



LEVEL 1

EVALUATOR GUIDE

2023-24

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★ **Evaluators:** Use this document to ensure that the CASI Level 1 Instructor course is presented in a consistent manner, and maintains the high technical standards of CASI-ACMS.

★ Refer also to Candidate's Level 1 Course Guide.

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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LEVEL 1 INSTRUCTOR - AGENDA

DAY ONE:

- 8:30 - 9:00 a.m. Registration & Introductions
- 9:00 - 11:30 a.m. Warm-up
Riding Skills Improvement Session #1
- 11:30 a.m. - 12:30 p.m. *Lunch*
- 12:30 - 3:30 p.m. "QuickRide System" Presentation
- 3:30 - 4:00 p.m. Daily Review & Evaluation

DAY TWO:

- 8:30 - 9:00 a.m. Registration (Teaching re-test candidates)
- 9:00 - 11:30 a.m. "QuickRide System" Presentation (continued)
- 11:30 a.m. - 12:30 p.m. *Lunch*
- 12:30 - 3:30 p.m. "QuickRide System" Presentation (continued)
- 3:30 - 4:30 p.m. Workshop Review
Daily Review & Evaluation

DAY THREE:

- 9:00 - 11:30 a.m. Practice Teaching Session
- 11:30 a.m. - 12:30 p.m. *Lunch*
- 12:30 - 2:30 p.m. Riding Skills Improvement Session #2
- 3:30 p.m. - 4:30 p.m. Presentation of Results

★ **Evaluators:** *The above times may vary based on conditions, weather, location, etc. Evaluators are asked to maintain the above agenda as closely as possible to ensure course consistency.*

LEVEL 1 INSTRUCTOR (EXTENDED COURSE) - AGENDA

SESSION ONE:

- 4:00 - 4:30 p.m. Registration & Introductions
- 4:30 - 6:30 p.m. Warm-up
Riding Skills Improvement Session #1
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. Riding Skills Improvement Session (continued)
"QuickRide System" Presentation
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION TWO:

- 4:00 - 6:30 p.m. "QuickRide System" Presentation (continued)
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. "QuickRide System" Presentation (continued)
Practice Teaching Session
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION THREE:

- 4:00 - 6:30 p.m. "QuickRide System" Presentation (continued)
Practice Teaching Session
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. Practice Teaching Session (continued)
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION FOUR:

- 4:00 - 6:30 p.m. Practice Teaching Session (continued)
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 8:30 p.m. Riding Skills Improvement Session #2
- 9:00 - 9:30 p.m. Presentation of Results

EVALUATOR'S DAILY OUTLINE

DAY 1	
At the end of Day 1, candidates should be familiar with the following:	
<ul style="list-style-type: none"> - Level 1 Riding Standard, including 4 mandatory maneuvers - The <i>Core Competencies</i> - An introduction to the QuickRide System - Structure and presentation of a beginner <i>QuickRide</i> lesson 	
8:30 – 9:00am	Registration <ul style="list-style-type: none"> - Confirm participants' names are on the course list. - Distribute course materials to candidates. - Confirm that each participant has completed the online portion of the training. This is a mandatory part of the certification. Those who have not completed the online training must complete it prior to the end of course. Incomplete online portions will not receive certifications.
	Introductions <ul style="list-style-type: none"> - Briefly introduce the course staff and any rookie evaluators. - Review the Level 1 course agenda and description. Address any questions from candidates. - Discuss the evaluation process on the course – on-going evaluations of both teaching and riding skills. - Outline retest criteria and situations. Those who fail both components will need to re-do the course. Those who pass one component are eligible to retest the remaining component (within 2 years). After 2 years, the course must be taken again, but evaluation will only be conducted on the remaining part.
9:00 – 11:30am	On-Snow Session #1
	1. Warm-Up <ul style="list-style-type: none"> - Following a warm-up run(s), conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. - Use this time to ensure that candidates' equipment is set up properly and safely. <u>Address any equipment issues that may be a safety concern.</u> Discuss equipment set-up details, including binding stance angles and width, toe-heel centering, board length and sizing, and boot adjustment (tightness). - Get to know your group, and have them get to know each other (names, icebreaker activities, backgrounds, experience snowboarding, goals for the course). 2. Riding Skills Improvement Session #1 <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 10</i>). <p style="text-align: center;"><i>*It is recommended that Evaluators gather video footage of candidates during the course presentation / riding skills improvement sessions. Footage may be used for feedback purposes, and should be saved for future reference, if required.</i></p>
11:30 – 12:30pm	LUNCH BREAK
12:30 – 3:30pm	On-Snow Session #2: Teaching Beginner Snowboarders <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 12</i>).

