



## **ADMINISTRATIVE PROCEDURES MEMORANDUM**

**APC029**

### **PLAR – Prior Learning Assessment and Recognition**

**DATE OF ISSUE:** September 2003

*Revised:* October 2007

**MEMO TO:** Principals; Vice Principals; Planning and Priorities; Guidance Program Heads

**FROM:** Director of Education

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#### **PURPOSE**

PLAR is the formal evaluation and credit-granting process whereby students from grades 9 to 12 may obtain credits for Grades 10 to 12 courses based on prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: **equivalency and challenge**. This policy establishes the board's operational framework for implementing the PLAR process and fulfils the board requirement under Policy Program Memorandum (PPM 129).

#### **Note:**

- PLAR is not an instructional process. No teacher assistance is provided. It is an assessment process only. It is meant to assess and evaluate prior learning. Successful students may receive credit for provincial course expectations that they already know and can demonstrate.
- All students who are in grade 11 or 12 and challenge a course, will have their passing or failing grade disclosed on their transcript (OST).

#### **REFERENCES**

- Ontario Catholic School Graduate Expectations
- Ontario Secondary Schools, Grades 9-12
- PPM 129: Prior Learning Assessment and Recognition

## **COMMENTS AND GUIDELINES**

### **PART A. The Equivalency Process**

In establishing equivalency for students who do not have Ontario credits for placement purposes, principals will use as a guide the table entitled “Requirements for the OSSD Under OSS, Appendix 8: “Equivalent Diploma Requirements” within the OSS document. The table will assist the principal in determining the number of credits, including compulsory, that the students must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the Ontario Secondary School Diploma. (OSSD)

In addition to the above, principals may use the World Education Database (WEDB) as a tool in placing students from other countries into the Ontario educational system. WEDB is an online database containing education profiles of selected countries worldwide. WEDB provides essential information about each country’s elementary, secondary and higher education systems. The address is [www.wes.org/ca](http://www.wes.org/ca). The database also provides suggested grade conversions and equivalencies in terms of the Ontario secondary school system. The Ontario Ministry of Training, Colleges and Universities funds this project.

### **PART B. The Challenge Process**

#### **General Information**

- 1.1 The challenge process will provide opportunities for students to:
  - Earn credit(s) for prior learning outside classrooms
  - Broaden their selection of courses
  - Add flexibility to their secondary school program
- 1.2 The PLAR challenge implementation timelines, registration process, and eligibility requirements should be described in the respective course calendars of the Waterloo Catholic District School Board’s secondary schools, and will appear on the board’s website [www.wcdsb.edu.on.ca](http://www.wcdsb.edu.on.ca).
- 1.3 Only grade 10, 11 and 12 credits can be challenged.
- 1.4 Students may not challenge for certain credits. (Grade 9 courses, transfer courses, religion courses, cooperative education, locally developed courses)
- 1.5 A student may challenge and receive credit for up to 4 courses, with only two in any one discipline. (ie., Mathematics, Languages, Music)
- 1.6 A student with music certificates that are accepted for credit in OSS, Appendix 4, are not required to challenge for credit in the appropriate music course(s) as per Appendix 4 OSS.
- 1.7 A student may not challenge for a credit they have already passed or failed.
- 1.8 A student may not challenge for a credit that is not actually taught in schools operated by the board.
- 1.9 Students may fail a challenge, and choose to re-enter the process at a subsequent time. Also, a student may withdraw from a PLAR challenge and may choose to re-enter the process at a subsequent time.
- 1.10 The assessment and evaluation of the challenge will be based on all strands within



the course, and all categories of knowledge and skills as listed in the Provincial curriculum.

- 1.11 The challenge process is governed by a number of rigorous requirements which are listed below:
- Students must initiate the process.
  - The expectation is that the student has already met the expectations of the course to be challenged.
  - All WCDSB PLAR procedures and dates must be followed by students.
  - Students under 18 must have parental approval.
  - The Principal considers applications and decides whether or not a challenge will be granted. **“The principal will evaluate each application in consultation with the student’s parents (or with the student if the student is an adult) and appropriate school staff (ie., guidance counsellor, teacher-advisor, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur.” PPM 129** A principal’s decision may be appealed to a Supervisory Officer.
- 1.12 Grades achieved through PLAR are governed by full disclosure for all grade 11 and 12 students, which means that all passing or failing grades will be reflected on the student’s transcript.
- 1.13 PLAR Challenge Course Withdrawals: Withdrawal after 5 school days following the issuance of the first provincial report card from any grade 11 or 12 course will be recorded on the OST (a “W” will be shown beside the course in question). The percentage grade reported will be the grade at the time of withdrawal. No credit will be granted as the course has not been completed.
- 1.14 Upon successful completion of the PLAR Challenge Assessments with Level 1 or greater, credit may be granted for the course.



