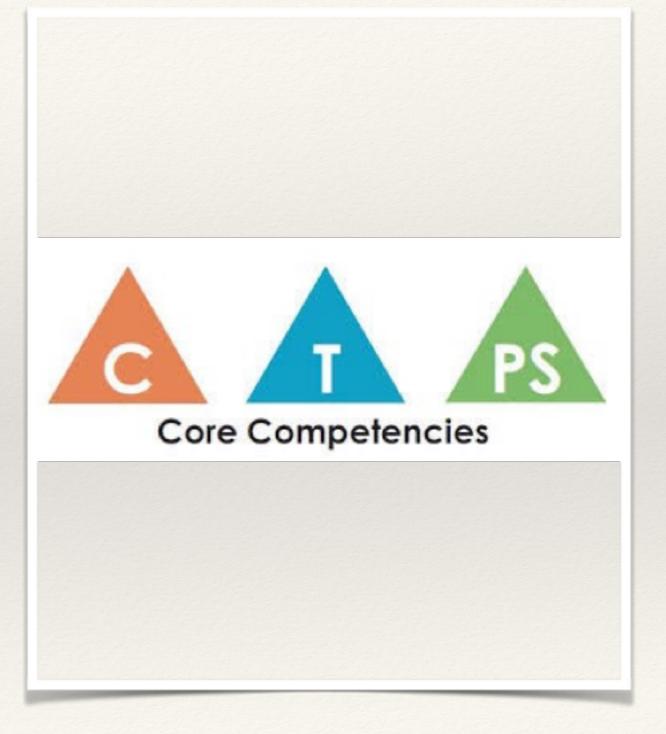
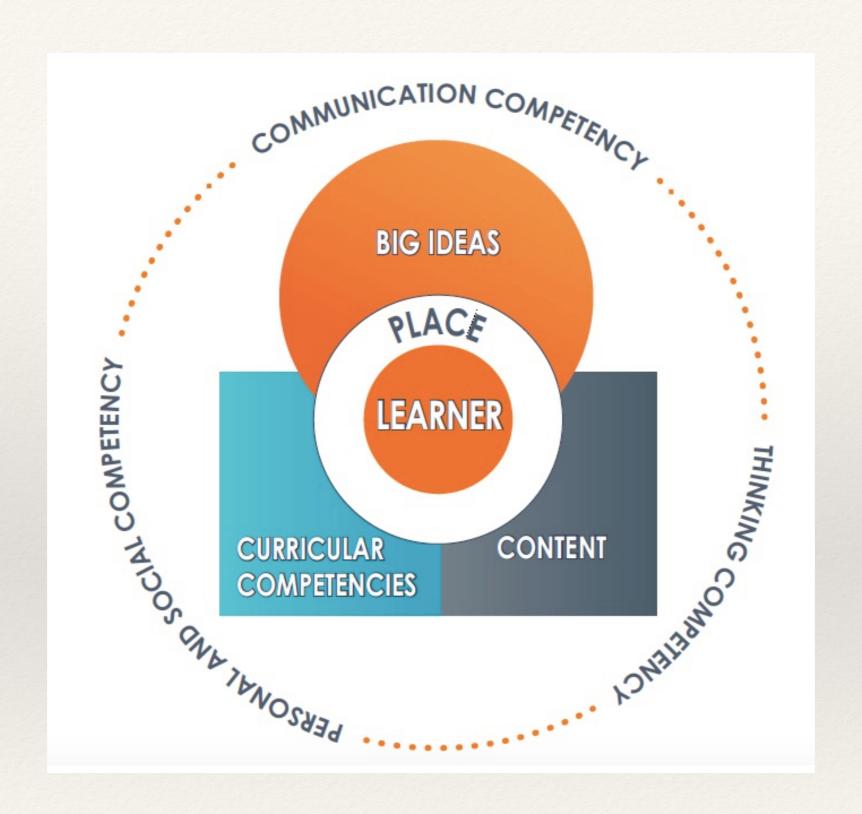
BC's (and Yukon's) Redesigned Curriculum

"The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning."





BC Ministry Page

♣ Core Competencies

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Through provincial consultation, three core competencies were identified.

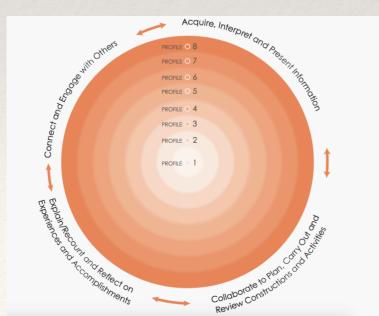


C

Communication -The communication competency encompasses the set of abilities that students use to impart and e experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digit

View the Communication Profiles and Illustrations »

Thinking - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual



ACommunication

The 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. The Communication Competency Profiles have been developed by BC teachers based on students' work. The communication competency consists of two elements:

Communication Competency Profiles (PDF)



present an overview and the set of profiles. The overview provides background about communication competency and includes a description of its facets. The set of profiles are descriptions of students as they progress to sophisticated stages of competency. The profiles are written from the student's point of view, reflecting student ownership and responsibility for demonstrating the competencies.

