LEVEL 2 EXAM - EXAMINER OUTLINE

Day 1 – Movement Analysis

Morning

- Pass out the written exam and allowing participants to read all the questions.
- Clarify what is being assessed and how. Clarify the marking system and that points are weighted to the relevancy of each section of the test to the next section (A lesson plan unrelated to the student profile and/or the observed cause/effect relationship will score far lower than one that is highly relevant).
- Ask if there are any questions about the exam.
- Review the timetable
    - Video will be played for 30 minutes looped.
    - Video will be turned off and participants given 1 hour to complete the exam.
- Supply any scrap paper needed.
- Before starting the video let the group know when they are done with the test you will grade them and then go over it with them. (This can happen as others are still finishing up) Feel free to mark up the tests.
- Make sure the candidates do not confer during that hour to complete the written test.
- Candidate debrief is for clarifying questions, not expansive questions.
- After reviewing a test with a candidate, ask the two pro knowledge questions. (These should be the same as the other groups are using as well). Write their answers on their exam.
- Only write exactly what they say. No expanding on these questions.
- After completing the review, invite them to get a snack and provide a group meeting time back in the room.

Afternoon

- Go to the agreed-on spot to watch riders with your whole group.
- Let your group know that you will take two of them at once – one doing their on-snow MA, the other on-deck.
- The remaining candidates can do a lap and come back. Ask them to stop above your location and wait until you are done talking to the previous pair.
- While one candidate does MA, the next person will wait far enough away so they can't hear your discussion with the current candidate.
- Each participant gets 2 riders. For the first rider they are doing a cause/effect relationship on (Body Movement – Board Performance – Turn Outcome). For the second rider they will do a cause/effect relationship as well as a prescription for change relevant to that cause/effect relationship with a full 4 step Motor Learning Cycle lesson plan.

- Write down exactly what they tell you and then read what you have. (Keep it in their words) Build your questions from there.
- Tell the group where and when to meet for results or for day 2.
- Assessments sheets need to be completed before leaving the event. This is because of the number of single day exam attendance.
- Results are only given at the end of the day.
- Both examiners facilitate feedback together.

Day 2 – Teaching

- Write all of the "intro to" teach topics down and write the 4 Board Performances x2 (8BPs) and the chosen student/group profiles, cut them up and put them in a hat that you can have your crew pull them out of. (The topics should be the same for every exam group – discuss with the event manager)
- Prior to letting them pick, overview the day with the assessment form in hand so candidates are clear as to what they are being assessed on.
- Clarify that they should teach the intro topic, with a focus on the board performance.
- Clarify that their teaches must include all 4 steps of the Motor Learning Cycle: Static/Stationary, Simple, Complex, Freeride.
- Make sure to discuss the timeframe (approximately 30min including questioning), clarifying questioning method, terrain choices, and professionalism by other participants. Also that you are not an active participant but may try some of the activities.
- Do one warm up run and make some points about terrain and snow conditions.
- Begin with the first teach, make note of the time so you can give them a 5 min warning.
- One examiner should be the presenter's shadow! Watch from their perspective so you're seeing what they're seeing. One examiner should be the group shadow to assess their reaction and receptiveness to the presenter. Examiners should alternate who shadows the presenter.
- Plan for 3-4 teaches prior to lunch and the rest after. It may be best to organize teaches with who may want to use a specific part of the mountain such as park, bumps, etc.
- When questioning, always start with "if you had an opportunity to do it all over again would you change anything and if so what". Always ask child specific teaching questions.
- Assessments sheets need to be completed before leaving the event. This is because of the number of single day exam attendance.
- Results are only given at the end of the day.
- Both examiners facilitate feedback together.

Day 3 – Riding

- Remind candidates that they will have 2 attempts at all tasks outside of the park, with the first attempt getting feedback and the second attempt without feedback.
- All tasks in the park will have *up to* 3 attempts if required. The first one can be used for inspection.
- Explain that feedback is there for their improvement but will not have a judgment included. Feedback itself is not a judgment of pass or fail. We give everyone feedback and we would like to see the candidate apply the feedback in order to make some changes. Feedback should be given using positive language: “I need to see…”, rather than “that wasn’t it”.
- Review the 6 descriptors.
- When explaining each task use the 6 descriptors but feel free to add any other helpful hints.
- For the full descriptors of each task, please refer to the Task Chart.
- Refer to Assessment Sheet and Task Chart for specific tasks that may be assessed during exam day.
- Let participants know that one examiner will be demonstrating each task and that the other examiner will be available for clarifying questions, but will only give a second demo if needed, and that we do take snow conditions into consideration based on our demo. Examiners will alternate giving demos.
- Make sure you are clear about where the group should stop at the end of their first attempt.
- Always check for understanding and make sure you have their attention before starting a demo.
- Remember that the second examiner will answer clarifying questions about the demo and then ride directly to the first examiner, without a second demo (unless the demo was unclear for some reason and the candidates require a second clarifying demo)
- With dual examining, both examiners should watch all the candidates and make appropriate notes. After a brief discussion of notes, one examiner gives feedback to half the group and the other examiner gives feedback to the other half of the group. This facilitates feedback more quickly. Make sure that each examiner has opportunity to give feedback to each of the candidates over the variety of tasks.
- At some point, meet up with another group to get eyes on any “on the fence” candidates.
- Assessments sheets need to be completed before leaving the event. This is because of the number of single day exam attendance.
- Results are only given at the end of the day.
- Both examiners facilitate feedback together.