PSIA AASI NORTHWEST

# Level I

# Snowboard Certification Guide

# Table of Contents




**LEVEL 1 SNOWBOARD CERTIFICATION GUIDE**
Last Edited December 2024

Prepared by
**THE AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS – NORTHWEST (AASI-NW)**

# The Purpose of This Guide

The purpose of this guide is to provide exam candidates, trainers, educational staff with an established reference while preparing for, participating in and administering the PSIA-NW **Certification Level 1 Exam** as it applies to beginner and low intermediate lessons and terrain.

Every candidate is responsible for their own success and this guide is intended to provide equitable resources to all candidates. Attitude and gained perspective through the training process leading up to the exam will influence the overall exam outcome.

This guide will provide: **1)** candidates an overview of exam requirements and how to develop skills accordingly, **2)** assist trainers and Ed Staff with creating a curriculum for candidate development, and **3)** provide specific details about the Northwest process for each module.

**This Certification Guide is intended to provide an overview of exam requirements and the processes performed in the Northwest. It is not a complete educational training document and is meant to be used in conjunction with other materials provided by PSIA-AASI.**

## PSIA-AASI Resources Table (In Suggested Order of Reference)

| | |
|---|---|
| **Northwest Certification Guides (THIS DOC!)** | Comprehensive guide explaining current resources and their usage. Each Cert Guide explains a specific NW exam process for each level. |
| National Unified Assessment Forms | What candidate will receive from examiners. Easy pocket guide. It is important to understand WHY & HOW each row is scored. |
| **Northwest** Activity Chart **&** Descriptions | List of Assessment Activities to be used in all Northwest exam modules. Color-coded to denote certification levels. |
| Technical Manuals | The Snowboard Technical & Teaching Snowsports are the 2 required manuals to use for the Level 1. Free online access for members. |
| **National Performance Guides:** Snowboard, Teaching, People | Successful and Unsuccessful contributors for each Assessment Criteria in each level of exam - specific examples of what to do or NOT to do. The unsuccessful examples are quite useful. |
| NW Training Guide | Training examples shared by trainers and resorts for HOW to train. Working document of best practices and may be changed at any time. |
| National Fundamentals Addendum | The go-to condensed guide for each of the Fundamentals and their Learning Outcomes for all disciplines and modules. |
| National Standards | Condensed version: Performance Guides and National Standards |

# About Certification

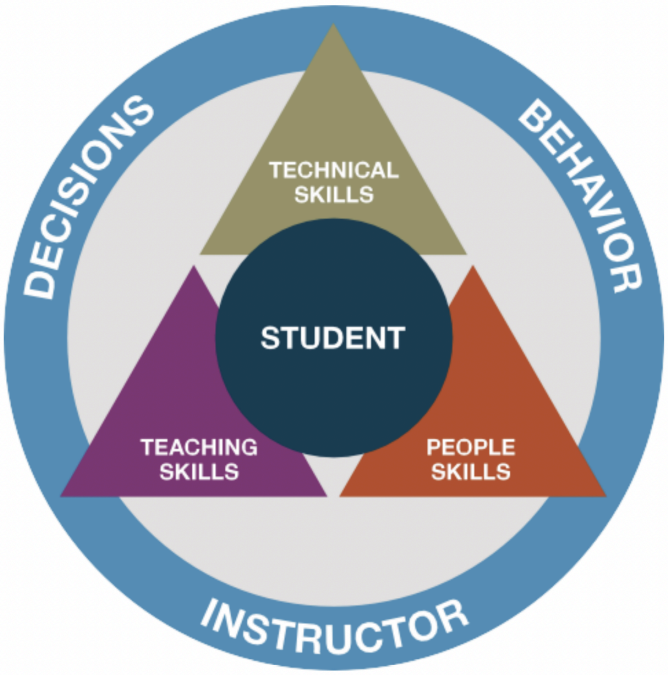
## What Certification Does

The vast majority of snowsport schools in the United States recognize PSIA-AASI certification, regardless of the region in which the certification was obtained. Through standardized practice and certification, this creates consistency in instructors anywhere a student learns. With three levels of certification recognized by all regions, resorts can rely on a set standard for assigning great lessons.

Certification can lead to increased wages, higher level lessons, and priority to obtain those lessons. This can be a very valuable tool for those looking to pursue instruction as a career. In addition to certification in a particular discipline like snowboarding or skiing, instructors can specialize in Freestyle, Children, Adaptive, and Seniors to add breadth to their skills.

**Level 1 Certification** is the baseline understanding for teaching beginners through newer intermediate riders. In order to gain certification, instructors must meet the National standard for several skillsets:

- **First:** ***Technical Skills*** include riding performance, movement analysis, and technical understanding expected for any beginner instructor. Instructors need these to demo, assess, and understand WHY students perform the way they do.
- **Second:** ***Teaching Skills*** help instructors hone their craft using tools and models found throughout the education field, both on and off snow, including the Teaching Model.
- **Third:** ***People Skills*** create the glue between instructors and students by creating relationships using trust, engagement, and creating meaningful interactions.



## Real World Applications

While reviewing this Certification Guide, reflect on how it affects the real lesson environment. How does training for an exam help a new instructor prepare for their job? How do People Skills promote safe environments that encourage learning? How do the Teaching Skills criteria help create exceptional progressions that accelerate progress? Why is Movement Analysis vital for providing great feedback to students? Why are accurate demos showing fundamental movements valuable for visual learners? How does all of this prepare a candidate for a career in snowsports? These types of questions can help relate the exam experience back to the job performance.

