praxis pasl

Frequently Asked Questions About the *ETS*® Performance Assessment for School Leaders (PASL)

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Introduction

The following questions and answers are for informational purposes only and may not cover all information related to the *ETS*® Performance Assessment for School Leaders (PASL) and its administration.

The *PASL Candidate Handbook* (PDF) contains important information you need to know about all aspects of the PASL testing process. Answers to many of your frequently asked questions can be found in this handbook. We recommend that you use it as a resource throughout your PASL testing experience.

Task responses are submitted in an online environment. The Submission System User Guide (PDF) contains step-by-step instructions with related screen shots to guide you through the submission system process.

Technical Help

What if I need technical support or have questions about how the online submission system works?

Our goal in designing the *ETS*® Performance Assessments online submission system was to make it as intuitive as possible for you to author and submit your tasks. Technical help and information are available via:

Email: ppa@ets.org

Phone: 1-609-359-5634 or 1-855-628-5088
Monday–Friday, 8 a.m.–6 p.m. ET (except for U.S. holidays)

You should also refer to the *Submission System User Guide* (PDF) for additional assistance.

About the Assessment

What is the *ETS*® Performance Assessment for School Leaders (PASL) and do I need to take it?

The ETS Performance Assessment for School Leaders (PASL) consists of three tasks. Each of the three tasks takes place during your clinical experience and focuses on addressing a problem/challenge, developing continuous professional development, and building a collaborative culture. During the clinical experience, your internship provides a variety of artifacts, including student work, observation feedback, and video segments that will be submitted as part of the tasks.

The PASL assessment is one of several vehicles that may determine if you are prepared to enter the field of administration. If it's required, you take it during your clinical experience before exiting your educator preparation program. Your score for this assessment is one of the factors that may determine your acceptance into the profession. Check with your educator preparation program to determine if you are required to take the assessment.

Where do I find the testing requirements to become certified in the state of Texas?

Testing requirements for all individuals seeking certification in Texas can be found in the 19 TAC §230.21 figure on the Texas Education Agency (TEA) website.

How long will it take me to complete the PASL assessment?

The assessment will be administered twice per year during pre-established submission windows. You have approximately two months to upload and submit your task responses in the online submission system.

I have completed a Texas approved educator preparation program (EPP), but I have not yet taken the PASL assessment. How do I complete the assessment tasks if I am not currently employed in a school district?

Candidates completing the PASL must have access to a school setting to complete the tasks. If you are unable to find a position that will enable you access to a school setting, you will not be able to complete the tasks for the assessment.

Contact your EPP for information on intern or probationary certificate eligibility. This could be helpful as you try to obtain a school district position. Requirements for the intern and probationary certifications are found in 19 TAC §230 Subchapter D on the TEA website.

How will I find time to complete the PASL assessment while interning?

This assessment was specifically designed with time management in mind, as the tasks are embedded into the actual clinical experience. Any authentic, school-based activities that reflect effective leadership and demonstrate student learning, provided that they address the task requirements and guiding prompts, are eligible for submission.

Are classroom observations required as part of the PASL assessment?

Yes, observation is required as part of Task 2. You may use the Walk-Through Observation Form available on the Resources page of this website, or you may devise a template of your own.

I am currently in an approved EPP. What support can I receive from my program?

Your program should:

- provide classroom experiences that teach the underlying concepts of each task and engage in discussions regarding the tasks, the rubric, the PASL website, the library of examples and the handbook
- help you develop a timeline for completing the assessment

- ensure that you check to see that all parts of all the guiding prompts are addressed and required artifacts are linked within the correct textboxes in each step

I work in a nontraditional building. Do I need to do anything differently for my three tasks?

No. The requirements for each PASL task enable candidates in a wide variety of situations and settings to respond successfully. The tasks are not specific to a single building's situation. You can address all of the requirements regardless of your setting.

How involved should the building administration be in the creation of my assessment?

With each of your task activities, you should work with your building administration, keeping the administrator(s) apprised of what you are doing so you can ensure that what you are doing is appropriate. The support of your building's administration, especially in terms of the resources administrators may provide, is an important part of the success you want to achieve.

Can I still complete the assessment tasks while working at the district level?

