

STICKER

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

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- ☐ 5 = Essential elements appear frequently above required level.
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- ☐ 3 = Essential elements appear but not with consistency.
 - ☐ 2 = Essential elements are beginning to appear.
 - ☐ 1 = Essential elements were not observed or not present.

Skiing Feedback and Goals: (See back for additional information)

Teaching and Professional Knowledge Feedback and Goals: (See back for additional information)

Skiing Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis
- Control pressure from ski to ski and direct pressure toward the outside ski
- Control edge angles through a combination of inclination and angulation
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body
- Regulate the magnitude of pressure created through ski/snow interaction

Teaching Fundamentals

- Minimize the risk in the learning environment
- Instructor models Behaviors and Communication skills that build rapport/trust with guests
- Partner with students in defining goals and clearly communicate the determined lesson plans
- Uses a logical sequence of activities to engage the group and meet stated goals
- Tailors the learning environment to a variety of audiences and situations
- Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome
- Demonstrations accurately support the teaching outcome
- Utilizes guided practice and feedback appropriately paced for individual needs

Professional Knowledge Fundamentals

- Communicate clear, concise, and consistent language to students by utilizing the concepts and understand the terminology found in the PSIA-AASI publications and documents
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model
- Understand how different design features influence the performance of skis, boots, and bindings and their effect on skier performance and safety
- Understand how basic physics concepts relate to ski/snow interaction and turn performance
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing
- Knowledge of winter recreation industry pertaining to your home resort and state of the Snowsports instruction industry

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Skiing Fundamentals

The fundamental mechanics of SKIING, outlined below, remain consistent through all levels of Certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate, and advanced zone outcomes.

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

Level II Skiing Categories		Specific Requirements	Level II Technical Categories	Specific Requirements
		Level II Students through Intermediate Zone All Blue / Groomed Black		Level II Students through Intermediate Zone All Blue / Groomed Black
Environment: Terrain and Conditions The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.		Green terrain, all blue terrain including bumps and off-piste, and moderate groomed black terrain.	Movement Analysis	Observe and describe the skiing fundamentals, as performed in intermediate zone tasks and situations. Evaluate ski performance one skill at a time with reference to turn phase and body movements. Begin to identify basic skill inter-relationships through basic cause and effect discussions.
Speed The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration.		Demonstrate at speeds appropriate through intermediate zone skiers. Ski in control using a consistent, round turn shape at advanced zone speeds.	Skills Concept	Explain the interdependent relationship between the skills and balance. Relate common body movements to specific ski performance outcomes.
Accuracy The degree of competence and constancy in application of fundamentals relative to desired ski performance.	Consistency	Fundamentals are consistently present through all tasks and all phases of a parallel turn, and through a series of rhythmic and controlled turns.	Physics	Explain the forces that are created through ski/snow interaction and their effect on turning relative to intermediate zone applications.
	Adaptability	Ability to vary rate and timing of multiple fundamentals, to adapt ski performance outcomes as defined by the task or situation.	Biomechanics	Understand how stance effects the ability to move, and how efficient movements within the body produce specific outcomes in skiing.
Demonstration		Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns. Demonstrate the common movements used to adjust/blend ski performance as requested.	Turn Mechanics	Identify how body performance can affect each of the skills during each phase of the turn, as well as how the skills evolve from one turn to the next.

Fundamentals

- ☐ Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- ☐ Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- ☐ Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- ☐ Understand how different design features influence the performance of skis, boots and bindings and their effect on skier performance and safety.
- ☐ Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- ☐ Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.

Movement Analysis

- ☐ Observe and describe the skiing fundamentals, as performed in intermediate zone tasks and situations.
- ☐ Evaluate ski performance one skill at a time with reference to turn phase and body movements.
- ☐ Begin to identify basic skill inter-relationships through basic cause and effect discussions.

Skills Concept

- ☐ Explain the interdependent relationship between the skills and balance.
- ☐ Relate common body movements to specific ski performance outcomes.

Physics of Skiing

- ☐ Explain the forces that are created through ski/snow interaction and their effect on turning relative to intermediate zone applications.

