out field notes after PA and MA sessions. Between candidates or on chairlift rides examiners compare notes and discuss the teach. Draft scoring on the field notes should be completed on the chairlift.

Teaching

Examiners take notes on the blank side of the field notes. Questions are asked of candidates after their teach, before the chairlift ride. On the chairlift, examiners compare notes and discuss the teach. Draft scoring on the field notes should be completed on the chairlift.

Riding Performance

Examiners take notes about riding themes for each candidate and discuss performance throughout the day. At the end of the day examiners have a quick discussion to see where there is alignment and where they need to have further discussion.

End of Day Results

By end of day / within 30 minutes after the exam, examiners should have agreement on overall result (P/F) and 3 key takeaways about why candidate was/was not successful.

1. Dismissal from Snow
    a. Inform participants of the pre-determined designated meeting point in 30 minutes.
    b. Ensure all candidates clearly understand where and when to reconvene.
2. Assessor Huddle - Meet with your co-assessor to:
    a. Confirm Pass/Not Yet outcomes for each candidate.
    b. Use the Field Notes cards so that you can quickly compare notes and deliver results.
    c. Identify and agree on 2-3 key takeaways per candidate to highlight in feedback and results discussion.
3. Daily Results and Recognition
    a. Exam Manager leads the group session:
        i. Welcomes the group, offers framing remarks, thanks the hosting resort, and acknowledges candidates and their family and friends who may be present to provide support.
    b. Announcement Order:
        i. Complete Passes – announce names and invite recipients forward for certificates and pins.
        ii. Module Passes – announce results (do not bring individuals forward for recognition).
4. Individual Feedback Sessions (Five Minutes Each)
    a. Offer a short, personalized feedback session to each candidate:
    b. Share the key takeaways identified during the assessor huddle.

   c. Remind candidates that full written feedback will be available in their assessment form.
5. Completion of Assessment Forms
   a. Staff will move indoors to complete all assessment documentation.
   b. All forms must be finalized and emailed to candidates before leaving the location.
   c. For single-assessor events, forms must be submitted and sent within 24 hours of assessment completion.
   d. Staff should have similar notes on all candidates and can split up writing the assessment forms, but should review together before submitting.

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Snowboard Level I Examiner Guide

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

Below is the schedule of events for all days of the assessment. There will be an examiner meeting each morning of the assessment at 7:45 am. Please give verbal results at the end of the three modules and complete assessment forms before leaving the venue on the final day.

- **7:45 - 8:15:** Examiner Meeting
- **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

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L1 MA & Tech Examiner Guide

- Review concepts while warming up (review, check for understanding, and practice application)
    - Movement Analysis Process (OEP) from Snowboard Technical Manual,
    - Phases of the Turn,
    - Reference Alignments,
    - Snowboard Fundamentals,
    - Movement Options (Body Movements to achieve Board Performance Concepts),
    - D.I.R.T.
- Demo several inefficient stance issues; have your group mimic you and each other
- Review Cause & Effect (Body Movement - Board performance - Turn Outcome) using the steps in the Level 1-4 progression.
- Give a demo of a level 1 Personal Analysis presentation related to MA/TU ACs to facilitate a conversation around MA/TU. Then, working in groups or partners, have them repeat the same activity you used in your presentation; use any relevant level 1 activity off the AASI National Riding Activity List, depending on the group and considering appropriate safety concerns.
- Video each candidate making basic skidded turns, either switch or forward on easy blue or green terrain. You will use this video for Personal Analysis and MA Assessments later.
- Teach them how to use their phones to capture and replay videos, give an example of a PA or MA presentation using a video, and facilitate discussion of their videos with a partner or small group over lunch.

Assessment Activities

- Move to an actual beginner area.
- Clarify with the group that the assessment portion of the day is beginning.
- Using the videos the examiner took earlier, have each candidate present a Personal Analysis on their video and then MA on a peer's video. In PA presentations, they will speak to AC2 under TU. They will discuss the other ACs under MA and TU in MA presentations. Present the videos frame by frame to identify cause-and-effect relationships at specific turn phases.
- In a one-on-one environment, have each candidate present PA and MA in a level 1-4 activity:
- First, perform all PA presentations on one activity, then do another run of MA presentations on either the same activity or another level 1-4 activity.
- Be sure to demonstrate each activity to give a visual example of the ideal activity and feel-out conditions.

