



**Snowboard Certification Standards 2015**

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**National Standards: Level I, Level II, and Level III**

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## **Table of Contents**

<b>1. Introduction</b>	<b>4</b>
<b>2. Movement Analysis and Technical Knowledge Standards</b>	<b>5</b>
<b>4. Teaching Standards</b>	<b>7</b>
<b>5. Riding Standards</b>	<b>8</b>

## 1. Introduction

The following are the AASI Snowboard Certification Standards. Terminology used throughout is consistent with *Snowboard Technical Manual (2014)*, as well as *Core Concepts for Snowsports Instructors* and the *Snowboard Instructor's Guide*. These standards provide a training focus, and represent a minimum competency for each level of certification.

These standards are based upon concepts of the “levels of understanding” that define the stages of learning in terms of comprehension. Just as certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

Prior to attending a certification event, candidates must be a member in good standing with PSIA-AASI.

## 2. Movement Analysis and Technical Knowledge Standards

Certification Level	
<b>Level I</b>	The successful Level I candidate will demonstrate the <i>knowledge and comprehension</i> <sup>1</sup> of AASI technical terms, concepts, and models listed in this document. The successful candidate will also demonstrate the ability to recognize movement patterns in riders that are learning and riding all green terrain, groomed blue terrain, and small freestyle features.
<b>Level II</b>	The successful candidate will demonstrate the <i>application and analysis</i> <sup>2</sup> of the AASI technical terms, concepts, and models listed in this document. The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all terrain, up to and including groomed black terrain and small freestyle features.
<b>Level III</b>	The successful candidate will demonstrate the ability to <i>synthesize and evaluate</i> <sup>3</sup> the AASI technical terms, concepts, and models listed in this document. The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all available terrain and snow conditions, up to and including competitive freestyle riders.

<sup>1</sup> Knowledge and Comprehension—Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one's own words.\*

<sup>2</sup> Application and Analysis—Defined as the ability to apply what was learned in the classroom into novel situations in the work place. Separates material or concepts into component parts so that its organizational structure may be understood.\*

<sup>3</sup> Synthesize and Evaluate—Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.\*

\*Definitions from Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co, Inc.

**Candidates will be evaluated based on the following criteria, terms, concepts, and models:**

- Movement Analysis
  - Cause-and-effect relationships
  - Reference alignments
  - Biomechanics related to snowboarding
  - Stance issues related to a rider's ability to flex, extend, and rotate
  - Equipment relating to performance
  - Turn shape, turn size, direction, turn type, movement pattern, upper/lower body relationship
  - Objective feedback
  
- Technical Knowledge
  - CAP Model
  - Piaget's Stages of Development
  - Maslow's Hierarchy of Needs
  - Children's Teaching Cycle – Play, Drill, Adventure, Summary
  - ATML™ Model
  - AASI Snowboard Teaching System (STS) concepts: Teaching, Learning, Riding, and Service Concepts
  - The design and function of modern snowboard gear
  - Basic physics concepts and how they apply to snowboarding
  - Board performance concepts
  - Fundamental movement concepts

### 3. Teaching Standards

Certification Level	
<b>Level I</b>	The successful Level I candidate will demonstrate the ability to present a teaching segment in a safe, effective manner that displays the knowledge and comprehension of AASI technical terms, concepts, and models listed in this document. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, and from first-time riders to those who are learning and riding all green terrain, groomed blue terrain, and small freestyle features.
<b>Level II</b>	The successful Level II candidate will demonstrate the ability to choose appropriate exercises and tasks and teach a safe, effective skill progression that displays the application and analysis of AASI technical terms, concepts, and models listed in this document. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, and from first-time riders to those who are learning and riding more varied terrain, up to and including groomed black terrain and small freestyle features.
<b>Level III</b>	The successful Level III candidate will demonstrate the ability to teach all ages and skill levels. Additionally, the successful Level III candidate will be able to create a learning segment for his or her peers that demonstrates the evaluation and synthesis of AASI technical terms, concepts, and models listed in this document. The successful candidate will demonstrate the ability to teach, and coach, his or her peers on all available terrain up to and including medium freestyle features with effective changes evident in his or her peers.

