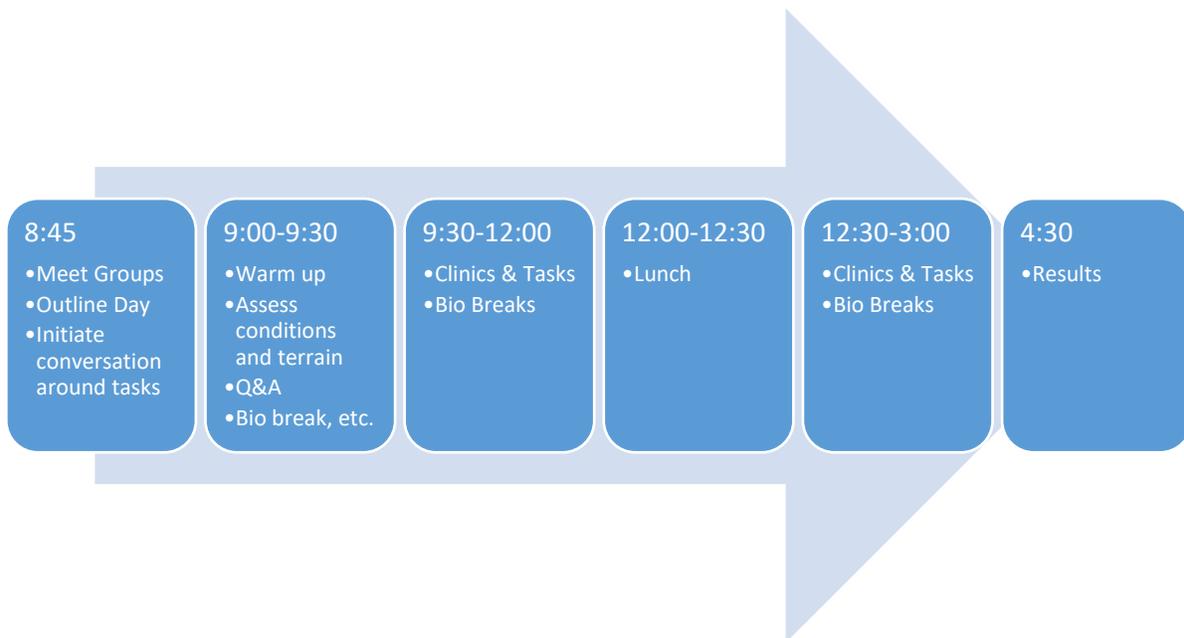# SNOWBOARD LEVEL 1 ASSESSMENT OVERVIEW

Introduction

This document outlines the Daily Schedule, details about Assessment Groups, Learning Outcomes, and Assessment Activities for the PSIA-AASI RM Snowboard Level 1 Certification. This Overview is identical to the Alpine Level 1 Overview with one exception: Snowboard Day 1 is Movement Analysis and Technical Understanding, Day 2 is Teaching and Day 3 is Riding.

Level 1 is the first level of PSIA-AASI certification. Candidates are evaluated through a series of tasks that showcase their ability to blend Technical, Teaching, and People Skills Fundamentals. Candidates should have experience teaching at the beginner level and show an introductory level of knowledge of instruction concepts. Successful candidates will apply tactics and fundamentals in tasks, interviews, and scenarios to show their experience teaching and demonstrating for students in beginner and easier intermediate terrain.

Schedule of Activities

8:45	9:00-9:30	9:30-12:00	12:00-12:30	12:30-3:00	4:30
•Meet Groups •Outline Day •Initiate conversation around tasks	•Warm up •Assess conditions and terrain •Q&A •Bio break, etc.	•Clinics & Tasks •Bio Breaks	•Lunch	•Clinics & Tasks •Bio Breaks	•Results

Assessment Groups

- Each group will have a maximum of nine Candidates and one Examiner.
- When possible, a second examiner may observe a portion of the ride day.

Learning Outcomes & Assessment Criteria

The PSIA-AASI National Standards establish the Learning Outcomes and Assessment Criteria for Level 1 Certification. The Learning Outcomes for each day of the assessment are listed below with the Assessment Activities for that day. Refer to the Performance Guide for the Assessment Criteria and Indicators of Success related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day of the Level 1, from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Movement Analysis & Technical Understanding Module

Learning Outcomes

Snowboard

- Movement Analysis: 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.
- Technical Understanding: 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.

Assessment Activities

- Candidates will review MA Concepts (OEP) and how to observe a beginner student, present an organized and detailed description, and determine Cause & Effect based on the beginner progression.
- Examiners will use and model a 4-step, fundamental-based progression to improve candidates' riding. Examiners will highlight specific movement analysis skills using tasks from beginner and intermediate zone to highlight MA and snowboarding fundamentals.
- Candidates will practice using phones to capture video and do movement analysis with replay.

- Examiners vary demonstrations to help candidates see a range of functionality and effectiveness and highlight efficient/effective vs. inefficient/ineffective movement patterns as they appear.
- Examiners video each candidate on easy green terrain. Candidates observe their video and/or the video of another candidate and describe the body and board performance.
- Candidates will observe advanced beginners (Level 3-4) or another candidate/Examiner. Before observing, the candidate will choose a fundamental to highlight in their analysis.
- Candidates are expected to identify movements of a beginner, identify deficiencies, and relate them to the specific exercises within the level 2-4 progression to improve their riding.

Teaching Module

Learning Outcomes

Teaching Skills
- Assess & 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

People Skills

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

Assessment Activities

Teach day takes place primarily in the beginner learning area. The Examiner will first review teaching concepts introduced in the e-learning while warming up the group. Candidates will review how to meet and greet students, ask questions to develop a student profile, create a goal statement for the lesson, and select appropriate terrain. The examiner will provide a demo teach in the Level 2-4 progression zone.

Candidates will each take on the role of "Instructor" to lead a 10-15 minute teaching presentation to a small group of 2-4 "Students". The Instructor may choose the age of the student group.

- Prior to leading their teaching segment, the Instructor will step away from the group, and the Students will be given the lesson topic, that may include their lesson level, what they did in their last lesson, and a student profile (interests, hobbies, and motivations).
- During their teaching segment, the Instructor should:
    - Introduce themselves and build rapport
    - Ask questions to learn the student profile and incorporate it in the lesson plan

- o Match a relevant teaching segment from the beginner level2-4 progression
- o Create a goal statement for the lesson
    - Describe current performance
    - Describe goal performance
    - Describe student's motivations and desired outcomes
- Candidates are encouraged to ask questions, lead their students through an activity, analyze movement, make observations, and/or ask follow-up questions.
- The examiner will take five minutes to debrief the presentations and facilitate comments from the group.

Riding Performance Module

Learning Outcomes

Snowboard

- Riding Performance: Utilizes the snowboarding fundamentals to demonstrate specific outcomes.

Assessment Activities

Skiing/Riding Performance

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

Examiners meet the groups on snow and lead Candidates through tasks selected from the Level 1 task pools. *Possible tasks can be found in the RM Snowboard Task List.* Tasks may be set in all types of beginner and some intermediate terrain and conditions, including groomed terrain, bumps, crud, trees, and powder. Snowboard tasks can include small features in the terrain park.

Examiners will provide specific descriptions and demonstrations of tasks. Examiners observe, assess, and provide feedback consistent with National and RM Divisional support materials. Variations in movements and mechanics may be requested at the discretion of the evaluator.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and may be scored. Candidates will have two attempts at each task, and three attempts when possible. Snowboarders will have three attempts for all tasks in the terrain park. Constraints due to the time available, weather, snow conditions, etc. will determine the number of attempts.