Surrey Schools
LEADERSHIP IN LEARNING

Self Assessment of Core Competencies

ELEMENTARY

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:

C

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.

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THINKING

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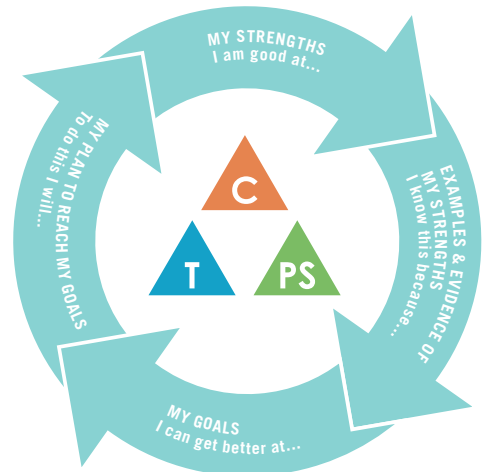
PS

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-assessement 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 elementary level these include:

  - Attaching a hard copy of the self-assessment document to the CSL - PDF Template;

  - Teachers transcribing the student self-assessment onto the CSL - PDF Template;

  - 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.

C	**T**	**PS**
COMMUNICATION	THINKING	PERSONAL & SOCIAL

Kindergarten - English Language Arts
- Exchange ideas and perspectives to build shared understanding

Grade 1 - Social Studies
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate action

Grade 2 - Math
- Model mathematics in contextualized experiences

Grade 3 - Career Education
- Set and achieve realistic learning goals for themselves

Grade 4 - Français Langue Seconde - Immersion
- Express opinions and consider the opinion of others in discussion

Grade 4 - Applied Design, Skills, and Technologies (ADST)
- Generate potential ideas and add to others' ideas

Grade 5 - Arts Education
- Explore connections to identity, place, culture, and belonging through creative expression

Grade 6 - Physical and Health Education
- Develop and demonstrate safety, fair play, and leadership in physical activities

Grade 7 - Core French
- Identify, share, and compare information about Francophone and Métis communities in Canada

Grade 7 - Science
- Identify possible sources of error and suggest improvement to their investigation methods

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.

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.

WHERE AM I IN MY LEARNING?

- Students assess one or more of their strengths

WHAT PROOF DO I HAVE?

- Students provide examples and evidence of their strengths

WHERE AM I GOING? WHAT ARE MY LEARNING GOALS?

- Students outline realistic and achievable personal goals that will move their learning to the next developmental stage

HOW WILL I GET THERE? WHAT STRATEGIES WILL HELP ME?

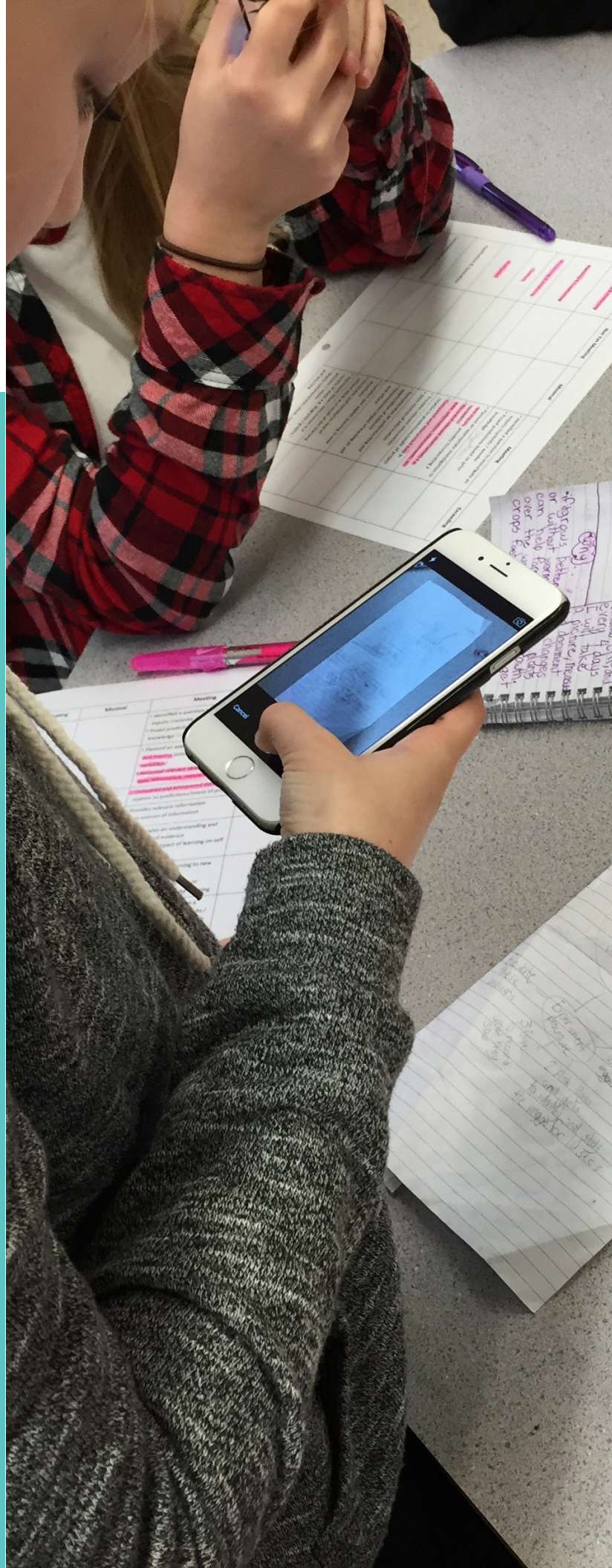- Students construct a clear plan to reach their learning goals

