

## Grade 9 Core Competency Self-Assessments 2018

***All** students in grade 9 are required to complete a self-assessment on Core Competencies at the end of the school year.*

### **Instructions:**

1. Connect with Mrs. Maion's Core Competency Class in myBlueprint.
2. Create a Core Competencies 9 digital portfolio in myBlueprint

### **April 23-27 Self-Assessment:**

- During the week of April 23-27, you will create a formal self-assessment on all three of the core competencies. These can be accessed by clicking on the activities heading in your core competencies 9 class.
- Format:
  - The activity type for self-assessment will be a journal entry.
  - Each journal entry will have a specific title and tag
  - You will have 3 journal entries titled as follows
    - COMMUNICATION April 2018
      - Tag: communication
    - PERSONAL SOCIAL April 2018
      - Tag: personal social
    - THINKING April 2018
      - Tag: thinking

1. For each core competency self-assessment, chose one or two "I statements" to reflect on. Provide evidence for your reflection. Evidence can be in the form of text or added media.

2. Share your reflection to your Core Competency 9 portfolio.
3. Share your reflections with your parent(s) / guardian(s) by linking your Core Competency 9 portfolio with their email address.

### **June 4-8 Self-Assessment:**

- During the week of June 4-8, you will create a formal self-assessment on all three of the core competencies. These can be accessed by clicking on the activities heading in your core competencies 9 class.
- Format:
  - The activity type for self-assessment will be a journal entry.
  - Each journal entry will have a specific title and tag
  - You will have 3 journal entries titled as follows
    - COMMUNICATION June 2018
      - Tag: communication
    - PERSONAL SOCIAL June 2018
      - Tag: personal social
    - THINKING June 2018
      - Tag: thinking

1. For each core competency self-assessment, chose one or two "I statements" to reflect on. Provide evidence for your reflection. Evidence can be in the form of text or added media.
2. Share your reflection to your Core Competency 9 portfolio.
3. Share your reflections with your parent(s) / guardian(s) by linking your Core Competency 9 portfolio with their email address.

**\*\* Note:** Core Competency artifacts and reflections can be added to your digital portfolio as many times as you wish throughout the year. The April and June assessments are the minimum required self-assessments \*\*

**Please see additional resources below to help you with your self-assessments of the Core Competencies.**

# Prompts for Competencies



## Communication



- How do you share information with others?
- Describe some ways you have collaborated with others.
- How do we communicate effectively? (Looks like, sounds like, feels like).
- How do you show you are an active listener?
- What is my role in group work and how do I connect and engage with others?
- What is your strength in group work?
- What role is easy for you? What role is hard for you?
- How do I acquire/interpret or present information. (focus on one at a time)
- What is the purpose of collaboration?
- Think of a time you presented to others – what worked well? What was important to do?
- 3 stars and a wish
- Think of a metaphor that shows who you are as a listener, learner, communicator
- What could you do differently?
- Knowing what you know now about what would you do differently?
- How did you work with others to develop ideas...to create solutions?
- In what ways did your listening contribute to the groups understanding?
- What do you do when you disagree?
- What strategies do you use to generate ideas?
- What are some strategies you use to present information clearly & in an organized way?
- How do you use the language of discipline to articulate your learning?
- What are some ways you can show your learning?
- Give an example of when you shared information that made your group “smarter”
- Tell a time when you disagreed and let them know in a respectful manner.
- What kind of feedback helps you learn?
- Tell a time you used feedback to improve your learning.
- What does effective group work look like?
- What strategies do you use to help you present information in an organized manner?



## Critical Thinking



- Tell about a time when you had to try more than one strategy to solve a problem.
- What strategy do you use to analyze ideas?
- Can you give an example of...?
- Why do you think...?
- How do you solve....?
- Can you explain...?
- Can you elaborate on the reason...?
- Tell me about a time you used multiple sources to get information? How did you decide if they were real/true/accurate?
- Analyzing: bring in thinking operation compare and contrast. How are the ideas similar or different?
- Process: The doing – how did you get your “idea”, “solution”?
- What did you see, hear, do to get there?
- Critique: How do you know you were successful? List three words and then describe/brainstorm all of the evidence behind the words.
- Evidence: Needs to be broken down for students.
  - o Connections...
  - o Reliability...
  - o Examples of...
- When/describe a time when you changed your mind and why?
- Describe a time when you used questions to better understand...
- What were you thinking and why?
- Describe a time when you used reasoning and new information to make a decision?
- Describe something that didn't work and what you did differently?
- What do you think happened when...?
- How did you incorporate other people's ideas/perspectives?
- Why was this activity so hard? How has your thinking changed? Why?
- What do you think and how do you know?
- What conclusion have you come to?
  - o How plausible is....?
  - o What evidence do you see....?
  - o How did you arrive at your conclusion and where else could you have gone w/it?
  - o To what degree..?
  - o What are you missing?
  - o What questions do you still have?
- How could this be improved?
- What didn't work and why?
- What's next?
- How is it going and where to next?
- Can you apply this in another context?
- What choices did you make?

## Creative Thinking

- Where do your new ideas come from?
- What do you do with your new ideas?
- Describe a time when you helped build upon the ideas of others.
- Describe the environment that works best for you when creating ideas.
- Describe a time when your ideas took a long time to develop.
- Developing ideas
  - o Tell me about an idea in.....
  - o How have you used other people's ideas to support your thinking?
- Novelty
  - o What personal strategies do you use to generate ideas?
  - o How do you come up with stuff?
  - o What inspires you?