Biomechanics

- ☐ Understand how stance effects the ability to move, and how efficient movements within the body produce specific outcomes in skiing.

Turn Mechanics

- ☐ Identify how body performance can affect each of the skills during each phase of the turn.
- ☐ Identify how the skills evolve from one turn to the next.

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Skiing Goals

Fundamentals

- ☐ Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- ☐ Control pressure from ski to ski and direct pressure toward the outside ski.
- ☐ Control edge angles through a combination of inclination and angulation.
- ☐ Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- ☐ Regulate the magnitude of pressure created through ski/snow interaction.

Influenced by:

- Environment: The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.
- Accuracy: The degree of competence and constancy in application of fundamentals relative to desired ski performance.
- Speed: The ability to ski in control at speed necessary to achieve desired ski performance for the task or demonstration.

Rotational Control - turning the skis about the vertical axis of the body.

- ☐ Turning originates in the feet and legs and they turn more than the upper body.
- ☐ Legs turn against a strong/stable torso to guide the skis through turns.
- ☐ Both skis turn together throughout a parallel turn with femurs turning in the hip sockets.
- ☐ Skis are tipped and turned appropriate to create a smooth, round turn.

Edge Control - is the ability to tip the ski onto its edge and adjust the angle between the base of the ski and snow through a combination of inclination and angulation.

- ☐ In a parallel turn, the edges are released and re-engaged in one smooth movement.
- ☐ Both skis tip the same amount early in the turn to engage the tips of the skis.
- ☐ The shins make forward and lateral contact with the boot cuffs.
- ☐ Tension of the inside leg helps maintain alignment of the center of mass to the point of contact.

Pressure Control - requires movements to manipulate forces affecting the skis.

- ☐ Joints work together to manage pressure distribution effectively to flow evenly and smoothly over terrain.
- ☐ Skis bend progressively through the turn with the entire ski length engaged.
- ☐ Transfer pressure from ski to ski, extend outside leg, flex inside leg.
- ☐ Continues to move forward along ski edges throughout the turn.
- ☐ Flexion and extension of legs change in response to the terrain and pitch of the slope.
- ☐ The pole touch or pole plant complements the turn.
- ☐ The upper body is quiet and disciplined.

Athletic Stance and Balance - athletic stance is the ability for a skier to move in any direction, at any time; balance is both a source and outcome of effective movement.

- ☐ The feet are approximately hip width apart to provide a base of support.
- ☐ All major joints are proportionately flexed.
- ☐ Weight and balance is more towards the balls of the feet.
- ☐ The arms are slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows.
- ☐ The pelvis is neutral with the lower back neither arched nor the tailbone tucked.
- ☐ The head is up with vision forward.

Teaching Fundamentals - Level II Students through Intermediate Zone, all blue to groomed black

Fundamental areas of TEACHING application as related to all skier zones.

- Minimize the risk in the learning environment.
- Instructor models Behaviors and Communication skills that build rapport/trust with guests.
- Partner with students in defining goals and clearly communicate the determined lesson plans.
- Uses a logical sequence of activities to engage the group and meet stated goals.
- Tailors the learning environment to a variety of audiences and situations.
- Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- Demonstrations accurately support the teaching outcome.
- Utilizes guided practice and feedback appropriately paced for individual needs.

Teaching Categories	Specific Requirements	Teaching Categories	Specific Requirements
Safety	As Required Through Intermediate Zone	Goals	Formulate lesson plan relative to the specific goals of each student as they apply to common intermediate zone outcomes and ski performance.
Communication	Lesson objectives are clearly defined. Explanations are appropriate and connect with student's desires, knowledge, and experience. Vocabulary and body language are appropriate to students ages and interests.	Content	Detailed progression targets the specific skill or fundamental being developed relative to the needs and desires of the individual student.
Demonstration	Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns. Demonstrate the common movements used to adjust/blend ski performance as requested.	Adaptation	Teaching presentation will likely have a group focus, and must also address individual needs within the group.
Teaching Styles	Utilize a blend of command, task, and reciprocal based on elements of the student profile, and the type of task or skill focus.	Practice and Feedback	Guided, focused practice allows individualized feedback relative to the common focus of the group.

