SNOWBOARD NATIONAL ASSESSMENT GUIDE

Candidate guide

LEVEL 1 | LEVEL 2 | LEVEL 3

PSIA-AASI • Professional Ski Instructors of America – American Association of Snowboard Instructors
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1. Welcome to Snowboard Certification

PSIA-AASI Snowboard certification provides a structured pathway for developing and demonstrating riding performance, movement analysis, technical understanding, teaching ability, people skills, and professional judgment. The assessment process is intended to give you opportunities to demonstrate the Learning Outcomes and National Standards for your level.

Use this guide to understand how the modules fit together, what you can expect during each assessment, and how to prepare using current PSIA-AASI resources. This is a candidate-facing overview; it does not replace the National Standards, Performance Guides, Assessment Forms, or National Riding Activity Lists.

2. Your Certification Journey

Snowboard certification includes three modules:

- Movement Analysis & Technical Understanding (MA/TU): observe, describe, evaluate, and prescribe changes in snowboard performance; explain how Technical Fundamentals, biomechanics and physics, tactics, equipment, physical development, terrain, and snow variation influence outcomes.
- Riding Performance: demonstrate snowboard skills and outcomes by integrating and applying the Snowboard Technical Fundamentals through Integrated, Highlighted, and Versatility activities.
- Teaching & People Skills: create and manage an appropriate learning environment through Assess and Plan, Implement, and Reflect/Review, supported by Communication and Relationships with Others. Professionalism & Self-Management is demonstrated throughout the assessment experience.

Level	Candidate focus	Assessment structure
Level 1	Foundational professional, teaching, people, movement-analysis, technical-understanding, and riding capabilities in beginner and some intermediate terrain, including extra-small and small freestyle features.	One integrated, all-or-nothing assessment. All three modules must be attained; modules cannot be banked.
Level 2	Broader application of Technical Fundamentals, more developed cause-and-effect analysis, riding versatility, and teaching adapted to intermediate students.	Three modules assessed separately: MA/TU, Riding Performance, and Teaching & People Skills.
Level 3	Advanced technical understanding and riding performance, complex cause-and-effect relationships, and adaptive teaching for advanced students.	Three modules assessed separately: MA/TU, Riding Performance, and Teaching & People Skills.

Module order

The outlines show a common sequence of Movement Analysis & Technical Understanding, Riding Performance, and Teaching & People Skills. This is a recommendation, not a requirement. Regions may choose a different module order. Within a region, the order and time allocated to each module will remain consistent across events and groups. Confirm the actual order and schedule with your region.

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Level 1: one integrated assessment

Level 1 combines MA/TU, Riding Performance, and Teaching & People Skills into one integrated assessment event. You must attain the required standard across all three modules to earn certification. Individual modules cannot be banked. If you do not attain the standard across all required modules, you must retake the full Level 1 assessment.

Regions may deliver Level 1 in a 12-hour or 18-hour format depending on the number of candidates in the assessment. Regardless of the time frame the assessment time per candidate is consistent and adequate to showcase your skill set. Your region will confirm the delivery format, schedule, meeting locations, and event-specific details.

Levels 2 and 3: modular assessments

At Levels 2 and 3, MA/TU, Riding Performance, and Teaching & People Skills are separate modules. You may take modules one at a time and across different seasons, subject to regional offerings and prerequisites. Confirm module availability on the event calendar.

3. What You Should Study

Prepare using current national resources for your level and the modules you plan to take. These are living documents; use the current versions rather than relying on an older downloaded copy.

- Snowboard National Standards.
- Performance Guides.
- Assessment Form(s) for the module and level.
- National Riding Activity List.
- Current PSIA-AASI technical and manual resources.
- Event-specific communications provided by your region.

4. Understanding the National Standards & Assessment

National Standards and Learning Outcomes

The National Standards establish the Learning Outcomes and Assessment Criteria used to evaluate certification performance. Learning Outcomes describe what you are expected to demonstrate at your level. The national standards are built on the skills required to be a successful snowsports professional. They are helpful in your professional development every day working with students, whether you are preparing for an assessment or not.

Assessment Criteria

Assessment Criteria identify the dimensions of performance used to evaluate the Learning Outcomes. The current National Standards, Performance Guides, and Assessment Forms are the authoritative sources for detailed criteria, indicators of successful performance, and passing requirements.

Assessment activities

Assessment activities are opportunities to demonstrate the standards and apply the assessment criteria to different applications of riding. Activities may be selected from the applicable Riding Activity List and may vary with terrain, conditions, safety, and assessment needs. The activities are used to show different ways the Technical Fundamentals are applied to riding; by integrating, individual (highlighting) or showing versatility in the fundamentals when riding and demonstrating for your students.

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The Snowboard Technical Fundamentals

- Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board/surface interaction.
- Control the board's pivot through flexion/extension and rotation of the body.
- Control the board's tilt through a combination of inclination and angulation.
- Control the twist (torsional flex) of the board using flexion/extension and rotation of the body.

When analyzing riding or explaining technical understanding, connect movements and Technical Fundamentals to the snowboard outcome and the stated desired outcome.

5. Candidate Responsibilities

Before the assessment

- Review the applicable National Standards, Performance Guides, Assessment Form(s), and Riding Activity List.
- Review the relevant candidate-facing module outlines and any preparation resources identified for your level.
- Read all pre-event communications and confirm the meeting location, start time, equipment expectations, and schedule.
- Prepare mentally and physically for time on snow and for the terrain and activities described for your level.
- Contact the hosting region in advance if you need a reasonable accommodation or plan to use non-standard equipment.

During the assessment

- Follow the PSIA-AASI Member Code of Conduct.
- Arrive at the meeting times and locations provided by regional staff and attend the candidate meeting.
- Follow directions from assessors, regional staff, and area personnel.
- Listen to activity descriptions, desired outcomes, demonstrations, and clarification; ask questions when you need to understand the task.
- Ride safely, maintain situational awareness, and follow the stated activity parameters and group-movement directions.
- Contribute professionally when you are riding, observing, analyzing your own performance, or serving as a student in a teaching segment.

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6. Snowboard Assessment Structure

Module	What you demonstrate
Movement Analysis & Technical Understanding	Observation and description of snowboard performance; cause-and-effect analysis related to Technical Fundamentals; specific prescriptions; personal technical understanding, including biomechanics and physics and the impacts of tactics, equipment, physical development, terrain, and snow variation.
Riding Performance	Ability to demonstrate prescribed riding outcomes by integrating Technical Fundamentals, highlighting a specific Fundamental, and adapting riding through versatility.
Teaching & People Skills	Ability to assess and plan learning, implement and adapt learning experiences, reflect/review outcomes, communicate effectively, build relationships, and demonstrate professionalism and self-management.

