Level 1 AASI Snowboard Candidate Outline

A candidate-facing overview of the Snowboard Level 1 assessment experience, expectations, activities, and learning outcomes.

Assessment Overview

The Snowboard Level 1 assessment is organized into three modules and delivered as one integrated, all-or-nothing assessment:

- Movement Analysis and Technical Understanding (MA/TU)
- Riding Performance
- Teaching and People Skills

Candidates must attain the standard in all three modules during a single assessment event to earn certification. Individual modules cannot be banked. Candidates who do not attain the standard in all three modules must retake the entire assessment.

Regions may deliver the assessment in either a 12-hour or 18-hour format based on candidate-to-hour ratios. Regardless of the delivery schedule, the order of assessment modules and the time allocated to each segment remain consistent to support a standardized assessment experience.

Assessment Schedule

12-hour format — typical structure

- Day 1: Movement Analysis and Technical Understanding; Riding Performance
- Day 2: Teaching and People Skills

18-hour format — typical structure

- Day 1: Movement Analysis and Technical Understanding
- Day 2: Riding Performance
- Day 3: Teaching and People Skills

The schedule is an example. Timing may change based on event format, resort operating hours, terrain, weather, conditions, group size, group needs, or other operational factors.

Candidate Experience

At the beginning of the assessment, you will receive information about the schedule, group assignments, selected assessment activities, and any weather, terrain, snow, timing, or logistical considerations that may affect the day.

Movement Analysis and Technical Understanding

Purpose

Demonstrate your ability to understand and describe snowboarding performance, analyze movement, and make relevant decisions using the PSIA-AASI Technical Fundamentals and current PSIA-AASI resources.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- Technical Understanding: Describes specific performances using Technical Fundamentals and considers tactics, equipment choices, physical development, terrain, and snow variation using current PSIA-AASI resources.
- Movement Analysis: Observes and compares a rider's performance with the desired outcome, explains cause-and-effect relationships involving one or more Technical Fundamentals, and offers a relevant prescription for change.

Assessment Activities

- Two Personal Analysis activities in which you analyze your own riding relative to a desired outcome.
- Two Movement Analysis activities in which you observe and analyze another rider relative to a desired outcome.
- You will also ride twice so another candidate can observe your performance. Riding supports the assessment process but is not itself scored during the MA/TU module.

Activities are selected from the Level 1 Riding Activity List. Examiners consider available terrain, weather, snow conditions, traffic, and the desired outcome.

Personal Analysis Activities

The examiner will define a Level 1 Core Riding activity, describe the desired outcome, answer questions for clarity, and demonstrate one way the outcome may be achieved. You will perform the activity in your forward stance and then discuss your own performance in an individual interview.

During Personal Analysis, be prepared to:

- Describe the application of one or more Technical Fundamentals and related biomechanics and physics within the same two phases of both turns or within two phases of ATML for a specific outcome.
- Compare your performance with the prescribed application of one or more Technical Fundamentals.
- Describe how tactical decisions, equipment choices, physical development, terrain, and snow variation affected the snowboarding outcome.

The examiner demonstration is an example, not the standard against which you are compared. Compare your performance with the stated desired outcome.

Movement Analysis Activities

You will be paired as a rider and observer. The examiner will define a Level 1 Core Riding activity, state the desired outcome, answer questions, and demonstrate the outcome. As the observer, you will move to an examiner-selected observation point and watch only the assigned rider. After the observation, the examiner will interview you individually. Partners then reverse roles.

Organize your response using the Observe, Evaluate, and Prescribe process:

- Observe: Describe what the rider did and the snowboard outcome that was produced.
- Evaluate: Compare the observed performance with the desired outcome and explain relevant cause-and-effect relationships involving one or more Technical Fundamentals.
- Prescribe: Recommend a specific change involving one or more Technical Fundamentals that would move the rider toward the desired outcome.

Assessment Conversations

Examiners may use group discussions and individual interviews to understand your descriptions and explanations. Probing, scaling, and clarifying questions may be used. Individual interviews normally occur out of earshot of other candidates.

Riding Performance

Purpose

Demonstrate snowboard performance by applying the Technical Fundamentals to achieve specific outcomes in beginner and some intermediate terrain and on extra-small and small freestyle features.

Learning Outcomes

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.
- Riding Performance: Applies the Technical Fundamentals to demonstrate specific outcomes across designated riding activities and terrain.

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.

Assessment Criteria

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

You are not passed or failed on individual riding activities. Examiners evaluate patterns in your performance across multiple activities, terrain types, and observations. AC1 and AC2 are evaluated through designated activities; AC3 is evaluated throughout the assessment.

