

## REGULATION 6162.9

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### PRIOR LEARNING ASSESSMENT: CHALLENGE AND EQUIVALENCY

#### I CHALLENGING FOR CREDIT

##### A. Purpose of Challenge

The purpose of **challenge** is to permit students to obtain full credits for a Grade 11 or 12 course **WITHOUT HAVING TO TAKE THE COURSE** because they have already acquired the appropriate learning elsewhere. All students are entitled to **challenge**; however, it is anticipated that only small numbers of students will be able to give strong and compelling evidence that they will succeed in the **challenge**, and that it is in their best interests. **Challenge** is not envisioned as a way for students to improve their course marks, nor as a replacement for the valuable experience a student gains by learning in a classroom setting.

##### B. Principles of Challenge

The principles providing a basis for **challenge** include the following:

1. Students learn in a variety of ways and at different rates.
2. The diverse needs and abilities of students should be acknowledged.
3. Relevant learning acquired by students outside school should be acknowledged.
4. Students should be able to demonstrate strong and compelling evidence that they are ready to **challenge for credit**.
5. Students should demonstrate that they have met the learning outcomes for the course being **CHALLENGED** to receive course credit.
6. The **challenge** process should maintain the high standards of a quality education.

7. Educators are responsible for outlining the expectations of the **Challenge**.

### C. Student Requirements for Challenge

1. The entire course must be **challenged**; a partial credit will not be granted through the **challenge** process.
2. Students will be granted only one opportunity to **challenge** a specific course.
3. Students must demonstrate in a variety of ways that they have met the prescribed learning outcomes of a course for the **challenge** to be successful.
4. Students will receive a letter grade and percentage mark for a successful **challenge**. These marks will be recorded on report cards and transcripts.
5. In order to **challenge** a course with a provincial examination, students must first successfully **challenge** the school portion of the mark. If successful, students will then be provided the opportunity to write the provincial examination at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.
6. The Board is not obliged to provide **challenges** for provincial or locally-developed courses not taught in the District.

### D. Student Eligibility For Challenge:

1. Students who have been enrolled previously in the course are in most circumstances not eligible to **challenge** it for credit.
2. Students arriving from other jurisdictions may **challenge for credit** where equivalency is not appropriate.
3. Adult students are able to **challenge for credit**.
4. A teacher may recommend a student for **challenge**.

### E. Student Approval For Challenge:

1. Through an application form **AT THE HOME SCHOOL** the student will provide a written explanation of how the **challenge** will meet the educational goals as set out in their Student Learning Plan.
2. Before approval to **challenge** a course is granted, students will complete the Checklist for Course **Challenge** at the Home School.
3. The approval for **challenge** must be made by the principal in consultation with the designated advisor, student's parents/guardians (if applicable), and the student.

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## **F. Assessing and Evaluating The Challenge**

1. To successfully **challenge for credit**, students must meet the same standards as those expected of students who take the course through regular classes.
2. Students will be awarded credit for a successful **challenge**, and receive a letter grade and percentage mark for the course according to the Ministry **Reporting Policy and Guidelines**, and the **Student Progress Report Order**.

## **G. Challenging Courses with Provincial Examinations**

Students may **challenge** courses with a provincial examination according to the following procedures:

- students should first **challenge** the school portion of the course mark;
- if the students are successful, then they can be given an opportunity to write the provincial examination at the first available examination date;
- the school must submit the school mark derived from the **challenge** process before the provincial examination is written as indicated in the Ministry's Handbook of Procedures;
- students may only write the provincial examination at the scheduled times set by the Ministry;
- students will be awarded credit for the course, and receive a letter grade and percentage mark for the course according to Ministry **Reporting Policy and Guidelines**, and the **Student Progress Report Order**.

## **H. When To Challenge**

Specific times during the year will be designated for students to **challenge** courses. Fees will be established in relationship to costs and ability to pay.

# **II. EQUIVALENCY**

## **A. Purpose of Equivalency**

The purpose of equivalency is to recognize valid credentials equivalent to the Grade 11 and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. All students who can provide a credential or documentation to support their equivalency request are entitled to an equivalency review. The equivalency process is not intended to

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recognize undocumented prior learning. Equivalency credit will only be granted if the prescribed learning outcomes from provincial and locally developed courses are met.

## **B. Principles of Equivalency**

The principles providing a basis for **equivalency** include the following:

1. Students learn in a variety of ways and at different rates.
2. The diverse needs and abilities of students should be acknowledged.
3. Relevant learning acquired by students outside school should be acknowledged.
4. Students must provide credentials or documentation to demonstrate that they have met the learning outcomes of the course requested for **equivalency**.
5. The **equivalency** process should maintain the standards of a quality education.

## **C. Student Requirements for Equivalency**

1. The credentials or documentation presented by the student must meet the learning outcomes of the Grade 11 or 12 course for which equivalency is sought.
2. All students are entitled to apply for a review of their credentials received from other educational jurisdictions and institutions outside the regular school system which match the prescribed learning outcomes from provincial or locally developed courses.
3. Students will receive a letter grade and percentage mark for a successful **equivalency** or a "**Transfer Standing**" if information is insufficient to assign a letter grade and percentage.

## **D. Student Eligibility for Equivalency**

Students are responsible for providing evidence of successful completion of a course or program of learning from other educational jurisdictions or institutions outside the regular system. Evidence is in the form of official credentials, documents, diplomas or certificates which show that the student has met the learning outcomes of the provincial or locally developed course for which equivalency is being applied.

