AASI Level 3 MA/TU Assessor Outline

Purpose: Assessor reference and check list for conducting consistent PSIA-AASI assessments

Staff Responsibilities

Before the Assessment, review the following materials

- National Standards, Performance Guides, and Assessment Forms
- Review the Guidelines for Assessment Environments document.
- Review the Guidelines for Paired Assessors document.
- Confirm pre-assessment staff meeting date, time, and location.
- Review the module outline and event-specific logistics.
- Prepare additional items identified by the task force or event leadership.
- All pre-event communications sent to the candidates

During the Assessment, Abide by the Following

- PSIA-AASI Member Code of Conduct
- PSIA-AASI's Guidelines for Assessment Environment
- PSIA-AASI's Guidelines for Paired Assessors
- PSIA-AASI National Standards
- Assessment Criteria is scored in real time
- Use brief, on-task conversations with your co-assessors to maintain alignment.
- Limit extended debriefs or post-run discussions to seek clarification or calibration.

Day of Assessment

Assessor Meeting Agenda (held before assessment)

- Confirm Group Assignments
- Review the Schedule of Activities and assessment flow for the day.
- Decisions to be made by the group or the assessment manager
    - Terrain/Activity Selections
    - On-Hill Logistics and Movements
- Review Organization Set Up
    - Best practices for demonstrations, observation positions, and follow-up questions
    - Align activities with the targeted Assessment Criteria (ACs).
- Confirm results delivery process: time, location, and process

Schedule of Activities (example)

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 the Day Discuss Activities Discuss Assessment Criteria	On Snow Warm Up Assess Conditions Q&A	On Snow Personal Analysis and Movement Analysis Activities and Lunch	Examiners Finalize Scoring	Results communicated to candidates	Individual Feedback sessions with candidates

*NOTE: Sample Schedule of Activities. Examiners may modify, adapt, or adjust schedule as needed.

Level 3 MA/TU Assessment Process

Keys to the Process:

- Candidates are assessed on Movement Analysis Assessment Criteria
    - Observe and Describe: Observe and compare a rider's performance related to the desired outcome (including turn shape, turn size, carve/skid, tactical decisions and equipment).
    - Evaluate and Describe: Evaluate and describe the cause-and-effect relationships between three or more Technical Fundamentals influence each other and are relative to the desired outcome.
    - Prescription: Prescribe a specific change, related to three or more Technical Fundamentals, to achieve the desired outcome.
- Candidates are assessed on the Technical Understanding Assessment Criteria
    - Understanding of Biomechanics/Physics: Describe the application of three or more Technical Fundamentals and respective biomechanics and physics within all phases of both turns or all phases of ATML for a specific outcome.
    - Fundamentals to Personal Performance: Compare personal performance to a specific application of three or more Technical Fundamentals.
- Tactics, Equipment, Physical, Environment: Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.
- Movement Analysis Assessment Activities may be performed in all zones of the mountain, including freestyle features as outlined in the National Riding Activity List.
    - Candidates are assessed on Movement Analysis skills multiple times to assess consistency using the 6-point scale on the Assessment Form.
    - Movement Analysis is performed by a candidate on 1 rider at a time.
    - Examiners select observation points/locations.

- Experience
  - Interviews and Q&A will occur between Examiners and candidates. Use of probing, scaling, and clarifying questions will be employed by Examiners to understand descriptions and explanations.
  - Candidates of the group will be asked to ride Assessment Activities from the Level 3 Riding Activities List for others to perform MA on their riding
  - Candidates will be asked to watch other candidates perform riding activities with a specific outcome stated by the Examiners, and candidates will speak to the Observe, Evaluate, and Prescribe Movement Analysis model as well as speak to the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation on the performance of the rider as compared to the ideal outcome.

- Personal Analysis Activities are performed on All Terrain, including freestyle features as outlined in the National Riding Activity List.
  - Candidates are assessed on Technical Understanding and knowledge multiple times to assess consistency using the 6-point scale on the Assessment Form.
  - Personal Analysis is performed by a candidate on their own riding performance.
  - Experience
    - Interview and Q&A will occur between the Examiners and candidates. Use of probing, scaling, and clarifying questions will be employed by the Examiners to understand descriptions and explanations.
    - Candidates will perform activities from the Level 3 Riding Activity List in their forward stance and describe the application of two or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome, compare personal performance to a specific application of two or more Technical Fundamentals, and describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to snowboarding outcomes.. Riding is not being assessed.

Assessment Scale for Certified Level 3

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.

Process Outline

- Outline for Day (Timeline adjustments and bio breaks are up to the Examiners' discretion):
- 8:45am - Meet Group
    - Meet Group
    - Outline Day (include lunch location and estimated time)
    - Conversations about Assessment Activities, Assessment Criteria, Assessment Form, and 6-Point Scoring Scale
    - Q&A
- 9:00 - 9:30am - Warm up run(s)
    - Assess Conditions
    - Q&A
- 9:30am – 2:30pm Assessment occurs. Break for lunch when appropriate
    - Personal Analysis Activity #1
    - Movement Analysis Activity #1
    - Personal Analysis Activity #2
    - Movement Analysis Activity #2
- 2:30-3:30pm Examiners Finalize Scoring
- 3:30pm Results Communicated to candidates
- 3:30 - 4:30pm Individual feedback sessions with each participant

Movement Analysis and Personal Analysis Riding Activities:

- Note: Riding is not being scored during these activities. The Examiners are encouraged to reiterate what is being scored.
- Riding Activities include:
    - During pre-assessment meetings, all assessment groups will align on 4 Core Riding Activities and similar terrain for activities to be performed providing a consistent, equitable, and recognizable candidate experience.
    - The Examiners will use the 4 Level 3 Core activities during MA and PA.

