American Association of Snowboard Instructors

Snowboarding Technical Skills Performance Guide

Level I, Level II, Level III

This is version 2.0 of this Performance Guide published on 11/7/2022. Performance guides are living and evolving documents which are continually improved as feedback and suggestions are received through the process of using assessment activities and applying assessment criteria in relation to the National Standards.

INTRODUCTION

The AASI Snowboarding Technical Skills Performance Guide (PG) is a resource that supports the AASI National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional.

Format
The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Professionalism and Self-Management, and People, Teaching, and Technical Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

Use
Available to PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to, and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

Assessment Form
Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

Living and Evolving Document
Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

Snowboarding Fundamentals

In this Performance Guide, the individual Snowboarding Fundamentals are abbreviated as F1, F2, F3, F4, F5, F6. The intent of this shorthand is to save space and reduce redundancy. It is not intended to replace the written language of the fundamentals within training and assessment settings.

Fundamental 1 (F1)	Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.
Fundamental 2 (F2)	Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.
Fundamental 3 (F3)	Control the magnitude of pressure created through the board/surface interaction.
Fundamental 4 (F4)	Control the board's pivot through flexion/extension and rotation of the body.
Fundamental 5 (F5)	Control the board's tilt through a combination of inclination and angulation.
Fundamental 6 (F6)	Control the twist (torsional flex) of the board using flexion/extension and rotation of the body.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.

LO is assessed upon the instructor's ability to apply tactics and snowboard performance to:

Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of at least two fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuvers in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Skidded Turn

LI Skidded turns integrate at least two of the snowboarding fundamentals in both beginner and intermediate terrain zones. Tasks at this level will range from small, medium and large sized turns, switch, open or closed shape turns and pressure control throughout all phases of the turns through extension move at initiation and finish phases and flexed position at control phase. The board is flatter relative to the terrain and skids more than it carves as a result.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Maintain a controlled position of the CM along the length of the board throughout all phases of the turn.	F1 - Position of the CM is too far fore/aft at any phase of turns causing a loss of balance or momentum.
F2 - Maintain a controlled position of the CM along the width of the board throughout all phases of the turn.	F2 - Position of the CM is too far over heel/toeside at any phase of turns causing a loss of balance or momentum.
F3 - Flexing the knees and ankles is static throughout each turn and the pressure is consistent throughout all phases.	F3 - Turn shape and size are not consistent - Rider timing does not demonstrate clear image of extension at edge change and flexion during control phase
F4 - Rotation is used to create pivot in the control phase of the turn, promoting a rounded shaped turn.	F4 - Excessive use of upper or lower body rotary movements cause the board to pivot and skid.
F5 - Angulation is used more than inclination to keep a flatter edge angle to allow for a smooth and continuous skid throughout all phases of the turn.	F5 - The body is too inclinated, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn, preventing smooth linking of skidded turns.
F6 - Through flexion, extension and rotational movements, control twist throughout all phases of the turn to maintain a skid.	F6 - Twist is created through excessive rotation of the hips or upper body, causing a delay in torsional flex of the board.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.

LO is assessed upon the instructor's ability to apply tactics and snowboard performance to:

Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of at least two fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuvers in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Carved Turn

LI Carved turns integrate at least two of the snowboarding fundamentals in both beginner and intermediate terrain zones. Tasks at this level will range from medium and large sized turns, switch, open or closed shape turns and different flexion and extension movements needed for initiation, control and finish phases of carved turns. The path of the board in beginner zone carved turns follows the CM and starts to diverge in the intermediate zone. Pressure is managed along the edge to maintain a carve in the snow, which is defined by the tail of the board following the same path as the nose throughout all phases of the turn.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Manage pressure along the length of the board through flexion and extension of the legs.	F1 - At initiation, the CM moves too far aft, preventing early edge engagement. At finish, the CM moves too far fore, allowing edge release along the trailing edge.
F2 - Manage pressure across the width of the board to direct pressure towards the downhill edge in the initiation of the turn.	F2 - The CM moves across the width of the board in the control phase and too early in the finish phase.
F3 - Vary the magnitude of pressure throughout all phases of the turn with legs more extended at the initiation and finish, and more flexed during the control phase.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter through the finish phase.
F4 - Throughout the turn, reduce the board's pivot with simultaneous flexion and extension of the legs while minimizing steered rotational movements, resulting in a carved turn with minimal pivot.	F4 - Excessive use of upper or lower body rotary movements cause the board to pivot and skid.
F5 - At initiation tilt is created through inclination and angulation to carve the board along its sidecut by flexing ankles and knees to maintain a body position over the board.	F5 - The body is too inclinated, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn, resulting in edge skid or fall.
F6 - Through flexion, extension and sometimes rotational movements, control twist throughout all phases of the turn to maintain a carve.	F6 - Twist is excessive through rotation of the hips or upper body, promoting a skidded performance.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.

LO is assessed upon the instructor's ability to apply tactics and snowboard performance to:

Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of at least two fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuvers in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Freestyle

LI Freestyle tasks integrate at least two of the snowboarding fundamentals on small freestyle features. Venues for freestyle can include the beginner terrain park or on natural contours and features. Boxes, jumps, flatground and transitional features are all types of features that can be used to assess the snowboarding fundamentals. Outcomes include the ability to highlight specific fundamentals and to integrate multiple fundamentals within a maneuver, in a variety of ways.

