



# PSIA-AASI Freestyle Specialist 1 Technical ASSESSMENT FORM

- Meets Standards  
 Does Not Meet Standards

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

<b>Assessment Scale for Freestyle Specialist 1</b>	
<b>1</b>	Essential elements were not observed or not present.
<b>2</b>	Essential elements are beginning to appear.
<b>3</b>	Essential elements appear, but not with consistency.
<b>4</b>	Essential elements appear regularly at a satisfactory level.
<b>5</b>	Essential elements appear frequently, above required level.
<b>6</b>	Essential elements appear continuously, at a superior level.

## ASSESSMENT CRITERIA

<b>Instructor Decisions &amp; Behavior</b>	<b>Technical Understanding</b>
<b>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</b>	<b>Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance; applying discipline-specific fundamentals and considering tactics and equipment choices.</b>
<b>Needs/Safety</b> Address group and individual safety and physiological needs.	Consistently demonstrates their ability to: Accurately identify and describe personal performance, referencing at least one discipline-specific fundamental during one phase of ATML.
<b>Behavior Management</b> Exhibits positive behavior in response to feedback.	Describe desired performance, referencing at least one discipline-specific fundamental.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	Convey understanding by changing personal performance based on comparison and feedback on one discipline-specific fundamental at a time.
<b>Comments</b>	Accurately recognize and comprehend information from current PSIA-AASI resources relative to personal performance or desired freestyle outcomes.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Comments</b>

Movement Analysis	Riding Performance
<p><b>Articulates an accurate cause-and-effect relationship between equipment and body performance within any single discipline-specific fundamental - comparing one phase of ATML to another and taking equipment choices and stance setup into consideration - to offer a relevant prescription for change for riders performing FS 1 activities.</b></p> <p>Consistently demonstrates their ability to:</p>	<p><b>Adapts discipline-specific fundamentals to demonstrate specific freestyle outcomes in beginner through advanced freestyle terrain, including extra small through medium features.</b></p> <p>Consistently demonstrates their ability to:            Integrate and blend all discipline-specific fundamentals to achieve desired freestyle outcomes.            Highlight body movements and equipment performances of individual discipline-specific fundamentals.            Show versatility, by varying one element of TIRD (timing, intensity, rate, or duration) to affect desired freestyle outcomes.            Adjust speed, pop, and spin by altering tactical choices through all phases of ATML.</p>
<p>Accurately describe equipment performances and body movements related to one discipline-specific fundamental, from one phase of ATML to another.</p>	<p><b>Flatland</b></p>
<p>Observe and describe how equipment choices and stance setup affect performance and safety.</p>	<p><b>Jumps</b></p>
<p>Accurately describe a cause-and-effect relationship of one discipline-specific fundamental, from one phase of ATML to another.</p>	<p><b>Small Box/Rails</b></p>
<p>Evaluate the described performance and compare it to more efficient performance.</p>	<p><b>Transitional Feature</b></p>
<p>Prescribe a specific change in one relevant discipline-specific fundamental to affect the desired freestyle outcome.</p>	<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>
<p><b>Section Average:</b> Must be 4 or above to meet Learning Outcome</p>	<p><b>Flatland</b></p>
<p><b>Comments</b></p>	<p><b>Jumps</b></p>
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