Yes, but you must have access to colleagues within a school building. Become familiar with the assessment by reviewing the information and resources that are available on this website. Provide the school administrator with information about the assessment and explain that you are taking the assessment to obtain school leader certification. Work with the administrator to determine the best approach to give you access to colleagues within a school building(s). The collaborative team members could span multiple buildings, if needed. The focus of the work that is completed for the assessment must be within a school building setting.

Do I have to be a teacher in a classroom setting to complete the tasks for this assessment?

Not necessarily. Candidates completing the PASL assessment need access to a school setting to complete the tasks. This could be in the role of a classroom teacher or in a district level position. Become familiar with the assessment by reviewing the information and resources that are available on the PASL website.

I am a district employee and I will be taking the PASL assessment. What should I consider when working with a school administrator to gain access to colleagues and the building(s)?

Provide the school administrator with information about the assessment and explain that you are taking the assessment to obtain school leader certification. Work with the administrator to determine the best approach to give you access to colleagues within a school building(s). The collaborative team members could span multiple buildings, if needed. The focus of the work that is completed for the assessment must be within a school building setting.

Do I need to have access to a school environment to complete the tasks of the assessment?

Yes, candidates completing the PASL assessment need access to a school setting to complete the tasks.

I am an out-of-state/out-of-country candidate who completed my classroom observation already. How am I supposed to complete the assessment?

You must have access to a school setting to complete the tasks. This could be achieved while in the role of a classroom teacher or a district employee. If you are not in one of these roles, you will not be able to complete the assessment tasks.

If you are a teacher or district employee, become familiar with the assessment by reviewing the information and resources that are available on this website. Provide a school administrator with information about the assessment and explain that you are taking the assessment to obtain certification. Work with the school administrator to determine the best approach to take that will give you access to colleagues within a school building(s). The collaborative team members could span multiple buildings, if needed. The focus of the work that is completed for the assessment has to be within a school building setting.

I am an out-of-state/out-of-country candidate seeking certification in Texas and cannot find a position with a school district. How am I supposed to complete the required tasks? What are my options?

Candidates completing the PASL assessment need access to a school setting to complete the tasks. If you are unable to find a position that will enable you access to a school setting, you will not be able to complete the tasks for the assessment.

The TEA offers a one-year provisional certification for qualified out-of-state/out-of-country candidates. This could be helpful as you try to obtain a school district position. For additional information and to see if you qualify, please see the Out-of-State Certified Educators page on the TEA website or contact Educator Certification through the help desk or by phone at **1-512-936-8400**, Option 2.

Registration

How do I register for this assessment?

See Register.

What if I miss the registration deadline?

If you miss the registration deadline, you must register for the next submission window. You may want to confer with your EPP for appropriate next steps.

How do I cancel my registration and receive a refund?

To learn about canceling your registration and receiving a refund, see Cancel Your Registration.

I spelled my name incorrectly, or my name has changed. How do I correct this?

Only misspellings of your name can be corrected. Contact a Customer Service representative for assistance.

How is my information used by the testing program?

Your biographical information is used to gather information for research purposes and to further ensure the validity and fairness of the test questions. See our Privacy and Security policy at the bottom of each page.

Preparation

What materials are available to help me get ready for this assessment?

There are several resources that are available to you, such as the *PASL Candidate and Educator Handbook* (PDF) and the glossary. The most important documents are the three school leader task requirements and the rubrics. The tasks contain the guiding prompts (questions) to which all candidates need to respond. Practice questions are not necessary since the same prompts will be used for each administration of the test. The guiding prompts are the same guiding prompts that you will see in the assessment.

How should I organize my work schedule?

After reviewing the task directions, develop a timeline working backward from the tasks' submission deadlines to set a manageable schedule for yourself.

If I want to strengthen my writing skills, what do you recommend?

The tasks in the PASL require three kinds of writing: descriptive, analytic and reflective. There are obvious essential differences among these three types of writing. As you compose your written commentary, keep these differences in mind. For more information, see Writing and Formatting Guidelines in the *PASL Candidate and Educator Handbook* (PDF).

The Tasks

If my contextual information is the same for each of these tasks, may I just copy and paste my information into all three tasks?

Yes. You may copy the data to all three tasks. Each of the tasks is scored by different raters, which are why the contextual information needs to be repeated. The raters of one task never see the information provided with the other tasks.

What kinds of research are appropriate to provide?