**PART C: General Challenge Responsibilities and Timelines**

	<b>Responsibility</b>	<b>Timeline</b>	
		<i>Spring</i>	<i>Fall</i>
2.1	<ul style="list-style-type: none"> <li>Students must indicate on their Annual Education Plan, any course(s) they wish to challenge and bring this to the attention of the school principal.</li> </ul>	January	June
	<ul style="list-style-type: none"> <li>Students must provide reasonable evidence via a portfolio of a successful challenge.</li> </ul>	February	September
	<ul style="list-style-type: none"> <li>The school principal reviews the PLAR application package and “reasonable evidence” portfolio with the PLAR subject Program Head and Guidance teacher. The school principal informs the student and subject Program Head of the challenge approval or disapproval. A challenge teacher is appointed by the school principal. *</li> </ul>	Early March	Early October
	<ul style="list-style-type: none"> <li>The PLAR Challenge teacher consults with the student to set out all assessment timelines</li> </ul>	Mid March	Mid October
	<ul style="list-style-type: none"> <li>A maximum of 2 PLAR challenge activities will occur. (representing 30% of total mark)</li> </ul>	By Mid Semester Reporting Period	By Mid Semester Reporting Period
	<ul style="list-style-type: none"> <li>Final PLAR Challenge (representing 70% of final mark)</li> </ul>	June	January
	<ul style="list-style-type: none"> <li>The PLAR Challenge Achievement Report is presented to the school principal and student by the PLAR Challenge teacher.</li> </ul>	June Report Card	January Report Card

\* If the challenge course is located in another secondary school within the Board, the challenge student’s principal is responsible to contact the school principal where the course is offered and make arrangements with that principal regarding the assignment of a challenge teacher.

**PART D: PLAR Challenge Staffing Process**

3.1	<p>Classroom teachers (certified in the course area) working with their Program Head will be assigned by their principal and given two days of release time to conduct the following PLAR Challenge Teacher Components:</p> <ul style="list-style-type: none"> <li>Review the PLAR policy and procedures.</li> <li>Assist the Principal with the Review of the Reasonable Evidence Portfolio.</li> <li>Conduct the PLAR Challenge: Teacher – Student Consultation.</li> </ul>
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	<ul style="list-style-type: none"> <li>Design, implement, assess and grade PLAR Challenge Performance Assessments and produce the Record of Assessment Challenge.</li> </ul>
3.2	Appropriate certified teachers are assigned on a rotation basis by school administrator to complete the PLAR Challenge teacher components as listed above.

- PLAR Challenge teachers are encouraged to contact the Program Services Department to obtain previous PLAR assessment materials and additional planning supports.*

## PLAR CHALLENGE APPENDICES

Appendix 1	PLAR Challenge Roles and Descriptions.
Appendix A	PLAR Challenge Form
Appendix B	Evidence of Relevant Learning (PLAR) Letters of Reference
Appendix C	Evidence of Relevant Learning (PLAR)
Appendix D	Student Letter of Explanation Supporting the Request for a PLAR Challenge
Appendix E	Confirmation of Receipt of PLAR Application
Appendix F	Letter to Unsuccessful PLAR applicants
Appendix G	Letter of Confirmation for the Challenge Assessment
Appendix H	Letter of Challenge Assessment Completion
Appendix I	Record of Assessment of PLAR Challenge for Credit
Appendix J	PLAR Recording and Reporting Checklist
Appendix K	PLAR Cumulative Tracking Record
Appendix L	PLAR Interim Tracking Record
Appendix M	PLAR Course Calendar Statement