Assessment activities, terrain, and the complexity of expected performance vary by level. The following sections summarize the candidate experience described in the supplied outlines. Use the current outline and Assessment Form for the complete requirements.

7. Level 1 Snowboard Assessment

Level 1 is designed around foundational professional, teaching, people, movement-analysis, technical-understanding, and riding capabilities. It is an integrated, all-or-nothing assessment that includes all three modules.

7.1 Movement Analysis & Technical Understanding

The Level 1 MA/TU experience includes Personal Analysis and Movement Analysis activities using designated Level 1 Core Riding activities. You will ride the activity in your forward stance and discuss the desired outcome and your own performance, or observe another candidate's riding and discuss what you saw.

Purpose

Develop your ability to analyze personal and other riders' performance against a desired outcome, explain cause-and-effect relationships using the Snowboard Technical Fundamentals, and prescribe relevant changes while building foundational technical understanding.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- Technical Understanding: Describes specific performances using Technical Fundamentals and considers tactics, equipment choices, physical development, terrain, and snow variation using current PSIA-AASI resources.
- Movement Analysis: Observes and compares a rider's performance with the desired outcome, explains cause-and-effect relationships involving one or more Technical Fundamentals, and offers a relevant prescription for change.

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Movement Analysis Assessment Criteria

- **AC1 - Observe and Describe:** Observe and compare a rider's performance with the desired outcome, including turn shape, turn size, carved or skidded performance, tactical decisions, and equipment.
- **AC2 - Evaluate and Describe:** Evaluate and describe the cause-and-effect relationships of one or more Technical Fundamentals relative to the desired outcome.
- **AC3 - Prescription:** Prescribe a specific change related to one or more Technical Fundamentals to achieve the desired outcome.

Technical Understanding Assessment Criteria

- **AC1 - Understanding of Biomechanics and Physics:** Describe the application of one or more Technical Fundamentals and the related biomechanics and physics within the same two phases of both turns or within two phases of ATML for a specific outcome.
- **AC2 - Fundamentals to Personal Performance:** Compare personal performance with a specific application of one or more Technical Fundamentals.
- **AC3 - Tactics Equipment Physical and Environment:** Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affect a snowboarding outcome.

Assessment Activities

- Two Personal Analysis activities in which you analyze your own riding relative to a desired outcome.
- Two Movement Analysis activities in which you observe and analyze another rider relative to a desired outcome.
- You will also ride twice so another candidate can observe your performance. Riding supports the assessment process but is not itself scored during the MA/TU module.

Activities are selected from the Level 1 Riding Activity List. Examiners consider available terrain, weather, snow conditions, traffic, and the desired outcome.

Personal Analysis Activities

The examiner will define a Level 1 Core Riding activity, describe the desired outcome, answer questions for clarity, and demonstrate one way the outcome may be achieved. You will perform the activity in your forward stance and then discuss your own performance in an individual interview.

During Personal Analysis, be prepared to:

- Describe the application of one or more Technical Fundamentals and related biomechanics and physics within the same two phases of both turns or within two phases of ATML for a specific outcome.
- Compare your performance with the prescribed application of one or more Technical Fundamentals.
- Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affected the snowboarding outcome.

The examiner demonstration is an example, not the standard against which you are compared. Compare your performance with the stated desired outcome.

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Movement Analysis Activities

You will be paired as a rider and observer. The examiner will define a Level 1 Core Riding activity, state the desired outcome, answer questions, and demonstrate the outcome. As the observer, you will move to an examiner-selected observation point and watch only the assigned rider. After the observation, the examiner will interview you individually. Partners then reverse roles.

Organize your response using the Observe, Evaluate, and Prescribe process:

- Observe: Describe what the rider did and the snowboard outcome that was produced.
- Evaluate: Compare the observed performance with the desired outcome and explain relevant cause-and-effect relationships involving one or more Technical Fundamentals.
- Prescribe: Recommend a specific change involving one or more Technical Fundamentals that would move the rider toward the desired outcome.

Assessment Conversations

Examiners may use group discussions and individual interviews to understand your descriptions and explanations. Probing, scaling, and clarifying questions may be used. Individual interviews normally occur out of earshot of other candidates.

7.2 Riding Performance

Level 1 Riding Performance evaluates your ability to demonstrate consistent snowboard skills and outcomes across designated activities. Activities are vehicles for demonstrating the Riding Assessment Criteria; you are not scored on each activity in isolation.

Purpose

Demonstrate snowboard performance by applying the Technical Fundamentals to achieve specific outcomes in beginner and some intermediate terrain and on extra-small and small freestyle features.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- Riding Performance: Applies the Technical Fundamentals to demonstrate specific outcomes across designated riding activities and terrain.

Snowboard Technical Fundamentals

- Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board/surface interaction.
- Control the board’s pivot through flexion/extension and rotation of the body.
- Control the board’s tilt through a combination of inclination and angulation.
- Control the twist (torsional flex) of the board using flexion/extension and rotation of the body.

Assessment Criteria

- **AC1 — Integrate Fundamentals:** Integrate all Technical Fundamentals to achieve prescribed outcomes in beginner and some intermediate terrain and on extra-small and small freestyle features.

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- **AC2 — Individual Fundamentals:** Demonstrate control of one prescribed specific Technical Fundamental to achieve a prescribed outcome.
- **AC3 — Versatility:** Demonstrate versatility by varying turn shape, turn size, and line with Duration, Intensity, Rate, and Timing (D.I.R.T.).

You are not passed or failed on individual riding activities. Examiners evaluate patterns in your performance across multiple activities, terrain types, and observations. AC1 and AC2 are evaluated through designated activities; AC3 is evaluated throughout the assessment.

Assessment Activities

AC1 - Integrate - Core Activities					
Carve	Skidded	Switch Skidded	Off Piste/Bumps	Boxes	Jumps
AC 2 - Highlight - Beginner Progression Activities					
Straight Glide to J Turn	Sideslip	Garland	C-Turn		
AC2 or AC3 - Highlight or Versatility Activities					
Any Level I Activity	Any Level I Activity				
AC3 - Continuously assessed throughout entire assessment					
Total of twelve (12) Assessment Activities all repeated one time for a total of twenty-four 24 observations					

The riding assessment includes 12 designated activities. Each activity will normally be observed twice, creating 24 planned activity observations. Additional riding may occur while moving between activities.

