Level 1 Alpine Assessor Outline

Purpose

A reference guide and checklist for conducting consistent PSIA-AASI Alpine 1 assessments.

Staff Responsibilities

- Confirm pre-assessment staff meeting date, time, and location.
- Review the module outline and event-specific logistics.
- Review all pre-event communications sent to the candidates.
- Before and during the assessment, review and adhere to the following resources:
  - National Standards, Performance Guides, and Assessment Forms
  - PSIA-AASI Guidelines for Assessment Environments.
  - PSIA-AASI Guidelines for Paired Assessors.
- Score the Assessment Criteria in real time.
- Limit extended debriefs or post-run discussions unless clarification or calibration is required.

Assessment Setup

The Alpine 1 assessment is organized into three modules but delivered as a single, integrated assessment. Unlike Alpine 2 and 3 certifications, candidates cannot bank individual modules. To earn Alpine 1 certification, candidates must successfully complete all assessment modules during a single assessment event. Candidates who do not meet the standard in all modules must retake the entire assessment.

Regions may deliver the assessment in either a 12-hour or 18-hour format (see candidate-to-hour ratios below) Regardless of the delivery schedule, the order of assessment modules and the time allocated to each module must remain consistent to ensure a standardized assessment experience. The examples below illustrate a standard six-hour assessment day.

12-hour Format

Group Size	Time per Module	Warm-up	Lunch
4–6	3.5 hours	30 min	45 min

Day 1 (order of module may vary per region)

- Movement Analysis and Technical Understanding Assessment
- Skiing Technical Performance Assessment

Day 2

- Teaching and People Skills Assessment

18-hour Format (order of modules may vary per region)

Group Size	Time per Segment	Warm-up	Lunch
7–9	5 hours	30 min	45 min

Day 1 Movement Analysis and Technical Understanding Assessment

Day 2 Skiing Technical Performance Assessment

Day 3 Teaching and People Skills Assessment

Assessor Meeting

Conducted by the Assessment Manager or Lead Assessor before meeting with candidates.

Meeting Agenda

- Confirm group assignments.
- Review the day's schedule and assessment activities.
- Ensure consistency by having all groups perform the same assessment activities on each exam day.
- Activities may be completed on different runs, provided they are conducted on terrain that aligns with the Alpine Level 1 National Assessment Activity List.
- Review best practices for warm-ups, demonstrations, observation positions, and follow-up questions.
- Confirm the results delivery process, including the time, location, and procedures. L1 results are conducted at the end of all segments.

Assessor Meeting Decisions

Movement Analysis and Technical Understanding

- Select two activities:
    - One **Integrated Activity** for the Peer Movement Analysis Assessment Activity to evaluate the Movement Analysis Assessment Criteria.
    - One **Integrated Activity** for the Self-Assessment Activity to evaluate the Technical Understanding Assessment Criteria.
- Activities chosen take into account conditions, weather, open terrain, and traffic present on the day.

- Candidates have a maximum of 8 minutes per activity to present their observations and answer any clarifying questions from the assessor.
- Each candidate's assigned skier will be communicated at the start of the module to establish the assessment order.

Teaching and People Skills

The Teaching/Learning segment will be up to 20 minutes in length, including:

- Student (peer) assessment and planning
    - Assess peers' needs within the Focus Area
    - Develop an initial plan based on your training/experience and any information learned about your peers
- Teaching/Learning activities and reflection
- Lift rides or terrain transitions

Assessors will:

- Observe the entire teaching/learning segment without interruption unless safety becomes a concern.
- Ask follow-up questions to clarify observations, confirm understanding, and gather evidence related to the National Standards after each Candidate's segment.
- Observe candidates serving as students to assess on professionalism and self-management, not technical skiing/riding performance.

Skiing Performance

- Integrated Activities: Complete all three.
- Individual Activities: Select 2 activities from the Alpine 1 National Assessment Activity List that demonstrate a broad range of Fundamental Focuses.
- Versatility Activities: Select 2 activities from the Alpine 1 National Assessment Activity List that demonstrate a variety of turn shapes, sizes, speed, and/or line choice.
    - 1 Groomed activity
    - 1 Off-Piste (or variable Alpine 1 terrain) activity when weather, snow conditions, and available terrain allow.
- Weather, snow conditions, terrain availability, skier traffic, or logistical considerations will determine the order of activities to ensure efficiency and safety.

