Communications I

ENL1813M

(PLAR) Prior Learning
Assessment & Recognition
Student Resource Guide

www.algonquincollege.com/PLAR

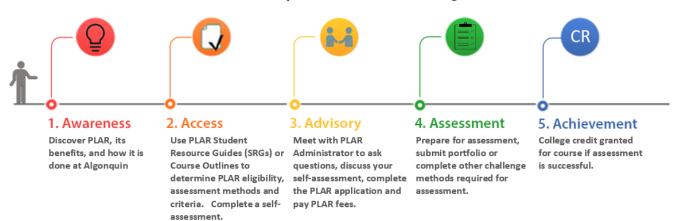# PLAR Steps: 5 A's To Credit Recognition

1. Awareness
Discover PLAR, its benefits, and how it is done at Algonquin

2. Access
Use PLAR Student Resource Guides (SRGs) or Course Outlines to determine PLAR eligibility, assessment methods and criteria. Complete a self-assessment.

3. Advisory
Meet with PLAR Administrator to ask questions, discuss your self-assessment, complete the PLAR application and pay PLAR fees.

4. Assessment
Prepare for assessment, submit portfolio or complete other challenge methods required for assessment.

5. Achievement
College credit granted for course if assessment is successful.

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Prior Learning Assessment & Recognition (PLAR) Student Resource Guide

Information Section

Information to help a student decide whether PLAR is an option for them for:

Communications 1: ENL1813M

Introduction

The purpose of this resource guide is to help you follow the five steps of the Prior Learning Assessment and Recognition (PLAR) process for ENL1813M:

1. Awareness – Understand PLAR and how it can benefit you.
2. Access – Self-assess against course requirements and review PLAR assessment criteria.
3. Advisory – Meet with PLAR Administrator to discuss questions, application and fees.
4. Assessment – Submit portfolio for evaluation or complete challenge process.
5. Achievement – Credit recognition granted if assessment is successful.

Start by examining the course description and learning outcomes for the course, and then review and complete the self-assessment checklist. If you feel you are a potential candidate the next step is to meet with the PLAR administrator where you will be informed of assessment procedures. Use this guide as a reference to help you build your portfolio.

*Please Note: This Resource Guide is <u>only</u> for **Communications I (ENL1813M) PLAR**.

Exemptions

If you have previously taken a course through a recognized post-secondary institution in this subject area, you may be eligible for a course exemption. This is different from the PLAR process. You must complete a request for an exemption through the Registrar's Office. For more information visit the Registrar's Office. http://www3.algonquincollege.com/ro/apply-to-college-and-program-eligibility/advanced-standingexemptions/

💡 Step 1: Awareness

Step 1: Awareness – Explore PLAR

PLAR (Prior Learning Assessment and Recognition) is designed for people who have acquired significant knowledge and skills in different learning settings and experiences outside of traditional accredited post-secondary institutions. You should be able to use this knowledge and these skills in a variety of new settings. If you have acquired such skills and knowledge, then you have the opportunity to prove your learning that relates to the applicable course learning requirements assessed and possibly recognized in the form of academic credit.

Other than in formal classroom situations, learning can be gained through:

- ✓ Employment experience
- ✓ Military training or service
- ✓ Travel or work in different jurisdictions or countries
- ✓ Volunteer work or community service
- ✓ Online learning, seminars, corporate training and workshops
- ✓ Professional development, skills training, non-degree programs
- ✓ Self-directed learning such as reading, research

Possible Benefits of PLAR

- Accelerate program of study completion.
- Save time by taking fewer classes.
- Gain confidence and self-esteem from having your previous accomplishments recognized.
- Strengthen the links between your formal studies and your work and life experience.
- May decrease time to graduation.
- May reduce the cost of education.
- Offers a reflective learning experience for future success.

✅ Step 2: Access

Step 2: Access – Review Course Learning Requirements and Self-Assess
Communications I: (ENL1813M)

Course Description

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent learning, students practice writing, speaking, reading, listening, locating and documenting information and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

Course Learning Requirements

1. Plan, write, revise, and edit short documents and messages that are organized, complete, and tailored to specific audiences.
2. Plan and deliver short, organized spoken messages and oral reports tailored to specific audiences and purposes.
3. Interpret and reframe information gained from spoken messages in ways that show accurate analysis and comprehension.
4. Use effective reading strategies to collect and reframe information from a variety of written materials.
5. Locate, select, and organize relevant and accurate information drawn from a variety of sources appropriate to the task.
6. Integrate and document information using commonly accepted citation guidelines.
7. Select and use common, basic, information technology tools to support communication.