What to Expect

- You will ride through different mountain zones and terrain appropriate to the activity and conditions.
- Before each designated activity, the examiner will explain the task, identify the intended outcome, and demonstrate the activity.
- Activity parameters may include direction of travel, skidded or carved performance, turn size and shape, corridor or line, movement pattern at edge change, and freestyle approach, takeoff, maneuver, and landing expectations.
- Activities may take place on groomed terrain, bumps or off-piste terrain, trees, powder, and in a terrain park, depending on available terrain and conditions.
- Following the first observation, the examiner may clarify the activity's parameters, intent, terrain, or desired outcome for the group. This is to ensure understanding, not to provide individualized coaching or performance feedback.
- An activity may be repeated when terrain, conditions, group movement, or another circumstance prevents sufficient observation.

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- Demonstrate safe choices, situational awareness, and appropriate group movement throughout the assessment.

7.3 Teaching & People Skills

Purpose

Demonstrate your ability to create and manage a learning environment in the Beginner/Novice Zone, including easier blue terrain, by assessing learner needs, planning and facilitating learning, communicating, adapting, and reflecting.

The Level 1 Teaching & People Skills assessment focuses on creating and managing a learning environment relevant to beginner/novice students. You may serve as both an instructor and a student for peers.

Teaching/learning segment

The Teaching/Learning segment is up to 20 minutes. It includes peer assessment and planning, teaching/learning activities, reflection, and lift rides or terrain transitions.

- Assess peers' needs within the assigned Focus Area.
- Develop an initial plan based on your training and experience and the information you learn about your peers.
- Facilitate learning experiences that guide students toward the agreed-upon outcome and engage them in the process.
- Communicate performance changes that target the learning outcome and help students identify that a change has been made.
- Respond to follow-up questions that clarify your observations and understanding.
- When serving as a student, demonstrate professionalism and self-management; technical riding performance is not assessed in the student role.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- 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.
- Assess and Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.

Assessment Criteria

- **Professionalism and Self-Management**
  - Address group and individual safety and physiological needs.
  - Exhibit positive behavior in response to feedback.
- **Communication**
  - Use verbal and non-verbal communication in a professional manner.
  - Ask questions to learn about others.

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    - Deliver feedback that acknowledges the emotions of the group.
- **Relationships with Others**
    - Initiate group interaction to build group dynamics.
    - Identify the motivations and emotions of students.
- **Assess and Plan**
    - Identify student motivations, performance, and understanding.
    - Develop a basic progression based on group needs.
- **Implement**
    - Organize the learning environment based on the initial assessment of the needs of the group while managing physical and emotional risk.
    - Provide clear, accurate, and relevant descriptions, demonstrations, and feedback.
- **Reflect/Review**
    - Pace a clear progression that uses movement, practice, and terrain effectively.
    - Communicate changes in performance and how it related to their skiing/riding goals.

Level 1 Snowboard Teaching Focus Areas

- Skating/mobility to straight glide.
- One-foot J-turns — heelside and toeside.
- Sideslip — heelside and toeside.
- Floating/falling leaf — heelside and toeside.
- Traverse.
- Garland.
- C-turns — toeside and heelside.
- Linking turns.

What to Expect

- Assess your peers' needs within the assigned focus area and develop an initial plan based on your training, experience, and information learned about your peers.
- Facilitate learning toward an agreed-upon outcome, then reflect on and communicate performance changes.
- You may be asked follow-up questions to clarify your decisions and understanding.
- When serving as a student for another candidate, demonstrate professionalism and self-management.

8. Level 2 Snowboard Assessment

Assessment Overview

Snowboard Level 2 certification requires successful completion of all three assessment modules: Movement Analysis & Technical Understanding, Riding Performance, and Teaching & People Skills. Each module is assessed separately and may be taken in any order. Candidates may choose to take one module at a time and complete the remaining modules in a later season. When all three modules are scheduled consecutively, a common sequence is Movement Analysis & Technical Understanding → Riding Performance → Teaching & People Skills, but this order is not mandatory. Your region will confirm the actual schedule and order.

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8.1 Movement Analysis & Technical Understanding

Purpose

Analyze personal and other riders' performance against desired outcomes, explain cause-and-effect relationships among two or more Snowboard Technical Fundamentals, and prescribe changes supported by technical understanding of biomechanics, tactics, equipment, physical factors, terrain, and snow conditions.

The assessment includes four designated Assessment Activities:

- Two Personal Analysis activities in which candidates analyze their own riding relative to a desired outcome.
- Two Movement Analysis activities in which candidates observe and analyze one other rider relative to a desired outcome.

Candidates will also ride twice so another candidate can observe their performance. Riding supports the assessment process but is not itself scored during this module.

Assessment Conversations

Examiners will use individual interviews and questions to understand each candidate's descriptions and explanations. Probing, scaling, and clarifying questions may be used. Candidate interviews normally occur individually and out of earshot of other candidates.

Assessment Criteria

Candidates are assessed across multiple activities and conversations using three Movement Analysis criteria and three Technical Understanding criteria. Evidence is considered across the assessment rather than as a pass or fail result for one response or activity.

Movement Analysis Assessment Criteria

- **AC1 - Observe and Describe:** Observe and compare a rider's performance with the desired outcome, including turn shape, turn size, carved or skidded performance, tactical decisions, and equipment.
- **AC2 - Evaluate and Describe:** Evaluate and describe the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.
- **AC3 - Prescription:** Prescribe a specific change related to two or more Technical Fundamentals to achieve the desired outcome.

Technical Understanding Assessment Criteria

- **AC1 - Understanding of Biomechanics and Physics:** Describe the application of two or more Technical Fundamentals and the related biomechanics and physics within the same two phases of both turns or within two phases of ATML for a specific outcome.
- **AC2 - Fundamentals to Personal Performance:** Compare personal performance with a specific application of two or more Technical Fundamentals.
- **AC3 - Tactics Equipment Physical and Environment:** Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affect a snowboarding outcome.

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Personal Analysis Activities

Examiners will define a Level 2 Core Riding activity, describe the desired outcome, answer questions for clarity, and demonstrate one way the outcome may be achieved. Candidates will perform the activity in their forward stance and then discuss their own performance in an individual interview.

During Personal Analysis, candidates should be prepared to:

- Describe the application of two or more Technical Fundamentals and the related biomechanics and physics within the same two phases of both turns or two phases of ATML for the prescribed outcome.
- Compare their performance with the prescribed application of two or more Technical Fundamentals.
- Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affected the snowboarding outcome.

