



**PSIA Certified Level III
Adaptive Alpine
Cognitive**

ASSESSMENT FORM

- Meets Standards
- Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III	
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
<p>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</p>	<p>Describes cause-and-effect relationships of all Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for students with cognitive diagnoses through all zones.</p> <p>Consistently demonstrates their ability to work with students with cognitive diagnoses by:</p> <p>Observe and Describe Describing detailed ski and body performance relative to all the Alpine Skiing Fundamentals in blended relationships, in multiple turn phases, and from turn to turn.</p> <p>Cause and Effect Linking ski and body performance to describe blended cause-and-effect relationships.</p> <p>Evaluate and Describe Evaluating the described performances and comparing them to more ideal performance.</p> <p>Prescription Prescribing a specific change to effect blending of the Alpine Skiing Fundamentals, using duration, intensity, rate, and timing (DIRT) to create a change in desired outcomes.</p> <p>Equipment, Technique, Tactics Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p>
<p>Needs/Safety Address group and individual needs for esteem.</p>	
<p>Behavior Management Adapts behaviors for positive group and individual interaction.</p>	
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
<p>Comments</p>	
Equipment & Tactics	Comments
<p>Leverages knowledge of equipment and tactics for students with cognitive diagnoses, based on the cognitive, affective, and physical assessment.</p> <p>Within the following lesson components, leverages their knowledge of cause-and effect relationships to meet goals and improve performance and skill development of students with cognitive diagnoses through all zones:</p>	<p>Comments</p>
<p>Student Assessment Appropriate student assessments.</p>	
<p>Equipment Choices Assistive equipment choices.</p>	
<p>Equipment Set-Up Assistive equipment set-up.</p>	
<p>Technique & Tactics Assistive technique and tactical choices.</p>	
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
<p>Comments</p>	

Diagnoses & Medications	Adaptations of Teaching Skills
<p>Leverages knowledge of cognitive diagnoses and common accompanying 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 all zones. Implements appropriate solutions to improve student performance.</p> <p>Maximizes the performance of students with cognitive diagnoses through a process of analysis, prioritization, and integration of an advanced level of knowledge of:</p>	<p>Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to students with cognitive diagnoses, plan learning outcomes, and create individualized experiences - moving students toward agreed-upon outcomes while optimizing engagement in the process.</p> <p>Consistently demonstrates their ability to work with students with cognitive diagnoses by:</p>
<p>Diagnoses</p> <p>Single and multiple diagnoses.</p>	<p>Assess</p> <p>Continually assessing student motivations, current performance, and understanding.</p>
<p>Medications</p> <p>Medication classifications and potential side effects.</p>	<p>Collaborate</p> <p>Collaborating with students to establish and adapt a lesson plan with a common theme, clear direction, and individualized focus throughout the lesson.</p>
<p>Strategies for Diagnoses & Medications</p> <p>Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</p>	<p>Plan Lesson</p> <p>Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for each individual.</p>
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Pacing</p> <p>Pacing customized learning activities to allow students to explore and/or play toward desired outcomes.</p>
<p>Comments</p>	<p>Adapt</p> <p>Tailoring the learning environment, while adapting teaching strategies, to align with the needs of individuals.</p>
	<p>Descriptions, Demonstrations, Feedback</p> <p>Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourage individualized learning.</p>
	<p>Manage Risk</p> <p>Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.</p>
	<p>Describe Change</p> <p>Encouraging students to communicate change in performance and/or understanding.</p>
	<p>Relate Change</p> <p>Collaborating with students to apply gained skills to skiing situations.</p>
	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>
	<p>Comments</p>
	<p>Tech Tactics & Communication</p>
<p>Leverages knowledge of technical tactics and communication strategies for working with and guiding all students with cognitive diagnoses through the mountain environment.</p> <p>Consistently demonstrates their ability to work with students with cognitive diagnoses through all zones by:</p>	
<p>Safety Procedures</p> <p>Accurately demonstrating procedures for safely navigating the mountain environment.</p>	
<p>Adjusting Personal Performance</p> <p>Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance - using duration, intensity rate, timing, and more - and accounting for changes in terrain and conditions through all aspects of the mountain environment.</p>	
<p>Communication</p> <p>Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</p>	
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
<p>Comments</p>	