Successful Performance Contributors	Unsuccessful Performance Contributors
F2 - Appropriately manage the relationship of the CM to the base of support across the length of the board to perform the intended trick or outcome.	F1- Rider is too far fore or aft causing CM to be misaligned, resulting in instability throughout ATML.
F2 - Appropriately manage the relationship of the CM to the base of support across the width of the board to perform the intended trick or outcome.	F2 - Bending at the waist causes shoulders to counterbalance the hips, not allowing the pressure to be evenly transferred across the width of the board, creating an unbalanced position throughout any or all phases of ATML.
F3 - Appropriately manage the magnitude of pressure created through the board/ surface interaction on small freestyle features or natural contours.	F3 - The magnitude of pressure is not managed on the transition and/or takeoff, resulting in an unfavorable upward and outward trajectory in the maneuver and landing phases.
F4 - Appropriately manage the board's pivot through flexion, extension, and rotation of the body on small freestyle features or natural contours.	F4 - More inclination than angulation during the setup turns in the approach causes the takeoff trajectory of the rider to drift considerably throughout maneuver, making the landing unsuccessful.
F5 - Appropriately manage the board's tilt through a combination of inclination and angulation on small freestyle features or natural contours.	F5 - Pre-spin pivot is created at the lip or apex of the feature causing a reduction of speed and momentum to successfully make it through the maneuver to the landing zone.
F6 - Appropriately manage torsional flex of the board using flexion, extension, and rotation of the body on small freestyle features or natural contours such as transfer and gaps.	F6 - The pelvis is rotated toward the direction of the spin well-before the takeoff causing excessive twist, resulting in prespin off the lip and/or an unstable position of the CM to maintain proper balance from takeoff through landing.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features.

LO is assessed upon the instructor's ability to apply tactics and snowboard performance to:

Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Effectively and efficiently varies the TID of movements to affect, adapt, and change performance/outcome.	Unable to vary TID of movements to affect performance/outcome.
Uses appropriate TID for desired outcome or task.	Unable to demonstrate appropriate TID of movements for desired outcome.
Adjusts elements of TID to purposefully change performance or outcome.	Unable to adjust movements to fit terrain or task.
Adjusts turn shape or turn size on command or when appropriate.	Unable to adjust turn shape or turn size on command.
Demonstrates consistent turn shape and turn size when asked or when appropriate.	Unable to demonstrate varied turn size or turn shape.
Turn shape is dictated by rider and not terrain or equipment.	Unable control speed through turn shape or turn size.
Demonstrates ability to control speed through turn shape and turn size.	Undesirable speed increases while riding down the trail.

Assessment Activities

Assessment criteria may be demonstrated and assessed throughout an assessment, including during freeriding and applied and highlighted tasks, in up to intermediate terrain zones and on extra-small to small features.

Learning Outcome: A Level I instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to relate information from current PSIA-AASI resources to:

Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ ATML for a specific outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately communicates or demonstrates the role of one or more Technical Fundamentals to describe a specific outcome.	Inaccurately describes Technical Fundamental(s).
Accurately communicates or demonstrates a specific outcome through all phases of the turn/ATML.	Inaccurately describes the specific outcome through all phases of the turn/ATML.
Recognizes and communicates the biomechanics principles relevant to specific snowboard activities in the beginner/novice zone.	Inaccurately describes or communicates the biomechanics principles relevant to specific snowboard activities in the beginner/novice zone.
Recognizes and communicates the physics principles relevant to specific snowboard activities in the beginner/novice zone.	Inaccurately describes or communicates the physics principles relevant to specific snowboard activities in the beginner/novice zone.
Shows understanding of real versus ideal and can describe and communicate differences.	Unable to identify and communicate the differences between real and ideal performance/outcome.
	Unable to recognize or describe the appropriate blend of Technical Fundamentals to create a specific outcome.
	Unable to recognize or describe the importance of specific Technical Fundamentals during a specific activity or connected to a specific outcome.
	The Technical Fundamental(s) described is/are not accurately connected to the outcome.

Learning Outcome: A Level I instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to relate information from current PSIA-AASI resources to:

Compare personal performance to a specific application of one or more Technical Fundamentals.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately describes how individual fundamentals impact personal performance during an activity or riding scenario. Descriptions must include both body movements and board performance in detail.	There is an inaccurate connection to how the fundamentals affect snowboarding in various conditions.
Demonstrates or describes understanding of appropriate body movements and tactical choices used in choosing, describing, and performing activities.	Does not accurately perform and analyze an activity and provide tactical considerations.
Accurately identifies an effective or efficient performance and can communicate a plan for improvement towards a more effective or efficient outcome.	Unable to identify the differences between real and ideal performance/outcome.
Describes or demonstrates how personal performance varies from a specific outcome or performance.	Unable to describe or demonstrate why personal performance varies from a specific outcome.
Describes TID adjustments within a Technical Fundamental and relate how they affect the performance outcome. - or - Accurately adjusts specific Technical Fundamentals upon request to achieve different outcomes within the same activity.	Unable to adjust Technical Fundamentals within a given activity to describe or achieve a specific outcome.
Shows understanding of real versus ideal and can describe and communicate differences.	Unable to describe adjustments to Technical Fundamentals within a given activity to achieved a specific outcome.
	Performance, responses, and descriptions show a lack of understanding of how an adjustment to TID affects the outcome.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

Learning Outcome: A Level I instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to relate information from current PSIA-AASI resources to:

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Able to analyze, evaluate, communicate, and/or display how equipment choices affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how equipment choices affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how rider physical attributes affect the application of the Technical Fundamentals in a specified riding situation/ activity.	Unable to display or communicate an understanding of how rider physical attributes affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how tactical decisions and line choice affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how tactical decisions and line choice affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how terrain variations affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how terrain variations affect the application of the Technical Fundamentals and specific riding outcomes.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

