

Supporting Self-Assessment of the Core Competencies



SD83 INSTRUCTIONAL LEARNING TEAM

SPRING 2018

“This is about the students – personalization, inclusion, diversity. It’s not about filling in a template or checking off aspects on a rubric – it’s about what students are becoming and how to support them.”

SHARON JEROSKI

What are the Core Competencies?

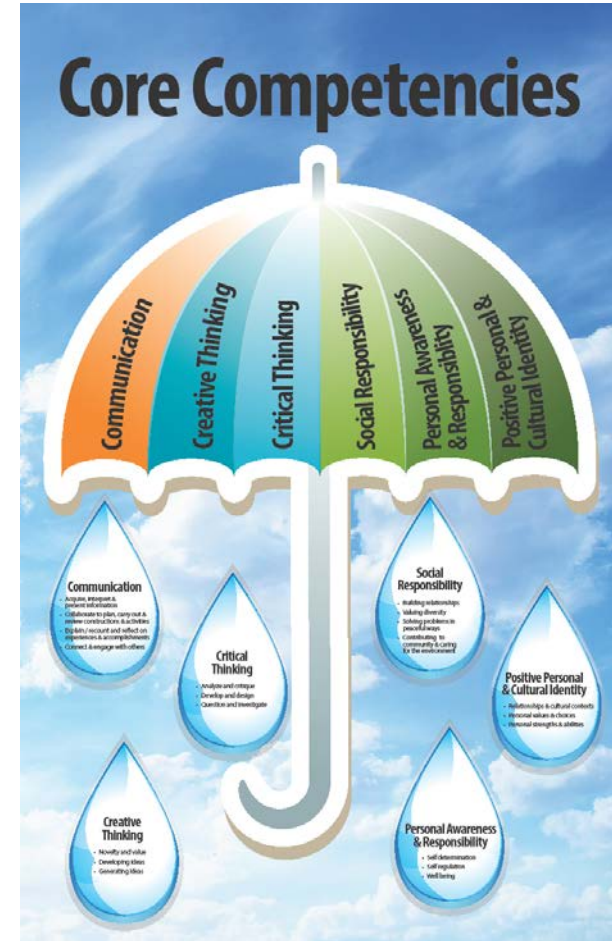
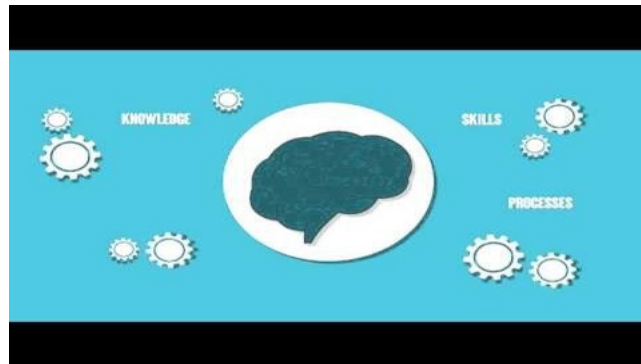
- Intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning
- The core competencies, along with literacy and numeracy foundations and essential content, are at the centre of the redesign of curriculum and assessment
- They are embedded in each discipline and area of learning and are activated through the learning experiences and activities



What are the Core Competencies?

The Core Competencies are:

- Communication
- Thinking (Creative and Critical)
- Personal and Social



“A student is not a collection of competencies. A student is a person who has competencies that vary from one context to another. Competencies are all about strengths; they are not incompetencies.”

SHARON JEROSKI

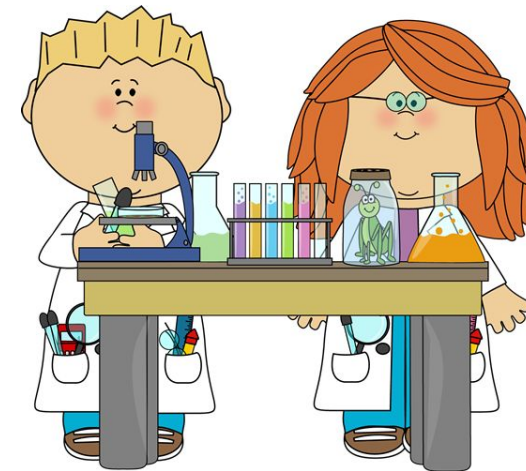
Core Competencies and Curricular Competencies

CORE COMPETENCIES

- Underpin the curriculum competencies
- Signal a shift in education away from knowledge acquisition to inquiry and discovery
- Students will build these Core Competencies from K-12 as they become educated life-long learners
- Students will grow continually from where they are

CURRICULAR COMPETENCIES

- Are different in each content area
- Are skills students will practice as they learn how to think, communicate and grow as scientists, mathematicians, historians, artists, etc.



Core Competencies	Curricular Competencies
Student Role:	Student Role:
Practice	Practice
Self-assess	Self-assess
Reflect on progress	Reflect on progress
Set goals for next steps	Set goals for next steps
Teacher Role:	Teacher Role:
Name and nurture the competencies	Connect curricular competencies to content
Notice when students are building competencies and discuss	Co-construct criteria with students
Provide opportunities for students to self-assess	Provide multiple opportunities to practice
	Assess: formatively and summatively

Integration of the Core Competencies in the Classroom

NOTICE IT

NAME IT

NURTURE IT

NOTICE IT

1. Develop awareness of the Core Competencies

- Ministry website <https://curriculum.gov.bc.ca/competencies>
- Draft documents (i.e. Supporting the Self-Assessment and Reporting of Core Competencies)

2. Develop personal understanding of the Core Competencies

- Notice or draw attention to where this is already taking place in your practice

3. Develop questions and prompts to deepen and promote understanding

- By yourself, with a colleague, or as a staff, choose a Core Competency and develop question prompts to use while teaching and supporting student self-assessment

4. Post the Core Competencies in the classroom

- Make visual connections between the Core Competencies and your instruction and students' learning

Integration of the Core Competencies in the Classroom

NOTICE IT

NAME IT

NURTURE IT

NAME IT

- 1. Highlighting and naming when students or staff are demonstrating Core Competencies in the classroom, school, or community**
 - Model and name when we are demonstrating the Core Competencies
 - Draw students' attention when they are demonstrating a Core Competency
 - Engage students in naming the Core Competencies they are demonstrating
- 2. Using questions and prompts to highlight where Core Competencies are being demonstrated and engage students in developing their understanding of the Core Competencies**

