



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

LEVEL 2 EXAM - EXAMINER OUTLINE

Day 1 – Movement Analysis

Morning

- Establish MA & Tech locations and tasks with other examiners/groups.
- Review new MA Exam format and timetable. Give candidates opportunity to ask questions.
- Review the new format and professionalism and throwing “softballs” to each other.
- Candidates will have two opportunities to demonstrate Movement Analysis and two opportunities to demonstrate Technical Understanding, once each in the morning and afternoon

MA

- Go to the agreed-on areas for MA. Set the student-centric task and choose the observation area.
- Clarify the selection of fundamentals – primary/secondary and am/pm.
- Select half of your group to ride to observation area and leave half up-top as the “students.”
- One candidate is up, while the other two will be “on deck,” a few feet away and able to listen.
 - This is new, and is to benefit the learning environment by allowing them to listen to each other, similar to Teach day.
- Candidate 1 can wave Student 1 when they are ready.
- 10-12 minutes for MA. Candidate needs to give you Cause + Effect relationships of two or more fundamentals through 2+ phases of a turn/ATML, Prescription for Change (what would they change), and an exercise for the next run. *Not Motor Learning Cycle*.
- For each Candidate, write down what they tell you and then read it back to them in their words. Build your questions from there.
- Once they are done, Candidate 2 waves Student 2, etc. For the next pitch keep the same task and swap candidates and students, until everyone has done 1 round of MA.

Tech

- Once all candidates have completed MA, move on to Tech Understanding section.
- Candidates have 10-12 minutes each to present Tech Understanding.
- Each candidate will present a comparison of their personal riding performance and ideal performance on terrain of their choice to their peer candidates.
- The presentation will include the primary fundamental the candidate analyzed during their Movement Analysis session.
- A blend of demonstrations and explanations are encouraged. Examiners will ask follow-up questions for clarity.

Afternoon

- Examiners swap candidate groups for the afternoon and repeat the morning process with 1 MA segment and then 1 Tech Understanding segment.

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Day 2 – Teaching

- No more pre-selected Teach Topics!
- Make sure to discuss the timeframe (approximately 20 min), 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.
- Examiners create two sub-groups and lead both groups through two tasks selected from the Level 1 and Level 2 task pools listed in the RM Snowboard Task List. (This is the warmup)
- Candidates observe, assess, and converse with their peers to create a goal statement including a student profile that will support a 20 minute teach presentation (Presentations start every 30 minutes).
- Each candidate shares their goal statement with the entire group – Examiners may help build/redirect the Goal Statements.
- Clarify that their teaches should be built using the Motor Learning Cycle: Static/Stationary, Simple, Complex, Freeride.
- 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.
- 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.
- Each candidate’s teaching segment will be followed by a conversation where the examiners may ask additional questions. Do this on the side of the run. You can then start another teach immediately after if there is enough terrain.
- When questioning, always start with “if you had an opportunity to do it all over again would you change anything and if so what”. Ask other questions as necessary.
- Examiners ride chairlifts together to discuss teaches.

Day 3 – Riding

- At the beginning of the day choose versatility tasks you are going to do with the other groups/examiners
- 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. 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. Taylor feedback to Fundamentals, themes, and biases.
- Review the 6 descriptors. When explaining each task use the 6 descriptors, how the fundamentals are being assessed, and add any other helpful hints.
- Refer to RM Snowboard Task List for specific assessed exam tasks.

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- 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. Share that we 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.