



**EASTERN**

# **SNOWBOARD LEVEL III ASSESSMENT GUIDE**

## **Table of Contents**

<b>Certification Assessment Overview</b>	3
<b>Snowboard Level III Certification</b>	4
Level III MA & Technical Understanding Assessment	5
Level III Teaching Assessment	11
Level III Riding Performance Assessment	13
Level III Assessment Forms	16
<b>Additional Resources</b>	
Level III Riding Activity Lists	20
Level III Study Questions	22

## **AASI Eastern Snowboard Assessment Guide Introduction**

The AASI Eastern Snowboard Certification Assessment Guide outlines the Daily Schedule, Assessment Groups, Learning Outcomes, and Assessment Activities for PSIA-AASI Snowboard Certification. This document serves to provide updated information for the Level III Assessment process. Successful candidates will use this material and the relevant Eastern and National materials to prepare for assessments.

## **Learning Outcomes & Assessment Criteria**

The PSIA-AASI National Standards establish Learning Outcomes and Assessment Criteria for each level of certification. The Learning Outcomes and sample Assessment Activities for each day of the assessment are included within this document. Refer to the



## EASTERN

Assessment Forms and Performance Guide for Assessment Criteria related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

### Resources

[Snowboard Technical Manual](#) available online for PSIA-AASI Members

[Teaching Snowsports Manual](#) available online for PSIA-AASI Members.

The most up-to-date version of all documents related to the National Standards are found on the PSIA-AASI website at <http://www.thesnowpros.org>.

Assessment Forms: [Certification Standards – PSIA-AASI \(thesnowpros.org\)](#)

Performance Guides: [Certification Standards – PSIA-AASI \(thesnowpros.org\)](#)

National Riding Activity List: [AASI National Riding Activity List](#)



**EASTERN**

## Overview

### Professionalism at the Assessment

All candidates earn a professionalism score based on their behavior at the assessment. See the Assessment Form and Performance Guide for the assessment criteria.

### Modular Assessment System

- Attaining AASI Level III certification in the Eastern Region constitutes passing each of the three modules: Movement Analysis & Technical Understanding, Teaching, and Riding Performance.
- Passed modules do not expire if the candidate remains a current Eastern member and the National Standards are not updated significantly since previous passed modules.
- Level III Assessments require prerequisites to be completed before attending the on-snow assessment. Please see page 5 for a complete list of prerequisites.
- Level III modules may be completed in any order, though the following is suggested:
  - Movement Analysis & Technical Understanding Assessment
  - Teaching Assessment
  - Riding Performance Assessment

### Assessment Groups

AASI Eastern Ed Staff conduct an Examiner meeting prior to the event to determine examiner pairings, group assignments, and terrain.

Groups may include an assigned member of the AASI-E Ed Staff as an understudy. The Exam Administrator pre-assigns all groups and verifies any changes.



**EASTERN**

## **Riding Evaluations**

During the Assessment, candidates will be asked to ride activities in all types of terrain and conditions at the host mountain. Refer to the Riding Performance Assessment Overview, Riding Activity List, and Assessment Form for more details about how riding performance is evaluated.

The Examiner pairing will continuously observe candidates' riding during the assessment.

Candidates may be given the opportunity to free ride during the assessment; keep in mind this time is also part of the assessment and can be used to demonstrate personal style and terrain preferences. Environmental and snow conditions will be taken into consideration.

Whatever your riding style, no matter what equipment you've chosen to bring to the assessment, be ready to make it work. From groomed to crud, in the pipe or on the racecourse, come ready to show us that you can adapt to any or all of these situations. Bring the equipment and skills that can do it all.

### **Terrain & Conditions**

Trail difficulty may vary due to changes in snow conditions throughout any given day. The event administrator will determine if the local trail designations (i.e., green, blue, black) and conditions adequately reflect the stated national standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams consistent across the Eastern Region and the country.

# **Snowboard Level III Certification**

## **Introduction**

Snowboard Level III is the highest level of national PSIA-AASI certification. A Level III instructor should be able to teach or ride anything, anytime, anywhere.



## EASTERN

At the Level III assessment, candidates are expected to demonstrate Technical Skills, Teaching Skills, and People skills centered around expert level students.

