



Instructor Evaluation Form

The online Instructor Evaluation form is for you to use as a Senior Instructor to complete Level 1 Instructor Evaluations once the Instructor has completed the Level 1 ITC. Below are the requirements for reporting:

Reporting

- Each criterion receives a score.
- Each section has a total score.
- The total score gives an overall assessment.
- All criteria scores can be seen if required.

Contact email address

1. (Required) Assessor Name

Must be a qualified KA Senior Instructor

2. (Required) Assessor Email

3. (Required) Instructor Candidate Name

4. (Required) Instructor Candidate Email

5. (Required) Date of assessment

____/____/____

6. (Required) Location of assessment

7. (Required) Context of assessment

For example: During ITC, after 8 hours shadowing, after 20hrs shadowing.

Communication Skills

8. Technical Accuracy (Tick all that apply)

Rate the instructor 1-5 with 5 being the highest and 1 needing improvement.

- ☐ Exemplary (5) Explanations are consistently accurate reflecting a deep understanding of the skill and correct techniques.
- ☐ Proficient (4) Explanations are accurate with minor errors or omissions that do not significantly impact understanding.
- ☐ Satisfactory (3) Explanations are generally accurate but may contain a few errors or omissions that could affect understanding.
- ☐ Developing (2) Explanations contain multiple errors or significant omissions leading to potential misunderstandings.
- ☐ Needs Improvement (1) Explanations are frequently inaccurate or incomplete causing confusion and potential safety issues
- ☐ not witnessed by assessor

9. Clarity of Explanation (Tick all that apply)

- ☐ Exemplary (5) Explanations are clear concise and easy to understand with complex concepts broken down effectively.
- ☐ Proficient (4) Explanations are clear and understandable though some complex concepts may not be fully simplified.
- ☐ Satisfactory (3) Explanations are generally clear but may occasionally lack conciseness or simplicity.
- ☐ Developing (2) Explanations are often unclear or overly complex leading to potential confusion.
- ☐ Needs Improvement (1) Explanations are consistently unclear or confusing hindering students' understanding of the skill
- ☐ not witnessed by assessor

10. Concise Explanations (Tick all that apply)

- ☐ Exemplary (5) Explanations are consistently concise avoiding unnecessary details and focusing on key points.
- ☐ Proficient (4) Explanations are generally concise with minor instances of unnecessary details.
- ☐ Satisfactory (3) Explanations are somewhat concise but may include some unnecessary details that distract from key points.
- ☐ Developing (2) Explanations are often verbose including many unnecessary details that obscure key points.
- ☐ Needs Improvement (1) Explanations are consistently verbose making it difficult for students to grasp the key points
- ☐ not witnessed by assessor

11. Use of Key Words (Tick all that apply)

- ☐ Exemplary (5) Consistently uses key words to effectively communicate critical points complex skills and safety directives quickly and clearly.
- ☐ Proficient (4) Generally uses key words effectively with minor omissions or lack of clarity.
- ☐ Satisfactory (3) Uses key words adequately but occasionally misses opportunities to emphasize critical points or safety directives.
- ☐ Developing (2) Rarely uses key words leading to potential confusion or missed emphasis on important points and safety.
- ☐ Needs Improvement (1) Does not use key words causing significant confusion and lack of emphasis on critical points and safety
- ☐ not witnessed by assessor

12. Skill Sequencing (Tick all that apply)

- ☐ Exemplary (5) Delivers skills in the correct order ensuring students have the prerequisite skills before advancing.
- ☐ Proficient (4) Generally delivers skills in the correct order with minor sequencing issues that do not significantly affect learning.
- ☐ Satisfactory (3) Delivers skills in a mostly correct sequence with occasional lapses that may affect some students' understanding.
- ☐ Developing (2) Frequently teaches skills out of sequence leading to confusion and gaps in prerequisite knowledge.
- ☐ Needs Improvement (1) Consistently teaches skills out of sequence causing significant confusion and lack of foundational skills
- ☐ not witnessed by assessor

