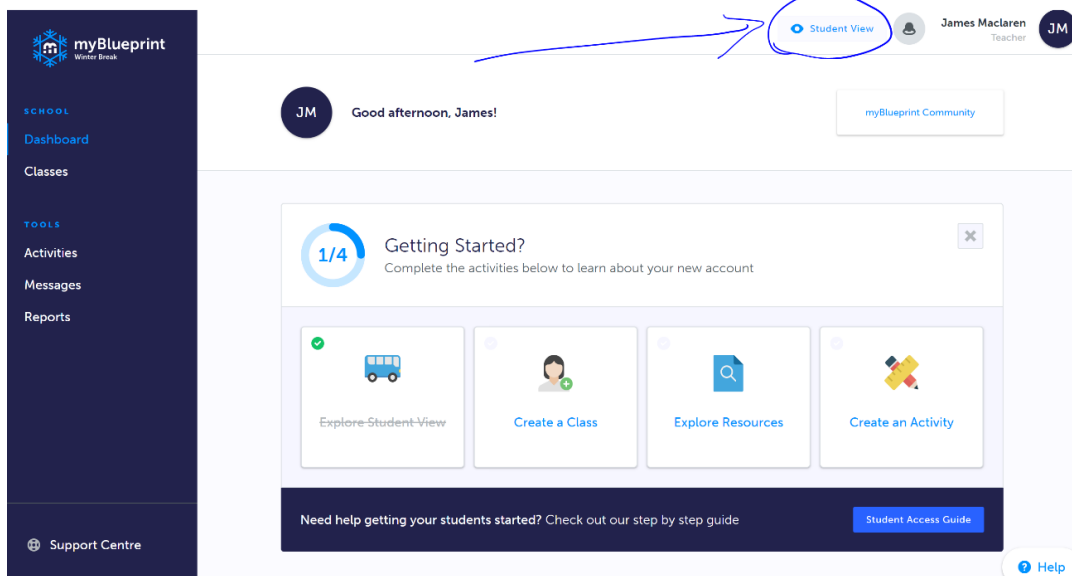


Core Competency Reporting

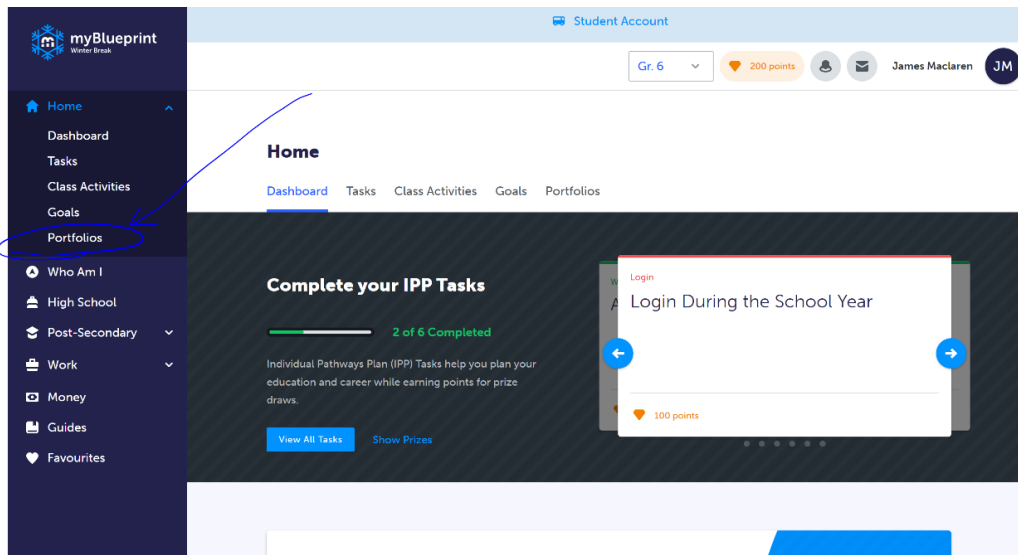
myBlueprint directions:

If you do not yet have a portfolio start here. If you already have done this and have a portfolio just go to page 4.