Integration of the Core Competencies in the Classroom

NOTICE IT

NAME IT

NURTURE IT

NURTURE IT

- 1. Plan and target Core Competencies in units and teachable moments**
 - Embed specific teaching of Core Competencies within unit and lesson plans
 - Design tasks and experiences that engage students with the Core Competencies
- 2. Provide explicit instruction to students to teach the Core Competencies**
 - E.g. What skills, tools, and techniques do critical thinkers use?
 - What do you do when you want to generate a lot of ideas?
- 3. Provide regular and ongoing feedback to students to develop Core Competencies**
 - E.g. What did you learn? What will you do differently next time?
- 4. Provide regular opportunities for students to self-assess on their growth and proficiency with the Core Competencies**

Self-Assessment Overview

- Research suggests that reflection/self-assessment is the most powerful instructional strategy
- The purpose of self-assessment is to enable students to understand the processes and products of their learning
- The process of self-assessment is what matters; the form/record is less important
- Student self-assessment is not a substitute for teacher assessment

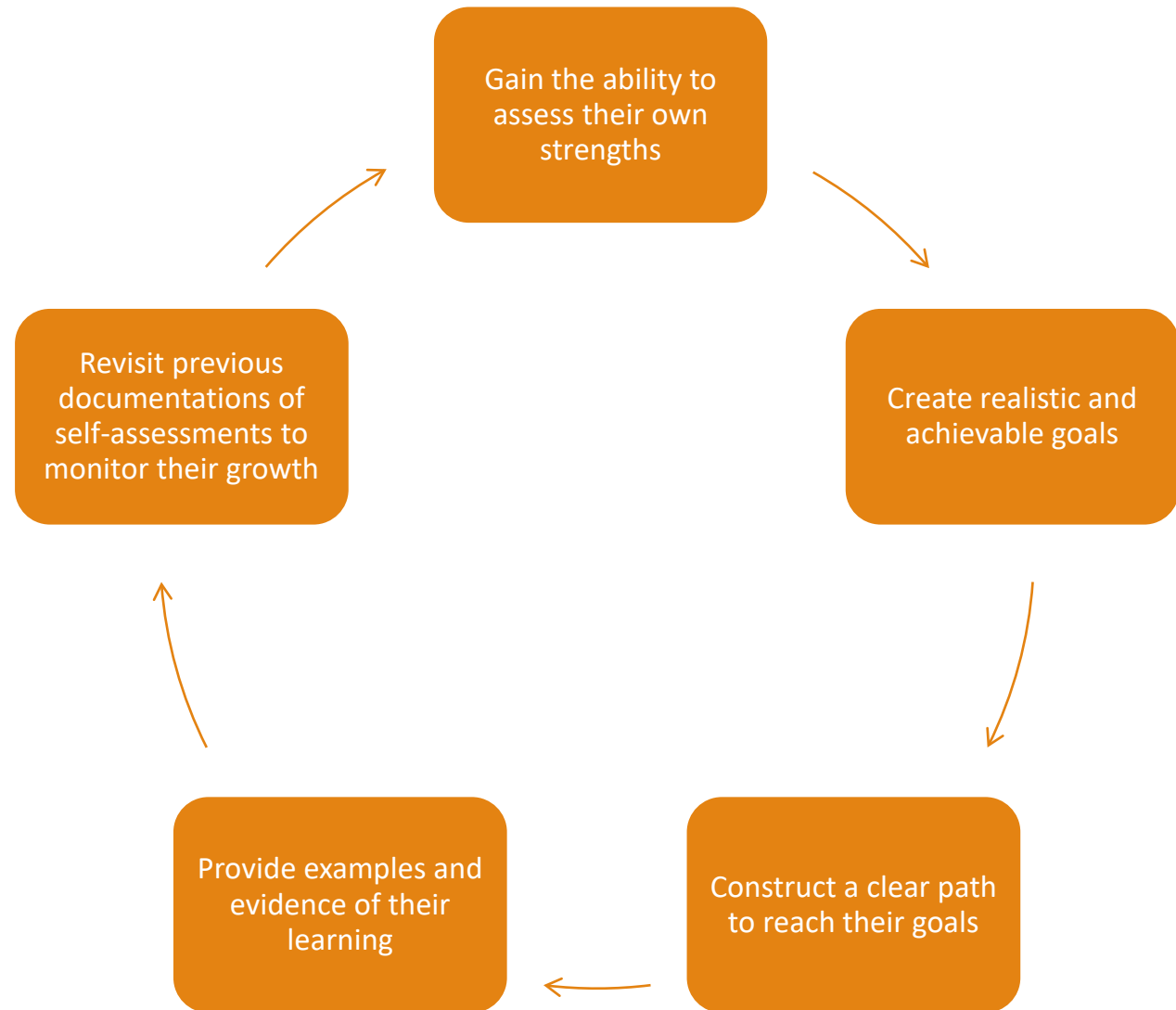
Sharon Jeroski, February 2017

Importance of Self-Assessment

Research on assessment emphasizes the importance of students developing reflective language and metacognition (i.e., the ability to think about thinking) in order to engage in effective self-assessment. Self-assessment is an ongoing process.

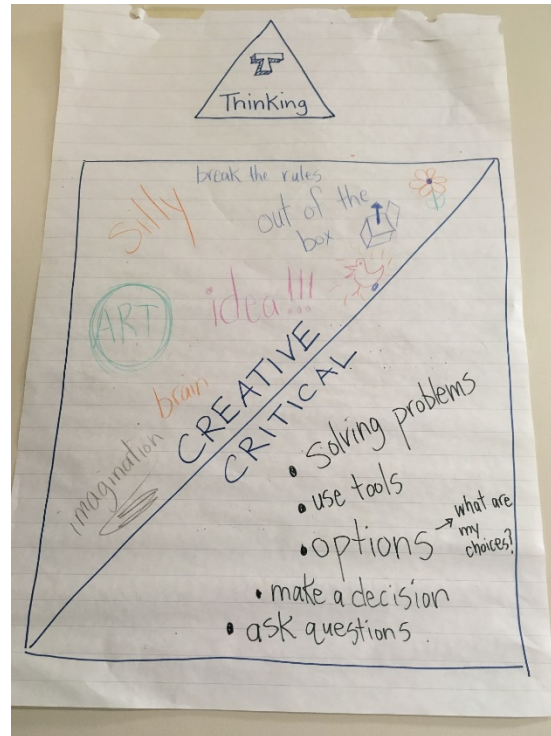
Supporting the Self-Assessment and Reporting of Core Competencies

Ministry of Education – March 2017 Draft



Ways to Create Self-Assessment Opportunities in the Classroom

- Charts made from sorting
- Collages
- Collections
- Constructions
- Dramatization
- Graphic stories
- Illustrations
- “I can” statements
- Mind maps



- Photographs
- Poems and acrostics
- Questions
- Reference letter or bio
- Spoken reflections
- Stories
- Videos
- Word clouds
- Written reflections



Documenting Self-Assessment of the Core Competencies

- Grade K – 9 requires a student self-assessment on at least one of the Core Competencies at the end of the school year.
- Each year-end report card will contain a statement to describe how each student has completed the Core Competency self-assessment. For example:
 - “_____ has completed the Core Competency self-assessment and has demonstrated this by _____.”
 - “A Core Competencies Student Self-Evaluation has been completed as demonstrated by_____.”
- In SD83, schools must be able to provide parents with either a hard copy of the self-assessment document or provide access to the student’s digital portfolio if requested by the parent (many teachers choose to send home the self-assessment document enclosed with the final report card.)
- Schools are not required to maintain records of students’ self-assessment documents in their permanent student files.