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L1 Teaching Examiner Guide

- Review and discuss the progression steps for levels 1-4, the learning connection model, people skills fundamentals, and teaching skills fundamentals.
- *Warm-up or Board Intro is NOT a teaching topic. Progressions start at Skating/Mobility.*
    1. Skating/Mobility
    2. Straight Glide/Run
    3. One Foot J-Turns Heel Side
    4. One Foot J-Turns Toe Side
    5. Side Slip Heel Side
    6. Side Slip Toe Side
    7. Floating/Falling Leaf Heel Side
    8. Floating/Falling Leaf Toe Side
    9. Traverse
    10. Garland
    11. C-Turns
    12. Linking C-Turns
- Move to the beginner teaching area.
- Give a demo teaching presentation on skating/mobility or straight glide/run for around 5-10 minutes, focusing on a fundamental and how it relates to the teaching topic. Debrief with the group on your presentation.
- Review student meet & greet, questions, and goal setting with a focus on building rapport and a lesson plan that includes the student profile (a dry run for meeting their lesson in the afternoon teaching exam “How do you get information out of your students?” “what questions do you ask,” “What did you do in your last lesson,” “When was the last time you had a lesson?”)
- Examiner demo teach. Group choice of L1-4 progression. Include the warmup with teaching for transfer using the same format as the candidates.

Assessment Activities

- <u>Clarify with the group that the Assessment portion of the day is beginning.</u>
- Candidates teach components of levels 1-4 in the beginner area for 10-15 minutes.
- The candidate steps away from the group. The group is given a student profile, including the lesson level, interests/hobbies, and the last lesson they learned. An example of an appropriate interest/hobby is a mainstream sport, such as Baseball, Soccer, Tennis, Mountain Biking, etc.
- The candidate returns to the group and begins the teaching segment by asking the group questions to form a Goal Statement.
- Each teaching segment should include an instructor introduction, rapport building, questions to learn the student profile and build a lesson plan, some kind of warm-up or game based on the group’s hobbies and interests, and match a relevant teaching segment of the 1-4 progression (which can also include the hobbies and interests).
- After each teaching segment, one on one with the candidate, ask questions related to the ACs.

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L1 Riding Performance Examiner Guide

Assessment Activities

- *Refer to the National Riding Activity List for specific assessed exam activities.*
- While riding the mountain and warming up, the group will discuss activities for the day and the standards for the Level 1 Ride Assessment. Be sure to discuss the assessment criteria throughout the ride exam. Identify which AC the candidate is being assessed on.
- Remind candidates that they will have two attempts at all core snowboard activities, with the first getting tactical feedback and the second without.
- All activities in the park will have *three* attempts. The first one is used for inspection and is not assessed.
- During the ride assessment, assess all assessment criteria for the following activities.
    - Integrated Riding Activity: All Core Activities use these descriptors to clarify the activity on appropriate terrain for the level 1 exam.
        - Direction of travel
        - Carved or Skidded
        - Size of turn or corridor
        - Shape of turn (closed or open)
        - Extending edge change
    - Individual Riding Activity, an Activity used to highlight fundamentals in either a Core or Supporting activity.
    - Versatility Riding Activity, Either a Core or Supporting Activity that changes D.I.R.T. Some examples are:
        - Line adjustment
        - Turn size adjustment
        - Turn shape adjustment
        - Down the hill pace on variable pitch
- Be sure to state what assessment criteria they will be evaluated on when explaining an activity.
- Always check for understanding, give a clear stopping point, and make sure you have their attention before starting a demo.

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AC1 - Integrate - Core Activities - At all Assessments			
Skidded Turns	Carved Turns	Bumps or Off-Piste	Beginner Progression: J-turns Side Slip Falling Leaf Traverse Garlands C-turns
Jumps	Boxes		
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			

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Snowboard Level II/III Examiner Guide

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L2/L3 MA & Tech Examiner Guide

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Demonstrations:** Examiners will not provide demos of MA/PA activities.

Assessment Schedule

- **7:45 - 8:15:** Examiner Meeting
- **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
- ***Complete assessment forms before leaving the venue.***

Examiner Meeting - 7:45 AM

- Establish MA & PA locations and activities with other examiners/groups in the meeting: Choose two of these three activities, one forward, one switch, and one freestyle activity, from the Core Activities of the National Riding Activity List.

