



**PSIA Certified Level II  
Adaptive Alpine  
Cognitive**

- Meets Standards  
 Does Not Meet Standards

**ASSESSMENT FORM**

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

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.

**ASSESSMENT CRITERIA**

Instructor Decisions & Behavior	Movement Analysis
<b>Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>	<b>Articulates accurate cause-and-effect relationships of at least two Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for students with cognitive diagnoses through the intermediate zone.</b>
<b>Needs/Safety</b> Address group and individual needs for belonging.	Consistently demonstrates their ability to work with students with cognitive diagnoses by:
<b>Behavior Management</b> Manage behavioral responses.	<b>Observe and Describe</b> Describing ski and body performance, relative to two or more Alpine Skiing Fundamentals in all turn phases, and from turn to turn.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Cause and Effect</b> Linking ski and body performance when describing cause-and-effect relationships in at least two Alpine Skiing Fundamentals in all phases of the turn, and from turn to turn.
<b>Comments</b>	<b>Evaluate and Describe</b> Evaluating the described performances and comparing them to more ideal performance.
	<b>Prescription</b> Prescribing a specific change in one Alpine Skiing Fundamental using duration, intensity, rate, and timing (DIRT) to create a change in agreed-upon outcomes.
	<b>Equipment, Technique, Tactics</b> Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Equipment &amp; Tactics</b>	<b>Comments</b>
<b>Demonstrates a refined understanding of appropriate equipment and tactics for students with cognitive diagnoses, based on the cognitive, affective, and physical assessment.</b> Within the following lesson components, explains their decision-making process - while demonstrating cause-and effect relationships crucial to improving performance and skill development of students with cognitive diagnoses through the intermediate zone:	
<b>Student Assessment</b> Appropriate student assessments.	
<b>Equipment Choices</b> Assistive equipment choices.	
<b>Equipment Set-Up</b> Assistive equipment set-up.	
<b>Technique &amp; Tactics</b> Assistive technique and tactical choices.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	

Diagnoses & Medications	Adaptations of Teaching Skills
<p><b>Demonstrates a refined understanding of common cognitive diagnoses and a basic understanding of common accompanying 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 intermediate zone.</b></p> <p>Facilitates learning for students with cognitive diagnoses, by explaining, analyzing, and applying a refined knowledge of:</p>	<p><b>Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to students with cognitive diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.</b></p> <p>Consistently demonstrates their ability to work with students with cognitive diagnoses by:</p>
<p><b>Diagnoses</b></p> <p>Single and multiple diagnoses.</p>	<p><b>Assess</b></p> <p>Assessing students to identify motivations, behaviors, performance, and understanding.</p>
<p><b>Medications</b></p> <p>Medication classifications and potential side effects.</p>	<p><b>Collaborate</b></p> <p>Collaborating with students to select a basic progression with clear direction and focus.</p>
<p><b>Strategies for Diagnoses &amp; Medications</b></p> <p>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p><b>Plan Lesson</b></p> <p>Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Pacing</b></p> <p>Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.</p>
<p style="text-align: center;"><b>Comments</b></p>	<p><b>Adapt</b></p> <p>Organizing the learning environment and adapting teaching strategies to align with the initial assessment.</p>
	<p><b>Descriptions, Demonstrations, Feedback</b></p> <p>Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</p>
	<p><b>Manage Risk</b></p> <p>Managing physical and emotional risk to maintain engagement in the learning environment.</p>
	<p><b>Describe Change</b></p> <p>Communicating changes in performance.</p>
	<p><b>Relate Change</b></p> <p>Relating changes in performance to lesson outcomes.</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>
Tech Tactics & Communication	
<p><b>Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone students with cognitive diagnoses through the mountain environment.</b></p> <p>Consistently demonstrates their ability to work with students with cognitive diagnoses through the intermediate zone by:</p>	
<p><b>Safety Procedures</b></p> <p>Accurately demonstrating procedures for safely navigating the mountain environment.</p>	
<p><b>Adjusting Personal Performance</b></p> <p>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</p>	
<p><b>Communication</b></p> <p>Understanding the impact of verbal and nonverbal two-way communication.</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>	