Ultimately, snowsport schools are looking for qualified instructors who can manage risk on the hill, provide amazing learning experiences, create safe and fun environments, and encourage customers to come back. Their business models need instructors who can consistently provide a reliable lesson product. So while certification is a valuable resource for schools, it's only as valuable as the instructor's engagement, adaptability, and authenticity to the educational process back at home.

## National Alignment

The **National Standards** have been in place for many years. However, the means to determine a particular skill varied depending on the region. This could be challenging to train for, especially for candidates traveling between, or moving to different regions. Every region used to have different assessment forms and separate processes for determining learning outcomes.

In 2020, discipline task forces with members from each region, and representing all disciplines, released a comprehensive plan for transitioning to a nationwide exam process. All examiners now utilize a **Unified Assessment Form** that incorporates the **Learning Connection Model**, linking the most important skills for instruction: People Skills, Teaching Skills, and Technical Skills. These **Fundamentals** are linked by the instructor's ability to manage their own decisions and behaviors.

The **Performance Guides** (PGs) give specific examples of passing or failing contributors for each level of certification and for each **Learning Outcome** (LOs). These outcomes highlight the desired goals for learning. A student might ask, "Why am I doing this particular activity?" The Learning Outcomes are the answer. These outcomes are scalable, increasing in difficulty for each level of certification, and requiring more knowledge comprehension and ownership of the skills, but the overall theme across all levels remains the same: Did the student reach the specific goal?

Finally, within each Learning Outcome, **Assessment Criteria** (ACs) are set specific measurements for scoring. A set of Assessment Activities (AAs) are used in the exam process to determine the candidate's level of mastery for each criteria. Training to the skills required in each Assessment Criteria and Learning Outcome, along with using other **Learning Experiences** (LEs), will help develop and diversify instructor abilities in preparation for the exam.

By the 2026-27 season, regions will have a streamlined process. What a candidate experiences in one region will be very similar to any other. The format, activities proctored, and set expectations will be repeatable and consistent anywhere in the country. While some regions may continue to have more or less days, the amount of time assessing a candidate will be the same. This means straightforward training pathways and improved exam experiences for all members.

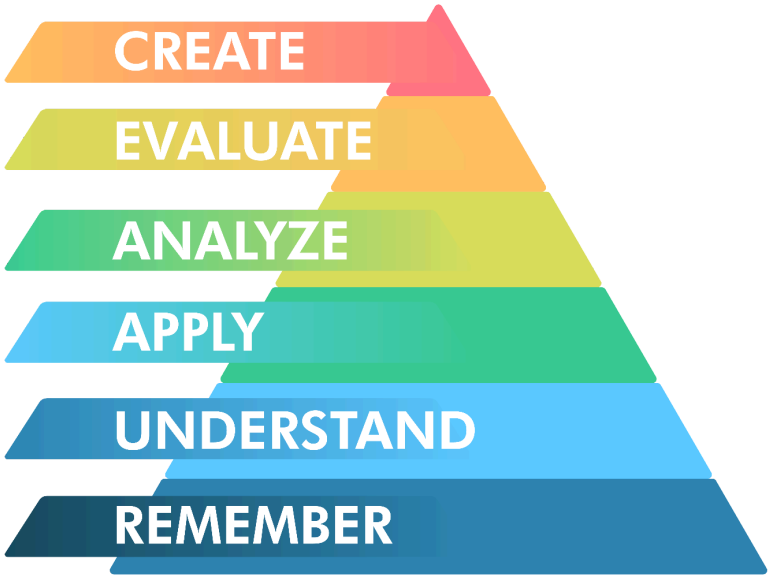
## Educational Models Used In Assessments

PSIA-AASI incorporates many theories and models of teaching and learning including Maslows, Piaget, and Gardner's, all of which can be explored in Teaching Snowsports and Teaching Children's Snowsports manuals. Through the alignment process, two specific models are explicitly applied to assessment of knowledge and skills acquisition.

### Bloom's Taxonomy

Bloom's Taxonomy is a hierarchical framework for knowledge comprehension used across the education field, from K-12 classrooms to college campuses. This classification uses 6 different stages, each building upon the next.

When reviewing the PSIA-AASI Performance Guides, note the specific placement of verbs in each Learning Outcome and Assessment Criteria. The increasing difficulty and scaling of each level is intentional. Using Bloom's taxonomy, the Performance Guides give trainers and candidates specificity to the depth of understanding required in each Assessment Criteria. For more information on Bloom's, click **HERE**.




### Application of Blooms in the Level 1 Beginner Zone

For example, a Level 1 instructor should be able to "*Manage physical and emotional risk to **maintain** engagement in the learning environment*", whereas a Level 2 instructor will be expected to "*Manage physical and emotional risk to **promote** engagement in the learning environment*."

The element of risk is at focus. In order to *maintain* engagement, candidates must **1)** understand what risk is (remember), and then **2)** determine what causes risk (understand). A candidate should recognize *what* hazards can occur in a beginner lesson: traffic patterns, obstacles, treacherous snow conditions; and then know *why* they're problematic: bodily harm, fear impacts learning, etc.

Memorizing and understanding the *Responsibility Code* in a candidate's own words is the minimum

to maintain a safe exam environment. While other candidates in the exam might already be familiar with common safety issues, in a real lesson, an instructor might need *application*: moving students to the side of the run. Real students lack the same awareness as fellow candidates.

