

Prior Learning Assessment and Recognition (PLAR)



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PRIOR LEARNING RECOGNITION AND ASSESSMENT

PLAR is:

- An opportunity for students to obtain credit(s) toward the Ontario Secondary School Diploma for knowledge & skills acquired **outside of a secondary school classroom** through personal/educational experiences
- A formal **evaluation** and **accreditation** process of the Ontario Secondary Curriculum

PLAR is not:

- An opportunity to learn course content, guided by a teacher
- An independent study
- Based on the quantity of experiential learning or expertise in a discipline (e.g. athletics, arts)

Prior learning is assessed and evaluated to determine whether the student has met the [Ontario provincial curriculum expectations](#).

Students and parents should review the **overall** and **specific expectations** for the targeted course prior to submitting the ***Application Package***

Students may have extensive knowledge of a subject area that is not aligned with the Ontario curriculum on which they will be evaluated.



Who is eligible to challenge a credit?

- Students must be currently enrolled and attending a TDSB secondary school or Continuing Education program
- Students must have *completed* the prerequisite course prior to beginning the PLAR challenge (or in progress)

What courses can students challenge?

- Students can challenge any *grade 10, 11, or 12* course that is currently *taught* in the Toronto District School Board at a day school, and is developed from an Ontario Ministry of Education [curriculum document](#)

Students are eligible to challenge...

- A maximum of **four** credits through the PLAR challenge process
- A maximum of **two** credits in any one discipline

Students are not eligible to challenge courses:

- previously passed
- previously failed
- which overlap significantly with another completed course
- where a credit has been earned at a higher level

*** please see other exemptions on Fact Sheet**

Courses Excluded through PLAR

- Grade 9 and Level 1 Apprenticeship Training
- Transfer & Locally Developed Courses
- Cooperative Education Courses
- Multi-credit Technological Education
- International Baccalaureate
- English as a Second Language (ESL)
- English Literacy Development (ELD)
- Interdisciplinary (IDC) courses
- French as a Second Language (FSL) if the student has earned one or more credits in Français (French as a First Language)

NB: Extended/Immersion French students who challenge Core French will be removed from the Extended/ Immersion Program

How PLAR is recorded on the transcript + Full Disclosure

For Grade 10 Courses Challenged:

- Percentage grades for *successful challenges* are recorded

For Grade 11 & 12 Courses Challenged:

- Percentage grade for *successful & unsuccessful challenges* are recorded

May 1, 2026 is the last date for student to withdraw from the Challenge without a mark appearing on the transcript.

PLAR Process

The Student:

- **Access** the application online at on TDSB PLAR site.
<https://www.tdsb.on.ca/High-School/Guidance/PLAR/>
- **Consult** with your Guidance Counsellor when completing the Application
- **Submit** the application and all required documentation to the Guidance office by **4:00 pm on February 26, 2026**
- **Confirm** commitment to continue to the evaluation stage by **April 1, 2026** if the PLAR challenge application has been successful.

PLAR Process

The School:

- **Informs** students and parents of PLAR policies and procedures
- **Reviews application** prior to submission and confirms the package is ready for submission
- **Submits** the complete package to the PLAR office
- **Notifies** the student and family of successful and unsuccessful challenge application packages
- **Records** the final mark on the Ontario Student Transcript for students who have advanced to the evaluation step of the challenge

Application Package Includes:

A. Application Form

- Ontario Student Transcript
- Prerequisite completed
- Prerequisite in progress
- I.E.P. (where applicable)
- All signatures on form

Application Package Includes:

B. Knowledge and Skills Profile

- Two references
- Evidence of relevant learning related to overall curriculum expectations of the course
- Samples of work with the connection to overall curriculum expectations explained
- Student paragraph (100–200 words)



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PLAR APPLICATION FORM

(please complete and save this fillable form - pages 1 to 6)

EMAIL THIS COMPLETE PACKAGE TO YOUR GUIDANCE COUNSELLOR BY **FEB. 26, 2026 at 4:00pm**

Surname		Given Names	
TDSB Student No.		Ministry OEN #	
Home Address		Apt./Unit	City
		Postal Code	
Phone:	Grade	Day School	School Telephone
Date of Birth (day/month/year)		Gender	IEP (Individual Education Plan)
			<input type="radio"/> Yes <input type="radio"/> No
		ELL (English Language Learner)	
		<input type="radio"/> Yes <input type="radio"/> No	