Candidate Meeting - 8:45 AM

- Review the PA and MA format, timetable, professionalism, and throwing “softballs” at each other. Allow candidates to ask questions.
- Candidates will have two opportunities to demonstrate both Personal Analysis and Movement Analysis.
- Explain that they will be doing two sets of PA and MA using activities from the Core Activities of the National Riding Activity List.
- Remind candidates that they will be using at least 3 of the 5 core activities in their Personal Analysis presentation and Movement Analysis. Once everyone in the group completes their Personal Analysis presentations, they will watch their peers and deliver their MA presentations.
- Clarify the standard and use of fundamentals with the candidates.
- Be sure to remind the candidates that during MA they are assessed on MA AC 1-3 and TU AC 1 & 3. During PA they are assessed on TU AC 1-3.

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Level 2 Specific

- Personal Analysis (PA) & MA Activities are selected from the L2 Core Activities on the National Riding Activity List.
- Level 2 MA Cause-and-Effect should detail relationships from body to board to outcome for two or more fundamentals through all phases of all turns/ATML.

Level 3 Specific

- Personal Analysis (PA) & MA Activities are selected from the L3 Core Activities on the National Riding Activity List.
- Level 3 MA Cause-and-Effect Chains should detail relationships from body to body to board to outcome for multiple fundamentals and the relationship between fundamentals through all phases of all turns/ATML.

Process

- During the day, use at a minimum 3 of the 5 CORE activities.

Personal Analysis

- Go to the agreed-on areas discussed in the morning examiner meeting.
- Set a Core Activity and indicate the observation area.
- One examiner will ride the activity to feel the conditions and give their version of the ideal activity so the candidate can compare their performance to a representation of the ideal. Candidates can request a second demonstration for clarity.
- Candidates wait for a wave and then ride the activity to the examiners and have up to five minutes to give their personal analysis presentation.
- For each candidate, write down what they tell you. Build your questions from there, using different styles of questioning, clarifying, probing, etc.
- When Candidate 1 finishes PA, send them out of earshot below, and wave the next candidate.
- After all candidates have given a Personal Analysis presentation, begin the MA Assessment.

Movement Analysis

- Split the group into two sub-groups: Observers and Riders. The subgroups will switch on the next run of the same activity.
- One Examiner will demonstrate the activity to feel conditions, and candidates can

request a second demonstration for clarity.

- All of the Observers ride with the examiners to the chosen observation point.
- The Observers not actively presenting MA will wait in a safe location out of earshot until it is their turn.
- Riders stay at the top until they see a wave or signal from the Observer.
- Observer 1 will wave Rider 1, who will ride the activity to the set stopping point. The Observer has up to 10 minutes to present MA.
- The Observer describes the rider through OEP. Articulate Cause-and-Effect relationships and an exercise for the next run.
- Repeat the process until all candidates have completed MA for that activity.
- For each candidate, write down what they tell you. Build your questions from there, using different styles of questioning, clarifying, probing, etc.

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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 wave the next candidate, process continues until all candidates have completed Personal Analysis 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.

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L2/L3 Teaching Examiner Guide

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.

Assessment Schedule

- **7:45 - 8:15:** Examiner Meeting
- **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
- ***Complete assessment forms before leaving the venue.***

Examiner Meeting

- Collaborate with other exam groups on teaching terrain and the zones you'll be assigning for teaches.

Candidate Meeting

- Discuss the timeframe with questions from the examiners, terrain choices, and professionalism by other participants.
- Discuss that examiners are not active participants but may try some activities.
- Examiners create two sub-groups these will be the peers they are observing and teaching.

Level 2 Specific

- Examiners assign teaching zone to each candidate (skidded turns, carving, off-piste, and freestyle). Remind candidates they can have their students ride switch if they need to increase the challenge to the group.
- Examiners review all candidate's Goal Statements before anyone teaches.

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Level 3 Specific

- No assigned teaching zone, teaches are fully organic and drawn from conversations and observations of your sub-group.
- Each candidate shares their goal statement prior to teaching with their subgroup.