Candidates should also note the level of activity required to increase difficulty: *Maintain* is "go with the flow", whereas *Promote* is more proactive. In order to *promote*, a L2 candidate needs to master the L1 requirements (memorizing and understanding), but now needs to *apply* and *analyze* certain situations to create a more interactive engagement so that students don't get bored. For example, a L2 candidate might analyze whether to facilitate new activities on the same green terrain, or increase the challenge of the run itself by taking students to a more difficult pitch.

## Fitts & Posner Stages of Learning

The 1-6 scale that examiners use to assess candidates as learning moves through 3 basic stages of motor skill development. The stages include *Cognitive*, *Associative*, and *Autonomous* as applied to attentional or cognitive demands of a performer. In other words, how much does someone *think* about what they're doing, versus relying on rote skill automation?

PSIA-AASI took this quantifiable measurement to determine mastery of a particular skill set across the various areas of snowsports instruction. Using this scale, it was determined that an activity must be given enough time for a candidate to show **1) frequency** (how often is it seen) and then **2) consistency** (how well do they do it).

**Fitts & Posner Diagram (borrowed from PSIA-RM)**

| Stages of Learning | Characteristics | Attention Demands & Activity | Scorecard Describers |
|---|---|---|---|
| **Cognitive** | Movements slow, inconsistent & inefficient. Considerable cognitive activity required. | Attention to understand activity or movement to produce a specific result. Large parts of movement are controlled consciously. Practice sessions more performance focused, less variable & incorporate a clear mental image (technical/visual). | **1:** Essential elements were not observed or not present. (Early Cognitive) |
| | | | **2:** Essential elements are beginning to appear. (Late Cognitive) |
| **Associative** | Movements more fluid, reliable & efficient. Less cognitive activity required. | Some parts of activity or movement are controlled consciously, some automatically. Practice sessions link performance and results, conditions can be varied. Clear Mental Image ↔ Accurate Performance | **3:** Essential elements appear, but not with consistency. (Early Associative) |
| | | | **4:** Essential elements appear regularly at a satisfactory level. (Late Associative) |
| **Autonomous** | Movements accurate, consistent & efficient. Little or no cognitive activity required. | Movement or activity is largely controlled automatically. Attention can be focused on tactical choices. Practice sessions are more result-oriented. Focus is on greater range of motion, speed, acceleration & use of skills in a novel situation. | **5:** Essential elements appear frequently, above required level. (Early Autonomous) |
| | | | **6:** Essential elements appear continuously, at a superior level. (Late Autonomous) |

## Bloom's + Fitts & Posner

When reviewing the **Performance Guides**, it is helpful to understand how Blooms' Taxonomy and Fitts & Posner complement each other. This is especially valuable when creating a successful training plan. With Bloom's verbs, determine the *action* required at each level, and with Fitts & Posner, accurately show it *at least* regularly at a required level. The **Performance Guides** give great examples of when a candidate will be successful or not based on these two models.

**Fitts & Posner scoring on the Level 1 Assessment Form**

**AASI Certified Level I Snowboard**

**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. |

## Scoring and Averages

Examiners work with whole numbers and DO NOT ROUND UP scores when averaging. If possible, candidates should train towards mastery of each Assessment Criteria (each row of the assessment form) to obtain scores of 5 or 6 in as many areas as possible. This can average out insufficient scoring in other rows. **Every Learning Outcome must receive an average of 4 to pass to pass the Fundamental Skill and every Fundamental must pass to pass the exam.**

When preparing for the exam, review the **assessment forms** with resort trainers or an examiner during an exam prep course to understand the scores required to pass a particular Learning Outcome. This will make understanding your scores after the exam easier to understand. Scoring may be somewhat confusing at first. It helps to understand WHAT is being assessed and WHY before going into the exam. Knowing deficiencies in scoring will also highlight training focal areas.

For example, in the Level 1 Teaching Skills module, the Learning Outcome, ***Assess and Plan*** (see below), has 3 rows: *Assess*, *Collaborate*, and *Plan Lesson*. To pass each Learning Outcome, candidates must receive a 4 or more in each row of this color. A candidate may get a 3 in *Assess*, but would need a 5 in *Collaborate* or *Plan* to keep the average above a 4.

**1 of 3 Learning Outcomes of the Teaching Fundamentals)**

| **Teaching Skills** | |
|---|---|
| **Assess & Plan: Plans leaning outcomes and organizes progressive learning experiences relevant to beginner/novice students.** | |
| **Assess**<br>Identify student motivations, performance, and understanding. | |
| **Collaborate**<br>Select basic progression with clear direction and focus. | |
| **Plan Lesson**<br>Plan lessons that involve productive use of movement, practice time, and terrain. | |
| **Section Average:** Must be 4 or above to meet Learning Outcome | |

# Exam Registration Process


**Click the image (or HERE) for higher resolution**

## A Northwest Checklist - Chronologically In Order

- ☐ Join the Organization
- ☐ Access All The Members-Only Resources
- ☐ Train at your resort or attend an educational clinic
- ☐ Complete the Snowboard Level 1 E-Learning Course
- ☐ Keep Training and Stay Focused!
- ☐ Pass the online Level I Professional Knowledge Exam
- ☐ Sign up for the On-Snow Level I Exam
- ☐ Show up for your exam prepared and pass it!

# General Exam Information

## Exam Registration

In preparation for the on-snow exam, check for an email confirmation of exam registration with pertinent information about meeting location, time, what to expect, and other details. Continue to monitor messaging for any updates that might occur. While every attempt is made to ensure that exams run as scheduled, Northwest weather is unpredictable. Events may be delayed, postponed, and/or canceled. Exams require a certain number of candidates to run for financial reasons and may be canceled due to insufficient signups.

