Level 1 Snowboard Assessor Outline

Purpose

A reference guide and checklist for conducting consistent Snowboard Level 1 assessments using the national standards, assessment criteria, and activity resources.

Staff Responsibilities

Before the Assessment

- Review National Standards, Performance Guides, Assessment Forms, and the National Riding Activity List.
- Review PSIA-AASI Guidelines for Assessment Environments and Guidelines for Paired Assessors.
- Confirm the pre-assessment staff meeting date, time, and location.
- Review the module outline, event-specific logistics, and all pre-event candidate communications.
- Prepare additional items identified by the task force or event leadership.

During the Assessment

- Abide by the PSIA-AASI Member Code of Conduct, assessment-environment guidance, paired-assessor guidance, and National Standards.
- Score Assessment Criteria in real time.
- Use brief, on-task conversations with co-assessors to maintain alignment.
- Limit extended debriefs or post-run discussions to clarification or calibration.
- Prioritize candidate and public safety when selecting terrain, activities, observation points, and group movements.

Assessment Setup

Snowboard Level 1 is an integrated, all-or-nothing certification assessment consisting of three modules: Movement Analysis & Technical Understanding (MA/TU), Riding Performance, and Teaching & People Skills. Candidates must successfully attain the standard across all three modules during the assessment event to earn certification; individual modules cannot be banked.

The three modules are delivered as one integrated Level 1 assessment. Candidates who do not attain the standard across all required modules do not earn certification and must retake the full 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
- Riding 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 Riding Performance Assessment

Day 3 Teaching and People Skills Assessment

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Assessor Meeting

Meeting Agenda

- Confirm group assignments and examiner responsibilities.
- Review the schedule, activity flow, candidate-to-examiner ratio, and results-delivery process.
- Align terrain, activity selection, demonstration expectations, observation positions, and on-hill logistics.
- For MA/TU, align on four Level 1 Core Riding Activities and similar terrain to provide a consistent candidate experience.
- For Riding Performance, align on six Integrated/Core activities and similar terrain for AC1, and four Beginner Progression activities and similar terrain for AC2. Select two additional activities within examiner autonomy for AC2 or AC3.
- Confirm how examiners will use probing, scaling, and clarifying questions and how scoring will be calibrated.

Assessment Schedule

The following is a sample day structure from the supplied Snowboard MA/TU assessor outline. Adjust for group size, conditions, lift operations, safety, event format, and the integration of Riding Performance and Teaching / People Skills.

8:45 AM	9:00–9:30 AM	9:30 AM–2:30 PM	2:30–3:30 PM	3:30 PM	3:30–4:30 PM
Meet group; outline day; discuss activities, criteria, form, and scale	On-snow warm-up; assess conditions; Q&A	On-snow MA/TU activities and lunch	Examiners finalize scoring	Results communicated	Individual feedback sessions

Note: This schedule is an example from the MA/TU resource, not a prescribed integrated-event timetable. The Riding Performance outline provides a separate sample schedule of 8:45 AM group meeting, 9:00–9:30 warm-up, 9:30 AM–3:00 PM riding activities and lunch, 3:00–4:15 scoring, 4:30 results, and 4:30–5:00 feedback.

Movement Analysis / Technical Understanding (MA/TU)

Purpose

Assess candidates' Movement Analysis and Technical Understanding Assessment Criteria through observation, explanation, personal analysis, and examiner-led interview/Q&A.

Assessment Focus

Movement Analysis

- Observe and describe: observe and compare a rider's performance to the desired outcome, including turn shape, turn size, carved/skidded performance, tactical decisions, and equipment.
- Evaluate and describe: explain cause-and-effect relationships of one or more Snowboard Technical Fundamentals relative to the desired outcome.
- Prescribe: identify a specific change related to one or more Technical Fundamentals to achieve the desired outcome.

Technical Understanding

- Describe the application of one or more Technical Fundamentals and the respective biomechanics and physics within the same two phases of both turns or within two phases of ATML for a specific outcome.
- Compare personal performance to a specific application of one or more Technical Fundamentals.
- Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation on a snowboarding outcome.

MA/TU Assessment Process

- Movement Analysis may occur in all mountain zones, including freestyle features, as outlined in the National Riding Activity List.
- Assess Movement Analysis skills multiple times for consistency using the six-point assessment scale.
- Movement Analysis is performed on one rider at a time. Examiners select observation points and locations.

