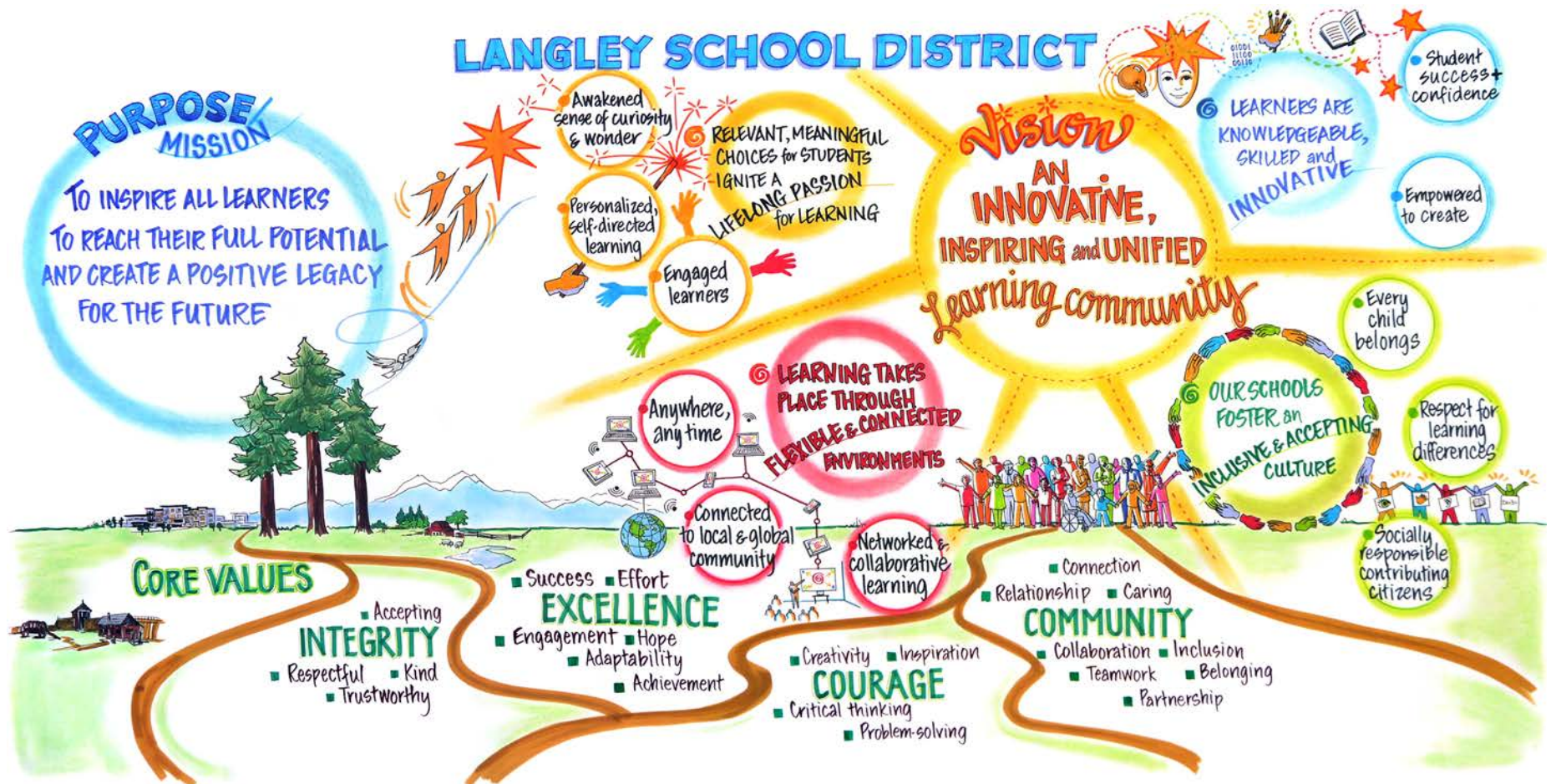


# Supporting the Self-Assessment of Core Competencies



# Learning Intentions

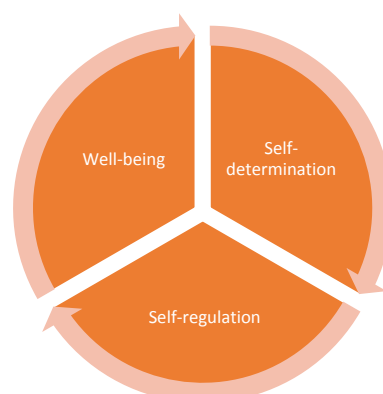
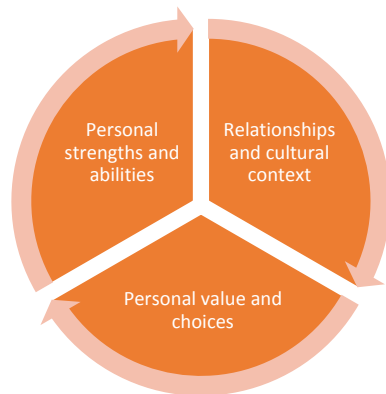
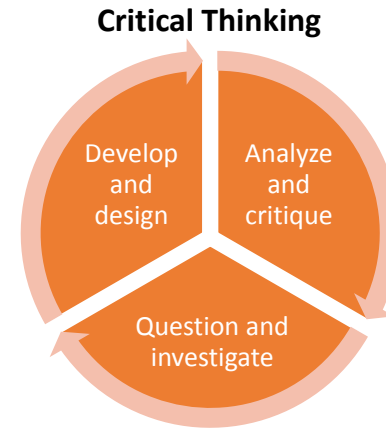
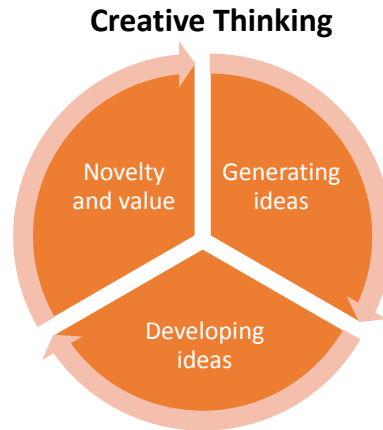
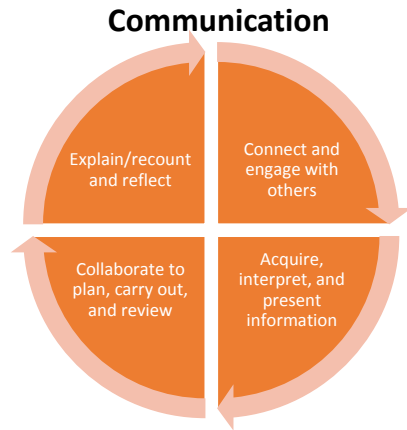
- **KNOW** that the core competencies are an important component in the redesign.
- **UNDERSTAND** that it is more about a self-reflection than a self-assessment.
- **DO** organize a structure to allow for a meaningful process for self reflection and a way in which the self reflection is communicated to parents in June.

# Foundations

The Core Competencies are at the center of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. (BC's New Curriculum)