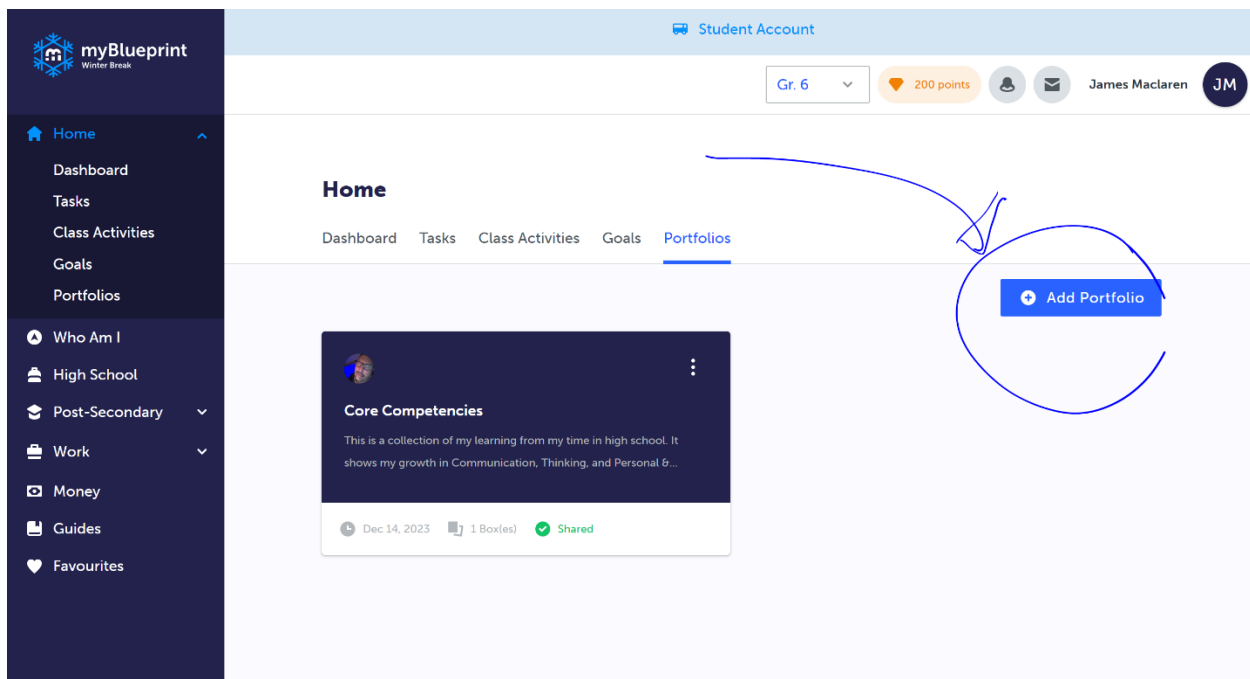
- sign into myBlueprint
- For teachers go to **Student View** at top right (beside your name)



- Then click the **Home** button on the far left (a drop menu will open)
- From the drop down click the **Portfolios** tab



- Click the **Add Portfolio** button



- Type in the following information required in the pop up as follows:

Title: Core Competencies Self-Assessments

Description: This portfolio includes reflections on the Core Competencies for my time in secondary school. Each reflection includes evidence of my learning & growth. I will share this with others and use it to inform my personal growth and learning.

Add Portfolio

Title

Core Competencies Self-Assessments

Description

This portfolio includes reflections on the Core Competencies for each of my classes from Grade 10-12. Each reflection includes evidence of my growth that I will share with others as well as use to inform my continued growth in this area.

Add Portfolio

- click on **Choose Avatar** in the gray box on the top left of your new portfolio
- add an image that reflects BC Core Competencies

HINTS: Search **BC Core Competencies logo** & choose one that is a triangle or circle. If one doesn't look good, then just replace it with another one until you are happy with it!

