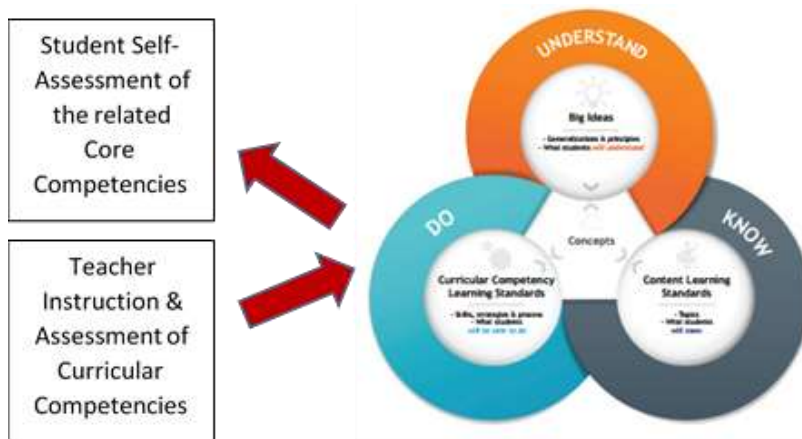


## Supporting Student Self-Assessment of the Core Competencies

The Core Competencies (Communication, Thinking, and Personal & Social) underpin all provincial curricula and are relevant to the development of Educated Citizens. The process of self-assessment can build student ownership and voice, and give students increased responsibility for the acquisition of these competencies. Through self-assessment, students can set yearly learning goals and identify ways in which they will further acquire and develop increased skill and ability in these areas.

### Relationship between Core Competencies & Curriculum Competencies

The Core Competencies are embedded, connected, and integrated into the Curricular Competencies in each area of the curriculum. Curricular Competencies are the skills, strategies, and processes that



students develop over time. They reflect the “Do” in the **Know-Do-Understand** model of curriculum.

When teachers design instruction that focusses on developing the skills and processes of that specific area of learning, they are also 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.

### Core Competencies are embedded in the Instructional Process

There is no expectation for teachers to assess students’ performance of Core Competencies in addition to reporting on the Curricular Competencies. Teachers are in fact assessing Core Competencies as they report on student learning in each curricular area.

Teachers can support students’ growth in the Core Competencies by intentionally **noticing, naming, and nurturing** them, continually connecting the Core Competencies to student learning. Throughout the instructional process, students and teachers can co-construct and regularly use “I can...” statements that directly relate to the Curricular Competencies being taught and learned during the school year. Ultimately, when it comes to student self-assessment at the end of the year, students will be familiar with the language of the Core Competencies, and able to genuinely engage in this meaningful self-reflective process.

**Notice**  
Become aware of the Core Competencies and when students demonstrate them.

**Name**  
Use the language of the Core Competencies to describe student proficiency.

**Nurture**  
Explicitly plan learning experiences and self-assessment opportunities for students to develop Core Competencies.