

# Self-Assessment and Reporting on the Core Competencies

## **Q. *What is self-assessment?***

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- Self-assessment is a way for learners to reflect on and take ownership of their learning and set goals for growth.
- The ability to self-assess critically is a skill and mindset that grows over time. As understanding of self grows, so too does the ability to self-assess critically. This process never stops. Individuals' frames of reference change as they develop and are exposed to new experiences and opportunities.
- As students self-assess, they identify where they are in their development and look for opportunities for further growth.

## **Q. *Why is it important for students to self-assess on the Core Competencies?***

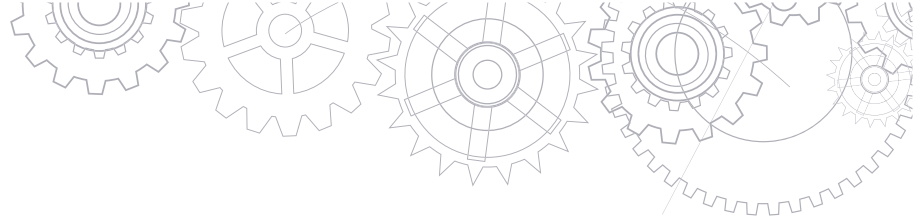
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- Self-reflection and self-assessment empowers students to identify strengths, set goals, and take ownership of their learning.
- Students need to develop Core Competencies within intellectual, personal, and social and emotional proficiencies in order to engage in deep learning.
- Self-reflection and self-assessment on the Core Competencies allows students to understand their abilities in core areas (i.e., Communication, Thinking, Personal and Social).

## **Q. *Can students self-assess on a single Core Competency?***

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- While students and teachers become familiar with the self-assessment of the Core Competencies this year, it is recommended that students begin by self-assessing on at least one of the three broad Core Competencies on the final report of this school year. Thereafter, students can grow their self-assessment to include further Core Competencies with the ultimate goal of self-assessing on all three broad Core Competencies.
- Students may begin self-assessing by connecting their learning to a single Core Competency. The connections may expand over time, allowing the students to gain a holistic sense of who they are and where they are in their Core Competencies development.
- For more information, please see [\*Supporting the Self-Assessment and Reporting of Core Competencies\*](#).



**Q. How can we ensure that the process of student self-assessment of the Core Competencies is relevant and meaningful for learning?**

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- It is crucial that students have ownership of the self-assessment process, with teacher support and encouragement when needed.
- Teachers can promote student ownership by providing multiple opportunities for students to document and access their reflections throughout the year.
- Students can document their self-assessment in ways that are meaningful to them.
- Many teachers are encouraging students to reflect and collect demonstrations of their Core Competencies development over time, as well as having them share their learning with parents and community audiences.
- For more information, please see [Supporting the Self-Assessment and Reporting of Core Competencies](#).

**Q. Can checklists be used to have students self-assess on the Core Competencies?**

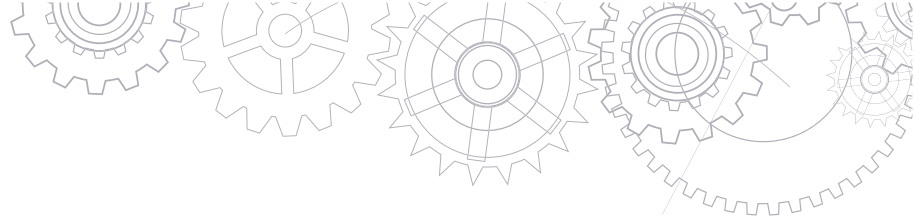
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- While it is open to school districts to decide on the format for student self-assessment based on what will work best within their contexts, the Core Competencies are strength-based, and students will benefit from carefully considering, representing, and providing evidence of what they can do.
- Checklists are not able to reflect the depth and breadth of the Core Competencies, as they reduce complex, individual development to a series of yes/no decisions that can often trivialize and misrepresent a student's development. This can lead to a focus on student deficits rather than strengths.
- Many school districts are working with students to develop "I can" statements to help students self-assess their strengths within the areas of the Core Competencies.
- For more information, please see [school district and teacher examples](#) of ways in which the self-assessment of the Core Competencies is being supported.

**Q. What is the relationship between Core and Curricular Competencies?**

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- Core Competencies are embedded, connected, and integrated into the Curricular Competencies in each area of learning.
- When teachers focus on developing the skills and processes of a specific area of learning, they are developing the Core Competencies within that area of learning.
- Students develop their abilities to think like a scientist in Science, communicate in Mathematics, and become socially responsible in Social Studies.



### **Q. Do I report separately on the Core Competencies?**

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- There is no expectation for teachers to report on Core Competencies in addition to reporting on each area of learning.
- Core Competencies are not taught in isolation and are therefore not reported on separately.
- Teachers are in fact assessing Core Competencies as they report on student learning in each area of learning. It is important that students be able to identify their strengths and areas for improvement through self-reflection and self-assessment.
- In taking ownership of their learning, students should be able to describe how they are developing their Core Competencies, with the help of their teacher where necessary.
- For more information, please see [Supporting the Self-Assessment and Reporting of Core Competencies](#).

### **Q. Do students on a block rotation self-assess on the Core Competencies holistically (e.g., through all subjects) or in each area of learning?**

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- Students will self-assess on the Core Competencies holistically.
- Students can select and collect demonstrations of their learning to reflect this assessment from across the curriculum.

### **Q. Will students continue to self-assess on the Core Competencies in Grades 10–12?**

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- Yes, the intention is for secondary students to self-assess on the Core Competencies.

### **Q. How does the capstone project connect with Core Competencies?**

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- The capstone DRAFT proposal indicates that students provide evidence of their Core Competencies growth and reflection on their post-graduation plans. For more information, please see the [Career Life Connections](#) and [Capstone Proposal](#) DRAFTS.
- Further discussion is required in this area.