



CWI Level 1 Assessment Tool

Use this tool to assess the candidate's experience and knowledge of bouldering 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 must be assessed in person or through video. Clear aspects of the table are verified through online content and in person or virtually.

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

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

	ASSESSMENT CRITERIA	PROVIDER COMMENTS	P/M/F
1	Candidate identifies the certification standards for a bouldering orientation. <ul style="list-style-type: none"> - 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, Policies 		
2	Candidate communicates risky aspects of bouldering activity and intervention strategies: <ul style="list-style-type: none"> - Proximity of climbers - Potential impacts or falls - Spotting - Hazards (people) in landing zones - Inattentiveness - Limits of flooring - Rules – height limits - Monitoring 		
3	Candidate clearly communicates elements of bouldering as an activity <ul style="list-style-type: none"> - How to climb on different angles - Terminology - Importance of checking fall zones 		

4	Candidate understands the difference between risk, danger, hazard		
5	<p>Candidate acts in a professional manner</p> <ul style="list-style-type: none"> - Responsible for course work - Shows up on time, prepared - Participates with engaging attitude - Knowledgeable and confident with content, responsibilities - Respect limits of responsibility with certification - Maintains a welcoming environment - Demonstrates sound judgement - Practices communication skills in group discussion 		
6	Candidate demonstrates skill and sound judgement when bouldering and exiting from a boulder problem.		
7	<p>Candidate offers a bouldering orientation covering 5 key elements (see above)</p> <ul style="list-style-type: none"> - manages risk, - selects appropriate wall area - adjusts delivery suitable to the client - Adapts activities to support 5 different learning styles - 		
8	Candidate creates a welcoming learning environment		
9	Candidate demonstrates proper falling techniques		



CWI Level 2 Assessment Tool

Use this tool to assess the candidate's experience and knowledge of rope 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 must be assessed in person or through video. Clear aspects of the table are verified through online content and in person or virtually.

PREREQUISITE CRITERIA	VERIFIED
Age 18 years or older within 6 months of the course start date	
Candidate has passed CWI Level 1 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
1	Ability to assess a client's readiness for climbing activities <ul style="list-style-type: none"> - Understanding of risk - Willingness to accept risk - Level of skill mastery with belay check, orientation 		
2	Belays a climber using a passive belay device <ul style="list-style-type: none"> - Proper set-up and device use - Partner checks - Commands - Rope management 		
3	Belays a climber using an assisted braking device belay device <ul style="list-style-type: none"> - Proper set-up and device use - Partner checks - Commands - Rope management 		
4	Candidate climbs 5.8 <ul style="list-style-type: none"> - Proper set up and equipment checks - Partner checks - Commands - Confident and calm 		

5	<p>Communicates clearly risks associated with Auto belays – and how to mitigate those risks</p> <ul style="list-style-type: none"> - Complacency - No partner check - Improper use of equipment - Conduct a double check - Retraction check - Be aware 		
6	<p>Demonstrates appropriate inspection practice and use of PPE</p>		
7	<p>Candidate explains top rope climbing skills</p> <ul style="list-style-type: none"> - 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 		
8	<p>Identifies appropriate action with questionable equipment</p>		
9	<p>Use correct terminology for AB and TR</p> <ul style="list-style-type: none"> - Parts of AB - PPE - Commands - Belay devices 		
10	<p>Identifies 5 key elements of an auto belay orientation:</p> <ul style="list-style-type: none"> - Inspection and testing - Use – clipping in, out, limits of use - Risks - Client’s willingness - What to do if something goes wrong 		
11	<p>Identifies the CWI standard practices for top rope instruction.</p>		

12	<p>Identifies limits, risks and hazards unique to auto belays</p> <ul style="list-style-type: none"> - Weight limits - Range limits - How they may or may not be used 		
13	<p>Candidate identifies activities using different teaching methods and which learning style they support</p> <ul style="list-style-type: none"> - Visual – demo - Literal – reading, hearing - Kinesthetic – doing, trial and error - Logical – problem solving, trial and error - Social – partner work, games 		
14	<p>Maintains a welcoming and risk managed environment when mock teaching.</p> <ul style="list-style-type: none"> - Inclusive language - Demonstrating professionalism - RACK 		
15	<p>Candidate mock teaches using a minimum of 3 teaching methods.</p> <ul style="list-style-type: none"> - 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 		
16	<p>Uses activities when mock teaching to develop mastery of skills.</p>		



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. Clear aspects of the table are verified through online content and in person or virtually.

PREREQUISITE CRITERIA	VERIFIED
Age 18 years or older within 6 months of the course start date	
Candidate has passed CWI Level 2 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
1	Ability to lead belay <ul style="list-style-type: none"> - using an assisted braking device - Using a passive belay device - Correct rope management skills - Catch a lead fall - Clear communication with climber - Appropriate management of weight differences 		
2	Acts in a professional manner <ul style="list-style-type: none"> - Respectful and responsible - Accountable and aware - Conscientious and confident - Knowledgeable and kind 		
3	Designs and executes a plan for instructing lead climbing technical skills Candidate completes an activity plan <ul style="list-style-type: none"> - Identifying learning outcomes - Teaching methods - Activities which develop mastery - Equipment, location in gym - Risk mitigation Properly mitigates risks <ul style="list-style-type: none"> - Uses sound judgement in instruction delivery 		

	<ul style="list-style-type: none"> - Uses more engaging teaching methods – problem solving, trial and error, games, quizzes 		
4	Identifies elements of the Code of Conduct and agrees to abide by the code		
5	Identifies the difference between perceived risk and actual risk. <ul style="list-style-type: none"> - Risk identification - Risk prioritization 		
6	Identifies examples of sound judgement and examples of unsound judgement.		
7	Candidate identifies key skills of lead course <ul style="list-style-type: none"> - Clipping – where, how, what can go wrong and how to fix it - Correct rope position when climbing and belaying - Falling positions, catching a fall - Equipment associated with lead – devices, quickdraws, anchors - Spatial awareness and attentiveness Lead commands Risks in lead climbing		
8	Candidate implements risk mitigation strategies <ul style="list-style-type: none"> - Back up belay with lead check - Accounts for weight differences - Partner checks – agreed communication - Strategizes where to clip when climbing 		
9	Candidate identifies the skills necessary for lead climbing on a variety of terrain. <ul style="list-style-type: none"> - 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 		

10	<p>Candidate lead climbs 5.9</p> <ul style="list-style-type: none"> - Minimum of 24 feet of climbing - Demonstrates confidence - Correctly clips - Correctly equipped route 		
11	<p>Candidate applies coaching vs instruction Direct approach – visual, literal, experiential</p> <ul style="list-style-type: none"> - Coaching – problem solving, logical, experiential - Peer teaching – experiential for teacher 		
12	<p>Provide constructive feedback</p> <ul style="list-style-type: none"> - Positive orientation – what you want to see - Action oriented - Distinguish between feedback that is supportive vs informative 		
13	<p>Candidate teaches at least one learning outcome for a lead class</p> <ul style="list-style-type: none"> - 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 		
14	<p>Uses an objective method of assessment</p> <ul style="list-style-type: none"> - Asks students to apply a skill in a variety of circumstances to ensure they understand and can replicate 		
15	<p>Demonstrates respect for the duty of care in the role as an instructor.</p> <ul style="list-style-type: none"> - Identifies responsibilities of an instructor - Explains elements of negligence 		