# Facets of the Core Competencies



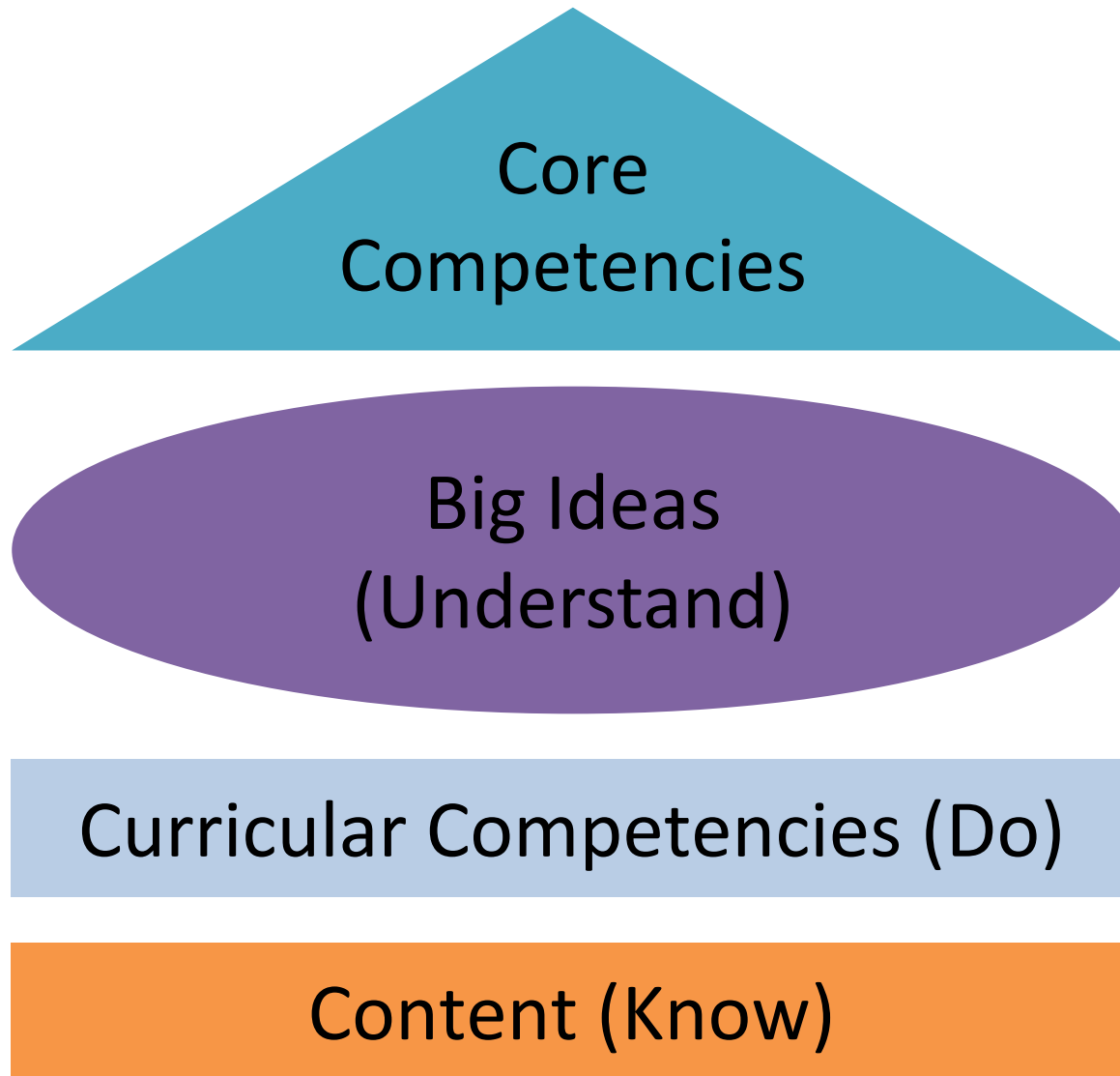
# Rationale and Purpose

*It's Not Just a Hoop...*



- Reflects the importance of the self assessment process
- Builds student ownership
- Opportunity for student voice
- Support the development of student reflective skills and their ability to set their own learning goals through a meaningful process

# Redesigned Curriculum





# Strength-Based

THE COMPETENCIES ARE  
ALL ABOUT STRENGTHS.

THEY ARE NOT THE  
INCOMPETENCIES!



# Planning Learning Experiences

- Core Competencies are embedded within the Curricular Competencies
- Identify the Core Competencies connected to the curricular competencies and plan with them in mind.





