



PSIA Certified Level I Alpine ASSESSMENT FORM

Meets Standards
 Does Not Meet Standards

Candidate: Luciano Radice
Assessment: January 10, 2024 at Keystone
Region: Rocky Mountain
Assessor(s): Brandon Snyder

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		Attained	Teaching Skills		Attained
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		5	Assess		5
Address group and individual safety and physiological needs.			Identify student motivations, performance, and understanding.		
Behavior Management		5	Collaborate		5
Exhibits positive behavior in response to feedback.			Select basic progression with clear direction and focus.		
Section Average: Must be 4 or above to meet Learning Outcome		5	Plan Lesson		4
			Plan lessons that involve productive use of movement, practice time, and terrain.		
Comments			Section Average: Must be 4 or above to meet Learning Outcome		
Luciano, you handled yourself in a professional manner all three days and contributed to the success of the group as a whole. You were a sponge for feedback and were always responsive to make changes when and where you were able. It is impressive how good your english is when you talk skiing!			Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.		
			Adapt		4
			Organize the learning environment to align with the initial assessment of the group.		
			Descriptions, Demonstrations, Feedback		5
			Give the group relevant information that encourages learning.		
			Manage Risk		5
			Manage physical and emotional risk to maintain engagement in the learning environment.		
Section Average: Must be 4 or above to meet Learning Outcome			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.		
People Skills			Explore, Experiment, Play		
Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)			Pace a clear progression to allow students reflection time to explore, experiment, and/or play toward desired outcomes.		
Communication		5	Describe Change		4
Use verbal and non-verbal communication in a professional manner.			Communicate changes in performance.		
Active Listening		5	Relate Change		5
Ask questions to learn about others.			Relate changes in performance to lesson outcomes.		
Feedback Delivery		5	Section Average: Must be 4 or above to meet Learning Outcome		
Deliver feedback that acknowledges the emotions of the group.					
Section Average: Must be 4 or above to meet Learning Outcome		5	Comments		
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)			Luciano, great short teach taking your students through a rotation progression where learning definitely would have occurred. You managed risk in a way that kept your students safe and allowed them to feel confident playing with new rotation movements. You allowed the students to experience the difference in rotating their skis that allowed them to control their speed on steeper environments. Remember to take things they already know how to do(sports) and use this in your progressions.		
Interaction		5			
Initiate group interaction to build group dynamics.					
Motivations/Emotions		4			
Identify the motivations and emotions of students.					
Section Average: Must be 4 or above to meet Learning Outcome		4			
Comments					
Luciano, you have a presence in front of your students that allows your students to feel emotionally and physically at ease and allows for an open and inviting learning environment. You use non-verbal communication in a way that engages your students in a meaningful way. This learning outcome is definitely a strength as you develop as an instructor.					

Movement Analysis	Attained	Skiing Performance	Attained
<p>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.</p> <p>Consistently demonstrates their ability to:</p>		<p>Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.</p> <p>Apply tactics and ski performance to:</p>	
<p>Observe and Describe</p> <p>Observe and describe the application of one or more Technical Fundamental in all turn phases.</p>	5	<p>Integrate Fundamentals</p> <p>Integrate two or more of the Technical Fundamentals through all turn phases to achieve prescribed ski performance.</p>	5
<p>Evaluate and Describe</p> <p>Evaluate and describe the cause and effect relationships of one or more Technical Fundamental relative to the desired outcome.</p>	5	<p>Individual Fundamentals</p> <p>Use individual Technical Fundamentals as prescribed.</p>	5
<p>Prescription</p> <p>Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.</p>	5	<p>Versatility</p> <p>Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.</p>	6
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	5	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	5
<p>Comments</p> <p>Luciano, Continue to develop your understanding of ski/body cause and effect relationships based on the fundamentals. MA is a new language for you and the more you can watch skiing and talk about it with a trainer the better. I liked how you kept it to one fundamental and one phase of the turn but you will need to look at multiple fundamentals in multiple phases when you pursue your level2. Start getting videos of students you ski with and use this while training for the CS1 that you hopefully go to soon.</p>		<p>Applied Assessment Activities Performed</p> <p>Freeski, Ungroomed</p>	
<p>Comments</p> <p>Luciano, Keep that upper body quiet and let those legs do the work with a little wider stance overall. Elbows in front of rib cage and hands outside of elbows keeping the movement of your arms quiet and having your pole tap come out of the wrists. This thought and change will let you be more accurate with all the fundamentals at different speeds and environments. Fundamentally, continue to focus on flexing proportionally in your ankles, knees, and hips allowing you to move along the length of the ski regardless of speed and environment.(less flex overall in your knees and ore in the hip and ankle) Start to attend CS1 and Lv12 ski training. You shred, keep it up!</p>		<p>Blended Assessment Activities Performed</p> <p>Basic Parallel, Wedge Christie, Wedge Turn</p>	
<p>Comments</p> <p>Luciano, I think you have a deeper understanding of more ideal ski/body movements than you did on day1. You now understand what these movements are in the body that affects the performance of the skis based on what, the fundamentals. Get video of yourself and look at real movements and connect these to more ideal movements. Seeing yourself ski at different speeds and different environments will help you make this connection.</p>		<p>Highlighted Assessment Activities Performed</p> <p>J Turn, Sideslip, Step Turns, Straight Run, Uphill Arc</p>	
Technical Understanding		Attained	
<p>Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.</p> <p>Relates information from current PSIA-AASI resources to:</p>			
<p>Understanding of Biomechanics/Physics</p> <p>Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.</p>	4		
<p>Fundamentals to Personal Performance</p> <p>Compare the application of one or more Technical Fundamental(s) to personal performance.</p>	5		
<p>Tactics, Equipment, Physical, Environment</p> <p>Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.</p>	4		
<p>Section Average: Must be 4 or above to meet Learning Outcome</p>		<p>Section Average: Must be 4 or above to meet Learning Outcome</p>	