Successful candidates will demonstrate mastery in expert riding activities, experience teaching expert level snowboarders, and knowledge, technical understanding, and movement analysis skills in an on-snow environment.

The Level III assessment is a three-module assessment. Candidates are evaluated to the PSIA-AASI National Standard through Movement Analysis & Technical Understanding, Teaching, and Riding Performance assessments.

### **Level III Prerequisites**

- All prerequisite courses must be taken after passing the Level 2 Assessment.
- AASI Level 2 Certification
- Pass the Level III online Professional Knowledge Exam
- Complete at least one of the approved prerequisite courses:
  - 2-day **Level III Assessment Prep** event
  - 2-day Teaching Improvement event
  - 2-day Riding Improvement event
  - 2-day Movement Analysis event

### **Level III Movement Analysis & Technical Understanding Assessment**

During the Level III Movement Analysis & Technical Understanding assessment, candidates will demonstrate understanding of their own riding and application of movement analysis skills while watching other riders. Candidates will watch peers ride set activities and describe observation, evaluation, and prescription. Candidates will demonstrate that they are able to see the refined movements of an expert rider, present



## EASTERN

an organized and detailed description using non-judgmental terminology, and verbalize accurate Cause & Effect relationships.

At the Level III standard it is important to be able to clearly speak to three or more Technical Fundamentals in all phases of a turn/ATML. Candidates can expect to provide information and answer questions about movements and outcomes throughout the expert zone. Throughout MA evaluation, descriptions should be specific with relationships between fundamentals, body movements, board performances, phases of the turn (and from one turn to another), and D.I.R.T.

### **Candidate Experience**

Safety is always paramount. Examiners will select activities with candidate safety as a priority while still giving candidates the opportunity to perform Movement Analysis and Personal Performance Assessment Activities. Candidates' movement analysis skills are evaluated through assessment activities that showcase candidates' ability to observe/describe, evaluate/describe, and prescribe change in all zones of the mountain and on medium freestyle features. At a minimum, successful candidates will observe and describe the application of three or more Technical Fundamentals in all phases of the turn/ATML, will evaluate and describe the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome, and will prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome. At a minimum, successful candidates will describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome, will compare personal performance to a specific application of two or more Technical Fundamentals, and will describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome. Candidates will always display appropriate situational awareness and safety awareness. Examiners meet the groups on snow and lead candidates through activities to assess candidates' movement analysis ability and technical understanding and knowledge in all zones of the mountain and on small and medium freestyle features. Activities may be set in all types of terrain and conditions, including groomed terrain, bumps/off-piste, trees, and powder, in terrain parks, and on all



# EASTERN

available terrain and freestyle features. Candidates may participate in group discussions and individual conversations with Examiner(s) and all content, descriptions, and conversations will contribute to evaluation. Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification on snow during assessment. Candidates will receive a completed Assessment Form with scoring and written feedback as well as verbal feedback at the conclusion of the day.

## Assessment Groups

Level III Movement Analysis & Technical Understanding assessments have a maximum group size of six candidates. The assessment will be facilitated by two Examiners as an Examiner pair. Both Examiners will assess each Candidate throughout the day.

## Schedule of Activities

8:45 am	9:00 - 12:00	12:00 - 12:30	12:30 - 3:30	5:00 pm
Meet Groups Outline the Day Discuss Activities	On-Snow Personal Analysis and Movement Analysis Sessions	Lunch	On-Snow Personal Analysis and Movement Analysis Sessions	Results & Verbal Feedback
<p><i>*Sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.</i></p>				

## Learning Outcomes

### *Snowboard Movement Analysis*

- Articulates accurate cause-and-effect relationships of all the Technical



## EASTERN

Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.

### *Technical Understanding*

- Describe specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

### *Instructor Decisions & Behavior*

- Professionalism & Self-Management: Promotes a professional environment by adapting behaviors to positively affect others.

*Refer to the Level III Performances Guides for Assessment Criteria for each Learning Outcome.*

## Assessment Activities

Candidates will be evaluated on Movement Analysis and Technical Understanding criteria through sets of Personal Performance Analysis (PPA) and Movement Analysis (MA) assessment activities. Each set of PPA and MA activities will use the same format with different riding activities and terrain. All candidates will be prepared to perform PPA and MA forward, switch, and in freestyle activities selected from the Core Activities of *National Riding Activity List*.