Self-Assessment Tools and Examples

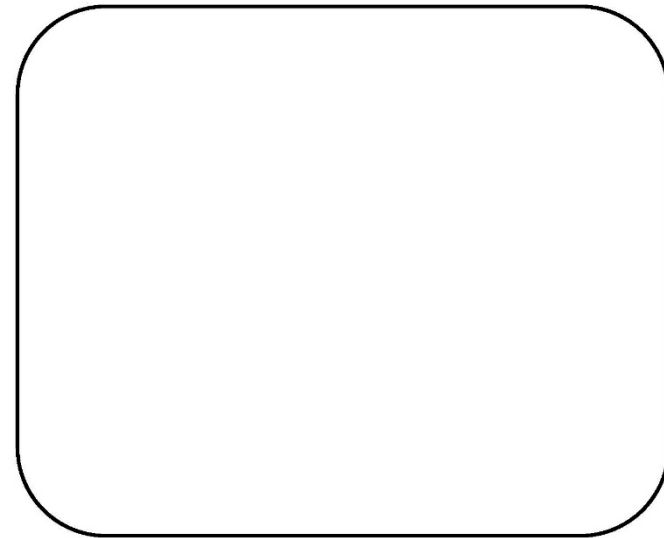
Primary Self-Assessment Templates

SD83 (based on SD62 Core
Competency posters)

Name: _____ Date: _____

Communication

I can share my ideas and questions.



- With help (from an adult or friend)
- On my own

Primary Self-Assessment Templates

SD23

I am a Communicator



Here's what it looks like or sounds like:

I know that I am making progress
because:

This is what I need to improve on:

Primary Self-Assessment Templates

Communication



I Can ask questions.

I Can answer questions.

I Can be a good listener.

I Can share my ideas.

I Can take suggestions.

I Can share my learning.

I Can work with others.

I Can give feedback to others.

Share how you are a Communicator:

Primary and Intermediate Self-Assessment Templates

SD23

Communication

A communicator is someone who asks questions, listens thoughtfully, gives feedback, respects others' ideas, shows their learning, and shares information and ideas.



I can...

- I can tell someone about something I learned.
- I can ask questions.
- I can respond to questions.
- I am an active listener.
- I can tell someone what I think (give feedback).
- I can listen to people's ideas and make some changes.
- I can work with others and do my share.

Evidence:

My Next Steps:

Intermediate and Middle Self-Assessment Templates

SD23



Term One
Date: _____

Term Two
Date: _____

Term Three
Date: _____

I am a communicator...

I can understand and share information about a topic that is important to me.

I ask and respond to questions.

I can represent my learning and tell how it connects to my experiences and efforts.

I am an active listener: I support and encourage the person speaking and I can work with others to achieve a common goal. I do my share.

I give, receive and act on feedback.

I am competent...

With support or reminders	I am usually like this	I am consistently like this
---------------------------	------------------------	-----------------------------

Evidence of My Learning...

Reflect: I want to work on...



Term One
Date: _____

Term Two
Date: _____

Term Three
Date: _____

Name: _____

I am a creative thinker...

I can get new ideas and build on the ideas of others.

I can share ideas that are new to my peers.

I generate new ideas as I pursue my interests or learn a lot about something so ideas just pop into my head.

I can make my ideas work or I change what I am doing.

I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.

I am competent...

With support or reminders	I am usually like this	I am consistently like this
---------------------------	------------------------	-----------------------------

Evidence of My Learning...

Reflect: I want to work on...

Intermediate and Middle Self-Assessment Templates

SD61

LMS - Core Competencies Self Assessment

Name: _____

Circle or highlight the points that you are able to do. Star or use another colour highlighter to mark the points you are still working on.



COMMUNICATION

Connect and Engage with Others	Acquire, Interpret, and Present Information	Collaborate	Explain/recount and reflect
<ul style="list-style-type: none">I am an active listener; I support and encourage the person speaking.I can recognize different points of view.	<ul style="list-style-type: none">I can present information clearly and in an organized way.I can present information and ideas to an audience.	<ul style="list-style-type: none">I can work with others to achieve a common goal; I do my share.I can take on roles and responsibilities in a group.	<ul style="list-style-type: none">I give, receive and act on feedback.I can recount experiences and activities and tell something I learned.

Give evidence of your ability to do one of the above by completing the following sentences:

I highlighted _____

My action that showed this ability was _____

Commenting on Evidence of Student Learning Bookmarks

SD23 Primary

Commenting on Evidence of Learning:	Commenting on Evidence of Learning:	Commenting on Evidence of Learning:
"From this I learned..."	"From this I learned..."	"From this I learned..."
"I liked _____ because..."	"I liked _____ because..."	"I liked _____ because..."
"I felt good when..."	"I felt good when..."	"I felt good when..."
"I am proud of..."	"I am proud of..."	"I am proud of..."
"I made a connection to when..."	"I made a connection to when..."	"I made a connection to when..."

Commenting on Evidence of Student Learning Bookmarks

SD23 Intermediate and Middle

Commenting on Evidence of Learning:

"From this I learned..."
"This is important to me because..."
"This has taught me..."
"Next time I will..."
"I am still learning..."
"I liked ____ because..."
"This didn't work because..."
"This went well because..."
"I changed ____ because..."
"I made a connection to when..."
"This also happened when..."
"My connection is..."
"A question I still have is..."
"I felt good when..."
"I am proud of..."
"When I work with others, I..."
"I know this because..."
"The strategy I used was..."

Commenting on Evidence of Learning:

"From this I learned..."
"This is important to me because..."
"This has taught me..."
"Next time I will..."
"I am still learning..."
"I liked ____ because..."
"This didn't work because..."
"This went well because..."
"I changed ____ because..."
"I made a connection to when..."
"This also happened when..."
"My connection is..."
"A question I still have is..."
"I felt good when..."
"I am proud of..."
"When I work with others, I..."
"I know this because..."
"The strategy I used was..."

Commenting on Evidence of Learning:

"From this I learned..."
"This is important to me because..."
"This has taught me..."
"Next time I will..."
"I am still learning..."
"I liked ____ because..."
"This didn't work because..."
"This went well because..."
"I changed ____ because..."
"I made a connection to when..."
"This also happened when..."
"My connection is..."
"A question I still have is..."
"I felt good when..."
"I am proud of..."
"When I work with others, I..."
"I know this because..."
"The strategy I used was..."