Download the Communication Competency Profiles in English or French

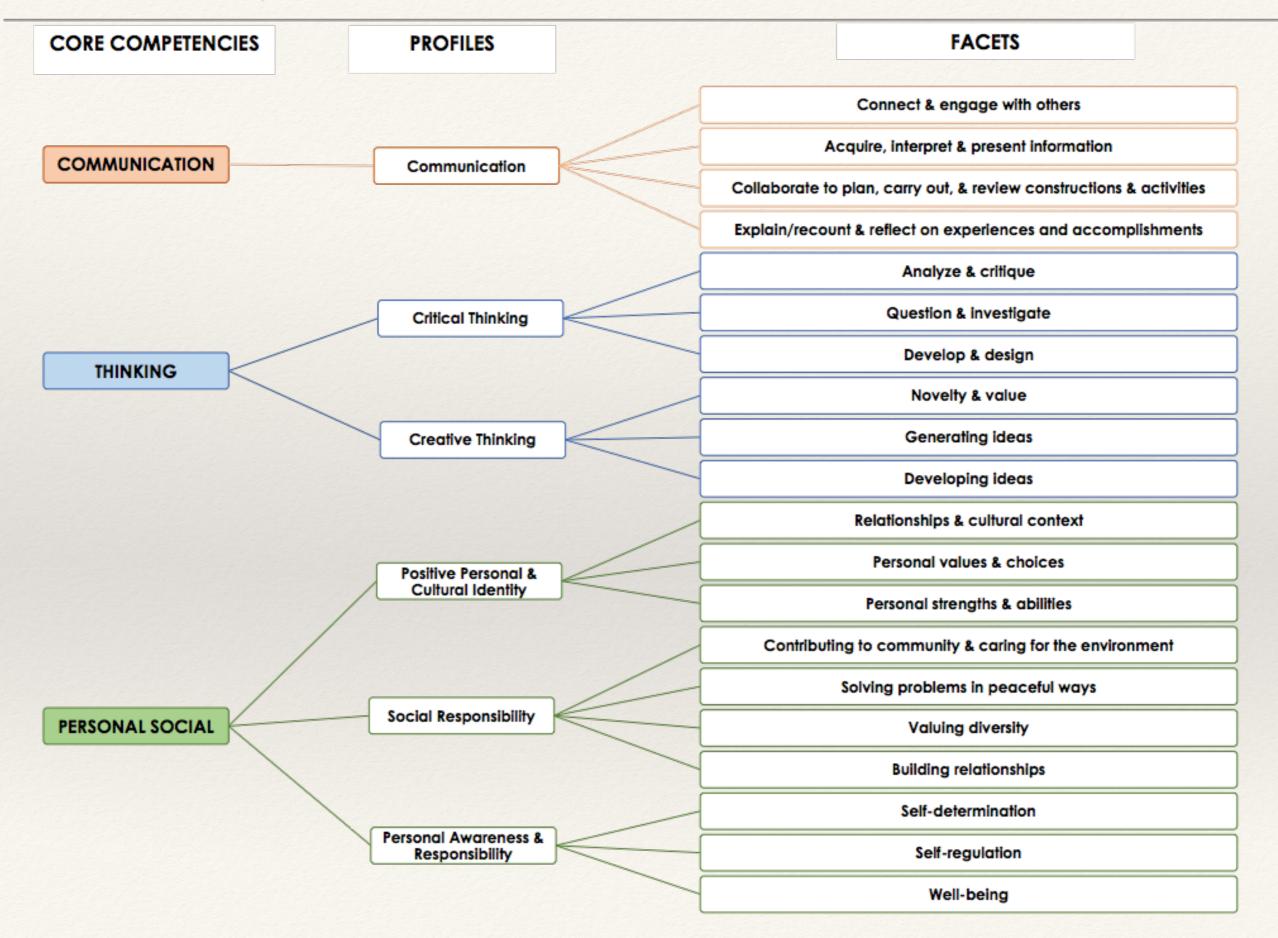
Communication Competency Illustrations

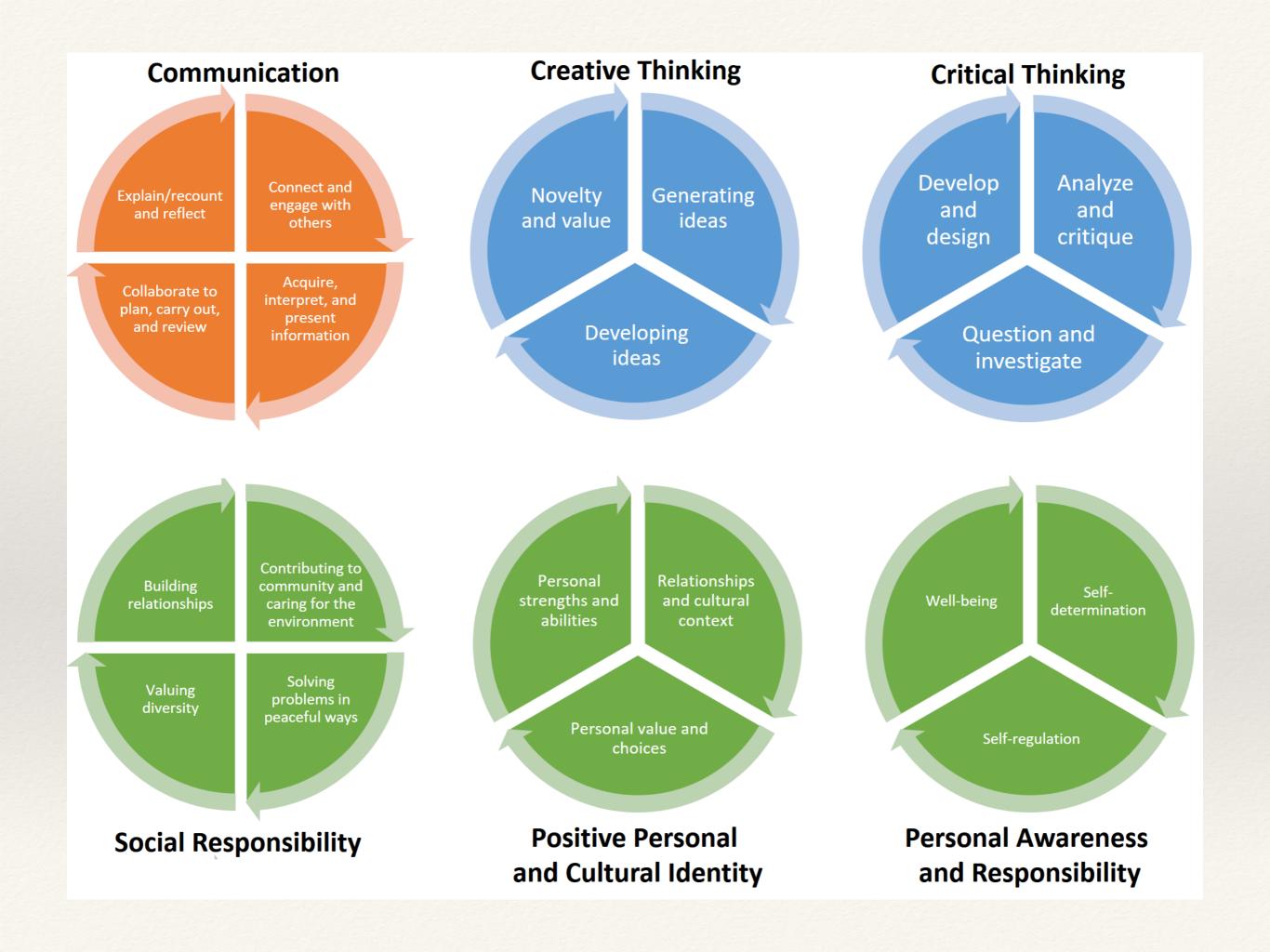
The illustrations offer examples of ways in which students from diverse backgrounds and communities can demonstrate the communication competency.

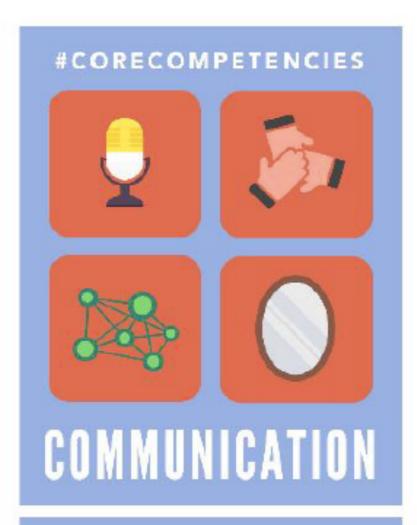
Competency Illustrations

| Profile | Title | Context | Facets |
|---------|---|--|---|
| 1 | Journal du lundi : une journée à la plage | Les lundis matins, les élèves racontent en plénière ce qu'ils ont fait pendant leur fin de semaine. Ils sont encouragés à illustrer un fait et à le décrire dans leur cahier. | Entrer en relation |
| 1 | Girl Making List | During Daily 5 literacy activities, this young girl chose to make a list of the names of children in the classroom. She is supported by an adult. | Acquire, interpret, and present, Connect and engage |
| 2 | Reporting On Oyster Farming | These two pictures show a student and his father presenting the father's career in the oyster business. The other students listened and then asked questions. | Acquire, interpret, and present, Collaborate |
| 2 | Personnages uniques : « Slam dunk » | Après avoir lu plusieurs albums et exploré la notion de personnage, les élèves ont étudié les composantes d'un récit selon les préceptes de la ressource « <i>Le récit en 3D</i> ». Dans ce projet | Entrer en relation, Acquérir, interpréter et présenter de l'information, Collaborer |

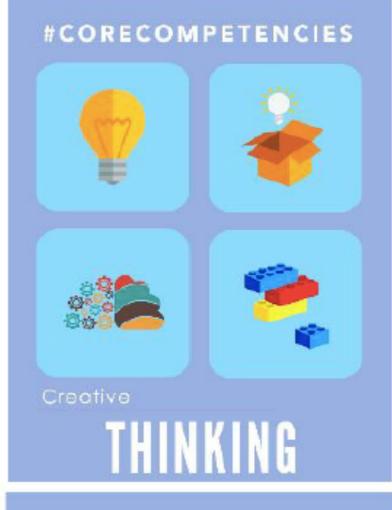
Different ways to wrap our heads around the Core Competencies!

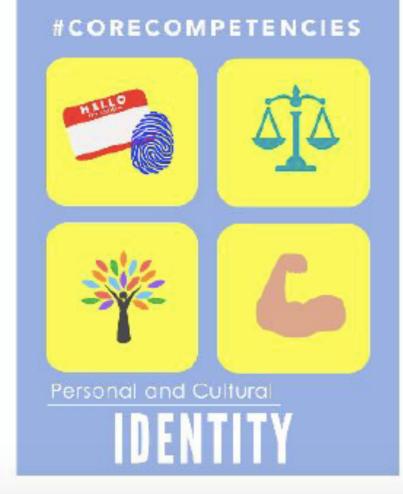






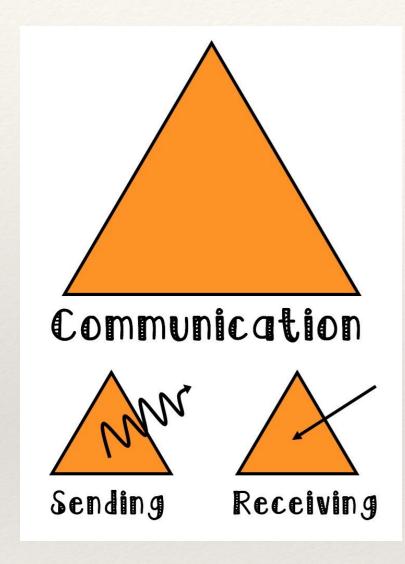


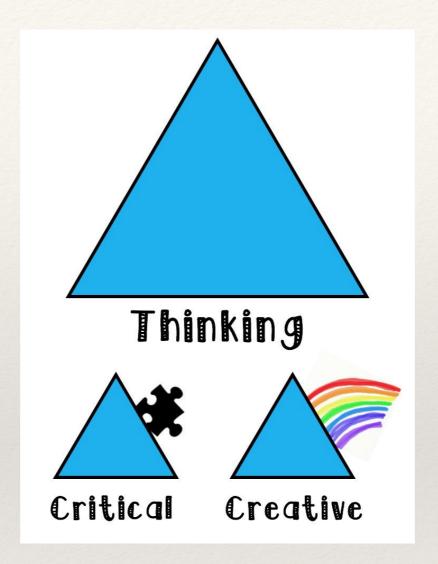




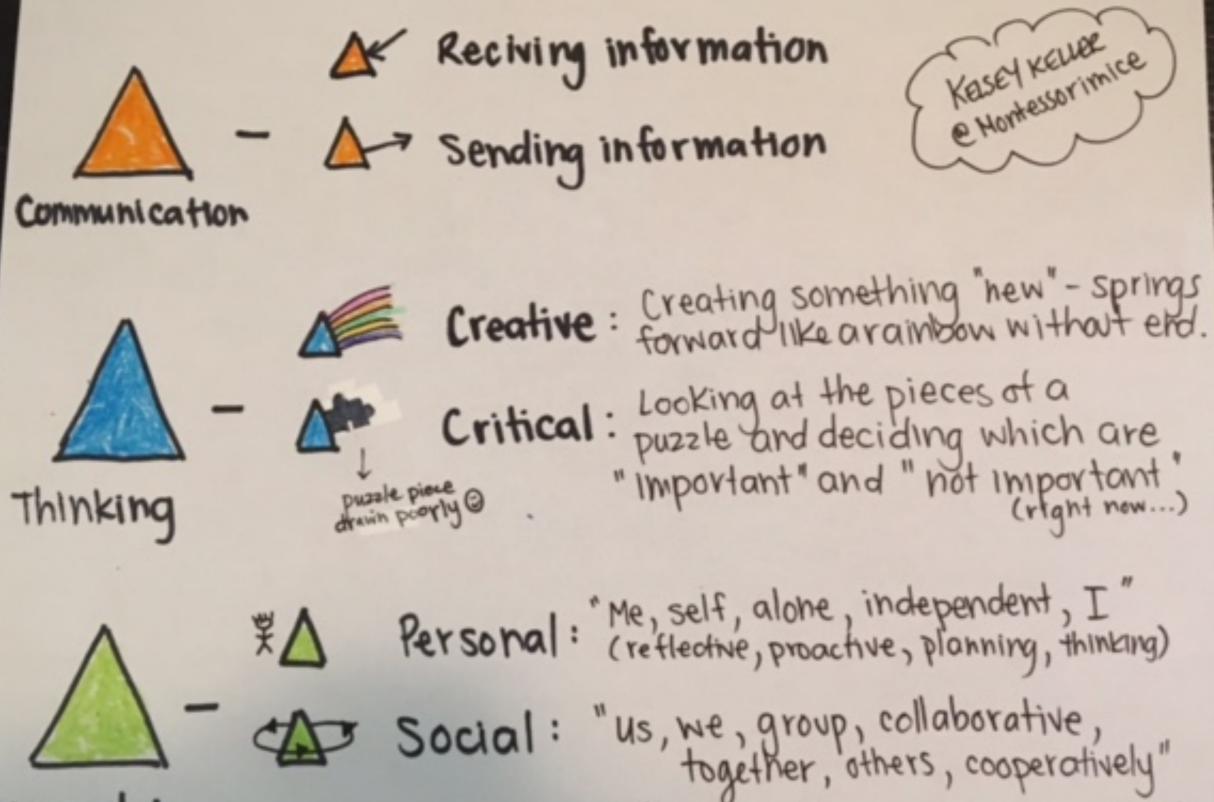












(doing, building, working, accountable)

Personal + Social

Core Competencies Simplified

1. COMMUNICATION

* Communication: listen and share ideas, work with others, present my work, communicate my thinking