- Personal Analysis activities may be performed on all terrain, including freestyle features. Candidates analyze their own riding performance; riding itself is not scored during these activities.
- Candidates perform activities from the Level 1 Riding Activity List in their forward stance, then discuss the desired outcome, application of Technical Fundamentals, biomechanics and physics, personal performance, and the impacts of tactics, equipment, physical development, terrain, and snow variation.
- During pre-assessment meetings, align on four Core Riding Activities and similar terrain for use in MA and Personal Analysis, supporting a consistent, equitable, recognizable candidate experience.
- Technical Understanding AC1 and AC3 are assessed continuously throughout the day. Technical Understanding AC2 is assessed during Personal Analysis activities. Movement Analysis AC1, AC2, and AC3 are assessed during Movement Analysis activities.
- Candidates may participate in group discussions at Level I, but candidate interviews and Q&A for individual scoring should occur out of earshot of other candidates.

Personal Analysis Activity

- The examiner defines a Level 1 Core Riding activity, describes the desired outcome, answers questions for clarity, and demonstrates the desired outcome.
- All candidates ride the activity and then discuss their personal performance in an examiner interview/Q&A.
- A second examiner demonstration may be provided at the group's request or to clarify the outcome.
- Candidates compare their own performance to the desired outcome, not to the examiner's performance. Examiner demonstrations may help clarify a point, but the desired outcome remains the reference.

Movement Analysis Activity

- Pair candidates as rider and observer. The examiner describes a Level 1 Core Riding activity and desired outcome, answers clarification questions, and demonstrates the activity.
- Observers move to an examiner-selected observation point. Each observer watches one rider perform the activity; riders pass the observers and stop at a designated location to allow observation from multiple vantage points.
- Interview each observer individually and out of earshot of other candidates. Score Movement Analysis ACs 1–3 and Technical Understanding ACs 1 and 3 as indicated in the MA/TU resource.
- Reverse rider/observer roles and repeat the activity.

Suggested Examiner Prompts

- Observe: "Tell me what you saw in the observed rider focused on the riding outcome."
- Evaluate: "Compare the desired goal to what you saw your rider doing relative to cause-and-effect relationships and Snowboard Fundamentals."
- Prescribe: "Provide a prescription for continued development for your rider."

Use probing, scaling, and clarifying questions to understand descriptions and explanations and to gather sufficient evidence for scoring.

Riding Performance

Purpose

Assess candidates' ability to demonstrate consistent snowboard skills and outcomes across prescribed activities and varying zones of the mountain. Activities are vehicles for demonstrating the three Riding Assessment Criteria; candidates are not scored on each activity in isolation.

Riding Assessment Criteria

- Integrate Fundamentals (AC1): Integrate all Technical Fundamentals to achieve prescribed outcomes in beginner and some intermediate terrain and on extra-small and small freestyle features.
- Individual Fundamentals (AC2): Demonstrate control of one prescribed specific Technical Fundamental to achieve a prescribed outcome.
- Versatility (AC3): Demonstrate versatility by varying turn shape, turn size, and line with Duration, Intensity, Rate, and Timing (D.I.R.T.). Versatility is assessed continually throughout the module.

Snowboard Technical Fundamentals

- Control the relationship of the center of mass (CM) to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass (CM) to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board/surface interaction.
- Control the board's pivot through flexion/extension and rotation of the body.
- Control the board's tilt through a combination of inclination and angulation.
- Control the twist (torsional flex) of the board using flexion/extension and rotation of the body.

Nationally Aligned Riding Activities

At the pre-assessment meeting, examiner groups align on the six Integrated activities and similar terrain for AC1, the four Beginner Progression activities and similar terrain for AC2, and two additional activities selected by examiners for AC2 or AC3.

Assessment purpose	Activities	Examiner direction
AC1 — Integrate / Core	Forward skidded; forward carved; switch skidded; forward bumps/off-piste; boxes; jumps	Select one activity from each category. Align on similar terrain nationally. Accurately describe and demonstrate each activity.
AC2 — Highlight / Beginner Progression	Straight glide to J-turn with rear foot unstrapped; sideslip; garland; C-turn	All four activities are performed on both toe and heel edge. Highlight one of the six Snowboard Technical Fundamentals during each activity.

