

# Self Assessment of Core Competencies

SECONDARY





# INTRODUCTION

The purpose of this document is to clarify and outline current thinking and direction related to the core competencies identified in BC's renewed curriculum. It is a framework for thinking, providing Surrey educators with starting points for reflection, deliberation, discussion and learning. Its goals include:

- Building understanding of the core competencies;
- Outlining guiding principles for student self-assessment of core competencies;
- Stressing the importance of engaging students in on-going self-assessment of core competencies throughout the school year;
- Clarifying the relationship between core competencies and curricular competencies;
- Providing options for ongoing and year-end self-assessment of core competencies, including:
  - Questions and prompts that help students reflect on their learning;
  - Student samples and frameworks for documenting student self-assessment.

# CORE COMPETENCIES

Core competencies are sets of intellectual, personal, social and emotional proficiencies that all students need to develop in order to engage in deep and life-long learning. In BC's redesigned curriculum, the core competencies have been identified and categorized as follows:



## COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.



## THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- creative thinking
- critical thinking



## PERSONAL & SOCIAL

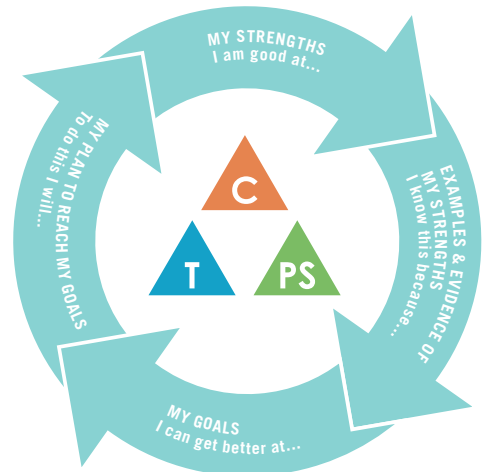
The personal and social competency includes

- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

## GUIDING PRINCIPLES

The Student Reporting Policy requires all students (K to 9) to complete a self-assessment of the core competencies at the end of the school year. The goal of the self-assessment requirement is for students to describe themselves as learners in relation to the core competencies and to gain greater ownership of their learning. The following guiding principles highlight key beliefs concerning student self-assessment of core competencies in all areas of learning.

- Through explicit teaching and modelling, teachers develop the language of the core competencies with their students.
- Ongoing self-assessment of core competencies in authentic classroom experiences help students develop ownership of their learning.
- As students become increasingly involved in classroom self-assessment, it is a natural extension for their reflections and insights to become a part of reporting at the end of the school year.
- Student self-assessment of core competencies can take many forms and may focus on one, a few, or all of the core competencies.
- Students, teachers and schools have flexibility in the format of the year-end self-assessment. Some examples include:
  - Written summary
  - Portfolio review
  - Self-assessment transcribed by the teacher
  - Mindmap or graphic organizer of student's strengths and goals
  - Video of a teacher and student interview
  - Student-created video outlining assessment of the core competencies
- Students, teachers and schools have flexibility in the documentation and storage of the year-end self-assessment documents and/or artifacts. At the secondary level these include:
  - Attaching a hard copy of the self-assessment document to the MyEdBC Report;
  - Submitting the self-assessments online in MyEdBC through the portal;
  - Importing the student self-assessment to a digital portfolio (Ex: FreshGrade).



# RELATIONSHIP BETWEEN CORE & CURRICULAR COMPETENCIES

The core competencies are foundational and evident in all areas of learning. When teachers focus on developing the skills and processes outlined in the curricular competencies of a specific area of study, they are developing the core competencies within that area of learning. As illustrated below, the core competencies are embedded, connected and integrated into the curricular competencies of each discipline at all grade levels. Please note these are examples and demonstrations of the relationship; they are not an exhaustive list.