After reading the course description and learning requirements, you may be asking yourself, *"What does this mean for ME?"* The self-assessment will help you determine what you have done in the past that might qualify you for a PLAR credit in this course.

Self-Assessment

This self-evaluation is designed to assist you in determining whether you have prior learning that might be used to prove competence to achieve credit for this course. Review the following statements below. Give yourself one mark for each statement you feel you have demonstrated at a post-secondary level from prior learning. Add your score at the end and compare your total to the scoring scale below.

I have…

1. Planned, written, revised, and edited a business memo and/or a business email using common technology tools and software and have applied the proper use of sentence structure, grammar, and punctuation.
2. Planned, written, revised, and edited a correctly formatted business message in one of the following forms: informal report, procedural memo, indirect negative news message, or indirect persuasive message and have applied the proper use of sentence structure, grammar, and punctuation.
3. Planned and delivered a short oral presentation to a specific audience and for specific purposes.
4. Communicated a business message via voice messaging.
5. Located and used appropriate primary and secondary sources and organized the resulting information with appropriate APA citations.
6. Paraphrased, summarized, and reformatted information collected from written materials and have applied the proper use of sentence structure, grammar, and punctuation.

Total: _____ / 6

Compare your results with the scoring scale below to determine your likelihood of obtaining credit for this course through PLAR. Please note that in most programs in Business, the ability to speak clearly and correctly and the ability to write properly documented original business messages are essential for success within the program.

Scoring	Scale
5-6	You are a good candidate to proceed with the PLAR process. Continue to Step 3 in this guide.
4	You may need additional prior learning to be successful in completing the PLAR process. Please meet with the PLAR administrator.
0-3	You are unlikely to be successful in completing the PLAR process. It is recommended that you enroll in the course.

🤝 Step 3: Advisory

Step 3: Advisory - Meet with the PLAR Administrator

If, after you have completed the self-evaluation in Step 2, your score was five or higher, the next step is to go to the PLAR office to meet with the PLAR Administrator. The PLAR Administrator will discuss your self-evaluation results with you and provide details on completing the application, fees and the assessment process. You may then decide to proceed with the PLAR process or register for the course.

📋 Step 4: Assessment

The assessment process for ENL1813M includes the following components:

   a) a Portfolio submission
   b) an oral presentation, and
   c) a grammar test.

Portfolio Submission

The portfolio is a binder of information which describes your relevant experience, identifies and analyzes your learning achievements as they relate to the course learning requirements, and provides validation through a collection of documents that provide evidence of your learning.

In this option, to achieve credit recognition for ENL1813M through the PLAR process, you need to submit a portfolio which includes:
   1. An introductory letter,
   2. Résumé
   3. Documents that prove your learning against course requirements (see below).

Portfolio Requirements

Components of Portfolio	Mastery	Satisfactory	Minimal	Unsatisfactory
A) Introductory Letter				
B) Resume				
C) Documents to satisfy CLRs				

Each component of the portfolio must meet a minimum of satisfactory level. (Rubrics/Scoring Charts are available in the Resource Section of this SRG.)

Documents to Satisfy/Validate Meeting the CLRs (Course Learning Requirements):

i. A correctly formatted business memo or professional email that you have written
ii. A correctly formatted business letter
iii. Evidence (video recording or supervisor testimony) that you have delivered an effective oral business presentation(s) to a live audience
iv. Evidence that you have conducted both primary and secondary research and have documented that research using an accepted method of citation.

*further detail available in the Resource Section (includes: specifics of portfolio development and rubrics/scoring charts for assessment)

b) Oral presentation

A 15-20 minute oral presentation *with visuals*

c) Grammar test

A written test which must be completed within an allotted time.

CR Step 5: Achievement

Step 5: Achievement - Credit Recognition

Once the portfolio is assessed, you will be notified of the results by the PLAR Office. The assessor will have completed a form detailing his/her assessment. That information is available to you. The grade CR will appear on your transcript if the assessment criteria has been met.

For More Information:

Please contact the PLAR Office
Phone: (613) 727-4723 x 7027
plar@algonquincollege.com

PLAR information:
http://www3.algonquincollege.com/plar/
http://www3.algonquincollege.com/directives/policy/prior-learning-assessment-and-recognition/

Prior Learning Assessment & Recognition (PLAR) Student Resource Guide

PLAR Process Resources

Support for the student once the decision has been made to proceed with PLAR

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Portfolio: Information

Contact the PLAR Administrator prior to assembling your portfolio.