Learning Outcome: A Level I instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Observe and describe the application of one or more Technical Fundamentals in all phases of the turn/ATML.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Correctly identifies and describes body movements of observed rider(s)	Inaccurately identifies or describes body movements of observed rider(s)
Correctly connects and describes observed body movements to one or more Technical Fundamentals.	Incorrectly connects observed body movements to one or more Technical Fundamentals.
Correctly identifies and describes board performances of observed rider(s).	Unable to accurately describe the board performances relative to the specific outcome.
Correctly connects and describes observed board performances relative to one or more Technical Fundamentals.	Unable to describe the application or importance of board performances in the beginner/novice zone.
Communicates why the application of a Fundamental is appropriate for observed rider(s) in the beginner/novice zone.	Unable to describe what is successful or unsuccessful in the beginner/novice zone.
Observes and Describes ineffective application of the Technical Fundamentals.	Cannot observe or describe ineffective application of the Technical Fundamentals.
Observes and describes efficient and inefficient applications of Technical Fundamentals in the beginner/novice zone.	Unable to observe or describe efficient and inefficient applications of Fundamentals in the beginner/novice zone.
Uses objective, specific, technically accurate, and non-judgmental language. Example: "CM over base of support" as opposed to "good balance".	Uses subjective or judgmental language in description. Example: "Balance is not good".
	Unable to explain what is unsuccessful in the beginner zone.

Learning Outcome: A Level I instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Evaluate and describe the cause and effect relationships of one or more Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately links body movements to board performance(s) and identifies the outcome it has on riding relevant to the desired outcome.	Misidentifies relevant cause-and-effect relationships that are inconsistent with the theme/point of the outcome they are describing.
Cause-and-effect explanations and communication are clear and concise.	Provides unclear descriptions of cause-and-effect.
Cause-and-effect is specific and applies relevant Technical Fundamental(s).	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Communicates why the application of any reference alignment is effective for the specified outcome in the beginner/novice zone.	Cause-and-effect relationships described are inaccurate or incomplete.
Describes reference alignments to accurately identify alignment issues of observed rider(s).	Unable to clearly articulate or communicate an evaluation of an observed Technical Fundamental.
Accurately describes Timing, Intensity, and Duration (TID) of Technical Fundamental(s) in observed rider(s) and makes logical connections to riding performance and outcomes.	Unable to differentiate between the reference alignments and describe the relationship in an observed rider.
	Unable to articulate or identify an effective reference alignment for the specified outcome in the beginner/novice zone.
	Unable to describe why observed reference alignments create inefficiency in the beginner/novice zone.
	Unable to describe TID of Technical Fundamentals in observed rider(s) and cannot make connections to riding performance or outcomes.

Learning Outcome: A Level I instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the beginner zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Chooses appropriate Technical Fundamental(s) relative to the specified outcome for feedback.	Focuses prescription on Technical Fundamental(s) that is/are not relevant to the specified performance or outcome.
Accurately describes specific movement(s) relative to a Technical Fundamental.	Focuses prescription on Technical Fundamental(s) that does/do not create a change in performance.
Accurately describes appropriate TID adjustments to communicate an appropriate effect for change.	Prescribes a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicates effective/relevant change(s) that focuses on performance, outcomes, tactics, or style.	Unable to explain what is unsuccessful in the beginner zone.
Clearly explains their prescription for change and the elements that led to the prescription. Elements are logical and show an experienced understanding of Technical Fundamentals and snowboard skills in the chosen terrain zone.	Unable to prescribe feedback that is relevant to the rider(s).
Explains the relationship between reference alignments in an easy to understand and relatable manner.	Unable to create and communicate a continued practice/training plan for student in beginner/novice zone.
Can create and communicate a continued practice/training plan for student in beginner/novice zone.	Prescription is unclear, lacks detail, or is non-existent.

Assessment Activities

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the rider being analyzed or to the desired outcome in the beginner/novice zone.

Learning Outcome: A Level II instructor adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, some advanced terrain, and on small freestyle features.

LO is assessed upon the instructor's ability to adapt tactics and snowboard performance to:

Integrate four or more of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of at least four fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Skidded Turn

LII Skidded turns show a refined integration of at least four of the snowboarding fundamentals in Beginner, Intermediate and Advanced zones. A variety of tasks at this level will range from small, medium, and large sized turns, switch, open or closed shape turns and various ways to increase or decrease pressure of the board using up-unweighting and down-unweighting through flexion and extension of the legs. The path of the board in advanced turns takes a different path than the CM, while steering the legs and board away from the body to create upper and lower body separation. The board skids more than it carves as a result.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through independent flexing and extending of the legs, the CM moves along the length of the board; toward the nose at the initiation, and progressively toward the tail at the finish of the turn.	F1 - The CM remains relatively static and does not progressively move the pressure along the length of the board from fore to aft.
F2 - At initiation, the board aligns with the CM with a flexion of the legs to direct pressure to the downhill edge and through extension of the legs the board travels away from the CM into the control and finish phases of the turn.	F2 - The CM moves across the width of the board in the control and finish phases of the turn.
F3 - Control the magnitude of pressure throughout all phases of the turns in various terrain through sequential or blended flexion and extension of the legs.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter.
F4 - Control pivot and upper lower body separation through independent flexion and extension of the legs and/or steered rotational movements.	F4 - The lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates.
F5 - Control tilt, angulation and/or inclination through flexion and extension of the legs to control skid, speed and direction.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn.
F6 - Through flexion, extension and rotational movements, control twist throughout all phases of the turn to create and maintain a skid.	F6 - Twist is created through excessive rotation of the hips or upper body, causing a delay in torsional flex of the board.