**Candidates will be evaluated on their knowledge and application of the following:**

- Safety, Your Responsibility Code, Park Smart
- Use of AASI Snowboard Teaching System (STS) concepts
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of each student and relevant to task and desired outcome
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times
- Use of feedback models that are timely, appropriate, and accurate
- Communication skills
- Group handling appropriate for terrain, task, and skill level of students
- Recognition and appropriate adaptation to ages and stages of development
- Use of appropriate terrain for task and skill level of student
- Pacing of lesson appropriate for student profile
- Ability to adjust presentation of lesson content to accommodate different lesson types.

## 4. Riding Standards

Evaluation	
<p>Candidates' riding will be evaluated on the following variables for all three levels:</p>	<ul style="list-style-type: none"> <li>• Turn size</li> <li>• Turn shape</li> <li>• Timing, intensity, duration of movements</li> <li>• Control and performance of the board toward the intended outcome, e.g., the tail of the board follows the path of the nose</li> </ul>
<p>Candidates will be evaluated on the following movements and coordination:</p> <p><b>All tasks listed in each level need to be completed at a mature level.</b></p>	<ul style="list-style-type: none"> <li>• Isolated movements or combinations of movements</li> <li>• Versatility in movements based on terrain or tactics</li> <li>• Extends to initiate a new turn</li> <li>• Extends to release the edge</li> <li>• Flexes to initiate a new turn (creates a movement of the center of mass into the new turn)</li> <li>• Flexes to release the edge</li> <li>• Both legs are active</li> <li>• Applies equal flexion/extension movements from both legs</li> <li>• Uses a variety of ways to unweight the board</li> <li>• Applies independent flexion/extension movements from both legs</li> <li>• Maintains reference alignments as appropriate to terrain and task</li> <li>• Demonstrates the ability to intentionally separate the upper and lower body for specific outcomes, i.e., butters or "late" spins</li> <li>• Applies an active athletic stance</li> <li>• Uses an appropriate range of motion</li> </ul>



## Riding: Applied Movements

Movements and coordination will be assessed based on the definitions of “initial,” “elementary,” and “mature,” as defined in *Core Concepts for Snowsports Instructors* (PSIA-AASI, 2001), pg. 20.

The “initial” movement stage occurs when a rider is unfamiliar with a movement and relies on sensory input and coaching to learn. At this stage the rider’s movements are often very sequential and each part of the movement is performed individually. The rider may periodically, but not consistently, show signs of a movement pattern.

The “elementary” stage denotes riders who can perform movements without looking at a particular body part involved in the movement, yet still need to think it through and concentrate on each of the move’s components. While movements are sequential, the rider will link them together in a more fluid manner. The rider in the elementary stage will be able to consistently demonstrate a movement pattern but may not be able to apply it in all situations.

The “mature” stage is characterized by smooth, fluid, and automatic movements without showing obvious, conscious thought reflected in the rider’s actions. The rider can also repeat and apply movements across a wide spectrum of situations. A rider possessing the ability to perform mature movements and the coordination of those movements can smoothly blend them for a specific outcome and be able to readily change or adapt movements to different terrain situations and snow conditions.

## LEVEL I

Successful Level I candidates will demonstrate the ability to comfortably ride the following terrain at the host mountain:

- All green terrain
- Blue terrain, including off-piste conditions and small bumps
- Groomed black terrain
- Small freestyle features

At a minimum, the successful Level I Rider will be able to perform:

- One-footed maneuvers including skating, straight-run toe/heel turns in a beginner area.
- Garlands
- Falling leaf exercises
- Basic skidded medium-radius turns on green terrain
- Switch basic skidded medium-radius turns on green terrain
- Dynamic skidded medium-radius turns on blue terrain
- Basic carved large-radius turns on green terrain
- Basic freestyle elements, including straight airs over small natural or man-made features, ollies, flatland 180s and 360s, nose and tail rolls
- 50/50 on small ride-on features or equivalent
- On transitional freestyle elements including halfpipes, quarterpipes, steeper spine/hip jumps or similar natural terrain, demonstrate the ability to make an edge change with the turn apex at the top of the transition zone

#### LEVEL I: Applied Movements

Movements to be applied at Level I include flexion, extension, and rotation, and these will affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements separately and in a blended fashion when performing the outcomes listed previously. **At a minimum the candidate must demonstrate up-unweighting and terrain unweighting. The candidate must also be able to perform at a mature level the purposeful movement of the COM across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement.**

In addition, at the request of the examiner the rider will demonstrate:

1. Equal and/or independent extension and flexion of both legs
2. Appropriate timing, intensity, and duration of movements relative to the desired outcome
3. An ability to move from and regain a neutral reference alignment in all conditions and terrain listed previously (with the exception of freestyle outcomes)

While riding, the candidate must demonstrate safety awareness – through line choice, behavior, and ways of negotiating traffic patterns on the slope.