2. THINKING

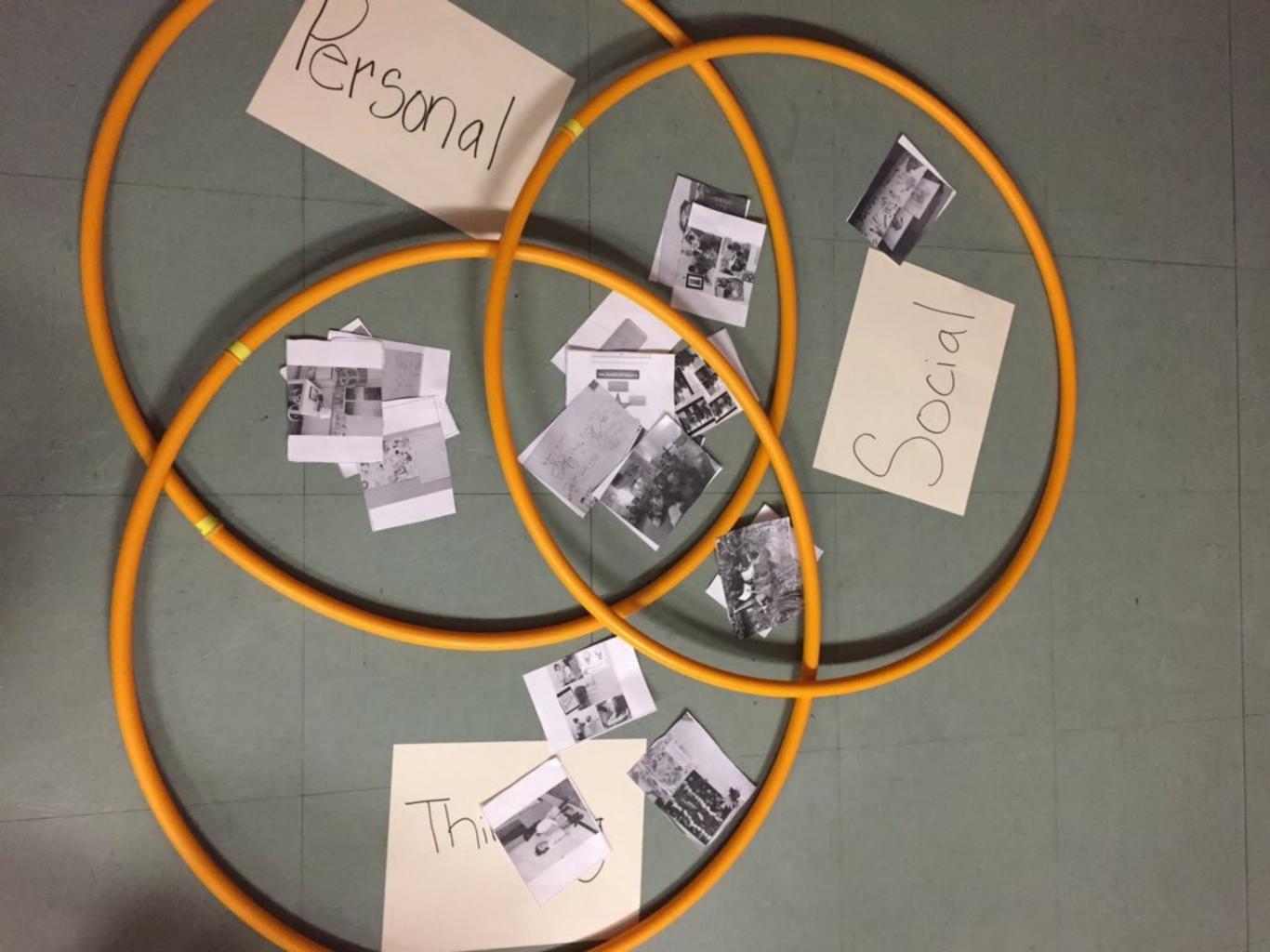
- * Creative Thinking: new ideas (new to me and/or new to others), building on others' ideas, keep trying through failure and refining, self-expression
- * Critical Thinking: making decisions/judgements/conclusions based on examination, evidence, critique, set and refine goals, processes

3. PERSONAL AND SOCIAL

- * Personal and Cultural Identity: knowing who you are, your values, your strengths and abilities
- * Personal Awareness and Responsibility: value self, ideas, take responsibility for actions and choices, perseverance, well-being/health
- * Social Responsibility: care and responsibility for others, community, and environment, valuing diversity, solving problems in peaceful ways

Sorting Activity





Teacher Self-Assessment



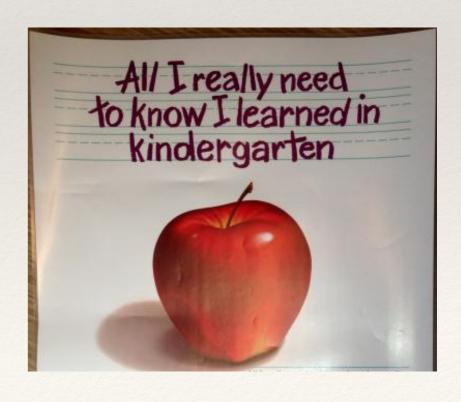
Student Self-Assessment on the Core Competencies

These profiles contain descriptions of student progress at different stages. The profiles include the facets and they are interrelated and embedded within the profile descriptions, which are written from a student's point of view, renecting student ownership and responsibility for demonstrating the competencies. The profiles describe how students move from novice to more complex, sophisticated, and independent stages of development.

ATDUSTICATE JUM-gav bio. caycom petercies

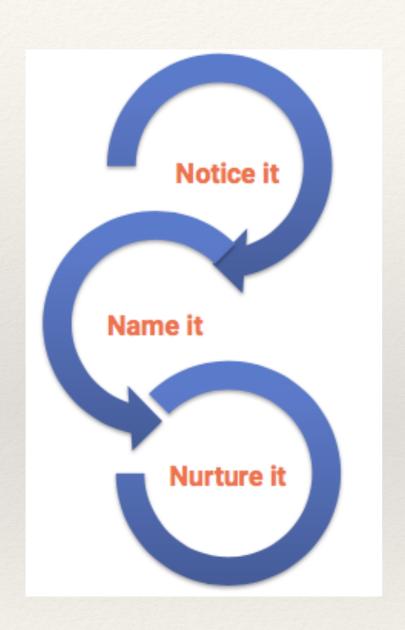
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
|---|---|---|--|--|--|---|---|--|--|
| Communication | With support I can be part of a group. | In familiar situations, with direct support, I communicate with peers and adults. | In familiar situations, with some support or guidance, I communicate with peers and adults. | I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. | I communicate clearly, in an organized way, using a variety of forms appropriately. | I communicate confidently in organized forms that show attention to my audience and purpose. | I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. | I am intentional and strategic; I am able to engage and accomplis my purpose with an increasing range of audiences, including those I do not know. | |
| Creative Thinking | I get ideas when I play. | I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials | I can get new ideas in areas in which I have an inferest and build my skills to make them work | I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. | I can develop a body of creative work over time in an area of interest or passion | | | | |
| Critical Thinking | I can explore. | I can use evidence to make simple judgments | I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. | I can gother and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans | I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking. | I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. | | | |
| Positive Personal and Cultural Identity | I am aware of myself as different from others. | I am aware of different aspects of myself. I can identify people, places, and things that are important to me | I can describe different aspects of my identity. I have pride in who I am | I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual. | I can identify how my life experiences have contributed to who I am: I recognize the continuous and evolving nature of my identity | | | | |
| Personal Awareness and Responsibility | With support, I can show a sense of accomplishment and jay, and express some wants, needs, and preferences. | In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. | I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. | I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements | I can identify my strengths and limits, find internal motivation, and act an opportunities for self-growth. I take responsibility for making ethical decisions. | | | | |
| Social Responsibility | I am aware that other people can be different than I am. | In familiar and structured settings, I can interact with others and the environment respectfully. | I can interact with others and the environment respectfully and thoughtfully. | I can take purposeful action to support others and the environment. | I can initiate positive, sustainable change for others and the environment | | | | |

A video from a Kindergarten classroom: What are some key messages?





Be explicit...