Learning Outcome: A Level II instructor adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, some advanced terrain, and on small freestyle features.

LO is assessed upon the instructor's ability to adapt tactics and snowboard performance to::

Integrate four or more of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of at least four fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Carved Turn

LII carved turns integrate at least four of the snowboarding fundamentals in Beginner, Intermediate and Advanced zones. A variety of tasks at this level will range from small, medium, and large sized turns, switch, open or closed shape turns and a variety of ways to increase or decrease pressure of the board using up-unweighting and down-unweighting through flexion and extension of the legs. The path of the board in intermediate and advanced turns takes a different path than the CM, while steering the legs and board away from the body to create some upper and lower body separation. Pressure is managed along the edge of the board to maintain a carve in the snow, which is defined by the tail of the board following the same path as the nose throughout all phases of the turn.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through independent flexing and extending of the legs, direct pressure along the length of the board by progressive movements fore in the initiation, centered in the control, and aft in the finish of the turn.	F1 - The CM remains relatively static and does not progressively move the pressure along the length of the board from fore to aft. The CM moves too far fore, allowing edge release along the trailing edge. The CM moves too far aft, preventing early edge engagement.
F2 - Control pressure across the width of the board with a flexion of the legs to direct pressure towards the downhill edge in the initiation of the turn.	F2 - The CM moves across the width of the board in the control and finish phases of the turn.
F3 - Pressure is released from the snowboard through a flexion of the legs. Control the magnitude of pressure throughout all phases of the turn through flexion and extension of the legs.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter through the finish phase. Pressure is released through vertical movement of the CM over the snowboard (up-unweight) instead of through a movement of the CM down towards the board through leg flexion.
F4 - Throughout all phases of the turns, control the board's pivot with simultaneous flexion and extension of the legs and rotational movements while minimizing skid and resulting in a carved performance.	F4 - Lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates. Too much rotary creates pivot in the snowboard preventing a carved turn.
F5 - Carving is created through inclination and angulation to tilt the board along its sidecut by flexing and/or extending ankles, knees, and hips.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn. Tilt is not maintained throughout the turn, creating a skidded turn performance.
F6 - Through flexion, extension and sometimes rotational movements, control twist throughout all phases of the turn to maintain a carve.	F6 - Twist is created through excessive rotation of the hips or upper body, causing torsional flex in the initiation of the turn and promoting a skidded performance.

Learning Outcome: A Level II instructor adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, some advanced terrain, and on small freestyle features.

LO is assessed upon the instructor's ability to adapt tactics and snowboard performance to:

Integrate four or more of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of at least four fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Freestyle

LII Freestyle show integration of at least four of the snowboarding fundamentals on small freestyle features. Venues for freestyle can include the terrain park or on natural contours and features. Rails, boxes, jumps, flatground, and transitional features are all types of features that can be used to assess the snowboarding fundamentals. Outcomes include the ability to blend the fundamentals per maneuver in a variety of ways.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Demonstrate the ability to appropriately control the relationship of the CM to the base of support along the length of the board on a variety of freestyle features and within specific trick applications.	F1 - One leg is flexed more than the other causing the CM to be misaligned, resulting in instability throughout ATML.
F2 - Demonstrate the ability to appropriately control the relationship of the CM to the base of support across the width of the board on a variety of freestyle features and within specific trick applications.	F2 - Bending at the waist causes shoulders to counterbalance the hips, not allowing the pressure to be evenly transferred across the width of the board, creating an unbalanced position throughout any or all phases of ATML.
F3 - Appropriately control the magnitude of pressure created through the board/ surface interaction on a variety of freestyle features and within specific trick applications.	F3 - The magnitude of pressure is not managed on the transition and/or takeoff, resulting in an unfavorable upward and outward trajectory in the maneuver and landing phases.
F4 - Appropriately control the board's pivot through flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F4 - Pre-spin pivot is created at the lip of the feature causing a reduction of speed and momentum to successfully make it to the landing zone.
F5 - Appropriately control the board's tilt through a combination of inclination and angulation on a variety of freestyle features and within specific trick applications.	F5 - More inclination than angulation during the setup turns in the approach causes the takeoff trajectory of the rider to drift considerably throughout maneuver, making the landing unsuccessful.
F6 - Appropriately control torsional flex of the board using flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F6 - The pelvis is rotated toward the direction of the spin well-before the takeoff causing excessive twist, resulting in pre-spin off the lip and/or an unstable position of the CM to maintain proper balance from takeoff through landing.

Learning Outcome: A Level II instructor adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, some advanced terrain, and on small freestyle features.

LO is assessed upon the instructor's ability to adapt tactics and snowboard performance to:

Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Effectively and efficiently varies the TID of movements to affect, adapt, and change performance/outcome.	Unable to vary TID of movements to affect performance/outcome.
Uses appropriate TID for desired outcome or task.	Unable to demonstrate appropriate TID of movements for desired outcome.
Rider is able to adjust elements of TID to purposefully change performance or outcome.	Unable to adjust movements to fit terrain or task.
Adjusts turn shape or turn size on command or when appropriate.	Unable to adjust turn shape or turn size on command.
Demonstrates consistent turn shape and turn size when asked or when appropriate.	Unable to demonstrate varied turn size or turn shape.
Turn shape is dictated by rider and not terrain or equipment.	Unable to control speed through turn shape or turn size.
Demonstrates ability to control speed through turn shape and turn size.	Undesirable speed increases while riding down the trail.

