2022-23 Alpine Certification Guide

*2022-2023 Certification Guide updates

We are moving to a two (2) day Level I Assessment and three (3) day, three module, Level II and III Assessment (Technical Skills, Teaching/People Skills, and Skiing Skills). This will allow us adequate time to observe and score the Assessment Criteria on each Assessment Form, as well as better align us with other regions of PSIA-AASI. We, as a region, recognize the additional day of assessment comes with additional time and financial commitment to each individual. To help balance this, we will only be requiring a single day of assessment prep a season, in any of the three module topics (must be a module needed to complete a certification level), and are recommending participation in all three. If you so choose to only attend a single prep (or two out of the three), you will be required to attend an online assessment orientation for each assessment topic you did not/will not attend on-snow. This will provide you the opportunity to ask questions you may have, as well as provide us the opportunity to outline the day and set expectations, prior to meeting the day of the assessment. If you have a partial pass (passed one of the two modules) from 2021 or earlier, this will be the last season that pass counts towards completion of a certification level. If you passed a module last season (2022), the successful completion of that one module will count toward your certification for this season and next (through 23/24 season).

Please reach out with questions to tcaballero@psia-ni.org.

-Taylor Caballero, PSIA-AASI NI Education & Certification Chair

Welcome to the PSIA-AASI Northern Intermountain (PSIA-AASI NI) 2022/2023 Alpine Certification Guide. Our goal is to assess skiing ability, technical knowledge, teaching ability, and people skills required to provide a lesson at or above the PSIA-AASI National Standard. Through the certification process, we aim to help instructors become great skiers and teachers who have the necessary tools to help their students meet their desired goals. Remember: the process is not about the pin, it is about increasing a candidates' knowledge, experience, and ability to be successful in their day-to-day lessons.

The following information outlines the Northern Intermountain assessment process. Please refer to the PSIA-AASI Alpine Certification Standards or Performance Guides for the Assessment Criteria evaluated at each level.

Please do not hesitate to ask clarifying questions. It is our intent to have a process that is no more or less challenging than it needs to be to assess and certify instructors to the PSIA-AASI Alpine Certification Standards.

Contact information for the PSIA NI Certification Chair:

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Required and Recommended Materials

Core Materials (required):

- PSIA's *Alpine Technical Manual*
- PSIA Alpine Certification Standards
- PSIA NI 2022-2023 Alpine Certification Guide

Recommended materials:

- PSIA-AASI's *Teaching Snowsports Manual*
- PSIA-AASI's Performance Guides (Alpine, People, Teaching skills)
- PSIA-AASI's *Children's Instruction Manual*
- *Core Concepts for Snowsports Instructors*

Optional Materials:

- PSIA-AASI's *Adult Alpine Teaching Handbook*
- PSIA-AASI's *Children's Alpine Teaching Handbook*
- The Matrix (PSIA-AASI's online resource for educational ski and ride videos)

Calendar of Events

- Assessment dates, fees, and registration are available online at psia-ni.org.

Certification Prerequisites

Alpine Level I
The Alpine Level I certification event is a two-day assessment of candidates' skiing, teaching, people skills, and technical understanding of skiing and teaching. This process allows candidates to receive feedback and education during the assessment process. It is recommended that candidates attend training at their home ski and ride school before the assessment. The Alpine Level I assessment will be delivered by a single certification assessor.

Prerequisites:

- Join PSIA-AASI as a Registered member.
- Register for the assessment before the posted deadline.
- Complete the Alpine Level I E-Learning Course prior to the on-snow assessment.

Alpine Level II and III
The Alpine Level II and III certification assessments each consist of four modules:

- Online written test
- On-snow technical assessment module (includes personal assessment and movement analysis)
- On-snow teaching/people skills assessment module
- On-snow skiing assessment module

The modules may be completed in any order. A team of two certification assessors will deliver the Alpine Level II and III assessments.

Alpine Level II prerequisites:

- Candidates must be a certified Alpine Level I instructor in good standing.
    - Alpine Level I certification process must be completed prior to beginning the Alpine Level II certification process
- Candidates must attend a Level 2 assessment prep clinic, online orientation*, or qualifying general education clinic for each module prior to taking the corresponding assessment. It is required that candidates complete, at minimum, one (1) assessment prep or qualifying general education clinic per season from the below categories. *The prep clinic must correspond with one of the modules the candidate will be testing for. It is recommended, but not required, that candidates attend a prep clinic for each corresponding assessment module they are planning to take.*
    - Level 2 technical skills assessment prep clinic prior to the technical skills assessment module
    - Level 2 teaching/people skills assessment prep clinic prior to the teaching/people skills assessment module

    - Level 2 skiing skills assessment prep clinic prior to the skiing assessment module

  *For modules a candidate chooses not to attend a prep clinic or qualifying general education clinic for, they must participate in a 1-1.5 hour online orientation. Links for the calls will be provided prior to the assessment. It is the candidates responsibility to make sure they have attended the required events prior to the assessment. Participation in the assessment will not be permitted to those who have not properly prepared. For questions, please email tcaballero@psia-ni.org.

