Suggested Timeline for Introducing PASS in a Three-Year Program

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| **PRINCIPLES** | PASS should be introduced gradually as students progress through the first two years of the program. Ideally, a new aspect of PASS is introduced in each course and teacher support is gradually reduced until students become independent.   * Start small, so as not to overwhelm the students. In our experience, 1st semester students cannot process the full amount of information generated by PASS. * Add more elements each semester, as students integrate the new information and learn about themselves. | | | | | |
| PASS | 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester |
| Introduce Student Performance Assessment Graphs (SPAG) – how many categories to include in the SPAG? | Content only | Content  +  Professional Component | Content  Professional Component  +  Bloom’s Taxonomy  +  1st half vs. 2nd half of Test | | Content  Professional Component  Bloom’s Taxonomy  1st half vs. 2nd half of Test  +  Functional Component | All categories |
| Introduce Student Profile | Applicable (though not recommended) in One-on-One context | | Applicable in One-on-One or Small Group context | | Applicable if not previously introduced | |
| Introduce Study Habits Checklist | Applicable in any context | | Applicable if not previously introduced | | Applicable if not previously introduced  or for comparison with a Study Habits Checklist score from a previous semester | |
| Introduce Identifying Your Learning Style | Applicable (though not recommended)  in One-on-One context | | Applicable in any context: One-on-One,  Small Group, Entire Class | | Applicable if not previously introduced | |
| Introduce Comparison Graphs | Not Applicable | Can be applied for Professional Component | Applicable if not already introduced in 2nd semester | | Always applicable | |