Core Competency Posters

SD62 Primary and Intermediate



Communication



I can share my ideas and questions.



I can listen to others. 



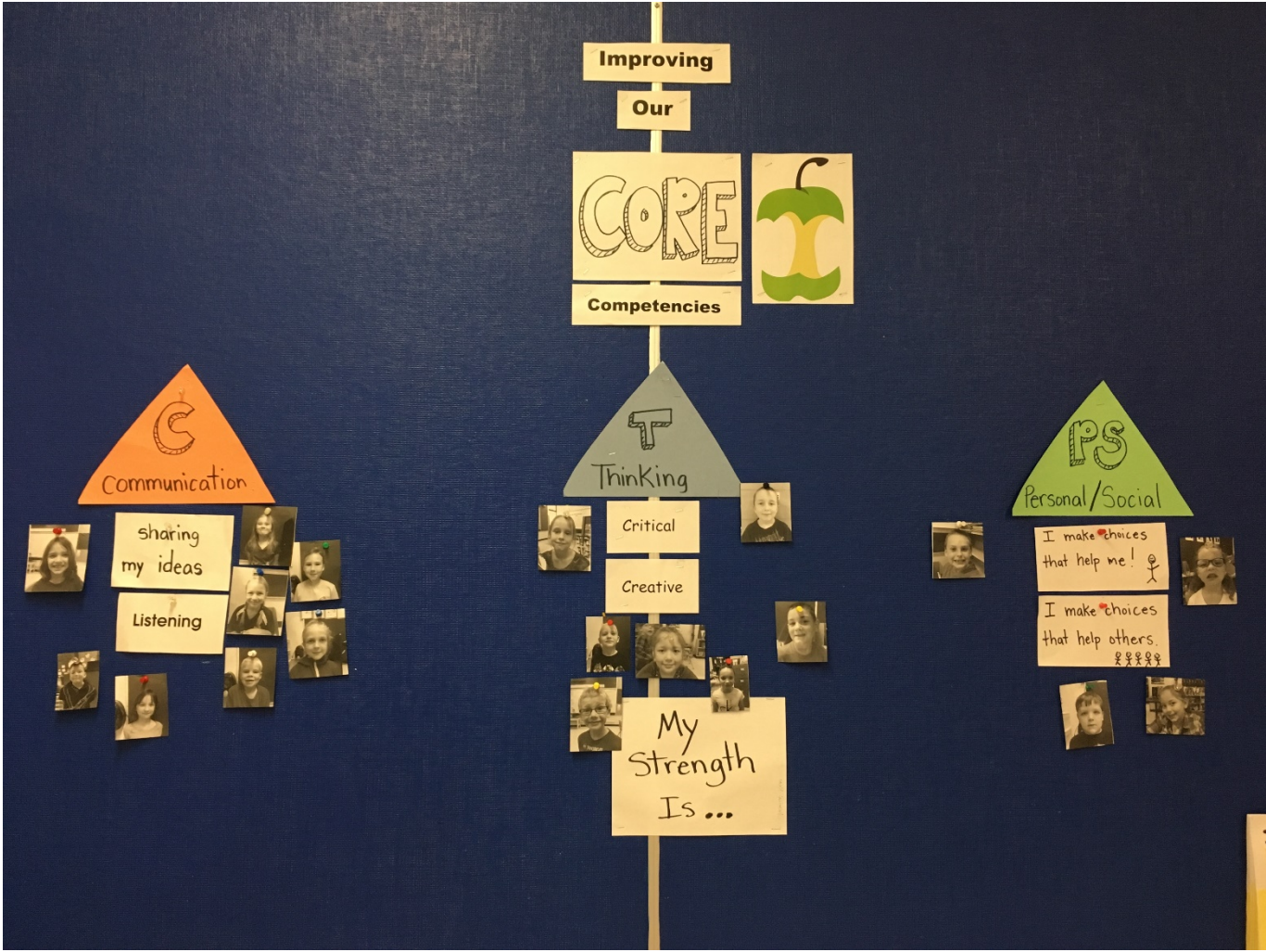
Communication



- I can listen to and contribute ideas in conversations.
- I can present my ideas clearly in an organized way.
- I can work with others to carry out a group goal.
- I can reflect on my learning.

