

IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

Level 3 Snowboard Technical Exam Assessment Criteria

Part of the Snowboard Teacher Award, ISIA



SEPTEMBER 2022

Technical assessment criteria

The following criteria are broken down under the headings of **Core Rider Development (CRD)**, **Piste Performance**, **Variable Conditions**, **Bumps**, **Freestyle** and **Additional Activities**. It sets out what you, as potential level 3 Teacher, need to "Show" by the end of the course.

Overall Goal:

IASI Snowboard Level 3 is internationally recognised and snowboarders who achieve this level will be **skilful** riders with the ability to **adapt** their skills on different terrain.

CORE RIDER DEVELOPMENT: on appropriate terrain for each phase

Demonstrate:

- Core Rider Development should be used through entire assessment - Ability to demonstrate the Core Rider Development without feedback from the examiner on each of the different terrain stages (see more detailed breakdown of tasks in level 2 assessment criteria).
- Ability to use each stage of the core rider development when deemed necessary.
- Show adaptability in changing conditions and terrain.
- Good posture and balance throughout for all of the above.

SHORT TURNS: on red piste/terrain

Demonstrate:

- Short radius turns using a good blend of the steering elements to produce rounded grippy turns within a 3-6 meter radius.
- Each descent should be rhythmic and flowing with good control of speed (red run terrain).
- The short turn radius should be determined by the degree of the slope.
- The ability to perform in a variety of corridors up to 6m wide.

- Ability to change inputs whilst still retaining positive outputs (high to low / low to high turns)
- Good control of posture, speed and balance throughout for the above.

LONG TURNS: on steep blue (SWITCH) or red (STANDARD) piste/terrain

Demonstrate:

- Cleanly carved long and medium sized turns, switch and normal with appropriate range and rate of movement.
- Long turns should be performed edge to edge with no skid or judder.
- The Ability to influence the turn shape and size whilst matching the board angle between heel and toe edge to make even turns.
- The ability to use both cross under & cross over to change the edge.
- Appropriate blend of cross over and cross under turns dependent on gradient of slope (Dynamic)
- Good control of posture, speed and balance throughout for the above.

VARIABLE CONDITIONS: $\geq 25^\circ$

Demonstrate:

- Ability to perform in all variable conditions.
- Ability to adapt turn shape and size with the terrain you are faced with.
- Ability to use appropriate fore/aft to drive board around each turn.
- Rhythmic, flowing turns - different sizes.
- Ability to use an effective amount of edge control throughout - gripped
- Good control of posture, speed and balance throughout for the above.

BUMPS: $\geq 25^\circ$

Demonstrate:

- Continuous linked rhythmic turns (towards the fall line) matching movements to terrain.
- A variety of controlled lines maintaining snow contact whilst descending the bumps. Getting air that is deliberate to maintain flow and efficiency can be used and interpreted as skilful control.
- Switch rounded turns with traversing showing good absorption of the bumps.
- Effective and confident use of body and legs to absorb the bumps
- Good control of posture, speed and balance throughout for the above.

STEEP TERRAIN: black piste/terrain

Demonstrate:

- Linked turns throughout each run whilst maintaining consistent speed at all times.
- Each turn should be gripped with good use of fore/aft including an early edge change - ACROSS THE FALL LINE.
- A consistent corridor.
- Ability to adapt to any scenario you're faced with whilst descending.
- Ability to descend confidently switch maintaining a consistent speed.
- Good control of posture, speed and balance throughout for the above.

FREESTYLE: Terrain - Park

Demonstrate:

- A board slide on a box FS or BS.

- Jump onto (side or straight) 50-50 Box/Rail.
- Switch 50-50 on a ride on Box.
- Spin 180s (3 ways) on a 2-3m Jump.
- Spin 360 (1 way) on a 2-3m Jump.
- Different grabs (3 different) on 2-3m Jump.
- Switch straight air on 1-2m Jump.

ADDITIONAL ACTIVITIES

Demonstrate:

- A range of dolphin turn variations on easy to moderate terrain. (Closed, open, longs and shorts, in and out of the fall line).
- Carving - nose rolls as an edge change using strong fore and aft movements.
- Carving - An ability to jump toe to toe frontside 180s and heel to heel backside 180s at the top of the turn before the fall line as an edge change in the air.
- Strong posture and balance throughout for the above.

NB: Please note that the above “additional activities” are a test of many elements including balance, agility and co-ordination. They are also there to guide students in their training and preparation for the exam. Candidates will be asked to select two or more of the additional activities that they perform to a high level and demonstrate these to both the examiner and the other candidates. However please note that your choice also needs to take into account the snow and weather conditions so it is advisable to have practiced and be confident at all of the activities. As an additional point, candidates should be able to show a progression of activities or steps that lead to the end form performance and should be confident that they could teach this progression during the level 3 teaching course.

IASI Qualification pathway – Snowboard Levels 1 to 4



Notes:

- ISIA is the International Ski Instructors Association.
- The ISIA stamp is issued at Level 3.
- The ISIA card is issued at Level 4.
- The CPD refresher requirement for Level 1 and Level 2 is 1 day every 3 years, plus a valid First Aid certificate.
- The CPD refresher requirement for Level 3 and Level 4 is 1 day every year (this is an ISIA requirement) plus a valid First Aid certificate.

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Authors

Derek Tate, IASI Head of Education.

Phil Mills, James Sinclair, Tom Pilling Snowboard Educators & Examiners.

Ali Smith, Educator & Examiner.

The Technical content of this workbook has been adapted from content in the book “Parallel Dreams Alpine Skiing” © Parallel Dreams. Adaptations include the Snowboard Performance Analysis model (SPAM), CRD model and BP model with permission of Parallel Dreams Coaching.

The Teaching Styles referred to in this publication are those developed by Muska Mosston and later Sara Ashworth.

See www.spectrumofteachingstyles.org