



ATL Progression Chart

Approaches to Learning Progression Plan

ATL Skill	Year 1	Year 3	Year 5
Self-Management	Learning Expectation	Learning Expectation	Learning Expectation
A. Organization	What organizational tools do I have?	How can I best organize myself?	What aspects of my organization do I need to develop?
Organize Materials	Bring correct resources and equipment to class, organize desk, folders, notebooks, agenda. Check book bag nightly for correct supplies for next day's schedule and subjects.	Manage your own materials and resources: have everything organized and be ready to work at the beginning of the day and of each class	Be responsible and independent – be prepared for all classes with all necessary materials and spares if needed. Have a system for filing, storing, and carrying work.
Organize Own Work	Plan in advance for materials needed for projects. Record information accurately: USE YOUR AGENDA!	Record all information systematically – use notebooks carefully, use dates, use titles, use your planner in all lessons.	Take good quality notes in lessons; be systematic in your approach to organizing the work and know where to find all of your notes, tasks, and revision materials.
Manage Time	Be punctual to school and class, organize your time to meet goals and deadlines.	Plan a weekly schedule for homework, activities, hobbies; estimate time needed for tasks, negotiate due dates. Use early due dates to avoid last minute problems.	Make and keep appointments with your teachers, friends, activity groups; schedule your priorities – what is most important? Meet your deadlines – get started early and ask for help before the due date.
Manage Assignments	Set goals and plan tasks. Complete homework on time ALWAYS. Set early deadlines for yourself to avoid last minute conflicts and maintain punctuality	Identify study priorities; request and use task sheets, criteria and rubrics for to guide your study and work.	Identify various ways to complete projects; break large projects down into a series of smaller achievable tasks; work with a system to get through all of the tasks in order and on time.

ATL Skill	Year 1 – Learning Expectation	Year 3- Learning Expectation	Year 5 – Learning Expectation
Engage with Learning	Work independently, pay attention in class, follow instructions, and take part in class!	Show initiative; give feedback to friends and teachers; stick to task given; question, support or challenge ideas	Take responsible risks – you will learn more if you feel a bit uncomfortable; initiate and maintain inquiry; accept and give constructive feedback; create new ideas
Approach Tasks	Use a system to get through homework, finish all assignments, be safe & prepared!	Keep working through difficult tasks; know all safety procedures; revise work; be organized; ask questions.	Discuss ideas with teachers and group members; use the proper methods; demonstrate safety and organization at all times; take responsible risks – the easiest option is rarely the best or most effective.
Present Work	Present your work clearly, carefully and neatly and keep it all safe!	Explain your finished product and the process of getting there; work hard to be accurate; maintain high standards	Take care of your work at all times; present organized and accurate work; evaluate the final product and the process of getting there with accuracy, objectivity, and confidence.
B. Affective	Understand feelings, focusing, concentration, and self-calming techniques Understand that failure can occur.	Practice expressing feelings, positive self-encouragement, practice anxiety reduction, Understand that there can be rebounding after failure.	Effectively express feelings, positive self-encouragement, anxiety reduction effectively be resilient in spite of failure.
C. Reflection	What reflection tools & resources can help me?	How do I reflect?	How have my reflections helped me learn?
	Be aware of your own strengths and weaknesses;	Use reflections to evaluate your own	Collect and submit a portfolio of evidence of
	Understand the value of critical analysis by yourself and your peers; identify different learning styles and determine which suit you best. Collect and submit a portfolio of your own ATL.	achievements and goals. Analyze a situation; be self-critical in a positive way. Collect and submit a portfolio of your own ATL.	your own ATL; explore beyond your own learning style and preferences. Adapt to different learning situations and requirements; ask for and appreciate constructive criticism; use self-analysis.