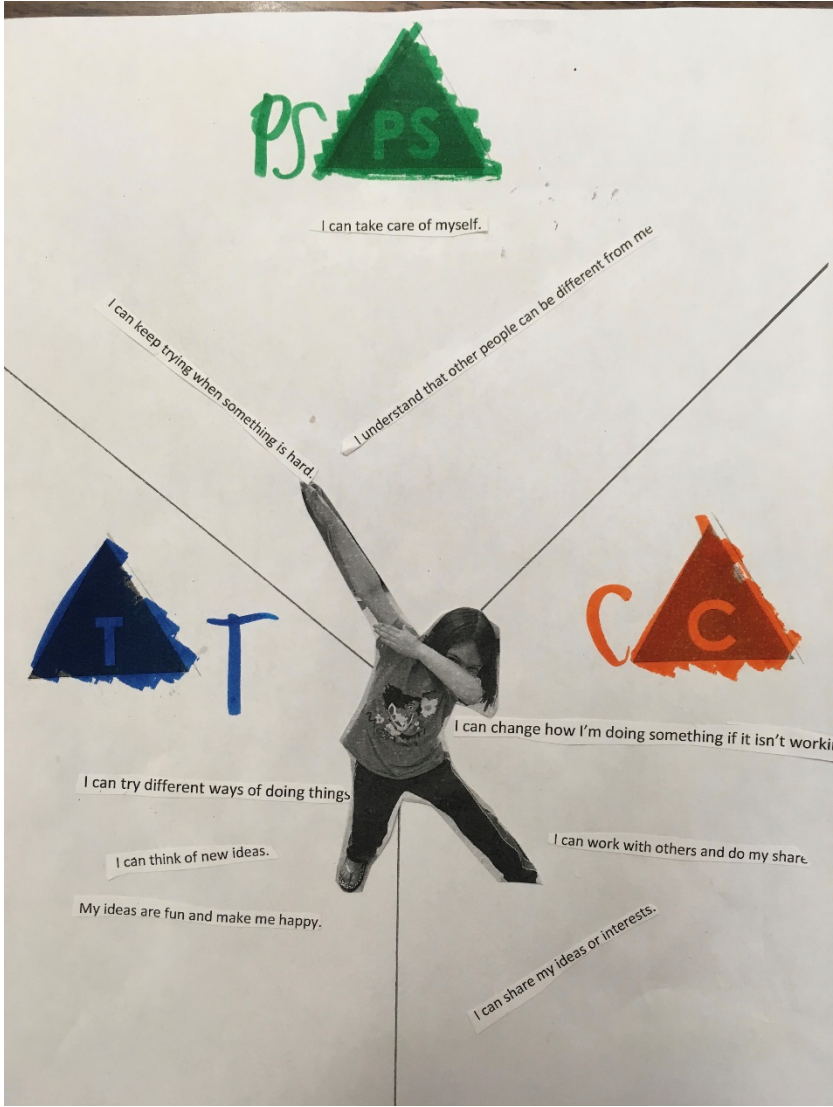
Classroom and Student Examples

SD83



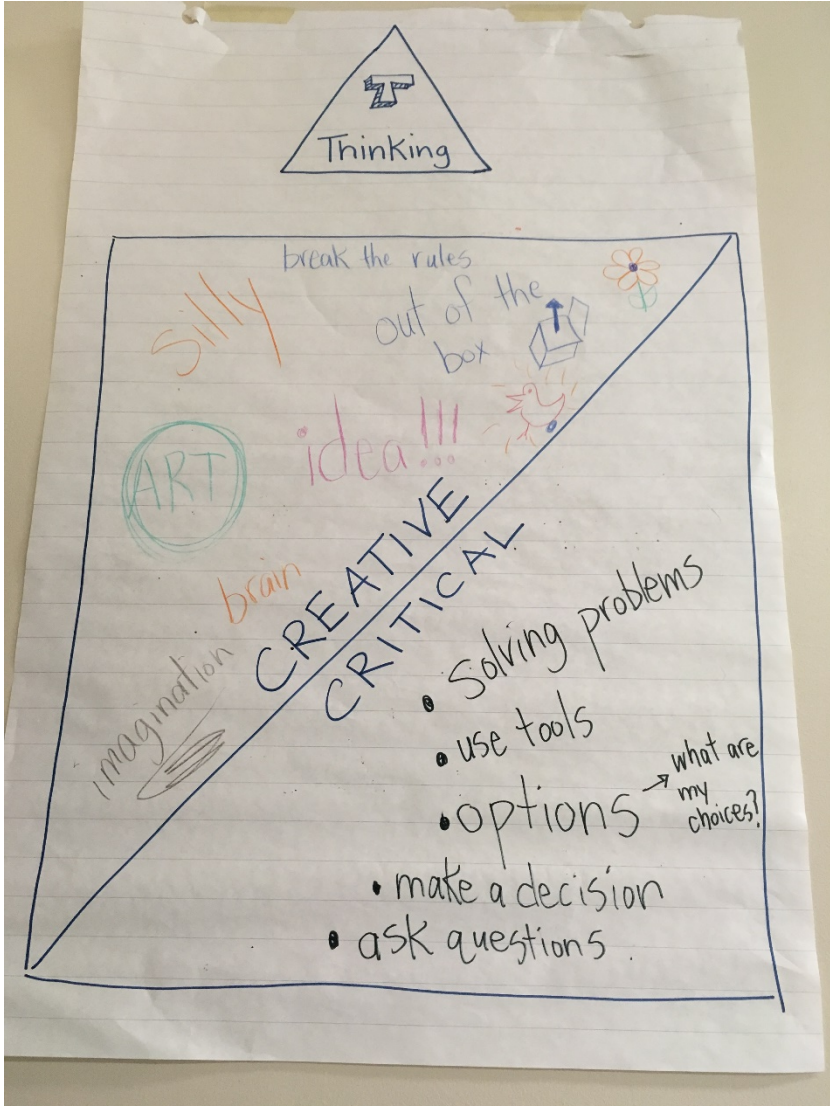
Classroom and Student Examples

SD83



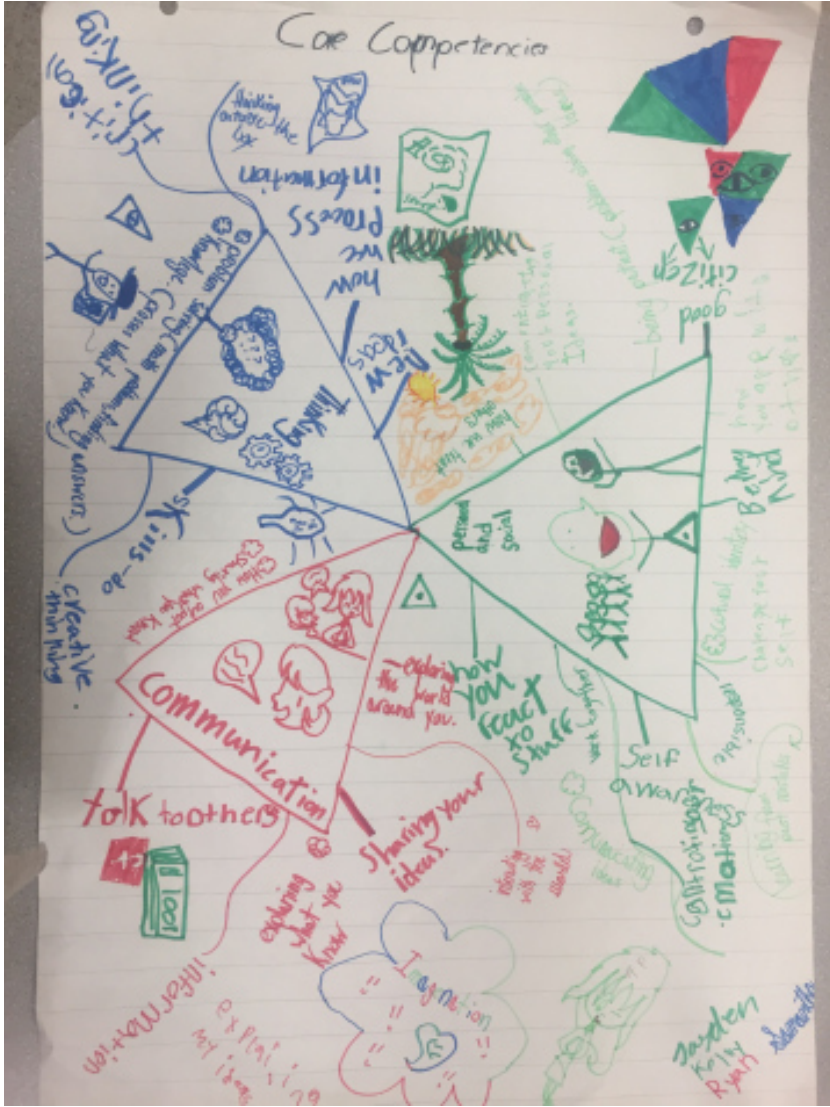
Classroom and Student Examples