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## Personal Awareness and Responsibility

PS

- What treasures or gifts do you bring to our class?
- When I am having trouble with something I.....
- What storybook characters remind you of yourself?
- What do you need so that you can contribute to our class discussions?
- When I get upset, I....
- I know I am good at this because....
- I keep myself healthy by....
- These events, \_\_\_\_\_, helped me to grow by....
- What do I enjoy doing?
- What am I good at?
- What strategies do I use when...
- What gives me joy?
- What helps you to focus?
- When I am struggling I....
- What strategies do I use to persevere?
- How do you see yourself?
- Tell me about your relationships? (in class/your family/community)
- How do you make choices?
- Give me an example of personal strength (academic or personal)
- I celebrate my efforts and accomplishments by...
- How do I take ownership of feelings and emotions?
- I make healthy choices that positively affect me.
- How do I create my own learning goals and evaluate how I'm doing?

## Social Responsibility

- Talk about a time you made sure everyone was included.
- Share something about your community
- Share a time when you used kind questions to learn more about a curiosity you have.
- What does fair look like and how do you make that happen?
- I use kind words and actions to encourage and/or help others.
- I work cooperatively with others in any situation.
- I encourage others to understand the importance of community and/or world events and how they relate to us.
- I look for ways to help make the lives of others better and I take action.
- I plan ways to take care of the environment and I encourage others to join me.

## Positive Personal and Cultural Identity

- What makes you unique?
- Tell me about your learning strengths?
- How do you learn best?
- Who are you? I am....
- What makes you sing?
- What is most important to you?
- How do you make good decisions?
- What influences your decisions?

# CRITICAL THINKING



## Analyze and Critique:

- 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

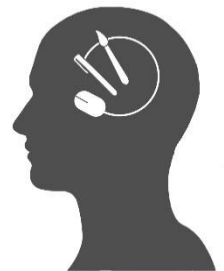
## Question and Investigate:

- I can explore materials and actions
- I can ask open-ended questions and gather information
- I can consider more than one way to proceed an investigation
- I can evaluate the credibility of sources of information
- I can tell the difference between facts and interpretations, opinions, and judgments

## Develop and Design:

- I can experiment with different ways of doing things
- I can develop criteria for evaluating design options
- I can monitor my progress and adjust my actions to make sure I achieve what I want
- I can make choices that will help me create my intended impact on an audience or situation

# CREATIVE THINKING



## Novelty and value:

- I get ideas when I play. My ideas are fun for me and make me happy
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- I generate new ideas as I pursue my interests
- I get ideas that are new to my peers
- I can develop a body of creative work over time in an area I'm interested in or passionate about

## Generating Ideas:

- I get ideas when I use my senses to explore
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head



- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- I have interests and passions that I pursue over time

### **Developing Ideas:**

- I make my ideas work or I change what I am doing
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- I use my experiences with various steps and attempts to direct my future work
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

## **COMMUNICATION**



### **Connect and engage with others (to share and develop ideas):**

- 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

### **Acquire, interpret, and present information (include inquiries)**

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way
- I can present information and ideas to an audience I may not know

### **Collaborate to plan, carry out, and review constructions and activities**

- I can work with others to achieve a common goal; I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas and identify the ways we agree (commonalities)

### **Explain/recount and reflect on experiences and accomplishments**

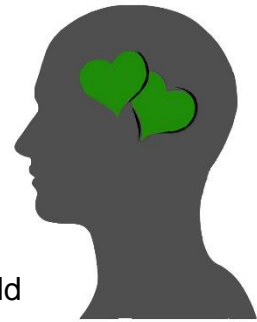
- I give, receive, and act on feedback
- I can recount simple experiences and activities and tell something I learned
- I can represent my learning, and tell how it connects to my experiences and efforts

## PERSONAL AWARENESS AND RESPONSIBILITY



### Self Determination:

- 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 imagine and work toward change in myself and the world
- I take the initiative to inform myself about controversial issues



### Self-Regulation:

- I can sometimes recognize emotions
- I can use strategies that help me manage my feelings and emotions
- I can persevere with challenging tasks
- I can implement, monitor, and adjust a plan and assess the results
- I can take ownership of my goals, learning, and behaviour

### Well-being:

- I can participate in activities that support my well-being, and tell/show how they help me
- I can take some responsibility for my physical and emotional well-being
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions
- I can use strategies to find peace in stressful times
- I can sustain a healthy and balanced lifestyle

## POSITIVE PERSONAL &

## CULTURAL IDENTITY



### Relationships and cultural contexts:

- I can describe my family and community
- I am able to identify the different groups that I belong to
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- I understand that learning is continuous and my concept of self and identity will continue to evolve



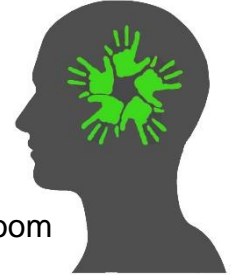
### Personal values and choices:

- 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
- I understand how my values shape my choices

## Personal strengths and abilities:

- I can identify my individual characteristics
- I can describe/express my attributes, characteristics, and skills
- I can reflect on my strengths and identify my potential as a leader in my community
- I understand I will continue to develop new abilities and strengths to help me meet new challenges

## SOCIAL RESPONSIBILITY



### Contributing to community and caring for the environment:

- 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 identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

### Solving problems in peaceful ways:

- I can solve some problems myself and can identify when to ask for help
- I can identify problems and compare potential problem-solving strategies
- I can clarify problems, consider alternatives, and evaluate strategies
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

### Valuing diversity:

- With some direction, I can demonstrate respectful and inclusive behaviour
- I can explain when something is unfair
- I can advocate for others
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

### Building relationships:

- With some support, I can be part of a group
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
- I can identify when others need support and provide it
- I am aware of how others may feel and take steps to help them feel included
- I build and sustain positive relationships with diverse people, including people from different generations