Research results should be specific to the intent and spirit of each task; therefore, each research activity should center on verifiable scholarly work found in respected educational sources, which you must cite appropriately.

Should I include names of any students, parents or school officials in my submissions?

No. Do not include any names. Refer to students as "Student 1," "Student 2" and so on. Refer to colleagues as "my cooperating teacher," "my principal" or "Colleague 1," "Colleague 2" and so on.

Collaboration

When choosing colleagues to work with in all three tasks, what professional characteristics should I consider?

- Look for colleagues who most closely reflect the values you wish to emulate as a building leader and who embody the intended characteristics of the task(s) at hand.
- Consult with your building supervisor/mentor to discuss these traits before asking any colleague to join your team.
- Be mindful of colleagues' schedules, workloads and extracurricular activities that might impede their full participation in the intended tasks.

Do the colleagues I choose to work with have to be different for each of the three tasks?

It is possible that there may be an overlap in some cases but try to choose different colleagues for each of the tasks. The colleagues with whom you work in Task 1 to problem solve probably possess different skill sets than the colleagues who are the focus of the professional development in Task 2.

If there are other school leader candidates in my building, may I work with them on any of the tasks?

There may be other school leader candidates in your building, and you may choose to work with them on various activities. However, the written responses that you submit must be your own and represent your own description, analysis, and reflection in response to each of the guiding prompts. Artifacts, especially those dealing with feedback, should be your own.

Responses to the guiding prompts are scanned for overlap with other test taker responses and the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. The appropriate state agency and/or institution requiring the assessment will be informed of the cancellation of scores. All materials from the investigation may be forwarded to the appropriate state agency and/or institution for further review and/or action. The appropriate state agency may initiate an ethics investigation.

My school principal assigned me and another PASL assessment candidate to work on a project together. What are the rules in regard to candidates working together on task responses? Can we submit the same responses to the guiding prompts? Can we use the same video recordings?

For each task, the written commentary that candidates submit must be an original response that contains their own description, analysis, and/or reflection to each of the guiding prompts. While it is common for school leader candidates to work in cadres on various activities and may even be placed in the same school building, candidates are **not allowed** to collaborate on responding to the guiding prompts and their artifacts, especially those dealing with feedback, must be their own. It is acceptable, however, for candidates to submit similar data artifacts.

Responses to the guiding prompts are scanned for overlap with other test taker responses and the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. The appropriate state agency and/or institution requiring the assessment will be informed of the cancellation of scores. All materials from the investigation may be forwarded to the appropriate state agency and/or institution for further review and/or action. The appropriate state agency may initiate an ethics investigation.

In regard to the video, each candidate needs to submit footage that contains examples of the candidate's individual contributions.

When choosing a five-minute segment of a planning session, candidates want to select footage that contains examples of their strategies and contributions used with the collaborative team. When choosing a five-minute segment of implementing the plan, candidates want to select footage that contains examples of the feedback they provided to the collaborative team.

When choosing the ten-minute segment for Step 4, candidates want to select footage that captures their ability to facilitate a conversation with a colleague and contains examples of the colleague's ability to self-reflect.

The overarching purpose for Task 3 is for a candidate to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.

Building Your Responses

How should I start building my PASL assessment tasks?

Begin by reading through the task directions to get a sense of how you will build your response. You may use the Plan Template as a guide for each task and then begin with the task that seems most appropriate to you, probably Task 1 or Task 2, because neither requires a video. As you complete your first task, you will become familiar with the submission system and with the building to which you are assigned. Your cooperating EPP instructor and supervising administrator are good sources of guidance as you get organized.

For more information, see the *PASL Candidate Handbook* (PDF) and Building and Submitting Your Tasks.

How should I make use of the rubric? I know it is part of the scoring system, but can it help me as I work on my portfolio?

Absolutely! Keep the rubric for each task nearby as you work. The rubrics for each task are included on the task requirements page. When you finish a draft of a task, read the rubric and ask yourself whether you have provided adequate evidence that addresses each bullet at the highest score point. Ask a trusted colleague to provide you with additional feedback.

When may I begin work on my assessment?

You may begin work on your assessment at any time. As soon as you have registered and the submission window is open, you may begin entering your task responses. You will have access to the secure website seven days a week, 24 hours a day. Before beginning, you should make sure to check the submission schedule.

For more information, see the *PASL Candidate Handbook* (PDF).