- click on **Update Banner** in the bottom right of the dark blue header of your new portfolio
- add an image that reflects BC Core Competencies

The screenshot shows a portfolio page titled "Core Competencies". The header features a dark blue background with a silhouette of a cyclist. A "Change Avatar" button is circled in blue, with a handwritten arrow pointing to the word "Avatar" written in blue. The "Update Banner" button is also circled in blue, with a handwritten arrow pointing to the word "Banner" written in blue. Other visible elements include a "Back" button, "Slideshow" and "Share" buttons, a "Filters" button, and an "Add Box" button. Below the header, there is a section titled "Marketing 11-Big Vape Campaign" with a description and a date of "Dec 14, 2023".

Directions for Formal Core Competency Reflection:

1. I wonder what evidence can I provide capability & growth in the core competencies?

Pick a Core Competency to evidence your growth or capability:

BE STRATEGIC! You don't want to reflect on the same Core Competency every time...

because then you won't have any evidence of growth in all competencies for CLC 12! From grade 9-12 you have 4 opportunities a year to report on the Core Competencies. That's 16 formal reflections. Brainstorm which Core Competencies might be best to reflect on for each reporting.

2. **Pick an I can statement** & choose an assignment or assignments from this semester that will demonstrate your current understanding of the chosen core competency.

See I can Statements and pick one in the link:

[core-comp-i-can-statements](#)

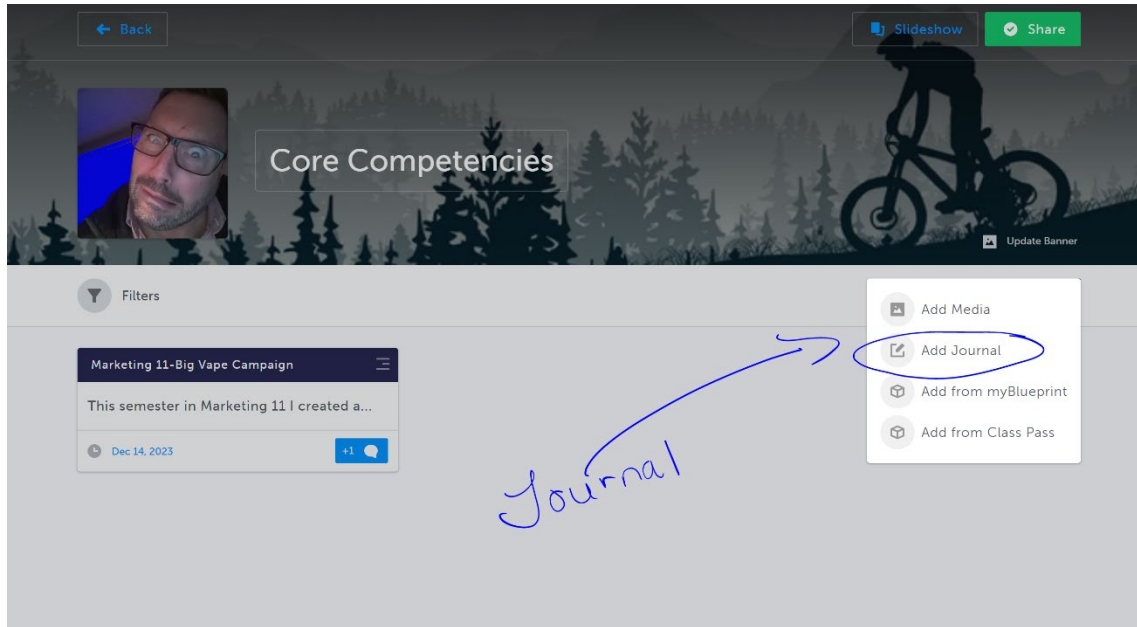
CORE COMPETENCIES (the intellectual, personal, and social skills that students need to develop for success in life beyond school)