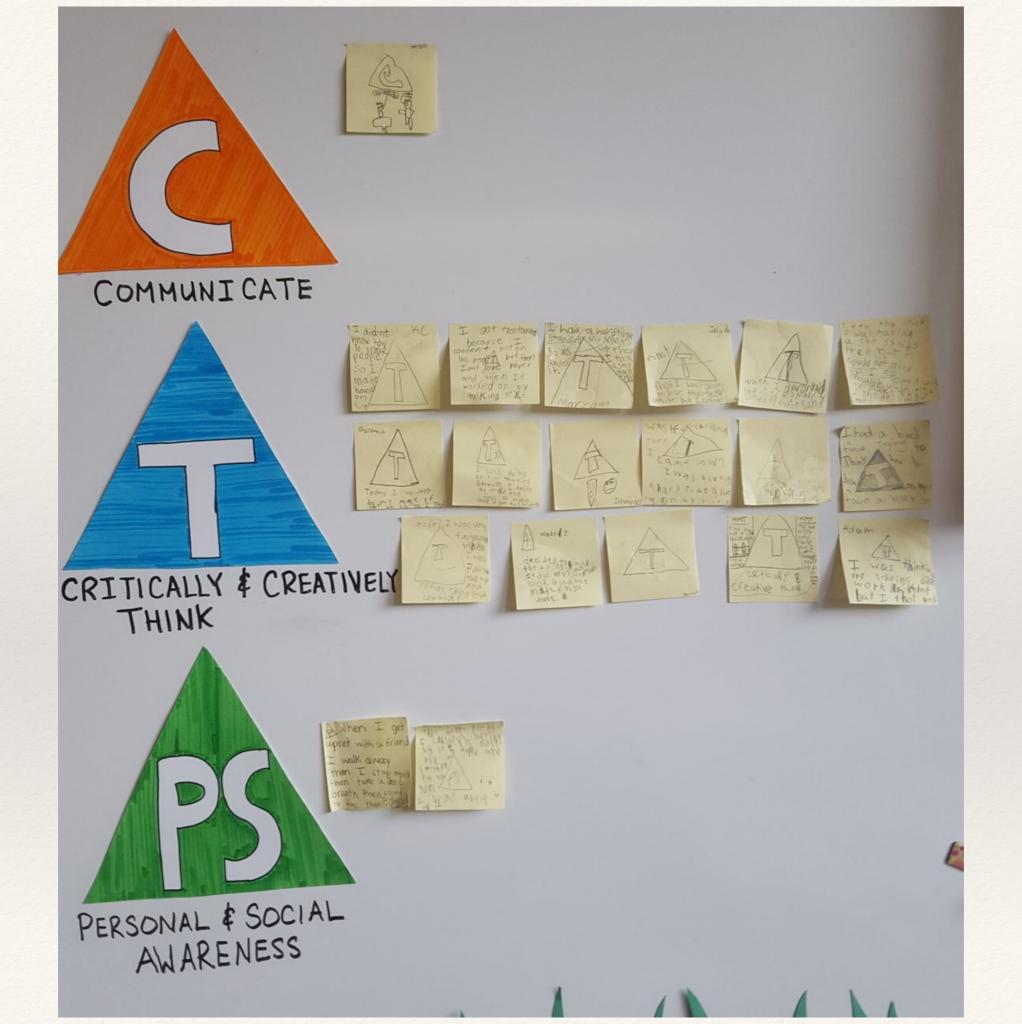


Notice evidence of Core Competencies in student learning

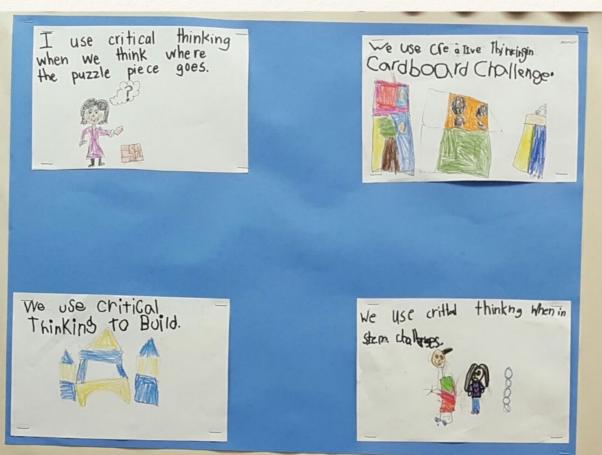
Name specific facets and profiles of the Core Competencies

Nurture Core Competencies by moving forward along the continuum with instructional intention





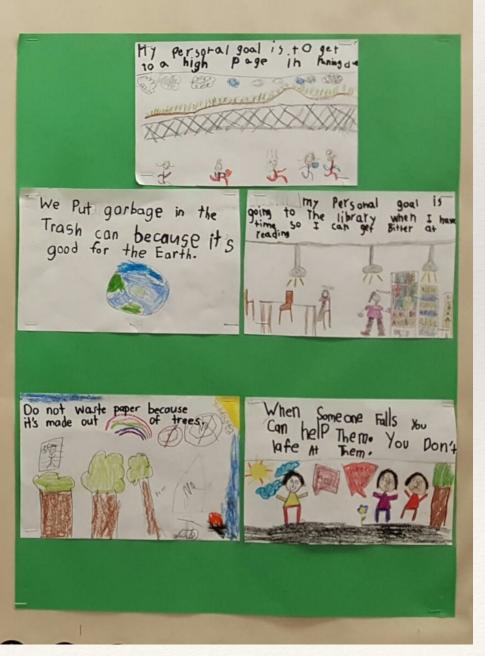


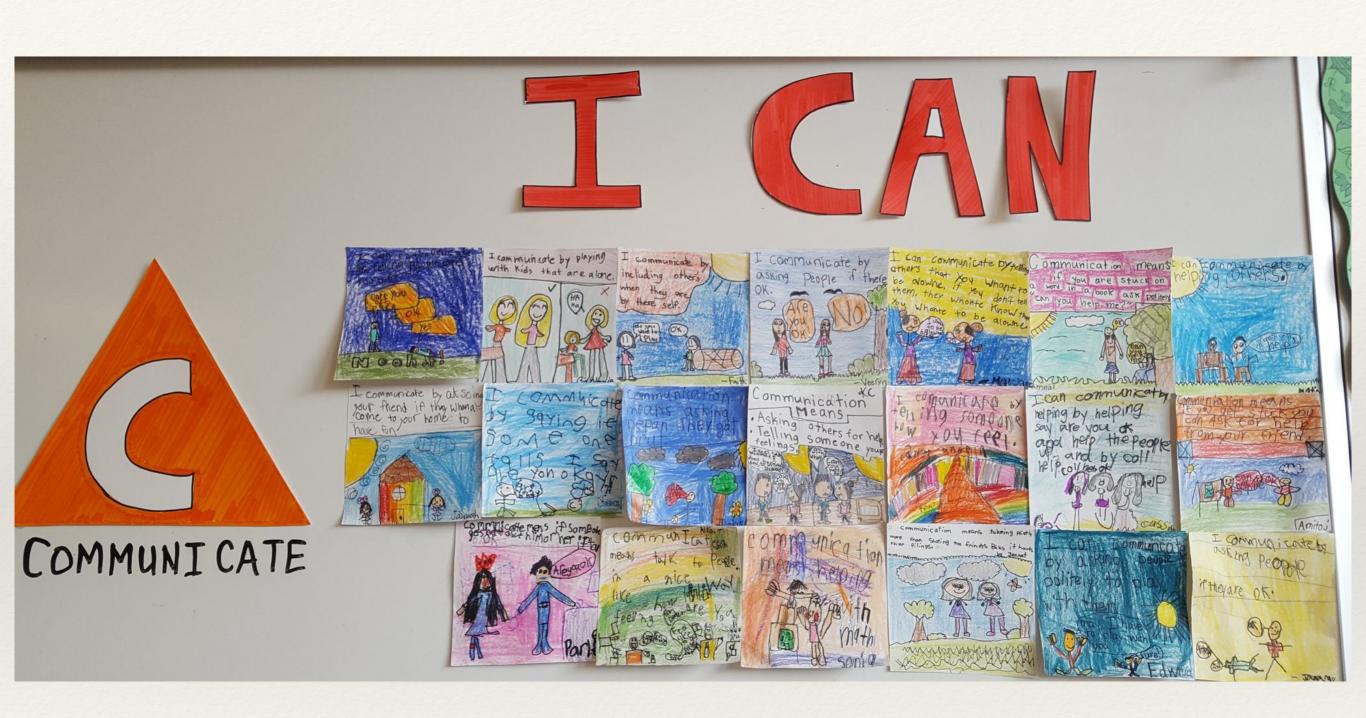














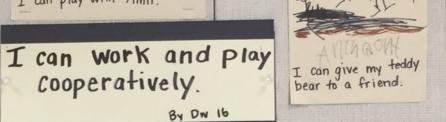




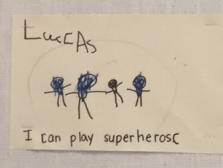
BY DW 16

















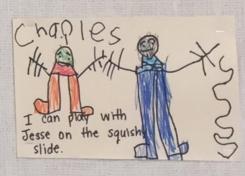








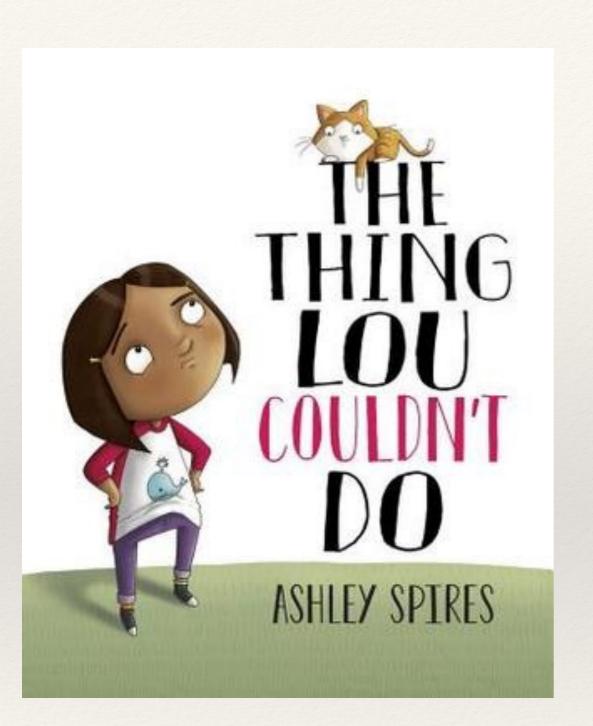








Using Literature



I think Lou is showing....

Communication, Creative or Critical Thinking, Personal and Social Responsibility

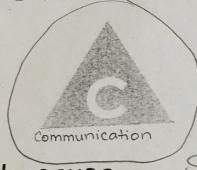
....because....

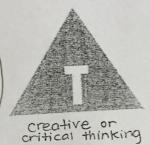
Name Ally Date May 31s+2017

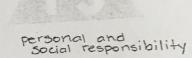
Core Competencies in Stories

The Thing Lou Couldn't Do by Ashley Spires

I think Lou is showing







because

She told ner

Clarab the tree

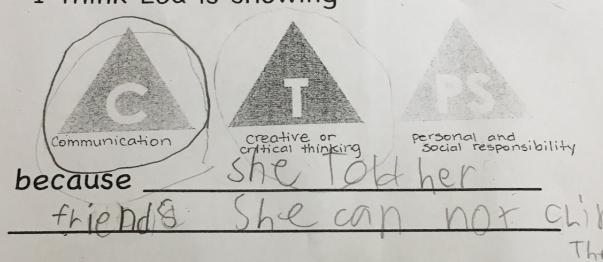


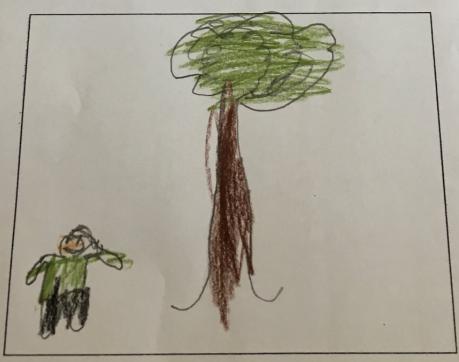
Name Paloh Date May31207

Core Competencies in Stories

The Thing Lou Couldn't Do by Ashley Spires

I think Lou is showing







Dear Dragon How are Blaise and George demonstrating:



- Communication

 'Writing letters

 'reading letters

 'talking and listening (picnic)

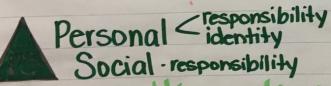
 high fives

 - Smiling



Thinking Creative Critical

- · what to write (about myself)
 · pictures in their heads when reading
 · happy ideas
 · rhyming