Are there penalties for accidentally answering a guiding prompt in the wrong place or including a student's name or the name of my school?

No. Raters are trained to collect evidence wherever they find it, as long as it has been included with that particular task.

You should not identify yourself or use any identifying names or titles. These include, but are not limited to, names of

- Teachers
  - Students
  - Administrators
  - Schools
  - Districts

To avoid these issues, you should correctly answer the guiding prompts by:

- referring to colleagues as "Colleague 1," "Supervisor 2" and so on
- referring to places as "my school" or "my district"

- removing identifiers from artifacts by crossing them out with a marker or by covering them with correction tape or fluid

Note: If you accidentally include a name, raters are trained to ignore that, and you will not be penalized for any mistakes.

Character Limit

Is there a maximum character limit to the tasks?

Yes. Each task has a specified character limit. A character is counted as every alphanumeric character that you type (spaces and punctuation are not included). As you are typing your written commentary, an automatic counter at each textbox shows you how many characters you have used for your entire response out of the allowable number. **You cannot save or submit any task that exceeds the maximum character limit.** Therefore, you may need to edit your response before saving or submitting a task. The characters entered in the Contextual Information textbox are not included in the overall task character count.

Keep in mind that the character count guideline per task is intended to be an outside limit — not a target. You should communicate the substance of your evidence within the maximum character count limit, and you should not assume that a longer task submission equals a better score.

Why does the PASL online character counter display a count that is different from the count provided by my word processing program?

To ensure fairness for all candidates, the PASL online submission system automatically standardizes all type that is input into the system. Font, margins and line height are all automatic. The online character counter at each textbox is a helpful tool. A character is counted as every alphanumeric character you type (spaces and punctuation are not included). Your word processing program may define characters in an alternate way, but the PASL online character counter is the **only** official character counter for your PASL tasks.

Permission Forms

May I use my own permission form — rather than the *PASL Student and Adult Release Forms* — to gain student and parent consent to include materials in my tasks?

No. You must use the PASL approved permission forms for the inclusion of any student and adult work in your task responses. You must obtain signed permission forms for all submissions and again for all resubmissions. Keep these forms with your records. Do not submit them to ETS.

Do I need to submit the Student and Adult Release Forms I collect?

No. Keep the signed permission forms you obtain with your records. Do not submit them to ETS.

Artifacts and Evidence

How do I select the evidence for my tasks?

You are required to submit different types of evidence for each of the tasks. Each task requires some form of a written response — this is part of your evidence. In addition, tasks may require other types of evidence, such as a plan, anecdotal notes from colleagues and student work samples.

Make sure that you clearly understand what type of evidence is required for each task. If an artifact is required for a textbox, make sure you include one that:

- does not exceed the maximum page limit
- addresses the prompts being measured
- gives you a good opportunity to discuss what was done with colleagues to generate that work
- provides the rater scoring your response with a picture of your practice and with good information on which to score your performance

Am I required to link to my artifacts each time I refer to them in my response?

No. Best practice is to link the artifact to your written commentary only once within the textbox where the artifact is required.

Can I submit more than the required number of artifacts for a task?

No. Each task has a specific number of artifacts that you are required to submit.

- Do not exceed the required number of artifacts.
- Do not link those required artifacts multiple times within your response.
- Do not exceed the maximum page limit for each artifact.
- Do not link additional artifacts that are not required by the task.

The rater scoring your response is trained to look at and value only that which is required by this assessment. Refer to each of the task's directions for a list of the required artifacts and the maximum number of pages allowed for each.

Regarding artifacts, what constitutes a representative page?

As you determine what specific artifacts you will make use of in each task, you might want to collect several pages of each document. As an example, your draft plan may be four pages. However, you can only submit the required number of pages; in this case the required number is two. From the pages you collected, choose the two pages that provide the greatest amount of evidence that addresses the guiding prompts and the rubric. These are the representative pages.

How old can my data be for it to be acceptable as evidence?

For all tasks, evidence must reflect **recent and relevant practice** connected to your school setting and the activities described in your written commentary. To ensure the data accurately represents the current context of your work, **any data submitted as an artifact must be no older than five years prior to the administration window in which you are submitting your tasks.**

When selecting data:

- Choose data that **aligns closely with the guiding prompts** and clearly supports your description, analysis, and reflection.
- Ensure that the data's date is **visible** or otherwise clearly indicated **within the artifact**.
- If multiple years of data are required (e.g., longitudinal data), all included data points must still fall **within the five-year limit**.
- Avoid using archived data that is outdated, no longer representative of your school's current context, or older than five years.