I wish to challenge for credit for the following course:

Course Title	Course Code (5 digits)

I have previously challenged for course credit through PLAR:

☐ Yes ☐ No

Direction to Student – please include the following components in the application PACKAGE:

- a) PLAR Application Form and Checklist (Page 1, Page 2)
- b) Ontario Student Transcript (most recent)
- c) *Knowledge and Skills Profile:* a) References (Page 3) b) Evidence (Page 4) c) Samples of Work (Page 5)
- d) I.E.P. (if applicable)
- e) Student paragraph (100-200 words) stating why you want to challenge for credit for this course, indicating educational goals and special interests and skills related to the course (Page 6)

I am aware:

- That a failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript unless I withdraw from the challenge process **by Friday, May 1st, 2026.**
- That a passing or failing mark or a 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.
- That the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70% of the final mark, and other types of assessments worth 30% of the final mark.
- That my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document.
- 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.
- That I must meet the prerequisite for this course.
- That I can not re-submit an application.
- That I can not submit additional documentation during an appeal process. The appeal process will review the submitted documentation in the initial application before rendering a decision.

Student's Signature	Date	Parent/Guardian Signature	Date
<small>By typing your name above, you are agreeing that your typed signature is the legal equivalent of your manual signature for this application.</small>		<small>By typing your name above, you are agreeing that your typed signature is the legal equivalent of your manual signature for this application.</small>	



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CHECKLIST OF SUBMITTED REQUIREMENTS

Student Name: _____ School: _____

Guidance Contact: _____ Phone: _____ Ext. _____

Student: Please use this form to check that you have submitted the required documents

Guidance Counsellor: Please use this form to confirm that the student has submitted the required documents

ITEMS TO BE SUBMITTED	STUDENT (please check✓)	SCHOOL (please check✓)
Knowledge and Skills of Student Profile: (Related to MOE curriculum document for subject expectations and strands www.edu.gov.on.ca)		
a) Two (2) References (written in English)	<input type="checkbox"/>	<input type="checkbox"/>
b) Evidence of relevant learning	<input type="checkbox"/>	<input type="checkbox"/>
c) Multiple samples of student's work	<input type="checkbox"/>	<input type="checkbox"/>
d) Student paragraph (100 – 200 words)	<input type="checkbox"/>	<input type="checkbox"/>
1) Ontario Student Transcript	<input type="checkbox"/>	<input type="checkbox"/>
2) Prerequisite completed	<input type="checkbox"/>	<input type="checkbox"/>
3) Prerequisite in progress	<input type="checkbox"/>	<input type="checkbox"/>
4) I.E.P. (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
5) PLAR: Cumulative Tracking Record Entered (applicable to previously successful PLAR candidates only)	<input type="checkbox"/>	<input type="checkbox"/>
6) All Signatures on Form	<input type="checkbox"/>	<input type="checkbox"/>



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KNOWLEDGE AND SKILLS PROFILE - REFERENCES

Please [click here](#) to download the [Reference Letter Form](#). This form should be emailed to your referee for completion. The referee must email the completed [Reference Letter Form](#) back to you, the applicant.

You must include two (2) completed [Reference Letter Forms](#) with your PLAR Application.

NOTE: A parent/guardian is not considered an appropriate reference for a PLAR challenge.



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KNOWLEDGE AND SKILLS PROFILE - REFERENCE

THIS IS A FILLABLE FORM. PLEASE LOCK AND EMAIL THE COMPLETED REFERENCE TO THE APPLICANT. NOTE: A parent/guardian is not considered an appropriate reference for a PLAR challenge.

Name of Candidate:

Course Challenged:

Name of Reference:

REFERENCE CONTACT INFORMATION

Position / Title:

Address: Street City Postal Code

Telephone: E-mail:

How long have you known the candidate?