It is every candidate's responsibility to read and understand messages coming from the Northwest office and/or from assigned staff. **If you have questions, concerns, need to cancel, or have other issues, reach out to the PSIA-AASI Northwest office immediately.**

## Exam Schedule

| | | |
|---|---|---|
| **Morning Meeting** | **8:00- 8:55am**<br><br>**or 1 hour before ops begin** | Examiners will issue lift tickets, discuss the day's format and conditions, establish tone and professional parameters, review expectations, and answer any questions regarding the exam process. **Asking questions is encouraged. However, an examiner may or may not be able to answer all of them.** |
| **On Snow** | **Up to 6.5 hours total w/ break for lunch** | Time management is critical. Showing up on time to all meeting spots is part of scoring. Plan to be on snow all morning and afternoon. Bring snacks and come to the exam well hydrated and rested. Dress warmer than usual. |
| **Lunch** | **30-60 min** | Bring lunch to skip cafeteria lines and spend time resting. |
| **End of Day** | **3:30 or 4pm per examiner discretion w/ results @ 4:30 or 5pm** | The examiner will begin wrapping up and outline the next steps. Questions and discussions may continue at the base area. Pass/Fail results and some verbal feedback will be delivered. Assessment forms are sent by email all at once, and will be sent no later than 48 hours after the exam. |

## Exam Layout

Currently, most Level I exams in the Northwest will be one day in length. Some resorts may pilot the 2-day process beginning the 2024-25 season, so enquire about each resort's process before registering. The region will expand to the longer process no later than the winter of 2027.

**Within the one-day process**: 3 modules will be assessed equally throughout the day: 1) Movement Analysis & Technical Understanding, 2) Riding Performance, and 3) Teaching Performance. *Riding will be assessed in ALL modules, including Teaching and Movement Analysis.*

**Within the two-day process**: Riding activities will be split over both days. Movement Analysis & Technical Understanding will be assessed along with riding on Day 1. Riding may be assessed in all parts of Day 1. Teaching & People Skills Module will be assessed on Day 2. Candidates will do additional riding activities. *It is the examiner's discretion whether riding will be assessed during Teaching segments during the 2-day format, but they will be transparent about that decision.*

All Level 1 exams will be proctored by one examiner. Examiners-In-Training may be in attendance to observe the process. Group sizes range from 4-6 candidates to ensure equal time for candidates to perform across all modules. Candidates are encouraged to work together and ask questions when applicable. An exam's enjoyment is largely dependent on candidates' attitudes.

## Grading

The Northwest Level 1 Exam is "all or nothing". This means **candidates must pass all modules at once,** and no retakes of singular modules are possible. This is in contrast to Level 2 and 3 exams where candidates can pass one module at a time and/or retake failed modules separately.

Scores are solely based on the candidate's performance. Examiners do not pass or fail candidates. Instead, they assess the candidate's performance on that particular day and in those moments as applied to the national standard. A successful day is contingent on prior training leading up to the exam, and then attitude, participation, and performance during the exam.

The examiner continually assesses throughout the day to provide an accurate, well-rounded score for all candidates. They will be watching performance as an observer and not participating with the group. They will be looking for interaction with others, consideration for safety and decision-making, and then will follow up with questions when needed. Note taking is done on snow to provide constructive written feedback and does not indicate negative responses.

Upon receiving assessment forms, candidates should review scores and read the comments that examiners have spent a considerable amount of time writing. Take time to decompress and collect personal takeaways. Candidates are encouraged to review and share with trainers to determine pathways forward, regardless of outcome. If passing, how to train for the next level of certification. If failing, where challenges occurred and prepare to retake. If feedback is confusing, seek out clarification from examiners by reaching out to schedule time to meet. If not provided by the examiner, reach out to the PSIA-AASI NW office for contact info.

## Continuing Education

Members are required to maintain their certification level by attending continuing education events. Each year, 6 Continuing Education Units are required, or 12 every two years. This is to ensure that certified members stay updated to the National Standards. A 1-day exam module counts as 6 CEUs. On-snow clinics, webinars, and online learning are all options.

# Level 1 Certification Requirements

## Snowboard Certified Level 1 – National Standards

Level 1 candidates across the country are held to a **National Standard** of proficiency, with experience using the Learning Connection Model for beginner to intermediate zone guests.

All candidates are assessed on:

- **Professionalism**
- **People Skills**
- **Teaching Skills**
- **Technical Skills**

For more information on the skills required in each model, it is HIGHLY RECOMMENDED to review each of the **Performance Guides** linked above. These guides detail expectations at each level of certification AND give examples of what is a successful or not successful performance in each Assessment Criteria. Candidates should work with their trainers to understand how to build this into a successful training program to ensure adequate comprehension.

## Snowboard Certified Level 1 Assessment

The following provides context for exam day expectations with specific examples, module formats, and training opportunities for each module. Again, this is a guide and is not an absolute. An examiner may modify certain details due to conditions, resort layout, or candidate dynamics. Preparation involves being flexible and adaptable to any changes to the format. Some methods may work better than others. More time may be dedicated to specific criteria. Get creative and use critical thinking to create a tailored pathway to Level 1 certification and beyond.

### I. Professionalism

During **ALL** modules, candidates are continuously assessed on **2 Assessment Criteria**, decision making and behavior (Professionalism). This can be in regards to safety, relations with guests on the hill, conversations with peers, camaraderie, timeliness, manners, respectfulness, and interactions with the examiner, among others. There is no specific modular formatting. It is assessed constantly.