Assessment Activities

Assessment criteria may be demonstrated and assessed throughout an assessment, including during freeriding and applied and highlighted tasks, in beginner-, intermediate-, and some advanced-zone terrain, and on small freestyle features.

Learning Outcome: A Level II instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to apply information from multiple PSIA-AASI resources to:

Describe the application of two or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately communicates or demonstrates the role of two or more Technical Fundamentals to describe a specific outcome.	Inaccurately describes Technical Fundamental(s).
Accurately communicates or demonstrates a specific outcome through all phases of the turn/ATML.	Inaccurately describes the specific outcome through all phases of the turn/ATML.
Recognizes and communicates the biomechanics principles relevant to specific snowboard activities in the intermediate zone.	Inaccurately describes or communicates the biomechanics principles relevant to specific snowboard activities in the intermediate zone.
Recognizes and communicates the physics principles relevant to specific snowboard activities in the intermediate zone.	Inaccurately describes or communicates the physics principles relevant to specific snowboard activities in the intermediate zone.
Shows understanding of real versus ideal and can describe and communicate differences.	Unable to identify and communicate the differences between real and ideal performance/outcome.
	Unable to recognize or describe the appropriate blend of Technical Fundamentals to create a specific outcome.
	Unable to recognize or describe the importance of specific Technical Fundamentals during a specific activity or connected to a specific outcome.
	The Technical Fundamental(s) described is/are not accurately connected to the outcome.

Learning Outcome: A Level II instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to apply information from multiple PSIA-AASI resources to:

Compare personal performance to a specific application of two or more Technical Fundamentals.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately describes how two or more Technical Fundamentals impact personal performance during an activity or riding scenario. Descriptions must include both body movements and board performance in detail.	There is an inaccurate connection to how the fundamentals affect snowboarding in various conditions.
Demonstrates or describes understanding of appropriate body movements and tactical choices used in choosing, describing, and performing activities.	Does not accurately perform and analyze an activity and provide tactical considerations.
Accurately identifies an effective or efficient performance and can communicate a plan for improvement towards a more effective or efficient outcome.	Unable to identify the differences between real and ideal performance/outcome.
Describes or demonstrates how personal performance varies from a specific outcome or performance.	Unable to describe or demonstrate why personal performance varies from a specific outcome.
Describes TID adjustments within a Technical Fundamental and relate how they affect the performance outcome. - or - Accurately adjusts specific Technical Fundamentals upon request to achieve different outcomes within the same activity.	Unable to adjust Technical Fundamentals within a given activity to describe or achieve a specific outcome.
Shows understanding of real versus ideal and can describe and communicate differences.	Unable to describe adjustments to Technical Fundamentals within a given activity to achieved a specific outcome.
	Performance, responses, and descriptions show a lack of understanding of how an adjustment to TID affects the outcome.

Learning Outcome: A Level II instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to apply information from multiple PSIA-AASI resources to:

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Able to analyze, evaluate, communicate, and/or display how equipment choices affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how equipment choices affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how rider physical attributes affect the application of the Technical Fundamentals in a specified riding situation/ activity.	Unable to display or communicate an understanding of how rider physical attributes affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how tactical decisions and line choice affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how tactical decisions and line choice affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how terrain variations affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how terrain variations affect the application of the Technical Fundamentals and specific riding outcomes.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

Learning Outcome: A Level II instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the intermediate zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Observe and describe the application of two or more Technical Fundamentals in all phases of the turn/ATML.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Correctly identifies and describes body movements of observed rider(s).	Inaccurately identifies or describes body movements of observed rider(s).
Correctly connects and describes observed body movements to two or more Technical Fundamentals.	Incorrectly connects observed body movements to two or more Technical Fundamentals.
Correctly identifies and describes board performances of observed rider(s).	Unable to accurately describe the board performances relative to the specific outcome.
Correctly connects and describes observed board performances relative to two or more Technical Fundamentals..	Unable to describe the application or importance of board performances in the intermediate zone.
Communicates why the application of a Fundamental is appropriate for observed rider(s) in the intermediate zone.	Unable to describe what is successful or unsuccessful in the intermediate zone.
Observes and Describes ineffective application of the Technical Fundamentals.	Cannot observe or describe ineffective application of the Technical Fundamentals.
Observes and describes efficient and inefficient applications of Technical Fundamentals in the intermediate zone.	Unable to observe or describe efficient and inefficient applications of Fundamentals in the intermediate zone.
Uses objective, specific, technically accurate, and non-judgmental language. Example: "CM over base of support" as opposed to "good balance".	Uses subjective or judgmental language in description. Example: "Balance is not good".
	Unable to explain what is unsuccessful in the intermediate zone.

