



Professional Ski Instructors of America

Alpine Skiing Technical Skills Performance Guide

Level I, Level II, Level III

INTRODUCTION

The PSIA Alpine Skiing Technical Skills Performance Guide (PG) is a resource that supports the PSIA 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 all 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.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

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

Integrate two or more of the Technical Fundamentals through all turn phases to achieve prescribed ski performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Movements related to two or more fundamentals applied achieve the prescribed ski performance (see example assessment activities below).	Necessary application of movements related to fundamentals to achieve a prescribed ski performance outcome does not occur.
The prescribed ski performance is demonstrated in all turn phases.	Control of movements related to the fundamentals breaks down in phases or phases of the turn.
	Prescribed ski performance ceases in specific phases of the turn.
	Unable to demonstrate prescribed ski performance outcome.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate performs the following:

- Identify how the skiing activity requires at least 2 fundamentals.
- Identify which 2 fundamentals that will be observed during the activity.
- Describe how the fundamentals should impact ski performance.
- Perform the activity achieving the desired outcome a majority of the time.

Below are examples:

Skidded Parallel Turns with Speed Control

This task can be used to assess the ability to turn legs consistently and separate from the upper body to create the desired turn shape. During the initiation phase edge change needs to be mostly simultaneous. Through the shaping and finish phase of the turn the edge angle needs to allow skidding and not carving.

Variations

- Stand only on the outside ski during shaping and finish phases of the turn.
- Extend to create a hop off the snow at initiation.

Wedge Turns

This task can be used to show the ability to use a centered stance while managing pressure along the length of the skis. This will allow the skier to turn the legs separate from the upper body creating a consistent, symmetrical turn shape and speed.

Variations

- Make a series of steered turns with lower edge angles and more leg rotation.
- Make a series of steered turns with higher edge angles and less leg rotation.
- Make a series of turns on a hill with a double fall line and maintain a corridor.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

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

Use individual Technical Fundamentals as prescribed.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Movements used to highlight individual fundamentals are manipulated to achieve a specific ski performance.	Candidate cannot adequately adjust movements for a given fundamental to achieve a specified ski performance outcome.
	A deficiency in one fundamental affects the use of other fundamentals.
	An over reliance in one fundamental affects the use of other fundamentals.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to highlight a specific fundamental.

Below are examples:

Traverse on downhill ski

This task can be used to assess the ability to keep the uphill ski off the snow for the length of the traverse, showing the ability to direct pressure to the downhill/ outside ski.

Variations

- Go both directions to practice on each foot.
- Create a narrow track across the hill.
- Create a wider or more brushed track across the hill.

Falling Leaf

This task can be used to assess the ability to move fore and aft along their skis while side slipping down the hill. The ability to manage fore/aft pressure on command is assessed.

Variations

- Move across the hill to greater or lesser amounts.
- Lose more elevation than travel across the hill.

Learning Outcome: A Level I instructor applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

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

Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Turn shape, size and line change in response to the terrain and conditions.	Candidate struggles to alter shape, size or line either at will or in response to changing terrain.
Ability to demonstrate differing turn shape, sizes and lines as prescribed.	Turn shape is inconsistent and speed varies.
Uses round turn shape for speed control in all turns and turn sizes.	Turn shape is unintentionally asymmetrical between left and right turns.
	Inconsistency in any part of DIRT in a turn phase does not allow for a rounded turn shape.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to manage turn shape, size, and line. Below are examples:

Garlands

Garlands may be used to assess the ability to vary the successful parameters of moving across the hill from point a to point b. The turn shape can be asymmetrical between turns and adaptations from turn to turn may be necessary to finish at point b.

Variations

- Make short radius garland turns going both directions across the hill.
- Use slopes with different pitches while keeping a similar turn size.

Funnel Turns

This task can be used to assess the ability to actively change turn size, while maintaining speed control.

Variations

- Short turns to long turns while maintaining the same speed.
- Long turns to short turns while maintaining the same speed.

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 the turn phases of a specific outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
At least one fundamental described in a manner that accurately links body movements to ski performance.	Description linking fundamental(s) to body performance is unclear, inaccurate or incomplete.
At least one fundamental described is accurate to each phase of the turn.	Description of fundamental does not apply to specified phases of the turn.
Understanding of the physical forces impacting an activity is evident based on the description provided, specific to a given outcome.	The impact of physical forces on a skier's intended outcome is not described accurately or completely .
Accurately describes the physics and/or biomechanics specific to a given fundamental.	Inaccurately describes physics and/or biomechanics specific to a given fundamental.