 <b>COMMUNICATION</b>	 <b>THINKING</b>	 <b>PERSONAL &amp; SOCIAL</b>
	<b>Grade 8 - Applied Designs, Skills, and Technologies, ADST</b> <ul style="list-style-type: none"> <li>Evaluate their product against their criteria and explain how it contributes to the individual, family community, and/or environment</li> </ul>	
	<b>Grade 8 - Arts Education</b> <ul style="list-style-type: none"> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> </ul>	
	<b>Grade 8 - Core French</b> <ul style="list-style-type: none"> <li>Describe similarities and differences between their own cultural practices and traditions and those of the Francophone communities</li> </ul>	
	<b>Grade 8 - English Language Arts</b> <ul style="list-style-type: none"> <li>Develop an awareness of the protocols and ownership associated with First People's texts</li> </ul>	
	<b>Grade 8 - Science</b> <ul style="list-style-type: none"> <li>Experience and interpret the local environment</li> </ul>	
	<b>Grade 9 - Career Education</b> <ul style="list-style-type: none"> <li>Apply decision-making strategies to a life, work or community problem and adjust the strategies to adapt to new situations</li> </ul>	
	<b>Grade 9 - Français Langue Seconde - Immersion</b> <ul style="list-style-type: none"> <li>Create a text with the aim of evoking feelings or emotions</li> </ul>	
	<b>Grade 9 - Math</b> <ul style="list-style-type: none"> <li>Use mathematical arguments to support personal choices</li> </ul>	
	<b>Grade 9 - Physical and Health Education</b> <ul style="list-style-type: none"> <li>Describe how students' participation in physical activities at school, at home and in the community can influence their health and fitness</li> </ul>	
	<b>Grade 9 - Social Studies</b> <ul style="list-style-type: none"> <li>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, &amp; beliefs</li> </ul>	

# PROMPTS FOR REFLECTING ON CORE COMPETENCIES

To increase a student's ability to engage in reflection and self-assessment, it is important that teachers are intentional in addressing and building the language and understanding of the core competencies. Reflective prompts, criteria and conversations that are strength-based and ask open-ended questions are critical in helping students increase their ability to engage in self-reflection and self-assessment. The following examples are a series of questions and prompts aimed at helping students reflect on the core competencies. By no means is this an exhaustive list.

For more ideas in customizing and generating questions and prompts, view the full profiles of the core competencies at <https://curriculum.gov.bc.ca/competencies>.

## COMMUNICATION

- Describe a form of communication you are proud of. What would you like others to notice about it?
- Describe ways that you contribute to discussions.
- Explain what you do when you disagree with someone in your group. How did you learn this strategy?
- Describe how you share ideas and questions.

## CREATIVE THINKING

- What strategies do you use when you want to generate ideas? How do you develop your ideas?
- Talk about something you designed. If you did it all over again, what adjustments would you make?
- What helps you get new ideas?
- Describe the environment you like to be in when you are coming up with new ideas?

## CRITICAL THINKING

- Describe a problem that you solved. What choices did you make that made a difference to the outcome of the problem?
- When you analyze and critique your work, what evidence and criteria do you use to draw conclusions about it?
- What strategies do you use to determine the truth about what you're reading on a social media site?
- When you are curious, how do you find answers?



# PROMPTS FOR REFLECTING ON CORE COMPETENCIES

The following are examples of questions and prompts aimed at helping students reflect on their Personal and Social Competency. For more ideas in customizing and generating questions and prompts, view the full profiles of the core competencies at <https://curriculum.gov.bc.ca/competencies>.

## POSITIVE PERSONAL & CULTURAL IDENTITY

- What are you good at?
- Describe something you really liked in the work you did. What made it special for you?
- How have your experiences, family history, heritage and/or peers helped shape who you are today?
- How do you make good decisions? What influences your decisions?
- What makes you unique?

## PERSONAL AWARENESS & RESPONSIBILITY

- How are you progressing as a learner? How can you use your strengths to improve?
- Describe a time you stood up for something you believed in. How did you express yourself? What motivated you? Did you need help?
- Talk about a time that you made some good choices that contributed to your well-being.
- When I am having trouble with something, I...
- I can keep myself healthy by...

## SOCIAL RESPONSIBILITY

- Describe some of the ways you have collaborated with others in...?
- How have you strengthened your relationships with others this year?
- Describe how your actions have helped make your classroom, school, community or the natural environment a better place.
- What does fair look like, and how do you make that happen?
- Describe a time you used kind words and actions to encourage or help others.

