



**PSIA Certified Level I
Adaptive Alpine
Cognitive / Visual Impairment
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level I	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior		Movement Analysis	
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)		Articulates an accurate cause-and-effect relationship between body and ski performance within any single Alpine Skiing Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone in the respective adaptive discipline(s).	
Needs/Safety Address group and individual safety and physiological needs.		Consistently demonstrates their ability to work with students with cognitive/vision-related diagnoses by:	
Behavior Management Exhibits positive behavior in response to feedback.		Observe and Describe Describing ski and body performance in any single Alpine Skiing Fundamental through one phase of the turn.	
Section Average: Must be 4 or above to meet Learning Outcome		Cause and Effect Linking ski and body performance to describe cause-and-effect relationships in one Alpine Skiing Fundamental in one phase of the turn.	
<p align="center">Comments</p>		Evaluate and Describe Evaluating described performance and comparing it to more ideal performance.	
		Prescription Prescribing a specific change in one Alpine Skiing Fundamental.	
		Equipment, Technique, Tactics Observing and describing how equipment choices, techniques, and tactics affect performance and safety.	
		Section Average: Must be 4 or above to meet Learning Outcome	
		<p align="center">Comments</p>	
Equipment & Tactics		<p align="center">Comments</p>	
Demonstrates basic understanding of equipment and tactics, based on students' cognitive, affective, and physical assessments.			
Demonstrates the following lesson components crucial to improving the performance of students with cognitive/vision-related diagnoses through the beginner/novice zone:			
Student Assessment Appropriate student assessments.			
Equipment Choices Assistive equipment choices.			
Equipment Set-Up Assistive equipment set-up.			
Technique & Tactics Assistive technique and tactical choices.			
Guiding-Method Guiding-method choices.			
Guiding-Position Guiding-position choices.			
Section Average: Must be 4 or above to meet Learning Outcome			
<p align="center">Comments</p>			

Diagnoses & Medications	Adaptations of Teaching Skills	
<p>Demonstrates basic understanding of the most common diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.</p> <p>Shows a general knowledge of the following for students with cognitive/vision-related diagnoses:</p>	<p>Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.</p> <p>Consistently demonstrates their ability to work with students with cognitive/vision-related diagnoses by:</p>	
<p>Diagnoses</p> <p>Prevalent diagnoses.</p>	<p>Assess</p> <p>Assessing students to identify motivations, behaviors, performance, and understanding.</p>	
<p>Medications</p> <p>Common associated medication classifications and potential side effects.</p>	<p>Collaborate</p> <p>Collaborating with students to select a basic progression with clear direction and focus.</p>	
<p>Strategies for Diagnoses & Medications</p> <p>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p>Plan Lesson</p> <p>Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.</p>	
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Pacing</p> <p>Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.</p>	
<p style="text-align: center;">Comments</p>	<p>Adapt</p> <p>Organizing the learning environment and adapting teaching strategies to align with the initial assessment.</p>	
	<p>Descriptions, Demonstrations, Feedback</p> <p>Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</p>	
	<p>Manage Risk</p> <p>Managing physical and emotional risk to maintain engagement in the learning environment.</p>	
	<p>Describe Change</p> <p>Communicating changes in performance.</p>	
	<p>Relate Change</p> <p>Relating changes in performance to lesson outcomes.</p>	
	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
	<p style="text-align: center;">Comments</p>	
	<th>Tech Tactics & Communication</th> <td data-bbox="523 1126 1568 2201" rowspan="8"> <p style="text-align: center;">Comments</p> </td>	Tech Tactics & Communication
<p>Demonstrates basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice-zone students in the mountain environment.</p> <p>Consistently demonstrates their ability to work with students with cognitive/vision-related diagnoses in the beginner/novice zone by:</p>		
<p>Safety Procedures</p> <p>Accurately demonstrating procedures for safely navigating the mountain environment.</p>		
<p>Adjusting Personal Performance</p> <p>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</p>		
<p>Communication</p> <p>Understanding the impact of verbal and nonverbal two-way communication.</p>		
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>		
<p style="text-align: center;">Comments</p>		