Compare the application of one or more Technical Fundamental(s) to personal performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes or shows the use of a single fundamental in personal performance.	Inaccurately describes personal performance.
Elaborates how the use of fundamentals can lead to different outcomes.	Unable to articulate different outcomes based on emphasis of fundamental used.
Accurately describes how a single fundamental was used in prescribed performance.	Inaccurately describes use of fundamental.
Explains the ideal use of a prescribed fundamental for situational or prescribed outcomes.	Inaccurate understanding of ideal or situational use of individual fundamentals.
Accurately communicates the ideal use of the fundamental for the prescribed 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 skiing outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Discuss how basic equipment choices affect performance in the beginner zone.	Does not understand basic equipment choices and how that effects performance outcomes.
Articulates tactical choices and how use those to navigate beginner zone terrain.	Struggles to recognize useful or appropriate tactical choices for the beginner zone.
Accurately relates how skiers physical attributes may affect outcomes. (Factors like height, age, and physical development.)	Inaccurately describes how physical development applies to various outcomes and ages.
Describes how terrain and/or snow conditions impact beginner zone experiences.	Unable to describe or adjust terrain choices to manage skiing outcomes.
	Unable describe and/or show skiing outcomes based on snow conditions.

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 skiing 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 to offer a relevant prescription for change for skiers in the beginner/novice 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 Fundamental in all turn phases.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Correctly connects and describes observed body movements to one or more Technical Fundamentals through all turn phases.	Incorrectly identifies and/or connects observed body movements to one or more Technical Fundamentals.
Correctly connects and describes observed ski performances relative to one or more Technical Fundamentals in all turn phases.	Unable to describe the application or importance of ski performances 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”.

Evaluate and describe the cause and effect relationships of one or more Technical Fundamental relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describes links between body movements to ski performance(s).	Body movements are not linked to ski performance.
Determines if observed performance(s) meet desired outcomes or not.	Struggles to relate observed performance to intended outcome.
Cause-and-effect explanations and communication are clear and concise.	Cause-and-effect relationships described are inaccurate or incomplete.
Cause-and-effect is specific and applies to relevant Technical Fundamental(s), for both effective and ineffective skiing.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Recognizes elements of DIRT in ski and body performance.	Cannot identify or refer to elements of DIRT in ski and body performance.

Learning Outcome: A Level I instructor articulates accurate cause-and-effect relationships between body and ski performance within any single skiing Technical Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice 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 appropriate DIRT (duration, intensity, rate, timing) 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 beginner zone.
Elements are logical and show an understanding of Technical Fundamentals and skiing skills in the chosen terrain zone.	Unable to create and communicate a continued practice/training plan for student in beginner/novice zone.
Can choose and communicate a continued practice 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 skier 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, and some advanced terrain.

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

Integrate three or more Technical Fundamentals through all turn phases to achieve prescribed ski performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Movements integrating three or more fundamentals are applied to achieve the prescribed ski performance (see example assessment activities below).	Necessary application of movements related to the use of fundamentals to achieve a prescribed ski performance outcome does not occur.
The prescribed ski performance is demonstrated in all turn phases.	Application of movements related to the fundamentals breaks down in phases or phases of the turn.
	Prescribed ski performance ceases in specific phases of the turn.
	Unable to demonstrate prescribed ski performance outcome.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to perform the following:

- Identify how the skiing activity requires at least 3 fundamentals.
- Identify which 3 fundamentals that will be observed during the activity.
- Describe how the fundamentals should impact ski performance.
- Perform the activity achieving the desired outcome consistently.

Below are examples:

Bumps

Use this task to assess the ability to maintain a line by adapting the use of the fundamentals as needed. Example: Maintaining pressure along the length of the skis allows the skier to turn the legs effectively, steering the skis and creating the desired turn shape. Edge change is simultaneous at the finish and initiation phase. Through the turn edges are at an angle to allow for shaping and speed control. The magnitude of pressure is regulated throughout to keep the skis in contact with the snow.

Variations

- Change where you turn on or around the bumps while maintaining a consistent speed.
- Use the terrain variations and timing of pressure release to lift skis off the snow at transition.
- Use a low edge angle to higher edge angle in one phase to control speed.

Short Radius Parallel Turns

This task can be used to assess the ability to turn legs separately from the upper body through the entire turn. At the initiation phase the simultaneous edge change needs to be shown consistently. Also, the pressure shifts toward the new outside ski and is directed to the outside ski throughout the turn. During the shaping and finish phases, the edge angle and rotation of skis are managed to allow steering of the skis.