	<ul style="list-style-type: none">- For this on-snow session, focus on presenting the Basics and Sliding phases of the QuickRide System, with time for both presentation (demo lessons) and practice teaching.
3:30 – 4:00pm	<p>Wrap-Up Session</p> <p>Daily Review</p> <p>Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material.</p> <p>Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed.</p> <p>Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).</p> <p>Preparation for Day 2</p> <p>Ask candidates to review and complete the <i>Introductory Teaching Theory</i> and <i>Guest Service, Safety & Duty of Care</i> workshop if they haven't already, which will be discussed on Day 2.</p>

DAY 2	
<p>At the end of Day 2, candidates should be familiar with the following:</p> <ul style="list-style-type: none"> - The complete <i>QuickRide System</i> - Structure and presentation of a beginner <i>QuickRide</i> lessons - Presenting <i>QuickRide</i> beginner lessons to a variety of student types 	
8:30 – 9:00am	<p>Registration (teaching re-test candidates)</p> <ul style="list-style-type: none"> - Confirm participants' names are on the course list.
9:00 – 11:30am	<p>On-Snow Session #3</p> <p>Teaching Beginner Snowboarders (continued)</p> <ul style="list-style-type: none"> - Continue to present the technical presentation associated with this session (see session outline on page 12). - For this on-snow session, focus on presenting the Control phases of the QuickRide System, with time for both presentation (demo lessons) and practice teaching. Ensure that you split the presentation and demo lessons into two segments: the one-footed maneuvers, and the two-footed maneuvers.
11:30 – 12:30pm	LUNCH
12:30 – 3:30pm	<p>On-Snow Session #4</p> <p>Teaching Beginner Snowboarders (continued)</p> <ul style="list-style-type: none"> - Continue to present the technical presentation associated with this session (see session outline on page 12). - For this on-snow session, focus on presenting the Turning & Flow phases of the QuickRide System, with time for both presentation (demo lessons) and practice teaching.
3:30 – 4:00pm	<p>On-Snow Wrap-Up Session</p> <p>Preparation for Day 3</p> <p>Ask candidates to review and complete the <i>Children & Snowboarding</i> workshop, which will be discussed on Day 3.</p> <p>Daily Review</p> <p>Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material.</p> <p>Ensure that notes are recorded in the course guide, and on the candidate evaluation form.</p> <p>Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching skills).</p> <p>Comments pertaining to riding skills may be able to be recorded on the Candidate Evaluation forms today, as there is little focus on riding skills on Day 3.</p>

DAY 3	
At the end of Day 3, candidates should be familiar with the following:	
<ul style="list-style-type: none"> - Continued development of presentation of <i>QuickRide</i> lessons to students of various ages. - Applying skill development tactics for personal riding improvement. 	
9:00 – 11:30am	<p>On-Snow Session #5</p> <p>Practice Teaching Session</p> <p><i>Use this session to finish off any remaining details from the QuickRide System presentation on previous days.</i></p> <p>At the completion of this session, candidates should have had the opportunity to present a short lesson to the group that is catered to a specific student type through the use of <u>basic scenarios</u>:</p> <ul style="list-style-type: none"> - In addition to the QuickRide Phase (1-5) also include information regarding the students: <ul style="list-style-type: none"> o Number of students in the lesson (create a variety of group sizes, including privates, semi-privates, and groups). o Student Ability: Try to identify a specific challenge area for the student. What can the students do and what are they struggling with? (E.g.: “Can sideslip on heels, but struggles with sideslipping on toes.”). o Student Demographics: Age, athletic ability, confident level, background, etc. o Be creative, but realistic about the candidates’ skills, when assigning scenarios. Not too creative! <p><i>Finish each lesson with a critique of strengths and areas for improvement to a maximum of 5 minutes. Remember, the final day teaching sessions are simply part of the on-going teaching evaluation, and not a final exam. At the completion of the course, ask yourself if the candidate were to go out and teach a lesson, would he/she incorporate the feedback that was given throughout the course?</i></p>
11:30 – 12:30pm	LUNCH
12:30 – 2:30pm	<p>On-Snow Session #6</p> <p>Riding Skills Improvement Session #2</p> <ul style="list-style-type: none"> - Use this time to address any personal riding issues with each candidate, particularly areas of weakness that may prevent candidates from successfully completing the riding component of the course. - Ensure that each candidate has multiple opportunities to demonstrate their skills in the four mandatory maneuvers. Provide feedback and coaching as required. - Highlight selected skill development tactics that were used in this technical presentation (or during the morning session on Day 1), and discuss the use of tactics for novice students (who are already linking turns).
3:30 - 4:30pm	<p>COURSE RESULTS</p> <ul style="list-style-type: none"> - Try to take a group photo, and email to: genevieve@casi-acms.com, or post on the CASI-ACMS Facebook page. Encourage group members to “like” us on Facebook and Instagram. - Discuss the member benefits of CASI (pro-deals, insurance, etc.) as well as the dues payment procedures. Members receive an invoice for dues renewals in the fall, for the following season. <p>PRESENTING COURSE RESULTS</p> <ul style="list-style-type: none"> - The suggested method for course results is: <ol style="list-style-type: none"> 1. Announce the partial passes (teaching or riding component), and hand out the results envelope to those individuals.

