

# ATL in Written Report

This document tells you what to write about for each ATL skill. I have highlighted the Level 7-8 demonstrations in red.

For specific examples of ATL skills, visit Ms. Lee's Weebly and look in the ATL sections filed under the Process Journal tab.

## Research skills

### Objective A: Investigating Strand 3

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1-2	<ul style="list-style-type: none"><li><b>limited</b> research skills.</li></ul> <i>Some sources are identified, but they may be limited in number, breadth and/or depth. Some sources are recorded inappropriately or not at all.</i>	<ul style="list-style-type: none"><li>Collect and record data/sources.</li><li>Access information to be informed and inform others through the project.</li></ul>
3-4	<ul style="list-style-type: none"><li><b>adequate</b> research skills.</li></ul> <i>Data/sources are collected, used and/or recorded in a general, basic and appropriate manner.</i>	<ul style="list-style-type: none"><li>Collect, record and verify data/sources.</li><li>Find information specific to and surrounding the project, using a variety of media.</li><li>Process data and report results.</li><li>Take effective notes during project development</li></ul>

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
5–6	<ul style="list-style-type: none"> <li>• <b>substantial</b> research skills.</li> </ul> <p><i>Sources are selected and applied effectively to demonstrate various perspectives. Learning is transferred from inquiry to action.</i></p>	<ul style="list-style-type: none"> <li>• Collect, record, verify, and use a range of sources/data.</li> <li>• Identify primary and secondary sources.</li> <li>• Compare, contrast and draw connections among resources.</li> <li>• Seek a range of perspectives from multiple and varied sources to inform the project.</li> <li>• Make connections between various sources of information, prior knowledge and subject-specific knowledge.</li> <li>• Construct a bibliography according to recognized conventions appropriate for the task.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• <b>excellent</b> research skills.</li> </ul> <p><i>Research is systematic and effective to the project, with insightful understanding of perspectives. Information is documented fully and correctly.</i></p>	<ul style="list-style-type: none"> <li>• Collect and analyse data to identify solutions and make informed decisions to further the project.</li> <li>• Create references and citations, use footnotes/ endnotes and construct a bibliography according to recognized conventions.</li> <li>• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).</li> <li>• Use critical-literacy skills to analyse and interpret information.</li> <li>• Understand the impact of media representations and modes of presentation when analysing information.</li> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media).</li> <li>• Understand and implement intellectual property rights.</li> </ul>

## Self-management skills

### Objective B: Planning Strand 3

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	<ul style="list-style-type: none"> <li><b>limited</b> self-management skills.</li> </ul> <p><i>Organization of time and information is limited. Planning and/or action is inconsistent.</i></p>	<ul style="list-style-type: none"> <li>Set goals.</li> <li>Keep a basic log or timeline planning for the project.</li> <li>Manage time and effort for short periods of time.</li> </ul>
3–4	<ul style="list-style-type: none"> <li><b>adequate</b> self-management skills.</li> </ul> <p><i>Goals are appropriate. Personal and external deadlines are met without undue worry. Steady progress is made throughout the project.</i></p>	<ul style="list-style-type: none"> <li>Set goals that are challenging and realistic.</li> <li>Plan short- and long-term milestones; meet deadlines.</li> <li>Keep an organized and logical system of information.</li> <li>Practise strategies to overcome distractions.</li> <li>Practise dealing with disappointment and unmet expectations.</li> </ul>
5–6	<ul style="list-style-type: none"> <li><b>substantial</b> self-management skills.</li> </ul> <p><i>Time and energy are well applied, with clear planning and organization. Self-awareness is apparent.</i></p>	<ul style="list-style-type: none"> <li>Organize time and energy for a sustained period of time.</li> <li>Keep and use a weekly planner for milestones.</li> <li>Practise strategies to develop mental focus.</li> <li>Practise analysing and attributing causes for failure.</li> <li>Practise managing self-talk and positive thinking.</li> <li>Practise dealing with change throughout the project.</li> </ul>
7–8	<ul style="list-style-type: none"> <li><b>excellent</b> self-management skills.</li> </ul> <p><i>Self-awareness of strengths and limitations guide effective planning and completion of the project. The project is viewed as a positive engaging experience that provides the opportunity for further learning experiences.</i></p>	<ul style="list-style-type: none"> <li>Make plans that are logically sequential and efficient.</li> <li>Demonstrate persistence and perseverance.</li> <li>Use appropriate strategies for organizing complex information.</li> <li>Select and use technology effectively and productively.</li> <li>Practise “bouncing back” after adversity, mistakes and failures.</li> </ul>