ATL Skill	Year 1-Learning Expectations	Year 3-Learning Expectations	Year 5-Learning Expectations
Social/ Collaboration			
Work in Groups	<p>How do I work with others?</p> <p>Work with ALL members of the groups; accept other's ideas; give and follow instructions; contribute; know others' strengths.</p>	<p>How do I communicate with others?</p> <p>Work effectively, co-operatively and efficiently to achieve best possible results; take the lead; work well with ALL members of the group; know and use team-mate's strengths to achieve the group goals and be sensitive to their weaknesses.</p>	<p>How do I share my knowledge with others?</p> <p>Delegate responsibilities; take the lead; cope with difficulties together; cope with un-cooperative, unhelpful or unreliable group members; inspire others to be the best they can be.</p>
Accept Others	<p>Invite and accept other people's ideas; RESPECT OTHERS; try to listen to understand and understand others with kindness</p>	<p>Ask other people for their ideas and value their suggestions; use strategies to understand other people and their ideas, and to empathize with people.</p>	<p>Evaluate your own understanding of other people's needs and abilities; use other's ideas sensibly and appropriately</p>
Help Others	<p>Co-operate with other people in your group; be aware of other people's feelings and safety; help others with their work.</p>	<p>Actively participate in all group practical and theoretic work; care about and ensure the safety of all other members of the group; help other people to improve.</p>	<p>Encourage all those around you – never resort to negativity; demonstrate safe practice to others; take part actively in group tasks. Share your knowledge in a helpful manner.</p>
Face Challenges	<p>Discuss different ways to approach a task and choose the best option; set goals as a group and plan to meet them.</p>	<p>Work as an enthusiastic and positive team member to investigate or solve a problem, produce a product, present or perform.</p>	<p>Resolve conflicts quickly and fairly; work together to achieve goals; use teamwork skills; accept group decisions with grace; develop alternatives.</p>

ATL Skill	Year 1-Learning Expectation	Year 3-Learning Expectation	Year 5-Learning Expectation
Communication	What communication tools do I use?	How can I better communicate my understanding	Which ways of communicating do I need to improve?
Inform Others	Draw and label graphs and diagrams fully and appropriately; describes simple forms, processes and ideas; give clear directions and instructions to others.	Present information in organized, relevant forms; use appropriate language and presentation techniques; explain a process clearly; provide and support a reasoned opinion.	Use appropriate text conventions in writing tasks; support arguments fully; compose clear, ordered and coherent writing; keep teachers informed of working progress.
Be Literate	Know different ways of speaking and writing; know strategies; be aware of different question/answer relationships; understand that information comes from different sources.	Use different reading strategies; use the 4 different Q/A relationships; Identify main ideas; Identify confusing parts of texts; Interpret complex sources of information.	Use and be able to talk about a number of reading strategies; use and talk about the different Q & A relationships; Interpret and be able to infer the meaning of a range of technical and content-specific language.
Learn With Others	Respond to teachers' questions with appropriate answers; ask for help in class when you need it; listen to others; follow instructions; ask questions; give constructive feedback.	Ask for help from teachers or instructors outside of class time if necessary; participate in discussions; give reasonable feedback to others.	Initiate topic-based discussions with others; negotiate goals; objectives, limitations, expectations, concerns, progress and strategies with supervisors and peers.
Use Media	Use Microsoft Word, PowerPoint, podcast software, as presentation resources.	Use a variety of software and technology in composing and presenting; use appropriate forms and techniques to present data in a number of ways.	Use a variety of graphic devices and software to present spoken and written information and ideas; use appropriate media to give presentations to a range of audiences.
Research	Find ideas and information from a range of different sources; not just websites.	Connect sets of ideas from different sources; read widely, including newspapers, books, novels and online literature	Interpret complex sources of information accurately; synthesize different sets of ideas and information; critically evaluate ideas and information
Information Literacy	How can I access information?	How do I know if the information is reliable?	What will I do with this information?
Be Honest	Identify the work and ideas of other people; use a bibliography to reference websites and books; summarize or describe information in your own words.	Include a complete bibliography; Paraphrase information, [not copy and paste] ; Use citing and footnote references for tables, images, non-text sources; Understand the meaning of plagiarism and intellectual property and avoid them in your work.	Use full, appropriate citations and footnotes when referencing, quoting interviews, field research, databases, tables, images and media sources; respect the concepts of plagiarism and intellectual property and avoid them at all times in your work; avoid the misuse of others' ideas or work through various strategies.