Process

Observation & Lesson Planning - First 30 minutes (this is the warm-up)

- **L2:** assign a skill category to each candidate. This is the category their students have expressed an interest in improving in.
    - Categories are Skidded, Carved, Off-Piste, and Freestyle. Switch can be used to challenge the students within that category.
    - Sub-groups should discuss goals in their riding as they relate to the teaching “categories” and share their hobbies and interests.
    - Allow them to use several activities selected from the Level 1 and Level 2 activity pools listed in the AASI National Riding Activity List to watch each other ride and make observations.
- **L3:** Allow sub-groups to discuss their riding goals, hobbies, and interests with each other.
    - Sub-groups use several activities selected from the National Riding Activity List or additional activities to identify fundamentals to develop.

Goal Statements

- **L2:** Every candidate shares their goal statement with the entire group before any teaches begin. Examiners may help guide/redirect the Goal Statements.
- **L3:** Each candidate shares their goal statement prior to teaching with their subgroup.

Teaching Segments

- Aim to have 3-4 teaching segments done by lunch.
- Organize teaching segments so that candidates can use their ideal terrain setting.
- One examiner will shadow the presenter, and the other will shadow the students.
- Each candidate’s teaching segment will be followed by a conversation in which the examiners will ask additional questions, using different styles of questioning, clarifying, probing, etc.
- Examiners ride chairlifts together to discuss presentations, take notes, and score ACs for each candidate using the on-hill assessment forms.

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L2/L3 Riding Performance Examiner Guide

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 riding activities.

Assessment Schedule

- **7:45 - 8:15:** Examiner Meeting
- **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
- ***Complete assessment forms before leaving the venue.***

Examiner Meeting - 7:45 AM

- During the a.m. meeting, examiners will choose Core Activities and appropriate terrain for all exam groups

Candidate Meeting - 8:45 AM

- Remind candidates that one examiner will demonstrate each activity, and the second examiner will answer questions and provide a second demonstration only if requested by the candidates.
- Explain that tactical clarification can be given to help the candidates understand the activity, and be sure to allow a second attempt if clarification is provided.
- Show them the National Riding Activity List for Core and Secondary activities.

Level 2 Specific

- Select activities from the Level 1 and Level 2 activities in the *National Riding Activity List*.
- All Core activities are a flexing edge change movement pattern.
- All Integrated activities use four or more technical fundamentals to achieve prescribed outcomes.

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Level 3 Specific

- Select all appropriate activities from the *National Riding Activity List*.
- All Core activities are a retracting edge change movement pattern.
- All integrated activities use all technical fundamentals to achieve prescribed outcomes.

Process

- All candidates will be given two attempts at all activities outside the terrain park, with three attempts at any terrain park activity. The first attempt in the terrain park is not assessed as a pre-ride attempt. Tactical clarification is given between attempts.
- All integrated Fundamental activities are listed as Core activities on the activity list. During these activities, candidates will be assessed on integrating four fundamentals for desired outcomes. Be sure to clarify when presenting these activities that candidates are being evaluated on AC1.
    - All Core Activities use these descriptors to clarify the activity on appropriate terrain for the exam.
        - Carved or Skidded
        - Size of turn or corridor
        - Shape of turn (closed or open)
        - Flexing, or Retracting Edge Change Depending on level of exam.
- For individual Fundamental activities, the examiners will modify activities as needed to Highlight Individual fundamentals. These can be modified activities from the core or secondary activity lists and based upon riding themes observed in individuals and the group. This is unique to each exam group. Be sure to clarify when presenting these activities that candidates are being evaluated on AC2.
    - Individual Riding Activity, an Activity used to highlight fundamentals in either a Core or Supporting activity.
- For Versatility activities, the examiners will modify core or secondary activities based on terrain, turn corridor, movement pattern, or shape to assess the candidate's versatility. This can be unique to each exam group or discussed in the morning meeting. Be sure to clarify when presenting these activities that candidates are being evaluated on AC3.
    - Versatility Riding Activity, Either a Core or Supporting Activity that changes D.I.R.T. Some examples are:
        - Line adjustment
        - Turn size adjustment

    - Turn shape adjustment
    - Down the hill pace on variable pitch
- Be clear about where the group should stop after each activity.
- Always check for understanding and make sure you have their attention before starting a demo.
- The second examiner will answer questions about the demo and give a second demonstration only if requested by the candidates for clarity. After demonstrating, the examiner will discuss questions with their examiner partner before waving candidates down.
- Both examiners should watch all the candidates and take appropriate notes. After briefly discussing the notes, the examiners will divide the group and give tactical clarification if needed.

