



May 30th, 2022

Dear Parents/Guardians,

As shared in the May 13th Self-Assessment of the Core Competencies letter, your child should have recently completed their annual self-assessment of the core competencies.

This self-assessment is part of the revised curriculum and the 2018 graduation program. This annual summative self-assessment is not teacher evaluated or graded, but rather based upon what each student chooses to reflect on and share about their learning journey. The self-assessment is a strength-based reflection connected to curriculum over the course of the year and is framed in "I can" statements. Students reflect on all three Core Competencies and include specific evidence to support their statements. Students reflect on what they are most proud of and explain why. The work students do in grades 8 through 11 becomes the foundation for their final graduation Capstone Project. Grade 12s complete the self-assessment as part of their Capstone Project in their Career Life Connections 12 class.

Secondary student's self-assessment of the core competencies is done on myBlueprint. To access your child's reflection:

1. Ask your child to log onto the District Portal with Active Directory credentials
2. Go to My NVSD
3. Click on the white square icon in the top left-hand corner
4. Click on myBlueprint
5. Go to Portfolios
6. Click on 'Final Self-Assessment of Core Competencies' portfolio to open
7. Click on each item to view

We encourage you to discuss the Self-Assessment process with your child by asking open-ended questions about their growth in relation to the Core Competencies. To assist parents, we have included a document explaining the three Core Competencies and prompts for discussion for each one.

Sincerely,

Argyle Administration



Parent Information Bulletin

The Core Competencies

What are the Core Competencies?

The Core Competencies are at the centre of the recent redesign of British Columbia's curriculum and assessment. Core Competencies are sets of intellectual, personal, social and emotional skills that all students need to develop in order to engage in deep and meaningful learning.

These competencies are not taught independently; they are integrated on a daily basis into teachers' lessons. The Core Competencies are embedded within the Big Ideas in all curricular areas and allow for students to develop and connect these key skills across all three areas.

The three Core Competencies are:



Communication -The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.



Thinking - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



Personal and Social - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

How is student progress assessed on the Core Competencies?

Students have opportunities throughout the year to self-assess and describe who they are as learners, document their progress, and share their accomplishments in a holistic manner. Through this ongoing process, students will develop the ability to reflect, set goals, identify their strengths and areas for improvement, and gain greater responsibility and ownership of and for their learning. Self-assessment of the Core Competencies brings together learning in a way that profiles the uniqueness and individuality of each learner.

Teachers and administrators support students' understanding of themselves as communicators, thinkers, and personally aware and socially responsible citizens by consistently noticing, naming, and nurturing the Core Competencies and connecting them to what the students are learning.

The year-end student self-assessment does not require teachers to evaluate students in relation to the Core Competencies, as it is owned by the students. Students, teachers, and schools have flexibility and choice in the format of the year-end self-assessment.

We encourage families to review the self-assessment with their child, focusing on both accomplishments and future goals. For more information about the Core Competencies: <https://curriculum.gov.bc.ca/competencies> or visit the NVSD parent page on Communicating Student Learning <http://www.sd44.ca/District/Communicating/Pages/default.aspx> Below are some conversation starters parents can use to talk to their child about their growth in the core competencies:

Parents can ask their child: "At school..."

Communication:

- ▶ What are some of the ways you like to show your learning?

Critical Thinking:

- ▶ How does your learning in _____ connect with what you have learned before? How has your thinking about _____ changed? What made it change?
- ▶ What strategies do you use to decide if you should believe something you read? How did you develop these strategies? What advice would you give to a younger student about figuring out what is true?

Creative Thinking:

- ▶ How do you come up with ideas when you want to make something new at school or at home?
- ▶ What makes you want to get new ideas or try something new?

Social Responsibility:

- ▶ What contribution have you made to our school that you feel good about? How did you get started doing that?

Positive and Personal Cultural Identity:

- ▶ What are your strengths as a learner and how do you learn best? What are some aspects that you value about your culture?
- ▶ How do you use your strengths and abilities in your family, relationships, and community?

Personal Awareness and Responsibility:

- ▶ Tell me about one of your learning goals. How did you come to choose that goal? Tell me about something you are doing to help you work on that goal.