# Be Explicit With Language

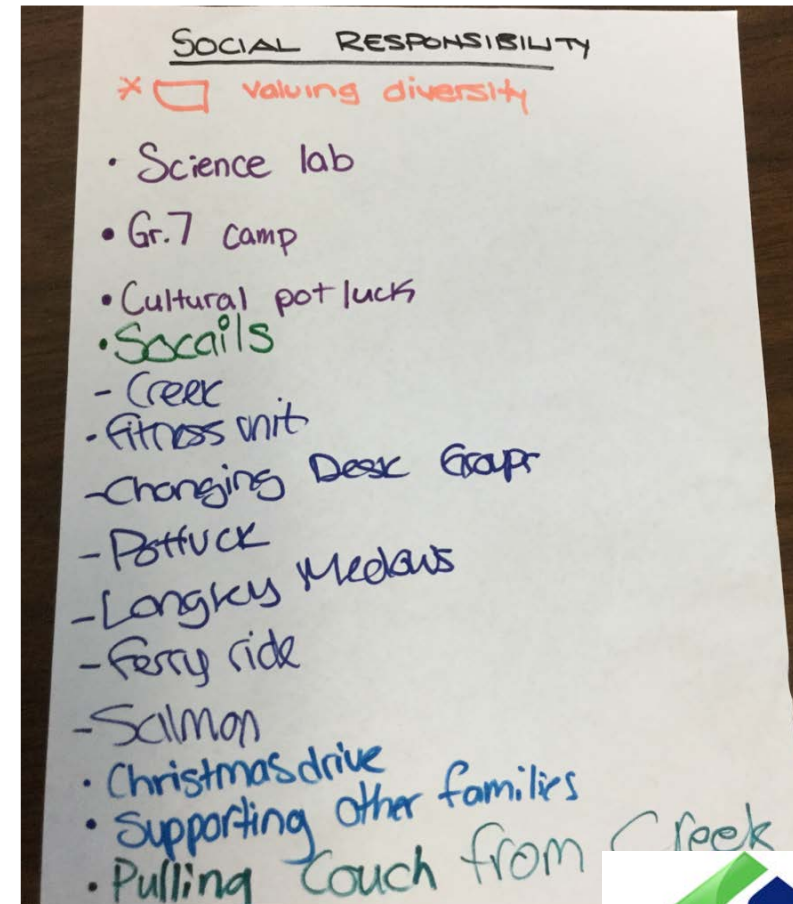
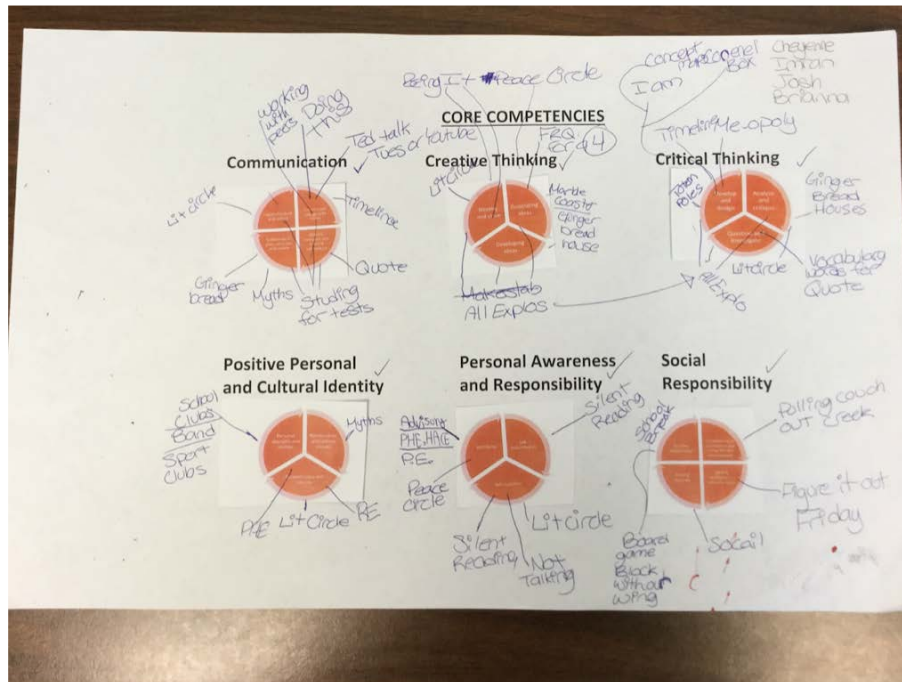
- **Notice, name, and nurture** the Core Competencies
- State how the learning experience promotes and develops Core Competencies