SD83



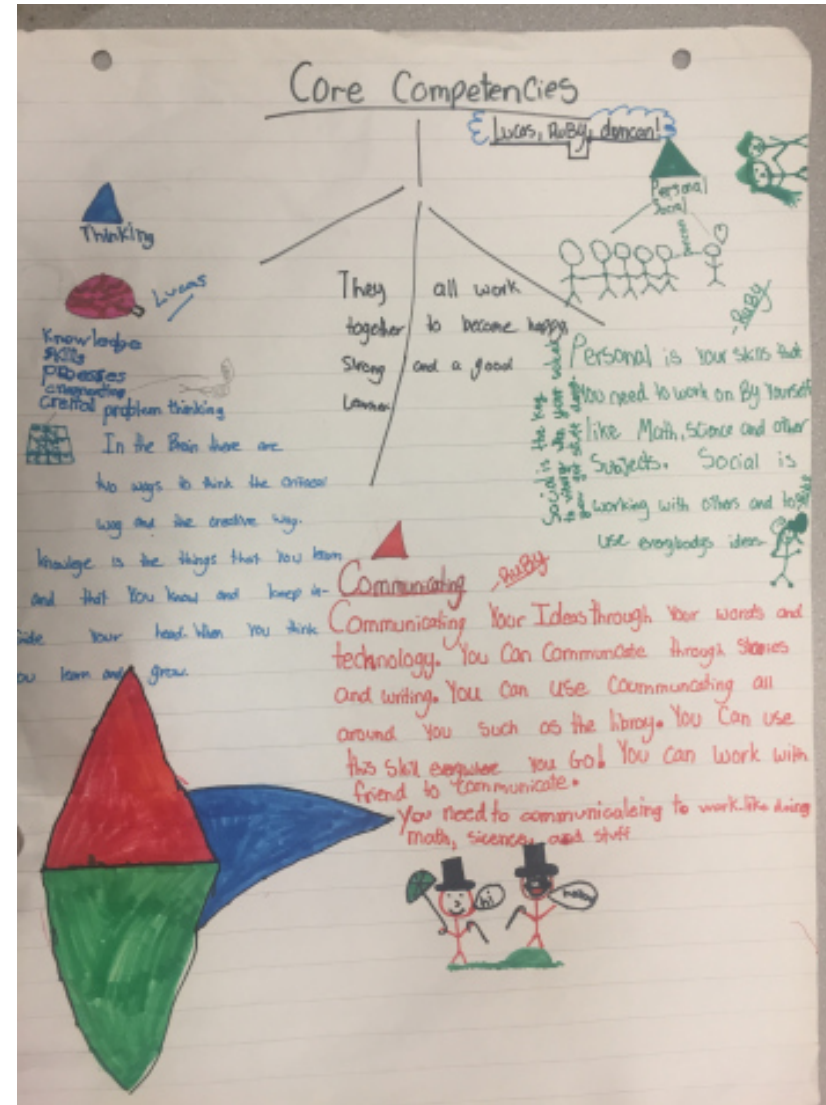
Classroom and Student Examples

Other Districts



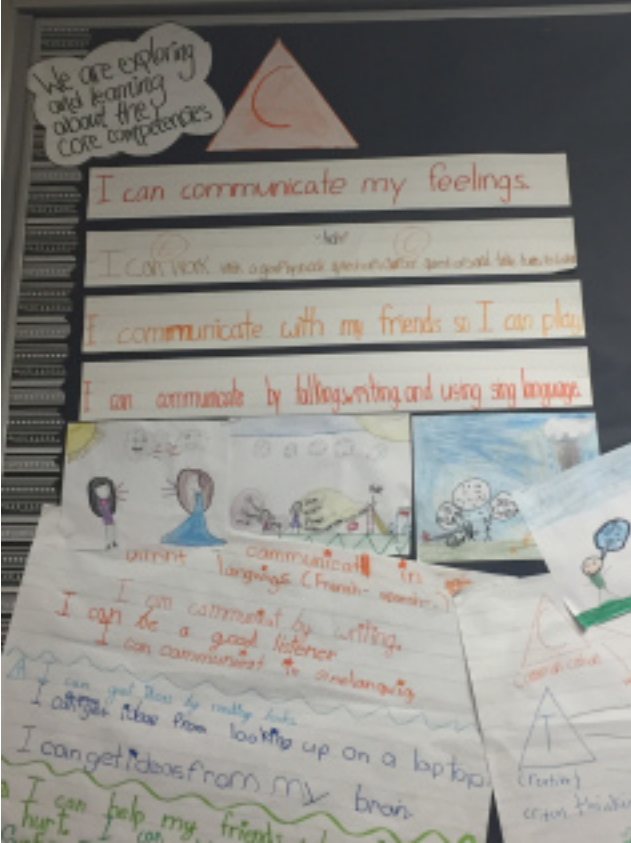
Classroom and Student Examples

Other Districts



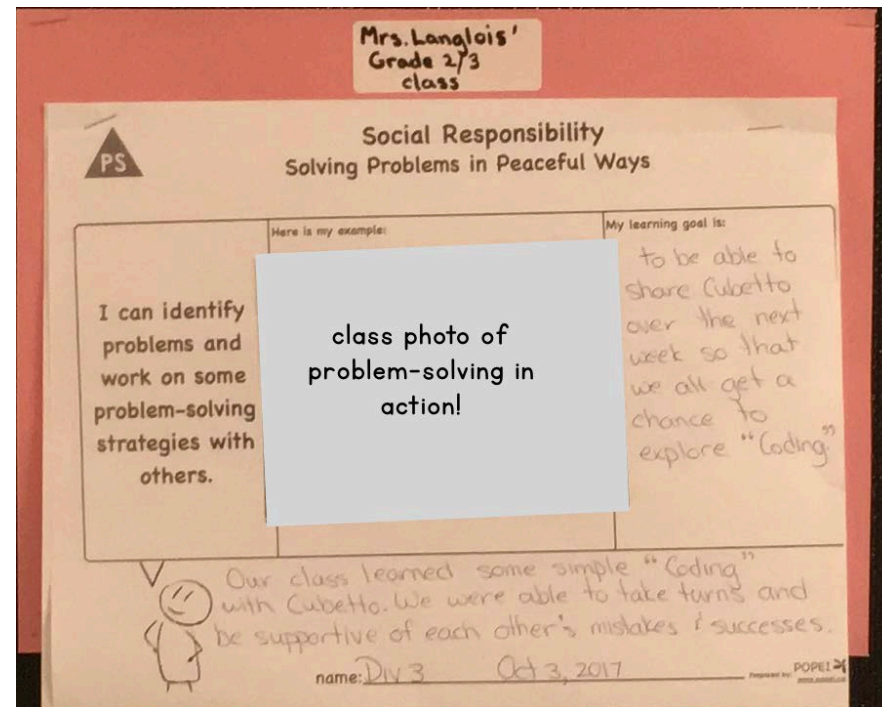