2016

COMMUNICATION	THINKING		PERSONAL AND SOCIAL		
	CREATIVE THINKING	CRITICAL THINKING	POSITIVE PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY
<p>1. Connect and engage with others (to share & develop ideas)</p> <p>Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. (Examples: literature circles, book clubs, blogs, and small group discussions & session making/informal debates)</p> <ul style="list-style-type: none"> 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 	<p>1. Novelty and value</p> <p>Students get creative ideas that are both novel and have value. Degrees of novelty—idea may be new to that student or their peers, it may be novel for their age group or larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts—I may, be fun, provide a sense of accomplishment, solve a naturally occurring problem, be a form of self-expression, provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classroom, larger group of peers, in one's community, or on a global level.</p> <ul style="list-style-type: none"> I get ideas when I play. My ideas are fun & 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 	<p>1. Analyze and critique</p> <p>Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> 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. 	<p>1. Relationships & cultural contexts</p> <p>Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, socioeconomic, geographic region, sexuality and religion). Students define themselves in terms of their relationship to others and their relationship to the world (people and places) around them.</p> <ul style="list-style-type: none"> 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 experience, family history, heritage, peer group) I understand that learning is continuous and my concept of self-identity will continue to evolve. 	<p>1. Self-determination</p> <p>Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> I can show a sense of accomplishment & joy I can celebrate my efforts & 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 	<p>1. Contributing to community & caring for the environment</p> <p>Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> 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 & the actions of others affect my community and the natural environment & can work to make positive change I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.
<p>2. Acquire, interpret, and present information (include inquiries)</p> <p>Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences, their work often features media and technology. (Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal)</p> <ul style="list-style-type: none"> I can understand and share information about a topic that is important to me I present information clearly & in an organized way I can present information & ideas to an audience I may not know 	<p>2. Generating ideas</p> <p>Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quelling the filters and censors in the conscious or subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)</p> <ul style="list-style-type: none"> 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 mind 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 interest and passions that I pursue over time 	<p>2. Question and investigate</p> <p>Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions, create and carry out plans, gather, interpret, and synthesize information and evidence, and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questions, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> 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 I can tell the difference between facts and interpretations, opinions, or judgments 	<p>2. Personal values & choices</p> <p>Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> 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 aspect of my life have influenced my values I understand how my values shape my choices 	<p>2. Self-regulation</p> <p>Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> 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 my results I can take ownership of my goals, learning, & behavior 	<p>2. Solving problems in peaceful ways.</p> <p>Students identify and understand an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> I can solve 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
<p>3. Collaborate to plan, carry out, and review constructions & activities</p> <p>Students work together to accomplish goals either face to face, or through media. (Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project)</p> <ul style="list-style-type: none"> 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 & identify the ways we agree (communicate) 	<p>3. Developing ideas</p> <p>After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> 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 can try 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 	<p>3. Develop and design</p> <p>Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> 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 action 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. 	<p>3. Personal strengths and abilities</p> <p>Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> I can identify my individual characteristics I can deconstruct 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 	<p>3. Well-being</p> <p>Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual well-being, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> 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 interactions I can use strategies to find peace in stressful times I can sustain a healthy and balanced lifestyle 	<p>3. Valuing diversity</p> <p>Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> With some direction, I can demonstrate respectful and inclusive behaviors 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
<p>4. Explain/account and reflect on experiences and accomplishments</p> <p>Students tell about their experiences—especially their learning experiences—and reflect and share what they learned. (Examples: presentations of learning, self-assessment, and reviewing/reflecting feedback)</p> <ul style="list-style-type: none"> 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 					<p>4. Building relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> With some support, I can be part of a group I can and do others, can work or play cooperatively, and can build relationships with people of my choosing I can identify when other 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.

3. **Write** a reflective piece in your **journal**.

- 1st click the **Journal** button



- **Type in the following information** required in the pop up as follows:

A Title:

Course/s + Core Competency Ex. **CLE 10 - Social Responsibility**

A Written Body:

- I. Your I can statement.
- II. Discuss how this applies to your **STRENGTHS** and/or your **GROWTH GOALS** for this semester.
- III. Support your claims discussing specific examples from your assignments or class activities.

