



Focus on

Student Self-Assessment of Core Competencies

Details

The Interim Reporting Order sets out the expectation that a student self-assessment on core competencies will be included on the final report of the year for Grades K–9.

The Ministry of Education also states that education boards must develop and follow student reporting policy and procedures which meet the Interim Student Reporting Guidelines for Grades K–9. This means that the district will set up procedures for the student self-assessment to be included on the year-end report.

The documentation of the year-end self-assessment may take many forms, including graphic representation, videos, illustrations, and oral communication. Teachers need the district to provide leadership in how to showcase the many forms that student self-assessment can take without it becoming an unmanageable work load issue for teachers.

With advice from representatives on the Classroom Assessment and Reporting Committee, The Ministry of Education has recommended that students begin by self-assessing on at least one of the three broad core competencies on this year's final report. The Ministry has also advised that "students will have ownership of the year-end self-assessment."

Unfortunately, in some districts the conversation around the year-end reporting procedures for core competencies has been moving in the wrong direction.

When boards set the procedures around year-end student self-assessment of the core competencies, this does not extend to directing teachers to evaluate and report on the core competencies. It also does not mean teachers should be reviewing the student self-assessment and determining a proficiency standard to assign (i.e., fully meeting, not yet meeting, or exceeding). Teachers assigning a standard to a student's core competency development has no place in the discussion.

Some may argue that the core competencies are embedded in the curriculum, and if they can be reported on there, they can extend that to core competency evaluation. For reporting purposes, it is important to keep the discussion on curricular competencies and core competencies separate.

Directions from districts on year-end teacher evaluation of the core competencies is contrary to the intent of the core competencies, the Interim Reporting Order, and accompanying guidelines.

Core competencies are:

- **Not** teacher evaluated
- **Not** standards-based used for judging or comparing
- **Not** outcomes
- **Not** IRPs.

The profiles are **not** required areas of learning. However, they are taking the hidden curriculum and making it explicit. Teachers have long focused on the core competencies. The intent is to make this intentional across all K–9 areas.

BCTF Advice

- Proceed cautiously with the use of templates and rubrics. Core competencies' development is not about reducing the process to only completing a template or checking off a rubric; it is a metacognitive process facilitated and supported by teacher and peer dialogue, an opportunity for reflection on learning activities, and a chance to focus on evidence of growth over time.
 - By encouraging student awareness of the core competencies, the objective is to embrace the *Charter for Public Education's* aim "to nurture and value critical thinking so that learners are equipped to be reflective and analytical global thinkers."
 - The process of teacher support and student self-assessment of the core competencies must be respectful in order to encourage and foster the learner's role as a full participant in developing their own goals.
- Make sure there is a school staff curriculum committee in place to address site-specific and local issues related to curriculum, assessment and reporting issues.
 - Communicate with your Local President regarding specific concerns/issues you are experiencing.
 - Send your feedback directly to the BCTF at curriculumfeedback@bctf.ca.
 - Send the Ministry of Education [your feedback](#).

Links

- [Interim Reporting Order](#)
- [Interim Student Reporting Guidelines](#)
- [Ministry Guide: Supporting the Self-Assessment and Reporting of Core Competencies](#)
- [Charter for Public Education](#)