Variations

- Steer the skis rapidly through initiation and shaping with higher edge angles at finish.
- Highest edge angles during shaping phase.
- Lowest edge angle possible while maintaining symmetrical turn shape.

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

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

Manage each of the Technical Fundamentals as prescribed.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Movements used to highlight individual fundamentals are consciously adjusted to achieve a specific ski performance.	Candidate cannot adequately adjust movements for a given fundamental to achieve a specified ski performance outcome.
Movements related to the technical fundamentals are appropriate for achieving a prescribed outcome.	A deficiency in one fundamental affects the ability to purposefully manage of other fundamentals and achieve a prescribed outcome.
	An over reliance in one fundamental inhibits ski performance and the likelihood that the prescribed outcome is achieved.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- Perform a task or skiing activity that shows the ability to manage the prescribed fundamentals.
- Perform a task that requires one fundamental to be consistently used more than other fundamentals.

Below are examples:

Railroad Tracks

This task can be used to show the ability to control and adjust edge angles.

Example: Consistently increase and decrease edge angle from one set of corresponding edges to the other. The ski performance creates two distinct lines in the snow.

Variations

- Perform railroad track turns with weight primarily on one ski.
- Change the width of the corridor while leaving two narrow tracks in the snow.

Thousand Steps

This task can be used to assess the ability to manage fore/aft pressure by lifting each ski off the snow in a repeated stepping motion. Manage the rate of rotation so that a round and consistent turn shape is produced from turn to turn.

Variations

- Increase the amount of ski divergence to tighten the turn radius.
- Keep edge angles high enough to create a platform to move from foot to foot.

Hockey Stop in Both Directions

This task can be used to assess the ability to turn the legs separate from the upper body and direct pressure to the outside ski while turning the legs across the hill to a stop. Skier must have the ability to control fore/aft pressure to stay in a corridor.

Variations

- Control edge angle to allow for a long sideways slip before stopping.
- Vary the intensity of stop from easy or soft to quick and abrupt.

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

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

Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Turn shape, size and line adapt to the terrain and conditions.	Candidate unable to consistently alter shape, size or line either as required or in anticipation of terrain or conditions.
Ability to demonstrate differing turn shape, sizes and lines as prescribed.	Turn shape is inconsistent and speed varies.
Actively uses DIRT to vary turn shape, size and line to affect varying and prescribed ski performance outcomes.	Inconsistency in any part of DIRT does not allow for a variety of turn shapes, sizes or lines.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to proactively manage the turn shape, size and line for terrain or conditions.

Below are examples:

Funnel Turn

This task can be used to assess the ability to continuously manage turn shape and size by moving from medium radius turns to progressively shorter radius turns. Turn shape and size needs to be actively adapted travel down the fall line should be maintained.

Variations

- Long turns to short turns.
- Short turns to shorter turns.
- Reverse funnel using short to longer turns while maintaining the same speed.

Turns within a corridor

Ski a series of symmetrical (same width and length) turns within a corridor keeping a consistent speed through terrain and pitch changes.

Variations

- Make a series a turns in one corridor and then change to another for a series of turns and change back to the original corridor (lane changes).
- Use different size corridors for each series of turns.
- Proactively change lines in easy moguls.

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 the turn phases of a specific outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describe at least two fundamentals in a manner that accurately links body movements to ski performance.	Description linking fundamentals to body performance is unclear, inaccurate, or incomplete.
At least two fundamentals described are accurate to each phase of the turn.	Description of fundamentals does not apply to specified phases of the turn.
Understanding of the physical forces impacting an activity is evident based on the description provided.	The impact of physical forces on a skier's intended outcome is not described accurately or completely .
Accurately describes the physics and/or biomechanics specific to the given fundamentals.	Inaccurately or incompletely describes physics and/or biomechanics specific to the given fundamentals.

