Approaches to Learning Skills

Achievement Level Descriptors

ATL - Self Management	
4	The student **consistently** follows rules and procedures.
3	The student **generally** follows classroom rules and procedures.
2	The student **sometimes** follows classroom rules and procedures.
1	**When redirected,** the student follows classroom rules and procedures.
0	The student **does not** follow classroom rules and procedures.
n/a	The student has not been assessed, yet.

ATL - Communication (An active learner who is on task and advocates for support, when necessary)	
4	The student **consistently** participates.
3	The student **generally** participates.
2	The student **sometimes** participates.
1	**When prompted**, the student participates.
0	The student's participation **does not** meet classroom expectations.
n/a	The student has not been assessed, yet.

ATL - Social Collaboration	
4	The student **consistently** exhibits positive and productive interpersonal skills. The student **consistently** adheres to group norms.
3	The student **generally** exhibits positive and productive interpersonal skills. The student **generally** adheres to group norms.
2	The student **sometimes** exhibits positive and productive interpersonal skills. The student **sometimes** adheres to group norms.
1	**When redirected**, the student exhibits positive and productive interpersonal skills, and adheres to group norms.
0	The student **does not** exhibit positive and productive interpersonal skills and/or **does not** adhere to group norms.
n/a	The student has not been assessed, yet.

Work Completion	
4	The student **consistently** turns in **completed** work on time.
3	The student **generally** turns in **mostly** completed work on time
2	The student **sometimes** turns in work on time
1	The student **rarely** turns in work on time
0	The student **does not** hand in work on time
n/a	The student has not been assessed, yet.

Self-Management

Self-management III. 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
- 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

Self-management IV. Affective skills
Mindfulness
- Practise focus and concentration
- Practise strategies to develop mental focus
- Practise strategies to overcome distractions
- Practise being aware of body–mind connections

Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- Emotional management
- Practise strategies to overcome impulsiveness and anger
- Practise strategies to prevent and eliminate bullying
- Practise strategies to reduce stress and anxiety

Self-motivation
- Practise analysing and attributing causes for failure
- Practise managing self-talk
- Practise positive thinking

Resilience
- Practise "bouncing back" after adversity, mistakes and failures
- Practise "failing well"
- Practise dealing with disappointment and unmet expectations
- Practise dealing with change

Self-management V. 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 content
  - What did I learn about today?
  - What don't I yet understand?
  - What questions do I have now?
- 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 be 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

Communication

Communication I. Communication skills
  Exchanging thoughts, messages and information effectively through
  interaction
- 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
- Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for 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 depict information logically
- Structure information in summaries, essays and reports

Social

Social II. Collaboration Skills
  Working effectively with others
- Use social media networks appropriately to build and develop relationships
- Practise empathy
- 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

Enfoques del Aprendizaje

Descriptores de Niveles de Logros

Habilidad - Auto Manejo	
4	El estudiante sigue **constantemente** las normas y procedimientos.
3	El estudiante **generalmente** sigue las reglas y procedimientos de la clase.
2	El estudiante **a veces** sigue las reglas y procedimientos de la clase.
1	**Cuando es redirigido,** el estudiante sigue las reglas y procedimientos de la clase.
0	El estudiante **no sigue** las reglas y procedimientos de la clase.
n/a	El estudiante no ha sido evaluado todavía.
Habilidad- Comunicación (Un alumno activo que se mantiene enfocado en el trabajo y aboga por ayuda cuando es necesario)	
4	El estudiante participa **constantemente**.
3	El estudiante participa **generalmente.**
2	El estudiante participa **a veces.**
1	**Cuando se le solicita**, el estudiante participa.
0	La participación del estudiante **no cumple** con las expectativas del salon de clases.
n/a	El estudiante no ha sido evaluado todavía.
Habilidad - Trabajo Terminado	
4	El estudiante **constantemente** entrega el trabajo completo a tiempo.
3	El estudiante **generalmente** entrega el trabajo completo a tiempo.
2	El estudiante **a veces** entrega el trabajo a tiempo.
1	El estudiante **rara vez** entrega el trabajo a tiempo.
0	El estudiante **no entrega** su trabajo a tiempo
n/a	El estudiante no ha sido evaluado todavía
Habilidad - Colaboración Social	
4	El estudiante exhibe, **constantemente** habilidades interpersonales positivas y productivas. El estudiante **siempre** se integra a las normas del grupo.
3	El estudiante exhibe, **generalmente** habilidades interpersonales positivas y productivas. El estudiante se integra en general, a las normas del grupo.
2	El estudiante **a veces** exhibe habilidades interpersonales positivas y productivas. El estudiante **a veces** se integra a las normas del grupo
1	**Cuando es redirigido**, el estudiante exhibe, habilidades interpersonales positivas y productivas y se integra a las normas del grupo
0	El estudiante **no exhibe** habilidades interpersonales positivas y productivas y/o no se integra a las normas del grupo.
n/a	El estudiante no ha sido evaluado todavía.