# II. Teaching and People Skills

Candidates will be assessed on **14 Assessment Criteria**. For the **5 People Skills Criteria**, candidates are assessed on communications and relationship building. For the **9 Teaching Skills Criteria**, candidates should demonstrate a modeling of the Teaching Cycle: assessing, planning, implementing, and reviewing content. These two sets of skills are inseparable for great teaching.

Candidates will be given just **one 15-minute teaching segment** to present content to their peers. While not required to fill the full time, it is highly recommended as it indicates candidates' ability to pace and plan a progression. The examiner will keep track of time.

Some other details to keep in mind:

- Candidates may be assessed on riding activities during the teach module
- Use a variety of Teaching Styles to create an engaging learning environment
- Use different techniques to connect with various Learning Styles: Visual, Audio, Kinesthetic
- Motor Learning Cycle: Stationary, simple, complex, freeride is an excellent model to follow
- Safety is paramount. An examiner will interject and command if conditions deteriorate
- Teaching may be condensed to just AM or PM, or scattered intermittently across the day

## Teaching Format

### Preparation

During the candidate meeting, candidates will pick a number from 1-8. This number will correspond to a randomized order of teaching scenarios based on the **AASI Beginner Progression**. Only the examiner will know the scenario chosen and each candidate's selection will be noted. Order of teaching will be created either by candidate choice (who wants to go first?), or by examiner direction. Candidates will discover their "teaching task" during their teaching segment by asking questions and collaborating with their peers through movement. See more below.

Candidates should be very familiar with the National AASI progression, the typical order, and any reasoning WHY a lesson might move in this order (or not). While this progression may not match a resort's particular Beginner Progression, all AASI certified instructors should know all possible activities, should they relocate. Resorts use varying progression models based on geographic layout, traffic patterns, and cultural norms. Candidates should be prepared to use verbal and non-verbal assessment cues to determine a logical and engaging progression for their peers.

### On-Snow Setup

All teaching segments should be done on Beginner terrain. Before each teaching segment, the performing candidate will move away from the rest of the group and out of earshot. The examiner will then provide the peer group specific clues of the specific teaching scenario that was selected.

The examiner will check for understanding to ensure that the peer group knows how to answer the candidate's questions. The performing candidate will rejoin the group. Once the teaching segment starts, each candidate will need to ask the group questions and move them accordingly to assess current abilities. This **Collaboration** with peers will create a successful learning **Plan** based on what

is learned from others. Peers will perform as a collective group working on the same thing, answering questions as provided by the examiner.

All candidates will be offered a time warning of 2 or 5 minutes. This is highly recommended to keep track of time. When ready, the examiner will start a timer for 15 minutes.

**Peers should NOT give away more than told or help candidates determine the next step. They will ride to the skill level provided as if they were real students learning what comes next.** Peers should not pretend or make intentional mistakes to throw off the performing candidate. However, they may be asked to ride switch to show a more authentic riding performance. Safety should always be prioritized and one-footed activities may remain in the natural direction.

When a teaching segment is complete, the examiner will pull each candidate aside or use the chairlift to ask follow-up questions. These clarifying questions help the examiner better understand any observed actions or behaviors. If a certain aspect is missed during the segment, don't panic! The examiner will ask questions that give opportunities to fill in the gaps.

The next candidate will begin when the group is in place for another round of teaching. Teaching segments may be broken up by riding or movement analysis activities, depending on 1-day or 2-day formatting, and will be done at the examiner's discretion.

### Teaching Scenario Example

1) **Previous Skills Gained** in "last lesson"
- *Examiner provides*: Heelside sideslipping. You'll tell the candidate you were working on moving downhill on one edge while trying to keep your toes up. Your goals were not to fall down or get too much speed while sliding.

2) **Goals and Motivations** for learning in "new lesson"
- *Examiner provides*: "Want to learn to move across the hill to get around people. Moving forward rather than moving straight down the hill might also be fun **OR** the group wants to learn how to do the last activity while on their toeside.

<u>Candidate questions to peers might include:</u>
- What skills have students previously worked on?
- What brings students back? What do they want to learn next?

Some scenarios may lead to several progression options and this is okay! This reflects a real lesson. The outcome is based on how the teaching candidate assesses their peers, the conditions of the day, traffic or crowds (safety), and terrain available. From this particular example, a candidate might move to 1) toeside sideslips, 2) traversing, or 3 ) falling leaf, depending on the candidate's progression they select based on given information. The examiner will ask questions to understand why a particular progression was chosen. Candidates should be prepared to explain the reasoning.

# III. Riding

Candidates will perform riding activities that fall into **3 assessment criteria** to determine a rider's ability to isolate, blend, and adapt up to 6 riding fundamentals. On the assessment form, these are listed as:

- **Integrated** - blend at least two fundamentals for each Integrated activity
- **Individual** - highlight any given fundamental for any of the Level 1 riding tasks
- **Versatility** - show a change in movement, timing, or perform on different terrain

Further, at least one activity will be completed across 5 specific categories to ensure fairness and equity across all regions. These selected ***Core Activities*** will be done twice if time allows. For the Level 1, activities may be facilitated on green through easy blue terrain. Freestyle will be done in extra small parks or on natural features if no park is available.

**Those 5 categories are:** 1) Skidded, 2) Carved, 3) Switch, 4) Off-Piste, and 5) Freestyle

The examiner will utilize the **Riding Activity Chart** to select Level 1 ride activities. Candidates should have a strong understanding of riding demo expectations prior to the exam. The examiner will demonstrate each activity prior to the assessment. If the candidate has questions based on the performance versus the ideal, discuss with the group and/or inquire about expectations.