13. Demonstration Integration (Tick all that apply)

- ☐ Exemplary (5) Integrates accurate explanations seamlessly with demonstrations reinforcing understanding through practical examples.
- ☐ Proficient (4) Integrates explanations with demonstrations effectively with minor areas for improvement.
- ☐ Satisfactory (3) Integrates explanations with demonstrations adequately though the connection may be unclear at times.
- ☐ Developing (2) Struggles to integrate explanations with demonstrations leading to potential confusion.
- ☐ Needs Improvement (1) Fails to integrate explanations with demonstrations causing significant gaps in understanding
- ☐ not witnessed by assessor

14. Student Comprehension Checks (Tick all that apply)

- ☐ Exemplary (5) Consistently checks for student understanding using questions and prompts to ensure comprehension.
- ☐ Proficient (4) Regularly checks for student understanding with occasional missed opportunities.
- ☐ Satisfactory (3) Occasionally checks for student understanding with mixed effectiveness.
- ☐ Developing (2) Rarely checks for student understanding leading to potential gaps in knowledge.
- ☐ Needs Improvement (1) Does not check for student understanding resulting in frequent misunderstandings
- ☐ not witnessed by assessor

15. Adaptability (Tick all that apply)

- ☐ Exemplary (5) Consistently adapts explanations to suit different learning styles and paces ensuring all students understand.
- ☐ Proficient (4) Generally adapts explanations effectively with minor lapses in addressing diverse learning needs.
- ☐ Satisfactory (3) Shows some adaptability but occasionally struggles to meet all students' learning styles and paces.
- ☐ Developing (2) Rarely adapts explanations often failing to address different learning styles and paces.
- ☐ Needs Improvement (1) Does not adapt explanations resulting in poor comprehension for students with diverse learning needs
- ☐ not witnessed by assessor

16. Encouragement and Motivation (Tick all that apply)

- ☐ Exemplary (5) Consistently motivates and encourages students effectively creating a positive learning environment and boosting student confidence.
- ☐ Proficient (4) Generally motivates and encourages students with minor lapses in effectiveness.

- ☐ Satisfactory (3) Adequately motivates and encourages students though some students may require more support.
- ☐ Developing (2) Struggles to motivate and encourage students leading to decreased engagement or confidence.
- ☐ Needs Improvement (1) Consistently fails to motivate or encourage students resulting in low engagement and confidence
- ☐ not witnessed by assessor

17. (Required) Total Score Communication Skills

Professionalism

18. Professional Communication (Tick all that apply)

- ☐ Exemplary (5) Consistently communicates clearly respectfully and professionally with students parents and colleagues. Uses appropriate language and tone in all interactions.
- ☐ Proficient (4) Generally communicates clearly and professionally with minor lapses in tone or language.
- ☐ Satisfactory (3) Communicates adequately but occasionally uses inappropriate language or tone.
- ☐ Developing (2) Often communicates unprofessionally using unclear or inappropriate language and tone.
- ☐ Needs Improvement (1) Consistently communicates unprofessionally causing misunderstandings and negative interactions
- ☐ not witnessed by assessor

19. Punctuality and Reliability (Tick all that apply)

- ☐ Exemplary (5) Always punctual and reliable consistently meeting all commitments and deadlines.
- ☐ Proficient (4) Generally punctual and reliable with rare instances of lateness or missed commitments.
- ☐ Satisfactory (3) Adequately punctual and reliable with occasional lapses that do not significantly impact others.
- ☐ Developing (2) Frequently late or unreliable causing inconvenience or disruption.
- ☐ Needs Improvement (1) Consistently late or unreliable significantly impacting others and causing disruptions
- ☐ not witnessed by assessor

20. Appearance and Presentation (Tick all that apply)

- ☐ Exemplary (5) Maintains a consistently professional appearance and presentation adhering to dress codes and safety standards.
- ☐ Proficient (4) Generally maintains a professional appearance with minor lapses.
- ☐ Satisfactory (3) Adequately maintains appearance with occasional lapses that do not significantly impact professionalism.
- ☐ Developing (2) Often has an unprofessional appearance occasionally disregarding dress codes or safety standards.
- ☐ Needs Improvement (1) Consistently has an unprofessional appearance frequently disregarding dress codes and safety standards
- ☐ not witnessed by assessor