Compare the application of two or more Technical Fundamentals to personal performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describes or show the use of multiple fundamentals in own performance.	Inaccurately describes personal performance.
Describe how changing the use of fundamentals can lead to different outcomes in personal performance.	Unable to articulate different outcomes based on emphasis of fundamentals used.
Accurately describes how multiple fundamentals were used in prescribed performance.	Inaccurately describes the application of fundamentals for desired outcomes.
Explains the ideal use of multiple fundamentals for situational or prescribed outcomes.	Incomplete or inaccurate understanding of ideal or situational use of fundamentals.
Accurately communicates or shows the ideal use of multiple fundamentals for the prescribed outcome.	Inaccurately describes or shows the ideal use of multiple fundamentals for the prescribed 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 skiing outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Discuss how equipment choices affect performance in the intermediate zone.	Does not understand equipment choices and how they affect performance outcomes.
Articulates how effective tactical choices can impact skiing in the intermediate zone.	Struggles to recognize useful or appropriate tactical choices for the intermediate zone.
Accurately relates how skiers physical attributes may affect outcomes; Including factors like height, age, and physical development.	Inaccurately describes how physical development applies to various outcomes and ages.
Information describing how terrain and/or snow conditions impacts intermediate zone experiences is accurate	Unable to describe or adjust terrain choices to manage skiing outcomes.
	Unable describe and/or adapt skiing tactics based on snow conditions.

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 skiing performance or desired outcome.

Learning Outcome: A Level II instructor articulates accurate cause-and-effect relationships between body and ski performance of Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers 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 turn phases.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identifies and describes ski performances of observed skier(s).	Does not identify ski performance or accurate ski performance.
Accurately identifies and describes body movements of observed skiers(s).	Does not identify body movements or accurate body movements.
Accurately connects and describes observed ski performances relative to two or more Technical Fundamentals and the contributing body performance in all turn phases.	Does not connect ski and body performance of two or more Technical Fundamentals in all turn phases.
Uses objective, specific, technically accurate, and non-judgmental language. Example: “CM over base of support” as opposed to “good balance”.	Uses unprofessional or non-specific language.
	The performance of the fundamental through the phases of the turn are not correctly described.

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 ski performance(s)	Body movements are not linked to ski performance.
Describes observed performance(s) in relation to desired outcomes.	Struggles to relate observed performance to intended outcome.
Cause-and-effect explanations and communication are accurate, clear, and concise.	Cause-and-effect relationships described are inaccurate or incomplete.
Cause-and-effect is accurate and applies to relevant Technical Fundamentals, for both effective and ineffective skiing.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Accurately describes elements of DIRT of a Fundamental in observed skier(s) for both effective and ineffective skiing.	Inaccurately describes elements of DIRT in Technical Fundamentals in observed skier(s).

Learning Outcome: A Level II instructor articulates accurate cause-and-effect relationships between body and ski performance of Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers 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 Fundamentals, to achieve the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
The prescription describes appropriate Technical Fundamental(s) specific to the specified outcome for feedback.	Chosen Technical Fundamental(s) is/are not relevant to the specified performance or outcome.
Accurately discuss appropriate Technical Fundamentals in turn phases (DIRT) 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, or tactics.	Unable to discuss movements that are both effective and ineffective in the prescribes skiing zones.
Constructs prescription for change and understands the elements that led to the prescription.	Unable to prescribe feedback and/or outcomes that is/are relevant to the skier(s).
Descriptions and prescriptions show an understanding of Technical Fundamentals and skiing skills based on experience.	Unable to create and share a continued practice/training plan for students in the desired skiing zones.
Can create and communicate a continued practice/training plan for student.	Prescription is unclear, lacks needed details or information, or is non-existent.

Assessment Activities

Movement Analysis 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 skier being analyzed or to the desired outcome through the intermediate zone.

Learning Outcome: A Level III instructor continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

LO is assessed upon the instructor's ability to continuously adjust tactics and ski performance to:

Integrate the Technical Fundamentals through all turn phases to achieve prescribed ski performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Movements enhancing the ability to quickly blend or modify the use of fundamentals are applied to achieve the prescribed ski performance (see example assessment activities below).	Necessary application of movements related to fundamentals to achieve a prescribed ski performance outcome does not occur.
The prescribed ski performance is demonstrated in all turn phases and turn to turn.	Use of movements related to the fundamentals breaks down in phases or phases of the turn.
	Prescribed ski performance ceases in specific phases of the turn or turns.
	Unable to demonstrate prescribed ski performance outcome.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- Identify how the skiing activity requires the integration of all the fundamentals
- Identify the DIRT of the fundamentals.
- Describe how the fundamentals and DIRT should impact other fundamentals and ski performance.
- Perform the activity achieving the desired outcome.

Below are examples:

Dynamic Medium Radius Turns in Bumps

This task can be used to assess the proactive blending of all the fundamentals throughout all the turn phases. The blending of the fundamentals needs to allow for the skier to achieve dynamic medium radius turns consistently through the entire run of changing conditions and terrain.