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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Snowboard Clinics
Examiner Guide

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Snowboarding 201 Clinic Examiner Guide

Possible activities to cover in 1 or 2 day Snowboarding 201 clinics. These clinics are participant driven, ask the participants what areas they would like to focus on and make sure to balance the goals and motivations of all participants!

Learning Outcome

The outcome of this clinic is to facilitate candidates' understanding and align with the AASI National Standards in Movement Analysis, Technical Understanding, Teaching, People Skills, and Riding at Level 2.

MA/Tech Learning Activities

- Review Assessment Form Be sure to discuss the Assessment Criteria for MA/TU
- Discuss note-taking and how to set themselves up for success during the day.
- Review reference alignments
- Review the Technical Fundamentals
- Review the OEP MA Process:
    - Set the Task (looking at terrain, equipment, turn size, shape, and type)
    - OBSERVATION (different ways to watch your students, what to look for)
    - EVALUATION (simple student-centered language, non-judgmental)
    - PRESCRIPTION (How to build a strong cause/effect making the relationship between body, board, and turn/trick outcome)
- Give the participants an example of an effective level 2 MA using a volunteer in the group. Set an activity similar to the exam from the core activities on the National activity list, using student-centered language, such as “Skidded switch turn.” Be sure to keep it at Level 2 for an effective demonstration.
- Partner riding and MA practice: review the reference alignments, technical fundamentals, and observation vantage points.
- Give the participants the formula for cause-and-effect relationships (Body movement—board performance—turn/trick outcome) and explain how they relate to the technical fundamentals.
- Give an example of a Personal Analysis presentation, and discuss the pros and cons of your presentation with the group.
- Have the participants pair up and discuss things they’re working on in their riding related to core activities on the AASI National activity list and how to present that from the lens of three technical fundamentals.
- Allow the group members to present individually or as a pair. After each presentation, ask sample questions and have the group discuss feedback.

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Teaching Learning Activities

- Meet & Greet
- Discuss note-taking and how to set themselves up for success during the day.
- Review Assessment Form Be sure to discuss the Assessment Criteria
- Review the teaching cycle.
- Review the Teaching Fundamentals
- Review People Skills Fundamentals
- Motor Learning Cycle (4-step plan)
- Teaching Styles
- Creative ways to move/handle the group
- Go through the morning of the teach assessment day to evaluate goals and riding related to the goals and identify hobbies and interests. Give an example of an observation activity to evaluate the group related to their goals, and have the group members set up a few activities to watch the group.
- Give an example of a goal statement, and have candidates brainstorm goal statements to develop teaching topics.
- Educate them to use multiple teaching styles (direct and indirect), cater to the learning styles and relevant multiple intelligences, and focus on the board performances relevant to the intro topic and the randomly selected board performance concept focus.
- After giving an example of a good teaching presentation related to your goal statement, allow the group to discuss the pros and cons of your presentation. Use a mix of solo and group presentations to ensure effective time management. Encourage all participants to present, and allow everyone in the group to present either a segment of their topic or a full 20-minute teaching, again getting feedback from everyone in the group. To save time, look to partner/group people up.
- Let the participants know that the examiner will ask them a few questions. These questions could be clarifying, scaling, or probing; give them a few examples.

Riding Performance Learning Activities

- Review Assessment Form: Be sure to discuss the Assessment Criteria for ride
- Discuss note-taking and how to set themselves up for success during the day.
- Review the core riding Activities for the Level 2 Exam from the AASI National Activity list.
- Explain how these activities integrate four fundamentals to achieve the desired outcomes. Discuss how Fundamentals Relate to the activities, and go over movements like Flexing edge change, separation, and fore/aft.

- Go over the Secondary Activities. Come up with an example of a versatility activity for the group and give examples of activities that highlight individual fundamentals from the core or secondary activities.
- It is important to be specific and open about why you choose these activities to give an example of why the examiner may choose them on exam day. “I chose this activity because some of you have deficiencies with ____ movement.”
- Each riding activity should be divided into two sections: first, they try it and get feedback, then try it again and have a chance to apply it. Then, give an example of an individual Fundamental activity and explain how and why it relates to the initial integrated Activity.

