

IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

Level 4 Snowboard Exam Assessment Criteria



2022/23

Technical & Teaching 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 4 Teacher, need to "Show" by the end of the course.

Overall Goal:

IASI Snowboard Level 4 is internationally recognized and snowboarders who achieve this level will be very **skilful** riders with the ability to **adapt** their skills on different terrain with ease.

We will be looking for **strong fundamentals** and **accurate** riding with your own personal **style** involved. However it is important to be able to adapt and change to a more **demonstrative** approach on demand.

CORE RIDER DEVELOPMENT:

TERRAIN - Appropriate terrain for each phase

Be able to demonstrate:

- Core Rider Development should be used through entire assessment - Ability to demonstrate the Core Rider Development **without** feedback from the examiner.
- Ability to use each stage of the core rider development when deemed necessary - as it relates to high performance, all mountain riding.
- Show excellent adaptability in changing conditions and terrain.
- Excellent control of posture, speed and balance throughout for all of the above.

SHORT TURNS:

TERRAIN - RED/BLACK

Be able to demonstrate:

- Use a well timed and appropriate blend of the steering elements and movements to produce rounded grippy short radius turns within a 6m radius.
- Each descent should be rhythmic and flowing with excellent control of speed.
- 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 use and manipulate forces to achieve positive outputs.
- Ability to change inputs while retaining positive outputs (down-unweighted/up-unweighted turns).
- Excellent control of posture, speed and balance throughout for the above.

LONG TURNS:

TERRAIN - RED

Be able to 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.
- Appropriate blend of cross over and cross under turns dependent on gradient of slope (Dynamic).

- Excellent control of posture, speed and balance throughout for the above.

VARIABLE CONDITIONS: UP TO 30°

Be able to 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.
- Gripped turns using forces to your advantage.
- Ability to use an effective amount of energy & playfulness throughout.
- Confidence riding switch in variable terrain, switching stance where appropriate.

BUMPS: UP TO 30°

Be able to demonstrate:

- A variety of controlled descents in the fall line maintaining snow contact whilst descending the bumps.
- Ability to leave the ground as a form of absorption where appropriate to maintain control and speed. When executed with flow and efficiency this can be used and interpreted as skilful control.
- Effective and confident use of body and legs to absorb the bumps.
- Strong and effective use of 'fore & aft' with lower body steering.
- Switch rounded turns with a small amount of traversing showing good absorption of the bumps (terrain < 25 degrees).
- Excellent control of posture, speed and balance throughout for the above.

STEEP TERRAIN:

TERRAIN - BLACK

Be able to demonstrate:

- Linked turns maintaining consistent speed & control at all times.
- Each turn should be curved with good use of fore/aft including a very early edge change across the fall line/top of the arc of the turn.
- A consistent corridor (3-6m)
- Ability to adapt to any terrain types whilst descending.
- Ability to descend confidently switch maintaining a consistent speed.
- Great use of torsional flex engaging contact points early and accurately throughout.
- Excellent control of posture, speed and balance throughout for the above.

FREESTYLE:

TERRAIN - PARK & PISTE

Be able to demonstrate:

- A board slide on a box FS & BS.
- Jump onto (side or straight) 50-50 Rail.
- Nose or Tail press on Box.
- Switch 50-50 on a ride on Box.
- Spin 180s (4 ways) on a small Jump.
- Spin 360 (2 ways) on a medium/large Jump.
- Multiple grabs of your choice on medium/large Jump.
- Clean SWITCH straight air on a small Jump.

- Clean and consistent, past the knuckle of the jump and the end of features for all of the above.

ADDITIONAL ACTIVITIES

Be able to demonstrate:

- Cross under rebound turns directly down the fall line at higher speeds (easy/moderate terrain).
- Dolphin turns in a narrow corridor (1.75m), directly down the fall line in steeper terrain (moderate terrain)
- Confidence jumping 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 (carving - easy/moderate terrain).
- 360 off a side hit
- Butter/press combinations on varied terrain.
- Tic-tacs
- Edge change variations across the fall-line (Garlands)
- Excellent control of posture, speed 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 show an ability to blend the basic principles of snowboarding with excellent accuracy and timing.** This section will be assessed in the same way as the other elements in the criteria and is based on the skills you have accumulated throughout the IASI pathway. These tasks will be executed in the appropriate environments and you will need the correct equipment with you.