Professional Knowledge Fundamentals - Level II Students through the Intermediate Zone, blue to entry black

The fundamental areas of Professional Knowledge, outlined below, remain consistent through the levels of certification.

- Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior.
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- Understand how different design features influence the performance of skis, boots, and bindings and their effect on skier performance and safety.
- Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.
- Knowledge of winter recreation industry pertaining to your home resort and state of the snowsports instruction industry.

Professional Knowledge Categories	Specific Requirements	Professional Knowledge Categories	Specific Requirements
Terminology	Relate skiing terminology in simple language. Identify what, why, and how the terms and concepts apply to individual students	Equipment	Describe changes in equipment needs as students' progress through the Beginner/Novice zone and Intermediate zones. Compare benefits of different equipment designs based on desired outcome, gender and age.
Teaching Concepts	Able to differentiate how the student makeup can influence the application of different phases of the teaching cycle.		

Skiing Fundamentals

The fundamental mechanics of SKIING, outlined below, remain consistent through all levels of Certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate, and advanced zone outcomes.

Skiing Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

Level III Skiing Categories		Specific Requirements	Level III Technical Categories	Specific Requirements
		Level III Students through Advanced Zone All Terrain/ All Conditions		Level III Students through Advanced Zone All Terrain/ All Conditions
Environment: Terrain and Conditions		Green, Blue, Black (double black where available) terrain in most conditions.	Movement Analysis	Observe and Evaluate complex relationships from body mechanics to ski performance through all phases of the turn. Accurately identify skill inter-relationships and prioritize cause and effect relationships. Prescribe a skill and/or movement focus which targets the desired change in ski performance or body movement.
Speed		Demonstrate at speeds appropriate through advanced zone skiers. Maintain control at expert speeds accurately blending the skills to accomplish the required tasks while adjusting turn shape in all conditions and situations.	Skills Concept	Evaluate how tactical choices affect skill blends in a variety of conditions. Compare the dual role of balance as both a source for, and a result of, effective and efficient movement.
Accuracy	Consistency	Fundamentals are refined in all tasks and blended through all turn phases and from turn to turn producing dynamic, rhythmic turns in all conditions and situations.	Physics	Identify how the physics of skiing and specific body movements combine to affect a student's ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions.
	Adaptability	Ability to vary rate and timing, and blend all fundamentals on demand, with regard to tactical considerations or any defined ski performance outcome.	Biomechanics	Understand how the body moves simultaneously in all three planes to develop specific outcomes and manage the forces related to skiing.
Demonstration		Demonstrate the skiing fundamentals relative to the desired action of the skis for a variety of advanced zone tasks and turns. Demonstrate versatility in adjusting movements and skill blend to affect ski performance as requested.	Turn Mechanics	Accurately describe how tactics and body performance affect the skills and resulting ski performance in each phase of the turn and from turn to turn.

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Technical Goals

Fundamentals

- ☐ Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- ☐ Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- ☐ Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- ☐ Understand how different design features influence the performance of skis, boots and bindings and their effect on skier performance and safety.
- ☐ Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- ☐ Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.

Movement Analysis

- ☐ Observe and Evaluate complex relationships from body mechanics to ski performance through all phases of the turn.
- ☐ Accurately identify skill inter-relationships and prioritize cause and effect relationships.
- ☐ Prescribe a skill and/or movement focus which targets the desired change in ski performance or body movement.

Skills Concept

- ☐ Evaluate how tactical choices affect skill blends in a variety of conditions.
- ☐ Compare the dual role of balance as both a source for, and a result of, effective and efficient movement.

Physics of Skiing

- ☐ Identify how the physics of skiing and specific body movements combine to affect a student's ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions.

Biomechanics

- ☐ Understand how the body moves simultaneously in all three planes to develop specific outcomes and manage the forces related to skiing.

Turn Mechanics

- ☐ Accurately describe how tactics and body performance affect the skills and resulting ski performance in each phase of the turn.
- ☐ Accurately describe how tactics and body performance affect the skills and resulting ski performance from turn to turn.