### PLAR CHALLENGE ROLES AND DESCRIPTIONS

i.	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>▪ Attend system level orientation.</li> <li>▪ Provide to the school principal a fully completed PLAR package: Application, Reasonable Evidence Portfolio submission, and Annual Education Plan (see Appendices A, B, C, D).</li> <li>▪ Attend the teacher/student consultation PLAR Challenge Assessment.</li> <li>▪ Complete all of the PLAR Assessments as outlined by the PLAR Challenge teacher.</li> </ul>
ii.	<p><b>School Administrator</b></p> <ul style="list-style-type: none"> <li>▪ Receive and review the PLAR Challenge application package and Reasonable Evidence Portfolio from the student.</li> <li>▪ Assign staff to assess the reasonable evidence portfolio and provide confirmation (Appendix E, Appendix F, Appendix G)</li> <li>▪ Assign a certified teacher to develop the PLAR Challenge Assessments.</li> <li>▪ Receive from the student the PLAR Challenge Assessment.</li> <li>▪ Award and confirm successful credits. (see Appendix H)</li> <li>▪ Assign duties to Guidance and other appropriate teaching staff to co-ordinate the school level application and record keeping process for PLAR. (see Appendices I, J, K, L)</li> <li>▪ Arrange the PLAR challenge procedures with another WCDSB secondary school principal, if the challenge course is not offered at the student's home school.</li> </ul>
iii.	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Assess "Reasonable Evidence Portfolio Submission" and report results to the principal.</li> <li>▪ Develop the "PLAR Challenge Assessment" in consultation with Program Services department.</li> <li>▪ Consult with students regarding the completion of the "PLAR Challenge Assessment".</li> <li>▪ Complete the PLAR Challenge Performance Assessment and the report form for submission to the principal. (see appendix I)</li> <li>▪ Submit copies of all "PLAR Challenge Assessment" materials and results to the Program Services Department.</li> </ul>
iv.	<p><b>Guidance Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Counsel students (ie., likelihood of their success).</li> <li>▪ Assist Program Services with the distribution of information regarding the PLAR challenge process including Ministry and Board websites.</li> <li>▪ Assist principal with co-coordinating the record keeping process for PLAR challenge including mark entry, PLAR tracking forms, and AEP notation. (see Appendices I, J, K, L)</li> </ul>
v.	<p><b>Program Heads</b></p> <ul style="list-style-type: none"> <li>▪ Assist the principal where required in determining the approval of the PLAR challenge and</li> </ul>



	awarding of credit.
vii.	<b>Program Services</b>
	<ul style="list-style-type: none"> <li>▪ Plan and deliver the system level PLAR “Challenge” orientation session.</li> <li>▪ Assist teachers with the development of the “PLAR Challenge Assessments” .</li> <li>▪ Provide an orientation session for teachers assigned the assessment duties in the PLAR challenge process.</li> <li>▪ Maintain WCDSB system records of PLAR challenges.</li> </ul>
vii.	<b>Supervisory Officer</b>
	<ul style="list-style-type: none"> <li>▪ Assign schools the responsibility of developing PLAR challenge assessments.</li> </ul>





**PLAR CHALLENGE FORM**  
PLEASE PRINT CLEARLY IN INK

<b>First Name</b>		<b>Last Name</b>		<b>Student ID (M.I.N.#)</b>
<b>Address</b>		<b>Apartment/Unit</b>	<b>City</b>	<b>Postal Code</b>
<b>Home Telephone</b>		<b>Grade</b>	<b>School</b>	<b>School Telephone</b>
<b>School Contact</b> (eg. Counsellor, Teacher Advisor)			<b>Gender</b> (M/F)	<b>Date of Birth</b> (year/month/day)

I wish to challenge for credit for the following course:  Fall term  Spring term

<b>Course Title</b>	<b>Course Type</b>	<b>Course Grade/Level</b>	<b>Course Code</b>

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- \_\_\_\_\_ Letter(s) of recommendation from teacher(s) familiar with the course expectations (see reference form Appendix "B").
- \_\_\_\_\_ Letter of explanation supporting request for PLAR Challenge (see Appendix "D").
- \_\_\_\_\_ Letter(s) of recommendation from member(s) of the community (optional).
- \_\_\_\_\_ A portfolio of relevant work which could include a videotape, audiotape, or CD-ROM with samples of relevant work.
- \_\_\_\_\_ Proof of successful relevant experience in a supervised setting (see evidence form Appendix "C").
- \_\_\_\_\_ Proof of relevant prior learning from another educational jurisdiction, where applicable.
- \_\_\_\_\_ Proof of successful completion of courses identified as prerequisites for this course (e.g. Ontario Student Transcript or report card).
- \_\_\_\_\_ List other successfully completed PLAR Challenge courses.
- \_\_\_\_\_



Course Title	Course Code	Credit Value

I understand that the principal will review my application and determine its suitability for my continuation in the “Challenge” process.