    - Online orientations will provide you the opportunity to ask questions you may have, as well as provide education staff the opportunity to outline the day and set expectations, prior to meeting the day of the assessment.
- Completion of additional certificate programs such as Children's Specialist 1, Freestyle Specialist 1, or Senior Specialist 1 is recommended, but not required

**It is suggested that assessment candidates take the technical, teaching/people skills or skiing assessment no more than 2 seasons after their completion of the corresponding on-snow prep clinic.*

Alpine Level III prerequisites:

- Candidates must be certified Alpine Level II instructors in good standing.
    - Alpine Level II certification process must be completed prior to beginning the Alpine Level III certification process
- Candidates must attend a Level 2 assessment prep clinic, online orientation*, or qualifying general education clinic for each module prior to taking the corresponding assessment. It is required that candidates complete, at minimum, one (1) assessment prep or qualifying general education clinic per season from the below categories. *The prep clinic must correspond with one of the modules the candidate will be testing for. It is recommended, but not required, that candidates attend a prep clinic for each corresponding assessment module they are planning to take.*
    - Level 2 technical skills assessment prep clinic prior to the technical skills assessment module
    - Level 2 teaching/people skills assessment prep clinic prior to the teaching/people skills assessment module
    - Level 2 skiing skills assessment prep clinic prior to the skiing assessment module

  *For modules a candidate chooses not to attend a prep clinic or qualifying general education clinic for, they must participate in a 1-1.5 hour online orientation. Links for the calls will be provided prior to the assessment. It is the candidates responsibility to make sure they have attended the required events prior to the assessment. Participation in the assessment will not be permitted to those who have not properly prepared. For questions, please email tcaballero@psia-ni.org.

    - Online orientations will provide you the opportunity to ask questions you may have, as well as provide education staff the opportunity to outline the day and set expectations, prior to meeting the day of the assessment.
- Completion of additional certificate programs such as Children's Specialist 1, Freestyle Specialist 1, or Senior Specialist 1 is recommended, but not required

**It is suggested that assessment candidates take the teaching/people or skiing/technical assessment no more than 2 seasons after their completion of the corresponding prep clinic.*

Certification Scoring

Candidates will be scored using Assessment Criteria as outlined in the Alpine Certification Standards (also available in the Performance Guides and Assessment Forms). The Assessment Criteria will be observed and scored as candidates perform Assessment Activities in the forms of skiing activities, movement analysis, teaching scenarios, and interview segments.

All on-snow assessments will be scored on a six-point scale. This scale is based on theories of learning and comprehension, notably Bloom's Taxonomy, and Fitts and Posner Stages of Motor Learning. Assessment candidates must average an overall score of 4 or higher in each area of assessment to meet the certification standard. By doing so, candidates demonstrate ownership of all assessment criteria and areas of knowledge at or above the late associative phase of the Fitts and Posner model. Written test scores must be 80% or higher to pass.

Scoring Key:

Cognitive stage:

1: Assessment Criteria were not observed or not present.

2: Assessment Criteria are beginning to appear.

Associative stage:

3: Assessment Criteria appear but not with consistency.

4: Assessment Criteria appear regularly at satisfactory levels.

Autonomous stage:

5: Assessment Criteria appear frequently above required level.

6: Assessment Criteria appear continuously at a superior level.

Reference:

Fitts and Posner Stages of Motor learning

Stages of Learning	Characteristics	Attention Demands & Activities	Scorecard Describers
Cognitive	Movements are slow, inconsistent, and inefficient. Considerable cognitive activity is required.	Attention to understand what must move to produce a specific result. Large parts of the movement are controlled consciously. Practice sessions are more performance-focused, less variable & incorporate a clear mental image (technical/visual).	1: Assessment Criteria were not observed or not present. (Early Cognitive)
			2: Assessment Criteria are beginning to appear. (Late Cognitive)
Associative	Movements are more fluid, reliable, and	Some parts of the movement are controlled consciously, some automatically. Practice sessions	3: Assessment Criteria appear, but not with

	efficient. Less cognitive activity is required.	link performance and results, conditions can be varied. Clear Mental Image ↔ Accurate Performance	consistency. (Early Associative)
			4: Assessment Criteria appear regularly at a satisfactory level. (Late Associative)
Autonomous	Movements are accurate, consistent, and efficient. Little or no cognitive activity is required.	Movement is largely controlled automatically. Attention can be focused on tactical choices. Practice sessions are more results-oriented. Focus is on a greater range of motion, speed, acceleration & use of skills in a novel situation.	5: Assessment Criteria appear frequently, above the required level. (Early Autonomous)
			6: Assessment Criteria appear continuously, at a superior level. (Late Autonomous)

Alpine Level I (AI) Assessment

Day 1
Day one of the assessment will be used to address topics that will be assessed on day two. Candidates will have the opportunity to practice their movement analysis, teaching, and skiing skills. They will receive feedback and coach in all three categories, as necessary, and have opportunities for technical discussion and learning.

