

ATL Skills Self-Evaluation

As you go through the year, it is helpful to evaluate where you are in developing the skills listed below that you will be learning in class. It looks like a lot of information, but do not worry - you will be working on them over the full year and each year of the MYP (6th through 10th grade), so you have a great deal of time to develop them.

As you learn a skill and develop it, mark the level of development you think you are at. Note what the task or assignment was and the date. This will help you monitor how you are developing and reflect on what steps you need to take to get to the next level. It's a great tool to use when talking with a teacher, counselor, or parent.

| Skill | <u>Novice</u> I just learned it and can watch someone do it | <u>Learner</u> I can do it with help from others | <u>Practitioner</u> I can do it confidently and effectively | <u>Expert</u> I can teach others the skill and evaluate how effective they are |
|--|--|---|--|---|
| Communication Skills | | | | |
| Give and receive meaningful feedback | | | | |
| Use intercultural understanding to interpret communication | | | | |
| Use a variety of speaking techniques to communicate with a variety of audiences | | | | |
| Use appropriate forms of writing for different purposes and audiences | | | | |
| Use a variety of media to communicate with a range of audiences | | | | |
| Interpret and use effectively modes of non-verbal communication | | | | |
| Negotiate ideas and knowledge with peers and teachers | | | | |
| Participate in, and contribute to, digital social media networks | | | | |
| Collaborate with peers and experts using a variety of digital environments and media | | | | |

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| Share ideas with multiple audiences using a variety of digital environments and media | | | | |
| Read critically and for comprehension | | | | |
| Read a variety of sources for information and pleasure | | | | |
| Make inferences and draw conclusions | | | | |
| Use and interpret a range of discipline-specific terms and symbols | | | | |
| Write for different purposes | | | | |
| Understand and use mathematical notation | | | | |
| Paraphrase accurately and concisely | | | | |
| Preview and skim texts to build understanding | | | | |
| Take effective notes in class | | | | |
| Make effective summary notes for studying | | | | |
| Use a variety of organizers for academic writing tasks | | | | |
| Find information for disciplinary and interdisciplinary inquiries, using a variety of media | | | | |
| Organize and deficit information logically | | | | |
| Structure information in summaries, essays, and reports | | | | |
| Collaboration Skills | | | | |
| Use social media networks appropriately to build and deepen relationships | | | | |
| Practice empathy | | | | |

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| Delegate and share responsibility for decision making | | | | |
| Help others to succeed | | | | |
| Take responsibility for one's own actions | | | | |
| Manage and resolve conflict, and work collaboratively, in teams | | | | |
| Build consensus | | | | |
| Make fair and equitable decisions | | | | |
| Listen actively to other perspectives and ideas | | | | |
| Negotiate effectively | | | | |
| Encourage others to contribute | | | | |
| Exercise leadership and take on a variety of roles within groups | | | | |
| Give and receive meaningful feedback | | | | |
| Advocate for one's own rights and needs | | | | |
| Organization Skills | | | | |
| Plan short and long term assignments; meet deadlines | | | | |
| Create plans to prepare for summative assessments (examinations and performances) | | | | |
| Keep and use a weekly planner for assignments | | | | |
| Set goals that are challenging and realistic | | | | |
| Plan strategies and take action to achieve personal and academic goals | | | | |

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| Bring necessary equipment and supplies to class | | | | |
| Keep an organized and logical system of information files/notebooks | | | | |
| Use appropriate strategies for organizing complex information | | | | |
| Understand and use sensory learning preferences (learning styles) | | | | |
| Select and use technology effectively and productively | | | | |
| Affective Skills | | | | |
| <i>Mindfulness Awareness</i> | | | | |
| Practice focus and concentration | | | | |
| Practice strategies to develop mental focus | | | | |
| Practice strategies to overcome distractions | | | | |
| Practice being aware of body-mind connections | | | | |
| <i>Perseverance</i> | | | | |
| Demonstrate perseverance and persistence | | | | |
| Practice delaying gratification | | | | |
| <i>Emotional management</i> | | | | |
| Practice strategies to overcome impulsiveness and anger | | | | |
| Practice strategies to prevent and eliminate bullying | | | | |
| Practice strategies to reduce stress and anxiety | | | | |

