



Core Competencies

Self Assessment of Core Competencies



**ASCEND
Online**



**Catholic Independent Schools
Kamloops Diocese (CISKD)**

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:



COMMUNICATION

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.



THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- creative thinking
- critical thinking

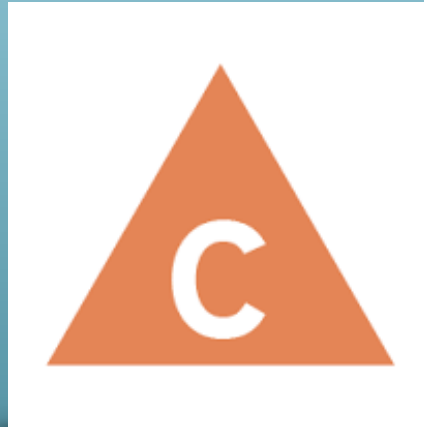


PERSONAL & SOCIAL

The personal and social competency includes

- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

Communication

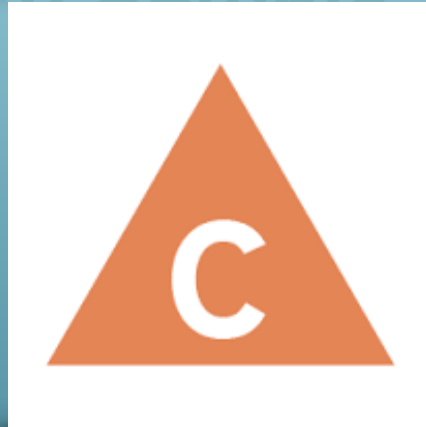


Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

Development of communication competency begins within families, before students enter formal schooling, and expands at every level of schooling. At each stage, students maintain and enhance competencies from previous stages, while developing new skills.

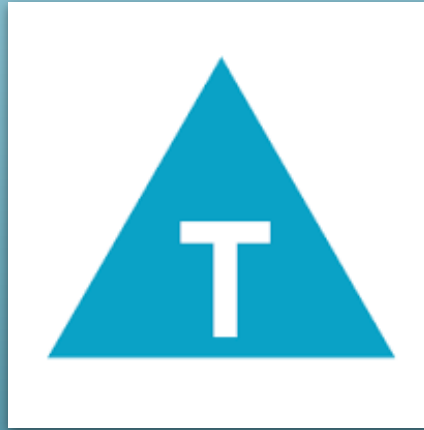
Students move from basic or highly supported to increasingly complex, sophisticated, and independent communication. The development of competence in communication does not end with school graduation, but continues to develop in personal, social, educational, and workplace contexts.

Communication Sample “I” Statements



- * I ask and respond to simple, direct questions.
- * I am an active listener; I support and encourage the person speaking.
- * I recognize that there are different points-of-view and I can disagree respectfully.
- * I present information clearly and in an organized way.
- * I can present information and ideas to an audience I may not know.
- * I can understand and share information about a topic that is important to me.

Thinking

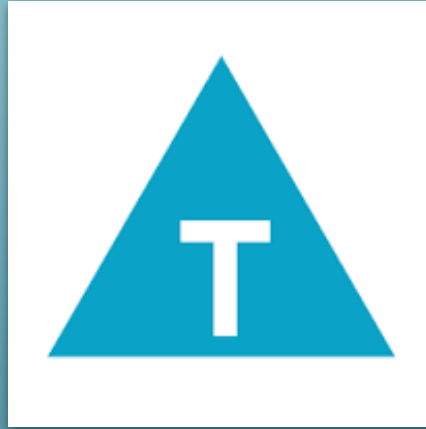


Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

Development of critical thinking begins within families, before students enter formal schooling, and expands at every level of schooling. At each stage, students maintain and enhance competencies from previous stages, while developing new skills. Students encounter many opportunities for critical thinking in activities such as decision making, issue analysis, problem solving, inquiry, and self-assessment.

Students move from basic or highly supported thinking to increasingly complex, sophisticated, and independent thinking. The development of competency in critical thinking does not end with school graduation, but continues to develop in personal, social, educational, and workplace contexts.

Thinking Sample “I” Statements



- ✱ I can show if I like something or not.
- ✱ I can identify criteria that I can use to analyze evidence.
- ✱ I can analyze evidence from different perspectives.
- ✱ I can reflect on and evaluate my thinking, products, and actions.
- ✱ I can analyze my own assumptions and beliefs and consider views that do not fit with them.
- ✱ I can explore materials and actions.
- ✱ I can ask open-ended questions and gather information.
- ✱ I can consider more than one way to proceed in an investigation.
- ✱ I can evaluate the credibility of sources of information.

Personal and Social



A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

Personal and Social Sample “I” Statements






- ✱ With some support, I can be part of a group.
- ✱ I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
- ✱ I contribute to group activities that make my classroom, school, community, or natural world a better place.
- ✱ I can show a sense of accomplishment and joy.
- ✱ I can celebrate my efforts and accomplishments.
- ✱ I can advocate for myself and my ideas.
- ✱ I can tell what is important to me.
- ✱ I can explain what my values are and how they affect choices I make.
- ✱ I can tell how some important aspects of my life have influenced my values.

Self-Assessment of My Core Competencies

Name: _____ Grade: _____ Date: _____

In each blank section, describe and/or illustrate one aspect of your learning you are proud of. In the goal section, describe and/or illustrate one aspect of your learning you would like to improve on next school year.

Communication 	
Thinking 	
Personal & Social 	
Goal 