Day 2
Day two of the assessment will be used to allow candidates to present in front of their peers. The assessor will use this day to provide feedback, where appropriate, and observe the Level 1 Assessment Criteria, as they appear on the Alpine L1 Assessment Form.

Skiing/Technical Assessment
The morning session will focus on skiing assessment activities and technical knowledge. There will be time given for candidates to practice and receive coaching on skiing performance, and assessment activities will be utilized over the course of the day. The assessor will consider the conditions of the day. The tasks are described in the skiing assessment activity chart (page 7) and grid (pages 11-12).

Movement Analysis
Candidates watch beginner zone skiers, and each member of the group describes the skiers' fore/aft or ski-to-ski pressure control. The candidate should distinguish between the effects of movements and body alignment on ski performance, and the movements/body alignments themselves. (e.g., "It looks like the skier has more pressure on the back half of each ski as they are gliding in a straight run because their ankles are open, and their knees and hips are closed," versus "The skier is sitting back.")

During feedback on personal skiing
Candidates can demonstrate their understanding of cause-and-effect relationships and the relationship between ski performance and specific body parts through discussion with the examiner and/or skiing performance after receiving feedback.

Teaching/People Skills Assessment
Interview
The group will break out into small groups of 2 or 3. Each individual will act out a scenario as a beginner zone student (new to skiing up through linking wedge turns on green terrain) aged 3-100 years old. The other group member will perform a basic interview and present a basic lesson plan back to the student that accounts for their motivations, skill level, and other attributes. In groups of 3, the 3rd member will watch the interview. Each interview should take no more than 5 minutes. An interview guide is provided on the next page of this document.

*Basic Teach**
Each member of the group will present approximately 3 steps of a basic beginner progression, with each member of the group picking up where the last member left off. The group will perform the tasks and exercises presented by each candidate. This can be done as a "play-acted" exercise with the group pretending to be a group of beginners, or as one instructor presenting elements of a beginner progression to a group of instructors in an education clinic setting.

**Teaching segments should reflect the same processes used in your typical day-to-day lessons. We are assessing Teaching and People skills; not how much content and technical knowledge can be delivered in the allotted time.*

Note on Performance
If the assessor witnesses a candidate exhibiting a performance at any point in the day that meets the PSIA-AASI Assessment Criteria for Alpine Level I Certification, this performance will be included in the assessment. (e.g. a candidate demonstrates a sufficient level of technical understanding during a morning discussion of a skiing or riding task, or performs a skiing/riding task at or above the Alpine Level I standard during the teaching/people skills session)

Results
Results and feedback will be delivered on the day of the assessment. Assessors will be available to discuss results and feedback for up to 30 minutes following the announcement of results.

Alpine Level I Student Interview Guide

Student Profile Example Questions
These are questions an instructor may ask to determine a student's experiences, goals, motivations, and needs. (This list is not all-inclusive.)

- What is your age?
- Why are you taking a lesson?
- Have you skied before? When and where?
- Have you taken a lesson before?
- What chairlifts do you usually ride on?
- How many times have you skied?
- How do you stop/slow down?
- What do you want to be able to do by the end of our lesson? End of the season?
- Do you play any sports?
- What activities do you do for fun?

- What encourages you to ski?

Basic Progression

Using the information gathered from the brief interview, deliver a basic lesson plan that addresses the student's cognitive, emotional, and physical needs as well as goals and motivations.

- Describe activities to help achieve the student's desired goal(s) using a logical progression.
- Address the student's emotional needs.
- Accurately identify appropriate terrain and activities.

Alpine Level II and III Technical Skills Assessment

Candidates' technical knowledge will be assessed through both an on-snow Movement Analysis Session and a personal assessment of their own skiing, as performed in a predetermined highlighted Assessment Activity. Assessment Activities are outlined in the Skiing Skills Module. Candidates will be provided the opportunity to describe skiing they observe, as well as their own performance. Candidates will be asked questions by the examiners as need to gather information about a candidates knowledge and score the corresponding Assessment Criteria, as written on the Technical Knowledge Assessment Form. (Assessment Forms can be found on the PSIA-AASI Certification Page)

Alpine Level II and Alpine Level III Technical Self-Assessment:

- Candidates will perform a predetermined Highlighted Skill Assessment Activity.
- Each candidate will provide a self-assessment of their technical performance describing the relationship between their ski performance and body performance, using biomechanics, and the physics of skiing.
- Assessors will ask clarifying questions to determine the candidate's level of knowledge and comprehension and to gather information as needed to accurately score the assessment criteria.