Overall execution of these activities demonstrate the candidate's learning and ownership of movements required. Candidates are assessed on the *application of fundamentals in each tas*k, not whether the task is completed perfectly or not. Candidates are not docked for falling or messing up. If the reason they fall is based on insufficiencies in fundamental movements, or the timing of movements, that will be noted, but not because of a single fall.

The examiner will demonstrate all activities aside from those done during teaching segments. Teaching segment activities will be done by the teaching candidate. If the teaching candidate does not give an appropriate demonstration for the activity, it will be noted and taken into consideration for subsequent riding demos.

## Riding Format

**Story-building:** Examiners are looking beyond just "Pass or Fail". Examiners are trying to "build a story" with each activity, adding in additional activities to suss out skills. They may use various tactics based on the groups' skillset or how the mountain's terrain is laid out. Every candidate is different, and therefore, so is every exam.

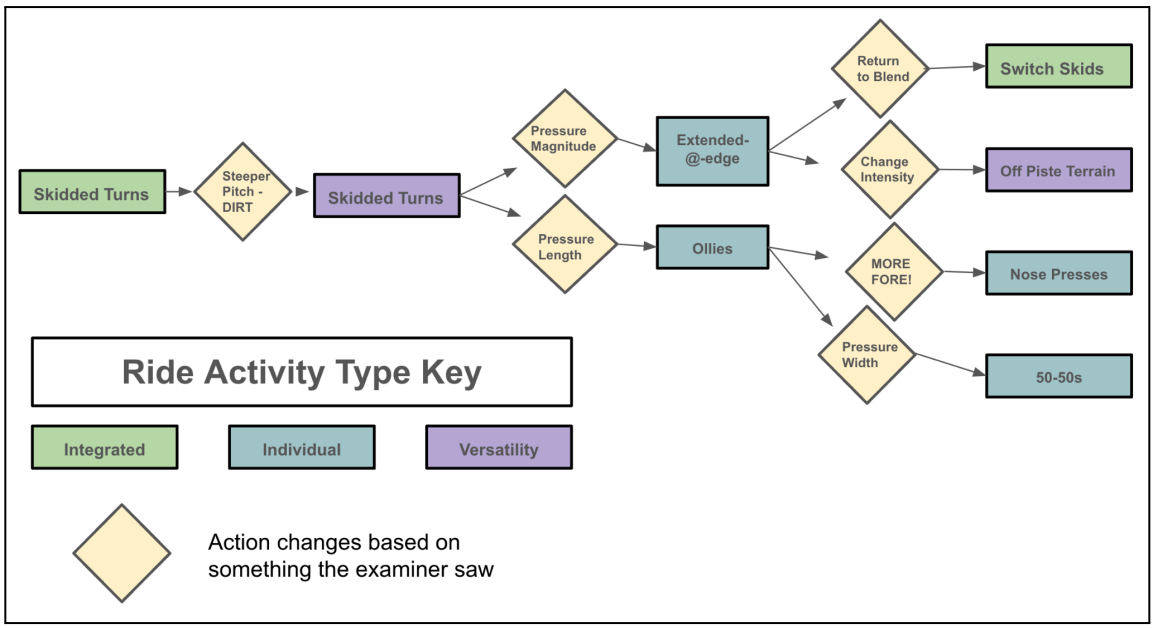
Depending on their resort, candidates may see a **1 or 2 day exam format** using riding activities:

★ **1-day process:** activities will be spread out through the day. Due to the limited time frame of a single day, the **examiner will assess riding performance in ALL MODULES**, including the Teach segments and in Movement Analysis. The examiner might move into teaching or movement analysis at any time, and continue to assess the candidates for movements. Candidates should perform their best at all times.

★ **2-day process:** activities will be spread out over both days but **riding will only be assessed during the Ride and Movement Analysis modules**. Candidates will not be assessed on their riding during the teaching module unless otherwise noted. Both days will focus on a variety of Integrated, Individual, and Versatility activities based on candidate performance, snow conditions, and terrain availability.

★ **Both Processes:** The examiner will generally start the day with Integrated riding activities to build a "big picture view" of candidate abilities. They may ask for 1 or 2 different Core activities across the 5 categories before moving into activities that 1) highlight fundamentals or 2) with timing or terrain changes.

**With infinite possibilities, a flowchart example based on what an examiner sees in the group**



# IV. Movement Analysis (MA) & Technical Understanding (TU)

During the Movement Analysis & Technical Understanding Module, **6 Assessment Criteria** are assessed, and additional Riding activities may also be assessed. Those are:

1. **Continued Ride Assessment (Ride Module):** All candidates will perform a specified task during Movement Analysis (ie. skidded medium radius turns in forward direction on green terrain). Candidates should ride it to the best of their ability.
2. **Personal Performance of Self:** Each candidate will be asked about their personal performance as compared to their understanding of the ideal movements and fundamentals applied for that task, all while focusing on **at least 1 fundamental**.
3. **Movement Analysis of Peers:** Each candidate will have 1 opportunity to perform Movement Analysis on just one peer per session. The MA candidate will focus on **at least 1 fundamental** as one peer moves through all phases of the turn, describing observation, evaluation, and prescription for the rider.
4. **Technical Understanding:** All candidates may be asked additional questions regarding technical knowledge as it applies to snowboarding.