Submitting data older than five years may result in that artifact being considered **unscorable**, which could negatively affect your performance on the associated step.

What if an artifact is in a foreign language?

If an artifact document (e.g., student work, communication) is in a foreign language, provide a translation that can be within the same artifact document as the original attached document. The translation does not count against your artifact page limit. Failure to provide a translation may result in a score of zero for that step if no other scorable artifacts are present.

Video artifacts submitted in Task 3 should not be in a foreign language, regardless of whether a translated transcript is provided. Entire videos or entire video segments in a foreign language will be considered an unacceptable artifact and may result in a score of zero for that step if no other scorable artifacts are present.

For special circumstances, please contact PASL@ets.org.

If I submit more than the required number of pages for an artifact, which pages will be read by a rater?

If you submit more than the required number of pages for your artifact, the rater will read only the required number. If the requirement is one page, then the rater is trained to read only the first page.

Can I submit a video recording as part of my evidence?

Yes, but ONLY in Task 3. Video and audio evidence will not be accepted for Task 1 and Task 2.

May I include a slide-show presentation as evidence? If so, how many slides may I submit?

Yes. Slide-show presentations are acceptable forms of evidence. You may submit up to six slides on a single page. Make sure each slide can be viewed by the rater. If the images are blurry or illegible, the rater will not be able to score the artifact which may result in a score of zero.

If I include a double-sided document as evidence, does each sheet count as one page or two?

Two. The rater will look at both pages only if the artifact requirement allows you to submit two pages. Raters are trained to look at only the first page of a multipage attachment when the artifact requirements allow only one page to be submitted.

If I want to submit pictures, may I place more than one on a page?

Yes, but the pictures must relate to the same subject/topic/event and have appropriate captions. Raters are instructed to disregard photos if they have been resized to an extent that they are no longer viewable.

May I submit more than one newspaper article on a page?

Yes, as long as the articles refer to the same subject/topic/event. You may reduce the font size of the articles so that they fit on the same page. However, if you reduce them to the extent that they are no longer readable, raters are instructed to disregard them.

Task 1

When I select a problem-solving topic for Task 1, may I choose to work on the topic of faculty attendance?

Unless this problem is the singular problematic concern in your building, it is best to avoid issues related to faculty behavior. Your brief and temporary experience in this building is best served by focusing on issues primarily related to instructional practice that directly affects student learning.

Would you provide clarification about the longitudinal data that is required for Task 1?

For Task 1, you are required to demonstrate your ability to identify a significant problem/challenge connected to your school or your school community. Longitudinal data is required, so you can explain how the data support the problem/challenge you identified. Longitudinal data is data in which the same type of information on the same subject is observed over multiple points in time. This means that, in the artifact that you attach, the data collected is shown at multiple points in time. For Task 1, you also need to describe the longitudinal data **at multiple data points** that you collected and explain why it is appropriate.

Task 2

What is the Walk-through Observation Form?

Use the *Walk-through Observation Form* to record evidence that you capture during an informal walk-through of a classroom featuring a lesson related to the professional development topic that is the focus of Task 2. You can submit a form of your choosing, but the form should still be focused on the connection between the activities and the professional development.

How do I select the specific three teachers required in Task 2?

Work with your EPP instructor and your building supervisor to select the colleagues with whom you feel most comfortable and who meet the experiential requirements listed in Task 2. In addition, be mindful of each teacher's potential availability during your entire internship.

How do I select the most appropriate student artifacts for Task 2?

Your selection depends on the student work artifacts that your colleagues collect and that are directly related to and address the guiding prompts in Task 2. These artifacts should be appropriate and germane to what the task is asking.

Task 3

Is the feedback required for Task 3 the same as the feedback needed for the Post-Professional Development Feedback Form in Task 2?

No. The feedback required for Task 3 is an essential part of the collaborative process, while the feedback in Task 2 comes after the Professional Development activity has been implemented. The feedback for Task 3 should influence the entire decision-making process from plan development, to plan implementation within the building and the determination of its impact on instruction and learning.

