



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

## LEVEL 3 EXAM - EXAMINER OUTLINE

### Teaching

Gathering student profile information- On the morning before heading out you will take some time to meet all the participants in the group. They will then share with each other their hobbies or interests outside of snowboarding. Take note of these yourself as you will want to observe them using this when delivering feedback to them in their teaching segment.

- Review the four questions the candidates should cover during their teach
  - Define the topic: What are you covering and what are your intended outcomes?
  - Movement Options: What movement options do you have to achieve the topic?
  - Pros and Cons: What are the pros and cons of these options?
  - Applications: What are the various applications we can now take this new skill?
- Make sure to discuss the timeframe (30min including questioning), questioning method, terrain choices, and professionalism by other participants.
- Note that you are not an active participant but may try some of the activities.
- Note that one examiner will shadow the teacher whilst the other will stay with the participants to see their interactions.
- 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.
- 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”

### 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. The first one is 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.
- Explain that each examiner will score each candidate but will give their feedback to the other examiner so that they will only get feedback from one examiner after each task. This will alternate.
- Review the 6 descriptors.

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- When explaining each task use the 6 descriptors but feel free to add any other helpful hints.
- Let participants know that each examiner will take turns demonstrating each task and that we do take snow conditions into consideration based on our demo. Then the other examiner will ask if there are any questions about the demo. They will only give a second demo if it is needed. Otherwise they will join the other examiner and take individual notes.
- Make sure to confer with the other examiner about your notes prior to delivering feedback to candidates.
- 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.
- At some point, meet up with another group to get eyes on any “on the fence” candidates.
- At some point confer with the other examiner as to what other supporting tasks you would like to use to help illustrate applied movements.

### **Movement Analysis**

- All MA will be done via 1-hr zoom session (this should actually take about 45 minutes)
- Spend the first 5 minutes building rapport and explaining the modified process to the candidate. After that, you will have the candidate share their screen so you’re seeing what they’re seeing. When the candidate is ready to start, you will paste the YouTube link to the first in the chat for them to open on their screen. When they are done with Video 1 you will paste the link to the next video.
- The first video replaces the Video MA section of the current MA Exam. The candidate has 20 minutes to watch a video of an advanced-expert level rider and discuss O.E.P. with the examiners. For the first 5 minutes, the candidate can watch and manipulate the video, followed by up to 15 minutes of discussion with the video off. The candidate is expected to observe the rider, describe and evaluate their movements and performances through cause and effect chains and phases of the turn, and prioritize corrections/development with a prescription for change and a specific exercise they would use with the student.
- The next 2 videos replace the on-snow section of the current MA Exam. With these videos, the candidate cannot re-watch the video, but are doing MA as if they just watched their student live and are working from memory. The examiner will state the rider’s task using student-centric language, for example, “switch, medium turns.” For each rider, the candidate will give a clean and concise cause and effect relationship including a body movement, board performance, and turn/trick outcome, as well as a prescription for change focused on a specific exercise for the next run.
- 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.