The following guidelines are provided to assist you in the assembly of a portfolio for Prior Learning Assessment and Recognition. Read the guidelines carefully and include each component as described in these guidelines.

What is a portfolio?

The portfolio is a binder of information which describes your relevant experience, identifies and analyzes your learning achievements as they relate to the course learning requirements, and provides validation through a collection of documents that provide evidence of your learning.

The Portfolio must adequately:

- Identify/describe your relevant learning accomplishments (knowledge, skills, competencies, abilities).
- Show a match between learning accomplishments and the requirements of the course.
- Prove these learning accomplishments with supportive documents.

What are the Essential Components of an Educational Portfolio?

1. Title Page

2. Introductory Letter

3. Résumé

4. Index to Documentation

5. Documents to Support the Course Learning Requirements

      i)   Required documents list
      ii)   Additional documents

1. **Title Page**

➢ The portfolio title page should include the following components:
  ➢ The name of the course for which you are submitting your portfolio
  ➢ Your name and address, phone number, and email address
  ➢ Your student number, if applicable
  ➢ The date of submission of the portfolio
  ➢ A (signed and dated) declaration of accuracy and verification

> **I declare that all of the information in this portfolio is accurate and true.**
> **I hereby present this portfolio of evidence of learning, and commit that all documents have been developed by me (in whole or in part, as indicated) during my prior learning.**

2. **Introductory Letter**

➢ Write a maximum of two pages.

➢ Use business format.

➢ Introduce yourself and the purpose for the portfolio (i.e. To obtain credit in _Course 1813M). Convince the assessor that you have mastered the skills taught within ENL1813M. Demonstrate your ability to distinguish between experience and learning. If you worked in a confidential environment you may wish to mention that and detail what sorts of documents are included in the portfolio.

3. **Résumé**

➢ The résumé is a general summary of your education and employment background.

➢ It should be written to emphasize your strengths and abilities and to highlight your accomplishments as they relate to the CLRs (Course Learning Requirements).

➢ The following areas of information should be included:

  ➢ education

  ➢ work experience

  ➢ activities and interests

  ➢ career aims or goals

  ➢ references

4. Index

This section is a key element in the portfolio. It organizes your evidence to prove your learning meets the CLRs. Credit is awarded for the learning that has resulted from workplace experience and other ways of learning.

The following is an example of the template you should use to describe how your learning matches the course learning requirements and embedded knowledge and skills which are listed in the course outline. Use an A to Z method of organizing your documents.

CLR Number	Course Learning Requirement	Where the learning was acquired and/or demonstrated.	What documents will verify learning	Index Tabs A - Z
1	Plan, write, revise, and edit short documents and messages that are organized, complete, and tailored to specific audiences.			
2	Plan and deliver short, organized spoken messages and oral reports tailored to specific audiences and purposes.			
3	Interpret and reframe information gained from spoken messages in ways that show accurate analysis and comprehension.			
4	Use effective reading strategies to collect and reframe information from a variety of written materials accurately.			
5	Locate, select, and organize relevant and accurate information drawn from a variety of sources appropriate to the task.			
6	Integrate and document information using commonly accepted citation guidelines.			
7	Select and use common, basic information technology tools to support communication.			

NOTE: One document may satisfy more than one CLR (Course Learning Requirements).

Information included in this index should be reflected in both the Introductory Letter and Resume.

5. <u>Documents to Support the Learning</u>

The purpose of the documentation section of your portfolio is to provide evidence of the learning you have described in the Index. Just as students in a classroom must provide evidence of their learning in the form of book reports, oral presentations, research papers or test results, so you will be expected to demonstrate that you really possess the knowledge or skills you claim to have. The documents should be filed under A-Z index tabs.

<u>Documentation to be included:</u>

Documents to Satisfy/Validate Meeting the CLRs (Course Learning Requirements):
  i. A correctly formatted professional document that you have written.
  ii. A correctly formatted letter of request that you have written.
  iii. Evidence that you have delivered an effective oral presentation(s) to a live audience
  iv. Evidence that you have conducted primary and secondary research and have documented that research using an appropriate method of citation.

Documentation can be either Direct or Indirect

Direct Documentation refers to products you have created, presentations you have given, reports you have written, or any business communication you have produced. In most cases, direct documentation serves as the strongest evidence that you really do know what you say you know or have the skills you say you have. If the document was not created by you alone, you must clarify your role in its development and completion.

