



**PSIA Certified Level III  
Adaptive Alpine  
Visual Impairment  
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	
<b>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</b>		<b>Describes cause-and-effect relationships of at least two Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for students with vision-related diagnoses through all zones.</b>	
<b>Needs/Safety</b> Address group and individual needs for esteem.		Consistently demonstrates their ability to work with students with vision-related diagnoses by:	
<b>Behavior Management</b> Adapts behaviors for positive group and individual interaction.		<b>Observe and Describe</b> 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.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome		<b>Cause and Effect</b> Linking ski and body performance to describe blended cause-and-effect relationships.	
<b>Comments</b>		<b>Evaluate and Describe</b> Evaluating the described performances and comparing them to more ideal performance.	
		<b>Prescription</b> 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.	
		<b>Equipment, Technique, Tactics</b> Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.	
		<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
		<b>Comments</b>	
Equipment & Tactics			
<b>Leverages knowledge of equipment and tactics for students with vision-related diagnoses, based on the cognitive, affective, and physical assessment.</b>			
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 vision-related diagnoses through the advanced zone:			
<b>Student Assessment</b> Appropriate student assessments.			
<b>Equipment Choices</b> Assistive equipment choices.			
<b>Equipment Set-Up</b> Assistive equipment set-up.			
<b>Technique &amp; Tactics</b> Assistive technique and tactical choices.			
<b>Guiding-Method</b> Guiding-method choices.			
<b>Guiding-Position</b> Guiding-position choices.			
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome			
<b>Comments</b>			

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