21. Respect and Courtesy (Tick all that apply)

- ☐ Exemplary (5) Consistently demonstrates respect and courtesy to all students
- ☐ parents and colleagues fostering a positive and inclusive environment.
- ☐ Proficient (4) Generally respectful and courteous with rare lapses.
- ☐ Satisfactory (3) Adequately respectful and courteous with occasional lapses that do not significantly impact the environment.
- ☐ Developing (2) Often demonstrates a lack of respect or courtesy negatively impacting the environment.
- ☐ Needs Improvement (1) Consistently disrespectful or discourteous creating a negative and unwelcoming environment
- ☐ not witnessed by assessor

22. Responsiveness to Feedback (Tick all that apply)

- ☐ Exemplary (5) Actively seeks
- ☐ welcomes and responds positively to feedback demonstrating a commitment to continuous improvement.
- ☐ Proficient (4) Generally responsive to feedback with minor resistance or defensiveness.
- ☐ Satisfactory (3) Adequately responsive to feedback occasionally demonstrating resistance or defensiveness.
- ☐ Developing (2) Often resistant or defensive to feedback hindering improvement.
- ☐ Needs Improvement (1) Consistently resistant or defensive to feedback refusing to improve or adapt
- ☐ not witnessed by assessor

23. Ethical Conduct (Tick all that apply)

- ☐ Exemplary (5) Consistently demonstrates ethical behaviour integrity and honesty in all interactions and decisions.
- ☐ Proficient (4) Generally demonstrates ethical behaviour with rare lapses in judgment.
- ☐ Satisfactory (3) Adequately demonstrates ethical behaviour with occasional lapses that do not significantly impact integrity.
- ☐ Developing (2) Often demonstrates unethical behaviour negatively impacting trust and integrity.
- ☐ Needs Improvement (1) Consistently demonstrates unethical behaviour causing significant harm to trust and integrity
- ☐ not witnessed by assessor

24. (Required) Total Score Professionalism

Theory Knowledge

25. Safety Knowledge (Tick all that apply)

- ☐ Exemplary (5) Demonstrates comprehensive knowledge of safety protocols risk management and emergency procedures and consistently applies this knowledge in teaching.
- ☐ Proficient (4) Shows a strong understanding of safety protocols and risk management with minor gaps in emergency procedures.
- ☐ Satisfactory (3) Has a basic understanding of safety protocols and risk management but occasionally misses critical safety details.
- ☐ Developing (2) Shows limited knowledge of safety protocols often neglecting key aspects of risk management.

- ☐ Needs Improvement (1) Lacks understanding of safety protocols posing significant risks to students and self
- ☐ not witnessed by assessor

26. Training Scheme (Tick all that apply)

- ☐ Exemplary (5) Thoroughly understands the entire training scheme including progression levels and objectives and can effectively guide students through each stage.
- ☐ Proficient (4) Has a solid understanding of the training scheme with minor gaps in progression details.
- ☐ Satisfactory (3) Understands the training scheme basics but occasionally struggles with progression details.
- ☐ Developing (2) Shows limited understanding of the training scheme often misguiding students.
- ☐ Needs Improvement (1) Lacks understanding of the training scheme leading to ineffective teaching and progression
- ☐ not witnessed by assessor

27. Equipment Knowledge (Tick all that apply)

- ☐ Exemplary (5) Demonstrates expert knowledge of all equipment including setup maintenance and troubleshooting and can effectively teach students to use and care for equipment.
- ☐ Proficient (4) Has a strong understanding of equipment with minor gaps in maintenance or troubleshooting knowledge.
- ☐ Satisfactory (3) Understands basic equipment setup and use but occasionally struggles with maintenance and troubleshooting.
- ☐ Developing (2) Shows limited knowledge of equipment often unable to address maintenance or troubleshooting issues.
- ☐ Needs Improvement (1) Lacks understanding of equipment leading to unsafe or ineffective use and maintenance
- ☐ not witnessed by assessor

