PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL I RIDING and TEACHING
Exam Assessment Sheet

OUTCOME
☐ Pass ☐ Fail

NAME: _____

DATE: _____

LOCATION: _____

EXAMINER: _____

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level
- ☐ 4 = Essential elements appear regularly at satisfactory level.

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

Riding Feedback and Goals:

(See back for additional information)

A Level I Instructor is able to comfortably ride all green and moderate blue terrain. They possess the ability to affect the performance outcomes of Tilt, Twist, Pivot, and Pressure Control, separately and in blended fashion when performing designated riding tasks. They are able to vary timing, intensity and duration of movements to produce the desired outcomes on terrain and at speeds appropriate to the beginner zone, and into the intermediate zone.

Teaching Feedback and Goals:

(See back for additional information)

A Level I instructor's directions are clearly stated as they relate to general beginner zone outcomes. They can observe and describe the riding fundamentals as performed in beginner zone tasks and situations and demonstrate the common movements used to create the desired board performance outcomes.

White-Candidate Copy
Yellow-Office Copy

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL I

Riding and Teaching Exam Assessment Sheet

Snowboard Movement Analysis and Techincal Knowledge

Movement Analysis

- Cause and effect relationships
- Reference alignments
- Biomechanics related to snowboarding
- Stance issues related to a rider's ability to flex, extend, and rotate
- Equipment relating to performance
- Turn shape, turn size, direction, turn type, movement pattern, upper/lower body relationship
- Objective feedback

Techincal Knowledge

- CAP Model
- Piaget's Stages of Development
- Maslow's Hierarchy of Needs
- Children's Teaching Cycle - PDAS
- ATML Model
- STS concepts: Teaching, Learning, Riding, and Service concepts
- The design and function of modern snowboard gear
- Basic physics concepts and how they apply to snowboarding
- Board performance concepts
- Fundamental movement concepts

Snowboard Teaching Standards

- Safety, Your Responsibility Code, Park Smart
- Use of AASI Snowboard Teaching System (STS) concepts
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of each student and relevant to task and desired outcome
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times
- Use of feedback models that are timely, appropriate and accurate
- Communication skills
- Group handling appropriate for terrain, task and skill level of students
- Recognition and appropriate adaptation to ages and stages of development
- Use of appropriate terrain for task and skill level of student
- Pacing of lesson appropriate for student profile
- Ability to adjust presentation of lesson content to accommodate different lesson types

Snowboard Applied Movements

Movements to be applied, both separately and in a blended fashion at Level I include:

- Flexion
- Extension
- Rotation

These will affect the performance outcomes of:

- Tilt
- Twist
- Pivot
- Pressure

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL II RIDING & TECHNICAL

Exam Assessment Sheet

OUTCOME

☐ Pass ☐ Fail

NAME: _____

DATE: _____

LOCATION: _____

EXAMINER: _____

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level.
- ☐ 4 = Essential elements appear regularly at satisfactory level.

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

Candidate must pass the riding portion of the exam based on their ability to show efficient movement patterns and blending of the four Board Performances throughout the riding tasks, and be able to talk about what you see in terms of the tool snow interaction and body movements. Feedback and goals below relate to the national standards listed on the backside of this sheet and the criteria

Examiner Feedback and Goals:

(See back for additional information)

White-Candidate Copy
Yellow-Office Copy

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL II

Riding and Technical Standards

Applied Movements

Movements to be applied at Level II include flexion, extension, and rotation in order to affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements individually and in a blended fashion when performing the outcomes listed previously. At a minimum, the candidate must demonstrate up-unweighting, down-unweighting, and terrain unweighting. At this level the candidate will also demonstrate at a mature level the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement. At this level the candidate will also demonstrate the ability to perform the purposeful flexion of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