Candidate Meeting

- Welcome candidates to the event.
- Review the assessment schedule and expected finish times.
- Announce the selected assessment activities to the larger group for each segment to ensure consistency and transparency.
- Review any weather, terrain, snow conditions, logistics, or timing considerations that may affect the assessment.
- Announce group assignments.

Movement Analysis & Technical Understanding

Purpose

To assess the Movement Analysis and Technical Understanding Assessment Criteria.

Learning Outcomes

Instructor Decisions and Behaviors

Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Technical Understanding

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

Movement Analysis

Articulates accurate cause-and-effect relationships between body and ski performance within any single skiing Technical Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.

Assessment Activities

Facilitate each Assessment Activity as a standalone activity, ensuring the candidate is focused only on the performance they or their peer has just completed.

Candidates complete two assessment activities:

- 1 Self-Assessment to evaluate the Technical Understanding Assessment Criteria.
- 1 Peer Movement Analyses to evaluate the Movement Analysis (MA) Assessment Criteria.

Assessment Outline

Warm-up and Terrain Familiarization

Candidates ski terrain in the Alpine 1 zone as stated in the National Assessment Activity List and PSIA-AASI Alpine 1 National Standards for Ski Performance.

Assessment Process:

Self-Assessment Activity: used to score Technical Understanding Assessment Criteria

- Maximum of 8 minutes per candidate.
- 1 assessment opportunity
- One opportunity Integrated Activity (see Alpine 1 National Assessment Activity List)
    - Activity is selected during the assessor meeting from the Alpine 1 National Assessment Activity List.
- The assessor states the selected activity and skis the activity to the designated stopping point.
- The candidate skis the selected activity to the assessors and compares the application of one or more technical fundamental(s) to their personal performance. The additional Technical Performance Assessment Criteria are also assessed during this activity.
    - Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.

    - Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.

- The candidate analyzes their own performance; the assessors facilitate conversation with the candidate as needed.
    - The assessor listens and asks questions as needed to gather sufficient evidence to score the Technical Understanding Assessment Criteria.

Peer Movement Analysis Activity: used to score Movement Analysis Assessment Criteria

- Maximum 8 minutes per candidate (16 minutes total).
- 1 assessment opportunity
    - One opportunity Integrated Activity (see Alpine 1 National Assessment Activity List)
- Activities are selected during the assessor meeting from the Alpine 1 National Assessment Activity List.
- The assessor states the selected activity and skis the activity to the designated stopping point.
- Each candidate is assigned their peers during the start of the module who serves as their Movement Analysis subject.
- The observing candidate stands with the assessor while their assigned peer skis toward them before stopping at a designated location out of earshot.
    - If terrain and lift logistics allow, other candidates may continue making laps until it is their turn.
    - The first candidate to complete Movement Analysis will cycle back around to be the MA subject for the final candidate.
- The candidate analyzes their peers' performance; the assessor facilitates conversation with the candidate as needed.
    - The assessor listens and asks questions as needed to gather sufficient evidence to evaluate the Movement Analysis Assessment Criteria.

Skiing Performance

Purpose

To assess the Skiing Performance Assessment Criteria (ACs).

Learning Outcomes

Instructor Decisions and Behaviors

Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Skiing Performance

Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

Assessment Activities

Candidates complete seven skiing activities:

- 3 Integrated Activities
- 2 Individual Activities
- 2 Versatility Activities

Activities are selected from the Alpine 1 National Assessment Activity List during the assessor meeting before the beginning of the assessment.

Assessment Outline

Warm-up and Terrain Familiarization

Candidates ski terrain in the Alpine 1 zone as stated in the National Assessment Activity List and PSIA-AASI Alpine 1 National Standards for Ski Performance.

Assessment Process

- Each activity is completed a minimum of once and a maximum of twice.
- The assessment uses a call-down format, with clearly defined start, observation, and stopping points.
- Each activity setup includes:
    - The activity name as listed on the Alpine 1 National Assessment Activity List
    - 1-3 key ski performance outcomes and/or external parameters
    - A demonstration by the assessor
- When a second attempt is provided, the assessor first clarifies any misunderstanding regarding the expected outcome before demonstrating the activity again.