- Social-responsibility

 · getting along

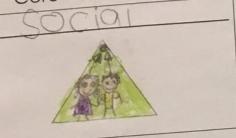
 · telling about yourself

 · proud of themselves

 · playing and having fun

Book Review Book Title: Odd Ve

Core Competencies



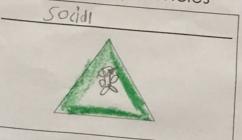


Explanation (why)

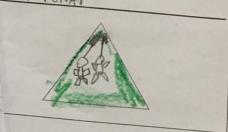
BOOK dosint 0014 1148 Moitrs YOU Mack NOW and mens have Fun Hor geter. **Book Review**

Book Title: SOMY I FORGOT TO ASK

Core Competencies



PetsNAT



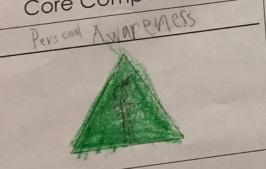
Explanation (why)

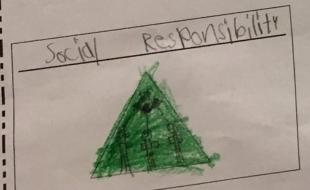
It Was Both Cocial AND PERSNAI BECAUSE he Was Not Asking he EUST TUCK STUFF It Was A hABITO the FAMY STOP HIM AND then he Matlet is impackting Uther PEPOR THEN HE WAS ABILL to Be With His FAMOY

Book Review

Book Title: The Worst Day OF MY Life

Core Competencies



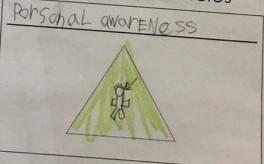


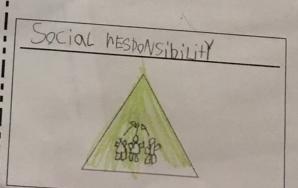
Explanation (why)

15 Personal Awareness BECAUSE RI LEARNER HOW His Behavior Is Impacting owners. **Book Review**

Book Title: HEIM NOT SCARED BOOK

Core Competencies





Explanation (why)

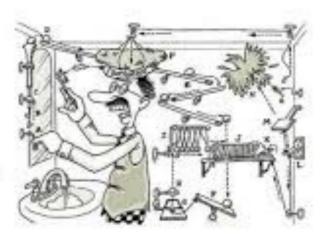
The Book is about a Box HO IS SCEPED. WAY: WEN THE Boy is skahl he yels omonstn. AND THEN THE ONTHIN BOY GETS SKEPED BECAUSIT impacts Both of them. THEN THE BOY HELPS HIM SO LE IS NOT SKEND any nove.

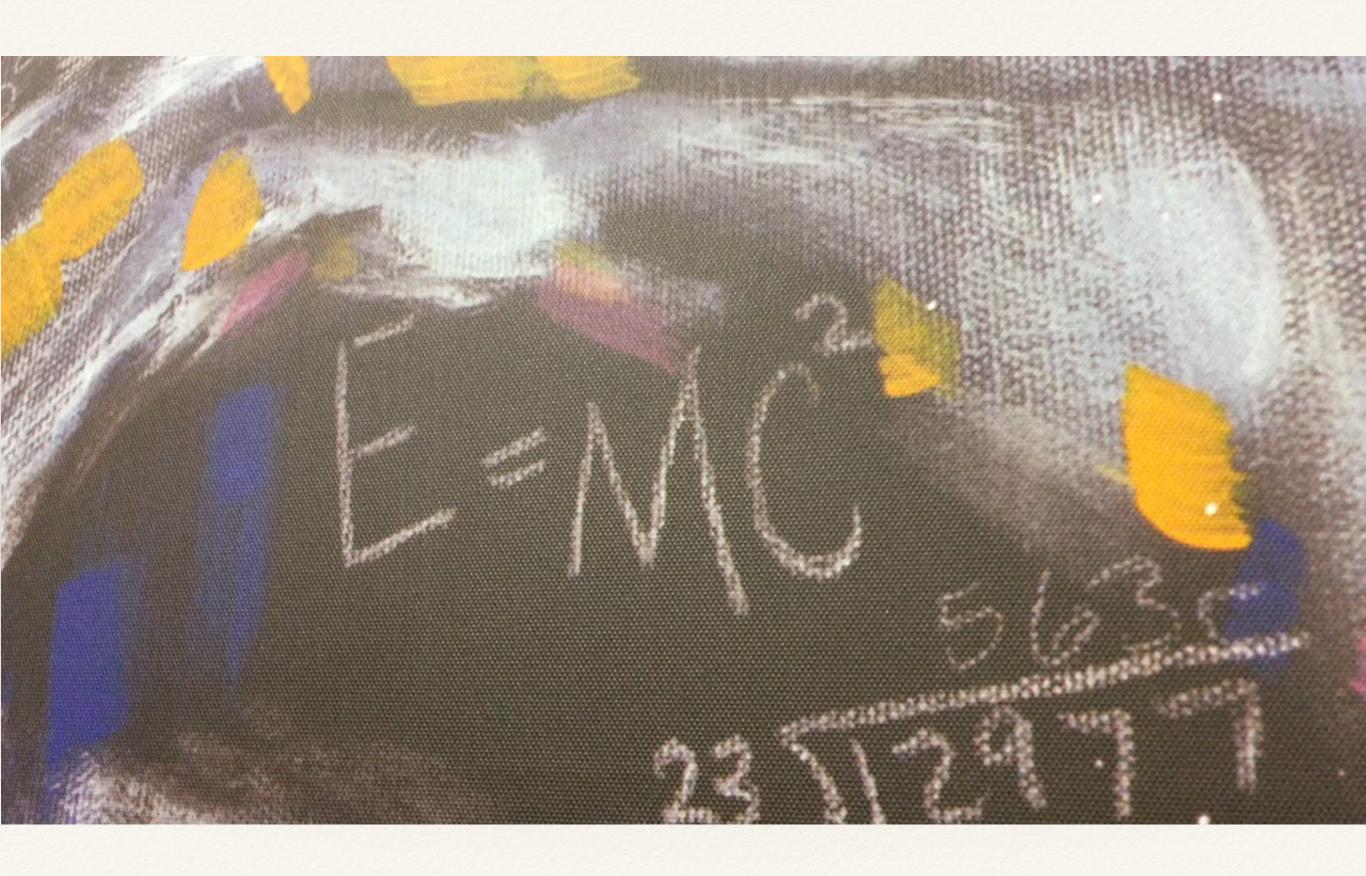
Book Lists Exist!

A video from a Secondary Physics classroom: What are some key messages?

A Rube Goldberg-a-what?

A Rube Goldberg Machine performs a very simple task in a series of overly complicated chain reactions. The more complex, the better.



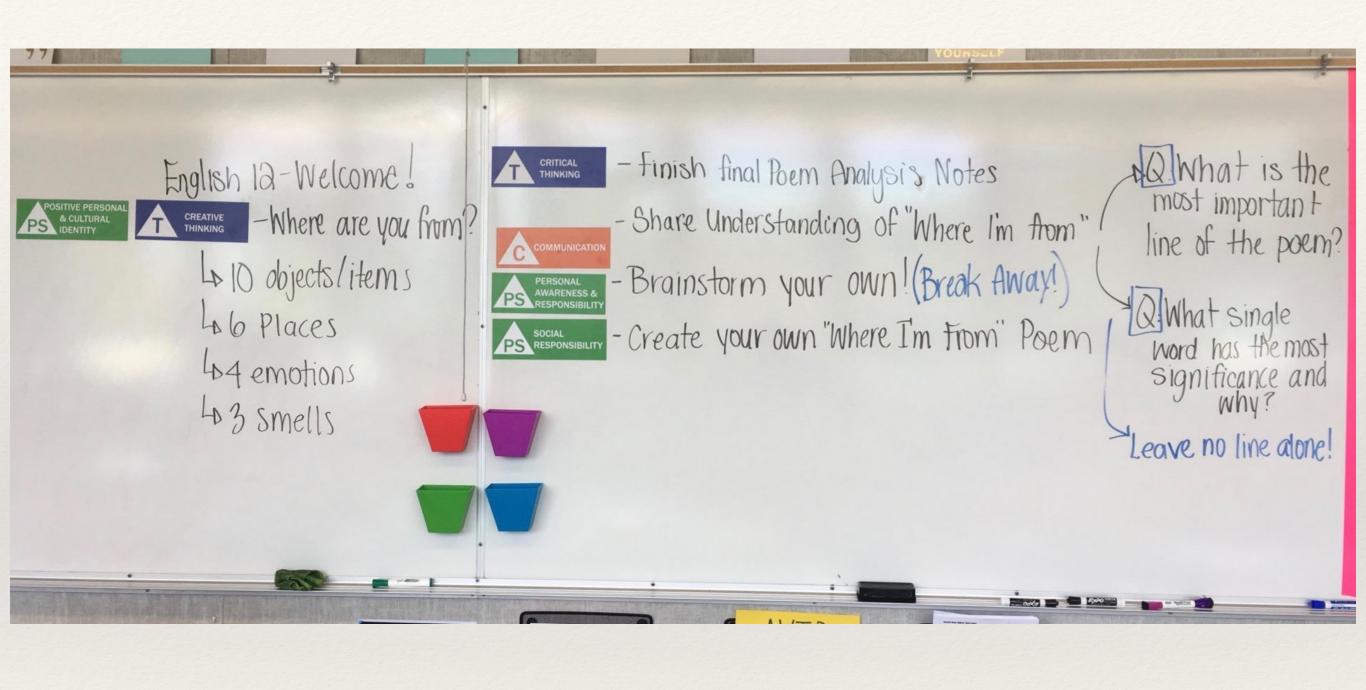


Secondary Student March 1, 2017

Do you feel this project helped you develop your communication and collaboration skills? I definitely think this project helped build up my communication and collaboration skills, I would even say that the whole project relied on communication and collaboration. You get these creative and innovative ideas that come to your mind when building something such as the Rube Goldberg machine and it's how you explain your idea to the group and integrate it into the project that makes it work in the first place. It was interesting to work as a group because how we started working on our project was that we all brainstormed our own ideas and kind of jus mashed them together in hopes that something would work. We would often see something like how my domino/string/ball combination could combine with Akheil's scissor to string idea while it previously connected with Fayaz's crossbow to pop the balloon; it was a lot of communication and collaboration to get our ideas to mesh together easily and there were definitely disagreements at times of what should stay and what should go in the project but overall a lot of compromise and teamwork went into building the project and I definitely enjoyed the process.