28. Teaching Techniques (Tick all that apply)

- ☐ Exemplary (5) Utilises a wide range of effective teaching techniques adapting to different learning styles and ensuring comprehensive understanding for all students.
- ☐ Proficient (4) Uses a variety of teaching techniques effectively with minor gaps in adapting to different learning styles.
- ☐ Satisfactory (3) Applies basic teaching techniques adequately but occasionally struggles to adapt to different learning styles.
- ☐ Developing (2) Shows limited teaching techniques often failing to address diverse learning needs.
- ☐ Needs Improvement (1) Lacks effective teaching techniques resulting in poor student understanding and engagement
- ☐ not witnessed by assessor

29. Theory Application (Tick all that apply)

- ☐ Exemplary (5) Consistently applies theoretical knowledge accurately in practical situations enhancing student learning and safety.
- ☐ Proficient (4) Generally applies theoretical knowledge accurately with minor lapses in practical situations.
- ☐ Satisfactory (3) Adequately applies theoretical knowledge with occasional inaccuracies in practical situations.
- ☐ Developing (2) Often struggles to apply theoretical knowledge leading to ineffective teaching.
- ☐ Needs Improvement (1) Fails to apply theoretical knowledge resulting in unsafe or ineffective instruction
- ☐ not witnessed by assessor

30. (Required) Total Theory Knowledge Score

Power Boat Handling

31. Low-Speed Manoeuvres (Tick all that apply)

- ☐ Exemplary (5) Executes low-speed manoeuvres with precision and control maintaining smooth and safe handling in all conditions.
- ☐ Proficient (4) Performs low-speed manoeuvres effectively with minor lapses in precision or control.
- ☐ Satisfactory (3) Adequately performs low-speed manoeuvres with occasional issues in precision or control.
- ☐ Developing (2) Struggles with low-speed manoeuvres frequently losing precision or control.
- ☐ Needs Improvement (1) Fails to perform low-speed manoeuvres safely leading to potential risks or accidents
- ☐ not witnessed by assessor

32. MOB (Man Overboard) Procedure (Tick all that apply)

- ☐ Exemplary (5) Executes MOB procedures flawlessly ensuring quick and safe recovery of the victim with minimal delay.
- ☐ Proficient (4) Performs MOB procedures effectively with minor delays or inefficiencies.
- ☐ Satisfactory (3) Adequately performs MOB procedures with occasional delays or inefficiencies.
- ☐ Developing (2) Struggles with MOB procedures leading to significant delays or inefficiencies.
- ☐ Needs Improvement (1) Fails to perform MOB procedures safely posing a risk to the victim and others
- ☐ not witnessed by assessor

33. Avoidance of Line Tangle Potential (Tick all that apply)

- ☐ Exemplary (5) Consistently avoids high-risk areas and uses neutral gear and power off appropriately minimising line tangle risks.
- ☐ Proficient (4) Generally avoids high-risk areas and uses neutral gear and power off effectively with minor lapses.
- ☐ Satisfactory (3) Adequately avoids high-risk areas but occasionally struggles with using neutral gear and power off.
- ☐ Developing (2) Often fails to avoid high-risk areas or use neutral gear and power off appropriately leading to line tangle risks.
- ☐ Needs Improvement (1) Consistently fails to avoid high-risk areas and use neutral gear and power off causing frequent line tangles
- ☐ not witnessed by assessor

34. Communication to Victim (Tick all that apply)

- ☐ Exemplary (5) Provides clear accurate and logical communication to the victim ensuring they understand and follow instructions promptly.
- ☐ Proficient (4) Communicates effectively with the victim with minor lapses in clarity or logic.
- ☐ Satisfactory (3) Adequately communicates with the victim with occasional issues in clarity or logic.
- ☐ Developing (2) Often communicates unclearly or illogically with the victim leading to confusion.

