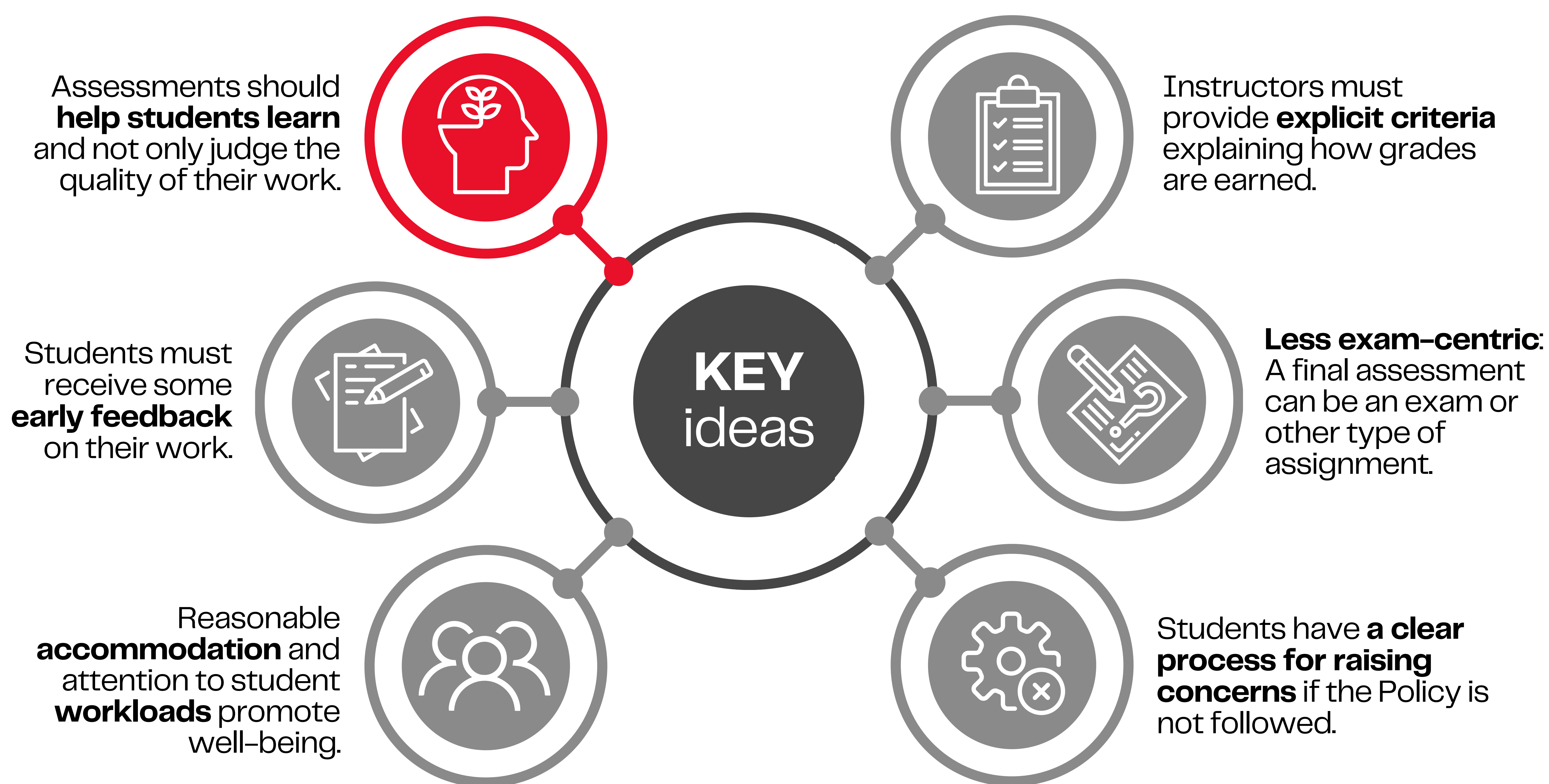


Have you heard about PASL?

The **Policy on Assessment of Student Learning (PASL)** is a new principles-based policy designed around the concept of assessment for learning. PASL is intended to provide a framework for assessment practices at McGill.



Starting in Fall 2024, PASL will apply to all undergraduate and graduate courses for which credit is earned and students receive a final grade on an official McGill transcript.

To learn more and ask questions, visit mcgill.ca/pasl



PASL came about after several years of discussion, research, and consultation with the McGill community. Discussions revolved around how assessment could be used to support **student learning, well-being, and equity** and move beyond a traditional approach of evaluating and ranking students.

PASL PRINCIPLES

Assessments should:



Align with healthy teaching and learning environments



Promote high academic standards and academic integrity



Be pedagogically sound



Allow for valid and reliable judgement of student learning

PASL implementation timeline



PASL APPROVED

Senate approves PASL in May 2022.

PREPARATION PERIOD

FACULTIES

Faculties and units can prepare guidelines and procedures adapted to their disciplines.

INSTRUCTORS

Instructors should begin preparing assessment tasks in anticipation of PASL implementation.



