

Course Challenge Information from the Guide to Education, pages 130 & 131

Course Challenge

Course challenges are intended to

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools

The **course challenge** provision allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The **course challenge** process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

PROGRAM ADMINISTRATION AND DELIVERY

AWARDING COURSE CREDITS

Definitions

Assessment refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of the student's work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence.

Course sequence refers to a sequence of courses that together constitute a complete set of prerequisites (e.g., French Language Arts 10-1, 20-1, 30-1).

Summative evaluation refers to the final evaluation of learning outcomes.