## MA/TU Overview

It's important to understand this process before exam day. Based on snow conditions and the terrain available, the examiner may have all 6 candidates go at once to complete a round, or break up the MA module with warm-up runs and additional riding. **Format may be revised based on candidates, beginner terrain available, conditions, and resort layout.**

## For Personal Performance

Compared to the "ideal" movement patterns for an activity performed, the candidate will speak to at least one fundamental that they focused on while riding, how they created the movements and why, and the outcome that it had on board performance and the turn descriptors (shape/size). Candidates should be able to describe whether they think they accomplished the prescribed activity as compared to ideal movement. The examiner will follow up with additional questions based on performance, and whether that performance matches the candidate's discussion. The candidate should speak specifically to their own performance during this segment.

## For Movement Analysis

Focusing on at least one fundamental, each candidate will analyze turn phases and/or ATML while:

1. **Observing -** describe what can be seen: body movements (joints/muscles/range of motion), board performance (Pressure/Pivot/Twist/Tilt), & snow-tool interaction
2. **Evaluating -** describe cause and effect relationships of 1) body to body, 2) body to board, and/or 3) board to snow. Determine the effect on turn shape, size, speed, etc.
3. **Prescribing -** describe 1 or 2 specific things to improve or continue to emphasize based on relationships seen. Prescribed movements should have a direct outcome on performance.

For more information on performing Movement Analysis, refer to the Snowboard Technical Manual and Teaching Snowsports Manual.

## For Technical Knowledge Understanding

Questions will often follow a candidate's discussion about Personal Performance and Movement Analysis. The candidate is expected to reference and discuss preliminary concepts involving biomechanics and physics as it applies to turn shape and performance. Additionally a candidate should be able to discuss tactical choices based on snow conditions, mountainous terrain, snowboard technology, DIRT, and others.

## MA & TU Setup

On designated Movement Analysis terrain, the examiner will determine 2 stopping points: **Location 1** where the examiner will create a "mid-station" for assessing MA, and **Location 2**, where non-MA performing candidates will ride past the examiner and stop off to the side and wait.

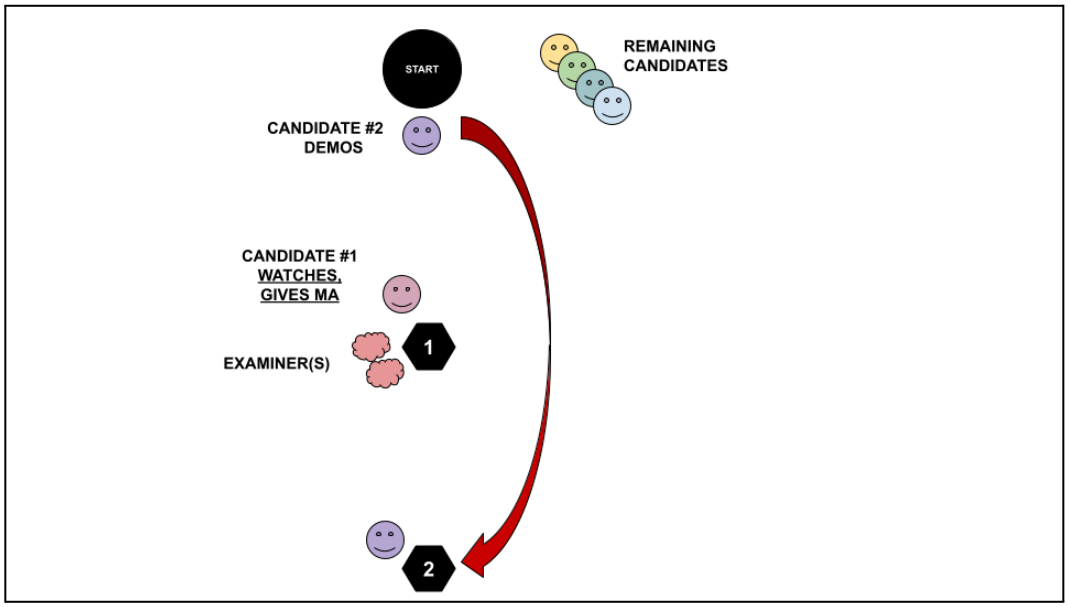
The examiner will split the group into 2 subgroups by numbering off 1-6. Candidates will go in order. Odd numbers will be assessed at the mid-station. Even numbers will ride the prescribed activity past the mid-station to the final location below. Groups will rotate after half the candidates have performed MA: even numbers will be assessed and odd numbers will ride to Location 2.

The examiner will clearly describe the activity that all candidates will complete. They will answer questions before giving a demo down to Location 1. Candidates may use this image as an ideal to compare themselves to. It is helpful for candidates to think about which fundamental(s) to focus on before performing the activity.

### Process

- **Step 1: Personal Performance -** The examiner will wave down Candidate #1 who performs the activity, joining the examiner at Location 1. The candidate will describe their personal performance in comparison to the ideal using 1 fundamental. The examiner may ask some clarifying questions.
- **Step 2: Movement Analysis -** When Candidate #1 is ready, they will wave down Candidate #2 who will ride past Location 1 to Location 2, providing multiple vantage points. Candidate #1 provides **Movement Analysis** on Candidate #2, describing Observation, Evaluation, and Prescription while focusing on 1 fundamental. The examiner will ask clarifying questions.
- **Step 3: Technical Understanding -** The examiner will ask additional **Technical Knowledge** questions. When all questions are completed, Candidate #1 will ride to Location 2 to rejoin Candidate #2.
- This process will continue until half the group has cycled through, and all candidates have regrouped at Location 2. Examiners will decide when and where the other half (even numbered candidates) will perform the same activity.