The examiner demonstration is an example, not the standard against which the candidate is compared. Candidates should compare their performance with the stated desired outcome. A second examiner demonstration may be provided when requested by the group or when additional clarity is needed.

Movement Analysis Activities

Candidates will be paired as a rider and an observer. Examiners will define a Level 2 Core Riding activity, state the desired outcome, answer questions, and demonstrate the outcome. The observer will move to an examiner-selected observation point and watch only the assigned rider. After the observation, the examiner will interview the observer individually. The partners will then reverse roles.

Candidates should be prepared to organize their response using the Observe Evaluate and Prescribe process:

- Observe: Describe what the rider did and the snowboard outcome that was produced.
- Evaluate: Compare the observed performance with the desired outcome and explain the relevant cause-and-effect relationships among two or more Technical Fundamentals.
- Prescribe: Recommend a specific change involving two or more Technical Fundamentals that would move the rider toward the desired outcome.

Observation and Questioning

Examiners select observation points and may position the rider so performance can be viewed from more than one vantage point. Questions may ask candidates to clarify what they observed, scale the importance of a factor, explain cause and effect, or connect a prescription to the desired outcome.

Candidate Experience

Examiners will lead the group through activities selected from the Level 2 Riding Activity List. Candidates will analyze riding in intermediate and advanced terrain and on small freestyle features. Activities may be set in available terrain and conditions, including groomed terrain, bumps or off-piste terrain, trees, powder, and terrain parks, consistent with the National Riding Activity List.

Candidates are expected to demonstrate safe choices, situational awareness, and appropriate group movement throughout the assessment. Examiners will describe and demonstrate activities and may provide tactical clarification to ensure the task is understood.

Riding performance is not scored during the MA and TU module. Riding activities provide the performance sample used for Personal Analysis and Movement Analysis. Candidates must still ride safely and follow the parameters established by the examiners.

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Preparing for the Assessment

Candidates should be prepared to:

- Use accurate snowboard terminology and connect body movements to snowboard performance and the desired outcome.
- Explain cause-and-effect relationships rather than only listing observations.
- Use the Technical Fundamentals, biomechanics, and physics to support analysis and prescriptions.
- Discuss how tactics, equipment, physical factors, terrain, and snow conditions affect performance.
- Respond independently during individual interviews and ask questions when an activity or desired outcome needs clarification.

Results and Feedback

At the conclusion of the assessment, candidates will be informed whether their performance Meets or Does Not Meet the Level 2 Movement Analysis and Technical Understanding standard. Candidates will receive verbal feedback at the conclusion of the day and a completed assessment form with scores and written developmental feedback within 24 hours.

At a multi-day assessment, candidates may choose to receive results electronically rather than remain onsite for the results and feedback process. An examiner may not be available for an in-person conversation after the final event day.

8.2 Riding Performance

Purpose

Demonstrate consistent, adaptable snowboard performance by integrating the Snowboard Technical Fundamentals across intermediate and advanced terrain and small freestyle features, while showing control of individual fundamentals and versatility across varied outcomes.

The Level 2 Riding Assessment includes:

- Six Integrated Fundamental activities selected from the National Riding Core Activity List.
- Two activities that highlight an individual Snowboard Technical Fundamental.
- Two additional Highlighted Fundamental or Versatility activities selected from the Level 2 Riding Activity List.
- Continuous evaluation of versatility throughout the assessment.

Activity Descriptions

Before each designated activity, Examiners will describe and demonstrate the task, identify the intended outcome, and answer questions about the activity. Descriptions may include:

- Direction of travel
- Skidded or carved performance
- Turn size and shape
- Corridor or line
- Movement pattern at edge change
- Freestyle approach, takeoff, maneuver, and landing expectations

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Snowboard Technical Fundamentals

Candidates should be prepared to integrate the fundamentals and to highlight an individual fundamental when requested:

- Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board and surface interaction.
- Control the board's pivot through flexion and extension and rotation of the body.
- Control the board's tilt through a combination of inclination and angulation.
- Control the board's twist through flexion and extension and rotation of the body.

Assessment Criteria

Candidates do not pass or fail individual riding activities. Examiners evaluate skills and patterns in each candidate's performance across multiple activities, terrain types, and observations. Each activity provides evidence that contributes to one or more Assessment Criteria. Riders are not scored on individual activities. Skills across categories of the mountain are scored against the 3 Riding Assessment Criteria. Consistency to demonstrate the necessary skills to accomplish the activities in the varying zones of the mountain will be scored. Riding activities from the National Riding Activity list will be the Assessment Activities.

- **AC1 - Integrate Fundamentals:** Integrate all Technical Fundamentals to achieve prescribed outcomes in beginner, intermediate, and some advanced terrain and on small freestyle features.
- **AC2 - Individual Fundamentals:** Demonstrate control of one prescribed Technical Fundamental to achieve a prescribed outcome.
- **AC3 - Versatility:** Demonstrate versatility by varying turn shape, turn size, and line through changes to Duration, Intensity, Rate, and Timing (D.I.R.T.).

Assessment Activities

Candidates will ride through different mountain zones and complete one Integrated Fundamental activity from each of the following Snowboard Core Riding Activity categories:

- Forward skidded turns
- Forward carved turns
- Forward bumps or off-piste riding
- Switch skidded turns
- Boxes
- Jumps

Candidates will also complete two activities in which the examiner identifies one Snowboard Technical Fundamental to highlight. Two additional activities will be selected from the Level 2 Riding Activity List and may provide evidence for AC2 or AC3. An additional activity may repeat an activity completed earlier in the assessment.

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Activity Structure

<table>
<tr><td colspan="6">AC1 - Integrate - Core Activities - Two planned observations per activity</td></tr>
<tr><td>Skidded Turns</td><td>Carved Turns</td><td>Bumps/Off-Piste Riding</td><td>Switch</td><td>Boxes</td><td>Jumps</td></tr>
<tr><td colspan="6">AC 2 - Highlight - Core/Supporting Activities - Two planned observations per activity</td></tr>
<tr><td colspan="2">Highlight 1 Fundamental</td><td colspan="2">Highlight 1 Fundamental</td><td colspan="2"></td></tr>
<tr><td colspan="6">AC 2 or 3 - Core/Supporting Activities - Two planned observations per activity</td></tr>
<tr><td colspan="2">Any activity (can be a repeated activity) to assess AC 2 or AC3</td><td colspan="2">Any activity (can be a repeated activity) to assess AC 2 or AC3</td><td colspan="2"></td></tr>
<tr><td colspan="6">Versatility – Continually Assessed throughout module</td></tr>
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The assessment includes 10 designated riding activities and 20 planned activity observations. AC3 Versatility is also evaluated continuously throughout the assessment. Candidates may complete additional riding while traveling between designated activities; this riding may provide additional evidence of versatility and overall performance.