	<ol style="list-style-type: none">2. Announce the full passes (new Level 1 instructors), and hand out the envelopes.3. Hand out any remaining envelopes to those who did not complete either component.4. Let the group know that they should come to speak with you after they have reviewed the comments on the evaluation forms. <p>Note: When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios.</p> <p>It may be suitable to announce results as a group, and hand out evaluation forms, pins, certificates, etc. In other groups, you may wish to individually meet with each group member to discuss the course results (particularly if the pass rate is low).</p>
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SESSION OUTLINE:

CORE COMPETENCIES & RIDING SKILLS

Session Goals:

At the completion of this session, candidates should:

- a. Know the three *Core Competencies*
- b. Understand how the Riding Skills of *Position & Balance*, *Pivot* and *Edging* affect the Core Competencies (outcomes).
- c. Have an understanding of the riding standard required for the Level 1 course.

Session Delivery:

- Start by highlighting the 3 competencies as results, or **outcomes**, of the movements that we use in our riding. For novice and intermediate riding, these three outcomes (*Core Competencies*) are the recommended techniques that CASI promotes. **The competencies also form the Level 1 riding standard required to successfully complete the certification.**
- Ensure that you take the time to focus on each competency separately over a single run, or multiple runs, and use the tactics or exercises to highlight the movements or skills needed to achieve the outcome.
- Ensure that the morning's session is FUN! Try to focus on individualized feedback as it relates to the Level 1 standard, and not simply introducing tactics. Choose a maximum of 1-2 tactics per competency that applies to the candidates' riding skills, and allow plenty of time for mileage and riding.

COMPETENCY ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTICS / DRILLS / EXERCISES
Centred & Mobile Position	PRIMARY SKILL: POSITION & BALANCE		
	Find the 'ideal' position that makes us more stable.	Even flexion of joints.	Riding Fore, Aft & Centred <i>Experiment with different positions and their impact on stability. Start with Static exploration of positions and then moving.</i>
	Development of equal weight distribution for a strong base of support.	Even flexion of joints. Mobility in lower joints.	Hopping (through traverse) <i>Goal of centred weight between front and back foot and uniform flexion in joints.</i>
	Enhance balance / balancing skills.	Experiment with unfamiliar movements.	Switch Riding* <i>On very flat terrain, riders can use switch riding to challenge balance skills. *This is also one of the mandatory maneuvers.</i>

COMPETENCY ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTICS / DRILLS / EXERCISES
Turning With The Lower Body	PRIMARY SKILL: PIVOT		
	Maintain rotational alignment (to allow lower joints to turn the board).	Start with COM; shoulders / hips maintain alignment rotationally – slight anticipation.	"Switching Hands" Exercise <i>On the toeside edge the front hand is placed in front of the body / back hand behind; on heelside it switches to be behind / back hand in front. Focus on <u>controlled switching as the edge changes</u>. No swinging!</i>
	Develop pivoting movements.	Hips, knees and ankles initiate.	Garland <i>Focus on the turn initiation and completion. No edge change!</i>
	Develop lower body turning skills.	Rotational movements in knees and feet.	Pickle Jar Analogy <i>Use of lower joints in steering the snowboard.</i>

COMPETENCY ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTICS / DRILLS / EXERCISES
Balance Along The Working Edge	PRIMARY SKILLS: EDGING (& PRESSURE)		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	Static Edging Exercise <i>Focus on use of slight leaning plus knee and ankle joints in edging.</i>
	Enhance balance on edge.	Use of ankles to create an edge platform.	Stop-n-Hops <i>Incline (lean), then angulate (bend) to manage balance on edge. Use of ankles in creating grip.</i>
	Use of sidecut for turn shape vs. pivot. Introduce inclination.	"Tip" into turn, and allow sidecut to create direction change.	Carved Traverse <i>Focus on centred weight distribution and rear ankle flexion to ensure the tail doesn't skid. No pivot!</i>

SESSION OUTLINE:

TEACHING BEGINNER SNOWBOARDERS

Online Reference: www.quickride.ca

Session Goals:

By the end of these sessions, candidates should:

- a) Understand the goals of the QuickRide System.
- b) Know the suggested tactics / exercises associated with each step of the QuickRide System.
- c) Understand the structure of an effective beginner lesson (the Training Cycle, S.A.F.E. Model and Building Block progressions).

