

Name: _____

Year _____

Approaches to Learning Self Evaluation Chart

Directions: Evaluate your ATL skills. Fill in the first line at the beginning of the year. Then, after each interim progress report, monitor your progress using the chart below. Mark the column according to the following chart:

N	Novice/beginning	You are introduced to the skill, & have watched others performing it (observation)
L	Learner/developing	You can copy others who use the skill & use the skill with guidance (emulation)
P	Practitioner/using	You employ the skill confidently & effectively (demonstration)
E	Expert/sharing	You can show others how to use the skill & accurately assess how effectively the skill is used (self-regulation)

ATL Skill Area	Student Learning Expectations	1 st	2 nd	3 rd	4 th
Organization	Time management —using time effectively in class, keeping to deadlines Self-management —personal goal setting, organization of learning materials				
Collaboration	Working in groups —delegating & taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork Accepting others —analyzing others' ideas, respecting others' points of view, using ideas critically Personal challenges —respecting cultural differences, negotiating goals & limitations with peers & with teachers				
Communication	Literacy —reading strategies, using & interpreting a range of content-specific terminology Being informed —using a variety of media Informing others —presentation skills using a variety of media				
Information Literacy	Accessing information —researching from a variety of sources using a range of technologies, identifying primary & secondary sources Selecting & organizing information —identifying points of view, bias & weaknesses, using primary & secondary sources, making connections between a variety of resources Referencing —the use of citing, footnotes & referencing of sources, respecting the concept of intellectual property rights				
Reflection	Self-awareness —seeking out positive criticism, reflecting on areas of perceived limitation Self-evaluation —the keeping of learning journals & portfolios, reflecting at different stages in the learning process				
Thinking	Generating ideas —the use of brainstorming Planning —storyboarding & outlining a plan Inquiring —questioning & challenging information & arguments, developing questions, using the inquiry cycle Applying knowledge & concepts —logical progression of arguments Identifying problems —deductive reasoning, evaluating solutions to problems Creating novel solutions —the combination of critical & creative strategies, considering a problem from multiple perspectives				
Transfer	Making connections — using knowledge, understanding & skills across subjects to create products or solutions, applying skills & knowledge in unfamiliar situations Inquiring in different contexts — changing the context of an inquiry to gain various perspectives				

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