Alpine Level II and Alpine Level III Movement Analysis:

- Individual Movement Analysis sessions will be scheduled for the evenings prior to the Skiing/Technical module. Thirty (30) minute sessions will be conducted with two assessors and one (1) candidate at a time.
- Candidates will be asked to observe the skiing of either a peer or a member of the general public. Candidates will be asked to describe what they observe about the skiers ski performance and body performance.
- Assessors may ask a series of questions about the provided MA. Questions will be used to gather information as needed to accurately score the assessment criteria and to determine the candidate's level of knowledge and comprehension.

Alpine Level II and III Skiing Assessment

Candidate skiing skills will be assessed through the performance of the Assessment Activities (AA's) outlined in the chart below. During the Alpine Level II (AII) and Alpine Level III (AIII) assessments, the AA's will be assessed over the course of the one-day skiing/technical module. The assessors will take into consideration the conditions of the day.

Alpine Level II and Alpine Level III Skiing Assessment Activities:

- Candidates will perform and be assessed on the Basic Applied and Advanced Applied skiing skills.
- Assessors will choose 2-3 Highlighted Skill Assessment Activities for the candidates to perform.
- Candidates should be prepared to perform any of the listed Highlighted Skill Assessment Activities

Alpine Skiing Assessment Activities (AA)

Alpine Level 1			
Type of AA	**Assessment Activities**	**Skill**	**Terrain**
Highlighted Skills	Hockey stops	Rotary/pressure control	Blue
	Sideslips	Rotary/edging control	Blue
	Skating	Pressure control	Flat terrain
	Edged traverses	Edge/pressure control	Green/blue
Basic Applied	Wedge turns	Blended	Green
	Wedge christy	Blended	Green
	Basic parallel	Blended	Green/easy blue
Advanced Applied	Parallel skiing	Blended	Green to easy black

Alpine Level 2			
Type of AA	**Assessment Activities**	**Skill**	**Terrain**
Highlighted Skills	Leapers	Pressure control	Green or blue
	Railroad track garland	Edge/pressure control	Easy blue terrain
	Outside ski turns	Pressure/rotary control	Green/easy blue
	Straight run/pivot to stop	Rotary/ pressure control	Green or blue
	Skating	Pressure control	Easy green
	Thousand Steps	Edge/Pressure control	Green
Basic Applied	Wedge turns	Blended	Green
	Wedge christy	Blended	Green/easy blue
	Basic parallel	Blended	Green/blue
Advanced Applied	Faster speed/more dynamic parallel	Blended	Green to easy black
	Bumps	Blended	Green to easy black
	Variable terrain/conditions	Blended	Green to easy black

Alpine Level 3			
Type of AA	**Assessment Activities**	**Skill**	**Terrain**
Highlighted Skills	Hop turns	Rotary/pressure control	Green to easy black
	Railroad track turns	Edge/pressure control	Green to easy black
	One ski turns	Pressure/edge control	Green to easy black
	Pivot slip changeups	Rotary/pressure control	Green to easy black
	Skate to shape to short	Pressure/Edge control	Green/blue terrain
	Pivot slip/short radius combo	Pressure/rotary control	Green to easy black
Basic Applied	Wedge christy	Blended	Green/blue terrain
	Basic parallel*	Blended	Green to black
	Dynamic parallel*	Blended	Green to black
Advanced Applied	Dynamic off-piste (steeps/variable terrain/free ski)**	Blended	Green to black
	Bumps	Blended	Green to black

** Assessors will determine the radius - short, medium, and/or long*

*** Assessors' discretion based on conditions*

"Pressure Control" refers to all three pressure fundamentals (fore-aft, foot-to-foot, magnitude). Each pressure control task has the potential to be observed and assessed for all three pressure fundamentals.

Alpine Level II/III Teaching/People Skills Assessment

The Alpine Level II and III Teaching/People skills assessment modules will include:

- Each candidate will deliver a short teaching segment to "warm up" the group. This segment should be approximately 5 minutes long. Candidates may build on the segment delivered prior- the assessors will not debrief with each candidate. This is designed to see how a candidate interacts with the group- assessors will not be assessing technical knowledge or the teaching cycle.