What is being Scored when?

- Technical Understanding AC 1 and AC 3 being assessed continuously throughout the entire day.
- Technical Understanding AC 2 being assessed when candidates are assessing and describing personal performance during Personal Analysis Assessment Activities.
- Movement Analysis AC 1, AC 2, and AC 3 being assessed during Movement Analysis Assessment Activities.

Defined Personal Analysis process:

- Examiners define Level 3 Riding activity from the CORE activity list, describe the desired outcome, answer any questions for clarity, and then demonstrate the desired riding outcome. All candidates ride the activity and then speak to personal analysis in an interview and Q&A with the Examiners**. Note: A second demonstration may be**

performed by the 2nd Examiner upon request by the candidate group or to provide clarity.

- Technical Understanding Assessment Criteria 1 – 3 can be assessed and scored.
- **Note**: Candidates are comparing their own personal performance to a specific application of Technical Fundamentals as it relates to the desired outcome. The desired riding outcome is described by the Examiners using language from the Riding Activity List. The demonstration by the Examiner(s) is to give an example of how a rider might accomplish the desired riding outcome. A candidate might include the performance of the Examiners during the Q&A discussion to explain or clarify a point, and those details can be used in scoring, but comparing performance against the desired riding outcome and not the performance of the Examiners is crucial to the Assessment experience.
- **Note:** Interview and Q&A occurs out of earshot of all other candidates and on an individual basis.

Defined Movement Analysis process.

- Candidates are paired up with 1 other candidate (1 rider and 1 observer). Examiner(s) define Level 3 Riding activity from the CORE activity list, describe the desired outcome, answer any questions for clarity, and then one Examiner demonstrates the desired riding outcome. **NOTE: To provide clarity, a second demonstration may be performed by the 2nd Examiner upon request by the candidate group.** Observers ride down to an observation point selected by the Examiners. Examiners are located with observers. Observers wave down their partner (rider) who performs the desired riding activity, and they observe only that 1 rider. The Riders will ride past the observers and stop in a designated area so that observations can be made from multiple vantage points by the observers.
- Examiners interview observers individually on Movement Analysis ACs 1-3 and Technical Understanding ACs 1 and 3. Interview and Q&A occurs out of earshot of all other candidates. Once all interviews are completed, observers regroup with riders and the roles are reversed and the activity repeated with the reversed roles.

Facilitating the Assessment:

- **Personal Performance and Movement Analysis Activities are separately assessed.** Individual assessment activities are set up where all candidates perform Personal Performance activities and Movement Analysis activities independently.
    - All candidates perform:
        - Two Personal Analysis activities where they are evaluating and describing their personal performance compared to a desired outcome.
        - Two Movement Analysis activities where they are evaluating and describing the performance of a rider compared to a desired outcome.
        - Two activities where they are riding a riding outcome described by the Examiner(s) and their performance is being evaluated and described by a candidate performing Movement Analysis on their performance.
    - Order of activities is up to the Examiners

- Candidate interviews and Q&A sessions will occur between Examiners and candidates. Interviews and Q&A sessions will not occur in the presence of other candidates.
- Observe, Evaluate, and Prescribe phase of Movement Analysis Examiner prompts (Note: Examiners are encouraged to use Scaling, Probing, and Clarifying questions to assess and score Assessment Criteria):
    - Observe: "Tell me what you saw in the observed rider focused on 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"
- Experience
    - Safety is always paramount. Examiners will select activities with candidate safety as a priority while still giving candidates the opportunity to perform Movement Analysis and Personal Analysis Assessment Activities. Candidates' movement analysis skills are evaluated through assessment activities that showcase candidates' ability to observe/describe, evaluate/describe, and prescribe change in all zones of the mountain including freestyle features as outlined in the National Riding Activity List. At a minimum, successful candidates will observe and describe the application of three or more Technical Fundamentals in all phases of the turn/ATML, will evaluate and describe the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome, and will prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome. At a minimum, successful candidates will describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome, will compare personal performance to a specific application of two or more Technical Fundamentals, and will describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome. Candidates will always display appropriate situational awareness and safety awareness. Examiners meet the groups on snow and lead candidates through activities to assess candidates' movement analysis ability and technical understanding and knowledge in All zones of the mountain and on small and medium freestyle features. Activities may be set in all types of terrain and conditions, including groomed terrain, bumps/off-piste, trees, and powder; on all available terrain including freestyle features as outlined in the National Riding Activity List. Candidates may participate in group discussions and individual conversations with Examiners and all content, descriptions, and conversations will contribute to evaluation. Examiners will provide specific descriptions and demonstrations of activities. Examiners observe, assess, and may provide tactical clarification on snow during assessment. Candidates will receive verbal feedback at the conclusion of the day. Within 24 hours, candidates will receive a completed Assessment Form with scoring and written feedback.

- Group Size: Recommendation Ratio of 6 Candidates:2 Examiners

Assessment Forms

- Accurately complete the Assessment Form for each candidate.
- Use the Situation-Behavior-Impact (SBI) model in comment fields to connect observed behaviors to evaluation decisions.
- Ensure comments support the patterns/trends of the scored assessment criteria and provide relevant feedback for development.
- Cross-check the final result ('Meets' or 'Does Not Meet') on digital assessment form with scoring intent and peer alignment.

Assessment Results

Suggested Best Practices

- Results are delivered after each module.
- Each module assessment form is sent via email within 24 hours.
- For multi-day/format Assessments: Candidates always have the option to wait if they'd like, with awareness that assessors may not be present on the final day.
- Large events with multiple groups may require careful consideration of time and locations for feedback sessions.