Bouldering Assessment Tool

Use this tool to assess the candidate's experience and knowledge of lead climbing and core teaching concepts learned during the CWI course. Candidates are expected to always behave in a professional manner as described in the CWI Fundamentals Module. Provide feedback on the candidates technical, teaching, and professional skills for each assessment area. *Skills identified by a shaded box may be assessed in person or through video.*

PREREQUISITE CRITERIA	VERIFIED
Age 16 years or older within 6 months of the course start date	
Candidate has had exposure to bouldering	

*P = Pass   M = Marginal Pass   F = Fail   NA = Not applied

ASSESSMENT CRITERIA	PROVIDER COMMENTS	P/M/F
Candidate understands the key elements of a bouldering orientation. - Limits of flooring - Exiting a boulder -top out, downclimb, controlled drop - Falling techniques to reduce forces quickly, over larger surface area - Route marking, etiquette - Willingness & readiness to accept the risks		
Candidate identifies common risks in bouldering - Proximity of climbers - Potential impacts or falls - Spotting - Hazards (people) in landing zones - Inattentiveness - Limits of flooring		
Candidate identifies risk management/intervention strategies - Enforcing rules - Route density - Access control/monitoring - Downclimbing - Height limits - Monitoring flooring		
Candidate can communicate elements of bouldering as an activity - How to climb on different angles - Terminology		

- Importance of checking fall zones		
Candidate understands the difference between risk, danger, hazard		
Candidate understands the 5 ways learners learn – Visual, Literal, Experiential, Logical and Social		
Candidate can distinguish between Industry Practice, CWI Program Practice and Facility Practices related to: - Spotting - Height Limits - Flooring - Orientation requirements - Falling techniques - Participant agreements		
Candidate demonstrates professional demeanor - Responsible for course work - Shows up on time, prepared - Participates - Knowledgeable and confident with content, responsibilities - Respect limits of responsibility with certification - Maintains a welcoming environment		
Candidate demonstrates skill and sound judgement when bouldering and exiting from a boulder problem.		
Candidate offers a bouldering orientation covering 5 key elements (see above) During the orientation delivery, the candidate manages risk, selects appropriate wall area and adjusts delivery suitable to the client.		

Auto Belay and Top Rope Assessment Tool

Use this tool to assess the candidate's experience and knowledge of lead climbing and core teaching concepts learned during the CWI course. Candidates are expected to always behave in a professional manner as described in the CWI Fundamentals Module. Provide feedback on the candidates technical, teaching, and professional skills for each assessment area. ***Skills identified by a shaded box may be assessed in person or through video.***

PREREQUISITE CRITERIA	VERIFIED
Age 18 years or older within 6 months of the course start date	
Candidate has passed Boulder Instructor certification	
Candidate has 20 top rope climbing outings which involved climbing and belaying by the course end date	
Candidate has belayed with both a passive and an assisted braking belay device prior to the start of the course	

*P = Pass   M = Marginal Pass   F = Fail   NA = Not applied

ASSESSMENT ELEMENT	PROVIDER COMMENT	P/M/F
Candidate demonstrates knowledge of limits, risks and hazards unique to auto belays, including where they can be used, weight limits, how they may be used.		
Candidate communicates clearly the risks associated with auto belays: complacency, no partner check. And how to mitigate those risks: self-check and attentiveness.		
Candidate identifies correct terminology for auto belays and top rope climbing activities. Parts of auto belay, parts of TR system, PPE components, Common belay devices		
Candidate demonstrates knowledge of 5 key elements of an auto belay orientation; - Proper inspection (retraction test) - How to use – attach, inspect, self-check, climb, fall, lower, reattach - Limits and risks associated with use – clear area, test retraction, self-check, appropriate area for use, not pulling on lanyard, not above, weight limits - What to do if something doesn't go right – do not use, downclimb - Clients' willingness and readiness		

Candidate explains top rope climbing skills - PPE inspection, use - Tying in with appropriate knot, tied in correctly - Belay set-up – correct part of rope, rig belay device, correct amount of slack - Partner checks - Commands - Accounting for weight differences - Appropriate belay techniques for the device - Appropriate rope tension, management, awareness of partner - Controlled lower		
Candidate can distinguish between Industry Practice, CWI Program Practice and Facility Practice - Belay techniques - Acceptable PPE - Orientation for Auto Belay - EAP and Duty to report - Managing weight differences in belaying - Double wrap belay bars - Acceptable Tie in knot - Back-up belays - Belay check criteria		
Candidate identifies activities using different teaching methods and which learning style they support		
Candidate **identifies,** correctly visually and with feel, **inspects** and **demonstrates the use of PPE** in accordance with manufacturer's instructions - Harnesses - Carabiners - Belay devices - Auto belays **Candidate explains what to do with PPE they are unfamiliar with or equipment without a CE number.**		
Candidate climbs and belays someone on a route of the required top rope level. - Correct tie in knot and use of PPE		