**I am aware that a passing mark from a challenge for credit in grade 10 and a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript. Also, that a passing or failing mark or withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.**

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline. I am aware that I must complete all challenge assessments within specified timelines.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

**FOR OFFICE USE ONLY**

1. Date application/reasonable evidence portfolio received \_\_\_\_\_
2. Teacher assigned to assess reasonable evidence portfolio and evaluate the PLAR Challenge Assessments \_\_\_\_\_
3. Reasonable Evidence Results:
  - a) Package incomplete and returned. The following item(s) is missing:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  - b) Unsuccessful application. Reasonable evidence lacking in the following area(s):



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c) Successful application.

4. Date "PLAR Challenge Assessments" received: \_\_\_\_\_

5. "PLAR Challenge Assessment" results: a) PLAR Challenge mark \_\_\_\_\_ course code \_\_\_\_\_

b) Credit granted  yes  no

c) Withdrawn from course (date) \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## EVIDENCE OF RELEVANT LEARNING<sup>1</sup> PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) LETTERS OF REFERENCE

Include a letter of reference from a teacher/instructor based on previous learning in an area related to the challenge.

NAME OF CANDIDATE: \_\_\_\_\_

COURSE CHALLENGED: \_\_\_\_\_

NAME OF REFERENCE: \_\_\_\_\_

### **Reference Contact Information**

Position/Title \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email address \_\_\_\_\_

How long and in what capacity have you known the candidate \_\_\_\_\_?

**Capacity:**     Teacher     Instructor     Other

Has the candidate explained to you the nature of the PLAR challenge?

Yes                       No

Has the candidate reviewed with you the expectations of the Ministry course they intend to challenge?

Yes                       No

Do you feel you have a reasonable understanding of the knowledge and skills the candidate should possess in order to make a successful PLAR challenge?

Yes                       No

From your perspective, please rank the candidate in terms of the appropriateness of their prior learning (i.e., skills and knowledge) that would suggest they have a reasonable chance of success with their PLAR challenge?

Low                       Medium                       High

Please comment on the appropriateness and likelihood of success regarding the PLAR challenge by the candidate.

Reference Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> Adapted with permission from the Waterloo Region District School Board





## EVIDENCE OF RELEVANT LEARNING<sup>2</sup> PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Please identify programs, courses or experiences that provide evidence of successful learning that support your application for a PLAR challenge.

NAME OF CANDIDATE: \_\_\_\_\_

COURSE CHALLENGED: \_\_\_\_\_

1. Title \_\_\_\_\_ Date(s) \_\_\_\_\_  
(Course/Program/Experience)

Contact Person \_\_\_\_\_  
(i.e., instructor, leader, reference)

Briefly describe the knowledge and skills you learned that support your application for a PLAR challenge.

2. Title \_\_\_\_\_ Date(s) \_\_\_\_\_  
(Course/Program/Experience)

Contact Person \_\_\_\_\_  
(i.e., instructor, leader, reference)

Briefly describe the knowledge and skills you learned that support your application for a PLAR challenge.

<sup>2</sup> Adapted with permission from the Waterloo Region District School Board





## STUDENT LETTER OF EXPLANATION SUPPORTING THE REQUEST FOR A PLAR CHALLENGE

Write a paragraph of 100 – 200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- Ways in which the course credit will help you to fulfill your educational goals.
- Describe how the knowledge or skills highlighted by sample work(s) in your “reasonable evidence” portfolio supports your application for a PLAR “Challenge”.



## CONFIRMATION OF RECEIPT OF PLAR APPLICATION

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

Student Number \_\_\_\_\_



With the gift of the Catholic Faith, Our Mission is: Learning, growing, and transforming  
the world together as faithful disciples of the Risen Lord.