Select & Organize Choose useful information from one or more

Information sources; identify the main ideas in the source. Use information ethically avoiding plagiarism.

Organize and group key ideas when taking

or making notes; use relevant information and sources to suit the task you are given. Use information ethically avoiding plagiarism.

Use primary and secondary research; use

paraphrasing and quotations, using only standard conventions (methods); evaluate the relevance and validity of information taken from a source; identify point of view, bias or weakness in a resource; make inferences of meaning based on clues in a source. Give credit to sources using approved citation methods.

B. Media Literacy Use the library, the internet and a dictionary; find and use appropriate resources; understand the library catalogue system; use the parts of books and magazines.
Learn about digital citizenship

Use the library and internet to find relevant information; choose relevant information from larger pieces of text, e.g.: books, articles, graphs, tables; research information independently; use the most appropriate resource to suit the task; use a thesaurus effectively.
Practice responsible digital citizenship.

Seek appropriate resources using a range of media; use information technology to enhance a search; use a variety of relevant sources to complete a task; identify opportunities for primary research; construct meaningful surveys and interview. Effectively practice responsible digital citizenship.

Thinking What planning tools do I have?

How do I think?

What tools can help me think in different ways?

A. Critical Thinking Use criteria and rubrics to assess yourself and your peers; describe and evaluate the process you followed to complete the task; describe your own study targets; choose ways to reach your own targets; track and evaluate your progress and process towards your targets.

Update journals and portfolios; use reflection as a tool to expand ideas; use reflection to refine work processes.
Break areas for improvement down into specific, identifiable tasks; use self and peer assessment to improve your work and learning.

Use the writing process; keep and update learning journals on a regular basis; use reflection to help others improve. Reflect each stage of the learning and creation processes; combine reflection and self-analysis to identify specific ways to improve.

B. Creative Thinking Identify real world problems and see the task involved in solving problems.

Understand causes, effects, solutions and consequences in real-world problems.

Apply and evaluate a solution to a real-world problem; deduce problems; evaluate solutions to real-world problems.

Form and support your own opinion; refer reasoning to previous experiences or knowledge; make analogies.

Use previous experience to make comparisons and predictions; draw logical conclusions from evidence.

Form and support reasoned opinions; create problems and questions from different perspectives; draw logical conclusions from evidence.

ATL Skill	Year 1-Learning Expectations	Year 3-Learning Expectations	Year 5-Learning Expectations
Generate Ideas	Use simple thinking tools; Identify a different point of view; estimate, speculate & predict based on information or logic.	Use a variety of thinking strategies; look for multiple points of view and perspectives to help solve a problem or complete a task.	Make predictions and justify them; consider different perspectives; combine critical & creative thinking strategies; synthesize ideas to create new ones.
Organize Ideas	Arrange and categorize information based on that information and ideas.	Use planning and outlining strategies to approach a task; Identify key variables and main ideas in problems.	Evaluate planning and outlining strategies and apply to your community service project.
Inquire	Create and use your own questions; identify and recognize the aims and purposes of guiding questions.	Compose guiding questions to help you approach a topic or theme and gain deeper understanding or knowledge.	Evaluate, question and challenge information and arguments; develop guiding questions to focus and inform projects.
C. Transfer	How can I use my knowledge, understanding & skills across subjects?	What are the “big ideas” of each of the different subjects?	Do the big ideas of the subjects overlap?
Appreciate Culture	Learn about and take part in simple aspects of other cultures; find humor and similarities in different languages and experiences.	Contribute to a range of different cultural activities; participate in cultural excursions and events; establish a connection with a person, group or organization from another culture.	Respect other cultures and explore the perspectives of another culture on a task or problem; empathize and make some connection with other cultures.
Make Connections	Recognize similar contexts; use ideas and skills that you have learned in one subject to help you in another subject.	Apply knowledge and understanding from one subject to another; use techniques and strategies from one subject in others; understand the relationship between common practices in different subjects.	Use knowledge across subjects to create products, solve problems or complete a task; understand interdisciplinary tasks; apply skills and knowledge learned, to unfamiliar tasks or situations.