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**

Supporting Self-Assessment of Core Competencies

GRAPHIC ORGANIZERS & STUDENT SAMPLES
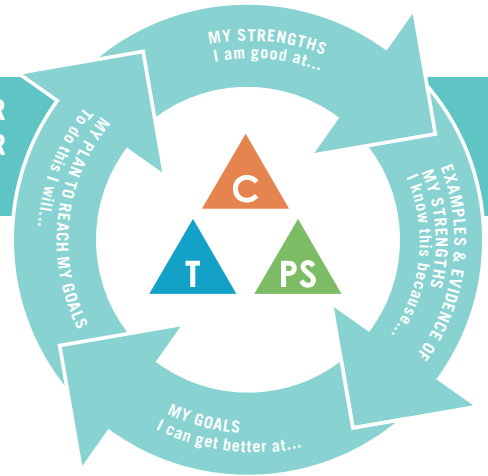
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LEADERSHIP IN LEARNING
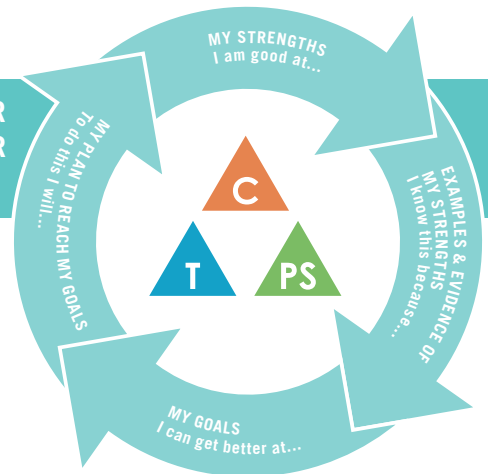
SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: _____   Date: _____

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

MY STRENGTHS
I am good at...

MY PLAN TO REACH MY GOALS
To do this I will...

EXAMPLES & EVIDENCE OF MY STRENGTHS
I know this because...

MY GOALS
I can get better at...

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

Surrey Schools
LEADERSHIP IN LEARNING

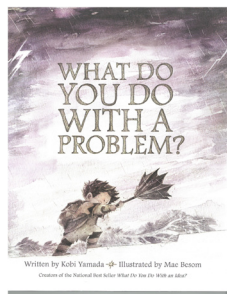# SELF-ASSESSMENT OF MY CORE COMPETENCIES

Name: David, Kindergarten

Date: April 3, 2017

THINK ABOUT YOUR LEARNING THIS YEAR AND DESCRIBE OR DRAW HOW YOU HAVE DEMONSTRATED OR DEVELOPED YOUR CORE COMPETENCIES.
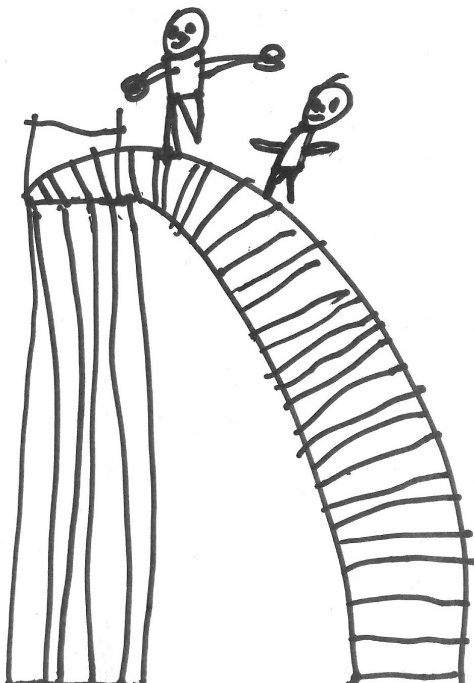
MY STRENGTHS
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EXAMPLES & EVIDENCE OF MY STRENGTHS
I know this because...