How did this project help you develop your problem solving skills, and learn to think more critically? After 123 tries, I definitely can tell there was a difference in my problem solving skills and analysis of a situation. For every single failure we had, we would look at the situation and ask ourselves "What went wrong?", "What can we do to fix the situation?", and "Can we replace the part of the machine or scrap the idea for the sake of the project?". Critical thinking means evaluating the situation and using all the information you have to make a judgment. Often times we had to make a judgment call on whether or not to keep a part of a project, to fix an idea, or to move around a part of a project to make it work. I feel this project was beneficial in a sense that it didn't just help build up my idea of physics alone, it helped build up my critical thinking skills that are way more crucial to the "real world".

Activating Core Competencies through curriculum design, instructional strategies, and quality assessment



SJ 1a:



1.) Read your Stories in groups of 3



2.) Identify traits/clues for that country



3.) Decide if stereotypes/racism are present in each story





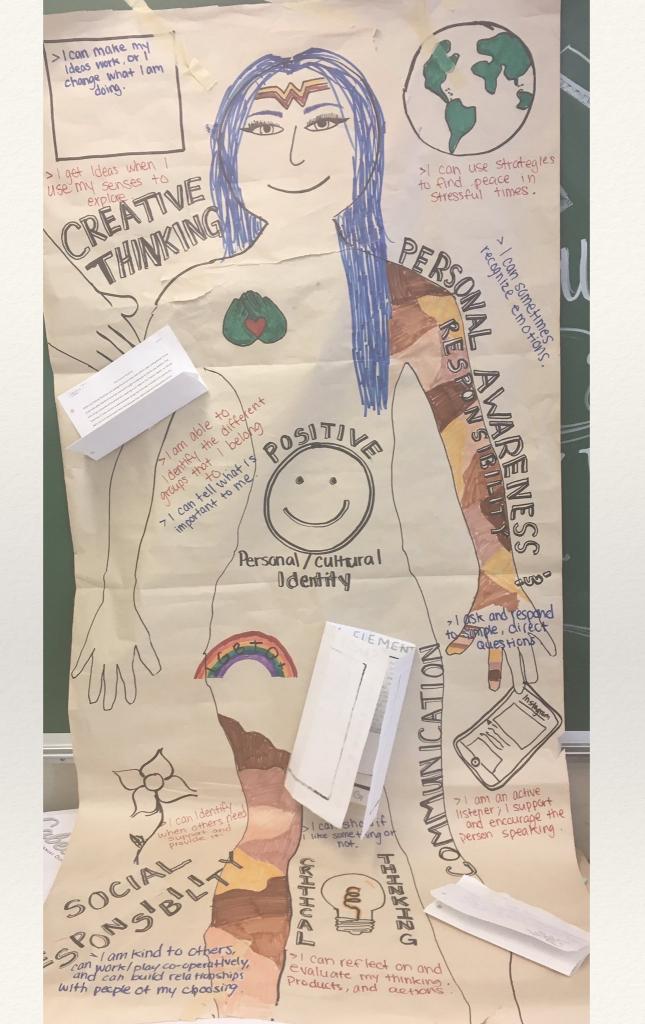
4.) Research Living Conditions+educate others!

10 True Facts about your country

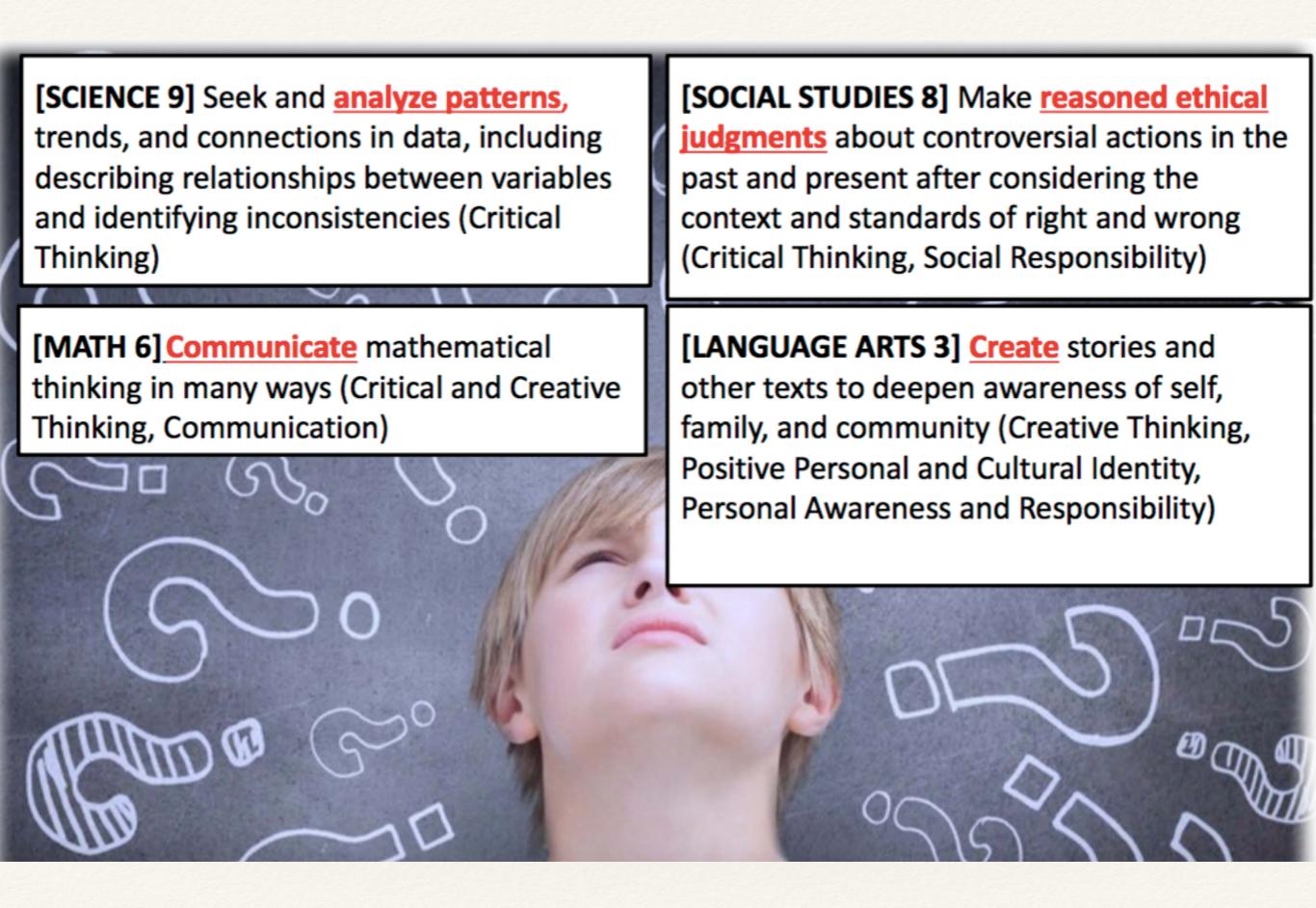


5.) Re-write/Re-visit 3-5 lines + extend your story to be factual





| | | | | | | | | | | BIG IDE | AS (UNDE | RSTAND) | | | | | | |
|------------|--|---|-------------------------------|------------------------|----------------------------------|---|---|---|------------------------|---------------------------------|--|---|-------------------------------------|--|---|--|--|--|
| | | Biology Genes are the foundation for the diversity of living things. | | | | | Chemical processes require energy change as atoms are rearranged. | | | | | Energy is conserved and its transformation can affect living things and the environment. | | | | | Earth & Space Science The formation of the universe can be explained by the big bang theory. | |
| | | | CONTENT (KNOW) | | | | | | | | | | | | | | | |
| | | | ONA structure and function | Generand chromosoms | Simple patterns of interfance | Medianian for the divenity of life, materian and its impact on evalution, natural and artificial selection | Applications of generics and ethical considerations | Rearrangement of atoms in chemical reactions | Acid-base chemistry | time of conservation of mass | livergy change during chemical resistors | Practical applications and implications of chemical processes, including First Peoples perspectives | Law of consequences of energy | Transformation of potential and libetic energy | Local and global impacts of energy transformations from technologies | First Peoples perspectives on energy | Nuclear energy and rediction: flation venue fusion, technologies and applications and implications | Formation of the universe: being theory, components of universe over time, activation data and collection metho |
| Evaluating | | I can evaluate my methods and experimental conditions, including identifying sources of error or uncertainty, confouonding variables, and possible alternative explanations and conclusions | | 8 | | 2 | | | | | | | | | 8 | | | |
| | | I can describe specific ways to improve my investigation methods and the quality of the data | | | | | | | | | | | | | | | | |
| | | I can evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled | | | | | | | | | | | | | | | | |
| | | I can demonstrate an awareness of assumptions, question information given, and identify bias in my own work and secondary sources | | 8 | | iii co | 8 | | 8 | | | | | | 100 | | | |
| | | I can consider the changes in knowledge over time as tools and technologies have developed I can connect scientific explorations to careers in science | | | | | | 175 | | | | | | | | | | |
| | | I can exercise a healthy, informed skeptism and use scientific knowledge and findings to form my own investigations and to evaluate claims in secondary sources | | | | | | | | | | | | | | | | |
| | | I can consider social, ethical, and environmental implications of the findings from my own and others' investigations | | | | | | | | | | | | | | | | |
| | | I can critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems | | 0 | | · | | | | | | | | | | | | |





Core Competencies and Yukon First Nations Ways of Knowing and Doing



The BC Ministry sought advice from indigenous scholars, Elders, and Knowledge-Keepers before development started. As a result, there is:

- inclusion of identity as a separate competency;
- · emphasis on integrated, holistic nature of competencies (within each, with other competencies and curricula, and between school/home/community).





Core Competencies and Yukon First Nations ways of knowing and doing

The core competencies introduced in the new curriculum were constructed under a particular set of cultural values, and as such, how they come to be defined and assessed will also be framed within a particular set of cultural values. As we continue to learn and understand more about the connections between these competencies and the context of Yukon First Nations students and their

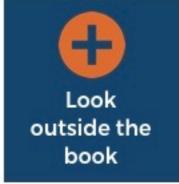
I understand that what I value influences the choices I make and how I present myself.

communities, there will be more opportunities for students to demonstrate these competencies in ways that are authentic expressions of Yukon First Nations ways of knowing and doing.