**Examiners at Location 1 are where odd numbered candidates ride to and do Personal Performance and Movement Analysis assessments of even numbered candidates riding to Location 2.**




**For a visual reference of this process CLICK HERE (use in Presentation mode)**

## For more details, refer to the National Standard and Performance Guides.

# Activities For Teach, MA & Ride Modules

**Candidates should train for and be prepared to: perform, discuss, assess, or teach any of the following activities.** These may be assessed in any of the three modules as part of the Level 1 Exam. Speed control, precision, symmetry, and safety are expected at all times. All activities should be shown heelside and toeside, and natural and switch, when applicable.

Any activity below can be utilized for Integrated, Highlighted, and Versatility by changing the focus of the fundamental, DIRT, and/or terrain. Not all activities will be used based on time, but candidates should train for ALL of these potential activities as part of the Ride, Teach, or Movement Analysis modules of the Level 1 exam.

See the **AASI-NW Activity Chart** for more information.

## Beginner Area Progression Activities - See Page 103, Snowboard Technical Manual

- **Orientation** - Stance, Balance, Alignment, Bootwork
    - *Fundamental focus*: All
- **One-Footed Skating** - Flat Based and/or Slight Edged
    - *Fundamental focus*: Fore-Aft Pressure & Pressure across Width
- **One-Footed Straight Glide** - Step On From Stopped and/or Step On From Skating
    - *Fundamental focus*: Pressure across Width to keep flat & Fore-Aft
- **One-Footed J-Turns** - Skidded
    - *Fundamental focus*: Edge Tilt using angulation, Twist, Rotary
- **Sideslips** - In fall-line w/ no direction change; stop and go and/or consistent speed
    - *Fundamental focus*: Edge Tilt & Fore-Aft Pressure (centered)
- **Traverses** - Skidded and/or Carved
    - *Fundamental focus*: edge tilt, twist, rotary
- **Falling Leaf** - Skidded,
    - *Fundamental focus*: Twist, Fore-Aft Pressure
- **Garlands** - Starting from carve/skid movement or starting from stopped position
    - *Fundamental focus*: Twist, Pressure across Width, Edge Tilt using angulation
- **C-Turns** - Skidded, starting from heelside and toeside, from movement or from stopped
    - *Fundamental focus*: Twist, Rotary, Pressure across Width

## Beginner & Intermediate Progression Activities - Snowboard Teaching Handbook

- **Any Beginner Task -** Low Intermediate or Ungroomed Terrain
- **Basic Carved Turns -** Natural, Large Radius, Groomed Terrain, Edge change before fall-line
- **Demo Skidded Turns** - Natural & Switch, Large Radius, Groomed, Edge change in or near fall-line
- **Basic Skidded Turns -** Natural & Switch, Med-Large Radius, Groomed or Off-Piste, Edge change before fall-line
- **Dynamic Skidded Turns -** Natural, Med Radius, Groomed or Off-Piste, Extended-Edge Change w/ Edge Change occurring before fall-line

## Freestyle Activities - See Also, Page 125-171 Freestyle Manual

**NOSE & TAIL BUTTERS** – *Flat terrain, forward direction*
Maintain a flat base while gliding in the fall-line. Move center of mass across length of board without rotation of hips or shoulders to leverage weight over nose/tail. Retract unweighted leg to lift opposite tip off ground at least a few centimeters. Hold 3-5 seconds without direction change.

***Fundamental focus:*** 1) Fore-Aft Pressure, 2) Pressure magnitude to allow lifting of nose or tail off ground, and 3) Neutral alignment or absence of all other fundamentals - Pressure across width to maintain flat base, Zero twist, Zero tilt, Zero pivot.

**OLLIES** – *Flat or Green terrain, forward direction*
Load and spring off the tail using fore/aft movement starting over the nose. Popping off tail, retract board, front leg first, followed by the back. Both legs should be evenly retracted before releasing for an even two-footed landing. Board should be flat and body perpendicular to slope at all times.

***Fundamental focus:*** 1) Fore-Aft pressure AND 1) Pressure Magnitude. Next: 2) Neutral alignment and/or absence of all other fundamentals - Pressure across width to maintain flat base, Zero twist, Zero tilt, Zero pivot.

**STRAIGHT AIR** – *Small natural or man-made, forward direction*
Air over a small terrain feature, showing stable and progressive movements through Approach, Take off, Maneuver, and Landing. Progressive flexing and extending, with retraction of legs towards the body in the air. Landing with equal pressure between both feet. **Both** pop with an ollie and two-footed pop could be used based on feature.

***Fundamental focus:*** 1) Magnitude of pressure unless using ollie pop (Fore-Aft), 2) Neutral alignment of all other fundamentals - Pressure across width to maintain flat base, Pressure along length of base to maintain perpendicularity over the board, Zero twist, Zero tilt, Zero pivot.

**50-50 BOXES** – *Small, flat box, ride-on only, forward direction*
Ride straight onto a box. Show obvious flexion to extension movements through Approach and Takeoff. Flex while on the box. Do not allow the board to rotate, twist, or tilt. When nearing the end of the box, show pressure management to come off.

***Fundamental focus:*** 1) Magnitude of pressure showing obvious flex-extension movement on and off the box, 2) Neutral alignment of all other fundamentals - Pressure across width to maintain flat base, Pressure along length of base to maintain perpendicularity over the base, Zero twist, Zero tilt, Zero pivot.

For questions about this document or the exam process, please reach out to info@psia-nw.org.