When equivalency is not available, students may challenge for credit.

#### **E. Student Approval For Equivalency**

1. Through an application form **AT THE HOME SCHOOL** the student will provide a written explanation of how the **Equivalency** will meet the educational goals as set out in their Student Learning Plan.
2. Before approval for equivalency of a course is granted, students will complete the Checklist for Equivalency at the home school.
3. The approval for **equivalency** must be made by the principal in consultation with the designated advisor, student's parents/guardians (if applicable), and the student.

#### **F. Assessing And Evaluating Equivalency**

1. To gain successful equivalency the student must meet the same standards as those expected of students who take the course through regular classes.
2. Students will be awarded credit for a successful **equivalency** and receive a letter grade and percentage mark for the course according to the Ministry **Reporting Policy and Guidelines**, and the **Student Progress Report Order**. If there is insufficient evidence to award a letter grade and percentage, "Transfer Standing" will be awarded.

#### **G. When To Apply For Equivalency**

Specific times during the year will be designated for students to gain equivalency for courses. No fees will be charged for equivalency granted at the Home School. Fees will be established in relationship to costs and ability to pay if credentials or documentation provided require considerable time to process.

#### **H. Credit for Students who have left French Immersion**

##### **Upon completion of Français Langue 7 or 8**

If a student leaves a French Immersion Program after successfully completing Français Langue 7 or 8 then in accordance with District 61 Policy 5123, (Promotional Procedures--Secondary Schools) it is recognized that most of the outcomes of French 8, 9 and 10 will have been attained. The

student will be placed according to abilities and according to the offerings at the school. Prior to registration in French the student and parents must consult with the appropriate school-based personnel.

If the student wishes to be placed in French 12, then a requirement will be to participate in an interview in French with the teacher and to write a response in French, to a French reading provided by the teacher. If the teacher determines that the student has a reasonable chance of success in

French 12, then the student will be enrolled in a French 12 class for a trial of 12 hours of class time. If after this trial, the teacher feels the student is inappropriately placed, then, upon consultation with the parent and student, an adjustment to an appropriate placement may be made.

### **Upon completion of Français Langue 9 or 10**

Upon successful completion of Français Langue 9 or 10 students may, if leaving a French Immersion Program, choose one of the following options:

- a) Credit for French 11 Challenge--The mark to be reported to the Ministry of Education for French 11 Challenge is determined by averaging the best two of the previous three years' marks in Français Langue. Note that Français Langue 8 is the lowest level course to be used to calculate the average mark. If no percentage is available, the percentage used will be the mid-point of the percentage range for the letter grade. For example, a B would be reported as 79%;
- b) Credit for French 11 Challenge and Challenge to French 12--The mark will be determined as in a) and reported to the Ministry of Education as the final mark for French 11 Challenge as well as the school portion of the mark for French 12, enabling the student to write the Provincial Examinations;
- c) Credit for French 11 Challenge and enroll in French 12--If a student chooses this option, then the French 11 Challenge mark is calculated and reported to the Ministry of Education as described above;
- d) Enroll in French 11--Students may wish to choose this option to improve their grade.

### **LETTER GRADE FOR REPORTING EXTERNAL CREDITS**

When reporting to the Ministry of Education external credits for programs listed in the section “External Courses” of the Ministry of Education *Course Information: Grade 12 Transcripts and Examinations*, it is recommended the grade TS for

Transfer Standing be reported as the letter grade. No percentage need be reported.

This is in alignment with the Ministry’s Provincial Letter Grade Order dated April 30, 1996, which states, “TS may be granted by the administrative officer in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act.

## **PROCESSING STUDENT AND PARENTAL REQUESTS TO EXEMPT A STUDENT FROM A JUNIOR SECONDARY COURSE**

### **A. Rationale**

The District Mission Statement recognized that learning occurs in a wide variety of settings. In exceptional cases, students may have already met the prescribed outcomes of a specific subject offered in junior secondary grades. Further, the Principal has the authority to exempt students in exceptional circumstances.

In these exceptional cases, students may be considered for a process to exempt them for enrolling in a specific subject. In order to be exempted from the subject, the student must successfully complete the process outlined in B.

The School Principal has the authority and responsibility for determining if the student has provided sufficient proof to support the request for exemption.

Students granted exemption from enrolling in a course will have the grade reported for that course as Transfer Standing.

### **B. Process for Consideration to be exempted from Junior Secondary Physical Education**

Students must submit a portfolio containing:

- i) a practice and performance log detailing times, dates and performance results. The student must demonstrate a minimum of 100 hours of practice or performance over a period of one calendar year or one school year within an appropriate physical activity. The log must be verified and signed off by a coach or instructor accredited or recognized by the appropriate provincial sporting association verifying that an adult supervised the activities in the

log. The coach or instructor signing off the log cannot be an immediate family member of the student;

- ii) documentation explaining how the student has met approximately 80% of the learning outcomes prescribed in the Integrated Resource Package;
- iii) the exemption, if granted, is for one grade level only and must be updated and resubmitted if requested in additional years.

Reference: Ministerial Order 192/94, The Provincial Letter Grades Order  
GVSD Policy 6160, Fees/Charges to Schools  
GVSD Regulation 6160, Fees/Charges to Schools

*Greater Victoria School District*

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