## Thinking skills

### Objective C: Taking action *Strand 2*

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	<ul style="list-style-type: none"> <li><b>limited</b> thinking skills.</li> </ul> <p><i>Thinking is inflexible and does not consider possible consequences. There is limited examination and exploration of options.</i></p>	<ul style="list-style-type: none"> <li>Identify problems.</li> <li>Present one perspective.</li> <li>Draw simple conclusions.</li> <li>Consider ideas and possible solutions.</li> </ul>
3–4	<ul style="list-style-type: none"> <li><b>adequate</b> thinking skills.</li> </ul> <p><i>Problems and solutions are identified, recorded and justified. Situations are anticipated and negotiated through critical analysis and creative solutions, drawing from different sources.</i></p>	<ul style="list-style-type: none"> <li>Practise observing carefully in order to recognize problems.</li> <li>Gather information strictly relevant to the project.</li> <li>Draw reasonable conclusions and generalizations.</li> <li>Evaluate and manage risk.</li> <li>Consider ideas from multiple perspectives.</li> <li>Identify obstacles and challenges.</li> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> </ul>
5–6	<ul style="list-style-type: none"> <li><b>substantial</b> thinking skills.</li> </ul> <p><i>Information is carefully selected, processed and tested before application to the project inquiry or action. Ideas, challenges and solutions are generated, transferred and implemented, synthesizing learning.</i></p>	<ul style="list-style-type: none"> <li>Interpret data useful to the project.</li> <li>Test generalizations, hypotheses and conclusions.</li> <li>Revise understanding based on new information and evidence.</li> <li>Make guesses, ask "what if" questions.</li> <li>Apply existing knowledge to generate new ideas, products or processes.</li> <li>Consider multiple alternatives, including those that might be unlikely or impossible.</li> <li>Make connections between subject groups, prior learning and experiential learning.</li> <li>Combine knowledge, understanding and skills to create products or solutions.</li> </ul>

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
7–8	<ul style="list-style-type: none"> <li>• <b>excellent</b> thinking skills.</li> </ul> <p><i>Conceptual understanding and contextual learning influence the development of the project. Critical thinking, creative thinking and transfer are natural and complex processes that drive the project development to successful completion.</i></p>	<ul style="list-style-type: none"> <li>• Evaluate evidence, arguments and propositions.</li> <li>• Recognize unstated assumptions and bias.</li> <li>• Develop contrary or opposing arguments.</li> <li>• Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding.</li> <li>• Use models and simulations to explore complex systems and issues.</li> <li>• Troubleshoot systems and applications.</li> <li>• Create original works and ideas; use existing works and ideas in new ways.</li> <li>• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments.</li> <li>• Create novel solutions to authentic problems.</li> <li>• Make unexpected or unusual connections between objects and/or ideas.</li> <li>• Apply skills and knowledge in unfamiliar situations.</li> <li>• Change the context of an inquiry to gain different perspectives.</li> </ul>

## Communication and social skills

### Objective C: Taking action **Strand 3**


Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	<p><b>limited</b> communication and social skills.</p> <p><i>Communication with supervisor, experts or others is infrequent or unclear. There are missed opportunities for further social connections.</i></p>	<ul style="list-style-type: none"> <li>Organize information.</li> <li>Structure report following advice.</li> <li>Establish communication with supervisor.</li> </ul>
3–4	<p><b>adequate</b> communication and social skills.</p> <p><i>Communication with those involved is clear and basic. The project is completed with little input from others, and limited feedback is given or considered.</i></p>	<ul style="list-style-type: none"> <li>Organize and depict information logically.</li> <li>Maintain communication with people relevant to the project.</li> <li>Work with others within clear expectations.</li> <li>Read critically and for comprehension.</li> <li>(Give and) Receive feedback.</li> </ul>
5–6	<p><b>substantial</b> communication and social skills.</p> <p><i>The project is clearly organized and communicated. The process involves social skills at various stages of development and communication is effectively maintained in order to consider the perspectives and opinions of others.</i></p>	<ul style="list-style-type: none"> <li>Participate in, and contribute to, digital social media networks.</li> <li>Read a variety of sources for information.</li> <li>Communicate information and ideas effectively to audiences using a variety of media and formats.</li> <li>(Give and) Act meaningfully on feedback received.</li> </ul> <p>If applicable for the product/outcome:</p> <ul style="list-style-type: none"> <li>Delegate and share responsibility for decision-making.</li> <li>Help others to succeed.</li> <li>Share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.</li> </ul>

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
7–8	<ul style="list-style-type: none"> <li><b>excellent</b> communication and social skills.</li> </ul> <p><i>Interaction with others, through clear and consistent communication, builds a sense of community in the development of the project. The student demonstrates understanding of perspective, interpretation and empathy, and effectively transfers this knowledge to his or her own communication strategies.</i></p>	<ul style="list-style-type: none"> <li>Use intercultural understanding to interpret communication.</li> <li>Use appropriate forms of writing and speaking for different purposes and audiences.</li> <li>Use a variety of media to communicate with a range of audiences.</li> <li>Use and interpret a range of terms and symbols.</li> <li>Paraphrase accurately and concisely.</li> <li>Preview and skim texts to build understanding.</li> <li>Work effectively with experts and/or supervisor.</li> <li>Listen actively to other perspectives and ideas.</li> </ul> <p>If applicable for the product/outcome:</p> <ul style="list-style-type: none"> <li>Encourage others to contribute.</li> <li>Negotiate effectively.</li> <li>Build consensus.</li> <li>Exercise leadership and take on a variety of roles within groups.</li> <li>Make fair and equitable decisions.</li> <li>Manage and resolve conflict, and work collaboratively.</li> <li>Interpret and use effectively modes of non-verbal communication.</li> </ul>

### Students' use of the inquiry cycle as an indicator of achievement for MYP projects

MYP projects offer students important opportunities to conduct independent inquiry into ideas and activities of personal interest. Through inquiry, action and reflection, students can practise and improve their ATL skills. Typically, students demonstrate higher achievement levels with regard to ATL skills as their projects move through more complete and repeated cycles of inquiry.

Teachers often observe patterns of achievement like this:

	Aspects of inquiry	Cycle(s) of inquiry
<p>Lower</p> 	<ul style="list-style-type: none"> <li>Inquiry (asking questions, defining goals)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Action (working on or completing a product or performance)</li> </ul>	<ul style="list-style-type: none"> <li>Only one aspect of the cycle</li> </ul>