Variations

- Intentional and proactive lane changes in the bumps.
- Intentionally adjust to a specific size and shape of turn and maintain it while adapting to the small and large variations in terrain.

Dynamic Short Radius Turns

This task can be used to see how the skier generates forces through dynamics and speed and then how they manage those forces. Highest edge angle occurs in the shaping phase of the turn, while the edge angle is continuously increased and decreased throughout the turn.

Variations

- "Reaching" short radius where legs move away from the body and deviate from a centerline.
- Body stays on a centerline and feet and skis stay more under the body.
- Intentionally change the highest edge angle to initiation, shaping, or finish.

Learning Outcome: A Level III instructor continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

LO is assessed upon the instructor's ability to continuously adjust tactics and ski performance to:

Adapt and blend each of the Technical Fundamentals as prescribed.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Movements used to accent specific fundamentals are purposefully adjusted throughout all phases to achieve a specific ski performance.	Skier cannot adjust the DIRT of movements for one or multiple fundamentals to achieve a specified ski performance outcome.
Blending of movements related to the technical fundamentals is deliberate in application for achieving a prescribed outcome.	The blend of fundamentals demonstrated does not achieve a prescribed outcome.
	An over reliance in one or several fundamental inhibits ski performance and the likelihood that the prescribed outcome is achieved.
	An over reliance of one fundamental's effects on the integration of the other fundamentals.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- Describe the desired change in the performance outcome.
- Demonstrate the desired performance outcome.
- Describe and demonstrate variations of performance outcomes for a skiing task.

Below are examples:

Hop Turns

The ability to change the usage and functionality of hop turns through varying snow conditions, corridors, and pitch. Hop turns in a corridor with difficult conditions on a double black are different than hop turns on a groomed black pitch on firm snow.

Variations

- In a narrow corridor or chute.
- Beginner off piste terrain.
- Groomed black terrain.
- Outside ski to outside ski.
- Edge set to edge set.

One-Ski Skiing

This task can be used to see how you can use all the fundamentals while skiing on one ski.

Variations

- Consistent turn size on both big toe and little toe side.
- Speed control.
- Turn shape symmetrical within the turn and from big toe to little toe side.
- Ability to manage the fundamentals from a skidded to a carved turn.

Learning Outcome: A Level III instructor continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

LO is assessed upon the instructor's ability to continuously adjust tactics and ski performance to:

Vary turn shape, turn size, and line as needed or prescribed in all skier zones.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Turn shape, size and line are adapted proactively in anticipation to the terrain and conditions.	Candidate unable to consistently alter or manage turn shape, size or line of terrain or conditions.
Ability to demonstrate differing turn shape, sizes and lines as intended or in response to terrain and conditions and achieves prescribed ski performance.	Turn shape is inconsistent and speed varies or not match the prescribed or needed ski performance.
Actively uses and creates situations to use DIRT to vary turn shape, size and line to affect varying and prescribed ski performance outcomes.	Lack of tactical and technical uses of DIRT does not allow for a variety of turn shapes, sizes or lines.

Assessment Activities

The above assessment criterion may be demonstrated in assessment activities that require a candidate to control any or all of the following:

- An increased or decreased use of any fundamentals at any point in the turn.
- Changes in the DIRT of any fundamental at any point in the turn.
- The use of any fundamental to meet changing ski performance requirements.

Below are examples:

Short Radius Basic Parallel on Ungroomed Terrain

The skier creates symmetrical turns with constant speed using the DIRT of the fundamentals to adapt to the terrain and snow conditions. Symmetrical turns are achieved through the proactive blending of edging and rotating the skis throughout the entire turn.

Variations

- Steer the skis faster during initiation to shaping, then create higher edge angles, shaping to finish.
- Progressively increase edge angles from initiation to shaping, with the highest edge angles during shaping phase, reducing edge angles to finish.
- Use low edge angles and consistent steering of the ski to shape.

Short Radius Pivot Slip Combo

Dynamic short radius turns to pivot slips and back to dynamic short radius turns (repeat). The skier manages the integration of fundamentals from high edge angles and pressure to low edge angles and rotation and back again.

Variations

- Higher or lower speeds.
- Vary the steepness and fall-line of the terrain.
- Vary the shape and size of the two types of turns.
- Vary the intensity and where that intensity occurs in the turns.