Candidates will be asked to *select two* 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.

TEACHING

Teaching sessions will be assessed over the course of the Level 4 exam, where and when appropriate and dictated by conditions and terrain. We will aim to provide ample time for 1-2 sessions per candidate.

What's required are relevant, high level sessions tailored to suit the needs of your peers with minimal pre planning. We should see improvement specific to the group and individuals attending the course.

The content, structure and teaching styles used in your sessions are yours to decide, and should be relevant to your peer group and location.

Excellent use of the PEAR model will be needed where and when appropriate, dictated by changing conditions, changing terrain and the outcomes observed in your peers throughout your session.

Know and show whilst maintaining excellent group management:

- Teaching to peers at an advanced technical level
- Use of relevant teaching styles
- Excellent explanation and demonstration
- Consistent use of the PEAR model before, during and after sessions
- Realistic goal setting
- Adaptation of session for individual learners at different phases of the Diamond skill acquisition model.
- Use appropriate types of feedback

- Advanced analysis of video feedback
- Ability to review your peer's sessions identifying strengths and weaknesses in their personal skills and in their delivery through use of questioning rather than telling.

Overview of the Module

a) Entry Criteria:

- Students should hold the IASI Snowboard Level 3 teach and technical Instructor Award.
- Hold a current and valid first aid certificate
- Be a paid up member of the Irish Association of Snowsports Instructors

b) Overall goal:

IASI Snowboard Level 4 is internationally recognized and snowboarders who achieve this level will be **skilful riders** with the ability to **adapt** their teaching and skills on different terrain.

Holders of the IASI Level 4 Snowboard Teacher award will have;

- Excellent all round riding performance on all pistes and able to cope with varied terrain and snow conditions.
- A thorough understanding of modern snowboard technique, equipment and rider's development.
- The ability to plan and deliver excellent snowboard sessions to a high riding standard within AMR (all mountain riding) including freestyle sessions - the level of these sessions will be at the standard of the Level 4 Technical assessment criteria.
- Demonstrate excellent group management and leadership skills with an in-depth knowledge of safety requirements within a 'mountain' riding environment.

NB: Please note that a more detailed breakdown of the teaching assessment criteria is detailed on the following pages.

c) The Diamond model in the exam environment:

The Diamond skill acquisition model is part of the Irish Snowsports Teaching Methodology (ISTM) and an integral part of the IASI system. It helps you to understand both the process of learning during training courses and performing during exams. The four key stages are: Knowledge, Movements (motor learning), Performance and Flow.

The exam will test your skills as you perform all the skills across the strands as per the assessment criteria.

It is important to understand that during the Snowboard Level 4 Exam course you will be primarily working in the performance and flow stages of the skill acquisition model. Should you still need to develop your skills and work towards the assessment standards then you should attend a skills development course which are available upon request.

You can find further information about the PEAR model, the KMPF skill acquisition model and the Irish Snowsports Teaching Methodology via the IASI website and in the appendix at the end of this workbook.

d) The PEAR model:

- Sound knowledge of the PEAR model and its application in the planning and execution of sessions within the Level 3 Assessment criteria.
- The PEAR model should not only be used for planning a session but considered and used during your session as changes in terrain, conditions and outcomes become apparent.
- More details on the PEAR model can be found in the Snowboard Manual and will be discussed in detail during the course.

e) Equipment required:

- Helmets are required for the entire duration of the course/exam.
- It is recommended that students have performance snowboards (all mountain / all mountain freestyle) and be comfortable using them for all tasks and terrain.
- Avalanche safety equipment: ruck sac, transceiver, shovel & probe. Your course educator/examiner will decide on which days you need to bring this

kit depending on available terrain, snow conditions and the course program.

- As with all courses you need to be able to take notes but this can be done on paper or electronically, access to the assessment criteria should be available to you throughout the exam.

Teaching assessment criteria

The following criteria are broken down under the headings of **Safety, Enjoyment and Learning (SEL)**. It sets out what you as potential level 4 teachers need to **"Know"** by the end of the course and what do you need to **"Show"** when delivering your session(s) and reviewing your peer's sessions.