Teaching and People Skills

Purpose: Assessor guide to conduct consistent Level 1 Teaching & People Skills assessments.

NOTE: This is a guideline. You may adjust timing, terrain, group flow, and schedule based on weather, snow conditions, lift operations, safety, group size, and unforeseen circumstances. The assessment should reflect real teaching: Candidates assess, plan, communicate, adapt, and manage learning in a changing mountain environment.

Learning Outcomes

Instructor Decisions & Behavior (Assessed throughout the day)

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

People Skills (Assessed while teaching)

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics.

Teaching Skills (Assessed while teaching)

- Assess and Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.

Schedule of Activities*

*Times are examples only and may be adjusted based on group size, terrain, lift operations, weather, safety, and event logistics. The following example assumes all Candidates use the full 20 minutes for their teaching segment.

8:45 AM	Candidate meeting
9:00 - 9:30 AM	Warm up
9:40 - 10:00	Teaching/Learning Segment 1
10:10 - 10:30	Teaching/Learning Segment 2
10:40 - 11:00	Teaching/Learning Segment 3
11:10 - 11:30	Teaching/Learning Segment 4
11:40 - 12:00	Teaching/Learning Segment 5
12:10 - 12:55 PM	Lunch
1:05 -1:25	Teaching/Learning Segment 6
1:35 - 1:55	Teaching/Learning Segment 7
2:05 - 2:25	Teaching/Learning Segment 8
2:35 - 2:55	Teaching/Learning Segment 9
4:00 PM	Results and verbal feedback

Assessment Format

In the Teaching/Learning Segment, Candidates are expected to create and manage a learning environment in the Beginner/Novice Zone, including easier blue terrain. Each Candidate will be given a Beginner/Novice Zone Focus Area representing common student milestones and goals prior to their Teaching/Learning Segment. Candidates will teach their peers addressing this

focus area and their peers' learning needs. Typically focus areas will be given to a Candidate prior to loading the lift. If doing multiple teaching segments without a lift ride between each Candidate, the next Candidate receives his/her focus area while the previous Candidate is having his/her follow up with the assessor(s).

The Teaching/Learning segment will be up to 20 minutes in length, including:

- Student (peer) assessment and planning
    - Assess peers' needs within the Focus Area
    - Develop an initial plan based on your training/experience and any information learned about your peers
- Teaching/Learning activities and reflection
- Lift rides or terrain transitions

Focus Areas

Alpine	**Snowboard**	**X-Country**	**Telemark**
Intro to sliding and the gliding wedge	Skating/mobility to straight glide	Speed management – stopping, slowing, speeding up	Intro to telemark movements
First direction changes	One foot J-turns – heelside & toeside	Exploring equipment design and usage	Effective telemark movement
Linking turns	Sideslip heelside	Basic classic	Linking turns
Turn shape	Sideslip toeside	Basic skate	Turn shape
Matching skis (parallel)	Floating/falling leaf heelside	Pole usage	Continuous lead change
Speed management - stopping, slowing, speeding up	Floating/falling leaf toeside	Body position and warm up activities	Speed management
Conditions of the day (ice, powder, ungroomed, etc.)	Traverse	Managing variable track and snow conditions	Conditions of the day (ice, powder, ungroomed, etc.)

Managing terrain changes	Garland	Uphill	Managing terrain changes
Warm-up activities with skis on	Toeside C-turns	Downhill	Body position and warm-up activities
	Heelside C-turns		
	Linking turns		

End of the Assessment

Assessment Results

Good Practices

- Deliver results at the end of all 3 segments.
- Send assessment form by email at the end of the event.
- Consider time and location constraints for larger events with multiple assessment groups.

Assessment Forms

- Complete the Assessment Form for each candidate.
- Use the Situation-Behavior-Impact (SBI) model when creating written feedback.
- Forms provide brief, actionable, high-quality feedback on the candidates' performance.
- Complete at least one comment per Learning Outcome.
- Cross-check the final result ('Attained' or 'Did Not Attain') on the digital assessment form with scoring intent.

End-of-Day Process

- Complete assessment forms at the end of all 3 modules of the Alpine 1 assessment whenever possible, and within 24 hours if necessary.
- Assessors are available to meet with candidates to give in-person feedback.