Examples of direct documentation include:

➢ Letters, emails, memos, articles, blog entries, reports, advertisements or other professional messages you have compiled and written, in whole or in part, with a number of these necessitating significant research

➢ Video or audiovisual tapes of speeches, talks, training or other presentations you have given

Indirect documentation is usually information about you and your accomplishments. It can take the form of:

➢ Letters written on your behalf by employers, co-workers business partners, business consultants, teachers, church, community or government leaders, or professional association members

➢ Commendations you may have received (awards, medals, official recommendations)

➢ Official personnel evaluations by your supervisor

➢ Transcripts showing test results of post-secondary non-credit courses passed or documentation indicating completion of a training program

➢ Industry or newspaper articles about you

Weak sources of documentation, which should be avoided, include:

➢ Letters from family members

➢ Newspaper clippings about events in which you say you participated but which do not mention you; or job evaluations that are not specific about what you actually did or what skills you exhibited; an evaluation that merely states you were a good employee, or even a superb employee, is poor documentation for your skills and learning.

How do I put the Portfolio together?

The basic principle that should guide you in putting together your portfolio is this: **make it easy for the reader/assessor to understand. Your audience should always be kept in mind.**

Selective: Only those facts, documents, and data which are directly connected with your credit request should be included in the portfolio. Avoid redundancy. Note: One document may satisfy more than one CLR (Course Learning Requirements).

Organized: Documents should be organized according to the Portfolio Index.

Neat, grammatically correct and clearly written: It must be word processed for appearance and ease of revision. Don't submit a handwritten document.

Submitting the Portfolio

The portfolio should be submitted to the PLAR Office. The portfolio will be examined to determine if all the components outlined in this guide are in place. In addition, the documentation section will be reviewed to determine if there is a clear link to the course learning requirements. If the documentation does not appear to be sufficient, you may need to supplement the documents provided.

The application form must be completed and payment made to the PLAR Office before the portfolio is forwarded to the assessor.

Portfolio Requirements

The portfolio is a binder of information which describes your relevant experience, identifies and analyzes your learning achievements as they relate to the course learning requirements, and provides validation through a collection of documents that provide evidence of your learning.

In this option, to achieve credit recognition through the PLAR process, you need to submit a portfolio which includes:
1. An introductory letter, résumé and documents that prove your learning against course learning requirements.
2. Documents to satisfy the Course Learning Requirements (CLRs). These documents should be of sufficient number, strength, and depth.

Portfolio Requirements

Components of Portfolio	Mastery	Satisfactory	Minimal	Unsatisfactory
A) Introductory Letter				
B) Resume				
C) Documents to satisfy CLRs				

Each component of the portfolio has its own rubric/scoring chart. Scores will be calculated from each section of this individual rubric, for each component, to determine if a Satisfactory level has been achieved. If it has been achieved, an overall satisfactory will be given for that component.

All components of the portfolio must achieve this overall satisfactory level in order for the portfolio to be assessed as satisfactory.

Introductory Letter Rubric (ENL1813M)

Task: Using the information from your Portfolio Index, create an introductory letter (maximum two pages) which highlights your skills and experience and describes how this learning proves you have met all the CLRs of ENL1813M.

	Unsatisfactory	Minimal	Satisfactory	Mastery
Format	Does not resemble a business letter—few requirements met . - block style - correct placement and punctuation of heading, inside address, salutation, body, closing, signature block **More than four errors** 0-2	Complies with several requirements for a business letter - block style - correct placement and punctuation of heading, inside address, salutation, body, closing , signature block **Three to four errors** 2-5	Complies with almost all requirements for a business letter - block style - correct placement and punctuation of heading, inside address, salutation, body, closing, signature block **One to two errors** 3-4	Complies with all requirements for a business letter - block style - correct placement and punctuation of heading, inside address, salutation, body, closing, signature block **No errors** 5
Opening Paragraph: Introduces you and the purpose of the portfolio.	-the most important information is not presented 0-2	-the most important information is presented but obscured by long lead-in or irrelevant or misplaced information 2.5	-the most important information is presented but lacks clarity and/or succinctness 3-4	-the most important information is presented in a succinct, clear manner 5
Body: Convinces the assessor that you have mastered the skills taught within ENL1813m. Demonstrates your ability to distinguish between experience and learning.	-lack of required information -main idea is unclear -lack of coherence, clarity, organization, logic 0 – 2	-some required information is presented -several problems with clarity, coherence, logic, organization of details 2-5	-most required information is presented -details are sufficiently organized and communicated 3-4	-all information is presented clearly and succinctly addresses main idea -all details are well-organized, coherent, logically presented 5
Closing Paragraph: Wording is tailored to the reader, the information, and the situation. Closing is pleasant, positive, and confident.	-no mention of the required elements or some mentioned but major problems with clarity and/or tone 0-2	-two of the required elements are missing or one missing but major problems with clarity and/or tone 2-5	-one required element is missing or all expressed but minor problems with clarity and/or tone 3-4	-all elements are stated clearly and with a positive tone 5