For an accurate measure of Yukon First Nations students' learning achievements for the core competencies, teachers should assess and report on these aspects of learning with anecdotal comments, self-assessment, personal learning goals or as part of students' learning conferences. It should be recognized that some Yukon First Nations students might be quieter and less assertive than non-First Nations students, so motivation and attitude may be more difficult to measure. Apparent lack of motivation may reflect more on the cultural or personal relevance of a learning activity than on the individual development of students.



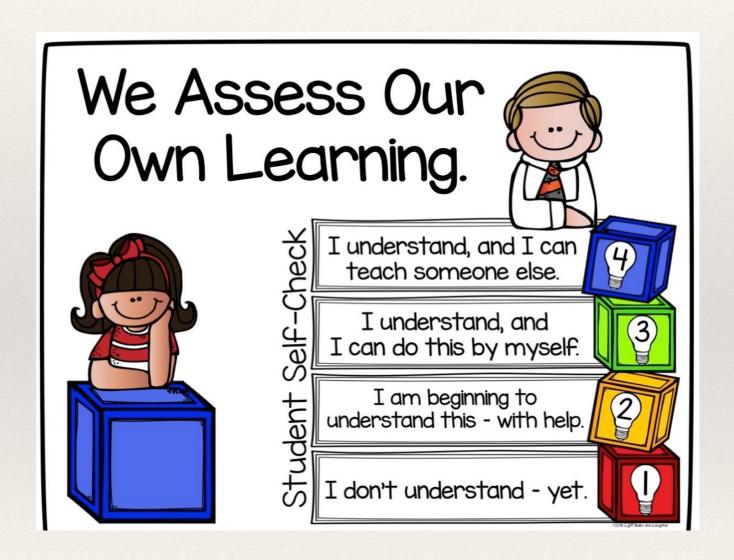








Student Self-Assessment



Self-assessments should...

- * be positive and strength based;
- * be descriptive, not evaluative;
- * move learning forward;
- * provide examples and evidence;
- * not be a checklist or a rubric;
- * be repeated throughout the year.

Name Rayah APrilo 18 2017

My Weekly Core Competency Goal is:

Core Competencies

Communication



My Plan is to:

of carring out.

Friday Reflection: I rate my effort toward my goal as







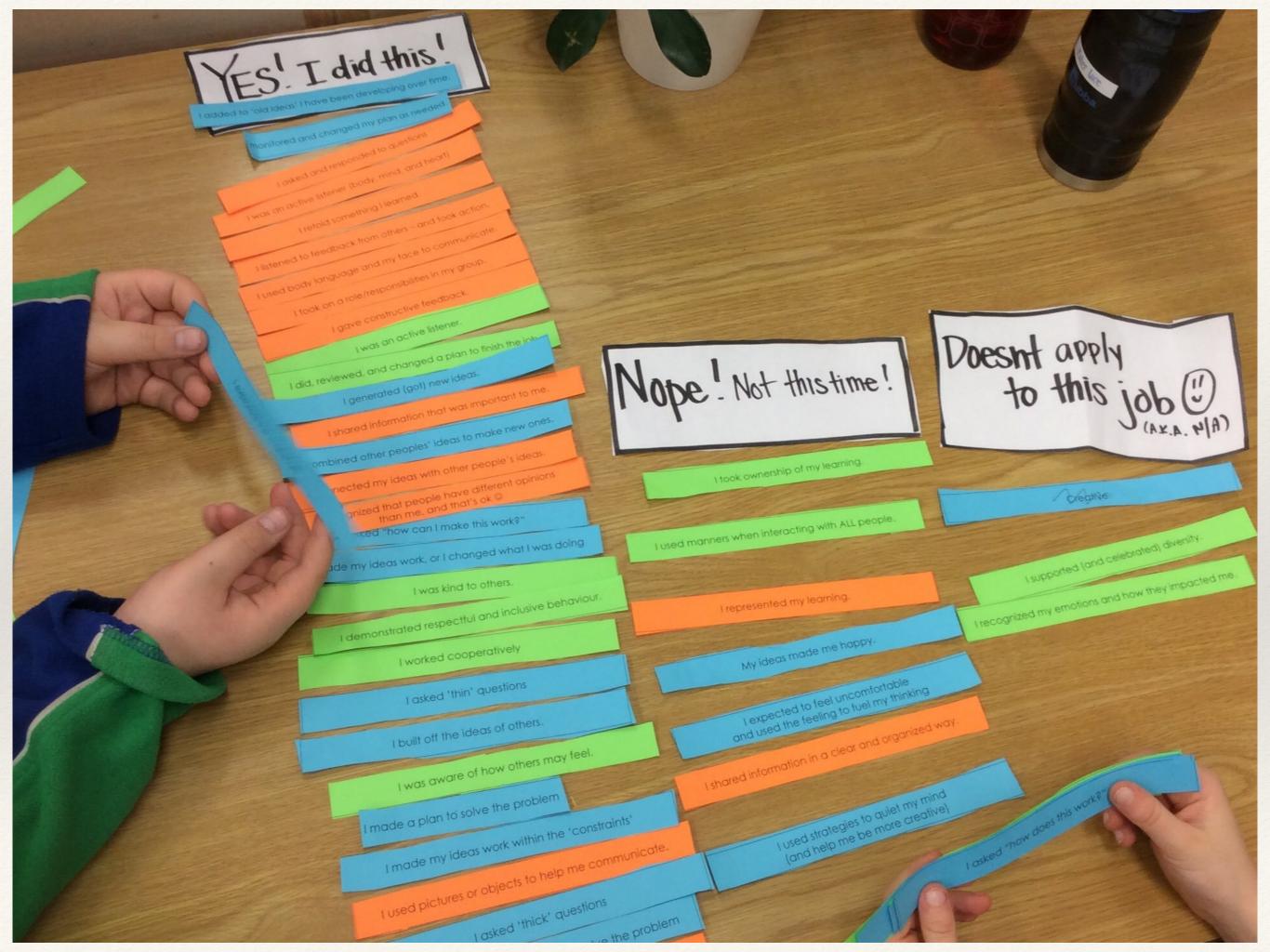


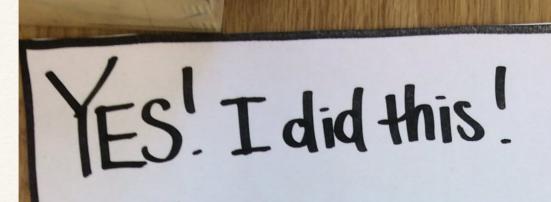


| Accountability check - Classroom Constitution |
|--|
| I believe in leadership and being an accountable role model |
| this week when I voted for an ancountable role |
| model at mini train vote! |
| |
| |
| |
| I was developing my Personal Awareness Social Responsibility |
| pecause to vote you have to |
| be in a group! |
| |
| |
| |
| I was also developing Communication Skills Thinking Skills |
| because you have to think |
| about your poter sabout what |
| a good leader looks like! |
| |

My Core Competency Goals for next term include developing my ability to... Make my Body expressions more clear for other people to understand what I'm trying to say, or what feel. Be more Thoughtfall about choosing my spaces to work, during Independent work. Be Pashisht when I Play a game, with freind and to listen to their Idea.







I demonstrated respectful and inclusive behaviour.

I built positive friendships.

I was part of a group – body, mind, and heart.

I <u>participated</u> in a group activity.

I was kind to others.

I worked cooperatively

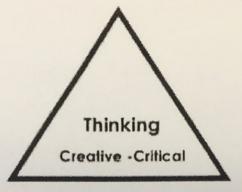
I was an active listener.

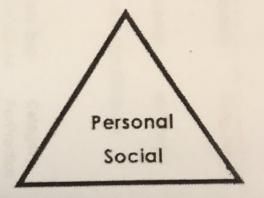
I used manners when interacting with ALL people.

| A bit like me | Quite like me | Very much like me |
|--|--------------------------------|--|
| I can use strategies to manage stress. | I can recognize my strengths. | I can use strategies to accomplish my goals. |
| | I can use strategies to focus. | |
| olain some of your choices for ho | w you sorted the statements: | |
| | | • |
| | | |

I am good at reading because I learned from a young age and stuck with the I use things I read in my writing to create my own style and to write novels. I love to ask why? I not only or questions and spend long periods of out find time in my day to time awhsesing those questions. I like to create art inspired do it. Im good at by plants and animals reaserching and st as well as understand Plants and animals show those things to base act off live and grow. My goals are to memorise my times tables and and read aloud for minutes every day. 21000 daily as wel my times tables will help make most math easyer for me. Reading aloud will help me in speaking in front of the class.







to show how I have been developing my communication skills.

It shows my communication because:

I've presented my ideas dearly and gave examples to support my point-of-view. As well. I summarized the key ideas and asked about others' opinions.

I want you to notice

I've communicated with the dassmates about how to do a formal writing and shared my opinions as well as listening to others'

one thing I would do differently next time is
to ask the teacher more because
sometimes I'm nervous asking the teacher while
sometimes the teacher could actually a more,

direct instruction or answer than classmates

to show how I have been developing my creative and critical thinking skills.

It shows my thinking because:

I generated new ideas as I pursue my interests and I asked for others' ideas is and improved myself.

I want you to notice

I've delibrately learnt a lot about how to do some research and analyze my ideas when doing this assignment.

One thing I would do differently next time is to add more new things or try something new I want to show my interest or perspective more dearly and make others recognize my

unique way of thinking or writing quickly

1 chose Creative Journals

to show how I have been developing my personal awareness or social responsibility skills.