ROCKY MOUNTAIN

Snowboarding 301 Clinic Examiner Guide

Possible activities to cover in 1 or 2 day Snowboarding 201 clinics. These clinics are participant driven, ask the participants what areas they would like to focus on and make sure to balance the goals and motivations of all participants!

Learning Outcome

The outcome of this clinic is to facilitate candidates' understanding and align with the AASI National Standards in Movement Analysis, Technical Understanding, Teaching, People Skills, and Riding at Level 3.

Movement Analysis Learning Activities

- Review Assessment Form Be sure to discuss the Assessment Criteria for MA/TU
- Discuss note-taking and how to set themselves up for success during the day.
- Review MA Process (OEP)
- Review reference alignments
- Review the technical fundamentals
- Review the differences and development between Cause/Effect Relationships and Cause/Effect Chains.
- Discuss and illustrate the different ways to observe your students
    - Ride through different ways to observe the group
    - Partner up, and while riding through the different ways to observe your partner, have them look for the different RA and discuss the pros/cons of different vantage points.
- Discuss and illustrate different riding styles, body types, and equipment set-ups.
- Practice doing the MA on snow by sitting down on the side of a trail and using student-centered language. Give the group a core activity as an example of how the exam will be run for on-snow MA.
- Discuss the Personal Analysis component and the differences between levels 2 and 3
- Discuss Real vs ideal.
- Give an example of a Personal Analysis presentation, and discuss the pros and cons of your presentation with the group.
- Have the participants pair up and discuss things they’re working on in their own riding related to core activities on the AASI National activity list and how to present them from the lens of three technical fundamentals.
- Give the group members an opportunity to present, either individually or as a pair. After each presentation, ask sample questions and have the group discuss feedback.

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Teaching Learning Activities

- Meet & Greet
- Discuss note-taking and how to set themselves up for success during the day.
- Review Assessment Form Be sure to discuss the Assessment Criteria
- Review the teaching cycle
- Review Teaching Fundamentals
- Review People Skills Fundamentals
- Discuss and illustrate the difference between developmental progressions and corrective progressions.
- Discuss and illustrate the different learning and teaching styles.
- Discuss and illustrate the difference between internal and external motivation and how you facilitate your lesson to use it to your advantage.
- Go through the morning of the teach assessment day to evaluate goals and riding related to the goals and identify hobbies and interests. Give an example of an observation activity to evaluate the group related to their goals, and have the group members set up a few activities to watch the group.
- Give an example of a goal statement, and have candidates brainstorm goal statements to develop teaching topics.
- After giving an example of a good teaching presentation related to your goal statement, allow the group to discuss the pros and cons of your presentation. Use a mix of solo and group presentations to ensure adequate time management. Encourage all participants to present, and allow everyone in the group to present either a segment of their topic or a full 20-minute teaching, again getting feedback from everyone in the group. To save time, look to partner/group people up.
- Let the participants know that the examiner will ask them a few questions. These questions could be Clarifying, scaling, or probing; give them a few examples.

Riding Performance Learning Activities

- Review Assessment Form Be sure to discuss the Assessment Criteria for Ride
- Discuss note-taking and how to set themselves up for success during the day.
- Review the core riding Activities for the Level 3 Exam from the AASI National Activity list.
- Explain how the core activities are designed to Integrate All Fundamentals for desired outcomes. Discuss how Fundamentals Relate to the activities and go over movements like Retracting edge change, separation, and fore/aft.

- Go over the Secondary Activities. Come up with an example of a versatility activity for the group and give examples of activities that highlight individual fundamentals from the core or secondary activities.
- It is important to be specific and open about why you choose these activities to give an example of why the examiner may choose them on exam day. “I chose this activity because some of you have deficiencies with ____ movement.”
- Each riding activity should be divided into two sections: first, they try it and get feedback, then try it again and have a chance to apply it. Then, give an example of an individual Fundamental activity and explain how and why it relates to the initial integrated Activity.

ROCKY MOUNTAIN

Snowboarding 401 Clinic Examiner Guide

Possible activities to cover in 1 or 2 day Snowboarding 401 clinics. These clinics are participant driven, ask the participants what areas they would like to focus on and make sure to balance the goals and motivations of all participants!