### *Personal Performance Analysis*

During each Personal Performance Analysis segment, the examiners will explain and demo an intermediate/advanced riding activity from the *National Riding Activity List*. Each candidate will have the opportunity to ride the activity and describe their Personal Analysis relative to the ideal. Each candidate will present a comparison of their personal riding performance and ideal performance for the activity assigned by the examiners.

During Personal Performance Analysis segments, candidates are assessed on Technical Understanding Assessment Criteria 1, 2, and 3.

### *Movement Analysis*

During each Movement Analysis segment, candidates will then watch a peer riding the activity previously used in the Personal Performance Analysis assessment and perform movement analysis on their peer's riding performance. The candidate will observe their





## EASTERN

peer candidate and share descriptions of their observations, evaluations including body-body-board-outcome cause and effect, and prescription for change with the Examiners.

During Movement Analysis segments, candidates are assessed on Movement Analysis Assessment Criteria 1, 2, and 3 and Technical Understanding Assessment Criteria 1 and 3.

### *Professionalism & Self-Management*

Professionalism and Self-Management are assessed from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

## **Example PPA & MA Segment**

Examiners will move the group to terrain/features for PPA/MA and set up an activity from the *National Riding Activity List*, including the observation point they'll be stopping at.

Examiners demo the activity and stop at the observation point. Examiners wave for the first candidate to perform PPA. Candidate rides the activity to the Examiners and describes their Personal Performance Analysis compared to the ideal set by the Examiners. Examiners ask follow-up questions for clarification. Candidate rides out of earshot below the group.

Examiners waive the next candidate, and the process continues until all candidates have completed Personal Analysis for the activity.

Examiners set up Movement Analysis using the same activity on similar terrain. At some mountains this may necessitate a lift ride to return to the top of a run. Examiners will split candidates into two groups, MA Performers and Riders. MA Performers will be doing MA first, while Riders will be riding the activity. Examiners will identify the observation point for MA Performers and the stopping point for Riders.

Examiners describe and demo the desired outcome and ride to indicated observation point with MA Performers. MA Performer 1 stays with Examiners, and the other MA



## EASTERN

Performers will be out of earshot. When the candidate is ready, they wave, and Rider 1 rides the activity to the indicated stopping point. Performer 1 describes MA on Rider 1 to the Examiners. Examiners ask follow-up questions for clarification. Performer 1 rides to Rider 1 at the stopping point.

This repeats with Performer 2 with Rider 2, Performer 3 with Rider 3, etc. Examiners rejoin the group at the stopping point. Riders become Performers and Performers become Riders for the second set with the same activity and terrain. If terrain permits, the Examiners continue the activity from the stopping point; if terrain does not permit, Examiners lead the group back to the top of the run to repeat the activity for the second group.

When all candidates have completed Personal Performance Analysis and Movement Analysis for the activity, this cycle is complete, and Examiners start the next segment with a new activity on new terrain.

*NOTE: With an odd number of candidates, Examiners may need to adjust the order of Performer/Rider or ask some participants to ride the activity a second time to be models for other participants' MA.*



## EASTERN

### **Level III Teaching Assessment**

During the Level III Teaching Assessment, candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching segments and conversations with the Examiners. Successful candidates will observe their peers and develop relevant progressions to clearly demonstrate their experience teaching students at the advanced to expert level.

Candidates will demonstrate the use and understanding of teaching and learning concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness for advanced/expert groups.