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| <i>Self-motivation</i> | | | | |
| Practice analyzing and attributing causes for failure | | | | |
| Practice positive thinking | | | | |
| <i>Resilience</i> | | | | |
| Practice “bouncing back” after adversity, mistakes, and failures | | | | |
| Practice “failing well” Practice dealing with disappointment and unmet expectations | | | | |
| Practice dealing with change | | | | |
| Reflection Skills | | | | |
| Develop new skills, techniques, and strategies for effective learning | | | | |
| Identify strengths and weaknesses of personal learning strategies (self-assessment) | | | | |
| Demonstrate flexibility in the selection and use of learning strategies | | | | |
| Try new ATL skills and evaluate their effectiveness | | | | |
| Consider context: - What did I learn about today? - What don't I yet understand? - What questions do I have now? | | | | |

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| Consider ATL skills development: - What can I already do? - How can I share my skills to help peers who need more practice? - What will I work on next? | | | | |
| Consider personal learning strategies: - What can I do to become a more efficient and effective learner? - How can I become more flexible in my choice of learning strategies? - What factors are important for helping me learn well? | | | | |
| Focus on the process of creating by imitating the work of others | | | | |
| Consider ethical, cultural, and environmental implications | | | | |
| Keep a journal to record reflections | | | | |
| Research Skills | | | | |
| Collect, record, and verify data | | | | |
| Access information to be informed and inform others | | | | |
| Make connections between various sources of information | | | | |
| Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information | | | | |
| Use memory techniques to develop long-term memory | | | | |
| Present information in a variety of formats and platforms | | | | |

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| Collect and analyze data to identify solutions and make informed decisions | | | | |
| Process data and report results | | | | |
| Evaluate and select information sources and digital tools based on their appropriateness to specific tasks | | | | |
| Understand and use technology systems | | | | |
| Use critical-literacy skills to analyze and interpret media communications | | | | |
| Understand and implement intellectual property rights | | | | |
| Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions | | | | |
| Identify primary and secondary sources | | | | |
| Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks) | | | | |
| Demonstrate awareness of media interpretations of events and ideas (including digital social media) | | | | |
| Make informed choices about personal viewing experiences | | | | |
| Understand the impact of media representations and modes of presentation | | | | |
| Seek a range of perspectives from multiple and varied sources | | | | |

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| Communicate information and ideas effectively to multiple audiences using a variety of media and formats | | | | |
| Compare, contrast, and draw connections among (multi)media resources | | | | |
| Critical Thinking Skills | | | | |
| Practice observing carefully in order to recognize problems | | | | |
| Gather and organize relevant information to formulate an argument | | | | |
| Recognize unstated assumptions and bias | | | | |
| Interpret data | | | | |
| Evaluate evidence and arguments | | | | |
| Recognize and evaluate propositions | | | | |
| Draw reasonable conclusions and generalizations | | | | |
| Test generalizations and conclusions | | | | |
| Revise understanding based on new information and evidence | | | | |
| Evaluate and manage risk | | | | |
| Formulate factual, topical, conceptual, and debatable questions | | | | |
| Develop country or opposing arguments | | | | |
| Consider ideas from multiple perspectives | | | | |

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| Analyze complex concepts and projects into their constituent paths and synthesize them to create new understanding | | | | |
| Propose and evaluate a variety of solutions | | | | |
| Identify obstacles and challenges | | | | |
| Use models and simulations to explore complex systems and issues | | | | |
| Identify trends and forecast possibilities | | | | |
| Troubleshoot systems and applications | | | | |
| Creative Thinking Skills | | | | |
| Use brainstorming and visual diagrams to generate new ideas and inquiries | | | | |
| Consider multiple alternates, including those that might be unlikely or impossible | | | | |
| Create novel solutions to authentic problems | | | | |
| Make unexpected or unusual connections between objects and/or ideas | | | | |
| Design improvements to existing machines, media, and technologies | | | | |
| Design new machines, media, and technologies | | | | |
| Make guesses, ask “what if questions, and generate testable hypotheses | | | | |
| Apply existing knowledge to generate new ideas, products, or processes | | | | |

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| Create original works and ideas; use existing works and ideas in new ways | | | | |
| Practice flexible thinking - develop multiple opposing, contradictory, and complementary arguments | | | | |
| Practice visual thinking strategies and techniques | | | | |
| Generate metaphors and analogies | | | | |
| Transfer Thinking Skills | | | | |
| Use effective learning strategies in subject groups and disciplines | | | | |
| Apply skills and knowledge in unfamiliar situations | | | | |
| Inquire in different contexts to gain a different perspective | | | | |
| Compare conceptual understanding across multiple subject groups and disciplines | | | | |
| Make connections between subject groups and disciplines | | | | |
| Combine knowledge, understanding, and skills to create products or solutions | | | | |
| Transfer current knowledge to learning of new technologies | | | | |
| Change the context of an inquiry to gain different perspectives | | | | |