START HERE

November 2026

Core Competency Self Assessment

Build skills for school and life.

Today: write one SMART goal for each core competency.

Choose goals that matter to YOU.




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OUR INTENTIONS

Students will consider and commit to Core Competency Goals for the 2026/2027 school year.

Students will complete a *My Core Competency Goals* activity, which is a part of the upcoming Learning Update. This activity will be shared with a parent, guardian, or caregiver.

OUR INTENTIONS

People who write down their goals are **42% more likely to achieve them.**

(Matthews, 2007)

OUR INTENTIONS



People who share their goals are **50% more likely to achieve them.**

(Matthews, 2007)

WORKSHEET • FRONT

OUR INTENTIONS

MY CORE COMPETENCY GOALS

Three small steps. Skills for school and life.

Last Name	*First Name*
Student Number	*Date*

READ THE EXAMPLE

Big idea: I want to participate more.

SMART goal: For the next four weeks, I will ask one question or share one idea during a class or small-group discussion each week. I will track each contribution with a check mark.

USE *SMART* TO MAKE YOUR PLAN

S | Specific — Name the action you will take.

M | Measurable — Say how much or how often; track it.

A | Achievable — Choose a step you can manage.

R | Relevant — Connect it to a skill that matters to you.

T | Time-bound — Set a deadline or a time period.

WRITE ONE GOAL FOR EACH CORE COMPETENCY

Choose goals that matter to you. Use the example but make each goal your own.

More information about Core Competencies.

1. COMMUNICATION

Share ideas, listen and work with others.

Possible focus: asking questions, listening, contributing or teamwork.

My SMART goal (action + amount/how often + deadline):

My first step / support I can use:

How I will track my progress:

B.C. Core Competencies | curriculum.gov.bc.ca/competencies

MY CORE COMPETENCY GOALS

2. THINKING

Create ideas, consider evidence and reflect.

Possible focus: trying strategies, checking sources or using feedback.

My SMART goal (action + amount/how often + deadline):

My first step / support I can use:

How I will track my progress:

3. PERSONAL AND SOCIAL

Understand yourself, manage challenges and care for others.

Possible focus: managing stress, exploring strengths or including others.

My SMART goal (action + amount/how often + deadline):

My first step / support I can use:

How I will track my progress:

FINAL CHECK:

☐ Action, measurement and time frame in each goal. ☐ Manageable and meaningful.

Share your goals with a parent/guardian and ask them to sign below.

Parent/Guardian Signature	*Date*

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SKILLS THAT WORK TOGETHER

THREE COMPETENCIES. MANY POSSIBILITIES.





COMMUNICATION

Share ideas.

Listen.

Collaborate.



THINKING

Create.

Question.

Reflect.



PERSONAL AND SOCIAL

Know yourself.

Manage challenges.

Care for others.

STEP 1 | MAKE IT YOURS

Write your first name, last name and the date.

Think: What is one skill I want to strengthen?

Your goals can connect to school, home or your community.

STEP 2 | MAKE IT SMART



S — Specific: What action will I take?

M — Measurable: How much or how often?

A — Achievable: Can I manage this step?

R — Relevant: Why does this skill matter to me?

T — Time-bound: By when, or for how long?

WORKSHEET • FRONT • EXAMPLE

FROM A BIG IDEA TO A CLEAR PLAN



BIG IDEA: “I want to actively participate more.”

SMART GOAL: For the next four weeks, I will ask one question or share one idea during a class or small-group discussion each week. I will track each contribution with a check mark.

GOAL 1 • CHOOSE ONE OR CREATE YOUR OWN

COMMUNICATION | 10 GOAL EXAMPLES



1. Read aloud for 10 minutes daily for four weeks to practise fluency.
2. Learn five new words and use each in a sentence weekly for four weeks.
3. Ask one question or share one relevant comment per lesson for two weeks.
4. Share one idea and complete my agreed task in each group session for four weeks.
5. Prepare, rehearse twice and deliver a short presentation by the end of next month.
6. Summarize a lesson's main points to a partner twice weekly for four weeks.
7. Start a conversation with a classmate twice weekly for four weeks.
8. Give one specific, respectful piece of peer feedback weekly for four weeks.
9. Invite a group member to contribute in each group session for four weeks.
10. Ask a teacher for feedback on one piece of work weekly for four weeks.

STEP 3 | WRITE GOAL 1



Choose ONE focus that matters to you.

SMART EXAMPLE

For the next four weeks, I will ask one question or share one idea in a class or small-group discussion each week. I will track each contribution with a check mark.

Now write your goal, first step/support and tracking method.

STEP 4 | WRITE GOALS 2 & 3



Choose ONE focus that matters to you.

SMART EXAMPLE

For the next four weeks, I will try two strategies on one challenging problem each week and record which worked better and why.

Now write your goal, first step/support and tracking method.

GOAL 2 • CHOOSE ONE OR CREATE YOUR OWN

THINKING | 10 GOAL EXAMPLES



1. Complete 10 extra math problems weekly for eight weeks; review and correct errors.
2. Solve puzzles for 15 minutes, three times weekly for four weeks; record strategies.
3. Complete one art or creative-writing project weekly for eight weeks.
4. Complete one STEM challenge weekly for four weeks; record one improvement.
5. Try two strategies on one challenging problem weekly for four weeks.
6. Check one online claim against two reliable sources weekly for four weeks.
7. Brainstorm three ideas before starting each of my next four projects.
8. Use feedback to revise one draft weekly for four weeks; note what improved.
9. Compare two viewpoints on one topic weekly for four weeks; explain my conclusion.
10. Write one weekly journal reflection for four weeks about what worked and what to change.

GOAL 3 • CHOOSE ONE OR CREATE YOUR OWN

PERSONAL AND SOCIAL | 10 GOAL EXAMPLES



1. Organize my backpack and workspace every Friday for six weeks; use a checklist.
2. Plan homework each school day for four weeks; check off tasks by their deadlines.
3. Do 30 minutes of physical activity I enjoy daily for three weeks; keep a log.
4. Follow a 30-minute study routine each school day for six weeks; track sessions.
5. Practise a calming strategy before one challenging task daily for two weeks.
6. Reflect on one strength or value in a five-minute journal entry weekly for four weeks.
7. Invite someone to join a group or activity once weekly for four weeks.
8. Learn about one culture through two sources this month; reflect on an assumption I reconsidered.
9. Spend five minutes caring for a shared school space weekly for four weeks.
10. Ask a trusted adult for support once weekly for four weeks; note one next step.

STEP 5 | CHECK YOUR THREE GOALS



For EACH goal, check:

- I named an action I can take.
- I included an amount or frequency and a time frame.
- My goal is manageable and meaningful to me.

Add a first step or support and a way to track progress.

MOVING FORWARD

SMALL STEPS. REAL GROWTH.



Complete this activity. Consider taking a photo of it as backup for yourself.

Parents, guardians, and caregivers will be directed to check it with you as part of the November 18th Learning Update.