Suggested Timeline for Introducing PASS in a Three-Year Program

|  |  |
| --- | --- |
| **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 | ContentProfessional Component+Bloom’s Taxonomy+1st half vs. 2nd half of Test | ContentProfessional ComponentBloom’s Taxonomy1st 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 |