Learning Outcome: A Level II instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the intermediate zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Evaluate and describe the cause and effect relationships of two or more Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately links body movements to board performance(s) and identifies the outcome it has on riding relevant to the desired outcome.	Misidentifies relevant cause-and-effect relationships that are inconsistent with the theme/point of the outcome they are describing.
Cause-and-effect explanations and communication are clear and concise.	Provides unclear descriptions of cause-and-effect.
Cause-and-effect is specific and applies relevant Technical Fundamental(s).	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Communicates why the application of any reference alignment is effective for the specified outcome in the intermediate zone.	Cause-and-effect relationships described are inaccurate or incomplete.
Describes reference alignments to accurately identify alignment issues of observed rider(s).	Unable to clearly articulate or communicate an evaluation of an observed Technical Fundamental.
Accurately describes Timing, Intensity, and Duration (TID) of Technical Fundamental(s) in observed rider(s) and makes logical connections to riding performance and outcomes.	Unable to differentiate between the reference alignments and describe the relationship in an observed rider.
	Unable to articulate or identify an effective reference alignment for the specified outcome in the intermediate zone.
	Unable to describe why observed reference alignments create inefficiency in the intermediate zone.
	Unable to describe TID of Technical Fundamentals in observed rider(s) and cannot make connections to riding performance or outcomes.

Learning Outcome: A Level II instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the intermediate zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Prescribe a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Chooses appropriate Technical Fundamental(s) relative to the specified outcome for feedback.	Focuses prescription on Technical Fundamental(s) that is/are not relevant to the specified performance or outcome.
Accurately describes specific movement(s) relative to one or more Technical Fundamentals.	Focuses prescription on Technical Fundamental(s) that does/do not create a change in performance.
Accurately describes appropriate TID adjustments to communicate an appropriate effect for change.	Prescribes a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicates effective/relevant change(s) that focuses on performance, outcomes, tactics, or style.	Unable to explain what is unsuccessful in the intermediate zone.
Clearly explains their prescription for change and the elements that led to the prescription. Elements are logical and show an experienced understanding of Technical Fundamentals and snowboard skills in the chosen terrain zone.	Unable to prescribe feedback that is relevant to the rider(s).
Explains the relationship between reference alignments in an easy to understand and relatable manner.	Unable to create and communicate a continued practice/training plan for student in intermediate zone.
Can create and communicate a continued practice/training plan for student in intermediate zone.	Prescription is unclear, lacks detail, or is non-existent.

Assessment Activities

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the rider being analyzed or to the desired outcome through the intermediate zone.

Learning Outcome: A Level III instructor continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

LO is assessed upon the instructor's ability to continuously blend tactics and snowboard performance to:

Integrate all of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of all six fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Skidded Turn

LIII Skidded turns show a refined integration of all snowboarding fundamentals in all terrain zones. A variety of tasks at this level will range from small, medium, and large sized turns, switch, open or closed shape turns, and various ways to increase or decrease pressure of the board using up-unweighting, down-unweighting, and retraction using flexion and extension of the legs. The path of the board in advanced turns takes a different path than the CM, while using steering of the legs with upper and lower body separation. The board skids more than it carves as a result.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through independent flexing and extending of the legs, the pressure is managed along the length of the board; toward the nose at the initiation, and progressively toward the tail at the finish of the turn.	F1 - The CM remains relatively static and does not progressively move the pressure along the length of the board from fore to aft.
F2 - At initiation, the board and the CM align from flexing and extending the legs to direct pressure to the downhill edge.	F2 - The CM moves across the width of the board in the control and finish phases of the turn.
F3 - Control the magnitude of pressure throughout all phases of the turns through flexion and extension of the legs.	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter on the heel edge.
F4 - Throughout the control phase, the board's pivot is created with independent flexion and extension of the legs and/or steered rotational movements that creates upper and lower body separation, resulting in rounded shaped turns.	F4 - The lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates.
F5 - Reduce tilt to skid the board by flexing ankles and knees to maintain a body position over the board.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn.
F6 - Through flexion, extension and rotational movements, control twist throughout all phases of the turn to maintain a skid.	F6 - Twist is created through excessive rotation of the hips or upper body, causing a delay in torsional flex of the board.

Learning Outcome: A Level III instructor continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

LO is assessed upon the instructor's ability to continuously blend tactics and snowboard performance to:

Integrate all of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of all six fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Carved Turn

LIII carved turns show a refined integration of all snowboarding fundamentals in all terrain zones. A variety of tasks at this level will range from small, medium, and large sized turns; open or closed shape turns and a variety of ways to increase or decrease pressure of the board using up-unweighting, down-unweighting, and retraction with flexion and extension of the legs. The path of the board in advanced turns takes a different path than the CM. Pressure is managed along the edge to maintain a carve in the snow, which is defined by the tail of the board following the same path as the nose throughout all phases of the turn.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Through flexing and extending of the legs, evenly direct pressure along the length of the board.	F1 - The CM moves too far fore, allowing edge release along the trailing edge. The CM moves too far aft, preventing early edge engagement.
F2 - Control even pressure across the width of the board to direct pressure towards the downhill edge in the initiation of the turn.	F2 - The CM moves across the width of the board in the control and finish phases of the turn
F3 - Control the magnitude of pressure throughout all phases of the turn through flexion at the initiation and extension of the legs throughout the control and finish phases	F3 - The magnitude of pressure builds up at the bottom of the turn, causing the board to chatter through the finish phase.
F4 - Throughout the turn, reduce the board's pivot with simultaneous flexion and extension of the legs while minimizing steered rotational movements resulting in a carved turn with minimal pivot.	F4 - Lack of upper and lower body separation does not allow the snowboard to be turned in a smaller radius than the sidecut dictates. Too much rotary creates pivot in the snowboard preventing a carved turn.
F5 - At initiation tilt is created through inclination and angulation to carve the board along its sidecut by flexing ankles and knees to maintain a body position over the board.	F5 - The body is too inclined, causing the CM to be too far on the inside of the turn, creating a high edge angle at the finish of the turn, resulting in edge skid or edge chatter.
F6 - Through flexion, extension and sometimes rotational movements, control twist throughout all phases of the turn to maintain a carve.	F6 - Twist is created through excessive rotation of the hips or upper body, causing torsional flex in the initiation of the turn and promoting a skidded performance.