- Long teaching segment (15-20 minutes)
    - Alpine Level II topics will be selected from the list below*:
        - Encourage simultaneous edge release on green/easy blue terrain to wedge christie skiers.
        - Introduce directional movements to advanced wedge christie/parallel skiers on green/easy blue terrain.
        - Improve speed control through turn shape in parallel skiers on blue/easy black terrain.
        - Introduce gentle bumps to beginning parallel skiers on blue/easy black terrain.
        - Introduce skating skills to wedge christie/parallel skiers on green terrain.
        - Encourage earlier matching in wedge christie skiers on green/blue terrain.
        - Introduce parallel skiers to steeper blue/easy black terrain (groomed or ungroomed).
        - Introduce wedge christie skiers to edge control movements on blue terrain.
        - Introduce trail (cat track) skiing skills to wedge christie/parallel skiers on green/blue terrain
        - Introduce off-trail skiing to advanced wedge christie skiers on blue/easy black terrain
        - Introduce wedge christie/parallel skiers to hockey stops on green/easy blue terrain.
        - Introduce skidded turns to parallel skiers on green/blue terrain.
        - Introduce turn shape for speed control to wedge christie skiers on green terrain.
        - Introduce more dynamic skiing movements to parallel skiers on green/blue terrain.
- Assessor interviews/teaching debriefs- Assessors will have discussions with each candidate over the course of the day to determine and verify the candidate's level of knowledge and comprehension.

**Teaching segments should reflect the same processes used in a typical day-to-day lesson. Candidates are being assessed on Teaching and People skills, not how much content and technical knowledge can be delivered in the allotted time.*

- Alpine Level III long teaching segment will be based on a candidate's card draw. Topics are goals/outcomes a student may bring to a lesson. It is the candidate's goal to determine how their goal/outcome is applicable to their fellow candidates.
- Topics**:
  - "My goal is to ski bumps."
  - "My goal is to carve."
  - "My goal is to ski off-piste/off-trail."
  - "My goal is to keep up with friends/family."
  - "My goal is to use the mountain as a playground."
  - "My goal is to be less tired/be more efficient."
  - "My goal is to ski today's conditions."
  - "My goal is to ski icy conditions."
  - "My goal is to ski steeper terrain"

** Teaching segments should reflect the same processes used in a typical day-to-day lesson. Candidates are being assessed on their Teaching and People skills, not how much content and technical knowledge can be delivered in the allotted time.*
***all teaching goals and outcomes are for advanced zone skiers.*

Assessment Schedules and Assessment Activities

*Assessment Forms are available on The Snow Pros website under "certification"

Alpine Level I Assessment schedule*

8:30: Groups meet and discuss the day.
9:00-11:30: Skiing/Technical assessment
11:30-12:30: Lunch (may be shorter than 1 hour)
12:30-3:00: Teaching/People Skills assessment
3:45-4:45 Assessor completes assessment forms with written feedback
5:00: Results announced and feedback available

**Assessment schedule will be based on host area operations (i.e., scheduled openings that take place after 9:00 am). The timeline can be changed as the assessor sees fit to ensure all categories are assessed.*

Alpine Level II/III Technical day schedule*:

8:15: Assessor Safety Meeting.
- Determine terrain to be used.
- Determine overall schedule and plan of the day

8:30: Candidates meet and finalize registration/releases/etc.
9:00-9:15: Meet on-snow & warm-up
9:15-11:30: On-snow assessment- movement analysis
11:30-12:15 Lunch—lunch break will last 45 minutes to an hour at a location that meets candidate and assessor needs.
12:15-3:15: On-snow assessment- personal assessment
3:45-4:45 Assessors complete assessment forms with written feedback
5:00 Results

**Exact schedule will be based on host area operations (i.e., scheduled openings that take place after 9:00 am)*

Alpine Level II/III Teaching/People Skills day schedule*:

8:15: Assessor Safety Meeting.
- Determine terrain to be used.
- Determine overall schedule and plan of the day

8:30 Candidates meet and finalize registration/releases/etc.
9:00-11:30: On-snow warm-up, teaching warm-up, begin long teaching segments
11:30-12:15 Lunch—lunch break will last 45 minutes to an hour at a location that meets candidate and assessor needs.
12:15-3:15: Long teaching segments
3:45-4:45 Assessors complete assessment forms with written feedback
5:00 Results

**Exact schedule will be based on host area operations (i.e., scheduled openings that take place after 9:00 am)*

Alpine Level II/III Skiing day schedule*:

8:15:	Assessor Safety Meeting. ● Determine terrain to be used. ● Determine overall schedule and plan of the day
8:30:	Candidates meet and finalize registration/releases/etc.
9:00-9:15:	Meet on-snow & warm-up
9:15-11:30:	On-snow assessment
11:30-12:15 meets	Lunch—lunch break will last 45 minutes to an hour at a location that candidate and assessor needs.
12:15-3:15:	On-snow assessment
3:45-4:45	Assessors complete assessment forms with written feedback
5:00	Results