Repeated Observations and Tactical Clarification

Each designated activity will normally be observed twice. Following the first observation, examiners may provide tactical clarification to the group regarding the task's parameters, intent, terrain, or desired outcome. This clarification is intended to ensure that candidates understand the task; it is not individualized coaching or performance feedback.

An activity may also be repeated when terrain, conditions, group movement, or another circumstance prevents the examiners from making a sufficient observation.

Candidate Experience

Examiners will lead the group through riding activities selected from the Level 1 and Level 2 Riding Activity Lists. Candidates will demonstrate movement patterns and snowboard outcomes appropriate for students in intermediate and advanced terrain and on small freestyle features.

Activities may be performed in all available terrain categories and conditions, including groomed terrain, bumps or off-piste terrain, trees, powder, and terrain parks. Candidates are expected to demonstrate safe choices, situational awareness, and appropriate group movement throughout the assessment. Variations in movements, outcomes, turn shape, line, or terrain may be requested to evaluate adaptability.

Riding between designated activities may provide evidence of versatility and overall riding performance. Candidates may also have opportunities to freeride; this riding remains part of the assessment and may be used to demonstrate personal style, terrain preferences, and adaptability.

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Results and Feedback

At the conclusion of the assessment, candidates will be informed whether their performance Meets or Does Not Meet the Level 2 standard. Candidates will receive verbal feedback at the conclusion of the day and a completed assessment form with scores and written developmental feedback within 24 hours.

At a multi-day assessment, candidates may choose to receive results electronically rather than remain onsite for the results and feedback process. An examiner may not be available for an in-person conversation after the final event day.

8.3 Teaching & People Skills

Purpose

Create and manage an effective learning environment for intermediate students by assessing their needs, planning and adapting learning experiences, communicating clearly, responding to individual and group dynamics, and supporting reflection and continued learning.

Assessment Format

The Level 2 Teaching & People Skills assessment focuses on creating and managing a learning environment in the Intermediate Zone for fellow candidates who serve as students. The supplied candidate outline describes the terrain as including easier black terrain, blue terrain, and more challenging green terrain. Confirm the assigned terrain and conditions with assessors on the day.

You will receive an Intermediate Zone Focus Area representing common student goals or requests before your teaching/learning segment. Your goal is to improve students' performance and understanding within the assigned Focus Area.

Learning Outcomes

Instructor Decisions & Behavior (Assessed throughout the day)

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

People Skills (Assessed while teaching)

- 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.

Teaching Skills (Assessed while teaching)

- Assess and 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: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

Assessment Criteria

- **Professionalism and Self-Management**
    - Address group and individual needs for belonging.
    - Manage behavioral responses.

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- **Communication**
  - Adapt verbal and non-verbal communication based on observations of individuals and the group.
  - Use varied, active-listening tactics to learn about others.
  - Deliver feedback that adjusts for the emotions of subsets within the group.
- **Relationships with Others**
  - Foster interpersonal relationships to support positive group dynamics.
  - Adapt to the motivations and emotions of individuals and subsets of the group.
- **Assess and Plan**
  - Periodically reassess student motivations, performance, and understanding.
  - Develop and manage clear learning experiences.
- **Implement**
  - Adapt the learning environment to group needs while managing physical and emotional risk to promote student engagement.
  - Provide clear, accurate, and relevant descriptions, and feedback that encourage learning.
- **Reflect/Review**
  - Use movement, practice, and terrain productively.
  - Help students reflect on their performance and how it relates to their skiing/riding goals.

Teaching/learning segment

The Teaching/Learning segment ranges from 30–40 minutes and includes student assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions.

- Assess students' performance and understanding; identify motivations, goals, and needs; and develop an initial plan.
- Plan progressive learning experiences and adapt them to the changing needs of intermediate students.
- Facilitate learning experiences and adapt them as needed to guide students toward agreed-upon outcomes and engage them in the process.
- Help students recognize, reflect upon, and assess experiences so they can apply understanding and performance changes to desired outcomes.
- Adapt verbal and non-verbal, two-way communication with individuals and subsets of the group.
- Adapt to the motivations and emotions of individuals and interpersonal dynamics within the group to promote trust.
- When serving as a student, demonstrate professionalism and self-management; technical riding performance is not assessed in the student role.

Level 2 Snowboard Teaching Focus Areas

- Short radius turns.
- Carving.
- Variable conditions (trees, ungroomed, steeps, etc.).
- Jumps.
- Boxes.
- Conditions of the day (ice, powder, ungroomed, etc.).
- Bumps/moguls.

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Assessors will:

- Observe the entire segment without interruption unless safety becomes a concern.
- Ask follow-up questions to clarify observations, confirm understanding, and gather evidence related to the National Standards after each Candidate's segment.
- Observe candidates serving as students to assess on professionalism and self-management, not technical skiing/riding performance.

9. Level 3 Snowboard Assessment

Assessment Overview

Snowboard Level 3 certification requires successful completion of all three assessment modules: Movement Analysis & Technical Understanding, Riding Performance, and Teaching & People Skills. Each module is assessed separately and may be taken in any order, one at a time, and across different seasons. When modules are scheduled consecutively, the recommended sequence is Movement Analysis & Technical Understanding → Riding Performance → Teaching & People Skills, but the order is not mandatory. Your region will confirm the schedule and order.

9.1 Movement Analysis & Technical Understanding

Purpose

Analyze personal and other riders' performance against desired outcomes, explain how three or more Snowboard Technical Fundamentals interact across the phases of a turn or ATML, and prescribe specific changes grounded in advanced technical understanding.

Assessment Process

The assessment includes four designated Assessment Activities:

- Two Personal Analysis activities in which candidates analyze their own riding relative to a desired outcome.
- Two Movement Analysis activities in which candidates observe and analyze one other rider relative to a desired outcome.

Candidates will also ride twice so another candidate can observe their performance. Riding supports the assessment process but is not itself scored during this module.

Assessment Conversations

Examiners will use individual interviews and questions to understand each candidate's descriptions and explanations. Probing, scaling, and clarifying questions may be used. Candidate interviews normally occur individually and out of earshot of other candidates.

Assessment Criteria

Candidates are assessed across multiple activities and conversations using three Movement Analysis criteria and three Technical Understanding criteria. Evidence is considered across the assessment rather than as a pass or fail result for one response or activity.