Learning Outcome: A Level III instructor continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

LO is assessed upon the instructor's ability to continuously blend tactics and snowboard performance to:

Integrate all of the Technical Fundamentals to achieve prescribed outcomes.
This assessment criterion is measured through a demonstration of the blending of all six fundamentals in various applied tasks for skidded turns, carved turns, and freestyle maneuvers. The performance of all six fundamentals will be focused on during an assessment.
Highlight individual Technical Fundamentals as prescribed.
This assessment criterion is measured through various highlighted tasks associated with skidded turns, carved turns, or freestyle maneuver in which a single fundamental is highlighted. The performance contributors for the assessment activity's specified fundamental will be focused on during the activity.

Freestyle

LIII Freestyle activities show a refined integration of all snowboarding fundamentals on small and medium freestyle features. Venues for freestyle can include the terrain park or on natural contours and features. Rails, boxes, jumps, flatground, and transitional features are all types of features that can be used to assess the snowboarding fundamentals. Outcomes include the ability to blend the fundamentals per maneuver in a variety of ways.

Successful Performance Contributors	Unsuccessful Performance Contributors
F1 - Demonstrate the ability to control the relationship of the CM to the base of support along the length of the board on a variety of freestyle features and within specific trick applications.	F1 - One leg is flexed more than the other causing the CM to be misaligned, resulting in instability throughout ATML.
F2 - Demonstrate the ability to control the relationship of the CM to the base of support across the width of the board on a variety of freestyle features and within specific trick applications.	F2 - Bending at the waist causes shoulders to be evenly transferred across the width of the board, creating an unbalanced position throughout any or all phases of ATML.
F3 - Control the magnitude of pressure created through the board/surface interaction on a variety of freestyle features and within specific trick applications.	F3 - The magnitude of pressure is not managed on the transition and/or takeoff, resulting in an unfavorable upward and outward trajectory in the maneuver and landing phases.
F4 - Control the board's pivot through flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F4 - Prespin pivot is created at the lip of the feature causing a reduction of speed and momentum to successfully make it to the landing zone.
F5 - Control the board's tilt through a combination of inclination and angulation on a variety of freestyle features and within specific trick applications.	F5 - More inclination than angulation during the setup turns in the approach causes the takeoff trajectory of the rider to drift considerably throughout maneuver, making the landing unsuccessful.
F6 - Control torsional flex of the board using flexion, extension, and rotation of the body on a variety of freestyle features and within specific trick applications.	F6 - The pelvis is rotated toward the direction of the spin well-before the takeoff causing excessive twist, resulting in prespin off the lip and/or an unstable position of the CM to maintain proper balance from takeoff through landing.

Learning Outcome: A Level III instructor continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

LO is assessed upon the instructor's ability to continuously blend tactics and snowboard performance to:

Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Effectively and efficiently varies the TID of movements to affect, adapt, and change performance/outcome.	Unable to vary TID of movements to affect performance/outcome.
Uses appropriate TID for desired outcome or task.	Unable to demonstrate appropriate TID of movements for desired outcome.
Adjusts elements of TID to purposefully change performance or outcome.	Unable to adjust movements to fit terrain or task.
Adjusts turn shape or turn size on command or when appropriate.	Unable to adjust turn shape or turn size on command.
Demonstrates consistent turn shape and turn size when asked or when appropriate.	Unable to demonstrate varied turn size or turn shape.
Turn shape is created by rider and not terrain or equipment.	Unable to control speed through turn shape or turn size.
Demonstrates ability to control speed through turn shape and turn size.	Undesirable speed increases while riding down the trail.

Assessment Activities

Assessment criteria may be demonstrated and assessed throughout an assessment, including during freeriding and applied and highlighted tasks, in all terrain zones and on small and medium freestyle features.

Learning Outcome: A Level III instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to synthesize information from multiple PSIA-AASI and snowsports industry resources to:

Describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately communicates or demonstrates the role of three or more Technical Fundamentals to describe a specific outcome.	Inaccurately describes Technical Fundamental(s).
Accurately communicates or demonstrates a specific outcome through all phases of the turn/ATML.	Inaccurately describes the specific outcome through all phases of the turn/ATML.
Recognizes and communicates the biomechanics principles relevant to specific snowboard activities in the advanced zone.	Inaccurately describes or communicates the biomechanics principles relevant to specific snowboard activities in the advanced zone.
Recognizes and communicates the physics principles relevant to specific snowboard activities in the advanced zone.	Inaccurately describes or communicates the physics principles relevant to specific snowboard activities in the advanced zone.
Shows understanding of real versus ideal and can describe and communicate differences.	Unable to identify and communicate the differences between real and ideal performance/outcome.
	Unable to recognize or describe the appropriate blend of Technical Fundamentals to create a specific outcome.
	Unable to recognize or describe the importance of specific Technical Fundamentals during a specific activity or connected to a specific outcome.
	The Technical Fundamental(s) described is/are not accurately connected to the outcome.