In Task 3, am I supposed to work with more than one group of colleagues?

Yes. There are two groups of colleagues with whom you should work. First, establish and work with a collaborative team. This team, under your leadership, is responsible for planning and implementing activities to improve instructional practice and enhance student learning. As part of the process of improving practice and enhancing learning, the team will identify and work with a target audience of colleagues with whom you and the team will work to develop an area of research-based practice. Remember, it is your work with the collaborative team that is the real focus of Task 3.

Do I have the option of submitting a five-minute video for textbox 3.2.2 and textbox 3.3.1?

No. You have the option of using one five-minute video segment for **either** textbox 3.2.2 **OR** textbox 3.3.1. This video must be no longer than five minutes and must be combined with your 10-minute video for textbox 3.4.1 as part of the complete 15-minute video artifact submission for Task 3. You may use evidence from the video to support your responses to the guiding prompts for whichever textbox you decide to submit the five-minute video. The video file is uploaded in Task 3, Step 5.

Is the 10-minute video for textbox 3.4.1 optional?

No. You **must** submit a 10-minute video segment as part of textbox 3.4.1 (Self-Reflection and Feedback). Be sure that this video does not exceed 10 minutes and that your total video submission does not exceed the maximum limit of 15 minutes. Failure to submit the video will result in a zero for step 4.

Is there a penalty for editing or altering either video segment?

Yes. If a segment is edited, the entire response will receive a score of zero. More information can be found under Video Recording in the *PASL Candidate and Educator Handbook* (PDF)

How do I submit the video recordings as part of my evidence for Task 3?

The entire process for recording, analyzing and submitting video is documented in the *PASL Candidate and Educator Handbook* (PDF). To summarize:

- First get a permission form from any of the colleagues you will record.
- Check the quality and reliability of any equipment you intend to use.
- Carefully select the colleagues you will observe and record.
- Carefully plan both the practice and final recording sessions around the colleagues' schedules and their respective teaching and building responsibilities.
- Follow the video upload requirements in the submission system and in the *Submission System User Guide* (PDF).

Does the five-minute video need to include every member of the collaborative team, or can it include only a small group?

The five-minute video does not have to include everyone on the collaborative team, only those colleagues who are participating in the specific activity that is the focus of video.

Why is it important to have at least one colleague in the Task 3, Step 4, 10-minute video?

In Task 3, Step 4, you are required to submit a 10-minute video recording of a reflective discussion with at least one colleague. The purpose of this video segment is to provide evidence of your ability to engage a colleague in meaningful professional reflection about the collaborative process. Because raters are not able to observe you in person, the video is the only direct evidence of how you facilitate reflective dialogue with another professional.

This video-recorded step allows raters to see the following key practices:

- how you engage at least one colleague in reflective discussion
- how you guide professional conversation and respond to a colleague's thinking
- how you support reflection on practice through collaborative dialogue

Your video for Task 3, Step 4 conveys to raters how you lead reflective discussion in an authentic professional context. Because this step specifically requires interaction with at least one colleague, **a video that does not include enough participants does not meet the requirements for the step**. If the video does not include at least one colleague engaged in the reflective discussion, the score for this step will be 0.

Does the video have to be a total of exactly 15 minutes?

The full video can be **no longer than 15 minutes**. That means you could submit a video with fewer minutes, if you choose. Because your video will contain segments, please be aware that each segment cannot exceed five or 10 minutes, respectively. You may, if you choose, have fewer than five or 10 minutes as needed. **Note:** Raters are instructed to score the first 15 minutes of any submitted video. If the evidence to support a given task step is not found within the first 15 minutes, your score on the associated step could be negatively affected.

Submitting the Tasks

Once my task has been submitted, will I receive a confirmation email?

Yes. You will receive an email confirmation at the email address you entered when you created your online account. You can also verify that your task has been submitted by viewing the Status column on the task chart on your assessment home page. A status of "Completed" means that the task has been submitted.

Will I be able to make changes to my response after I have submitted it?

No. Once a task has been submitted, you can no longer make changes. Your response is viewable in a read-only format.

Scores

Who scores my tasks?

Each of your tasks is scored by raters who do not know you personally. Raters are current administrators or have been administrators within the last four years. In addition, raters could be faculty unknown to you within your state's school leader university programs. Each task is scored by raters who are knowledgeable about the task requirements and rubrics. A rater scores no more than one task submitted by a candidate; therefore, your three tasks are scored by no fewer than three raters.