Movement Analysis Assessment Criteria

- **AC1 - Observe and Describe:** Observe and compare a rider's performance with the desired outcome, including turn shape, turn size, carved or skidded performance, tactical decisions, and equipment.
- **AC2 - Evaluate and Describe:** Evaluate and describe how the cause-and-effect relationships among three or more Technical Fundamentals influence one another relative to the desired outcome.

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- **AC3 - Prescription:** Prescribe a specific change related to three or more Technical Fundamentals to achieve the desired outcome.

Technical Understanding Assessment Criteria

- **AC1 - Understanding of Biomechanics and Physics:** Describe the application of three or more Technical Fundamentals and the related biomechanics and physics within all phases of both turns or all phases of ATML for a specific outcome.
- **AC2 - Fundamentals to Personal Performance:** Compare personal performance with a specific application of three or more Technical Fundamentals.
- **AC3 - Tactics Equipment Physical and Environment:** Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affect a snowboarding outcome.

The Level 3 MA/TU assessment includes two Personal Analysis activities and two Movement Analysis activities. You will also ride twice so another candidate can observe your performance. Riding performance is not itself scored during this module.

Personal Analysis Activities

Examiners will define a Level 3 Core Riding activity, describe the desired outcome, answer questions for clarity, and demonstrate one way the outcome may be achieved. Candidates will perform the activity in their forward stance and then discuss their own performance in an individual interview.

During Personal Analysis, candidates should be prepared to:

- Describe the application of three or more Technical Fundamentals and the related biomechanics and physics within all phases of both turns or all phases of ATML for the prescribed outcome.
- Compare their performance with the prescribed application of three or more Technical Fundamentals.
- Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affected the snowboarding outcome.

The examiner demonstration is an example, not the standard against which the candidate is compared. Candidates should compare their performance with the stated desired outcome. A second examiner demonstration may be provided when requested by the group or when additional clarity is needed.

Movement Analysis Activities

Candidates will be paired as a rider and an observer. Examiners will define a Level 3 Core Riding activity, state the desired outcome, answer questions, and demonstrate the outcome. The observer will move to an examiner-selected observation point and watch only the assigned rider. After the observation, the examiner will interview the observer individually. The partners will then reverse roles.

Candidates should be prepared to organize their response using the Observe Evaluate and Prescribe process:

- Observe: Describe what the rider did and the snowboard outcome that was produced.
- Evaluate: Compare the observed performance with the desired outcome and explain the relevant cause-and-effect relationships among three or more Technical Fundamentals.
- Prescribe: Recommend a specific change involving three or more Technical Fundamentals that would move the rider toward the desired outcome.

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Observation and Questioning

Examiners select observation points and may position the rider so performance can be viewed from more than one vantage point. Questions may ask candidates to clarify what they observed, scale the importance of a factor, explain cause and effect, or connect a prescription to the desired outcome.

Candidate Experience

Examiners will lead the group through activities selected from the Level 3 Riding Activity List. Candidates will analyze riding in all mountain zones and on small and medium freestyle features. Activities may be set in available terrain and conditions, including groomed terrain, bumps or off-piste terrain, trees, powder, and terrain parks, consistent with the National Riding Activity List.

Candidates are expected to demonstrate safe choices, situational awareness, and appropriate group movement throughout the assessment. Examiners will describe and demonstrate activities and may provide tactical clarification to ensure the task is understood.

Riding performance is not scored during the MA and TU module. Riding activities provide the performance sample used for Personal Analysis and Movement Analysis. Candidates must still ride safely and follow the parameters established by the examiners.

Preparing for the Assessment

Candidates should be prepared to:

- Use accurate snowboard terminology and connect body movements to snowboard performance and the desired outcome.
- Explain cause-and-effect relationships rather than only listing observations.
- Use the Technical Fundamentals, biomechanics, and physics to support analysis and prescriptions.
- Discuss how tactics, equipment, physical factors, terrain, and snow conditions affect performance.
- Respond independently during individual interviews and ask questions when an activity or desired outcome needs clarification.

Results and Feedback

At the conclusion of the assessment, candidates will be informed whether their performance Meets or Does Not Meet the Level 3 Movement Analysis and Technical Understanding standard. Candidates will receive verbal feedback at the conclusion of the day and a completed assessment form with scores and written developmental feedback within 24 hours.

At a multi-day assessment, candidates may choose to receive results electronically rather than remain onsite for the results and feedback process. An examiner may not be available for an in-person conversation after the final event day.

The Level 3 candidate experience includes analysis in advanced terrain and on medium freestyle features, consistent with the National Riding Activity List. Riding is a sample for analysis, not the scored performance in this module. Follow activity directions and maintain safety and situational awareness.

9.2 Riding Performance

Purpose

Integrate and apply the Snowboard Technical Fundamentals to achieve prescribed outcomes with consistency and versatility across advanced terrain and medium freestyle features, adapting movement patterns, turn shape, size, and line to changing tasks and conditions.

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The Level 3 Riding Performance assessment evaluates your ability to integrate and apply Snowboard Technical Fundamentals to demonstrate prescribed outcomes across the advanced terrain and medium freestyle features described in the current Level 3 Riding Activity List.

Assessment Process

The Level 3 Riding Assessment includes:

- Six Integrated Fundamental activities selected from the National Riding Core Activity List.
- Two activities that highlight one or more Snowboard Technical Fundamentals.
- Two additional Highlighted Fundamental or Versatility activities selected from the Level 3 Riding Activity List.
- Continuous evaluation of versatility throughout the assessment.

Activity Descriptions

Before each designated activity, Examiners will describe and demonstrate the task, identify the intended outcome, and answer questions about the activity. Descriptions may include:

- Direction of travel
- Skidded or carved performance
- Turn size and shape
- Corridor or line
- Movement pattern at edge change
- Freestyle approach, takeoff, maneuver, and landing expectations

Snowboard Technical Fundamentals

Candidates should be prepared to integrate the fundamentals and to highlight one or more individual fundamentals when requested:

- Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board and surface interaction.
- Control the board's pivot through flexion and extension and rotation of the body.
- Control the board's tilt through a combination of inclination and angulation.
- Control the board's twist through flexion and extension and rotation of the body.

Assessment Criteria

Candidates do not pass or fail individual riding activities. Examiners evaluate skills and patterns in each candidate's performance across multiple activities, terrain types, and observations. Each activity provides evidence that contributes to one or more Assessment Criteria. Riders are not scored on individual activities. Skills across categories of the mountain are scored against the 3 Riding Assessment Criteria. Consistency to demonstrate the necessary skills to accomplish the activities in the varying zones of the mountain will be scored. Riding activities from the National Riding Activity list will be the Assessment Activities.

