

Core-Competency self-assessment is a required component of the [updated reporting order](#) for all Grades K-9 students since the end of the 2016/2017 school year.

The purpose of this document is to highlight some best practice ideas and make meaningful suggestions to support implementation or core competency self-reflection at all SD61 Secondary Schools.

Ministry of Education Documents

- [Supporting the Self-Assessment and Reporting of Core Competencies](#)
- [Core Competency Self-Assessment - Frequently Asked Questions](#)

Important considerations

- ❑ Teachers and administrators should have a clear understanding around the language of the [core competencies](#) and work to develop this with their students.
- ❑ Teachers will ideally be making connections visible between the core competencies and the curricular competencies of their specific subject area.
- ❑ Be aware of how the different core competencies may express themselves in different subject areas (e.g. Critical Thinking in Math may look different than it does in Science or Social Studies)
- ❑ There is flexibility around how these assessments are collected and communicated. This could be done digitally using Google Docs / Classroom and an SD61Learn account, or as simple as a paper attached to the MyEdBC formal report print out.
- ❑ Ideally self-assessment should be structured along a continuum in order to provide multiple opportunities to observe and reflect on growth throughout the year or semester. At secondary this may coincide with the interim, midterm, and final reporting periods.

Two possible implementation pathways

- **1. Class Based Self Assessment:** Multiple self-assessment documents, specific to each course.
 - ◆ Benefits are that the self-reflection can be much more specific and targeted towards course outcomes and curricular competencies.
 - ◆ Challenges are that it requires a strong core competency understanding for all staff and creates more of a collation challenge when planning to share this out to parents.
 - ◆ This method is ideally suited to schools further along in their understanding of the core competencies and students with digital portfolios or other means of electronic reporting and assessment.

Access this digital document here: <http://bit.ly/ccsa-secondary> or scan this QR Code



- **2. Holistic Self Assessment:** Singular self-assessment document that covers all courses and focuses on overall student progress.
- ◆ Benefits are that it can be easier to initially implement as we ease all learners into becoming familiar with the self-reflection process.
 - ◆ Ideally conducted during a structured, recurring period, e.g. homeroom.
 - ◆ Creates opportunities to reflect on how the core competencies represent themselves in different ways across various subject areas.

Suggestions for implementation

- ❑ If you are just starting out with the self-assessment process, target pro-d time to develop a deeper understanding around core competencies with all staff. Create time to unpack the core competencies and identify ways they connect to existing and evolving course curriculum.
- ❑ Combine reflection time with goal setting. Have students create measurable, S.M.A.R.T. goals that can be easily evaluated at the next self-assessment period.
- ❑ Strive for ongoing self-reflection throughout the year but initially aim for a minimum of two self-assessment periods (midterm & final) per term.
- ❑ Consider using Google Forms or Docs and student SD61Learn accounts to collect self-assessment data electronically if you feel your school can support this. If not, paper self reflections will also work as long as they are collected and collated in an organized way to be included with the paper report card.

Sample Self-Assessment Documents	
Class Based Self-Assessment <ol style="list-style-type: none"> 1. Math 9 Self Assessment (.pdf) 2. Math 9 Self Assessment (.doc) 3. Summative Self Assessment (.doc) 4. Summative French Version (.doc) 	Holistic Self-Assessment <ol style="list-style-type: none"> 1. Core Competency Self-reflection Page 1 and 4 (Mount Douglas Secondary, Grade 9) 2. Core Competency Self-reflection Page 2 and 3 (Mount Douglas Secondary, Grade 9) 3. Core Competency Self-reflection Booklet (.word file) (Esquimalt High, Grade 9) 4. Google Forms Self-Assessment

Additional resources <ul style="list-style-type: none"> ● Self-Assessment of Core Competencies at Secondary Guide (Surrey) ● Core Competency Posters (.pdf) ● Core Competency Overviews (Google Docs)

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