



PSIA Certified Level I Cross Country ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level I	
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.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)	Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
Needs/Safety Address group and individual safety and physiological needs.	Assess Identify student motivations, performance, and understanding.
Behavior Management Exhibits positive behavior in response to feedback.	Collaborate Select basic progression with clear direction and focus.
Section Average: Must be 4 or above to meet Learning Outcome	Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
	Pacing Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.
	Organize Organize the learning environment to align with the initial assessment of the group.
	Descriptions, Demonstrations, Feedback Give the group relevant information that encourages learning.
	Physical Risk Limit physical risk.
	Emotional Risk Manage levels to maintain engagement in the learning environment.
	Section Average: Must be 4 or above to meet Learning Outcome
	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.
	Describe Change Communicate changes in performance.
	Relate Change Relate changes in performance to lesson outcomes.
	Section Average: Must be 4 or above to meet Learning Outcome
	Comments
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)	
Communication Use verbal and non-verbal communication in a professional manner.	
Active Listening Ask questions to learn about others.	
Actionable Feedback Deliver actionable feedback.	
Section Average: Must be 4 or above to meet Learning Outcome	
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)	
Interaction Initiate group interaction to build group dynamics.	
Motivations/Emotions Identify the motivations and emotions of students.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	

Movement Analysis	Skiing Performance	
<p>Accurately describes cause-and-effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers.</p>	<p>Adjusts and adapts the XC Fundamentals to demonstrate specific outcomes for both classic and skate technique at the beginner skill level in beginner and some intermediate terrain.</p>	
<p>Describe Describe a skier's performance, focusing on body position and body movements for one XC skill.</p>	<p>Downhill Control speed and change direction. (must pass 4 or above)</p>	
<p>Cause-and-Effect Describe cause-and-effect relationship between body position and body movements to the skis' performance for one XC skill.</p>	<p>Continuously Ski 15 minutes in beginner and some intermediate terrain, classic or skate. (must pass 4 or above)</p>	
<p>Prescription Provide a relevant prescription for change in body position and body movements for one XC skill to create a desired outcome.</p>	<p>Downhill Assessment Activities Performed</p>	
<p>Equipment & Wax Observe and describe how equipment choices affect performance and safety for beginner skiers.</p>		
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	<p>Comments</p>	
<p>Comments</p>		
		<p>Classic</p>
		<p>Pushoff Manage ski & pole push to create forward movement.</p>
	<p>Weight Transfer Control the center of mass (CM) over the base of support. (fore/aft and side to side)</p>	
<p>Technical Understanding</p>	<p>Glide Glide on one ski.</p>	
	<p>Versatility Show versatility in beginner terrain.</p>	
	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
	<p>Classic Assessment Activities Performed</p>	
	<p>Comments</p>	
		<p>Skate</p>
<p>Pushoff Manage ski & pole push to create forward movement.</p>		
<p>Weight Transfer Control the center of mass (CM) over the base of support. (fore/aft and side to side)</p>		
<p>Glide Glide on one ski.</p>		
<p>Versatility Show versatility in beginner terrain.</p>		
<p>Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level.</p>	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	
<p>Describe Personal Skiing Accurately identify and describe personal skier performance, using body position and body movements of one XC skiing skill.</p>	<p>Skate Assessment Activities Performed</p>	
<p>Describe Ideal Skiing Accurately describe ideal skier performance using body position and body movements of one XC skiing skill.</p>	<p>Comments</p>	
<p>Change Personal Performance Communicate understanding by changing personal skiing performance based on feedback at the beginner level.</p>		
<p>Utilize Information Identify and reference information from current PSIA resources relative to skier performance and desired outcome.</p>		
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>		