**Exact schedule will be based on host area operations (i.e., scheduled openings that take place after 9:00 am*

Alpine Level I Assessment Activity Grid

Task	Terrain	Performance Description
Hockey Stops *(Highlighted AA: rotational/pressure control)*	Blue terrain	-Skis run flat in the fall line. Rotate skis at the same time and rate. Quickly engage the ski's edges at the same time to stop. -Skis stop perpendicular to the fall line. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski.
Sideslips *(Highlighted AA: rotational control/edging)*	Blue terrain	-Skis slip sideways down the fall line, remaining parallel. -Edge angles are the same. -Skis slip at a consistent rate. -Stance exhibits leg rotation under a stable upper body. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -Skis flatten and edge through a combination of inclination and angulation. -Direct pressure toward the downhill ski.
Skating *(Highlighted AA: pressure control foot-to-foot & fore/aft)*	Flat terrain	-Push/extend from an edged ski. -Transfer weight completely to the new weighted ski. -Glide approximately ½ ski length on new weighted ski. -Alternate skates left to right. -Pole use is optional. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -Skis flatten and edge through a combination of inclination and angulation.
Edged Traverses *(Highlighted AA: edge/pressure control)*	Green or blue terrain	-Skis leave two narrow tracks in the snow, in an arc. -Skis tip at the same time and rate, for the same duration. -Skis tip progressively throughout an arc to increase edge angle. Skis are edged using angulation. -Rotate legs and edge skis under a stable upper body. -Adjust ski performance and balance with subtle fore/aft movements and flexion/extension. -No pole use is present.
Wedge Turns *(Basic applied AA)*	Green terrain	-A narrow wedge of consistent width with ski tips together and tails apart on inside edges. -Both edges release/flatten at initiation, ski tips are steered into the fall line. -Skis turn at the same rate throughout the turn. -Turn skis with leg rotation under a stable upper body. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -No pole use is present. -Control speed through turn shape.

Wedge Christie *(Basic applied AA)*	Green terrain	-At initiation, edges of parallel skis release and flatten. Both tips steer down the hill. The outside ski turns faster into the fall line to create a small wedge. From the fall line, the inside ski is steered faster to create parallel skis. -Allow turn forces to direct pressure toward the outside ski through the shaping phase. -Rotate legs and edge skis under a stable upper body. -Adjust ski performance and balance with subtle fore/aft movements and flexion/extension. -Control speed through turn shape. -No pole use is present.

Basic Parallel *(Basic applied AA)*	Green or easy blue	-Complete a series of linked, steered turns of consistent width and speed. Skis leave brushed tracks- one turn leads directly into another. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski. -Control speed through turn shape.
Parallel Skiing *(Advanced applied AA)*	Green to easy black, groomed or mixed terrain/ snow	-Complete a series of linked turns of consistent width and speed. Skis leave brushed to carved tracks- one turn leads directly into another. -Direct pressure toward the outside ski. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Control speed through turn shape.

Alpine Level II Assessment Activities

Task	Terrain	Performance Description
Leapers (*Highlighted AA: pressure control)*	Green or blue terrain	-Medium radius turns on green or blue terrain. -At turn initiation, the skier performs a low hop, allowing both skis to come completely off the snow. Complete parallel turn and repeat. -When jumping, both skis must leave the ground at the same time. -Both skis should remain level to the terrain. -Direct pressure toward the outside ski. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure at take-off and landing-Control speed through turn shape.
Railroad Track Garlands *(Highlighted AA: edge/pressure control)*	Easy blue terrain	-From a traverse, skis are tipped on edge to create a carved arc of consistent width. Release edges and flatten skis while maintaining forward travel. From flat, rengage ski edges. -Perform in both directions. -No pole touch is present. -Direct pressure toward the outside ski. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact.

Outside Ski Turns *(Highlighted AA: pressure control)*	Green or easy blue terrain	-Inside ski is raised off the snow from mid-initiation through mid-finish phases. Outside ski leaves a brushed track in the snow. -Flex leg to raise inside ski midway through initiation and return ski to snow midway through finish phase. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -Rotate legs and edge ski(s) under a stable upper body. -Skis flatten and edge through a combination of inclination and angulation. -Control speed through turn shape.
Straight Run/Pivot to Stop *(Highlighted AA: rotational/ pressure control)*	Green or blue terrain	-Skis run flat in the fall line. Rotate skis at the same time/rate and engage edges at the same time to stop perpendicular to the fall line. -Skis flatten/edge at the same time through a combination of inclination and angulation. Tipping movements and angulation start with the lower body. -Pressure is directed towards the downhill foot while slipping. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support.
Skating (Highlighted AA: Pressure Control)	Easy Green Terrain	-Push/extend from an edged ski. -Transfer weight completely to the new weighted ski. -Glide approximately ½ ski length on new weighted ski. -Alternate skates left to right. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -Skis flatten and edge through a combination of inclination and angulation.
Thousand Step Turns *(Highlighted AA: Edge/ Pressure Control)*	Green terrain	-Step from edged ski to edged ski throughout all phases of the turn. -Skis should leave a well defined track in the snow. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -Rotate legs under a stable upper body. -Skis flatten and edge through a combination of inclination and angulation. -Direct pressure toward the outside ski. -Control speed through turn shape.
Wedge Turns *(Basic applied AA)*	Green terrain	-A narrow wedge of consistent width- ski tips together and tails apart on inside edges. -Both edges release at initiation, ski tips steer into the fall line. -Skis turn at the same rate throughout the turn. -Turn skis with leg rotation under a stable upper body. -Flex and extend to manage fore/aft pressure, maintaining center of mass over the base of support. -No pole use is present. -Control speed through turn shape.
Wedge Christie *(Basic applied AA)*	Green or easy blue terrain	-At initiation, edges of parallel skis release and flatten. Both tips steer down the hill. Outside Ski steers faster into the fall line to create a small wedge. From the fall line, the inside ski is steered faster to create parallel skis. -Allow turn forces to direct pressure toward the outside ski through the shaping phase. -Rotate legs and edge skis under a stable upper body. -Adjust ski performance and keep center of mass over the base of support with subtle fore/aft movements and flexion/extension. -Control speed through turn shape. -No pole swing/touch.

