# PSIA Certified Level I
# Adaptive Alpine
# Three / Four Track
# ASSESSMENT FORM

☐ **Meets Standards**

☐ **Does Not Meet Standards**

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

### Assessment Scale for Certified Level I

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

**Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)**

**Needs/Safety**
Address group and individual safety and physiological needs.

**Behavior Management**
Exhibits positive behavior in response to feedback.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

## Movement Analysis

**Articulates an accurate cause-and-effect relationship between body and ski performance within any single Alpine Skiing Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone in the respective adaptive discipline(s).**

Consistently demonstrates their ability to work with students who are three or four-track skiers by:

**Observe and Describe**
Describing ski and body performance in any single Alpine Skiing Fundamental through one phase of the turn.

**Cause and Effect**
Linking ski and body performance to describe cause-and-effect relationships in one Alpine Skiing Fundamental in one phase of the turn.

**Evaluate and Describe**
Evaluating described performance and comparing it to more ideal performance.

**Prescription**
Prescribing a specific change in one Alpine Skiing Fundamental.

**Equipment, Technique, Tactics**
Observing and describing how equipment choices, techniques, and tactics affect performance and safety.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

## Equipment & Tactics

**Demonstrates basic understanding of equipment and tactics, based on students' cognitive, affective, and physical assessments.**

Demonstrates the following lesson components crucial to improving the performance of beginner/novice zone students who are three or four-track skiers:

**Student Assessment**
Appropriate student assessments.

**Equipment Choices**
Assistive equipment choices.

**Equipment Set-Up**
Assistive equipment set-up.

**Technique & Tactics**
Assistive technique and tactical choices.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

# Diagnoses & Medications

**Demonstrates basic understanding of the most common diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.**

Shows a general knowledge of the following for students who are three or four-track skiers.

**Diagnoses**

Prevalent diagnoses.

**Medications**

Common associated medication classifications and potential side effects.

**Strategies for Diagnoses & Medications**

Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

# Adaptations of Teaching Skills

**Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.**

Consistently demonstrates their ability to work with students who are three or four-track skiers by:

**Assess**

Assessing students to identify motivations, behaviors, performance, and understanding.

**Collaborate**

Collaborating with students to select a basic progression with clear direction and focus.

**Plan Lesson**

Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.

**Pacing**

Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.

**Adapt**

Organizing the learning environment and adapting teaching strategies to align with the initial assessment.

**Descriptions, Demonstrations, Feedback**

Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.

**Manage Risk**

Managing physical and emotional risk to maintain engagement in the learning environment.

**Describe Change**

Communicating changes in performance.

**Relate Change**

Relating changes in performance to lesson outcomes.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

# Tech Tactics & Communication

**Demonstrates basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice-zone students in the mountain environment.**

Consistently demonstrates their ability to work with beginner/novice zone students who are three or four-track skiers by:

**Safety Procedures**

Accurately demonstrating procedures for safely navigating the mountain environment.

**Adjusting Personal Performance**

Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.

**Communication**

Understanding the impact of verbal and nonverbal two-way communication.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**