Classroom and Student Examples

Other Districts



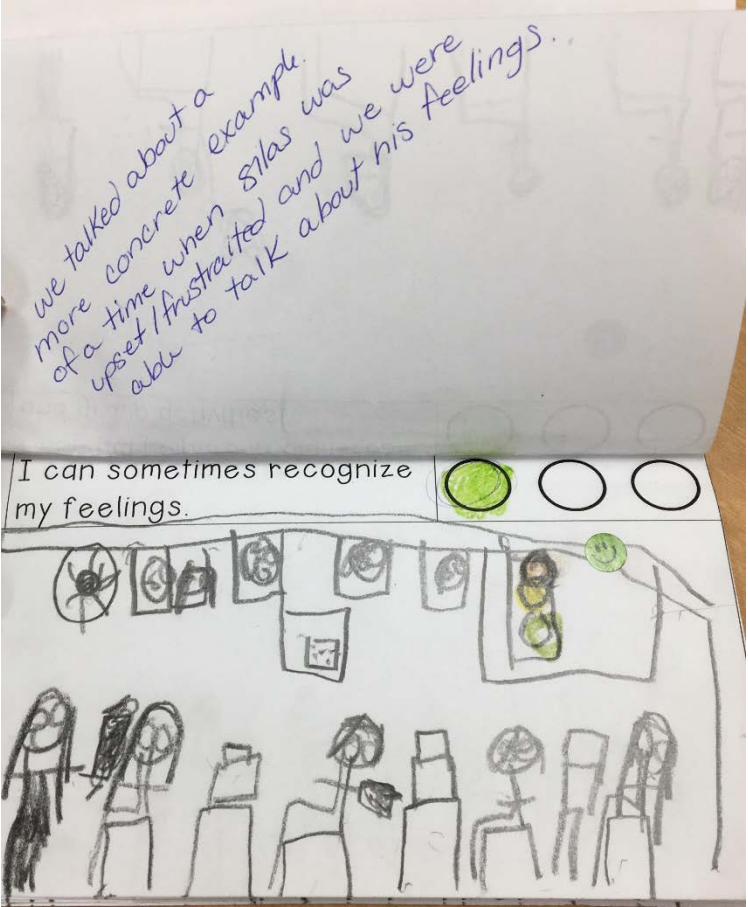
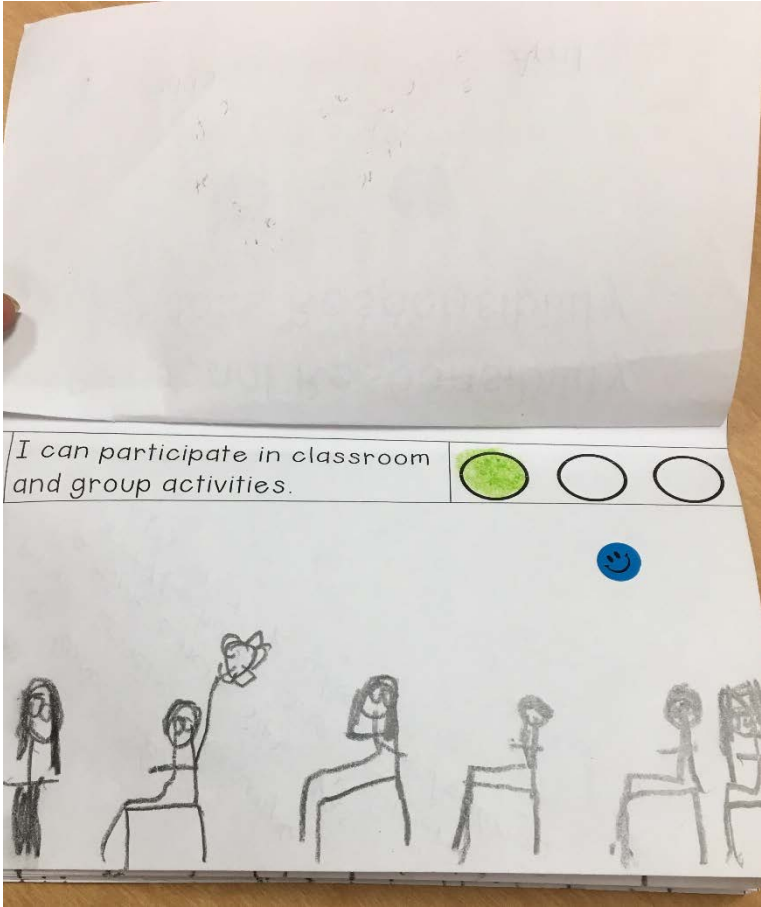
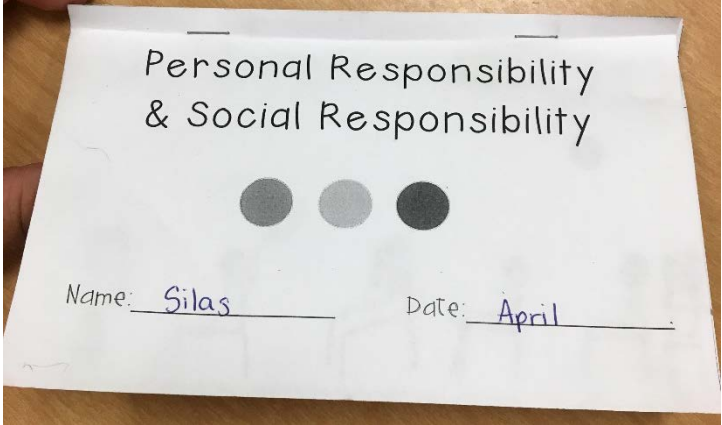
Classroom and Student Examples

