

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired outside secondary school. Students enrolled in Dufferin-Peel secondary schools may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as **Prior Learning Assessment and Recognition (PLAR)**.

The “**PLAR challenge process**” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.

Students’ may challenge for credit one year after implementation of the new curriculum. Thus the opportunity to challenge for credit begins for:

- Grade 10 courses in 2001 - 2002
- Grade 11 courses in 2002 - 2003
- Grade 12 courses in 2003 - 2004

WHAT CREDITS MAY BE CHALLENGED?

Dufferin-Peel students may challenge for credit only Grade 10, 11 and 12 courses offered in Dufferin-Peel schools that are developed from a provincial curriculum policy document. Students may not challenge Grade 9 credits. Students may obtain

- a maximum of **four** credits through the challenge process;
- no more than **two** credits in one subject area.

Students **may** challenge a course for credit if

- they can provide reasonable evidence that they would be likely to be successful in the challenge process;
- submits all documentation by the published deadline

Students **may NOT** challenge any of the following:

- a Grade 9 course;
- a course for which they have already earned a credit;
- a course which they have previously taken and failed;
- a course for which they have already earned a credit in a later grade in the same subject;
- a course for which there is significant overlap with a course for which credit has already been granted;
- a transfer course;
- a locally developed course;
- a cooperative education course;
- a Religion course;
- an ESL or ELD course if they have already earned a credit from the English curriculum document;

PLAR CHALLENGE PROCESS

There are five elements to the PLAR challenge:

1. PLAR Orientation Meeting
2. Submission of PLAR Application Package
3. PLAR Application Package Review
4. Notification of Application Status
5. Consultation
6. Evaluation and Feedback

1. PLAR Orientation

Dufferin-Peel students who intend on pursuing a PLAR challenge will meet with a guidance counsellor to review the PLAR Orientation. The review provides information about the evaluation and its requirements and timelines. The meetings will be set up as required by the student and/or parents.

2. Submission of the PLAR Application Package

To request a PLAR challenge, a student must submit the PLAR Application Package to the school contact

The components of the package are

- the completed PLAR Application form
- the most recent Credit Counselling Summary or Ontario Student Transcript,
- a copy of the Annual Education Plan
- a copy of the most recent PLAR Challenge for Credit: Cumulative Tracking Record
- Student Paragraph of Request
- copy of the Individual Education Plan (if applicable)
- additional evidence as appropriate

3. PLAR Application Package Review

The PLAR Application Package will be reviewed by the school contact to determine if all required documentation is ready for submission.

4. Notification of Application Status

The application package will be appraised at the board to determine if sufficient evidence has been submitted to indicate a reasonable chance of success in the challenge process. Students who are adults or the parent/guardian of a student who is not an adult will be informed of the decision and will receive details about the next steps. Students whose application has been approved and who wish to proceed with the challenge will provide a signed commitment to the board.

(Students who disagree with the decision may ask the family supervisory officer to review the matter.)

5. Consultation

Students whose request to challenge has been accepted must make an appointment to meet with a subject specialist to receive evaluation criteria details. Students will be given the date of the formal evaluation.

6. Evaluation & Feedback

Formal evaluation will take place by appointment. Students must attend at the appointed time or evaluation will not occur. Evaluation will be based on the curriculum expectations and achievement chart in the specific Ontario curriculum policy document. A percentage grade will be determined for the student based on assessments of 70% from formal testing and 30% from a variety of other assessment strategies appropriate for the particular course, such as written assignments, quizzes, demonstrations,

performances, interviews, portfolios, product assessment, etc.

REPORTING CHALLENGED CREDITS

The student's failing/passing percentage grade or withdrawal for all challenges will be recorded in the student's Ontario Student Record. As well:

- The percentage grade of successful challenges of any Grade 10 credit will be recorded in the Ontario Student Transcript.
- The percentage grade of both successful and unsuccessful challenges of any Grade 11 and 12 courses will be recorded in the Ontario Student Transcript.

PROCEDURE OVEVIEW

Orientation Meetings

Guidance Department to hold

Application Package Handed in by

Notification of Application Decision

Commitment to Continue with Challenge

Consultation

Formal Evaluation

Notification of Results



Dufferin-Peel Catholic District School Board

PRIOR LEARNING ASSESSMENT AND RECOGNITION

PLAR Challenge Process

PLAR - recognizing knowledge and skills acquired outside the classroom

For more information, contact your school.