- **AC1 Integrate Fundamentals:** Integrate all Technical Fundamentals to achieve prescribed outcomes in all terrain and on medium freestyle features.
- **AC2 Individual Fundamentals:** Demonstrate control of one prescribed Technical Fundamental to achieve a prescribed outcome.

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- **AC3 Versatility:** Demonstrate versatility by varying turn shape, turn size, and line through changes to Duration, Intensity, Rate, and Timing (D.I.R.T.).

Assessment Activities

Candidates will ride through different mountain zones and complete one Integrated Fundamental activity from each of the following Snowboard Core Riding Activity categories:

- Forward skidded turns
- Forward carved turns
- Forward bumps or off-piste riding
- Switch skidded turns
- Boxes
- Jumps

Candidates will also complete two activities in which the examiner identifies one Snowboard Technical Fundamental to highlight. Two additional activities will be selected from the Level 3 Riding Activity List and may provide evidence for AC2 or AC3. An additional activity may repeat an activity completed earlier in the assessment.

Activity Structure

<table>
<tr><td colspan="6">AC1 - Integrate - Core Activities - Two planned observations per activity</td></tr>
<tr><td>Skidded Turns</td><td>Carved Turns</td><td>Bumps/Off-Piste Riding</td><td>Switch</td><td>Boxes</td><td>Jumps</td></tr>
<tr><td colspan="6">AC 2 - Highlight - Core/Supporting Activities - Two planned observations per activity</td></tr>
<tr><td colspan="2">Highlight prescribed Fundamentals</td><td colspan="2">Highlight prescribed Fundamentals</td><td colspan="2"></td></tr>
<tr><td colspan="6">AC 2 or 3 - Core/Supporting Activities - Two planned observations per activity</td></tr>
<tr><td colspan="2">Any activity (can be a repeated activity) to assess AC 2 or AC3</td><td colspan="2">Any activity (can be a repeated activity) to assess AC 2 or AC3</td><td colspan="2"></td></tr>
<tr><td colspan="6">Versatility – Continually Assessed throughout module</td></tr>
</table>

The assessment includes 10 designated riding activities and 20 planned activity observations. AC3 Versatility is also evaluated continuously throughout the assessment. Candidates may complete additional riding while traveling between designated activities; this riding may provide additional evidence of versatility and overall performance.

Repeated Observations and Tactical Clarification

Each designated activity will normally be observed twice. Following the first observation, examiners may provide tactical clarification to the group regarding the task's parameters, intent, terrain, or desired outcome. This clarification is intended to ensure that candidates understand the task; it is not individualized coaching or performance feedback.

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An activity may also be repeated when terrain, conditions, group movement, or another circumstance prevents the examiners from making a sufficient observation.

Candidate Experience

Examiners will lead the group through riding activities selected from the Level 1, Level 2, and Level 3 Riding Activity Lists. Candidates will demonstrate movement patterns and snowboard outcomes appropriate for students in advanced terrain and on medium freestyle features.

Activities may be performed in all available terrain categories and conditions, including groomed terrain, bumps or off-piste terrain, trees, powder, and terrain parks. Candidates are expected to demonstrate safe choices, situational awareness, and appropriate group movement throughout the assessment. Variations in movements, outcomes, turn shape, line, or terrain may be requested to evaluate adaptability.

Riding between designated activities may provide evidence of versatility and overall riding performance. Candidates may also have opportunities to freeride; this riding remains part of the assessment and may be used to demonstrate personal style, terrain preferences, and adaptability.

Results and Feedback

At the conclusion of the assessment, candidates will be informed whether their performance Meets or Does Not Meet the Level 3 standard. Candidates will receive verbal feedback at the conclusion of the day and a completed assessment form with scores and written developmental feedback within 24 hours.

At a multi-day assessment, candidates may choose to receive results electronically rather than remain onsite for the results and feedback process. An examiner may not be available for an in-person conversation after the final event day.

9.3 Teaching & People Skills

Purpose

Create and manage an individualized learning environment for advanced students by adapting instruction to each learner, guiding the group toward agreed-upon outcomes, managing motivation and group dynamics, and fostering reflection that supports continued learning.

The Level 3 Teaching & People Skills assessment focuses on creating and managing a learning environment in the Advanced Zone for fellow candidates who serve as students. You will receive an Advanced Zone Focus Area representing common student goals or requests before your teaching/learning segment. Your goal is to improve students' performance and understanding within the assigned Focus Area.

Learning Outcomes

Instructor Decisions & Behavior (Assessed throughout the day)

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

People Skills (Assessed while teaching)

- **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 the interpersonal dynamics of a group to develop trust.

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Teaching Skills (Assessed while teaching)

- Assess and 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.

Assessment Criteria

- **Professionalism and Self-Management**
    - Address group and individual needs for esteem.
    - Adapt behaviors for positive group and individual interactions.
- **Communication**
    - Customize verbal and non-verbal communication to match or influence individuals.
    - Use varied, active-listening tactics to personalize the experience.
    - Deliver feedback that supports the emotions of the individuals in the group.

Relationships with Others

- Manage the group dynamic to positively influence individual experiences.
- Support and manage the motivations and emotions of all.

- **Assess and Plan**
    - Continually assess student motivations, performance, and understanding.
    - Develop and manage clear learning experiences based on individual needs.
- **Implement**
    - Adapt the learning environment to individual needs while proactively managing physical and emotional risk to enhance student engagement.
    - Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourages individualized learning.
- **Reflect/Review**
    - Optimize movement, practice time, and terrain usage.
    - Promote ongoing reflection about students' performance and how it relates to their skiing/riding goals.

Teaching/learning segment

The Teaching/Learning segment ranges from 30–40 minutes and includes student assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions.

- Assess students' performance and understanding; identify motivations, goals, and needs; and develop an initial plan.
- Plan learning outcomes and progressive learning experiences that adapt to the changing needs of advanced students.
- Facilitate and adapt learning experiences to guide students toward agreed-upon outcomes and engage them in the process.
- Help students recognize, reflect upon, and assess experiences so they can apply understanding and performance changes to desired outcomes.
- Adapt communication to individuals and subsets of the group and respond to motivations, emotions, and group dynamics to promote trust.
- Demonstrate professionalism and self-management throughout the assessment, including when serving as a student.