## DOCUMENTING STUDENTS' SELF-ASSESSMENT OF CORE COMPETENCIES

To help students develop reflective language and self-awareness as learners, teachers approach the self-assessment process differently, depending on grade level. Regardless of age and grade, however, it is important that students are engaged in a process that provides them with opportunities to ask questions aimed at moving their learning forward.



Engaging in a continuous process of self-assessing, setting learning goals based on evidence of learning, and working strategically to reach one's learning goals is the essence of formative assessment. To help students with this process, teachers in all disciplines can scaffold, model, and intentionally use language related to the core competencies throughout the school year.

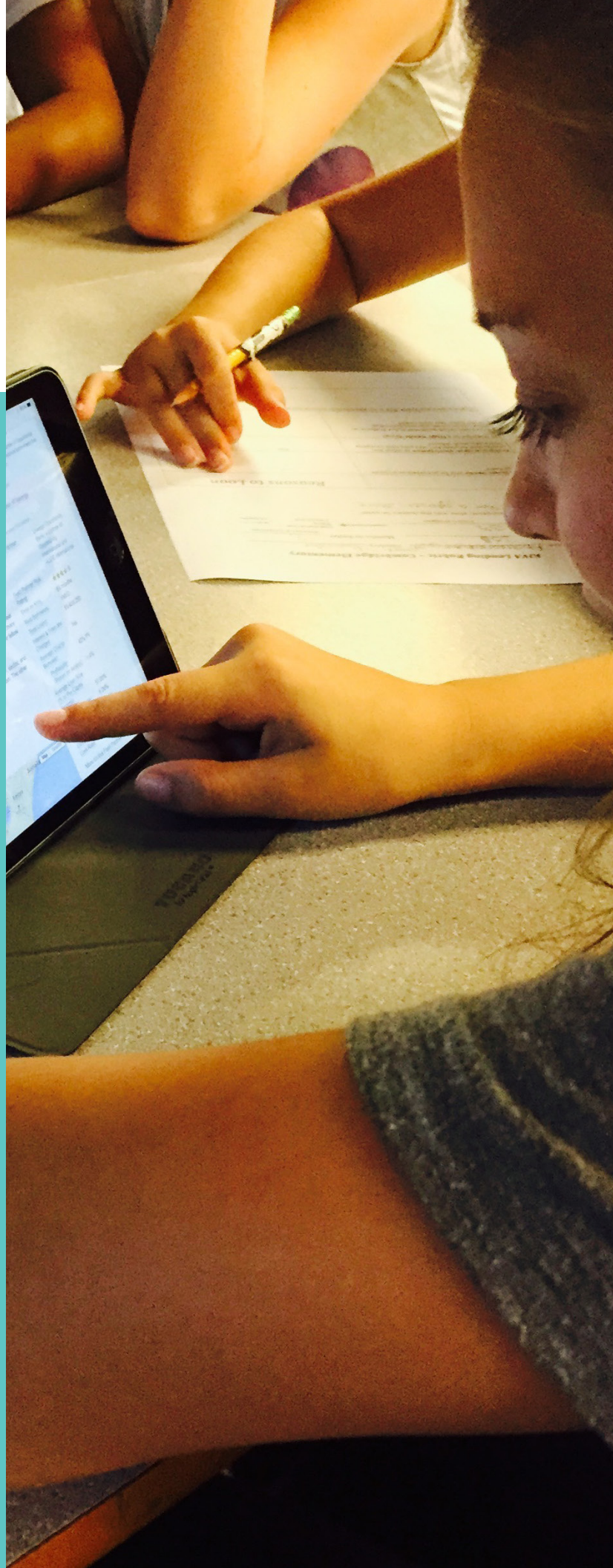
There are a variety of ways, both digital and non-digital that can be used to document this ongoing process during and at the end of the school year. A selection of Surrey samples are attached, as well as available at [surreyschools.ca/CSL](https://surreyschools.ca/CSL)