In what capacity? ☐ Teacher ☐ Instructor ☐ Personal Reference

☐ Other - Specify (i.e. coach, employer)

Has the candidate explained to you the nature of the PLAR challenge? ☐ Yes ☐ No

Has the candidate reviewed with you the [curriculum expectations](#) of the Ministry course being challenged?

☐ Yes ☐ No

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

☐ Yes ☐ No

Please comment (in English) on the appropriateness and likelihood of success regarding the PLAR challenge by the candidate:

Reference Signature: Date:

By typing your name above, you are agreeing that your typed signature is the legal equivalent of your manual signature for this application.

Lock Reference Form



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KNOWLEDGE AND SKILLS PROFILE - EVIDENCE OF RELEVANT LEARNING

(Programs, Courses or Experiences)

Name of Candidate: _____ Student No: _____

Course Challenged: _____

PLEASE LIST PROGRAMS, COURSES OR EXPERIENCES THAT YOU ARE SUBMITTING AS EVIDENCE IN YOUR PORTFOLIO:

Note: MULTIPLE courses/programs/experiences are required to meet curriculum expectations using the template below.

1. Course / Program / Experience: _____

Dates: _____

Contact Person: _____

(i.e. Instructor, Leader, Reference)

Describe your knowledge and/or skills that support your application for a PLAR challenge.

Space has been provided for one course/program/experience on this page. Duplicate pages have been provided to submit additional courses/programs/experiences, if applicable.

Samples of work may include video (.mp4), audio (.mp3), images (.jpg or .png), or writing (.doc, .pdf) samples. Samples must be submitted as shared files (hyperlinks) from the student's TDSB Google Drive. Set the sharing permission to 'TDSB - Anyone in this group with this link can view.'

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A R KNOWLEDGE AND SKILLS PROFILE - SAMPLES OF STUDENT'S WORK
(if applicable)

Name of Candidate: _____ Student No: _____

Course Challenged: _____

LIST AND EXPLAIN THE SIGNIFICANCE OF EACH SAMPLE OF WORK SUBMITTED.

Samples of work may include video (.mp4), audio (.mp3), images (.jpg or .png), or writing (.doc, .pdf) samples. Samples must be submitted as shared files (hyperlinks) from the student's TDSB Google Drive. Please set the sharing permission to 'TDSB - Anyone in this group with this link can view.'

Please use the template below to add samples as required. Duplicate pages have been provided for additional samples to be submitted. Please copy pages, if needed. There is no minimum or maximum number of samples required. Students must be able to demonstrate that all curriculum expectations have been covered in the submitted evidence.

Sample and Google Drive link	Type of Evidence (e.g. Journal, essay, podcast, performance, report, analysis, performance log, etc.)	Curriculum Expectations Satisfied/Covered (please refer to Ontario Curriculum documents at http://www.edu.gov.on.ca/eng/curriculum/secondary/) for overall expectations
1 Google Drive Link: _____		
Description of how this sample demonstrates knowledge and/or skills		
2 Google Drive Link: _____		
Description of how this sample demonstrates knowledge and/or skills		

Space has been provided for two samples on this page. Duplicate pages have been provided to submit additional samples, if applicable.



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STUDENT PARAGRAPH

Name of Candidate: Student No:

Course Challenged:

IN 100-200 WORDS, STATE WHY YOU WANT TO CHALLENGE FOR CREDIT FOR THIS COURSE,
INDICATING EDUCATIONAL GOALS, SPECIAL INTERESTS AND SKILLS RELATED TO THE COURSE

The Challenge Process: Next Steps


- **Scheduling & Coordination:** Once approved, the assessor and student will collaborate to schedule all required meeting times.
- **Time Commitment:** Students should expect **10–20 hours** of direct assessment and tasks.
- **Timeline Variables:** Total duration depends on:
 - Availability of student, assessor, and facility.
 - The depth and quality of evidence provided.

How You Will Be Assessed

Your assessor will design a customized assessment package using the Ontario Achievement Chart. You must demonstrate your proficiency through multiple methods (e.g., tests, interviews, or portfolios) across four key categories:


- **Knowledge & Understanding:** Subject-specific content and comprehension.
- **Thinking:** Use of planning and critical/creative thinking processes.
- **Communication:** The expression and organization of ideas and information.
- **Application:** The ability to transfer knowledge and skills to new contexts.

www.dcp.edu.gov.on.ca

Ontario 

Curriculum and Resources


Curriculum Assessment and Evaluation Resources Parents



Curriculum and Resources: Discover what students are learning

Access curriculum, resources, and parent information for kindergarten to Grade 12.