AC2 or AC3 — Examiner autonomy	Two activities selected from the Riding Activity List	Select activities that provide evidence for AC2 or AC3.

Activity Layout and Repeats

- There are 12 unique assessment activities, each repeated one time, for a total of 24 Riding Assessment Activities. Other non-assessed riding may occur throughout the day.
- AC1 is assessed using six activities, each repeated once.
- AC2 is assessed using the four Beginner Progression activities, each repeated once.
- Two additional examiner-selected activities are used to assess AC2 or AC3; both are repeated once.
- AC3 is assessed continually throughout the entire module.
- Examiners may provide tactical clarification to the group after the first attempt when needed to clarify parameters, intent, terrain, or desired outcome. This is not individualized feedback, coaching, or instruction. Tactical clarification is not required after every activity.
- Repeat an activity if conditions, terrain, setup, or other circumstances prevented sufficient quality observation.

Setting Up Riding Activities

Integrated Riding Activity

Use a consistent setup that tells candidates the activity blends the Snowboard Fundamentals and that AC1 is being assessed. Describe the desired outcome using relevant parameters:

- Direction of travel: forward or switch
- Carved or skidded turn performance
- Turn size or corridor (for example, small, medium, or large)
- Turn shape (open or closed)
- Movement at edge change: extending up, flexing down, or flexing down with retraction

Do not include amount of separation in the activity description.

Highlighted Riding Activity

Use a consistent setup such as: “We’re going to do a Highlighted Riding Activity where we highlight [specific Fundamental] while doing [Core or Supporting Riding activity].” Highlight only one Fundamental during a Highlighted Activity.

Versatility Riding Activity

Versatility is assessed throughout the module. When setting up an activity specifically for AC3, describe the modification to D.I.R.T. For example: “We’re going to maintain a consistent pace down the mountain while we [perform a funnel turn or lane change].”

Six-Point Assessment Scale

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.

The six-point assessment scale is consistent across all certification levels. Use the same six descriptors throughout this outline.

Teaching and People Skills

This section carries forward the Teaching and People Skills content from the shared Level 1 Assessor Outline, as requested. Snowboard-specific focus areas are retained from the Snowboard template.

Purpose and Assessment Approach

Assessor guide to conduct consistent Level 1 Teaching & People Skills assessments. This is a guideline; timing, terrain, group flow, and schedule may be adjusted 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.

Teaching/Learning Segment

The Teaching/Learning segment is up to 20 minutes, including student (peer) assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions.

- Assess peers' needs within the assigned Focus Area.
- Develop an initial plan based on training/experience and information learned about peers.
- Observe the entire teaching/learning segment without interruption unless safety becomes a concern.
- Ask follow-up questions after each candidate's segment to clarify observations, confirm understanding, and gather evidence related to the National Standards.

- When candidates serve as students, assess professionalism and self-management, not technical riding performance.

Candidate Meeting

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

Snowboard Teaching Focus Areas

Focus area options	**Focus area options**
Skating/mobility to straight glide	One foot J-turns — heelside & toeside
Sideslip heelside	Sideslip toeside
Floating/falling leaf heelside	Floating/falling leaf toeside
Traverse	Garland
Toeside C-turns	Heelside C-turns
Linking turns	

Assessment Results and Forms

Assessment Forms

- Complete the Assessment Form for each candidate and score the Assessment Criteria in alignment with observed evidence.
- Use the Situation-Behavior-Impact (SBI) model in comment fields to connect observed behaviors to evaluation decisions.
- Ensure comments support patterns and trends in scored criteria and provide relevant developmental feedback.
- Cross-check the final result (“Attained” or “Did Not Attain”) on the digital assessment form with scoring intent and assessor alignment.
- Complete at least one comment per Learning Outcome where required by the assessment form.

Results and Feedback

- Communicate results at the conclusion of the integrated assessment, consistent with the event plan.
- Provide verbal feedback and send completed assessment documentation within 24 hours, consistent with the supplied snowboard resources.
- For multi-day formats, candidates may be offered the option to wait for results, with clear communication that assessors may not be present on the final day.
- Plan feedback timing and locations carefully for large events with multiple groups.