

MYP Approaches to Learning (ATL) Grade Level Expectations



**King/Robinson Inter-District Magnet School
An IB World School**

Approaches to Learning Skills Expectations

| ATL Skill | MYP Skill Cluster | Overall Expectation for Grade Level | | | |
|-----------------|-----------------------------|-------------------------------------|----|-----|------|
| | | 5 | 6 | 7 | 8 |
| Communication | Communication Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Social | Collaboration Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Self-Management | Organization Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Affective Skills | ☆ | ☆ | ☆☆ | ☆☆☆ |
| | Reflection Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Research | Information Literacy Skills | ☆ | ☆ | ☆☆☆ | ☆☆☆☆ |
| | Media Literacy Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Thinking | Critical Thinking Skills | ☆ | ☆ | ☆☆ | ☆☆☆ |
| | Creative Thinking Skills | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Transfer Skills | ☆ | ☆ | ☆☆ | ☆☆☆ |

The chart below explains the ATL expectation system used:

Novice - ☆

Learner- ☆☆

Practitioner- ☆☆☆

Expert- ☆☆☆☆

Example: An 8th grader who is working at a **Practitioner Level** for Critical Thinking Skills is meeting expectation (ME)

ATL Skill Levels

| Novice | Learner | Practitioner | Expert |
|---|---|---|--|
| Beginning to understand and observes others perform the skill | Copies others who use the skill | Demonstrates the skill when asked | Performs the skill and shows others how to use the skill |
| Needs high levels of scaffolding from teacher | Uses skill with some scaffolding and some guidance | Uses skill with minimal scaffolding | Uses skill without scaffolding |
| Errors are frequent | Conscious of performing the skill and identifies errors and corrects them with guidance | Corrects errors with some guidance | Performs skill at a high level. Errors are corrected independently |
| N/A | Uses skill only with known content and context | Uses skill in a different content or in different context | Uses skill in unfamiliar content and context |

| MYP Skill Cluster | ATL Skill Category: Communication | | | | |
|--|---|---------|---------|---------|---------|
| I. Communication Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <p>How can students communicate through interaction?</p> <p>Exchanging thoughts, messages and information effectively through interaction</p> | Use a range of speaking techniques to communicate with a variety of audiences | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Use appropriate forms of writing for different purposes and audiences | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Use intercultural understanding to interpret communication | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Give and receive meaningful feedback | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Negotiate ideas and knowledge with peers and teachers | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Be an active listener | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Use a variety of media to communicate with a range of audiences | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Participate in group discussions and contribute to digital, social | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Interpret and use effective modes of non-verbal communication | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| <p>How can students demonstrate communication through language?</p> <p>Reading, writing and using language to gather and communicate information</p> | Take effective notes and illustrations in class | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Read critically for information | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Make inferences and draw conclusions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Use and interpret a range of subject –specific terms and symbols | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Understand and use mathematical notation | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | | | | | |
| | | | | | |
| | Overall Expectation for Communication Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Social | | | | |
|---------------------------------|--|---------|---------|---------|---------|
| II. Collaboration Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students collaborate? | Listen actively to others perspectives and ideas | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Practice empathy | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Manage and resolve conflict and work collaboratively in groups | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Take responsibility for one's own actions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Encourage others to contribute by being open-minded and respectful | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Working effectively with others | Give and receive meaningful feedback | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Take on a variety role within a group | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Advocate for one's own rights and needs | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Delegate and share responsibility for decision-making | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
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| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
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| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
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| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
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| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
| | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ | |
| | ☆ | | | | |

