

	<b>AASI CERTIFIED LEVEL II SNOWBOARD MOVEMENT ANALYSIS/TECHNICAL UNDERSTANDING ASSESSMENT FORM</b>	Candidate:		<h1>Sample Form</h1>	Assessment Scale for Certified Level II: 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:				
		Assessors:							
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	<b>Score</b>	<b>Technical Understanding</b>		Attained Level	Did not Attain	<b>Score</b>
<b>Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>					Uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the snowboarding fundamentals and considering tactics and equipment choices.				
<b>Needs/Safety</b> Address group and individual needs for belonging.					<b>Describe Performance</b> Compare personal performance against a desired outcome and acknowledge tactical considerations using multiple snowboarding fundamentals.				
<b>Feedback</b> Manage behavioral responses.					<b>Understanding of Ideal</b> Compare personal performance against a desired outcome and acknowledge tactical considerations using multiple snowboarding fundamentals.				
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Change Performance</b> Convey understanding by changing personal performance based on comparison and feedback of multiple snowboarding fundamentals at a time.				
<b>Comments</b> (This box is expandable)					<b>Utilize Resources</b> Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired outcome.				
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome				
<b>Movement Analysis</b>		Attained Level	Did not Attain	<b>Score</b>	<b>Comments</b> (This box is expandable)				
Articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.									
<b>Describe Performance</b> Accurately describe board performance and body movements through two or more phases of a turn/ATML and from turn to turn relative to two or more snowboarding fundamentals.									
<b>Equipment</b> Observe and describe how equipment choices and issues affect performance and safety.									
<b>Cause and Effect</b> Accurately describe a cause-and-effect relationship through two or more phases of a turn/ATML relative to two or more snowboarding fundamentals.									
<b>Evaluate</b> Evaluate described performance and compare to more efficient performance.									
<b>Prescription</b> Prescribe a specific change in one or more relevant snowboarding fundamental(s) using TID to create a change in the desired outcome.									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Comments</b> (This box is expandable)									