Level II Categories	Criteria	Level II Categories	Criteria
Evaluation Candidates' riding will be evaluated on the following variables, in relation to their control of movements and the performance of the board, toward the intended outcome.	• Turn size • Turn shape • Timing, intensity, duration of movements • Control and performance of the board toward the intended outcome	**Movement Analysis** The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all available terrain and snow conditions, up to and including competitive freestyle riders.	• Cause-and-effect relationships • Reference alignments • Biomechanics related to snowboarding • Stance issues related to a rider's ability to flex, extend and rotate • Equipment relating to performance • Turn shape, turn size, direction, turn type, movement pattern, upper/lower body relationship
Environment A successful Level II candidate will demonstrate the ability to comfortably ride the following terrain at the host mountain.	• All green terrain • All blue terrain, including variable off-piste conditions and bumps • Groomed and smooth off-piste black terrain • Small-to-medium freestyle features	**Movements** Candidates will be evaluated on the following movements and coordination.	• Isolated movements or combinations of movements • Versatility in movements based on terrain or tactics • Extends to initiate a new turn • Extends to release the edge • Flexes to initiate a new turn (creates a movement of the center of mass into the new turn) • Flexes to release the edge • Both legs are active • Applies equal flexion/extension movements from both legs • Uses a variety of ways to unweight the board • Applies independent flexion/extension movements from both legs • Maintains reference alignments as appropriate to terrain and task • Demonstrates the ability to intentionally separate the upper and lower body for specific outcomes, i.e., butters or "late" spins • Applies an active athletic stance • Uses and appropriate range of motion
Applied Movements All tasks need to be completed at a mature stage.	The "mature" stage is characterized by smooth, fluid, and automatic movements without showing obvious, conscious thought reflected in the rider's actions. The rider can also repeat and apply movements across a wide spectrum of situations. A rider possessing the ability to perform mature movements and the coordination of those movements can smoothly blend them for a specific outcome and be able to readily change or adapt movements to different terrain, situations and snow conditions.		

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL II TEACHING

Exam Assessment Sheet

OUTCOME

☐ Pass ☐ Fail

NAME: _____

DATE: _____

LOCATION: _____

EXAMINER: _____

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level.
- ☐ 4 = Essential elements appear regularly at satisfactory level.

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

A Level II Certified instructor has the ability to assess all variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, etc., and to synthesize these parts into a viable lesson plan. A Level II instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation. Level II certified instructors must demonstrate an in depth understanding of basic learning theory, communication and people skills, and human development issues and display an understanding of human development issues for all riding populations (i.e., age, gender). Application of these concepts must produce a clear and concise delivery of information, and an uncomplicated learning environment.

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

White-Candidate Copy
Yellow-Office Copy

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL II

National Standards
Teaching and Professional Knowledge

Teaching Standards

The successful Level II candidate will demonstrate the ability to choose appropriate exercises and tasks and teach a safe, effective skill progression that displays the application and analysis of AASI technical terms, concepts and models. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, and from first-time riders to those who are learning and riding more varied terrain, up to and including groomed black terrain and small freestyle features.

Teaching Categories	Specific Requirements	Teaching Categories	Specific Requirements
Safety	• Knowledge and application of the Responsibility Code and Park S.M.A.R.T. • Proper terrain choice and appropriate tasks.	**Group Handling**	Group handling appropriate for terrain, task and skill level of the student profile.
Communication	• Clear and concise delivery of information, including feedback, showing the ability to adapt to multiple learning styles. • Appropriate and engaged throughout all aspects of the process, when leading or as a participant. • Professionalism at all times.	**Content** *Student Centered* *Outcome Based* *Experiential*	• Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of the intended student and relevant to task and desired outcome. • Use of the AASI Snowboard Teaching System (STS) concepts. • Pacing of clinic segment appropriate for student profile. • Use of feedback models that are timely, appropriate and accurate.
Demonstration	• Accurate demonstrations appropriate to the task and skill level of students. • Use of appropriate terrain for task and skill level of student.	**Adaptation**	• Recognition and appropriate adaptation to ages and stages of development. • Ability to adjust presentation of lesson content to accommodate different lesson types.