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I can get better at...

MY PLAN TO REACH MY GOALS
To do this I will...

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VIDEO: TO LEARN MORE, WATCH

"Behind the Scenes Thinking"
http://bit.ly/SSACC

WHAT DO YOU DO WITH A PROBLEM?

Written by Kobi Yamada · Illustrated by Mae Besom
Creators of the National Best Seller *What Do You Do With an Idea?*

"I was going to go down the slide but nobody let me."

"I went down to the ground and talked to him."

Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.
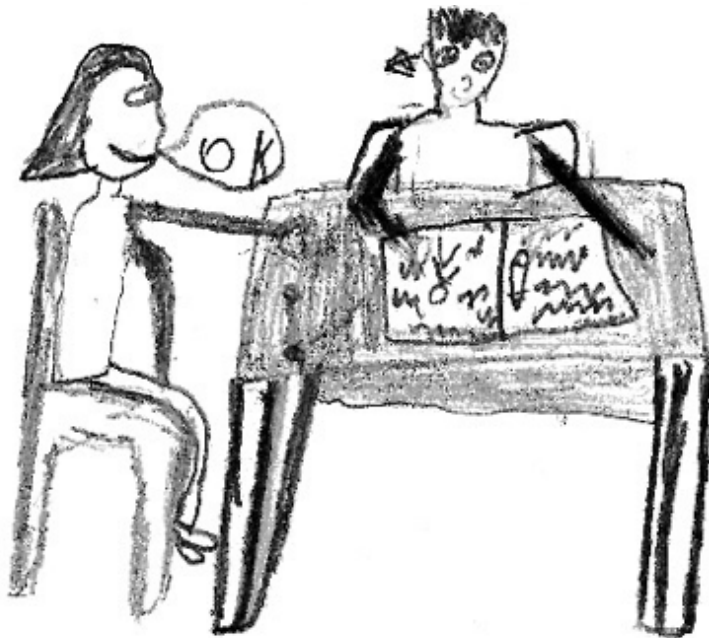
SELF-ASSESSMENT OF MY CORE COMPETENCIES

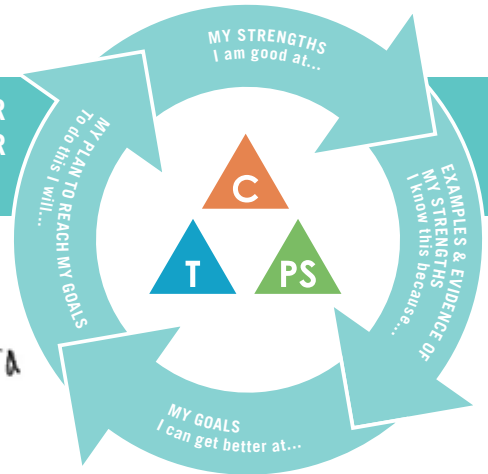Name: Mohammad, Grade 5

Date: April 4, 2017

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

MY STRENGTHS
I am good at...

MY PLAN TO REACH MY GOALS
To do this I will...

EXAMPLES & EVIDENCE OF MY STRENGTHS
I know this because...

MY GOALS
I can get better at...

C

T PS

STRENGTH: "I share a lot in my writing and pictures."

I Shr alit an ridn ahd mi buHra

GOAL: "Getting better at writing more words"

NEXT STEPS: "Ms. Feazel and Emily can help me"

gton bddr at rudh mor prd

mS, Feaz el ani emiiu Con hld me

💡 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: _____

MY STRENGTHS
I am good at...

EXAMPLES & EVIDENCE OF MY STRENGTHS
I know this because...

MY GOALS
I can get better at...

MY PLAN TO REACH MY GOALS
To do this I will...