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Level 3 Snowboard Teaching Focus Areas

- Short radius turns.
- Carving.
- Variable conditions (trees, ungroomed, steeps, etc.).
- Jumps.
- Boxes.
- Conditions of the day (ice, powder, ungroomed, etc.).
- Bumps/moguls.

Assessors will

- Observe the entire segment without interruption unless safety becomes a concern.
- Ask follow-up questions to clarify observations, confirm understanding, and gather evidence related to the National Standards after each Candidate's segment.
- Observe candidates serving as students to assess on professionalism and self-management, not technical skiing/riding performance.

Results & Feedback

- Assessors will be available for in-person results and feedback on the day of the module only.
- Assessment forms with results and written feedback are emailed to the address connected to your PSIA-AASI account, typically within 24 hours.

10. Understanding the Six-Point Assessment Scale

The supplied Snowboard assessor outline uses the following six-point scale. Refer to the current National Standards, Performance Guide, and Assessment Form for the approved scoring language and passing requirements for your level and module.

Score	Descriptor
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.

11. Assessment Results and Feedback

Results and feedback are communicated according to the module and event plan.

- For Level 1, results are communicated at the conclusion of the integrated assessment, after all required modules have been completed.
- For Levels 2 and 3, results and verbal feedback are generally provided at the conclusion of the module.
- Digital assessment Forms with written feedback are typically sent to the email address associated with your PSIA-AASI account within 24 hours.
- Assessors may only be available for in-person results and feedback on the day of the module. Follow the instructions provided by your region and at the candidate meeting.

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Use feedback to identify strengths, development priorities, and next steps in your professional learning. The current Assessment Form provides the official record of results and feedback.

12. Accessibility and Reasonable Accommodations

PSIA-AASI is committed to providing access to assessment opportunities. If you need a reasonable accommodation, contact the hosting region in writing at least four weeks before the assessment, or as soon as the need becomes apparent. Provide enough information for the region to understand the request and discuss the process for determining an appropriate accommodation.

Review the current PSIA-AASI ADA Policy for details. Do not wait until the assessment day to raise an accommodation need.

13. Participating on Non-Standard Equipment

If you plan to participate using non-standard equipment, notify the hosting region in advance, separately from any accommodation request. Provide details early enough for the region to review the equipment and communicate any event-specific requirements. The region will advise you about what is needed for your assessment.

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14. Candidate Preparation Checklist

☐ Review the current Snowboard National Standards for your level.

☐ Review the applicable Performance Guide(s) and Assessment Form(s).

☐ Review the relevant MA/TU, Riding Performance, and Teaching & People Skills candidate outlines.

☐ Practice using the Snowboard Technical Fundamentals to describe performance and explain cause-and-effect relationships.

☐ Practice Personal Analysis and Movement Analysis, including Observe, Evaluate, and Prescribe.

☐ Practice riding activities appropriate to your level and maintaining safe, versatile performance as terrain and tasks change.

☐ Practice assessing student needs, planning, communicating, adapting, and reflecting on learning.

☐ Review the applicable National Riding Activity List and level-specific Riding Activity List.

☐ Read all event-specific communications and confirm schedule, meeting location, equipment, and logistics.

☐ Contact the hosting region in advance about reasonable accommodations or non-standard equipment, if applicable.

15. Assessment Day: What to Expect

- Candidate meeting: assessors or regional staff review the schedule, activity process, Assessment Criteria, Assessment Form, and six-point scale, and answer questions.
- Warm-up and conditions: you may have time to warm up, assess conditions, and ask clarifying questions.
- Assessment activities: examiners describe and demonstrate activities and state the desired outcome. Listen carefully and ask for clarification when needed.
- Transitions and breaks: the group moves between terrain and activities. Timing can change based on conditions, lift operations, safety, group size, and event logistics.
- Results and feedback: results are communicated according to the module and event plan; written assessment documentation is typically provided within 24 hours.

Any sample schedule in a candidate outline is illustrative, not a guaranteed timetable. Your region's pre-event communications and candidate meeting provide the event-specific schedule and logistics.

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16. Frequently Asked Questions

Can I take the Level 1 modules separately?

No. Level 1 is an integrated, all-or-nothing assessment. You must attain the standard across MA/TU, Riding Performance, and Teaching & People Skills during one assessment event. Individual modules cannot be banked.

Can I take Level 2 or Level 3 modules in different seasons?

Yes. Levels 2 and 3 have three separately assessed modules. Confirm regional availability, prerequisites, and scheduling.

Do I have to take the modules in the recommended order?

No. The sequence shown in the outlines is recommended, but regions may choose a different module order. Confirm the schedule with your region.

Are the Riding Activities themselves the standard?

No. Activities provide opportunities to demonstrate the Learning Outcomes and Assessment Criteria. Refer to the current National Standards and Performance Guide for the standard.

Is riding performance scored during MA/TU?

No. Riding provides the sample for Personal Analysis and Movement Analysis. The MA/TU module evaluates your analysis and technical understanding, not the riding performance itself.

Will I know the activity before I perform it?

Examiners will describe and demonstrate designated activities, identify the intended outcome, and answer questions about the task. Follow the activity parameters and ask for clarification when needed.

What happens if weather or terrain conditions change?

Activities, terrain, timing, and group flow may be adjusted for weather, snow conditions, lift operations, safety, group size, and other event factors. The assessment remains focused on the applicable Learning Outcomes and National Standards.

When will I receive results and written feedback?

Results and verbal feedback are generally provided at the end of the module or integrated event. Written assessment documentation is typically sent to the email address associated with your PSIA-AASI account within 24 hours, consistent with the supplied Snowboard resources.

Who should I contact about accommodations or non-standard equipment?

Contact the hosting region well in advance. For reasonable accommodations, submit a written request at least four weeks before the assessment or as soon as the need becomes apparent. Notify the region separately if you plan to use non-standard equipment.

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17. Know Before You Go

Before your assessment:

1. Confirm your level, module(s), prerequisites, registration, and event schedule with your region.
2. Read the current National Standards, Performance Guide(s), Assessment Form(s), and relevant candidate outlines.
3. Review the applicable Riding Activity List and practice demonstrating the desired outcomes safely and consistently.
4. Arrive at the designated meeting location on time with the equipment and clothing appropriate for a full day on snow.
5. Ask questions during the candidate meeting if activity parameters, schedule, or logistics are unclear.
6. Contact the hosting region in advance if you need a reasonable accommodation or plan to use non-standard equipment.

Keep the current national resources available during your preparation. The region will provide event-specific information, including meeting locations, schedule, and any local logistics.

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