HINT 1: Remember, most of your audience doesn't know anything about the assignments you are referring to, so you need to include:

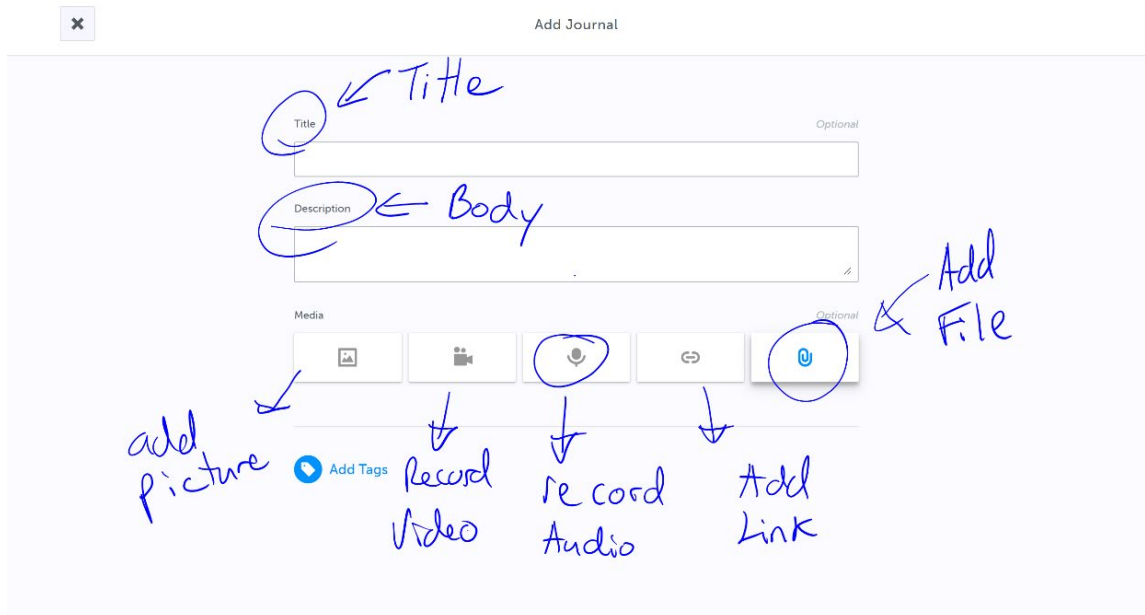
- a short description of each assignment.
- a **THOUGHTFUL** and **THOROUGH** explanation of how you showcased your strengths or growth in the process of completing that assignment.

IV. Your plan for continued growth. Learning and growing is never done!

Identify your next goal for continued growth in this area and by when you would like to achieve it. Identify and explain each of the steps you will need to take to reach this new goal.

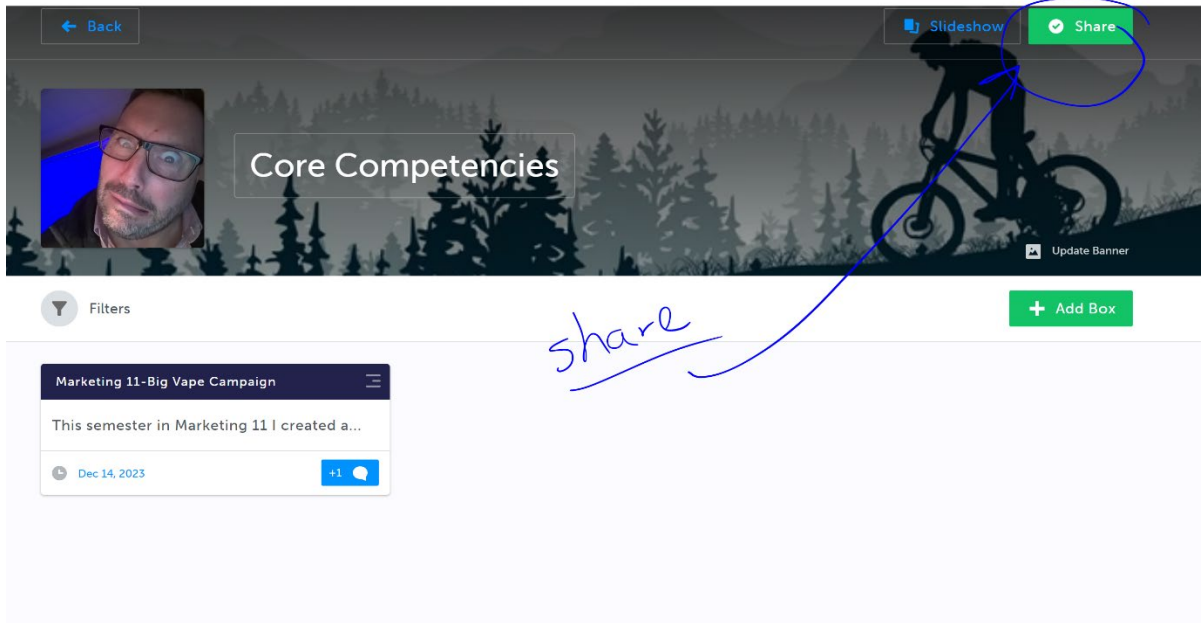
HINT 2: Did you face any challenges that you still need to overcome or get better at overcoming?

