SUPPORTING CORE COMPETENCY SELF-ASSESSMENT

NAME IT:

STEP ONE	• Choose a Template - see the Core Competency Tab on the SD79 Curriculum Resources K-12 website (http://sd79.bc.ca/services/curriculum/curriculum-resources-k-12/
STEP TWO	• Choose specific competencies to focus on
STEP THREE	• Talk to students about what the competency means, looks like, which words you might use to describe it in relation to your learning • Show students the "I Can" statements for the competency/competencies you have chosen

NOTICE IT:

STEP FOUR	• Model self-assessment of the chosen competency for your students • Discuss purpose of evidence • Identify times where you have seen students working on a specific competency; make a point of pointing it out. Encourage students to point these things out in each other
STEP FIVE	• Have students practice self-assessment of the competency • This should be a guided activity, and may need to be repeated more than once
STEP SIX	• Formal self-assessment time • Feel free to use the evidence gathered through the practice self-assessments as well

NURTURE IT:

STEP SEVEN	• Collect and review your students' self-assessments • Do they need more practice? Some will, some won't; support the students who do need more practice • Offer feedback to all, promoting conversation around the Core Competencies
STEP EIGHT	• Revisit self-assessments if necessary for those students who needed more practice, or more evidence to support their thinking
STEP NINE	• Copy student templates and evidence (if applicable) • Put a copy in the school report card file and send originals home with student in early June

Core Competencies

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A teacher's job is not to assess the Core Competencies, it's to develop them within our students. To develop them, teachers need to:
- intentionally plan for the integration of the Core Competencies in lessons and units
- provide explicit instruction
- provide regular and ongoing opportunities for students to self-assess on their growth and proficiency in relation to the Core Competencies
- provide regular and ongoing feedback to support students in their learning.

Sample Discussion Prompts for Talking to Students (Name It - Step #3)	Examples of Supporting Evidence (Notice It - Step #4)
Communication - How do you show you are listening thoughtfully? What do you do when you disagree with someone? ***Critical Thinking*** - What strategies do you use to decide if believe something you have read? ***Creative Thinking*** - What helps you get new ideas? How do you come up with ideas when you want to make something new at home? ***Social Responsibility*** - How do you use words and actions to encourage others? ***Positive Personal and Cultural Identity*** - What are your strengths as a learner? How do you use your strengths and abilities in the classroom? ***Personal Awareness of Responsibility*** - What strategies do you use when you have to wait and are feeling impatient? What do you do when you are feeling discouraged about your work?	- Self-reflection after a presentation or assignment - Graphic organizer showing idea generation or organization - Word cloud about personal strengths - Writing sample - Math problem solving - Artwork - Photographs of students during a learning engagement
Modelling Self-Reflection to Students (Notice It - Step #4)	**Strategies for Completing the June Summative Assessment (Notice It - Step #6)**
- Tell students about the competency you have chosen to reflect on - Ask students to identify what the competency means to them, describe in their own words - Describe a time you have used this competency in your life - Explain how your example demonstrates the core competency - Provide opportunity for students to give personal examples related to the same competency - Guide students in explaining how their example demonstrates the core competency	**Buddy Class** - Older buddies can guide and scribe for younger buddies while also increasing their own exposure and familiarity with the Core Competencies **Peer Interviews** - Students work in partners to ask prompting questions about the Core Competencies and can provide scribing support **Teacher Interviews** - Use quiet time in the classroom to meet with individual students to provide guidance and scribing support **Speech to Text Software** - Apps such as Voice Memos or programs like Dragon Dictation or Kurzweil can translate student comments into text that can be copied onto the self-assessment template.

What's next?
- Continue to provide opportunities for self-assessment.   Provide opportunities to self-assess on all of the Core Competencies.
- Explore "I" statements with students.
- Continue to provide regular feedback to students to support their learning and development.
- Have students establish goals and a learning plan to support their development in relation to the Core Competencies