| MYP Skill Cluster | ATL Skill Category: Self-Management | | | | |
|---|---|---------|---------|---------|---------|
| III. Organization Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students demonstrate organization skills? | Arrive to class on time | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Bring necessary equipment and supplies to class | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Record information accurately | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Set goals that are challenging and realistic | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Plan short and long term assignments and meet deadlines | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Maintain an organized materials notebook, binder, sketchbook in a chronological order | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Keep and use a weekly planner/Agenda for assignments | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Plan strategies and take action to achieve personal and academic goals | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Managing time and task effectively | Select and use technology effectively and accurately | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Make right choices within the stipulated time | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Overall expectation for Organization Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Self-Management | | | | |
|--|--|--|---------|---------|---------|
| IV. Affective Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students manage their own state of mind? | Mindfulness: <ul style="list-style-type: none"> • Practice focus and concentration • Practice strategies to overcome distractions • Practice being aware of body-mind connections | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Perseverance: <ul style="list-style-type: none"> • Demonstrate persistence and perseverance | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Emotional Management: <ul style="list-style-type: none"> • Practice strategies to overcome impulsiveness • Practice strategies to prevent or eliminate bullying • Practice strategies to reduce stress and anxiety | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Self-Motivation: <ul style="list-style-type: none"> • Practice analyzing and attributing causes for failure • Practice positive thinking | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Managing state of mind | Resilience: <ul style="list-style-type: none"> • Practice “bouncing back” after adversity, mistakes and failures • Practice dealing with disappointment and unmet expectations • Practice coping with change | ☆ | ☆☆ | ☆☆ |
| Overall Expectation for Affective Skills | | ☆ | ☆☆ | ☆☆ | ☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Self- Management | | | | |
|---|--|---------|---------|---------|---------|
| V. Reflection Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <p>How can students be reflective?</p> <p>Considering the process of learning, choosing and using ATL skills</p> | Identify strengths and weaknesses of personal learning strategies through goal setting and self-assessment | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Develop new skills, techniques and strategies for effective learning | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Try new ATL skills and evaluate their effectiveness | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Consider content: <ul style="list-style-type: none"> • What you learned • What you do not understand • Questions you have | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Consider ATL Skills Development: <ul style="list-style-type: none"> • What you can already do • How you can share your skills to help others who need more practice • What you can work on next | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Consider Personal learning strategies: <ul style="list-style-type: none"> • What you can do to become a more efficient and effective learner • What factors are important for helping you learn well | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Consider ethical, cultural and environmental implications | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Keep a journal to record reflections | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Overall Expectation for Reflection Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Research | | | | |
|---|--|---------|---------|---------|---------|
| VI. Information Literacy Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students demonstrate information Literacy? | Collect, record, verify, analyse and interpret data | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Access information to be informed and inform others | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Make connections between various sources of information | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Find and use appropriate sources | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Present information in a variety of formats and platforms | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Understand and implement intellectual property rights | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Identify primary and secondary resources | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| Finding, interpreting, judging and creating information | Create references and citations and construct a bibliography according to recognized conventions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Overall Expectation for Information Literacy Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Research | | | | |
|--|--|---------|---------|---------|---------|
| VII. Media Literacy Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students demonstrate media Literacy? Interacting with media to use and create ideas and information | Demonstrate an awareness of media interpretations of events and ideas | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Choose and use appropriate sources and credit sources if used | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Seek a range of perspectives from multiple sources | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Communicate information and ideas effectively to multiple audiences using a variety of media and formats | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Understand the impact of media presentations and modes of presentation | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Compare, contrast and draw connections among multi-media resources | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Make informed choices about personal viewing experiences | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Overall Expectation for Media Literacy Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Thinking | | | | |
|---|---|---------|---------|---------|---------|
| VIII. Critical Thinking Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students think critically? | Practice observing carefully in order to recognize problems | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Gather and organize relevant information to formulate an argument | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Consider ideas from multiple sources | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Draw reasonable conclusions and generalizations | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Revise understanding based on new information and evidence | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| Analyzing and evaluating issues and ideas | Identify Obstacles and challenges | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Formulate factual, conceptual and debatable questions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Test generalizations and conclusions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Identify trends and forecast possibilities | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Form and justify own opinions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Identify different points of view | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Use models and simulations to explore complex systems | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Overall Expectation for Critical Thinking Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Thinking | | | | |
|--|--|---------|---------|---------|---------|
| IX. Creative Thinking Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <p>How can students be creative?</p> <p>Generating novel ideas and considering new perspectives</p> | Generate metaphors and analogies | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Use brainstorming and visual diagrams to generate new ideas and inquiries | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Create novel solutions to authentic problems | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Practice flexible thinking –develop multiple opposing, contradictory and complementary arguments | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Design improvement to existing machines, media and technologies | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Apply existing knowledge to generate new ideas, products, or processes | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Create original works and ideas, using existing works and ideas in new ways | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Develop multiple strategies to solve problem | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Ask open-ended questions | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |
| | Overall Expectation for Creative Thinking Skills | ☆ | ☆☆ | ☆☆☆ | ☆☆☆ |

| MYP Skill Cluster | ATL Skill Category: Thinking | | | | |
|---|---|---------|---------|---------|---------|
| X. Transfer Skills | Skills in Cluster | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| How can students transfer skills and knowledge across disciplines and subject groups? | Make connections between subject groups and disciplines | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Use effective learning strategies in subject groups and disciplines | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Apply skills and knowledge in unfamiliar situations | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Combine knowledge, understanding and skills to create solutions | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Connect concepts to other content areas | ☆ | ☆☆ | ☆☆☆ | ☆☆☆☆ |
| | Transfer current knowledge to learning of new technologies | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| Using skills and knowledge in multiple contexts | Change the context of an inquiry to gain different perspectives | ☆ | ☆☆ | ☆☆ | ☆☆☆ |
| | Overall Expectation for Transfer Skills | ☆ | ☆☆ | ☆☆ | ☆☆☆ |