### **Candidate Experience**

Safety is always paramount. Examiners will select teaching terrain with candidate safety as a priority while still giving candidates the opportunity to teach to their peers on the most appropriate advanced terrain available. Examiners will create riding activities on varied terrain zones of the mountain so that all candidates can observe other members of the group riding. Candidates will spend time observing, assessing, and conversing with their peers to understand the student profiles that they will be teaching. Examiners will assign teaching terrain and/or a teaching topic to a candidate and the candidate will spend 25-30 minutes teaching their peers with a relevant teaching segment at an expert level in the terrain specified by the Examiners. Teaching terrain examples can include (but not limited to) groomed terrain, bumps/moguls, powder/off-piste, trees, boxes/rails, jumps, and halfpipe. Teaching topic examples can include (but not limited to) skidded turns, carved turns, spinning, boardslides, switch, and more. Teaching segments should challenge the students and should change and/or improve student performance at an advanced/expert level. At the conclusion of the teaching segment, Examiners may spend time asking follow-up questions to the person who taught. Examiners observe, assess, and may provide tactical clarification on snow during assessment. Candidates will receive a completed Assessment Form with scoring and written feedback as well as verbal feedback at the conclusion of the day.



# EASTERN

## Assessment Groups

Level III Teaching Assessments have a maximum group size of six candidates. During teaching segments, candidates will teach to the others in the group. The assessment will be facilitated by two Examiners working as an Examiner pair. Both Examiners will assess each Candidate throughout the day.

### Schedule of Activities

8:45 am	9 – 10:00	10 - 12:00	12:00 - 12:30	12:30 - 3:30	5:00 pm
Meet groups and outline the day	Observe, Assess, and get to know peers. Examiner will set up riding activities.	Teaching Segments	Lunch	Teaching Segments	Results & Verbal Feedback
<p><i>*Sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.</i></p>					

## Learning Outcomes

### Teaching Skills

- Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.
- Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
- Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.



## EASTERN

### *People Skills*

- Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals.
- Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust.

### *Instructor Decisions & Behavior*

- Professionalism & Self-Management - Promotes a professional environment by adapting behaviors to positively affect others.

*Refer to the Level III Performances Guides for Assessment Criteria for each Learning Outcome.*

## **Assessment Activities**

- Examiners will create riding activities on varied terrain zones of the mountain so that all candidates can observe other members of the group riding.
- Candidates observe, assess, and converse with their peers to understand the student profile of their peers they will implement in a 25-30 minute teaching segment.
- Candidates teach their peers with a relevant teaching segment at an expert level.
- Teaching segments should change and improve performance at an advanced/expert level.
- Examples of teaching zones can include groomed terrain, bumps, off-piste, trees, and powder, on any terrain zone and can include boxes/rails and jumps.
- Each candidate's teaching segment will be followed by a conversation where the Examiners may ask follow-up questions.

## **Level III Riding Performance Assessment**

Candidates' riding performance will be evaluated through activities that blend and highlight the usage and application of the Snowboard Fundamentals. Performance may be demonstrated and assessed throughout the assessment in all terrain zones.



## EASTERN

The Riding Assessment is used to assess a candidate's ability to demonstrate specific riding outcomes for their students.

Riders are not scored on individual activities. Skills across zones of the mountain are scored against the III Riding Assessment Criteria. Consistency to demonstrate the necessary skills to accomplish the activities in the varying zones of the mountain will be scored. Riding activities from the National Riding Activity list will be the vehicles for Assessment candidates to demonstrate their skills.

Variations in movements and mechanics may be requested at the discretion of the Examiners. These could include changes in the type of flexion, extension, or rotation mechanics or in the Duration, Intensity, Rate, or Timing of those movements.

*Possible activities can be found in the National Riding Activity List included below.*

## Candidate Experience

Candidates' riding is evaluated through Assessment Activities that showcase candidates' ability to demonstrate movement patterns and snowboard outcomes for students in all terrain categories of the mountain and on medium freestyle features. Successful candidates will blend/integrate the fundamentals into their riding. Successful candidates will apply tactics and fundamentals in Integrated, Highlighted, and Versatility activities to show their experience demonstrating for students in intermediate and advanced terrain and medium freestyle features. Candidates will always display appropriate situational awareness and safety awareness. Examiners meet the groups on snow and lead candidates through activities selected from the Level 1, Level 2, and Level III Riding Activity Lists. Activities may be set in all types of terrain and conditions, including groomed terrain, bumps/off-piste, trees, powder, terrain parks, and on all available terrain. Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification\* on snow during assessment. Variations in movements, outcomes, and terrain may be requested at the discretion of the Examiner. Candidates may be given the opportunity to freeride during the Assessment; this time is also part of the Assessment and can be used to demonstrate personal style and terrain preferences. Candidates will receive a completed Assessment Form with scoring and written feedback as well as verbal feedback at the conclusion of the day.