4. **Attach a file or document as evidence.**

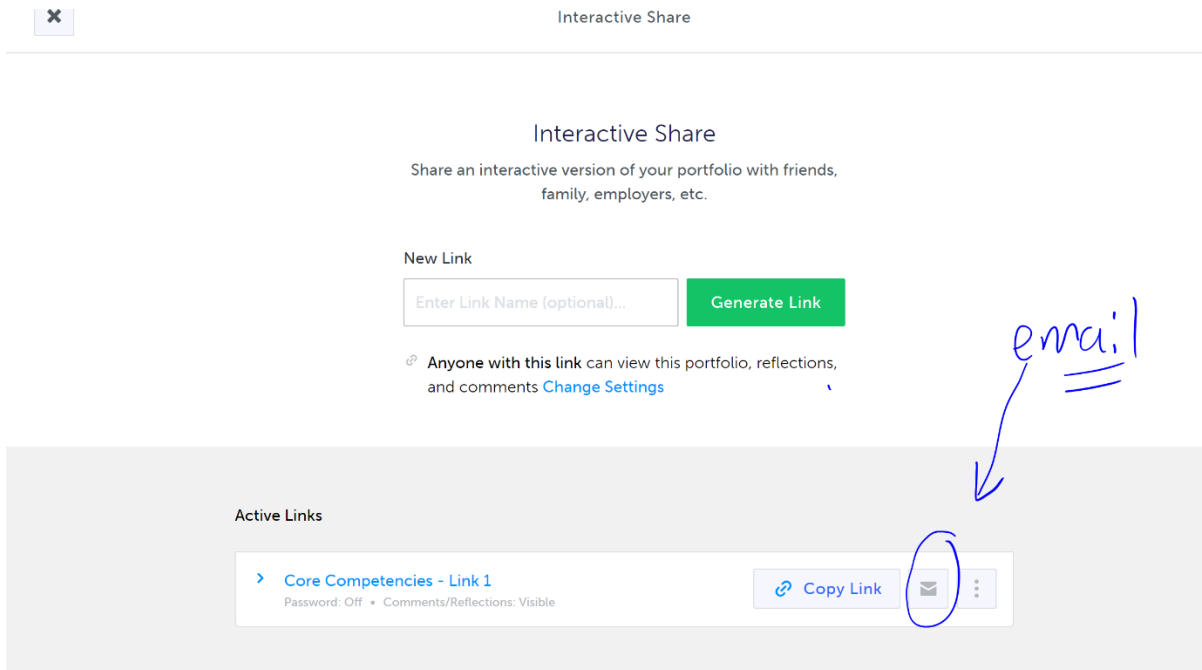


5. **Email to your parents/guardians.**

- **click the Share button.**



- **Send It by clicking on Email Icon**



Done