Basic Parallel *(Basic applied AA)*	Green or blue terrain	-Complete a series of linked, steered turns of consistent width and speed. Skis leave brushed tracks- one turn leads directly into another. -Direct pressure toward the outside ski. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Control speed through turn shape.
Dynamic Parallel *(Advanced applied AA)*	Green to easy black terrain	-Complete a series of linked, dynamic turns of consistent width and speed. Skis leave mostly carved tracks- one turn leads directly into another. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski. -Legs rotate under a stable upper body. -Control speed through turn shape.

Bumps *(Advanced applied AA)*	Green to easy black terrain	-Skis turn over, against, and around bumps, close to the fall line. Turn shape and line control speed. -Skis turn at the same time and rate in as round a turn as possible. -Fore/aft adjustments keep the center of mass balanced over the base of support -Skis flatten/edge at the same time. -Pole use aids in maintaining center of mass over base of support. -Legs rotate under a stable upper body. -Use flexion/extension to manage pressure and maintain ski/snow contact.
Variable Terrain/ Conditions *(Advanced applied AA)*	Green to easy black terrain; ungroomed and/or with considerable variations in pitch and/or fall line	-Vary turn size, shape, and speed to adjust to terrain and conditions. -Skis turn at the same time and rate in as round a turn as possible. -Fore/aft adjustments keep the center of mass balanced over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski. -Control speed through turn shape.

Alpine Level III Assessment Activities

Hop Turns (*Highlighted AA: rotational/ pressure control)*	Green to easy black terrain	-Perform a low, explosive hop; twisting skis across the fall line, landing with both edges engaged. Forward travel of the skis is minimal. -Skis leave the ground and rotate at the same time, maintaining a parallel relationship. -Use flexion/extension to manage pressure at take-off and landing -Skis flatten/edge at the same time, through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support throughout activity. -Direct pressure towards the outside ski.
Railroad Track Turns *(Highlighted AA: edge/pressure control)*	Green to easy black terrain	-A series of carved/edged tracks of consistent width are linked in both directions. -Corridor is fall line oriented, maximum 1 groomer width. -No pole touch is present. -Skis flatten and edge at the same rate, time, and for the same duration. -Inclination and angulation originate from the lower body to flatten/edge the skis. -Use flexion/extension to keep the center of mass over the base of support -Legs rotate under a stable upper body. -Direct pressure toward the outside ski.

One Ski Turns *(Highlighted AA: pressure control)*	Green to easy black terrain	-Complete a series of round, linked turns on one ski. Flex leg to lift ski off the snow. Lifted ski is parallel to the snow. Ski remains off the snow through all turns. Control speed through turn shape. -Ski leaves a brushed track in the snow. -Leg rotates under a stable upper body. -Flex and extend leg to keep the center of mass over the base of support and to manage changes in terrain -Inclination and angulation originate from the lower body to flatten/edge the ski. -Pole use aids in maintaining center of mass over base of support.
Pivot Slips Change Ups *(Highlighted AA: rotational/ pressure control)*	Green to easy black terrain	-From a sideslip, ski tips turn downhill as skis pivot 90° to glide in the fall line for 1-2 ski lengths. Rotate skis the remaining 90° to sideslip in the opposite direction. Repeat. -Skier travels in a vertical line within a 2 ski width corridor. -Use inclination and angulation to control the edge angle of the skis and control speed. -Legs rotate under a stable upper body. -Flex and extend to keep center of mass over the base of support. -Direct pressure to the outside/downhill ski -No pole use is present
Skate to Shape to Short *(Highlighted AA: Pressure/edge control*	Green to Blue Terrain	-Push/extend from an edged ski. Transfer weight completely to the newly weighted ski. Glide approximately ½ ski length. Alternate skates left to right. -Progressively increase time spent on each ski, utilizing the ski shape and energy to create arcs from foot to foot. -As the speed and arc shape begin to take the skis across the hill, transfer the energy into short radius dynamic turns. -Ski should be edged and pressured before the fall line. -Fore/aft adjustments keep the center of mass balanced over the base of support -In turns, skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski.
Pivot Slip to Short Radius Change-ups *(Highlighted AA: Pressure/ rotary control)*	Green to easy Black Terrain	-Perform 5 pivot slips, moving into 5 short radius turns. Repeat 2x. -Adjust the duration, intensity, rate and timing of edging, rotary, and pressure to maintain a consistent speed. -Fore/aft adjustments keep the center of mass balanced over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski.