What scoring method is used when scoring each of the three tasks?

The PASL assessment tasks are centrally scored by ETS-trained raters using rubrics that contain quantitative and qualitative elements of evidence. For details, see How Tasks are Scored.

When are my scores available?

See Getting Your Scores.

What information will be included on my score report?

See Understanding Your Scores.

How do I access my scores online?

View your scores in your online account. See Getting Your Scores.

Can I submit a request for my tasks to be reviewed again? If so, who reviews my tasks?

Yes. If your overall score for the assessment indicates that you did not meet the passing requirements and you believe a discrepancy may have occurred during the scoring of your task(s), you may ask ETS to conduct a review of responses scored. A trained rater will review your task(s) responses and scores to determine whether they are consistent with the scoring rules established for the assessment. There is a fee for this service for each task. **This is not a rescoring service and if the review determines that your score is correct, the review fee is nonrefundable**. Find out how to request a score review.

Can I request additional or more detailed feedback about my task scores? If so, who provides this feedback?

Yes. If you would like more detailed information about your performance on a task beyond the feedback provided with your score report, you may request additional feedback to be provided by the Assessment Development team. This feedback is designed to offer deeper insight into how your responses align with the scoring criteria and established standards for the assessment.

A member of the Assessment Development team—who has expertise in the design, scoring, and interpretation of the assessment—will review your submission and provide more specific information about your performance. This may include clarification of scoring decisions and how your responses met or did not meet expectations for the task. There is no fee for this request. Requests can be submitted to pasl@ets.org.

Who gets a copy of my score report?

Your score report is automatically sent to:

- the EPP that you selected at registration
- the state agency where you are seeking certification, if the certification state on the Background Information page of your account is listed on the PASL Passing Scores by State chart as having officially established a passing score for the assessment up to four score recipients that you selected at registration

How does my state certification department receive my assessment scores?

If the state you selected as your certification state on the Background Information page of your account is listed on the PASL Passing Scores by State chart, the state agency will automatically receive your scores. If the state is not listed on the chart, select your state certification department as an additional score recipient during registration. You can add or modify your score recipients up until 10 p.m. ET the night before the task submission deadline.

Resubmission

If I pass the assessment, but would like a higher score on one of my tasks, may I resubmit a task?

No. You may only resubmit a task if you are unsuccessful in passing the entire assessment based on the cumulative score. If you pass the assessment, resubmission is not an option.

If I do not receive a passing score, can I resubmit any tasks?

After you receive your PASL scores, there are two resubmission windows offered for your registration. If your assessment score falls below the passing score, you're eligible to resubmit any or all three tasks for a fee. You're only allowed one resubmission per task during each resubmission window. See Resubmission.

Will raters know my scores from previously scored tasks?

No, raters will have no idea what the scores were for the task when it was initially scored.

How much revision needs to be done for a resubmitted task?

For each of the three tasks, the topic of the resubmitted task may be the same as the topic of the task submission when it was initially submitted. However, the analysis and reflection should represent revised work.

What happens if I don't score as well on a resubmitted task?

The task with the highest task score — whether it was earned on the initial submission or on the resubmitted task — will always be used to determine your cumulative assessment score.

I plan on resubmitting a task. Must I change everything in my response?

You may reuse some of the activities, but you will want to consider what you can do to strengthen them. Consider the focus of this task. You will probably need to develop new activities to address your guiding prompts.

Remember, the majority of activities should be new, and the majority of your written commentary for the entire task should reflect your new thinking and analysis. When considering your artifacts, you might want to consider how different artifacts might supply better evidence than those used for the initial submission.

Will I be able to edit my previous written response online in order to prepare my resubmission?

No. Immediately upon registration, the system presents you with new tasks containing empty textboxes. Your originally submitted task responses will be available in read-only format.

Am I required to enter responses for all steps of the resubmission task or only the steps where I scored low?

You must respond to the prompts and activities for all steps, not just the steps where you scored low. During resubmission, you will begin with blank textboxes, making sure to:

- enter and submit the entire task response as if you are submitting the task for the first time
- enter the written commentary in all textboxes
- link the artifacts to the written commentary where required
- upload the video, if resubmitting Task 3