- ☐ Needs Improvement (1) Fails to communicate effectively with the victim causing significant confusion and delays
- ☐ not witnessed by assessor

35. Logical Progression of Instruction (Tick all that apply)

- ☐ Exemplary (5) Demonstrates a thorough assessment of the situation responds appropriately and follows a logical sequence of events.
- ☐ Proficient (4) Generally demonstrates good assessment and response with minor lapses in the logical sequence of events.
- ☐ Satisfactory (3) Adequately assesses and responds to the situation with occasional lapses in the logical sequence of events.
- ☐ Developing (2) Often struggles with assessing and responding to the situation leading to a disorganised sequence of events.
- ☐ Needs Improvement (1) Fails to assess and respond to the situation effectively resulting in a chaotic and illogical sequence of events
- ☐ not witnessed by assessor

36. (Required) Total Power Boat Knowledge Score

Safety

37. Location Choice (Tick all that apply)

- ☐ Exemplary (5) Consistently selects locations that avoid hazards distractions and reduce challenges ensuring an optimal and safe environment for instruction.
- ☐ Proficient (4) Generally selects safe locations with minor lapses in avoiding hazards or reducing challenges.
- ☐ Satisfactory (3) Adequately selects locations but occasionally overlooks some hazards or distractions.
- ☐ Developing (2) Frequently chooses locations with potential hazards or distractions leading to increased risks.
- ☐ Needs Improvement (1) Consistently chooses unsafe locations failing to avoid hazards or manage challenges effectively
- ☐ not witnessed by assessor

38. Water Depth (Tick all that apply)

- ☐ Exemplary (5) Maintains safe water depth (thigh deep) at all times ensuring consistent safety throughout the session.
- ☐ Proficient (4) Generally maintains safe water depth with minor lapses that do not significantly impact safety.
- ☐ Satisfactory (3) Adequately maintains water depth but occasionally allows it to become less safe.
- ☐ Developing (2) Often allows water depth to become unsafe leading to potential risks.
- ☐ Needs Improvement (1) Fails to maintain safe water depth consistently posing significant risks to students
- ☐ not witnessed by assessor

39. Equipment Choice (Tick all that apply)

- ☐ Exemplary (5) Always uses appropriate PPE chooses correctly sized kites and boards and ensures a good fit for footstraps and harness and PPE enhancing safety and comfort.
- ☐ Proficient (4) Generally uses appropriate PPE and equipment with minor lapses in size or fit.

- ☐ Satisfactory (3) Adequately uses PPE and equipment though there may be occasional issues with size or fit.
- ☐ Developing (2) Often uses inappropriate PPE or equipment leading to safety or comfort issues.
- ☐ Needs Improvement (1) Consistently fails to use appropriate PPE or equipment significantly impacting safety and comfort
- ☐ not witnessed by assessor

40. Use of Safety Directives (Tick all that apply)

- ☐ Exemplary (5) Ensures that students can immediately eliminate power if needed clearly explaining and reinforcing safety directives.
- ☐ Proficient (4) Generally ensures students can eliminate power with minor lapses in explanation or reinforcement of directives.
- ☐ Satisfactory (3) Adequately ensures students can eliminate power but occasional issues in explanation or reinforcement may arise.
- ☐ Developing (2) Often struggles to ensure students can eliminate power leading to potential safety risks.
- ☐ Needs Improvement (1) Fails to ensure students can eliminate power effectively posing significant safety risks
- ☐ not witnessed by assessor

41. Situational Awareness (Tick all that apply)

- ☐ Exemplary (5) Demonstrates exceptional awareness of third-party activities environmental hazards student mentality and physical capacity and barriers to learning effectively managing all factors.
- ☐ Proficient (4) Shows strong situational awareness with minor lapses in managing certain factors or hazards.
- ☐ Satisfactory (3) Adequately manages situational awareness but occasionally overlooks some third-party activities or hazards.
- ☐ Developing (2) Struggles with situational awareness often missing important factors or hazards.
- ☐ Needs Improvement (1) Consistently lacks situational awareness leading to significant risks and safety issues
- ☐ not witnessed by assessor