Learning Outcome: A Level III instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to synthesize information from multiple PSIA-AASI and snowsports industry resources to:

Compare personal performance to a specific application of two or more Technical Fundamentals.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately describes how two or more Technical Fundamentals impact personal performance during an activity or riding scenario. Descriptions must include both body movements and board performance in detail.	There is an inaccurate connection to how the fundamentals affect snowboarding in various conditions.
Demonstrates or describes understanding of appropriate body movements and tactical choices used in choosing, describing, and performing activities.	Does not accurately perform and analyze an activity and provide tactical considerations.
Accurately identifies an effective or efficient performance and can communicate a plan for improvement towards a more effective or efficient outcome.	Unable to identify the differences between real and ideal performance/outcome.
Describes or demonstrates how personal performance varies from a specific outcome or performance.	Unable to describe or demonstrate why personal performance varies from a specific outcome.
Describes TID adjustments within a Technical Fundamental and relate how they affect the performance outcome. - or - Accurately adjusts specific Technical Fundamentals upon request to achieve different outcomes within the same activity.	Unable to adjust Technical Fundamentals within a given activity to describe or achieve a specific outcome.
Shows understanding of real versus ideal and can describe and communicate differences.	Unable to describe adjustments to Technical Fundamentals within a given activity to achieved a specific outcome.
	Performance, responses, and descriptions show a lack of understanding of how an adjustment to TID affects the outcome.

Learning Outcome: A Level III instructor describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

LO is assessed upon the instructor's ability to synthesize information from multiple PSIA-AASI and snowsports industry resources to:

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to snowboarding outcomes.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Able to analyze, evaluate, communicate, and/or display how equipment choices affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how equipment choices affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how rider physical attributes affect the application of the Technical Fundamentals in a specified riding situation/ activity.	Unable to display or communicate an understanding of how rider physical attributes affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how tactical decisions and line choice affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how tactical decisions and line choice affect the application of the Technical Fundamentals and specific riding outcomes.
Able to analyze, evaluate, communicate, and/or display how terrain variations affect the application of the Technical Fundamentals in a specified riding situation/activity.	Unable to display or communicate an understanding of how terrain variations affect the application of the Technical Fundamentals and specific riding outcomes.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities including group discussions, Q&A sessions, E-Learning courses, and written tests. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal riding performance or desired outcome.

Learning Outcome: A Level III instructor articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Observe and describe the application of three or more Technical Fundamentals in all phases of the turn/ATML.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Correctly identifies and describes body movements of observed rider(s).	Inaccurately identifies or describes body movements of observed rider(s).
Correctly connects and describes observed body movements to three or more Technical Fundamentals.	Incorrectly connects observed body movements to three or more Technical Fundamentals.
Correctly identifies and describes board performances of observed rider(s).	Unable to accurately describe the board performances relative to the specific outcome.
Correctly connects and describes observed board performances relative to three or more Technical Fundamentals.	Unable to describe the application or importance of board performances in the advanced zone.
Communicates why the application of a Fundamental is appropriate for observed rider(s) in the advanced zone.	Unable to describe what is successful or unsuccessful in the advanced zone.
Observes and Describes ineffective application of the Technical Fundamentals.	Cannot observe or describe ineffective application of the Technical Fundamentals.
Observes and describes efficient and inefficient applications of Technical Fundamentals in the advanced zone.	Unable to observe or describe efficient and inefficient applications of Fundamentals in the advanced zone.
Uses objective, specific, technically accurate, and non-judgmental language. Example: "CM over base of support" as opposed to "good balance".	Uses subjective or judgmental language in description. Example: "Balance is not good".
	Unable to explain what is unsuccessful in the advanced zone.

Learning Outcome: A Level III instructor articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Accurately links body movements to board performance(s) and identifies the outcome it has on riding relevant to the desired outcome.	Misidentifies relevant cause-and-effect relationships that are inconsistent with the theme/point of the outcome they are describing.
Cause-and-effect explanations and communication are clear and concise.	Provides unclear descriptions of cause-and-effect.
Cause-and-effect is relevant to the identified Technical Fundamental(s).	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Communicates why the application of any reference alignment is effective for the specified outcome in the advanced zone.	Cause-and-effect relationships described are inaccurate or incomplete.
Describes reference alignments to accurately identify alignment issues of observed rider(s).	Unable to clearly articulate or communicate an evaluation of an observed Technical Fundamental.
Accurately describes how multiple Technical Fundamentals occur concurrently and have affects on one another and on the riding outcome.	Unable to differentiate between the reference alignments and describe the relationship in an observed rider.
	Unable to articulate or identify an effective reference alignment for the specified outcome in the advanced zone.
	Unable to describe why observed reference alignments create inefficiency in the advanced zone.
	Cannot process or describe the cause-and-effect relationship of multiple Technical Fundamentals occurring simultaneously.
	Cannot describe links between multiple Technical Fundamentals.

Learning Outcome: A Level III instructor articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Chooses appropriate Technical Fundamental(s) relative to the specified outcome.	Focuses on a Technical Fundamental that is not relevant to the specified performance or outcome.
Accurately describes specific movement(s) relative to a Technical Fundamental.	Focuses on a Technical Fundamental that does not create a change in performance.
Appropriately describes TID adjustments to communicate an appropriate affect for change.	Prescribes a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicates effective/relevant change(s) that focuses on performance, outcomes, tactics, or style.	Unable to explain what is unsuccessful in the advanced zone.
Clearly explains their prescription for change and the elements that led to the prescription. Elements are logical and show an experienced understanding of snowboard skills in the chosen terrain zone.	Unable to create and communicate a continued practice/training plan for student in advanced zone.
Explains the relationship between reference alignments in an easy to understand and relatable manner.	
Can create and communicate a continued practice/training plan for student in advanced zone.	

Assessment Activities

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the general public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the rider being analyzed or to the desired outcome through the advanced zone.