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Which curriculum are you looking for?

Elementary (K-8)


Secondary (9-12)

**American Sign Language as a Second Language**


[Read online](#)

**Canadian and World Studies**


[Read online](#)

**Computer Studies** **NEW**


[Read online](#)

**English** **NEW**


[Read online](#)

**First Nations, Métis, and Inuit Studies**


[Read online](#)

**Guidance and Career Education**

[Read online](#)

**Mathematics**

[Read online](#)

**Science**

[Read online](#)

As an example :Below is a summary of Expectations required to PLAR a Grade 10 Music Credit

Music, Grade 10

Open

AMU20

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

A. CREATING AND PERFORMING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. The Creative Process:** apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
- A2. The Elements of Music:** apply elements of music when performing notated and improvised music and composing and/or arranging music;
- A3. Techniques and Technologies :** use a variety of techniques and technological tools when performing music and composing and/or arranging music.

B. REFLECTING, RESPONDING, AND ANALYSING

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;
- B2. Music and Society:** demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities and cultures;
- B3. Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;
- B4. Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music.

C. FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Theory and Terminology:** demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;
- C2. Characteristics and Development of Music:** demonstrate an understanding of the history of various musical forms and of characteristics of music from around the world;
- C3. Conventions and Responsible Practices:** demonstrate an understanding of responsible practices and performance conventions relating to music.

PLAR Additional Resources

TDSB PLAR Website

<https://www.tdsb.on.ca/High-School/Guidance/PLAR/>

Ministry of Education
Website:

www.edu.gov.on.ca

Curriculum Website:

www.dcp.edu.gov.on.ca

PLAR Key Dates

STEP 1: APPLICATION PROCESS

January 14, 2026 – PLAR Challenge applications available online (<https://www.tdsb.on.ca/High-School/Guidance/PLAR>).

February 26, 2026 – Applications, with appropriate documentation, must be submitted by 4:00 pm to the school Guidance Office.

March 25, 2026 – Principal or school designate notifies applicants if their application was successful or unsuccessful in proceeding to step 2, the PLAR Assessment. Unsuccessful applicants may file an appeal within 5 days.

Successful applicants will move on to step 2 of the process.

April 1, 2026 – Final date for successful students to confirm, in writing, that they are committed to undertake the challenge process. Final date for unsuccessful students to file an appeal with their Learning Network Superintendent.

STEP 2: ASSESSMENT PROCESS

April 7, 2026 to April 10, 2026 – PLAR Assessors contact students to schedule assessments.

April 13, 2026 to May 8, 2026 – Students complete PLAR Assessments

May 1, 2026 – Last date for students to withdraw from Challenge without a mark appearing on transcript.

May 27, 2026 – Students to receive final mark

Q & A

Subject-based questions will be addressed during the subject-specific Breakout sessions immediately after this presentation.

Ready to Challenge? Next Steps

After learning more in the breakout session, and after you have reviewed and understood the requirements of the PLAR process, please complete the Application forms and portfolio package attachments with appropriate documentation to your home school guidance office by **4:00 p.m on February 26, 2026.**

If you require more information or assistance please connect with your school's **Guidance department.**

Program Coordinator Contact Information

**The Arts: Dance, Drama, Media Arts, Music,
Visual Arts**

Miranda.Blazey@tdsb.on.ca

English

George.Janeteas@tdsb.on.ca

French and International Languages

Liliana.Martins@tdsb.on.ca

Health & Physical Education

Kevin.Dunn@tdsb.on.ca

Mathematics & Computer Science

Jason.To@tdsb.on.ca

Science

Marsha.Ireland@tdsb.on.ca

**Social and World Studies &
Humanities**

Melissa.Moorhouse@tdsb.on.ca

Tech & Business

James.Corbett@tdsb.on.ca

We wish you good luck!