Session Delivery:

- This session will be presented in smaller sections over the first two days of the Level 1 course:
 - o **Day 1 (PM):** Basics & Sliding
 - o **Day 2 (AM):** Control
 - o **Day 2 (PM):** Turning & Flow
- Presentation should follow a “present, then practice” format. Immediately following the demo presentation (see below), have candidates briefly practice-teach that part of the QuickRide System to each other, in pairs. Allow only about 10 minutes per lesson and then ask the pairs to switch roles. Maximize practice opportunities as much as possible. As the course progresses, increase the number of mock “students” that each candidate practices teaching to increase the complexity and class management requirements.
- *Introduction Activity:* At the start of the session (Day 2, PM) ask candidates if they took a beginner lesson during their first day snowboarding, and have them identify positive and / or negative experiences from their first day.
 - o This discussion can be useful in highlighting the importance for instructors to show empathy when teaching new snowboarders. **Remember what it’s like to be a beginner!**
- Start the presentation with a general introduction of the QuickRide System as a beginner teaching system that will provide instructors with tools to make learning easier for beginners:
 - o New instructors can simply follow the list of tactics and teach a good beginner lesson. However, with experience instructors will begin to adapt their teaching to different student types.
 - o The important aspect of the QuickRide System is the goal of each phase – if the student has achieved the goal of the phase, they can move on to the next step with the assistance of the instructor.
 - o The QuickRide System attempts to prioritize independence and mobility for the students, to reduce reliance on the instructor.
- C. Presentation of the material should be completed in a **3-part instructor-training format**:
 - A. Introduce the overall QuickRide System phase, as well as the goal for that phase. It may also be helpful to introduce a *Practical Teaching Skill* to be demonstrated in the demo lesson (e.g.: Demonstrations).
 - B. Present a short example lesson of that phase using the group or a portion of the group as the “students”.
 - Ensure that the demo lesson is simple and can be copied by the candidates.
 - Try to separate the “need to know” from the “good to know”. Use the QuickRide pocket or online reference guide to ensure that you are demonstrating all relevant tactics.
 - Stick to the basic, essential info and remember to clearly use and demonstrate the *Practical Teaching Skill* or skills that were introduced.
 - C. Wrap-up and review the example lesson, drawing attention to the *Practical Teaching Skills / skills* that were included: *Guest Service & Safety, Communication & Lesson Structure, Demos, Analysis & Improvement* and *Technical Content*. It may be helpful to ask the group to identify and/or recall specific examples of each teaching skill that you included in your demo.

Don’t expect perfection at this stage! Rather, encourage the group to simply get comfortable with the explanations, terminology, and demonstrations by imitating the example lessons that you provide.

THE S.A.F.E. CONCEPT

When presenting new manoeuvres or movements, the S.A.F.E. approach will provide a progression for effective presentation. The S.A.F.E. acronym stands for:

Static	Active	Free	Experimentation
When introducing a new movement, have students visualize / feel the sequence of movements on flat ground.	Students learn by doing – give a tactic or manoeuvre to try. During the initial trials, pay close attention to the terrain and situation to help ensure success.	Focused mileage and practice. During this stage, mileage is the key. Allow students to practice, and allow them to make mistakes – just ensure that positive feedback / correction is given when mistakes are made.	Change the situation to encourage adaptation – vary the terrain or movements.

Note to Evaluators: The S.A.F.E. concept can be presented as a normal course of the presentation of the QuickRide tactics and maneuvers (e.g.: skating).