# Teachers' Journeys

- Here are some links to videos that show how teachers authentically incorporated the language and self-reflection of the Core Competencies in their classes. In essence it is their journey and their students' journey.
- <https://youtu.be/frlcafjVQ4w> (Langley Secondary teachers - good for middle/intermediate and secondary)

# Connect Core Competencies to Learning Activities



# Make the Core Competencies Explicit: Create Anchor Charts



For example:

- What does thinking look like?
- What is good communication?
- How do we contribute to the classroom environment?
- What do you do when you want to generate lots of ideas?
- What strategies do we use when we are frustrated and angry?
- How do we collaborate effectively with others?

# Importance of Self-Assessment

## Self-Assessment/Reflection

### Enables Students to:

- Gain the ability to assess their own strengths.
- Create realistic and achievable goals.
- Construct a clear plan to reach their goals.
- Provide examples and evidence of their learning.
- Have access to previous documentations of self-assessments to monitor their growth.





# Self-Assess Throughout the Year

- Involve students throughout the year in self assessment opportunities ... help them better understand who they are, and the ways they are unique.
- Encourage students to talk about their attributes, skills and proficiencies in relation to the core competencies.
- Ask open-ended questions to prompt student reflection and gain the language in order to be meta cognitive.
- Provide greater opportunities for students to self-assess core competencies throughout the school year.

# Scaffolds for Self-Assessing the Core Competencies



- Provide students with regular opportunities for self-reflection and goal setting.
- With practice, students learn to take greater responsibility for and ownership of their learning.

# The Big Picture

Teachers don't assess the Core Competencies, but rather develop them within their students. They are meant to be:

- **Strength based**
- **Student owned**
- **Teacher supported**
- **Embedded across the curriculum**
- **Communicated throughout the school**



# Probing Questions for Self-Reflection of the Core Competencies

- Teachers can support students to clarify their self-reflection through open-ended questions.
- Every child is unique, so a variety of prompts is important.



# Prompts Based on the Facets of the Core Competencies

- Can you describe some the ways you have collaborated with others in.....?
- What strategies do you use when you want to generate lots of ideas?
- Talk about something you have designed in.....
- What do you see as your personal strengths?
- Can you talk about a time that you exercised some good choices that contributed to your well being...
- How have you improved this year in building relationships with others?
- What goals have you met that you are proud of?



# Sample Prompts for Student Reflection

- Tell about one of your learning goals.
- What are your strengths as a learner?
- How do you show that you were listening thoughtfully?
- What makes you want to get new ideas or try something new?
- How do you come up with ideas when you want to make something new at school or at home?

# Documenting the Year-End Self-Assessment

Ways to document self-assessment include:

- ✓ Advertisement/commercial
- ✓ Mind Map
- ✓ Body language
- ✓ Photo Essay
- ✓ Charts made from sorting
- ✓ Photographs
- ✓ Collages
- ✓ Poems
- ✓ Collections
- ✓ Questions
- ✓ Constructions
- ✓ Reference Letter or bio
- ✓ Dramatizations
- ✓ Spoken reflections
- ✓ Equations
- ✓ Stories
- ✓ Graphic Organizers
- ✓ Symbols
- ✓ Graphic Stories
- “The story behind me...”
- ✓ Illustrations
- ✓ Videos
- ✓ Interviews (written or oral)
- ✓ Word cloud
- ✓ Lists



**Our job as teachers is not to “prepare” kids for something; our job is to help kids learn to prepare themselves for anything.**