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 the Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Can describe all fundamentals in a manner that accurately links body movements to ski performance.	Description linking fundamental to body performance is unclear, inaccurate, or incomplete.
All Fundamentals described are accurate to each phase of the turn.	Description of fundamental movements does not apply to specified phases of the turn.
Understanding of the physical forces impact on an activity is evident based on the description provided.	The impact of physical forces on a skier's intended outcome is not described accurately or completely.
Accurately describes the physics and/or biomechanics specific to a given fundamental.	

Compare the application of the Technical Fundamentals to personal performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately describe or show the use of all fundamentals in own performance.	Inaccurately describes personal performance.
Analyze how the use of fundamentals can lead to different personal performance outcomes.	Unable to articulate different outcomes based on emphasis of fundamental used.
Accurately describes how fundamentals were used in prescribed performance.	Inaccurately describes the application of fundamentals for desired outcomes.
Explains the ideal use of fundamentals for situational or prescribed outcomes.	Does not understand ideal or situational use of individual fundamentals.

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 skiing outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Discuss how equipment choices affect performance in all zones.	Does not understand equipment choices and how that effects performance outcomes.
Articulates how effective tactical choices can impact skiing in all zones.	Struggles to recognize useful or appropriate tactical choices for all zones.
Accurately relates how skiers physical attributes may affect outcomes including factors like height, age, and physical development.	Inaccurately describes how physical development applies to various outcomes and ages.
Analyze how terrain and/or snow conditions impact in all skier zones is accurate.	Unable to describe or adjust terrain choices to manage skiing outcomes.
	Unable describe and/or adapt skiing tactics based on snow conditions.

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 skiing performance or desired outcome.

Learning Outcome: A Level III instructor describes cause-and-effect relationships of all the Technical Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.

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

Observe and describe the application of multiple Technical Fundamentals in all turn phases and from turn to turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identifies and describes ski performance of observed skier(s) relative to desired outcome.	Observation of ski or body performance is not relevant to the desired outcome.
Accurately identifies and describes body movements of observed skiers(s) relative to desired outcome.	Observations of ski or body performance are not accurate.
Can accurately discuss and describes observed ski performances relative to all Technical Fundamentals and the contributing body performance.	Connections of performance to the Technical Fundamentals does not include all turn phases.
Able to completely and accurately connect the body and ski performance with all technical fundamentals in all turn phases and through a series of turns.	Connections of ski and body performance are not developed in relationship to the desired outcome.
Uses specific, technically accurate, and non-judgmental language as it applies to the skiers performance.	Language is technically vague, incomplete, or inaccurate .

Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Analyzes and discusses body movements to ski performance relationships.	Body movements are not linked to ski performance.
Cause-and-effect explanations and communication are clear and concise explaining how desired performance outcomes were achieved.	Struggles to relate observed performance to intended outcome.
Cause-and-effect is specific and applies to relevant Technical Fundamentals, for both effective and ineffective skiing.	Cause-and-effect relationships described are inaccurate, unclear, or incomplete.
Accurately analyzes elements of DIRT of a Fundamentals in observed skier(s) for both effective and ineffective skiing.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Analyzes why the blend of a Fundamentals and tactics is appropriate for observed skier(s) performance.	Inaccurately relates elements of DIRT to performance or outcomes.
	Inaccurately communicates an evaluation of an observed Technical Fundamentals or tactics for either effective or ineffective skiing.

Learning Outcome: A Level III instructor describes cause-and-effect relationships of all the Technical Fundamentals through all turn phases, resulting in an effective prescription for change for skiers 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
The prescription evaluates the appropriate Technical Fundamentals specific to the specified outcome.	Incorrectly evaluates and/or describes Technical Fundamentals relevance to the specified performance or outcome.
Accurately discuss various DIRT adjustments to affect meaningful change.	Prescribes a movement change that is not connected to the Technical Fundamentals chosen.
Clearly describes and analyzes effective and relevant changes that focus on performance, outcomes, tactics, and/or skiing situations (racing, park, freeride, big mountain, bumps, freestyle, etc).	Unable to discuss or analyze movements that are both effective and ineffective in the prescribes skiing zones.
Constructs and discusses prescription for change and understands the elements that led to the prescription.	Unable to prescribe feedback and outcomes that are relevant to the skier(s).
Analysis and discussions of prescriptions show an experienced understanding of Technical Fundamentals and skiing skills.	Unable to discuss and analyze a continued practice/training plan for students in the desired skiing zones.
Can customize, communicate and integrate a continued practice/training plan for student.	Prescription is unclear, lacks needed details or information, 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 skier being analyzed or to the desired outcome through the advanced zone.