Spelling/Grammar **Major**: run-on sentences, sentence fragments, comma splices, faulty sentence construction, verb tense and agreement errors, pronoun errors, modifier errors **Minor**: spelling, capitalization, and punctuation errors	More than four errors in: -grammar/syntax -spelling -tone -punctuation/capitalization -appropriate business language	Three to four errors in: -grammar/syntax -spelling -tone -punctuation/capitalization -appropriate business language	One to two errors in: -grammar/syntax -spelling -tone -punctuation/capitalizatio n -appropriate business language	No errors in: -grammar/syntax -spelling -tone -punctuation/capitalizati on -appropriate business language
	0 - 2	2-5	3-4	5

To gain a PLAR credit, the letter must be written at a minimum of a fully satisfactory level.

Fully Satisfactory >/= 17.5/25

Résumé Rubric (ENL1813M)

Task: Provide a résumé, or general summary, of your work, education, and interests which **show you have a minimum of two years of experience at a postsecondary level** where you have used strong communication skills. It should be written to emphasize your strengths and abilities and to highlight your accomplishments as they relate to the CLRs.

	Unsatisfactory	Minimal	Satisfactory	Mastery
Format: ▪ Consistent formatting is used throughout (font, line spacing, white space, capitalization, headings, subheadings). ▪ White space frames the different sections to draw the reader's eye. ▪ Bullet pattern is consistent and creates an even border between bullet point and text. ▪ Font is professional and no smaller than 12 points.	**More than four errors** 0-4	**Three to four errors** 5	**One to two errors** 6-8	**No errors** 9-10
Organization: ▪ Organizational pattern is helpful to the assessor. ▪ Resume adheres to rudimentary resume standards. ▪ Order of points is logical and most important information is presented first. ▪ Points are organized beneath appropriate headings.	**More than four errors** 0-4	**Three to four errors** 5	**One to two errors** 6-8	**No errors** 9-10

	More than four errors	Three to four errors	One to two errors	No errors
Content: ▪ Content is well-developed, specific, and relevant to the main idea and purpose of the document. ▪ Action-oriented verbs are used to present transferable skills. ▪ Skills, experience, and education at the postsecondary level are listed. ▪ Points clearly capture the relevance of work which has been done. ▪ No useless information has been included.	0-4	5	6-8	9-10
Style: ▪ Tone, flow, sentence structure, and word choice are all skillfully employed to suit the assessor and purpose. ▪ Standard English is used. ▪ Parallel structure is used in all lists. ▪ Tone is positive and professional. ▪ Wording is concise and clear.	**More than four errors** 0-4	**Three to four errors** 5	**One to two errors** 6-8	**No errors** 9-10
Spelling/Grammar **Major**: run-on sentences, sentence fragments, comma splices, faulty sentence construction, verb tense and agreement errors, pronoun errors, modifier errors **Minor**: spelling, capitalization, and punctuation errors	More than four errors in: -grammar/syntax -spelling -tone -punctuation/ capitalization -appropriate business language 0 - 4	Three to four errors in: -grammar/syntax -spelling -tone -punctuation/ capitalization -appropriate business language 5	One to two errors in: -grammar/syntax -spelling -tone -punctuation/ capitalization -appropriate business language 6 - 8	No errors in: -grammar/syntax -spelling -tone punctuation/ capitalization -appropriate business language 9 - 10

To gain a PLAR credit, the resume must be written at a minimum of a fully satisfactory level.

Fully Satisfactory >/= 35/50

Written Examples (ENL1813m)

Task: Provide 5-10 examples of your written work. These examples must show diversity of writing, correct grammar, layout, and professional skills. At least two (2) examples must include some level of research.