Assessment Activities

Assessment focus	Activities	What to expect
AC1 — Integrate Fundamentals	Six Core Riding Activities: one each from forward skidded turns, forward carved turns, switch skidded turns, forward bumps/off-piste riding, boxes, and jumps.	Examiners select and describe the activity, intended outcome, relevant parameters, and terrain. A demonstration is provided.
AC2 — Individual Fundamentals	Four Beginner Progression activities: straight glide to J-turn with rear foot unstrapped, sideslip, garland, and C-turn.	Each activity is performed on both toe edge and heel edge. You will be asked to highlight one Technical Fundamental.
AC2 or AC3	Two additional activities selected by examiners from the Level 1 Riding Activity List.	These may provide evidence for Individual Fundamentals or Versatility.
AC3 — Versatility	Evaluated continuously throughout the assessment.	Be prepared to vary turn shape, turn size, and line with D.I.R.T.

The riding assessment includes 12 designated activities. Each activity will normally be observed twice, creating 24 planned activity observations. Additional riding may occur while moving between activities.

What to Expect

- You will ride through different mountain zones and terrain appropriate to the activity and conditions.
- Before each designated activity, the examiner will explain the task, identify the intended outcome, and demonstrate the activity.
- Activity parameters may include direction of travel, skidded or carved performance, turn size and shape, corridor or line, movement pattern at edge change, and freestyle approach, takeoff, maneuver, and landing expectations.
- Activities may take place on groomed terrain, bumps or off-piste terrain, trees, powder, and in a terrain park, depending on available terrain and conditions.
- Following the first observation, the examiner may clarify the activity's parameters, intent, terrain, or desired outcome for the group. This is to ensure understanding, not to provide individualized coaching or performance feedback.
- An activity may be repeated when terrain, conditions, group movement, or another circumstance prevents sufficient observation.
- Demonstrate safe choices, situational awareness, and appropriate group movement throughout the assessment.

Teaching and People Skills

Purpose

Demonstrate your ability to create and manage a learning environment in the Beginner/Novice Zone, including easier blue terrain, by assessing learner needs, planning and facilitating learning, communicating, adapting, and reflecting.

Learning Outcomes

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

You will lead a Teaching/Learning segment of up to 20 minutes. You will receive a Beginner/Novice Zone Focus Area representing common student milestones and goals, and teach your peers while addressing their learning needs. The segment includes peer assessment and planning, teaching/learning activities and reflection, and lift rides or terrain transitions as applicable.

Snowboard Focus Areas

Your assigned focus area will be selected from the following snowboard-specific options:

- Skating/mobility to straight glide
- One-foot J-turns — heelside and toeside
- Sideslip — heelside and toeside
- Floating/falling leaf — heelside and toeside
- Traverse
- Garland
- C-turns — toeside and heelside
- Linking turns

What to Expect

- Assess your peers' needs within the assigned focus area and develop an initial plan based on your training, experience, and information learned about your peers.

- Facilitate learning toward an agreed-upon outcome, then reflect on and communicate performance changes.
- You may be asked follow-up questions to clarify your decisions and understanding.
- When serving as a student for another candidate, demonstrate professionalism and self-management.

Assessment Activities at a Glance

Assessment segment	Candidate activities	Primary focus
Movement Analysis and Technical Understanding	Two Personal Analysis activities; two Movement Analysis activities; two rides observed by peers	Technical Understanding, Movement Analysis, Professionalism and Self-Management
Riding Performance	Six Integrated/Core activities; four Beginner Progression activities; two additional activities; versatility observed throughout	Riding Performance and Professionalism/Self-Management
Teaching and People Skills	Teaching/Learning segment of up to 20 minutes	People Skills, Teaching Skills, Professionalism and Self-Management

Candidate Preparation

- Review the Snowboard Level 1 National Standards, Performance Guide, Assessment Form, and Level 1 Riding Activity List.
- Be prepared to describe snowboard performance using the Technical Fundamentals.
- Practice analyzing your own riding and identifying cause-and-effect relationships between movement and snowboard performance.
- Practice observing another snowboarder and identifying a relevant prescription for change.
- Prepare to assess learner needs, establish an appropriate learning outcome, and build progressive learning experiences.
- Be prepared to communicate, adapt, and reflect throughout the Teaching/Learning segment.
- Arrive prepared to ride safely and effectively in the conditions and terrain available on the assessment day.

Assessment Results and Feedback

At the conclusion of the assessment, you will be informed whether your performance Attained or Did Not Attain the Snowboard Level 1 standard. You will receive an assessment form with scores and written developmental feedback. Verbal feedback may also be provided at the end of the event.

Candidates will receive completed assessment documentation within 24 hours, consistent with the assessment process. At a multi-day assessment, candidates may choose to receive results electronically rather than remain onsite for results and feedback. An examiner may not be available for an in-person conversation after the final event day.