



ROCKY MOUNTAIN DIVISION
Professional Ski Instructors of America
American Association of Snowboard Instructors

LEVEL 2 EXAM - EXAMINER OUTLINE

Day 1 – Movement Analysis

Morning

- Review new MA Exam format with all examiners and candidates present and give candidates opportunity to ask questions. Important elements to include:
 - New video format
 - New on-snow format
 - New assessment forms
 - Ask if there are any questions about the exam.
- Review the timetable and set 30-minute appointments as well as group meeting time.
- Candidate debrief is for clarifying questions, not expansive questions.
- After completing each appointment, encourage them to get lunch, get dressed, and remind about group meeting time.

Afternoon

- Go to the agreed-on areas for MA. If time allows, do a pre-ride lap.
- Review the new format and professionalism and throwing “softballs” to each other
- Set the student-centric task and choose the observation area.
- Depending on your group size, select 1, 2, or 3 candidates to ride to observation area. Candidate 1 will be up, while the other two will be “on deck” far enough away to be out of earshot. The remaining candidates are you riders for MA.
- Candidate can wave Rider 1 when they are ready.
- They need to give you Cause + Effect, Prescription for Change (what would they change), and an exercise for the next run. *We do not need Motor Learning Cycle.*
- Once they are done, have them slide down to where Rider 1 stopped while Candidate 2 joins you. When they are ready, Candidate 2 waves Rider 2.
- For each Candidate, write down exactly what they tell you and then read what you have. (Keep it in their words) Build your questions from there.
- Repeat as needed until all Candidates have completed 2 sessions on different terrain/tasks.
- 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 20-25min), 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 assessed exam tasks.

- 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.
- 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.