SD83



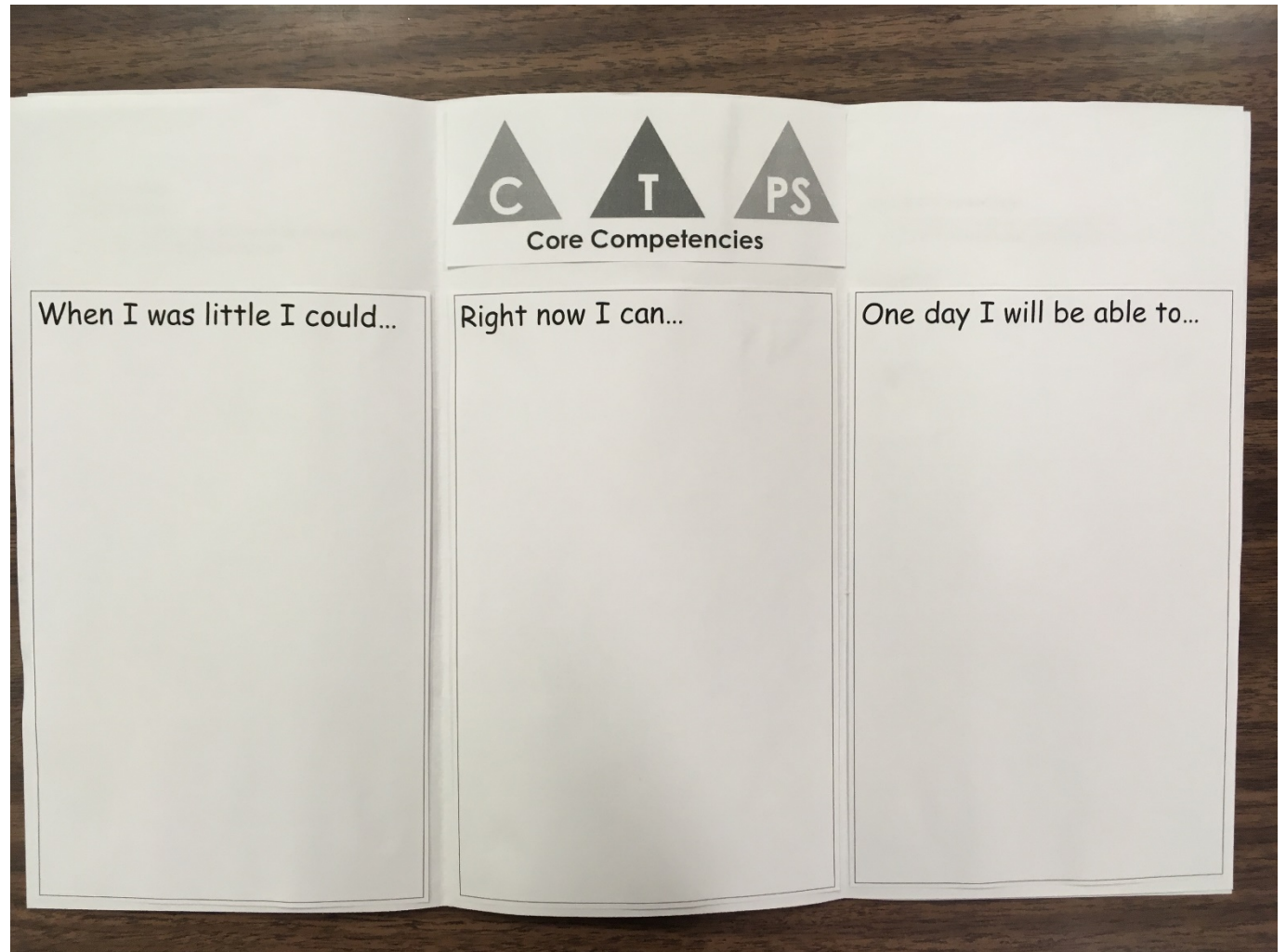
Classroom and Student Examples

SD83



Classroom and Student Examples

SD83



Classroom and Student Examples

Other Districts

Personal and Social Responsibility:
I chose the Estimation challenge to show
how I have been developing my personal skills and social responsibility.
It shows that I am a caring and responsible class citizen by being
Kind and encouraging to the students who came to
my station. I kept my station organized and
collected all my data
I want you to notice how I data helped my littlest
visiter a kindergardener make his estimation
I am still learning to be rilly patient when I work in a group
I will remember to stop and invite other peoples
ideas.

Classroom and Student Examples

Other Districts

Self-Assessment on My Core Competencies
Communicating my ideas and thinking

My Strengths: One of my biggest strengths is writing. I absolutely love writing. There is never an end to it. I'm really good at writing detailed descriptions and getting inside my topic. We call that explode the moment. This year I'm feeling really good about me as a reader. I love how authors make their stories come to life. At lit circles I know I have a good understanding of what I read because I'm never at a loss for words. I can make deep connections and you can see that in my double journal entries. My last strength I want to write about is that I'm a kind and responsible person. I know this because I have lots of friends who smile when I'm with them.

My Goals and Plans: Personal

My one goal that I want to work on is not worrying so much. I worry sometimes about falling behind or not knowing all that I need to know. I worry about the things to little and I make it into something big. I need to take a big breath and tell myself I'm good enough.

Self-Assessment on My Core Competencies

My Strengths:

I want to say that my strength is talking and that is communicating. I like sharing my ideas at class temperature and during discussions. I speak loud and clear and I make sense and I know I am interesting because my friends listen. I like to share ideas in a group but I listen to. This happens.

So I think I'm good at thinking too. They go together. I think carefully about ideas and I use what I know to think about what I don't know. And when I don't know something I try to think differently. I think a lot in this class.

My Goals and Plans:

I need to work on working in a group. Sometimes it's hard when you don't like your group's idea and you need to make sure all the group shares. When I get a job I may have to be able to work with people so I need to try to be better at it by saying okay I don't need to be the boss all the time.

Wednesday, May 24, 2017

Classroom and Student Examples

Other Districts (SD48)

Dear Papa, I Am writing you this letter to let you know what I have learned this year.

This year at school has been *exquisite* and Fun

I am most proud of my Math Because I used to be REALLY bad at math and now I can do.... Better, but I still need to improve, and I am good at fractions now.

I have improved a lot in thinking critically, since the beginning of the year if the task was too hard, I would give up. But now I think harder and get help.

I have also improved in contributing by making comics in the hall to inspire and entertain the people who see it. I feel very amazing about my contribution!

I best learn in a quiet space, like the hall or with headphones.

Sincerely,



Where to go from here? How can we help?

SD83 Instructional Learning Team

North Okanagan-Shuswap No. 83



Instructional Learning Team

Creating opportunities for co-planning, co-teaching, and co-learning together.



Jessa Clark
Educational Technology
jeclark@sd83.bc.ca



Sandra Major
Literacy
smajor@sd83.bc.ca



Leslie Drinovz
Differentiated Learning
ldrinovz@sd83.bc.ca



Quinn Olson
Assessment (Middle)
qolson@sd83.bc.ca



Jennifer Findlay
Early Learning
jfindlay@sd83.bc.ca



Emily Styles
Outdoor Learning &
First Peoples Principles
estyles@sd83.bc.ca



Jennifer Kelly
Literacy
jkelly@sd83.bc.ca



Rhys Waters
Assessment (Secondary)
rwaters@sd83.bc.ca



Laurelle Larmand
Writing
llarmand@sd83.bc.ca



Megan Weir
Writing
mweir@sd83.bc.ca

We are a group of SD83 educators available to connect with other educators in our district to create meaningful professional learning opportunities which will support student learning and engagement. If you are interested in learning more about or working with the Instructional Learning Team as an individual or as a school team, please contact one of the ILT members listed above.