SAFETY

Knowledge

- The 10 FIS Rules of Conduct for skiers and snowboarders.
- The 4 FIS Instructor Rules.
- About accident procedure in a resort on and off piste.
- About the different types of lifts encountered in resorts and how to use them safely.
- About weather and its potential effects on your clients.
- About all types of snow conditions and how to deal with them tactically.

Demonstrate

- Excellent group management during sessions delivered.
- The ability to use and teach the FIS rules of conduct as required.
- The ability to follow the 4 FIS Instructor Rules.
- The ability to give clear instructions/directions to assist with management of clients.
- Awareness of other slope/mountain users.
- Excellent communication with other instructors delivering sessions as required.
- Excellent choice of terrain and slope selection appropriate to your clients ability level.
- The ability to deal with all snow types and help your clients with tactics to cope with the conditions.
- The ability to deal with different weather conditions; whiteout, poor visibility, cold, sun etc. and make good decisions to ensure the safety and wellbeing of your clients.

ENJOYMENT

Knowledge

- How to adapt lessons for a range of skills within your peer group
- A range of drills, tasks and techniques to utilize in a high skill session.

Demonstrate

- Confident communication that focuses on the whole group and individuals within the group.
- The ability to deliver technical knowledge to your peers in a way that is digestible, while remaining accurate to the Basic Principles.
- The ability to adapt your approach to different types of learners.
- The ability to present activities in an engaging way using analogies & imagery as required.
- The ability to keep learners moving (MCA), teaching on the move and utilizing the runs and terrain available.
- The ability to set an appropriate “climate” that promotes both enjoyment and learning.

LEARNING

Knowledge

- Teaching Styles A to E (Mosston & Ashworth).
- Teaching Styles F to K (Mosston & Ashworth).
- The KMPF Skill Acquisition Model.
- The Irish Snowsports Teaching Methodology (ISTM).
- About different types of Feedback.
- About SMARTER Goal Setting.
- The PEAR model and its application.

Demonstrate

- A logical progression of activities for AMR sessions.
- Clear & accurate demonstrations where relevant.
- Sessions that have a good structure and come to a clear conclusion.
- The ability to skilfully use different teaching styles.
- The ability to use a good mixture of explanation and demonstration.

- A clear understanding of skill acquisition and the ability to recognize which phase your learners are in and how to adapt your sessions/activities for individual learners.
- The ability to give informative, positive and corrective feedback through telling and questioning.
- The ability to set realistic goals with your learners.
- Excellent movement analysis during sessions with accurate feedback.
- Excellent Video analysis skills with relevant feedback, specific to the video feedback setting (indoors).
- The ability to review your peer's sessions, identifying strengths and weaknesses in their delivery through the use of questioning rather than telling .

f) Resources:

- 1) IASI Manual – Derek Tate, Jamie Kagan, Federico Sollini
<https://iasisnowsports.ie/education/iasi-manual/>
- 2) Parallel Dreams Alpine Skiing, 2007 available from Amazon
http://www.amazon.co.uk/s/ref=nb_sb_noss?url=searchalias%3Daps&field-keywords=parallel+dreams+alpine+skiing
- 3) Ski Instructors Handbook – Teaching Tools and Techniques, 2012 available as ebook from Amazon, iBooks and print version from Parallel Dreams and Amazon
- 4) Ski Instructors Assistant by Derek Tate, 2014 available as a free download from Apple iBooks <https://itunes.apple.com/us/book/skiinstructors-assistant/id916145002?ls=1&mt=11>
- 5) Spectrum of Teaching Styles <http://www.spectrumofteachingstyles.org>
- 6) Ski Instructors Handbook – Technical Skills & Drills, 2011 available in print from Parallel Dreams and Amazon
- 7) Irish Snowsports Teaching Methodology (ISTM), 2016, article written by Derek Tate & available on the IASI website.
www.iasisnowsports.com/#!documents/c20pp
- 8) 10 FIS Rules of Conduct for skiers & boarders http://www.fis-ski.com/mm/Document/documentlibrary/Administrative/02/04/30/10FISRulesofConduct-EnglishA4_Neutral.pdf



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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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