PASL IMPLEMENTATION

PASL comes into effect across McGill at the **beginning of the Fall 2024 term.**

FALL 2022

WINTER 2023

FALL 2023

WINTER 2024

FALL 2024

Assessment and well-being

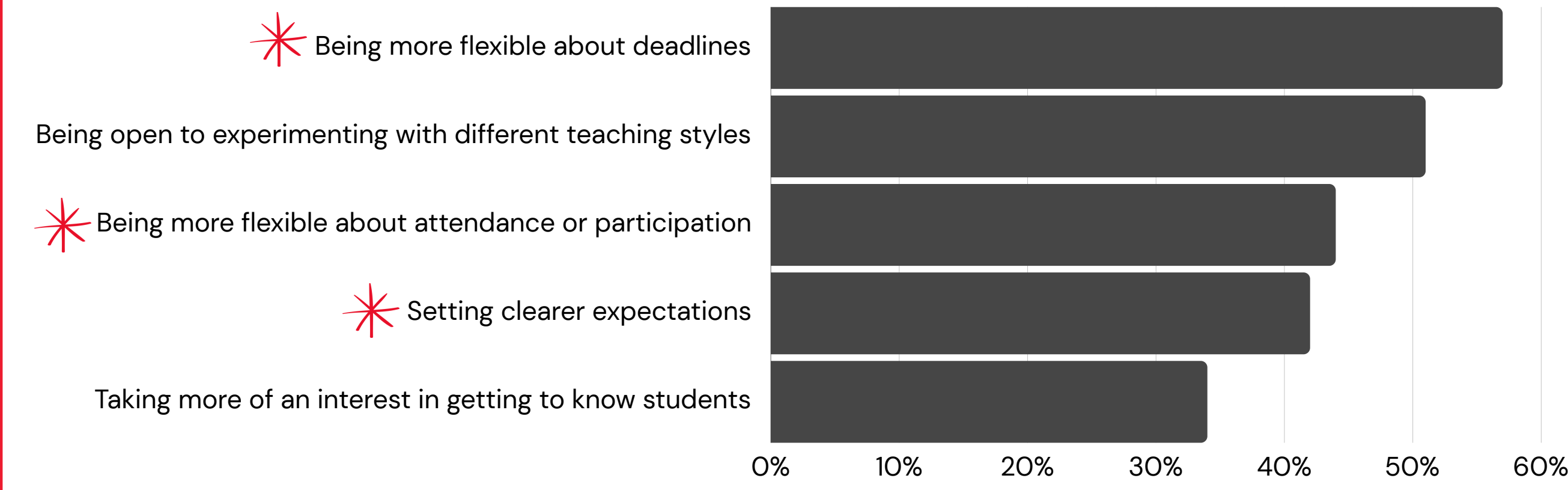
PASL strategies for instructors

Policy on Assessment of Student Learning

A healthy learning environment considers the well-being of students and instructors. A well-planned means of assessment that emphasizes **assessment for learning**, includes **well-developed criteria**, and is **clearly expressed to students** can help reduce student stress and anxiety. At the same time, it can allow instructors to give **formative feedback** without being overburdened.

What students are saying:

Top faculty actions students say would help them succeed academically.



Source: Inside Higher Ed/College Pulse survey of 3,004 college students (2023) (by share of respondents)

PASL strategies for instructors

Preparing for PASL



“

A focus on assessment design can have a significant impact on student learning and may be the most important area of focus to help students learn.

”

Brown, S. (2004-05). Assessment for learning: The changing nature of assessment. *Learning and Teaching in Higher Education*, 1, 81-89.

Well-being considerations under PASL

MORE CLARITY

- Instructors must provide criteria with which student work will be measured (PASL 5.5).

MORE FLEXIBILITY

- Choice of alternative assessment tasks can be made available to students (PASL 6.1).
- Instructors can modify an assessment task on the course outline (PASL 6.3).
- Students choose if the original or modified task counts towards their grade (PASL 6.4).
- PASL allows for reasonable scheduling of assessment tasks and accommodation of student needs (PASL 4.1).

ATTENTION TO WORKLOADS

- Students can make decisions about workloads with the right to receive formative feedback before the withdrawal without refund deadline (PASL 5.3).
- No assessments should be carried out during reading breaks (PASL 6.8).



TEACH.
LEARN.
SHARE.

Teach.Learn.Share podcast

In our five-episode miniseries on assessment and well-being, we ask members of our community **whether we can view learning and student well-being as connected** when looking at the way student learning is assessed. The conversations point to **concrete strategies and calls to action** while also signaling misconceptions and long-standing stumbling blocks around assessment.



Book a consultation

Get targeted support designing assessment strategies in time for PASL implementation. Teaching and Learning Services (TLS) offers both individual and unit/program consultations on a variety of teaching and learning topics.

- Aim to make each assessment task an opportunity for students to deepen their learning.
- Allow students to demonstrate their learning in a variety of ways (e.g., presentations, reports, posters, projects, exams).
- Set clear expectations for students' work verbally and in writing.
 - Write meaningful criteria for how to assess students' learning.
 - Use assessment tools (e.g., a rubric) to communicate expectations.
- Give students early and ongoing feedback on their learning.
- Engage students in dialogue about assessment.

For more info, visit
mcgill.ca/pasl



Look for **Teach.Learn.Share** on
your favourite podcast player



To book a consultation,
email tls@mcgill.ca



For additional teaching tips and
resources, visit mcgill.ca/pasl

