

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
FOR MATURE STUDENTS:
GRADE 11 AND 12 CHALLENGE PROCESS**

FACT SHEET

What is the Grade 11 and 12 challenge process?

- The process for obtaining credits, whereby a mature student's prior learning is assessed through a variety of assessment strategies, including formal tests (written work and practical demonstrations), valued at 70%, and other assessment strategies, valued at 30%.
- The standards of achievement must be the same as the standards for credits granted to students who have taken the course.

Who begins the process?

- The mature student, who is enrolled in a secondary school course at a Learning Centre, begins the process by submitting an application form, available from your campus Lead Teacher or counselor.

What does the application process involve?

The submission of:

- evidence that the mature student has a reasonable chance of being successful in a challenge for credit in this course (e.g., a portfolio of relevant work, proof of successful work experience, transcripts) and a completed application form that includes:
 - a) a statement that the mature student has reviewed materials, such as the curriculum expectations for the course; and
 - b) other relevant information related to the assessment as requested in the application.

What credits cannot be challenged?

A mature student cannot challenge for:

- a course previously failed
- a course for which the student has already earned a credit but for which he or she 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 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 Français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français
- the Ontario Secondary School Literacy Course (OSSLC).

How is the challenge process done?

- If the principal determines that the mature student is eligible to take the challenge, the mature student will be informed of the date and times for the assessment activities.
- A challenge assessment consists of formal tests (70% – a balance of written work and practical demonstration) and other assessment strategies pertinent to the course (30%).
- Each assessment is based on curriculum expectations and the achievement charts in Ontario curriculum policy documents, including all strands and categories, published in 2000 or later.

How many credits can be earned in the Challenge Process?

- Students may obtain no more than 10 Grade 11 and 12 credits through the equivalency and challenge processes combined.
- There is no maximum on the number of credits that may be obtained in any one discipline.

How is the record keeping done?

- The grades for each assessment activity and each completed challenge assessment are kept in the Record of Assessment of Challenge for Credit for a Course. The grades for all assessments completed by the student are recorded on the Cumulative Tracking Record.
- The percentage grade for each assessment is recorded on the student's *Ontario Student Transcript*.

Is there a fee?

- No. However, the student wishing to challenge a course must be enrolled in another course.

When can I complete the Grade 11 and 12 challenge process?

- Dates and times are available from your campus Lead Teacher or counselor.

How many times may I participate in the Grade 11 and 12 challenge process?

- Guidelines will be set by the local school board regarding the number of times a year challenges will be held.

Notes:

- There is no teaching component to the process!
- Students will be permitted to challenge for credit for a specific course a second time after an appropriate interval, if they can provide reasonable evidence to the principal that they are likely to be successful after having benefited from additional study and experience during the interval.