# Supporting Self-Assessment of Core Competencies

GRAPHIC ORGANIZERS  
& STUDENT SAMPLES



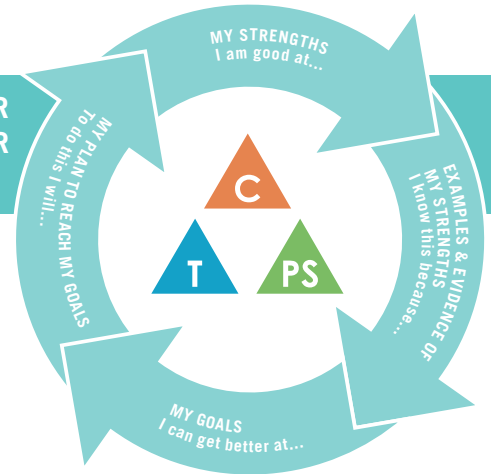


# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: \_\_\_\_\_

Date: \_\_\_\_\_

THINK ABOUT YOUR LEARNING THIS YEAR AND DESCRIBE OR  
DRAW HOW YOU HAVE DEMONSTRATED OR DEVELOPED YOUR  
CORE COMPETENCIES.



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: Jayden

Date: April 3, 2017

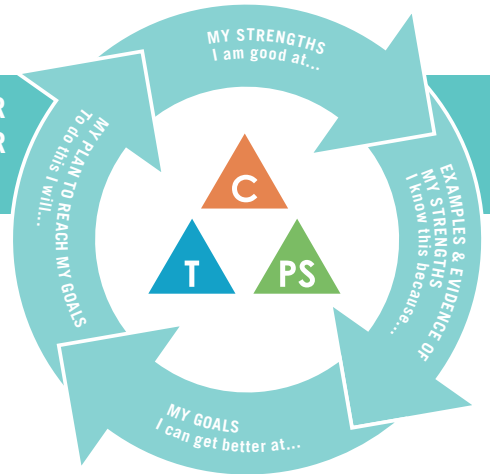
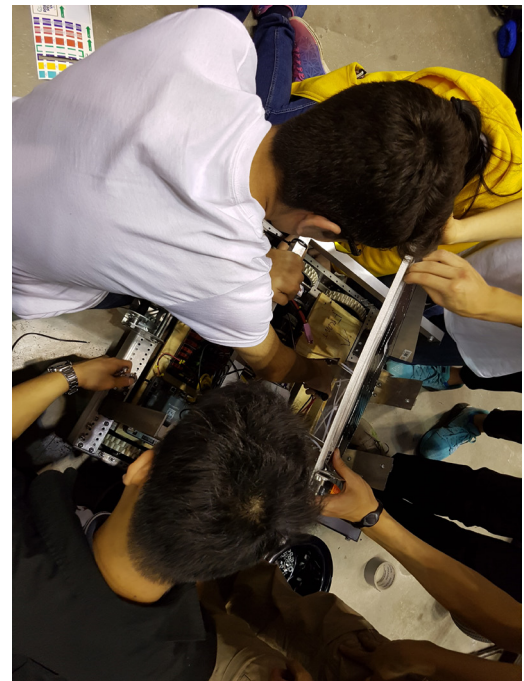
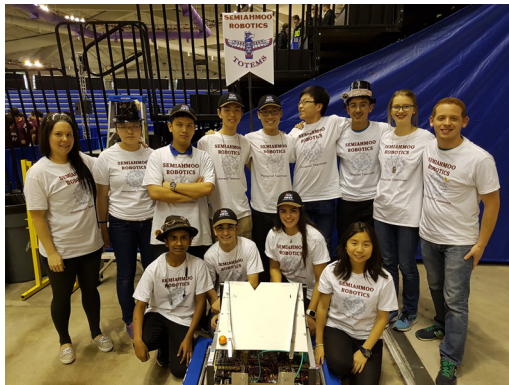
**THINK ABOUT YOUR LEARNING THIS YEAR AND DESCRIBE OR DRAW HOW YOU HAVE DEMONSTRATED OR DEVELOPED YOUR CORE COMPETENCIES.**

My strengths are looking at a problem and creating a solution. I can do this when I'm working in a team and when I'm by myself. I love to be challenged. Coming up with solutions is a lot of fun.

Our school robotics team went to the Regional Robotics Competition. During the competition, our robot broke. We had to rebuild parts for the robot in just a little bit of time. Everybody helped. We fixed our robot until it got working again without anyone's help.

My goals are to build a winning robot for next year's competition. To do this, as I get older I want to be a leader on my team. I want to help solve the challenges of the competition and eventually be on the drive team for the robot.