- Correct belay set-up, attentiveness, use of commands, partner checks - Comfortable with rope management when belaying - Belayer always maintains control of brake strand - Comfortable with climbing, falling, lowering - Climber maintains the rope in the correct position		
Candidate mock teaches using a minimum of 3 teaching methods. - Articulates the learning outcome - What risks need to be mitigated and how (providing back-up belays, how to group candidates for the activity, area of delivery) - Intervenes and/or adapts as required to maintain the focus and safety of the group - Articulates the assessment requirement - Activity supports the learning outcome - Uses appropriate space and equipment - Re-enforces the learning and provides ample practice of new skills		
Candidate conducts an auto belay or belay check, assessing a client's readiness, willingness to participate in climbing: - Client understands the risks - Client demonstrates proper fit, use of PPE - Climber demonstrates proper use of auto belay as described in orientation criteria - OR - Client demonstrates proper tie in and belay set-up, belay, rope management, commands, partner checks *Providers may use a variety of methods to assess readiness and competency		

Lead Assessment Tool

Use this tool to assess the candidate's experience and knowledge of lead climbing and core teaching concepts learned during the CWI course. Candidates are expected to always behave in a professional manner as described in the CWI Fundamentals Module. Provide feedback on the candidates technical, teaching, and professional skills for each assessment area. **Skills identified by a shaded box may be assessed in person or through video.**

PREREQUISITE CRITERIA	VERIFIED
Age 18 years or older within 6 months of the course start date	
Candidate has passed Rope Climbing Instructor certification	
Candidate has 40 lead climbing outings which involved climbing and belaying by the course end date	
Candidate has belayed with both a passive and an assisted braking belay device prior to the start of the course	

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ELEMENT	PROVIDER COMMENTS	P/M/F
Candidate identifies key risks when lead climbing - Hazards on ground or on wall - Other climbers - Rope issues that can occur – potential for ground fall, belayer position, rope relative to climber - Greater forces in the system - Using judgement to determine action - Clipping - fatigue, amount of rope, bad clip, skipped clip, missed clip		
Candidate understands key elements of lead course - Clipping – where, how, what can go wrong and how to fix it - Correct rope position when climbing and belaying - Falling positions, catching a fall - Spatial awareness - Equipment associated with lead – devices, quickdraws, anchors - Spatial awareness and attentiveness Lead commands Risks in lead climbing		
Candidate understands/implements risk mitigation strategies		

- Back up belay with lead check - Accounts for weight differences - Partner checks – agreed communication - Strategizes where to clip when climbing		
Candidate understands the skills necessary for lead climbing on a variety of terrain. - Terminology - Reading a route – includes where to clip - Avoiding back clips, z-clips - What to do if/when a back clip and a z-clip occur - Clipping quickdraws that may be awkward, from poor stances		
Candidate completes an activity plan - Identifying learning outcomes - Teaching methods - Activities which develop mastery - Equipment, location in gym - Risk mitigation		
Candidate understands the application of coaching vs instruction to beginners - Direct approach – visual, literal, experiential - Coaching – problem solving, logical, experiential - Peer teaching – experiential for teacher		
Candidate can assess the ability of the client to lead climb and belay – ensuring meeting the 5 key elements of lead requirement – client understands: - Client understands risks - Client demonstrates competency lead climbing - Client demonstrates competency lead belaying - Client communication and partner checks are clear - Client is willing to accept the risk and willing to follow rules		
Candidate climbs the required certification level on lead – 5.9 - Confident, comfortable - Makes sound judgement in clips, partner – resting if required		

- Taking a lead fall - Efficient clipping, good stances, position		
Candidate lead belays (*with both an assisted braking and a passive belay device*) - Good rope management and feed - Responds appropriately to the fall - Provides a safe and soft catch - Moves correctly when belaying - Always maintains control of brake strand - Identifies appropriate clips, notifies is not clipped appropriately -		
Candidate teaches at least one learning outcome for a lead class - Uses multiple teaching approaches - Identifies other activities to offer the same content - Adapts to students needs - Can identify level of boredom, anxiety, comfort of students - Accurately assesses competency		
Candidate provides positive, constructive feedback using the sandwich method at the right time. - Positive observation - Action or change - Positive observation		