Components	Unsatisfactory	Satisfactory	Mastery
FORMAT	-Title absent -Paragraphs not defined -Indentations and quotes not set off -layout is uneven or difficult 0-2	-Title is in place but not concise -Some paragraphs not well defined -Layout, including quotes, not consistent 3-4	-Title is correctly aligned and relevant -Paragraphs are well defined -Layout, including quotes, are consistent and even 5
OPENING	-first paragraph doesn't contain main idea 0-2	-first paragraph: contains main idea but has long lead-in 3-4	-first paragraph: main ideas presented directly and clearly 5
CLOSING	-doesn't have a closing paragraph -incomplete close or cliché -closing inappropriate 0-2	-closing brief but adequate 3-4	- closing paragraph connected to first paragraph and contains friendly, original thought or idea -contains all necessary information 5
BODY	-information not complete, not accurate, poorly presented -list is poorly organized so that clarity and comprehension are obscured 0-2	-information complete but presented in unclear manner -organization of information not coherent -list organized but untidy or poorly formatted 3-4	-details and explanation complete -well organized -clear and concise -list well formatted, well organized, and complete 5
SPELLING/GRAMMAR **Major**: run-on sentences, sentence fragments, faulty sentence construction, verb tense, agreement and pronoun errors **Minor**: spelling, capitalization, and punctuation errors	Four or more errors in: -grammar/syntax -spelling -tone -punctuation/ capitalization -appropriate business language 0-2	One to three errors in: -grammar/syntax -spelling -tone -punctuation/ capitalization -appropriate business language 3-4	No errors in: -grammar/syntax -spelling -tone punctuation/ capitalization -appropriate business language 5
RESEARCH Basic research for a short paper, or more advanced research in a longer work	No research on any of the submitted work or very minimal research. 0-2	Research on only one of the submitted works 3-4	Excellent and inclusive research on at least two of the papers submitted 5

To gain a PLAR credit, the email or memo must be written at a minimum of a fully satisfactory level.
Fully Satisfactory >/= 24/30

"Once your Portfolio is submitted for assessment you will be contacted to schedule a time for your Presentation and Grammar Test, both done on the same day".

Presentation: Information

The candidate will give a 15-20 minute oral presentation *with visuals* (see rubric below).

Oral Presentation Rubric (ENL1813m)

	Unsatisfactory	Minimal	Satisfactory	Mastery
Delivery: ▪ Voice is clear, expressive, and appropriately paced. ▪ Facial expression and gestures support rather than distract from the content. ▪ Eye contact is natural and consistent. ▪ Professionalism is apparent. ▪ Timing is appropriate ▪ Delivered, not read.	**More than four errors** 0-4	**Three to four errors** 5-6	**One to two errors** 7-8	**No errors** 9-10
Organization: • Placement and order of supporting points show a clear progression from the beginning through to the conclusion. • Logical and appropriate to the audience and purpose • Presentation has a 3-part structure: introduction, body, and conclusion. • Introduction contains a motivation to listen, a clear controlling idea and an overview of pints to be discussed. • Conclusion effectively ends the presentation with summary of main points and final thought.	**More than four errors** 0-4	**Three to four errors** 5-6	**One to two errors** 7-8	**No errors** 9-10

Content:				
• Specific and relevant to the main idea, the audience, and the purpose of the presentation. • Content is well-developed. • Points show depth of thought and/or research. • Any researched information is connected to your own ideas. • Visuals are included.	**More than four errors** 0-4	**Three to four errors** 5-6	**One to two errors** 7-8	**No errors** 9-10
Language:				
• Tone, flow, sentence structure, and word choice are all skillfully employed to suit audience and purpose. • Standard English is used throughout. • Transitions are well used. • There is no awkward phrasing.	**More than four errors** 0-4	**Three to four errors** 5-6	**One to two errors** 7-8	**No errors** 9-10

To achieve credit, the presentation must be at or exceed the fully satisfactory level (30/40).

Grammar Test: Information

The multiple choice grammar test is conducted following the oral presentation. You will have 120 minutes to complete the test. It will assess your skills in the following areas:

- Punctuation
- Pronoun Case
- Subject-Verb Agreement
- Misused Words
- Plurals and Possessives

A minimum grade of 65 out of a possible 100 points must be achieved to be granted credit.

Level of Performance Requirement for

Course Credit:

In order to achieve a "Credit" for this course through PLAR, the following requirements must be met:

1. An overall 'Satisfactory' level on the complete portfolio; plus

2. 75% on the oral presentation; and

3. 65% on the grammar test.