To become a leader, I will need to show the rest of the team that I am a creative thinker. I will need to come up with a lot of ideas when we meet at lunch to talk about our plans. I need to show that I am responsible by going to all the meetings and doing all the jobs that need to be done. I will read and look up examples of winning robots so I can show the team and give them ideas of what a winning robot should be.

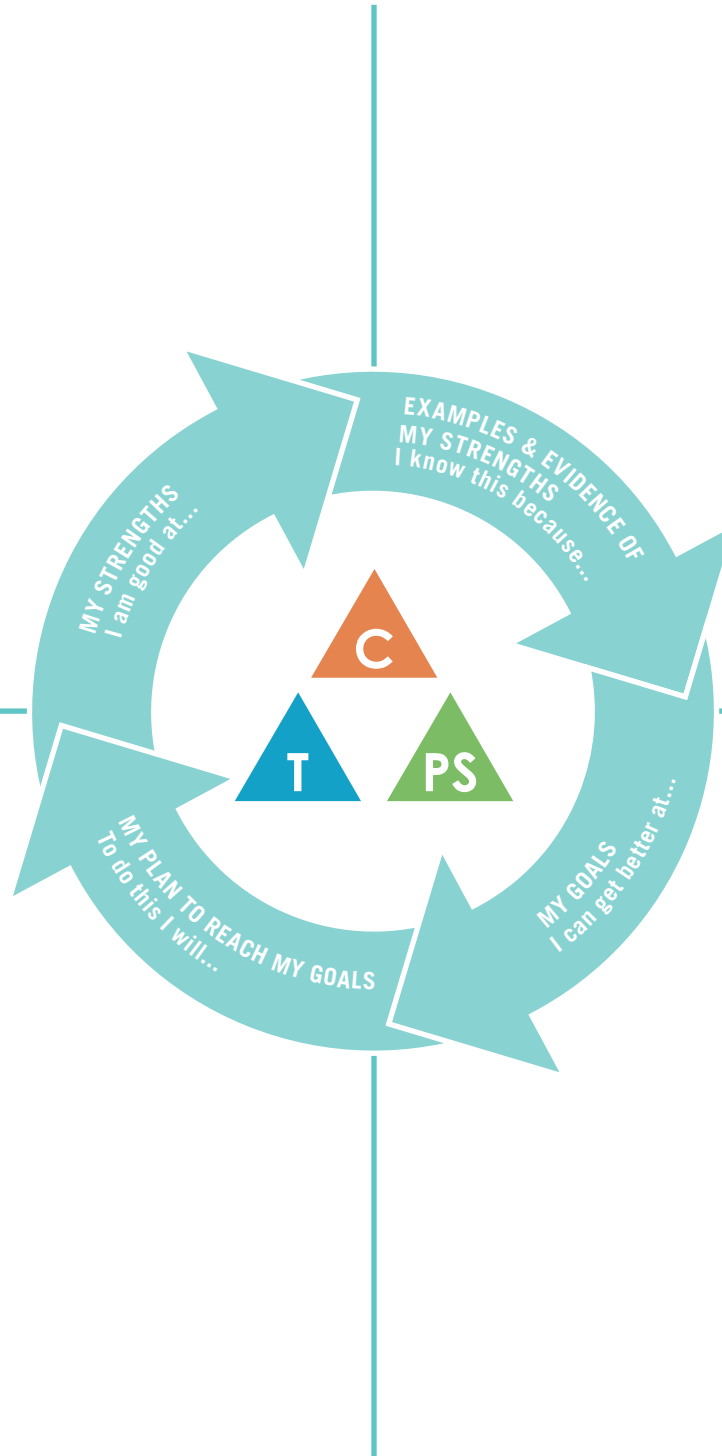


Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.