THE QUICKRIDE SYSTEM

GOALS	PROGRESSION	SUGGESTED SUPPORT TACTICS
I. BASICS <i>To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.</i>	Equipment Mobility	<ul style="list-style-type: none"> • Introductions • Equipment: Parts Of The Board • Attaching The Front Foot • Equipment Familiarity & Mobility • “The Neutral Position” • Skating • Climbing & Descending
II. SLIDING <i>To become comfortable standing on the snowboard while it is sliding.</i>	Straight Running	<ul style="list-style-type: none"> • “Push-Push-Glide” • Straight Running • Experiment With Varied Body Positions • Toe/Heel Drag • J-Turns
III. CONTROL <i>To learn to control both speed and direction with both feet attached to the snowboard</i>	Sideslipping Pendulum	<ul style="list-style-type: none"> • Intro To Edging (Gas Pedal Exercise) • One-Foot Attached Sideslipping & Drift Left / Right • One-Foot Attached Traverse <hr/> <ul style="list-style-type: none"> • Attaching The Board On A Slope • Sideslipping (two feet attached) • Pendulum (two feet attached) • Power Pendulum
IV. TURNING <i>To learn to turn (changing edges in the fall line).</i>	Beginner Turns	<ul style="list-style-type: none"> • Static Rotation Exercise (board off) • Garland Exercise • J-Turns (revisit from Sliding) • Walking Through Turns • Beginner Turns
V. FLOW <i>To learn to explore the mountain safely.</i>	Novice Turns	<ul style="list-style-type: none"> • Add Traverse Between Turns • Traverse with Flexion/Extension • Novice Turns (flex after fall line) • Speed Control: 4 S’s (Speed = Shape, Size, Slope) • Sliding 360’s • Hopping in Traverses

LEVEL 1 EVALUATION TOOL: TEACHING COMPONENT

GUEST SERVICE & SAFETY:

Below Standard

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.
- Lesson is not presented in a positive, student-centred manner.
- Safety is not a focus of the lesson, or students are not kept in a safe environment.

Meets Standard

- Terrain is generally safe and suitable to this level of student or lesson topic.
- Lessons are generally presented in a positive and student-centred manner.
- The learning environment is generally safe and secure.

COMMUNICATION & LESSON STRUCTURE:

Below Standard

- Does not effectively communicate (explanations are not clearly understood).
- The lesson is not presented in an effective building block or progression-based format.

Meets Standard

- Effectively communicates (explanations are generally clear), and use a What, Why, How format.
- The lesson follows a clear building-block structure.

DEMONSTRATIONS:

Below Standard

- Technical demos are not adapted to the skill level of students, or are unclear or not easy to copy.
- Demonstrations are not effective and don't inspire confidence.

Meets Standard

- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard

- Feedback does not identify relevant areas for improvement, and lacks an individual focus.
- Feedback is not positive and/or relevant to student trials.

Meets Standard

- Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.
- Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme.

TECHNICAL CONTENT:

Below Standard

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard

- The instructor effectively presents the technique-based portion of the lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology).

LEVEL 1 EVALUATION TOOL: RIDING COMPONENT

CENTRED & MOBILE POSITION

Below Standard

- Does not demonstrate ability to centre weight equally over both feet.
- Is unable to maintain rotational alignment (shoulders, hips, knees, feet).
- Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.

Meets Standard

- Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain.
- Maintains rotational alignment (shoulders, hips, knees, feet) consistently in appropriate terrain.
- Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning.

TURNING WITH THE LOWER BODY

Below Standard

- Does not use the hips and knees to turn the snowboard (uses arm, shoulders, and upper-body or a combination of).
- Uses counter-rotation movements to initiate or execute turns.
- Turns do not show a round shape, or are not symmetrical.

Meets Standard

- Uses the hips and knees to initiate direction change in the snowboard consistently.
- Consistently demonstrates use of rotation movements to turn the snowboard (movement progresses from hips to knees and feet).
- Uses the lower body to create turns that are round and symmetrical most of the time.

BALANCE ALONG THE WORKING EDGE

Below Standard

- Uses excessive or limited inclination (leaning) or angulation (bending). Movements are not balanced.
- Does not demonstrate reliable edge grip, in relation to Level 1 terrain, on groomed slopes.

Meets Standard

- Uses a combination of inclination (leaning) and angulation (bending) to achieve reliable edge grip most of the time.
- Edge grip is apparent in suitable terrain and conditions consistently.

MANDATORY MANEUVERS (*M = Meters *CW = Corridor Width) :

- Beginner Turns - Forward & Switch (Green Terrain) - 3-5 M CW
- Intermediate Sliding Turns (Blue Terrain) - 5-7 M CW
- Open Carved Turns (Easiest Green or Cat Track) - 3-6 M CW
- Hopping Through Turns (Green/Blue Terrain)- 5-7 M CW

Below Standard

- Still acquiring the movements required for the execution of the mandatory maneuver.
- Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent.

Meets Standard

- Shows consolidation in the execution of the mandatory maneuver.
- Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent due to changes in slope or snow conditions.

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