

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR ADOLESCENTS

CHALLENGE PLAR PROCESS SUMMARY CHART

Challenge Process for Adolescents	
What is it?	The process for obtaining credits whereby an adolescent student's prior learning is assessed through a variety of assessment strategies appropriate for the particular credit being challenged.
Beginning the assessment process.	The adolescent student initiates the challenge process in consultation with the staff member responsible for PLAR procedures in their home school. This includes submitting a completed PLAR application form (see Appendix 5.8), supported by the documentation and evidence prescribed in Appendix 5.8.
Results of the assessment process.	Adolescent students may earn up to 4 credits in total in courses at the Grade 10, 11 or 12 level though no more than 2 credits may be earned in any one subject discipline.
Subjects/Courses for which credit may be granted.	Any Grade 10, 11 or 12 course that is offered within TLDSB excluding the following: <ul style="list-style-type: none"> • A course previously failed • A course for which the student has already earned but for which the student wishes to improve the mark • A course in any subject if a credit has already been granted for a course in that subject in a later grade • 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 Co-operative Education course • A course in English as a Second Language (ESL), English Literacy Development (ELD) or Anglais pour débutants (APD), if the student has one or more credits in English • A course in French as a Second Language (FSL), Actualisation linguistique en Francais (ALF), or Perfectionnement du francais (PDF), if the student has one or more credits in Francais • The Ontario Secondary School Literacy Course (OSSLC)
Assessment regulations	<ul style="list-style-type: none"> • The assessment and evaluation for the credit challenge must be based on curriculum expectations and levels of achievement outlined in the Ontario Curriculum- all strands and categories- published in 2000 or later • A grade will be determined for the student based on assessments of 70% from formal tests and 30% from a variety of other assessment strategies appropriate to the subject
Results reporting	<ul style="list-style-type: none"> • Final marks will be recorded as percentage grades on the Cumulative Tracking Report and on the OST