# EASTERN

## Assessment Groups

Level III Riding Performance assessments have a maximum group size of eight candidates. The assessment will be facilitated by two examiners. Both Examiners will assess each Candidate throughout the day.

### Schedule of Activities

8:45 am	9 – 10:00	10:00 - 12:00	12:00 - 12:30	12:30 - 3:30	5:00 pm
Meet Groups Outline the Day Discuss Activities	Warm up Assess conditions and terrain.	Riding Activities	Lunch	Riding Activities	Results & Verbal Feedback
<p><i>*Sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.</i></p>					

## Learning Outcomes

### *Riding Performance*

- Continuously Blend the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

### *Instructor Decisions & Behavior*

- Professionalism & Self-Management: Promotes a professional environment by adapting behaviors to positively affect others.

*Refer to the Level III Performances Guides for Assessment Criteria for each Learning Outcome.*

### *Assessment Activities*

Candidates' riding is evaluated through a series of activities that showcase candidates' ability to blend the Snowboard Fundamentals. Successful candidates will apply tactics and fundamentals in Integrated, highlighted, and versatility activities to show their



## EASTERN

experience demonstrating for students in all terrain zones. Candidates will display appropriate situational awareness and safety awareness while snowboarding in a group.

Examiners will lead Candidates through activities selected from the Level III Riding Activity List.

Examiners may provide tactical clarification throughout the day to ensure that candidates understand the desired riding outcome they are attempting to demonstrate. Supporting activities are used to highlight specific movement patterns or specific Snowboard Fundamentals.

Riding activities may be set in all types of terrain and conditions, including groomed terrain, bumps, crud, trees, and powder, on any available open terrain, and on small and medium terrain park features.

Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification of candidate performance relative to the activity. Variations in movements and mechanics may be requested at the discretion of the evaluator. These could include changes in the type of flexion, extension, or rotation mechanics, or in the Duration, Intensity, Rate, and Timing of those movements.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and can be used to demonstrate personal style and terrain preferences.

## Level III Assessment Forms





# EASTERN



## AASI Certified Level III Snowboard Movement Analysis & Technical Understanding 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	Technical Understanding
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>	<b>Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.</b>
<b>Needs/Safety</b> Address group and individual needs for esteem.	Synthesizes information from multiple PSIA-AASI and snowsports industry resources to:
<b>Behavior Management</b> Adapts behaviors for positive group and individual interaction.	<b>Understanding of Biomechanics/Physics</b> Describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.
<b>Section Average: Must be 4 or above to meet Learning Outcome</b>	<b>Fundamentals to Personal Performance</b> Compare personal performance to a specific application of two or more Technical Fundamentals.
<b>Comments</b>	<b>Tactics, Equipment, Physical, Environment</b> Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to snowboarding outcomes.
	<b>Section Average: Must be 4 or above to meet Learning Outcome</b>
	<b>Comments</b>
<b>Movement Analysis</b>	
<b>Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders through the advanced zone.</b> Consistently demonstrates their ability to:	
<b>Observe and Describe</b> Observe and describe the application of three or more Technical Fundamentals in all phases of the turn/ATML.	
<b>Evaluate and Describe</b> Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.	
<b>Prescription</b> Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.	
<b>Section Average: Must be 4 or above to meet Learning Outcome</b>	
<b>Comments</b>	



# EASTERN



## AASI Certified Level III Snowboard Teaching 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	Teaching Skills
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>	<b>Assess &amp; Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.</b>
<b>Needs/Safety</b> Address group and individual needs for esteem.	<b>Assess</b> Continually assess student motivations, performance, and understanding.
<b>Behavior Management</b> Adapts behaviors for positive group and individual interaction.	<b>Collaborate</b> Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Plan Lesson</b> Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.
<b>Comments</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.</b>
	<b>Adapt</b> Tailor the learning environment to align with the needs of individuals.
	<b>Descriptions, Demonstrations, Feedback</b> Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
	<b>Manage Risk</b> Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.
<b>People Skills</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when Teaching)</b>	<b>Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.</b>
<b>Communication</b> Customize verbal and non-verbal communication to match or influence individuals.	<b>Explore, Experiment, Play</b> Customize and pace learning activities to allow students reflection time as they explore, experiment, and play toward desired outcomes.
<b>Active Listening</b> Use varied, active-listening tactics to personalize the experience.	<b>Describe Change</b> Encourage the students to communicate change in performance and/or understanding.
<b>Feedback Delivery</b> Deliver feedback that supports the emotions of the individuals in the group.	<b>Relate Change</b> Collaborate with students to apply gained skills to riding/skiing situations.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)</b>	
<b>Interaction</b> Manage the group dynamic to positively influence individual experiences.	<b>Comments</b>
<b>Motivations/Emotions</b> Support and manage the motivations and emotions of all.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	



