

	AASI CERTIFIED LEVEL I SNOWBOARD ASSESSMENT FORM	Candidate:		<h1 style="text-align: center;">Sample Form</h1>		Assessment Scale for Certified Level I: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.					
		Date:				Location:					
		Region:		Assessors:							
Instructor Decisions & Behavior		Attained	Did not Attain	Score	Teaching Skills		Attained Level	Did not Attain	Score		
Professionalism and Self Management: Maintains a professional environment by demonstrating self-awareness and self management. (Continual Assessment)					Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.						
Needs/Safety Address group and individual safety and physiological needs.					Assess Identify student motivations, performance, and understanding.						
Feedback Exhibits positive behavior in response to feedback.					Collaborate Select basic progression with clear direction and focus						
Section Average: Must be 4 or above to meet Learning Outcome					Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain						
Section Average: Must be 4 or above to meet Learning Outcome					Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process						
Comments (This box is expandable)											
People Skills		Attained Level	Did not Attain	Score	Pacing Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.						
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when teaching)					Organize Organize the learning environment to align with the initial assessment of the group						
Communication Use verbal and non-verbal communication in a professional manner.					Descriptions, Demonstrations, Feedback Give the group relevant information that encourages learning						
Active Listening Ask questions to learn about others					Physical Risk Limit physical risk						
Actionable Feedback Deliver actionable feedback					Emotional Risk Manage levels to maintain engagement in the learning environment.						
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome						
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when teaching)					Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.						
Interaction Initiate group interaction to build group dynamics.					Describe Change Communicate changes in performance						
Motivations/Emotions Identify the motivations and emotions of students.					Relate Change Relate changes in performance to lesson outcomes						
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome						
Comments (This box is expandable)											
Movement Analysis		Attained Level	Did not Attain	Score	Riding Performance		Attained Level	Did not Attain	Score		
Articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML – taking equipment choices and stance setup into consideration – to offer a relevant prescription for change.					Utilizes the snowboarding fundamentals to demonstrate specific outcomes.						
Describe Performance Accurately describe board performances and body movements in at least one snowboarding fundamental during one phase of a turn/ATML.					Integrate Fundamentals Integrate at least two of the snowboarding fundamentals to achieve desired outcomes.						
Equipment Observe and describe how equipment choices and stance setup affect performance and safety.					Individual Fundamentals Highlight body movements and board performances of individual snowboarding fundamentals.						
Cause and Effect Accurately describe a cause-and-effect relationship in one phase of a turn/ATML, relative to any snowboarding fundamental.					Versatility Be versatile, by varying one element of TID (timing, intensity, and duration) to affect desired outcomes.						
Evaluate Evaluate the described performance and compare it to more efficient performance.					Speed & Tactics Adjust speed by altering tactical choices.						
Prescription Prescribe a specific change in one relevant snowboarding fundamental to affect the desired outcome.					Section Average: Must be 4 or above to meet Learning Outcome						
Section Average: Must be 4 or above to meet Learning Outcome					Integrated Assessment Activities (click to select)						
					Highlighted Assessment Activities (click to select)						
					Versatility Assessment Activities (click to select)						
Comments (This box is expandable)											
Technical Understanding		Attained Level	Did not Attain	Score	Comments (This box is expandable)						
Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the snowboarding fundamentals and considering tactics and equipment choices.											
Describe Performance Accurately identify and describe personal performance, referencing at least one snowboarding fundamental during one phase of a turn/ATML.											
Understanding of Ideal Describe desired performance, referencing at least one snowboarding fundamental.											
Change Performance Convey understanding by changing personal performance based on comparison and feedback of one snowboarding fundamental at a time.											
Utilize Resources Accurately recognize and comprehend information from current PSIA-AASI resources relative to personal performance or desired outcome.											
Section Average: Must be 4 or above to meet Learning Outcome											
Comments (This box is expandable)											