Course Code      Course Title \_\_\_\_\_ Course Type \_\_\_\_\_

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**Checklist of Required Documentation:**

- PLAR Challenge Form – complete, dated, and signed.
- Most recent Ontario Student Transcript (OST)
- Evidence of Relevant Learning Form
- Evidence of Relevant Learning Portfolio
- Evidence of Relevant Learning Letters of Reference
- Individual Education Plan (I.E.P.) (if applicable)
- Student Letter of Explanation (100-200 words)
- Annual Education Plan (copy) – goal statement related to course challenge
- PLAR Challenge For Credit Cumulative Record (copy)

	<i>Thank you for your application. All of the required documentation has been received. Your application will now be forwarded for review of likelihood of your success in the challenge assessment.</i>
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**OR**

	<i>The checked documentation is missing. Please forward the missing documentation to this office in order to process your application. Due date: _____</i>
	<i>If you are unable to provide evidence of any of the above, please contact your guidance counsellor for information and advice.</i>

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## LETTER TO UNSUCCESSFUL PLAR APPLICANTS

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

Student Number \_\_\_\_\_

Course Code          Course Title \_\_\_\_\_ Course Type \_\_\_\_\_

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Thank you for your application to challenge the above credit course. We have carefully reviewed your application along with the evidence you submitted. We have determined that success in the challenge process is highly unlikely at this time. However, you may consider submitting another application after a reasonable interval if you can provide reasonable evidence that you are likely to be successful as a result of additional study and experience.

If you or your parent/guardian have any questions or concerns regarding this decision, please contact our office to arrange for consultation and review.

\_\_\_\_\_  
Principal





## LETTER OF CONFIRMATION FOR THE CHALLENGE ASSESSMENT

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

Student Number \_\_\_\_\_

Course Code      Course Title \_\_\_\_\_      Course Type \_\_\_\_\_

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Thank you for your application to challenge the above credit course. We are pleased to inform you that your application has been approved. Please contact our office to arrange for a consultation meeting regarding the challenge assessment process.

\_\_\_\_\_  
Principal



## LETTER OF CHALLENGE ASSESSMENT COMPLETION

DATE: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER \_\_\_\_\_

COURSE CODE      COURSE TITLE \_\_\_\_\_      COURSE TYPE \_\_\_\_\_

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Student's Final Percentage Grade \_\_\_\_\_

This is to confirm that you have completed the challenge assessment for the above course. Your results are recorded on your *PLAR Challenge For Credit: Cumulative Tracking Record*. If your final percentage grade is 50% or greater you have received a course credit toward your Ontario Secondary School Diploma (OSSD). For grade 10 courses, successful credits are recorded on your Ontario Student Transcript (OST). For grades 11 and 12 courses both successful and unsuccessful results are recorded on your Ontario Student Transcript (OST). Please be reminded that your *PLAR Challenge For Credit: Cumulative Tracking Record* and OST are kept in your Ontario Student Record (OSR).

Attached for your personal records, is your *PLAR Record of Assessment of Challenge for Credit For A Course*. This provides you with a breakdown of the evaluation of your challenge assessment.

If your final grade is below 50% you may reapply for a second attempt after a minimum of one semester if you can provide reasonable evidence that you are likely to be successful as a result of additional study and experience.

Please contact our office for an appointment if you have any questions or concerns.

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Principal



## RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT

STUDENT'S SURNAME: \_\_\_\_\_

GIVEN NAMES: \_\_\_\_\_

MIN/OEN: \_\_\_\_\_

GENDER: MALE \_\_\_\_\_ FEMALE \_\_\_\_\_      DATE OF BIRTH: \_\_\_\_\_ YEAR \_\_\_\_\_ MONTH \_\_\_\_\_ DAY

NAME OF PARENT/GUARDIAN: \_\_\_\_\_

COURSE TITLE: \_\_\_\_\_      COURSE TYPE: \_\_\_\_\_

COURSE GRADE/LEVEL: \_\_\_\_\_      COURSE CODE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

### ASSESSMENT STRATEGIES USED

a) Final Summative Evaluation – 70% of final percentage grade

OVERALL EXPECTATIONS COVERED	TYPE OF ASSESSMENT STRATEGY	DATE COMPLETED	LEVEL OF ACHIEVEMENT

PERCENTAGE GRADE \_\_\_\_\_ (OUT OF 70%)



**b) Other Assessment Strategies – 30% of final percentage grade**

OVERALL EXPECTATIONS COVERED	TYPE OF ASSESSMENT STRATEGY	DATE COMPLETED	LEVEL OF ACHIEVEMENT

**PERCENTAGE GRADE (OUT OF 30%) \_\_\_\_\_**

**FINAL PERCENTAGE GRADE \_\_\_\_\_**

**SIGNATURES**

Subject teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher-adviser/guidance counsellor: \_\_\_\_\_ Date: \_

Parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_



## PLAR RECORDING AND REPORTING CHECKLIST

DATE: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER \_\_\_\_\_

COURSE CODE      COURSE TITLE \_\_\_\_\_      COURSE TYPE \_\_\_\_\_

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A) Student's Final Percentage Grade \_\_\_\_\_