It shows my personal or social awareness because:

I've expressed my feelings properly when writing the sournals and advocated for myself and my ideas. As well, I preserved with challenging tasks

I want you to notice

I've mixed my emotions into my journals and I tried to advocate for myself and my ideas

one thing I would do differently next time is
to parcipitate more and express myself more
I could know others' emotions as well
as improve my way of expressing my emotions

Kelsey Keller Atoler 20143.bc.ca



Student Self-Assessment of Core Competencies







| Name: | Date: |
|--|--|
| The Core Competency I am refle | ecting on is: |
| Communication. Creative Thinking Critical Thinking | Personal & Cultural Identity Personal Responsibility Social Responsibility |
| I can | |
| | |
| | |
| | |
| | |
| | |
| I showed this when | |
| | |
| | |
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| | |
| | |
| | |
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| | |
| My next step is | |

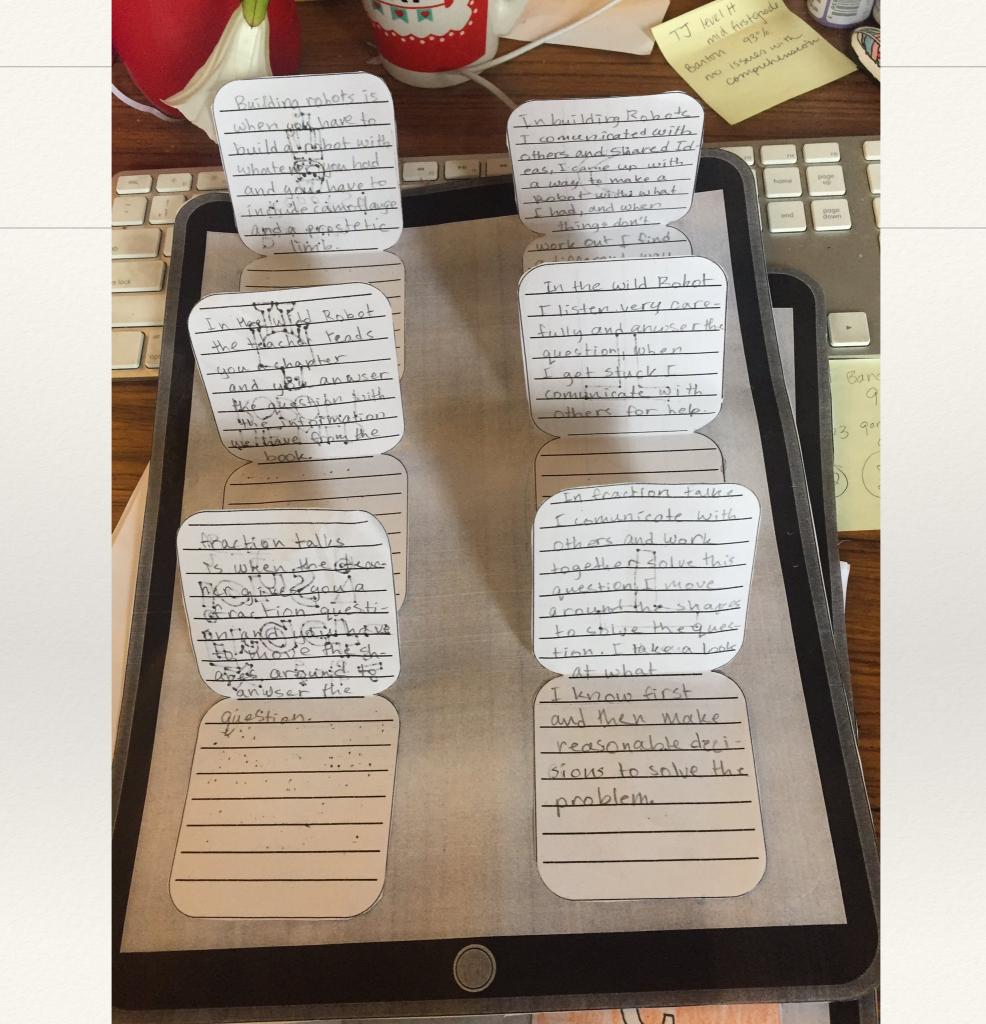
Student Self-Assessment on the Core Competencies

These profiles contain descriptions of student progress at different stages. The profiles include the facets and they are interrelated and embedded within the profile descriptions, which are written from a student's point of view, renecting student ownership and responsibility for demonstrating the competencies. The profiles describe how students move from novice to more complex, sophisticated, and independent stages of development.

ps/stues yum.gov.bc.co/competencies

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|--|--|--|---|---|---|
| Communication | With support I can be part of a group. | In familiar situations, with direct support, I communicate with peers and adults. | In familiar situations, with some support or guidance, I communicate with peers and adults. | I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. | I communicate cleatly, in an organized way, using a variety of forms appropriately. | I communicate confidently in organized forms that show attention to my audience and purpose. | I communicate effectively in well- constructed forms that are effective in terms of my audience and purpose. | I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. |
| Creative Thinking | I get ideas when I play. | I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials | I can get new ideas in areas in which I have an interest and build my skills to make them work | I can get new ideas or reinterpret others' ideas in ways that have an impact on my peets. | I can develop a body of creative work over time in an area of interest or passion | | | |
| Critical Thinking | I can explore. | I can use evidence to make simple judgments | I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. | I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans | I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking. | I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. | | |
| Positive Personal and Cultural Identity | I am aware of myself as different from others. | I am aware of different aspects of myself. I can identify people, places, and things that are important to me | I can describe different aspects of my identity. I have pride in who I am | I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual. | I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity | | | |
| Personal Awareness and Responsibility | With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. | In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. | I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. | I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements | I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. | | | |
| Social Responsibility | I am aware that other people can be different than I am. | In familiar and structured settings, I can interact with others and the environment respectfully. | I can interact with others and the environment respectfully and thoughtfully. | I can take purposeful action to support others and the environment. | I can initiate positive, sustainable change for others and the environment | | | |





mum at the core.

Métis through Historical Drama

Core Competencies



Critical Thinking: Develop and design

Q. Which aspect of your acting, singing or dancing performance are you the most nd why?

I can make choices that will help me create my intended impact on an audience or situation.

| ·Im | most | to buong | how | much | amotion |
|------|-------|----------|---------|-------|---------|
| I | put i | nto mi | 1 char | ecter | I |
| feel | like | I | have | Just | Steped |
| into | my | chared | vors 51 | noe5. | |

PS
Positive Personal and Cultural Identity; Relationships and cultural community. Which aspect of the Metis culture do you admire most? Why?

I understand that my identity is made up of many interconnected aspects (such as life experiences, family histor

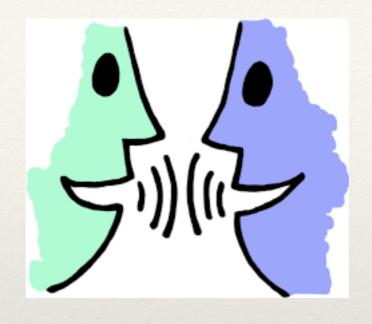
| I admire | the d | unces | and | the | dothing |
|------------|---------|---------|-------|--------|---------|
| and 5-5het | because | se It's | s a b | ia po | nt of |
| culture a | | | the | desine | es and |
| the pre | ity co | lors. | | | |

Ways to document self-assessment include:

- Advertisement/commercial
- ✓ Body language
- Charts made from sorting
- Collages
- ✓ Collections
- Constructions
- Dramatization
- Equations
- Graphic stories
- Illustrations
- Interview (written or oral)
- ✓ Lists
- Mind map

- Other graphic organizers (e.g., Frayer model; story map)
- Photo essay
- Photographs
- Poems and acrostics
- Questions
- Reference letter or bio
- Spoken reflections
- Stories
- ✓ Symbols
- ✓ "The story behind the..."
- √ Videos
- Word cloud





"One idea that I could use or adapt is..."

Reporting on the Core Competencies

* "Students learn how to assess themselves and their learning progress on the core competencies each year. The final report card includes the student's self-assessment of the Core Competencies

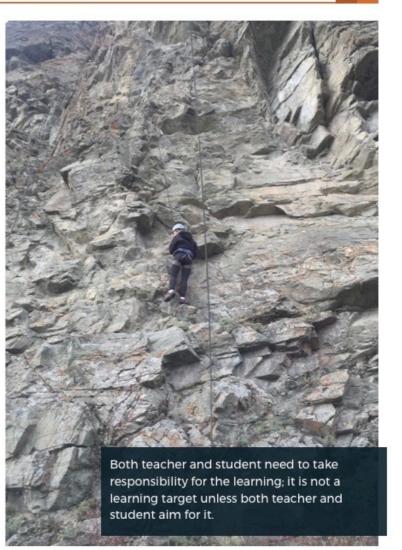
(Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate." (CSL Resource and PD Tool)

COMMUNICATING STUDENT LEARNING RESOURCE AND PROFESSIONAL DEVELOPMENT TOOL

Communication about the core competencies: student self-assessment

As discussed in Chapter 3, the core competencies (thinking, communicating, and personal and social responsibility) are sets of intellectual, personal, and social and emotional skills that all students need to develop in order to engage in deep learning and life-long learning. The core competencies are embedded in instruction through all curricular learning standards. Teachers do not report on the core competencies, rather they help students learn how to self-asses these skills. Students will work toward completing a self-assessment of each core competency by reflecting on the evidence they gather from their learning. Communicating about their progress in this area will happen at key times of the year.

The process of self-assessment builds ownership and voice, and gives increased responsibility for the acquisition of these competencies. Through self-assessment, students will set yearly learning goals and identify ways in which they will further acquire and develop increased skill and ability in these areas. See Appendix G for a sample student self-assessment of the core competencies.





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Resources

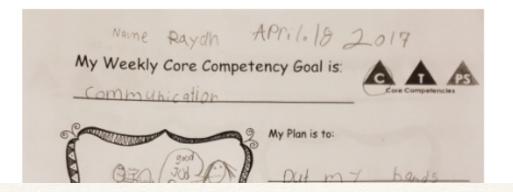
http://lss.yukonschools.ca/assessment.html

HOME CURRICULUM RESOURCES FNPP LEARNING SUPPORT SERVICES ITSS RESOURCE SERVICES TAL CONTACT



Core Competencies Self-Assessment

Core competencies are an integral part of the new curriculum. Students will be required to self-assess their core competencies at the end of a course or school year. In order to be able to self evaluate, students will need ample opportunities to identify and talk about their competencies. Below are some samples of student self-assessments kindly shared by BC educators.



Unit Rubric Samples

BC Educators have been working at creating unit rubrics that align the learning standards with the assessment.

Kindergarten Science Unit Rubric - Design a Bridge by BC Educators J. Moroz and Deb Coupe

Grade 2 Science Unit Rubric - Forces Influence the Motion of an Object by BC Educators J. Brennan & C. Patenaude

Grade 3 Science Unit Rubric - Design a Forest Habitat Poster by BC Educator C. Martin

Grade 4 Science Unit Rubric - Create an Animal in a Local Habitat by BC Educator J. Moroz

Resources

- * Kristin Visscher (Surrey Teacher) @Visschinspired
- Vivian Collier (Sooke District Principal) @VivianCollyer
- * Kelsey Keller (Coquitlam Teacher) @Montessorimice
- * Kelli Vogstad (Surrey Principal) @Kelli Vogstad
- BC School Districts: 36 Surrey, 44 North Vancouver,
 62 Sooke, 71 Comox