## LEVEL II

Successful Level II candidates will demonstrate the ability to comfortably ride the following terrain at the host mountain:

- All green terrain
- All blue terrain, including variable off-piste conditions and bumps
- Groomed and smooth off-piste black terrain
- Small-to-medium freestyle features

At a minimum, the rider will be able to perform:

- Basic skidded medium-radius turns on blue terrain
- Dynamic skidded medium-radius turns on black terrain
- Dynamic skidded small-radius turns on blue terrain
- Switch dynamic skidded medium-radius turns on blue terrain
- Skidded small- and medium-radius turns in blue bumps
- Skidded medium-radius turns on variable blue terrain
- Carved large-radius turns on blue terrain
- Dynamic carved medium-radius turns on blue terrain
- Switch basic carved large-radius turns on green terrain
- Freestyle elements, including straight airs with a grab over small, man-made features, 180 airs, a 50/50 over small boxes and rails, and flatland butter 180s and 360s.
- On transitional freestyle elements including halfpipes, quarterpipes, steeper spine/hip jumps or similar natural terrain, demonstrate the ability to ride above the transition zone into the more vertical zone of the feature consistently, both toeside and heelside, making an edge change with the turn apex at the more vertical zone.

In addition, the rider may be asked to perform these as a basic or dynamic task.

## LEVEL II: Applied Movements

Movements to be applied at Level II include flexion, extension, and rotation in order to affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements individually and in a blended fashion when performing the outcomes listed previously. At a minimum, the candidate must demonstrate up-unweighting, down-unweighting, and terrain unweighting. At this level the candidate will also demonstrate at a mature level the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement. At this level the candidate will also demonstrate the ability to perform the purposeful flexion of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

At the request of the examiner, the rider will also demonstrate:

1. Equal and/or independent extension and flexion of both legs
2. Appropriate timing, intensity and duration of movements relative to the desired outcome
3. An ability to move from and regain a neutral reference alignment in all conditions and terrain listed previously

While riding, the candidate must demonstrate safely awareness – through line choice, behavior, and ways of negotiating traffic patterns on the slope.

### LEVEL III

The successful Level III candidate will demonstrate the ability to comfortably ride all terrain at the host mountain, up to and including:

- All but the most extreme terrain available
- Small-to-medium freestyle features

At a minimum, the rider will be able to perform:

- Dynamic Skidded small/medium radius turns on black terrain
- Switch dynamic skidded small and med turns on black terrain
- Skidded small radius turns in black bumps
- Carved Large radius turns on blue terrain
- Dynamic carved medium radius turns on black terrain
- Carved medium radius toe to toe turns on blue terrain
- Carved medium and large radius turns in blue bumps
- Freestyle elements, including jumps with a grabs and spins over small, man-made features, 180 airs, 360 airs, 50/50s on a rail with a “gap” entry, and boardslides on a box.
- On transitional freestyle elements, including halfpipes, quarterpipes, steeper spine/hip jumps or similar natural terrain, demonstrate air at or above the lip, on both the toeside and heelside.

In addition, the rider may be asked to perform these as a basic or dynamic task.

### LEVEL III: Applied Movements

Movements to be applied at Level III include flexion, extension, and rotation to affect the performance outcomes of twist, tilt, pivot, and pressure control in all riding tactics described in previous levels. The candidate will be asked to demonstrate flexion, extension, and rotational movements individually and in a blended fashion when performing the outcomes listed previously.

At a minimum, the rider will demonstrate up-unweighting, down-unweighting, and terrain unweighting at a mature level. At this level the candidate will also demonstrate at a mature level the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge management. At this level the candidate will also demonstrate at a mature level the purposeful flexion of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

At the request of the examiner, the rider will demonstrate:

1. The appropriate movement pattern for a specific outcome or movement pattern requested by the examiner
2. The appropriate timing, intensity, and duration of movements relative to the desired outcome
3. An ability to move from and regain a neutral / reference alignment in all conditions and terrain listed previously

While riding, the candidate must demonstrate safety awareness – through line choice, behavior, and ways of negotiating traffic patterns on the slope.