Learning Outcome

The outcome of this clinic is to facilitate candidates' understanding and align with the RM Snowboard Trainer Standards in Movement Analysis, Technical Understanding, Teaching, People Skills, and Riding.

MA & Tech Learning Activities

- Review videos participants brought on their phones
- Outdoor Observations
- Gender (anatomical differences between Men and Woman)
- Age (Children vs. Adult)
- Vantage Points
- Flexion vs. Rotation (how to achieve each with the other)
- Description with Cause and Effect
- Ways to Provide Feedback
- Intrinsic vs. Extrinsic
- Feedback Relevant to Goal
    - Exam vs. Rider Improvement
    - Positive vs. Negative
- Instructor vs. Student Center Language (Tech Topics for them to Describe)
- Body to Board to Track in the snow
- Descriptions: Movements vs. Positions in relation to TID
- On the spot feedback for riders in group

Clinic & Presentation Learning Activities

- Review Clinic & Presentation 401 Workshop Clinic Outlines
- Trainer vs. Instructor
- Impromptu vs. Scheduled/Cert Topics
- Misunderstood Topics/Concepts
- Cultural Creators vs. Receivers
- How to sell your concept to your audience

ROCKY MOUNTAIN

Riding Performance Learning Activities

- Review written documented feedback from their trainer
- Specific Movements to Illustrate Technical Demos (Versatility)
- Movement Isolation Development Exercises (Develop exercises with partners)
- Power vs. Speed (Coordination)
- Range of movement exercises
- Timing exercises
- Managing fear in the park and pipe
- Walk the talk

ROCKY MOUNTAIN

Snowboard Trainer

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.

ROCKY MOUNTAIN

Snowboard Trainer Entrance Examiner Guide

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

Snowboard Trainer Entrance 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. Ride assessment activities are not averaged, all essential elements must appear regularly and at a satisfactory level.

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 Entrance Exam, 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.

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.

ROCKY MOUNTAIN

Snowboard Trainer MA & Tech Examiner Guide

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.

ROCKY MOUNTAIN

Snowboard Trainer Clinic Leading Examiner Guide

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.

ROCKY MOUNTAIN

Snowboard Trainer Riding Performance Examiner Guide

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

Additional Resources

Examiner Advancement Pathway

Hiring to E1

1. Understudy a minimum of two Level I assessments.
2. Complete hiring development plan if applicable.
3. Complete Development Log at the E1 Level.
4. Submit a letter of intent and completed development log to your discipline's Committee Chair and the Director of Education.
5. Interview with discipline Committee Chair and Director of Education.
6. Additional understudies or activities may be prescribed for further development.
7. After completion of advancement pathway, deliver a Level I assessment with an experienced staff member overstudying you.

E1 to E2 Advancement

1. Lead a minimum of four Level I assessments (not including your reverse audit)
2. Understudy a minimum of one Level II assessment.
3. Complete Development Log at the E2 Level.
4. Submit a letter of intent and completed development log to your discipline's Committee Chair and the Director of Education.
5. Interview with discipline Committee Chair and Director of Education.
6. Additional understudies or activities may be prescribed for further development.
7. After completion of advancement pathway, deliver a Level II assessment paired with an experienced staff member overstudying you.

E2 to E3 Advancement

1. Lead a minimum of six 3-day Level II assessments (not including your reverse audit)
2. Understudy a minimum of one Level III assessment.
3. Complete Development Log at the E3 Level.
4. Submit a letter of intent and completed development log to your discipline's Committee Chair and the Director of Education.
5. Interview with discipline Committee Chair and Director of Education.
6. Additional understudies or activities may be prescribed for further development.
7. After completion of advancement pathway, deliver a Level III assessment paired with an experienced staff member overstudying you.

ROCKY MOUNTAIN

Examiner Advancement Notes

- Other relevant experience will be taken into consideration.
- Required understudies are paid per the Employee Handbook. Additional voluntary understudies are not paid.
- Pay for delivery of your first assessment with an experienced examiner overstudying you is at the reverse audit rate.
- A overstudy will not be scheduled until all advancement steps for that level have been completed.
- At Level II and III, the overstudy counts as working staff, so if the event is already fully staffed, we will be unable to add you to the event.