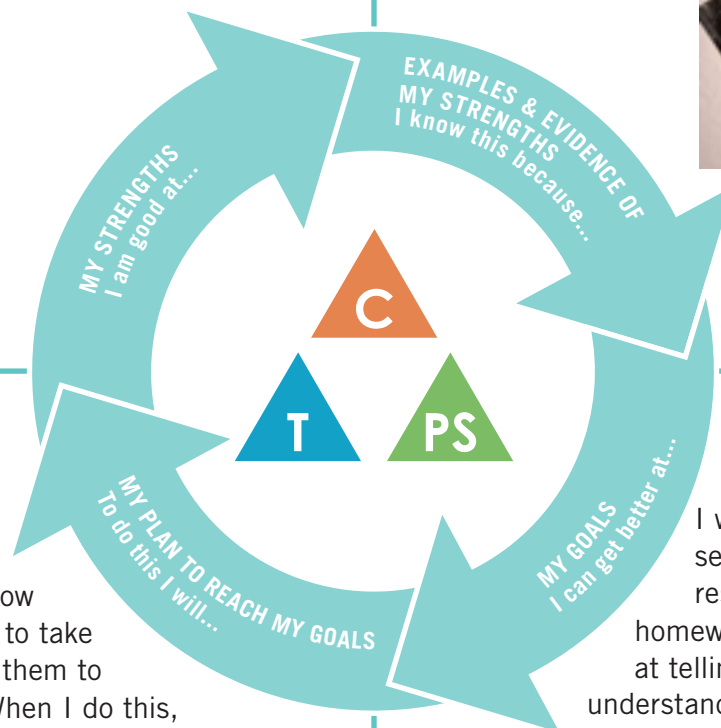
# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: Puneet

Date: April 14, 2017

I am strong in my social responsibility. I do a lot to help out my community. I help keep my neighbourhood clean by picking up garbage. I recycle when I am at school and home, and I am helping my little cousin learn to speak English.

This picture shows me helping out the community by picking up garbage and cleaning up where I live. Doing this activity helps the community to be cleaner and I also got a prize.



Even though I do my best, when something is hard I give up. I need courage to explain what I don't know to my teachers. I need to take a deep breath and ask them to help me understand. When I do this, I have to tell them the parts I understand and the parts I don't understand. I need to listen to their feedback, and if I still can't do it, I need to use my courage to ask them to help me again.

For my personal and social competency, I want to get better at my self-regulation. I think I am responsible because I do my homework, but I want to get better at telling my teachers when I don't understand some things they teach us.



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: \_\_\_\_\_ Date: \_\_\_\_\_



COMMUNICATION



THINKING



PERSONAL & SOCIAL

## MY STRENGTHS

## EXAMPLES AND EVIDENCE OF MY STRENGTHS

## MY GOALS

## MY PLANS TO REACH MY GOALS



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.



# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: KailaDate: April 18, 2017**COMMUNICATION****THINKING****PERSONAL & SOCIAL**

## MY STRENGTHS

Communication is a strength of mine. I feel comfortable speaking in class. I put my hand up when teachers ask questions, and I'm not afraid to ask questions. I explain what I know to other students and help them understand. Another strength of mine is my self-awareness. If I'm not understanding, I use reading strategies. I stop reading and try to figure out the meaning. After every paragraph, I ask myself what it means, and I go back and reread.

## EXAMPLES AND EVIDENCE OF MY STRENGTHS

When we were doing group work in Humanities, I helped my group understand that colour can be a symbol for a lot of different things. An example of my self-awareness was when we were doing Middle Ages Justice. It was hard to understand, so I used sticky notes. For the parts I could understand, I wrote summaries like, "Royal courts are for major crimes." When I didn't understand, I wrote questions like "What kind of penalties and sentences did people get?"