42. Use of Safety Management System (Tick all that apply)

- ☐ Exemplary (5) Fully integrates and follows the safety management system ensuring comprehensive safety measures and effective response to potential issues.
- ☐ Proficient (4) Generally follows the safety management system with minor lapses in integration or response.
- ☐ Satisfactory (3) Adequately uses the safety management system though there may be occasional lapses or inconsistencies.
- ☐ Developing (2) Often neglects elements of the safety management system leading to potential safety issues.
- ☐ Needs Improvement (1) Consistently fails to use the safety management system effectively causing significant safety risks
- ☐ not witnessed by assessor

43. (Required) Total Score Safety

Teaching and Coaching Ability

44. Adaptability (Tick all that apply)

- ☐ Exemplary (5) Consistently adapts explanations and skills and exercises to respond to the students' learning needs barriers to learning and environmental conditions.
- ☐ Proficient (4) Generally adapts explanations and skills and exercises effectively with minor lapses in addressing learning needs or environmental conditions.
- ☐ Satisfactory (3) Adequately adapts explanations skills and exercises with occasional struggles to address learning needs or environmental conditions.
- ☐ Developing (2) Often struggles to adapt explanations skills and exercises leading to unmet learning needs or inappropriate responses to environmental conditions.
- ☐ Needs Improvement (1) Fails to adapt explanations and skills and exercises causing significant barriers to student learning and poor response to environmental conditions
- ☐ not witnessed by assessor

45. Instructional Clarity (Tick all that apply)

- ☐ Exemplary (5) Provides clear and concise and well-structured instructions that are easy for students to follow and understand.
- ☐ Proficient (4) Generally provides clear instructions with minor lapses in conciseness or structure.
- ☐ Satisfactory (3) Provides adequate instructions with occasional issues in clarity or structure.
- ☐ Developing (2) Often provides unclear or poorly structured instructions leading to student confusion.
- ☐ Needs Improvement (1) Consistently provides unclear or confusing instructions significantly hindering student understanding
- ☐ not witnessed by assessor

46. Feedback Effectiveness (Tick all that apply)

- ☐ Exemplary (5) Delivers timely specific and constructive feedback that significantly enhances student performance and learning.
- ☐ Proficient (4) Generally provides effective feedback with minor lapses in timeliness specificity or constructiveness.
- ☐ Satisfactory (3) Provides adequate feedback with occasional issues in timeliness specificity or constructiveness.
- ☐ Developing (2) Often provides untimely vague or unconstructive feedback limiting its effectiveness.
- ☐ Needs Improvement (1) Fails to provide effective feedback causing significant hindrance to student performance and learning
- ☐ not witnessed by assessor

47. Student Engagement (Tick all that apply)

- ☐ Exemplary (5) Consistently engages students maintaining high levels of interest and motivation throughout the lesson.
- ☐ Proficient (4) Generally engages students effectively with minor lapses in maintaining interest or motivation.
- ☐ Satisfactory (3) Adequately engages students with occasional struggles to maintain interest or motivation.
- ☐ Developing (2) Often struggles to engage students leading to decreased interest and motivation.
- ☐ Needs Improvement (1) Fails to engage students resulting in low levels of interest and motivation
- ☐ not witnessed by assessor

48. Progression Management (Tick all that apply)

- ☐ Exemplary (5) Manages student progression seamlessly ensuring that skills are taught in a logical sequence and students are adequately prepared for each new challenge.
- ☐ Proficient (4) Generally manages progression well with minor lapses in the logical sequence or student preparedness.