# EASTERN



## AASI Certified Level III Snowboard Riding 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	Riding Performance
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>	<b>Continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.</b> Continuously Blends tactics and snowboard performance to:
<b>Needs/Safety</b> Address group and individual needs for esteem.	<b>Integrate Fundamentals</b> Integrate all of the Technical Fundamentals to achieve prescribed outcomes.
<b>Behavior Management</b> Adapts behaviors for positive group and individual interaction.	<b>Individual Fundamentals</b> Highlight individual Technical Fundamentals as prescribed.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Versatility</b> Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).
<b>Comments</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Assessment Activities Performed</b>
	<b>Highlighted Fundamentals</b>
	<b>Comments</b>



# EASTERN

## Level III CORE RIDING ACTIVITY LIST

These riding activities will be done at all Level III Assessments to assess a candidate's ability to ***Integrate all of the Technical Fundamentals to achieve prescribed outcomes.***

Riding Core Activity List		Description						
Level	Activity	Direction	Edge Change Movement	Turn Type	Turn Size	Turn Shape	Alignment	Terrain/Feature
3	Skidded Turns	Forward	Retracting Edge Change	Skidded	Small	Closed	Separation	Black
3	Carved Turns	Forward	Retracting Edge Change	Carved	Large	Closed	Separation	Black
3	Off Piste / Bumps	Forward	Retracting Edge Change	Skidded	Small	Closed	Separation	Black
3	Switch Skidded Turns	Switch	Flexing Edge Change	Skidded	Small	Closed	Separation	Blue/Black
3	Boardslides	Forward	Using separation & rotation jump to a boardslide between the feet/bindings, between 60° and 120°, showing deliberate pressure management across a box or rail feature approaching from a forward direction & exiting in a forward direction. The rider pops at takeoff to land on the feature in a boardslide and can maintain the slide for the entirety of the feature. The rider pops off of the feature and lands balanced in the landing zone in their forward direction.					Small Box
3	Air 360	Forward	Show the ability to use the appropriate speed and edge/line set up in the approach to get a clean carved line. Then show a cleaned pop with the board in the fall-line and the back foot at the lip of the jump. From here continue to the rotation as you retract your legs at the same. Finally land with your board in the fall-line. This can be done frontside or backside. This should be performed over a small man-made park jump with a defined takeoff/lip.					Small Jump
<p>*All activities in this document may be modified, adapted, or adjusted by the Examiner(s) during an assessment due to weather, riding conditions, or desired outcome.</p> <p>**Highlighted activities may be selected, modified, and adapted by the Examiner(s) during the assessment.</p> <p>***Versatility activities may be selected, modified, and adapted by the Examiner(s) during the assessment.</p>								

## Level III SUPPORTING RIDING ACTIVITY LIST

The Examiner Pair will select riding activities from a combination of this list and the CORE Riding Activity List during Level III Assessments to assess a candidate's ability to both ***Highlight Individual Technical Fundamentals as prescribed*** and ***Demonstrate versatility by varying turn shape, turn size, and line with Duration, Intensity, Rate, and Timing (D.I.R.T.).***