Wedge Christie *(Basic applied task)*	Green or blue terrain	-At initiation, edges of parallel skis release and flatten. Both tips steer down the hill. Outside Ski steers faster into the fall line to create a small wedge. From the fall line, the inside ski is steered faster to create parallel skis. -Allow turn forces to direct pressure toward the outside ski through the shaping phase. -Rotate legs and edge skis under a stable upper body. -Adjust ski performance and keep center of mass over the base of support with subtle fore/aft movements and flexion/extension. -Control speed through turn shape. -No pole swing/touch.
Basic Parallel *(Basic applied task)*	Green to black terrain	-Complete a series of linked, steered turns of consistent width and speed. Skis leave brushed tracks- one turn leads directly into another. -Rotate legs under a stable upper body. -Direct pressure toward the outside ski. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and angulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Control speed through turn shape. *Assessors will determine turn radius. Candidates should be able to adjust application of fundamentals and DIRT to execute activity.
Dynamic Parallel (Basic applied task)	Green to black terrain	-Complete a series of linked, dynamic turns of consistent width and speed. Skis leave carved tracks- one turn leads directly into another. -Fore/aft adjustments keep the center of mass over the base of support -Skis flatten/edge at the same time through a combination of inclination and langulation. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski. -Control speed through turn shape. *Assessors will determine turn radius. Candidates should be able to adjust application of fundamentals and DIRT to execute activity.
Bumps *(Advanced Applied task)*	Green to black terrain	-Skis turn over, against, and around bumps, close to the fall line. Turn shape and line control speed. -Skis turn at the same time and rate in as round a turn as possible. -Fore/aft adjustments keep the center of mass balanced over the base of support -Skis flatten/edge at the same time. -Pole use aids in maintaining center of mass over base of support -Legs rotate under a stable upper body. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct Pressure towards the outside ski.

Dynamic Off-Piste (Steeps/ Variable Terrain/ Free Ski) *(Advanced Applied task)*	Green to black terrain; ungroomed and/or with considerable variations in pitch and/or fall line	-Complete a series of linked, dynamic turns of consistent width. Vary turn size, shape, and speed to adjust to terrain and conditions. Skis may leave carved or brush tracks- one turn leads directly into another. -Vary intensity, rate, timing, and duration of skills to adjust to terrain/conditions. -Skis turn at the same time and rate in as round a turn as possible. -Fore/aft adjustments keep the center of mass balanced over the base of support -Skis flatten/edge at the same time. -Legs rotate under a stable upper body. -Pole use aids in maintaining center of mass over base of support. -Use flexion/extension to manage pressure and maintain ski/snow contact. -Direct pressure towards the outside ski. -Control speed through turn shape. *Assessors will determine turn radius. Candidates should be able to adjust application of fundamentals and DIRT to execute activity.

Name _____

Skier 1

Alpine Level II/III Movement Analysis Worksheet

1. Describe the ski performance.

2. Where is pressure being directed along the length of the ski and foot-to-foot? What movements are directing pressure? Describe the changes in pressure from phase to phase.

3. What body movements are occurring to manage overall pressure? Describe the phases of the turn the movements are occurring in.

4. Where are the skier's edging movements originating from? Describe these movements in relationship to the turn phases.

5. Where are the skier's rotary movements originating from? Describe these rotary movements as they relate to the turn phases.

6. How is the skier's body performance affecting their ski performance?

7. Prescribe a modification the skier can make to create more ideal movement patterns.

Skier 2

1. Describe the ski performance.

2. Where is pressure being directed along the length of the ski and foot-to-foot? What movements are directing pressure? Describe the changes in pressure from phase to phase.

3. What body movements are occurring to manage overall pressure? Describe the phases of the turn the movements are occurring in.

4. Where are the skier's edging movements originating from? Describe these movements in relationship to the turn phases.

5. Where are the skier's rotary movements originating from? Describe these rotary movements as they relate to the turn phases.

6. How is the skier's body performance affecting their ski performance?

7. Prescribe a modification the skier can make to create more ideal movement patterns.