Movement Analysis and Technical Knowledge Standards

The successful candidate will demonstrate the *application and analysis* of the AASI technical terms, concepts and models. The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all terrain, up to and including, groomed black terrain and small freestyle features.

Categories	Specific Requirements	Categories	Specific Requirements
Technical Knowledge	• Board Performance Concepts • Fundamental Movements Concepts • VAK	**Equipment**	• The design and function of modern snowboard gear. • Equipment relating to performance. • Basic physics concepts and how they apply to snowboarding.
Teaching Concepts	• CAP Model • Children's Teaching Cycle • Teaching Model • ATML Model • AASI Snowboard Teaching System • Piaget's Stages of Development • Maslow's Hierarchy of Needs • Learning Connection (people skills, technical skills, teaching skills) • Learning Partnership	**Movement Analysis**	• Cause and effect relationships • Reference Alignments • Biomechanics related to snowboarding • Stance and its relation to a rider's ability to move (flex, extend and rotate) • Equipment (relating to performance) • Turn shape, size, direction, turn type • Movement patterns, upper/lower body relationship • Objective feedback

PSIA AASI
NORTHWEST DIVISION

SNOWBOARD LEVEL III RIDING & TECHNICAL
Exam Assessment Sheet

OUTCOME
☐ Pass ☐ Fail

NAME: _____

DATE: _____

LOCATION: _____

EXAMINER: _____

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level.
- ☐ 4 = Essential elements appear regularly at satisfactory level.

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

Candidate must pass the riding portion of the exam based on their ability to show efficient movement patterns and blending of the four Board Performances throughout the riding tasks, and be able to talk about what you see in terms of the tool snow interaction and body movements. Feedback and goals below relate to the national standards listed on the backside of this sheet and the criteria listed in the Certification Guide.

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

White-Candidate Copy
Yellow-Office Copy

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL III

Riding and Technical Standards

Applied Movements

Movements to be applied at Level III include flexion, extension and rotation to affect the performance outcomes of twist, tilt, pivot and pressure control in all riding tactics described in previous levels. The candidate will be asked to demonstrate flexion, extension and rotational movements individually and in a blended fashion when performing the outcomes listed previously.

At a minimum, the rider will demonstrate up-unweighting, down-unweighting and terrain unweighting at a mature level. At this level, the candidate will also demonstrate, at a mature level, the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge management. At this level, the candidate will also demonstrate, at a mature level, the purposeful flexion of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

Level III Categories	Criteria	Level III Categories	Criteria
Evaluation Candidates' riding will be evaluated on the following variables in relation to their control of movements and the performance of the board, toward the intended outcome.	• Turn size • Turn shape • Timing, intensity, duration of movements • Control and performance of the board toward the intended outcome	**Movement Analysis** The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all available terrain and snow conditions, up to and including competitive freestyle riders.	• Cause-and-effect relationships • Reference alignments • Biomechanics related to snowboarding • Stance issues related to a rider's ability to flex, extend and rotate • Equipment relating to performance • Turn shape, turn size, direction, turn type, movement pattern, upper/lower body relationship
Environment The successful Level III candidate will demonstrate the ability to comfortably ride all terrain at the host mountain.	• All but the most extreme terrain. • Small to medium freestyle features	**Movements** Candidates will be evaluated on the following movements and coordination.	• Isolated movements or combinations of movements • Versatility in movements based on terrain or tactics • Extends to initiate a new turn • Extends to release the edge • Flexes to initiate a new turn (creates a movement of the center of mass into the new turn) • Flexes to release the edge • Both legs are active • Applies equal flexion/extension movements from both legs • Uses a variety of ways to unweight the board • Applies independent flexion/extension movements from both legs • Maintains reference alignments as appropriate to terrain and task • Demonstrates the ability to intentionally separate the upper and lower body for specific outcomes, i.e., butters or "late" spins • Applies an active athletic stance • Uses and appropriate range of motion
Applied Movements All tasks need to be completed at a mature stage.	The "mature" stage is characterized by smooth, fluid, and automatic movements without showing obvious, conscious thought reflected in the rider's actions. The rider can also repeat and apply movements across a wide spectrum of situations. A rider possessing the ability to perform mature movements and the coordination of those movements can smoothly blend them for a specific outcome and be able to readily change or adapt movements to different terrain, situations and snow conditions.		