# EASTERN

Riding Supporting		Description						
Level	Activity	Direction	Edge Change Movement	Turn Type	Turn Size	Turn Shape	Alignment	Terrain/Feature
3	Skidded Turns	Forward	Retracting Edge Change	Skidded	Small	Open	Separation	Black
3	Switch Carved Turns	Switch	Retracting Edge Change	Carved	Small	Open	Separation	Green
3	Switch Carved Turns	Switch	Flexing Edge Change	Carved	Large	Closed	Separation	Blue
3	Switch Off Piste / Bumps	Switch	Flexing Edge Change	Skidded	Medium	Closed	Separation	Blue/Black
3	Tail Rolls, Spins, Butters	Forward and Switch						Green / Blue
3	Flatland 360s in Bumps		Use twist and pivot to spin the snowboard, frontside and/or backside, while in bumps or un-groomed terrain.					Blue / Black
3	Air 360		Show the ability to use the appropriate speed and edge/line set up in the approach to get a clean carved line. Then show a cleaned pop with the board in the fall-line and the back foot at the lip of the jump. From here continue to the rotation as you retract your legs at the same. Finally land with your board in the fall-line. This can be done frontside or backside. This should be performed over a small man-made park jump with a defined takeoff/lip.					Small Jumps
3	Dolphin Turns		These are done across the fall-line in a medium turn size. Using an Ollie you want to take off of the tail of the uphill edge and then land on the nose of the downhill edge.					Green / Blue
3	Dolphin Turns		These are done down the fall-line in a small turn size. Using an Ollie you want to take off of the tail of the uphill edge and then land on the nose of the downhill edge.					Green / Blue
3	Funnel Turns		A series of turns of various turn size and/or shape to form a "funnel", "pyramid", "diamond" or "hour-glass" to assess turn control.					Blue / Black
3	Hanger Turns		These are done while traveling across the fall-line. You then make a true lateral move with two feet to touch the downhill edge before coming back to your uphill edge.					Blue / Black
3	Shorts Around Longs		Short radius skidded turns along a large radius path of travel. Short radius turns occur continuously in all three phases of the large radius path both while moving across the hill and while in the fall line.					Blue / Black
3	Triffecta		Aired edge changes: 1st is 2 footed takeoff and landing. 2nd is ollied takeoff and 2 footed landing. 3rd is ollied takeoff and dolphin style landing. Done in large radius across the fall line on both toe edge and heel edge.					Blue / Black
3	Hop Turn		Rider performs an up-unweighting movement pattern to separate from the snow surface powerfully and symmetrically and lifts the entire snowboard into the air so that it can rotate the 180 degrees and to land in a balanced and edged position on the opposite edge than the rider took off from.					Black
3	Boardslides		Using separation & rotation jump to a boardslide between the bindings/feet, between 60° and 120°, showing deliberate pressure management across a box or rail feature approaching from a forward direction & exiting in a forward direction. The rider pops at takeoff to land on the feature in a boardslide and can maintain the slide for the entirety of the feature. The rider pops off of the feature and lands balanced in the landing zone in their forward direction.					Small Box / Rail
3	Air edge change		Manage your line and pressure to get to the lip of the pipe and show an aired edge change with the pivot point of the board at the lip.					Pipe
3	Toe to Toe (in-air)		These are done with a front-side 180 centered pivot in the air with a two footed landing on the toe/switch toe edge. These are to be initiated across the fall-line jumping off two feet off the uphill edge and finished across the fall-line landing on the downhill edge. Then you are meant to carve through the control phase of the turn through the fall-line.					Green / Blue
3	Heel to Heel (in-air)		These are done with a back-side 180 centered pivot in the air with a two footed landing on the toe/switch heel edge. These are to be initiated across the fall-line jumping off two feet off the uphill edge and finished across the fall-line landing on the downhill edge. Then you are meant to carve through the control phase of the turn through the fall-line.					Green / Blue
3	Pivot Slip		These are meant to be done in corridor using a 180 degree rotation with a centered pivot point from one edge to the other edge while keeping your shoulders in the fall-line. The rotation is initiated by flexing and moving the center of mass down.					Blue / Black



## EASTERN

### Level III STUDY QUESTIONS

This study guide represents information you should know prior to attending your Level III Assessment. Learn as much of this information as you can on your own then team up with other instructors to study and review together. Be prepared to discuss any of the information in the Level I and Level II-III Assessment Guides.