- ☐ Satisfactory (3) Adequately manages progression with occasional issues in the sequence or student preparedness.
- ☐ Developing (2) Often struggles with managing progression leading to disorganised skill development and unprepared students.
- ☐ Needs Improvement (1) Fails to manage progression effectively causing significant gaps in skill development and unprepared students
- ☐ not witnessed by assessor

49. (Required) Total Score Teaching and Coaching Ability

Riding Ability

50. Kite Control (Tick all that apply)

- ☐ Exemplary (5) Demonstrates exceptional control of the kite maintaining precise and smooth movements in all conditions.
- ☐ Proficient (4) Shows strong kite control with minor lapses in precision or smoothness.
- ☐ Satisfactory (3) Adequately controls the kite with occasional issues in precision or smoothness.
- ☐ Developing (2) Struggles with kite control frequently losing precision or smoothness.
- ☐ Needs Improvement (1) Fails to control the kite effectively leading to unsafe or erratic movements
- ☐ not witnessed by assessor

51. Board Skills (Tick all that apply)

- ☐ Exemplary (5) Exhibits advanced board skills including smooth transitions and efficient carving maintaining stability in various conditions.
- ☐ Proficient (4) Demonstrates strong board skills with minor lapses in transitions carving or stability.
- ☐ Satisfactory (3) Displays adequate board skills with occasional issues in transitions carving or stability.
- ☐ Developing (2) Often struggles with board skills frequently losing balance or failing in transitions and carving.
- ☐ Needs Improvement (1) Lacks basic board skills leading to frequent instability and ineffective transitions
- ☐ not witnessed by assessor

52. Upwind Ability (Tick all that apply)

- ☐ Exemplary (5) Consistently rides upwind efficiently maintaining strong and consistent upwind angles in all conditions.
- ☐ Proficient (4) Rides upwind effectively with minor lapses in consistency or efficiency.
- ☐ Satisfactory (3) Adequately rides upwind with occasional struggles to maintain angles or efficiency.
- ☐ Developing (2) Frequently struggles to ride upwind with inconsistent angles and poor efficiency.
- ☐ Needs Improvement (1) Fails to ride upwind effectively unable to maintain necessary angles or efficiency
- ☐ not witnessed by assessor

53. Jumping Proficiency (Tick all that apply)

- ☐ Exemplary (5) Executes jumps with precision achieving significant height and distance while maintaining control throughout the jump and landing smoothly. Proficient (4) Demonstrates strong jumping skills with minor lapses in height distance control or landing smoothness.
- ☐ Satisfactory (3) Shows adequate jumping skills with occasional issues in height distance control or landing consistency.
- ☐ Developing (2) Often struggles with jumping frequently failing to achieve height distance control or smooth landings.
- ☐ Needs Improvement (1) Lacks jumping proficiency unable to achieve significant height or distance and frequently crashing landings
- ☐ not witnessed by assessor

54. Higher Level Skills (Tick all that apply)

- ☐ Exemplary (5) Proficient in simple freestyle or surf manoeuvres such as back rolls or toeside strapless riding demonstrating control and smooth execution.
- ☐ Proficient (4) Shows strong proficiency in simple freestyle or surf manoeuvres with minor lapses in control or execution.
- ☐ Satisfactory (3) Displays adequate proficiency in simple freestyle or surf manoeuvres with occasional issues in control or execution.
- ☐ Developing (2) Frequently struggles with simple freestyle or surf manoeuvres often lacking control or smooth execution.
- ☐ Needs Improvement (1) Lacks proficiency in simple freestyle or surf manoeuvres with poor execution and control
- ☐ not witnessed by assessor

55. Knowledge and Familiarity with Equipment (Tick all that apply)

- ☐ Exemplary (5) Demonstrates comprehensive knowledge and familiarity with all equipment including setup adjustments and troubleshooting and uses this knowledge to optimize performance.
- ☐ Proficient (4) Shows strong knowledge and familiarity with equipment with minor gaps in setup adjustments or troubleshooting.
- ☐ Satisfactory (3) Adequately familiar with equipment with occasional struggles in setup adjustments or troubleshooting.
- ☐ Developing (2) Often struggles with equipment knowledge leading to inefficient setup adjustments or troubleshooting.
- ☐ Needs Improvement (1) Lacks basic knowledge and familiarity with equipment leading to ineffective use and frequent issues.
- ☐ not witnessed by assessor

56. (Required) Total Score Riding Ability