

Core Competencies: Self-Assessment

Grade 8-9 students

Core Competencies are foundational to our new British Columbia curriculum. This ensures that students are always mindful of their growth in their communication, thinking and personal and social responsibility.

The emphasis on self-reflection promotes personalization and student ownership of their learning and it becomes a natural part of the learning process.

Teachers support students in self-assessment by intentionally noticing, naming, and connecting the Core Competencies to their learning.

Starting this year, students in Grades K-12 across British Columbia will be asked to reflect upon their growth of these competencies as part of the reporting process. At Earl Marriott Secondary, students in Grade 8 and 9 will be asked to self-assess their development in one or more of the core competencies.

Below you will find an overview of each competency and some open-ended and probing questions to help students clarify their thinking and articulate their individual profiles. In June, grade 8 and 9 students will be given an opportunity to respond to some of these questions.



SOCIAL RESPONSIBILITY Competency Profiles

OVERVIEW



Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

Describe a time when you shared ideas with others.

Describe some ways in which you have collaborated with others.

How have you improved this year in building relationships with others?

How do you use words and actions to encourage other students who might be feeling a bit sad or discouraged? (What are some words and phrases you use?)

What contribution have you made to our school that you feel good about? How did you get started doing that?



PERSONAL AWARENESS & RESPONSIBILITY

Competency Profiles

OVERVIEW



Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

What do you see as your personal strengths?

Describe something you really liked in the work you did. What made it special for you?

How are you progressing as a learner?

How can you use your strengths to improve?

Describe a time that you exercised good choices that contributed to your well being.

Describe one of your learning goals. What are you doing to achieve this?

Think of times when you have to wait. What strategies do you use when you are feeling impatient?



POSITIVE PERSONAL & CULTURAL IDENTITY Competency Profiles

OVERVIEW



A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

What are your strengths as a learner and how do you learn best?

What are some aspects that you value about your culture and would like others to know?

How do you portray aspects of your culture in your work?



CRITICAL THINKING

Competency Profiles

OVERVIEW



Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

Describe a problem that you solved. What choices did you make that affected the outcome?

Pick a topic or question. How has your thinking changed? What made it change?

What strategies do you use to decide whether to believe something you have read?
What advise would you give a younger student about figuring out what is true?



CREATIVE THINKING

Competency Profiles

OVERVIEW



Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.

What strategies do you use when you want to generate ideas? How do you develop your ideas?

Describe something you have designed. If you were to do it all over again, what adjustments would you make?

Describe a time when you felt really good about a new idea you had.



COMMUNICATION

Competency Profiles

OVERVIEW



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. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

Describe ways that you contribute to discussions.

Describe a form of communication that you are especially proud of. What would you like others to notice?

How do you show that you are listening thoughtfully?

What do you do when you disagree with someone in your group or discussion?