1. How many regions are there in PSIA-AASI and what are they?
2. Know the Responsibility Code and how it is used in lessons at all levels.
3. How do you get your students to be aware of and practice “The Code” in their freeriding?
4. What are cartilage, ligaments, tendons, and muscles and how do they work with movement?
5. What is the difference between skeletal structure and muscular structure in riding performance?
6. Know the difference between hinge joints and ball socket joints.
7. Know the six Snowboard Fundamentals and be able to compare/contrast relationships between them
8. How do we use goals in an effective lesson plan?
9. Describe Feedback and how we use it in a lesson plan. 12.Explain the Movement Analysis Process and OEP
10. Know how to use MA in any level of lesson.
11. How do we use the MA Process in developing a lesson plan?
12. Know and understand various tuning and waxing techniques.
13. Understand the effect of binding angles and placement can have on board performance.
14. Know the structure of the knee and how it works.
15. How do muscles contract?
16. What are Piaget’s Stages of Development?
17. What is the CAP Model and how do you apply it in your lesson?
18. What are Maslow’s Needs?



## EASTERN

19. What is the difference between instructor centered teaching and student centered teaching?
20. What is the D.I.R.T. concept, how would you teach it in a lesson and how do you use it in high level riding?
21. What is dynamic balance?
22. What is the difference between an adult and a child's Center of Mass?
23. How do you keep a group of students that are not the same levels together and having fun?
24. Know several ways to check for understanding in a private and a large group.
25. Know how to recognize and understand the Multiple Intelligences.
26. What are the types of motivation and how are they assessed?
27. What are the symptoms of fear and how is a fearful student handled?
28. What are primary ways people receive sensory information in snowboarding?
29. What is the difference between an activity and a progression?
30. What are the four stages to the Motor Learning Cycle and how do we use it in a lesson?
31. Know examples of how terrain can aid in an exercise.
32. What are ways to reduce risk to a student?
33. What are the roles of the instructor in customer satisfaction?
34. What is momentum? How do we use it to our advantage?
35. What is Newton's Third Law of Physics and how does it relate to snowboarding?
36. How can a rider's movements change or not change in various snow conditions?
37. How do we know when to move students to more challenging terrain?
38. What are pressure control movements?
39. What can flexion/extension do for board performance?
40. What can flexion/extension do for physical balance?
41. What can rotation do for board performance?
42. What can rotation do for physical balance?
43. What is the difference between counter and counter rotation?
44. How is rotation used in a dynamic carved turn?
45. How is rotation used in a skidded turn?
46. How is edging used in a skidded turn?



## EASTERN

47. What are different ways to control your speed?
48. How can you control your speed in the bumps? Steeps? Trees?
49. Know several different freestyle tricks that you can perform safely and be prepared to teach at least one.
50. Why do we want to teach freestyle maneuvers in our lessons?
51. Why do we need extra safety precautions when teaching freestyle?
52. When do we take a student into the terrain park?
53. What is the difference between a low intensity skidded and high intensity skidded turn?
54. What is the difference between a low intensity carved and high intensity carved turn?
55. How do you work with a student on inappropriate equipment?
56. What defines appropriate equipment?
57. What are the Reference Alignments and how do they adjust with snow conditions? Terrain? Dynamics?
58. What is the difference between Pronation and Supination?
59. Learning is influenced by physical and social factors. What are those factors?
60. What are the elements of board design?
61. How do board design elements affect performance?
62. What is heel chatter? What are reasons a board chatters?
63. What is base structure? How do you structure a board's base?
64. What are beveled edges?
65. How do beveled edges affect board performance?
66. When do we use closed and open questions?
67. What are the possible movements necessary to tilt a board?
68. What are ways that twist can be utilized in a turn?
69. Identify a successful lesson vs an unsuccessful lesson.
70. What is the difference between torsional flex and longitudinal flex?
71. How do we identify cause and effect relationships in snowboard movements and board performances?
72. How can we identify Cause and Effect relationships and how do we use them?





## EASTERN

73. Know the differences between Extending at Edge Change, Flexing at Edge Change and Retraction.

Recommended Reference Material: The AASI Snowboard Technical Manual, AASI Snowboard Teaching Handbook, Core Concepts for Snowsports Instructors Manual, and PSIA-AASI Children's Instruction Manual



AMERICAN ASSOCIATION  
OF SNOWBOARD  
INSTRUCTORS