CHECKLIST OF RECORDING AND REPORTING DOCUMENTATION	DATE COMPLETED	Comment
PLAR: Challenge For Credit Interim Tracking Record		
PLAR: Challenge For Credit Cumulative Tracking Record		
Record of Assessment of Challenge For Credit For A Course		
Letter of Completion of the Challenge Assessment		
Entry on student's Ontario Student Transcript (OST)		
Cumulative Tracking Record and OST are place in student's OSR		





**PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT:  
CUMULATIVE TRACKING RECORD (no changes may be made to this form)**

<b>Surname:</b>		<b>Given Names:</b>		<b>MIN/OEN</b>		<b>Student #</b>		<b>Gender</b>		<b>Date of Birth</b>	
<b>School Board/School Authority/Inspected Private School <sup>1</sup></b>				<b>Number</b>		<b>Name of School</b>			<b>Date of Entry</b>		
<b>Date (Year/ Month)</b>	<b>School Board/Inspected Private School <sup>2</sup></b>	<b>Course Grade/ Level</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Discipline</b>	<b>Percentage Grade</b>	<b>Credit</b>	<b>Compulsory</b>	<b>Withdrawal</b>	<b>Athorization<sup>3</sup></b>	





## ADMINISTRATIVE PROCEDURES MEMORANDUM APPENDIX M



### PLAR COURSE CALENDAR STATEMENT

#### Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. The PLAR process involves two components: equivalency and challenge. Equivalency involves the assessment of credentials from other jurisdictions. Equivalency credits are granted for placement. Challenge involves the assessment of prior learning for the purpose of granting credit.

#### Challenge Course Eligibility

- Grade 10-12 courses from a provincial curriculum document offered by the secondary schools within the board.
- A maximum of four (4) credits may be granted through the Challenge process with a maximum of two (2) in one subject area.
- The following courses are not eligible for Challenge under PLAR:
  - Transfer courses
  - Locally developed courses including Religion courses
  - Co-operative education courses
  - Courses for which credit has been previously granted (e.g. to improve a course mark) or for which there is significant overlap with a credit previously granted (e.g. academic and applied course at same grade)
  - A course where a credit has already been granted in a later grade (e.g. challenge for grade 10 physical education credit when you already have a grade 11 physical education credit)
  - A course you have previously completed but a credit was not earned
  - ESL/ELD if an English course under OSS or OSIS has been previously earned
  - FSL if a Français course under OSS or OSIS has been previously earned

#### Notes:

- A student with music certificates that are accepted for credit in OSS, Appendix 4, are not required to challenge for credit in the appropriate music courses(s) as per Appendix 4.

- A PLAR course may be challenged a second time after a reasonable interval and if reasonable evidence exists that additional study and experience in the interval will lead to success.

**Students who plan to challenge a credit will be required to attend a system-wide Orientation Session. Orientation sessions on the PLAR challenge process will be held in September and February of each school year. Following the orientation session students who intend to challenge a course for credit will be required to submit with the application form a portfolio containing reasonable evidence of the likelihood of success.**

Upon assessment of the evidence provided and approval of the application by the principal, students will then be required to complete and compile a formal assessment activity, including a formal written and practical assessment which will constitute 70% of the grade. The remaining 30% of the final mark will involve a variety of assessments appropriate for the course. Through the assessment activities students will be required to demonstrate that they have achieved all expectations of the course they are challenging for credit..

**PLAR Challenge assessments must be completed by the end of the semester in which the course has been challenged.**

**Students challenging Grade 10, 11 and 12 courses in school year \_\_\_\_\_ will be required to attend one of two scheduled Orientation Sessions in September \_\_\_\_\_ or February \_\_\_\_\_, to submit application and “reasonable evidence of success”, and to complete all Challenge Assessment Activities by the end of the Semester’s evaluation period.**

Mandatory PLAR Parent and Student Orientation Sessions

Semester 1			Semester 2		
Date	Location	Time	Date	Location	Time
** see below					

Further information including specific timelines and application forms regarding the PLAR Challenge process is available through the Guidance Department or the Waterloo Catholic District School Board web site ([www.wcdsb.edu.on.ca](http://www.wcdsb.edu.on.ca)).

\* \* Dates, Time and Location of Mandatory PLAR Parent and Student Orientation Sessions will be determined by the Program Services Department.