C
T
PS

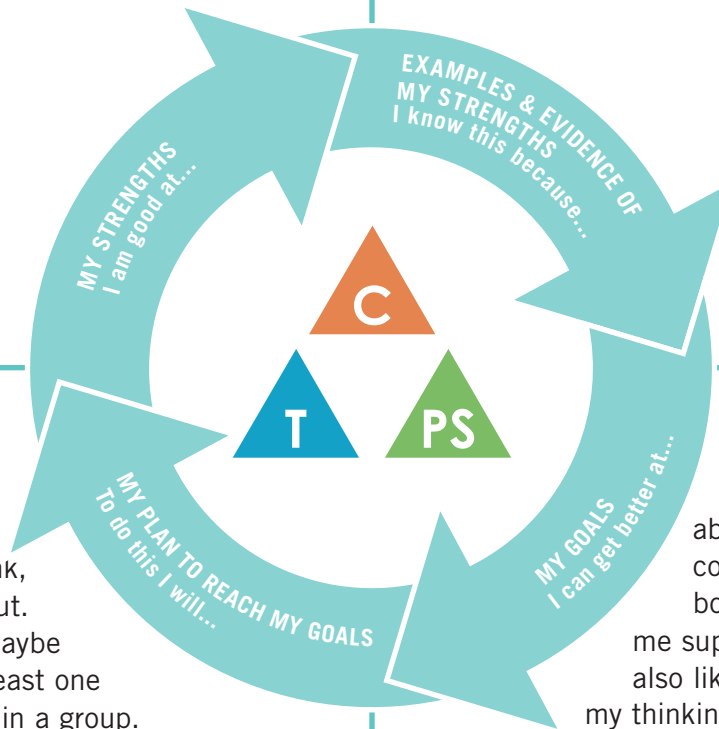Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

SELF-ASSESSMENT OF MY CORE COMPETENCIES
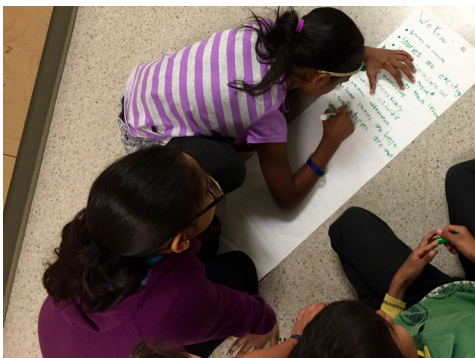
Name: Jaya, Grade 5

Date: April 14, 2017

My strengths are in reading, deep thinking, and making connections while reading. I can make questions in my head and I can predict things that I think are going to happen in stories I am interested in.

I can share my thinking with people in my blog posts. I feel more comfortable posting my ideas online than talking in a small group. Sharing through my blog gives me time to think about my ideas before I share them with others.

MY STRENGTHS
I am good at...

EXAMPLES & EVIDENCE OF MY STRENGTHS
I know this because...

MY PLAN TO REACH MY GOALS
To do this I will...

MY GOALS
I can get better at...

C

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PS

I have to convince myself each time I am working in a group to add something I think, or know or wonder about. I will start small and maybe set a goal to share at least one thing each time I work in a group.

My goals are to read slowly so that I am able to remember, make connections and explain the books I read. That will help me support my opinions. I would also like to be more brave to share my thinking in a group. Sometimes I am not sure of my thoughts and what others will think of me but like everything, things get easier with practice.

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: _____

C	T	PS
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: Tim, Grade 7   Date: April 18, 2017

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COMMUNICATION

T
THINKING

PS
PERSONAL & SOCIAL

MY STRENGTHS

It was a thrill to be able to present my speech to such a big group of people at the board office last week. I think that it showed that I have courage and that I am a good communicator. When my teacher first asked me to share my speech with a whole bunch of people, I was so scared. But I practiced and practiced and used the suggestions my teacher and parents gave me.

EXAMPLES AND EVIDENCE OF MY STRENGTHS

During my speech, you can see that it made me really think about my life and my past experiences and how that has made me into the person I am now. It shows that I am getting to know myself as a person and things I need to get better at.

MY GOALS

After I presented my speech, I had such a great feeling. I felt that I could almost do anything and that I did a great job. I'd probably like to get better at giving speeches and feeling more comfortable doing them. I would be more myself during the speech and rely less on my notes.

MY PLANS TO REACH MY GOALS

Something like this totally comes with practice. I'm not sure when I will have another chance to do something like this again, but if any more opportunities come my way, I will for sure take them. I learned that it's important to be prepared and this happens by practicing … a lot!!! I also learned that it's really important to learn from people who know what they are doing and to use the feedback they give you. I will definitely do that more the next time.

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

"Not everyone is good at everything, you just have to try, try again."

ACKNOWLEDGEMENTS