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Skiing Goals

Fundamentals

- ☐ Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
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- ☐ Control edge angles through a combination of inclination and angulation.
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Influenced by:

- Environment: The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.
- Accuracy: The degree of competence and constancy in application of fundamentals relative to desired ski performance.
- Speed: The ability to ski in control at speed necessary to achieve desired ski performance for the task or demonstration.

Rotational Control - turning the skis about the vertical axis of the body.

- ☐ Turning originates in the feet and legs and they turn more than the upper body.
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- ☐ The shins make forward and lateral contact with the boot cuffs.
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Pressure Control - requires movements to manipulate forces affecting the skis.

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- ☐ Flexion and extension of legs change in response to the terrain and pitch of the slope.
- ☐ The pole touch or pole plant complements the turn.
- ☐ The upper body is quiet and disciplined.

Athletic Stance and Balance - athletic stance is the ability for a skier to move in any direction, at any time; balance is both a source and outcome of effective movement.

- ☐ The feet are approximately hip width apart to provide a base of support.
- ☐ All major joints are proportionately flexed.
- ☐ Weight and balance is more towards the balls of the feet.
- ☐ The arms are slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows.
- ☐ The pelvis is neutral with the lower back neither arched nor the tailbone tucked.
- ☐ The head is up with vision forward.

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Examiner Feedback and Goals:
(See back for additional information)

National Standards Teaching and Professional Knowledge

Teaching Fundamentals – Level III Students through Advanced Zone, all terrain, all conditions

Fundamental areas of TEACHING application as related to all skier zones.

- Minimize the risk in the learning environment.
- Instructor models Behaviors and Communication skills that build rapport/trust with guests.
- Partner with students in defining goals and clearly communicate the determined lesson plans.
- Uses a logical sequence of activities to engage the group and meet stated goals.
- Tailors the learning environment to a variety of audiences and situations.
- Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- Demonstrations accurately support the teaching outcome.
- Utilizes guided practice and feedback appropriately paced for individual needs.

Teaching Categories	Specific Requirements	Teaching Categories	Specific Requirements
Safety	As Required Through Advanced Zone	Goals	Continuous lesson modification for specific student needs. Adapt the use of techniques and tactics to target specific movements, desired outcomes, and ski performance in a variety of advanced zone applications.
Communication	Purpose of lesson is clearly defined, linking outcomes with student interests and describing how the lesson content will improve overall performance. Explanation of content is imaginative, animated and establishes two-way communication with the students using a well-chosen vocabulary that enriches the lesson.	Content	Progression is modified to address specific student performances. Addresses fundamental body movements and resulting ski performance.
Demonstration	Demonstrate the skiing fundamentals relative to the desired action of the skis for a variety of advanced zone tasks and turns. Demonstrate versatility in adjusting movements and skill blend to affect ski performance as requested.	Practice and Feedback	Guided practice will utilize a variety of tasks to address specific needs with specific feedback for each individual relative to individualized goals and performance. Feedback is detailed and accurate.
Teaching Styles	Comfortably & effectively utilize multiple styles including guided discovery, and problem solving based on elements of the student profile and type of task or skill focus.	Adaptation	Teaching presentation will have different focuses for each individual, and will be modified for each student as the lesson progresses.

Professional Knowledge Fundamentals – Level III Students through Advanced Zone, all terrain, all conditions

The fundamental areas of Professional Knowledge, outlined below, remain consistent through the levels of certification.

- Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior.
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- Understand how different design features influence the performance of skis, boots, & bindings & their effect on skier performance and safety.
- Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.
- Knowledge of winter recreation industry pertaining to your home resort and state of the snowsports instruction industry.

Pro Knowledge Categories	Specific Requirements	Pro Knowledge Categories	Specific Requirements
Terminology	Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources.	Equipment	Explain changing equipment needs and options as skiers move through the Intermediate and Advanced ability zones. Make specific equipment recommendations for the needs of individuals based on intended outcome, performance, application, age, gender and safety.
Teaching Concepts	Ability to compare how the instructor teaching methods aid students with different learning preferences. Ability to modify activities to aid the students in receiving and processing information.		