

**PRIOR LEARNING ASSESSMENT AND
RECOGNITION PROCEDURES****1. Policy**

It is the policy of Lakehead District School Board to evaluate a student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a Challenge and Equivalency Process.

2. Definitions

2.1 Prior Learning Assessment and Recognition (PLAR) - the formal evaluation and credit granting process whereby students may obtain credits for prior learning.

2.2 Challenge Process - the process whereby a student's prior learning is assessed for the purpose of granting credit for a Grades 10, 11, or 12 course developed from a Ontario curriculum policy document published in 1999 or later.

2.3 Reasonable Evidence - documentation that the curriculum expectations of the course have already been achieved and that the student would likely be successful in the Challenge Process.

2.4 Equivalency Process - the process of assessing credentials from other jurisdictions.

3. The Challenge Process

3.1 The student's prior learning is assessed through a Challenge Process comprised of:

- i) formal tests worth 70% of the final mark; and
- ii) other assessments worth 30% of the final mark.

3.2 The Challenge Process includes the following stages:

- i) orientation;
- ii) application;
- iii) assessment & evaluation; and
- iv) reporting and record keeping.

3.2.1 Orientation

3.2.1.1 The Board's system course calendar outlines when students can challenge for credit and what opportunities for challenge are available.

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3.2.1.2 The student shall initiate the Challenge Process through the school contact.

3.2.1.3 The school contact shall inform the student:

- that they may challenge for credit only if they are able to provide reasonable evidence to their principal that they would likely be successful in the Challenge Process;
- that, if under the age of 18 years, they require parental approval before applying to challenge a course for credit;
- about policies and procedures related to challenging for credit, including policies and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);
- that they challenge for credit for an entire course, whether it is a full credit or a partial credit course;
- that they may not use the Challenge Process as a way to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed; and
- that, if unsuccessful the first time in challenging a course for credit, a second challenge is permitted after a reasonable interval of time if the student is able to provide reasonable evidence that he or she is likely to be successful after additional study and experience during the interval.

3.2.1.4 Students who do not have suitable documentation, owing to extraordinary circumstances, will receive counselling concerning gathering evidence.

3.2.2 Application

3.2.2.1 The student shall submit a completed Board application form to the principal (Appendix A) by the date indicated on the application.

3.2.2.2 The principal shall evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate staff (i.e., guidance counsellor, teacher advisor and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur.

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3.2.2.3 In cases where an adult student, or the parent of a student who is not an adult, disagrees with the decision of the principal about whether or not the student is eligible to challenge for credit, the adult student (or parent) may ask the appropriate superintendent to review the matter.

3.2.3 Assessment & Evaluation

3.2.3.1 The PLAR Team, comprised of an appropriate combination of secondary administrator, student services representative, program department staff member and subject specialist shall:

- identify qualified and/or experienced teachers in the required discipline(s) as assessors;
- provide orientation to assessors; and
- determine the assessment & evaluation schedule in consultation with all parties.

3.2.3.2 The assessors shall assess and evaluate the student's performance by:

- developing appropriate assessment tools; and
- administering formal tests and other assessment strategies that are most appropriate for the course.

3.2.3.3 The student shall complete the formal tests and other assessments as determined by the PLAR Team.

3.2.4 Reporting and Record Keeping

3.2.4.1 The assessor shall:

- complete the Record of Assessment (Appendix B) and forward it to the student's home school; and
- record the credit earned through the Challenge Process at a school other than the student's home school on the Interim Tracking Record (Appendix C) and forward the form to the student's home school.

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3.2.4.2

The student's principal shall:

- ensure that the Cumulative Tracking Record form (Appendix D) is maintained and included in the student's OSR;
- ensure the student's requests for challenge for credit are entered in their Annual Education Plans as part of their educational goals;
- record the student's level of achievement as a percentage grade on the OST in the same way as achievement in other courses:
 - i) passing percentage grades for Grade 10 courses;
 - ii) both passing and failing percentage grades for Grades 11 and 12; and
- in a semestered school, report the number of completed challenges for credit to the Ministry in the School September Report and the School March Report.

4. The Equivalency Process

4.1 The principal shall, in the process of deciding the student's placement, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

4.2 Principals shall ensure that equivalency credits are recorded in accordance with the OST Manual.

5. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Policy/Program Memorandum No. 129	March 25, 2003	
Ontario Secondary Schools, s. 6.6 and 8.2	<u>Date Revised</u> June 28, 2011 February 27, 2018	
