Supporting the Self-Assessment and Reporting of the Core Competencies

Core Competencies

C Communication

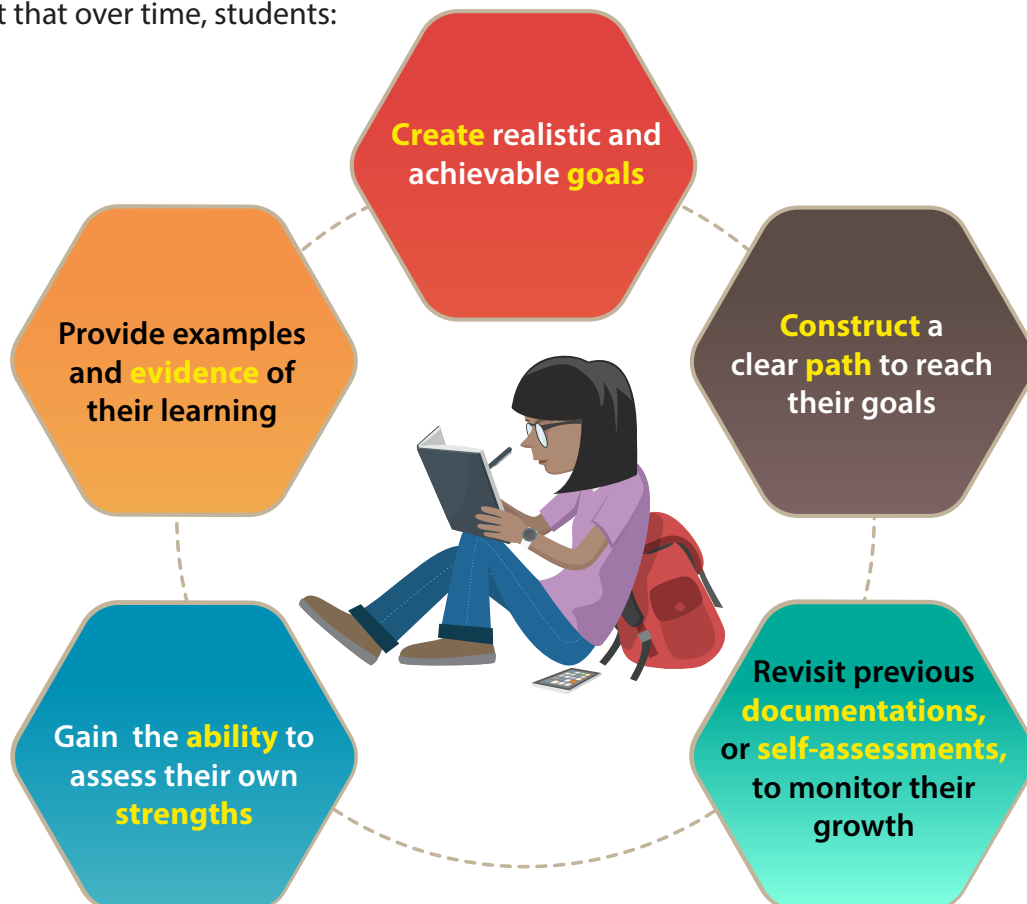**T** Thinking

PS Personal and Social

Introduction

The Ministry of Education Student Reporting Policy requires all students K-9 to complete a self-assessment of the core competencies at the end of the school year. **The intent of the self-assessment is to support students in developing their ability to describe themselves as unique individuals in relation to the core competencies.** Students will set goals and gain greater ownership of their learning when they have the opportunity to self-assess and describe who they are as learners, document their progress, and share their accomplishments in an ongoing and holistic manner over time.

Self-Assessment in Support of the Learning Process

Research emphasizes the importance of students developing reflective language and metacognitive skills (i.e., the ability to think about thinking) in order to engage in meaningful, effective self-assessment.

It is important that over time, students:

Create realistic and achievable **goals**

Provide examples and evidence of their learning

Construct a clear **path** to reach their goals

Gain the **ability** to assess their own **strengths**

Revisit previous documentations, or self-assessments, to monitor their growth

Guidelines for Self-Assessment of the Core Competencies

Establishing clear learning intentions with students around the core competencies and supporting their ability to "notice, name, and nurture" the core competencies will support students in developing their own unique competency profiles.

Providing students ongoing opportunities to set goals and reflect on their learning within the context of authentic learning experiences will support students in gaining responsibility for their learning as they grow and develop over time.

After having ongoing opportunities for students to self-assess throughout the school year, students will have ownership over the year-end self-assessment of the core competencies with teacher support where required.

The documentation of the year-end self-assessment can take many forms and may focus on one, a few, or all of the core competencies in order to reflect each student's unique profile as a learner. (A variety of SD23 teacher created samples and examples can be viewed on this website: www.instructionalleadershipteam.com/core-competencies).

Because the intent of the self-assessment is to allow each student to reflect thoughtfully on their unique profile and ongoing growth as a learner, educators are encouraged to proceed cautiously with the use of rubrics and checklists. There are no incompetencies. Core competency development is not about reducing the process to only completing a checklist or rubric. It is a metacognitive process facilitated and supported by teacher and peer dialogue over time.

Documenting the Year-End Self-Assessment of the Core Competencies

Students, teachers, and schools have flexibility in the self-assessment documents/artifacts used to document and communicate students' reflections of the core competencies on the year-end report card.

Each students' MyEdBC year-end report must contain a comment describing how each student has completed the core competency self-assessment. Each report card will contain the following comment; **Your child has met the requirement to complete a self-assessment of their development of one or more of the core competencies through the following process:** _____

We encourage you to discuss your child's self-assessment process with them to support their learning.

Schools must provide parent/guardians with either a hard copy of the self-assessment document (enclosed with the final report card) or provide access to the student's digital portfolio. Schools are not required to maintain records of students' self-assessment documents in their permanent student files.

In creating this document, information has been adapted from the following sources:
https://bctf.ca/uploadedFiles/Public/Publications/NewslettersAlerts/EdChangeBulletin/ECB-2017-04-18.pdf https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf
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