



# PSIA-AASI Children's Specialist 1 ASSESSMENT FORM

- Meets Standards  
 Does Not Meet Standards

**Candidate:**  
**Assessment:**  
**Region:**  
**Assessor(s):**

Assessment Scale for Children's Specialist 1	
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.

## ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
<b>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</b>	<b>Assesses and Plans (Teaching Competency): Uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.</b>
<b>Needs/Safety</b> Address group and individual safety and physiological needs.	<b>Determine Goals</b> Identify and summarize motivations and expectations of children and their parents to determine common themes.
<b>Behavior Management</b> Exhibits positive behavior in response to feedback.	<b>Terrain and Skill Choices</b> Choose appropriate terrain and/or skill for the group based on skiing/riding level and stage of development.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Learning Experiences</b> Plan engaging and exploratory learning experiences with productive use of movement and practice time based on identified stage of development.
<b>Comments</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Implement and Reflect/Review (Deliver Experience): Delivers group-focused learning experiences that have developmentally realistic outcomes.</b>
	<b>Progressions and Activities</b> Teach and justify developmentally appropriate progressions and activities that enhance the children's learning experience.
	<b>Manage Risk</b> Manage physical and emotional risk to maintain engagement in the learning environment.
<b>People Skills</b>	<b>Reflect and Review</b> Reflect with the group and reviews the learning experience to identify performance change and future growth.
<b>Communication: Engages in developmentally appropriate communication to address the needs of a group of children and their parents. (Assessed when Teaching)</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Parent &amp; Child</b> Use CAP appropriate communication for parents and children.	<b>Comments</b>
<b>Cognitive Level of Children</b> Use appropriate verbal and non-verbal communication for the cognitive level of children.	
<b>Social/Emotional Level of Children</b> Use appropriate verbal and non-verbal communication for the social/emotional (affective) level of children.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Behavioral Management/Relationships with Others: Addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner. (Assessed when Teaching)</b>	
<b>Emotional Responses</b> Identify and respond to children's emotional responses to events throughout lesson.	
<b>Social Interactions</b> Identify and responds to children's social interactions throughout lesson.	
<b>Parent/Child/Instructor Situations</b> Respond to situations in the parent, instructor and child relationships to create a positive experience.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	

Movement Analysis	Technical Competency
<p><b>Identifies and describes cause and effect relationships influenced by child growth, stages of psychomotor development and equipment options and prescribes a solution for a single fundamental in a group setting through the intermediate zone.</b></p>	<p><b>Identifies and describes distinct stages of cognitive, affective and physical growth, including psychomotor development, for a group of children, relative to snowsports, through the intermediate zone.</b></p>
<p><b>Motor Skill Development</b> Describe how motor-skill development impacts motor learning in children.</p>	<p><b>Physical Growth and Psychomotor Development</b> Identify and describe physical growth and psychomotor development for two different age groups.</p>
<p><b>Understanding of Biomechanics</b> Apply an understanding of biomechanics to describe the effect a child's stage of physical growth and psychomotor development related to one fundamental in one turn phase or cross country skill.</p>	<p><b>Cognitive Development &amp; Information Processing</b> Identify and describe stages of cognitive development and types of information processing that impact motor learning for a group of children with similar ability.</p>
<p><b>Equipment Options</b> Describe the influence of children's equipment options on observed movements and stated goals &amp; performance of child.</p>	<p><b>Affective Behaviors and Beliefs</b> Identify and describe several affective behaviors and beliefs that impact the motor learning for a group of children with similar ability.</p>
<p><b>Prescription</b> Outline separate prescriptions for change for children of similar abilities for one sport-specific fundamental in one turn phase or cross country skill.</p>	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
<p style="text-align: center;"><b>Comments</b></p>	<p style="text-align: center;"><b>Comments</b></p>