PSIA AASI
NORTHWEST DIVISION

SNOWBOARD LEVEL III TEACHING
Exam Assessment Sheet

OUTCOME
☐ Pass ☐ Fail

NAME: _____

DATE: _____

LOCATION: _____

EXAMINER: _____

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level.
- ☐ 4 = Essential elements appear regularly at satisfactory level.

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

A Level III Certified instructor has the ability to assess all variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, etc., and to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation. Level III certified instructors must demonstrate an in depth understanding of basic learning theory, communication and people skills, and human development issues and display a mastery of human development issues for all riding populations (i.e., age, gender). Application of these concepts must produce a clear and concise delivery of information, and an uncomplicated learning environment.

Examiner Feedback and Goals:

(See back for additional information)

White-Candidate Copy
Yellow-Office Copy

PSIA AASI NORTHWEST DIVISION

SNOWBOARD LEVEL III

National Standards
Teaching and Professional Knowledge

Teaching Standards

The successful Level III candidate will demonstrate the ability to teach all ages and skill levels. Additionally, the successful Level III candidate will be able to create a learning segment for his or her peers that demonstrates the evaluation and synthesis of AASI technical terms, concepts and models. The successful candidate will demonstrate the ability to teach, and coach, his or her peers on all available terrain up to and including medium freestyle features with effective changes evident in his or her peers.

Teaching Categories	Specific Requirements	Teaching Categories	Specific Requirements
Safety	• Knowledge and application of the Responsibility Code and Park S.M.A.R.T. • Proper terrain choice and appropriate tasks.	**Group Handling**	Group handling appropriate for terrain, task and skill level of the group.
Communication	• Clear and concise delivery of information, including feedback, showing the ability to adapt to multiple learning styles. • Appropriate and engaged throughout all aspects of the process, when leading or as a participant. • Professionalism at all times.	**Content** *Student Centered* *Outcome Based* *Experiential*	• Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of their peers and relevant to the goal or desired outcome. • Use of the AASI Snowboard Teaching System (STS) concepts. • Pacing of clinic segment appropriate to the group. • Use of feedback models that are timely, appropriate and accurate.
Demonstration	• Accurate demonstrations appropriate to the task or drills being used. • Use of appropriate terrain for task and skill level of peers.	**Adaptation**	• Recognition and appropriate adaptation to ages and stages of development. • Ability to adjust presentation of content to accommodate different lesson types (content, goals, demographics, etc.) within the advanced zone and anything below.

Movement Analysis and Technical Knowledge Standards

The successful candidate will demonstrate the ***synthesize and evaluate*** the AASI technical terms, concepts and models. The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all available terrain and snow conditions, up to and including, competitive freestyle riders.

Categories	Specific Requirements	Categories	Specific Requirements
Technical Knowledge	• Board Performance Concepts • Fundamental Movements Concepts • VAK	**Equipment**	• The design and function of modern snowboard gear and the effect of equipment/set-up on performance. • Basic physics concepts and how they apply to snowboarding.
Teaching Concepts	• CAP Model • Children's Teaching Cycle • Teaching Model • ATML Model • AASI Snowboard Teaching System • Piaget's Stages of Development • Maslow's Hierarchy of Needs • Learning Connection (people skills, technical skills, teaching skills) • Learning Partnership	**Movement Analysis**	• Cause and effect relationships • Reference Alignments • Biomechanics related to snowboarding • Stance and its relation to a rider's ability to move (flex, extend and rotate) • Equipment (relating to performance) • Turn shape, size, direction, turn type • Movement patterns, upper/lower body relationship • Objective feedback