## MY GOALS

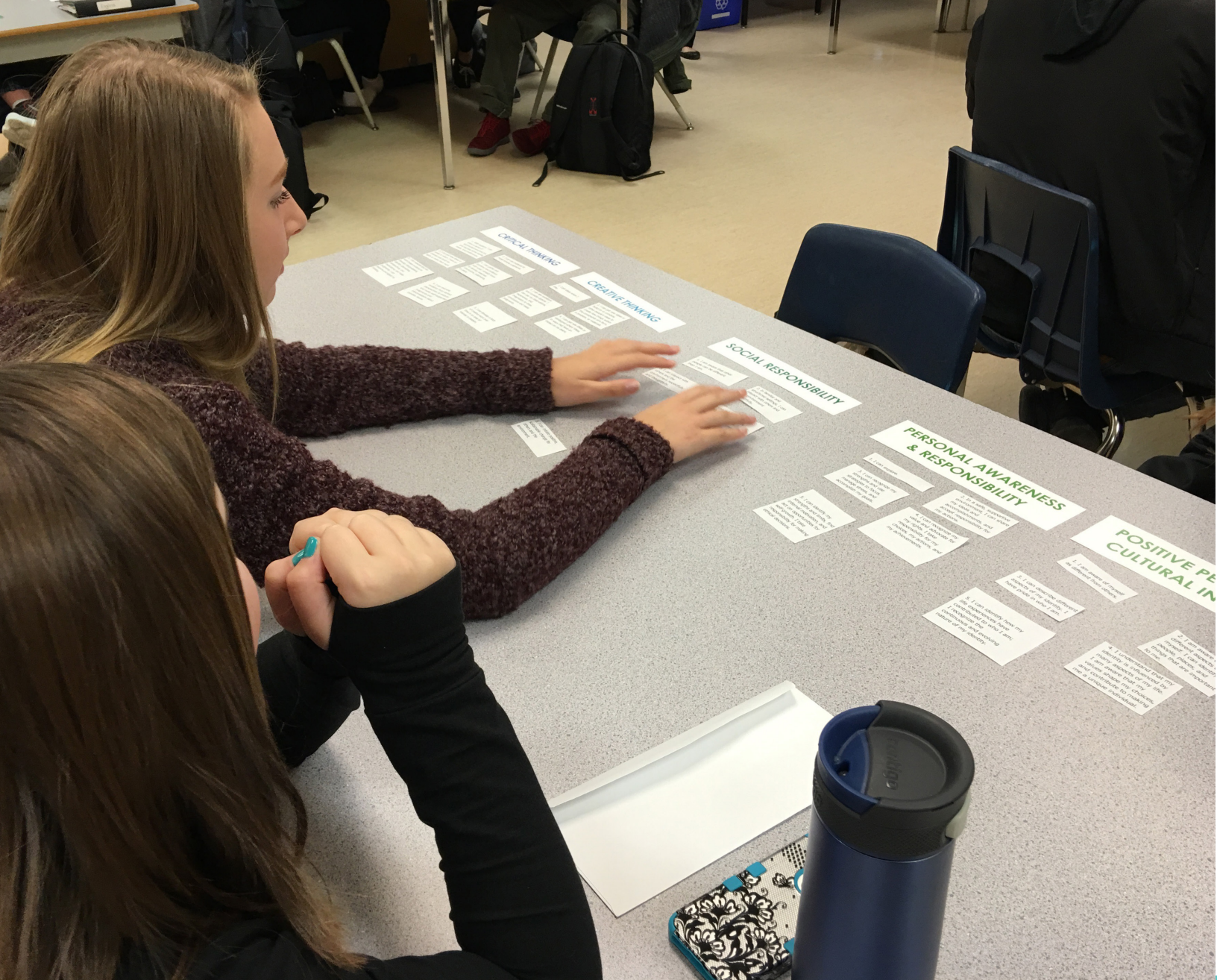
My goal is to use more strategies to help me think and understand more. Mrs. D. told me it would help if I started making more connections. When I read I make personal connections but they're basic connections instead of ones that help me understand better. When we wrote the personal connections paragraph for the song analysis in Humanities, I just said I liked the song and I summarized it. I didn't explain why or use examples from my personal life.

## MY PLANS TO REACH MY GOALS

When I make personal connections, I have to make them more "meaningful" (criteria word). I have to say more in my explanations. Instead of just saying why I like something or don't like it, I have to relate what I say to my life and I have to talk more about my feelings about what I read. I have to explain how what I read is similar to something in my life and how it is different from my life. If I do this, I think my personal connections will be more "meaningful".



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.



## ACKNOWLEDGEMENTS

This document is the combined effort of many Surrey educators: teachers, helping teachers, elementary and secondary principals and vice principals, and district administrators.

Many thanks to all who contributed to our learning and helped shape our understanding of the importance of student reflection and self-assessment of Core Competencies — including the BC Ministry of Education, the Curriculum and Assessment Network, Pat Horstead and Sharon Jeroski.