

Approaches to Learning Skills

Grade Level Expectations for Osaka International School Middle and High Schools



At OIS, we recognize that successful learners have developed a set of skills that help them both as students and later in life. It is not enough for a school to expect the students to learn these skills on their own. The school needs to make a conscious effort to help the students “learn how to learn”.

The IB Organization has identified five broad categories for these types of skills. In the Middle Years Programme, they have broken those categories into ten skill clusters. Over the course of the five years of the program we will work with the students to help them develop these skills. In order to facilitate this and help families understand where students should be in their skill development, we have also identified the expectations for students at various stages of the program.

ATL Skills Expectations

ATL Organizer	MYP Skill Cluster	Overall expectation for Grade Level				
		G6	G7	G8	G9	G10
Communication	I. Communication Skills	●○○○	●●○○	●●●○	●●●○	●●●●
Social	II. Collaboration Skills	●○○○	●●○○	●●●○	●●●○	●●●●
Self-Management	III. Organization Skills	●○○○	●●○○	●●○○	●●●○	●●●●
	IV. Affective Skills	●○○○	●●○○	●●●○	●●●○	●●●●
	V. Reflection Skills	●○○○	●●○○	●●○○	●●●○	●●●●
Research	VI. Information Literacy Skills	●●○○	●●○○	●●●○	●●●○	●●●●
	VII. Media Literacy Skills	●○○○	●●○○	●●●○	●●●○	●●●●
Thinking	VIII. Critical Thinking Skills	●○○○	●○○○	●●○○	●●●○	●●●●
	IX. Creative Thinking Skills	●○○○	●●○○	●●○○	●●●○	●●●●
	X. Transfer Skills	●○○○	●●○○	●●○○	●●●○	●●●●

The above chart gives our expectations for a grade level for each of the ten skill clusters identified by the IB. The chart below defines the system used:

●○○○ novice	●●●○ practitioner
●●○○ learner	●●●● expert

A grade 7 student who is working at a *Learner* level for *Communication Skills* will receive an ME on their report which stands for *Meeting Expectations*.

Following the chart with the explanations, you will find other charts which break each skill cluster into more detail and give more insight into what is meant by each of the clusters above. They are not meant to be an exhaustive list of what should be done. Instead, they provide examples of the types of things that a student would be able to do after completing the program.

Skills Hierarchy			
●○○○ The Novice <i>Observation</i>	●○○○ The Learner <i>Emulation</i>	●●●○ The Practitioner <i>Demonstration</i>	●●●● The Expert <i>Self-Regulation</i>
Observes others performing task and using the skill	Copies others performance of the skill	Can demonstrate the skill on demand	Can perform the skill without thinking through the process first
Gains an understanding of how the skill operates and what the distinguishing characteristics of the skill are	Works through the skill in a step by step fashion, seeks clarification for correctness of performance	Flexibility of skill use in different contexts is developing	Can teach others the skill Automaticity is established
Gathers procedural information about the performance of the skill, asks questions to clarify procedure	Consolidation of learning is occurring through experience	Automaticity is developing	Can use skill with unfamiliar content in unfamiliar contexts
Errors are frequent	Is very conscious of performing the skill and correcting errors with deliberation	Errors are corrected quickly	Any errors are corrected automatically
High levels of scaffolding from teacher needed – explanations, training, structural support	Medium level of scaffolding needed – correcting poor performance, answering questions	Minimal teacher scaffolding required – setting directions, goals, assessable outcomes	No teacher scaffolding needed
	Performs skill only with known content in known context	Can perform skill either with different content or in different contexts	High levels of performance occur

If the aim of school based education is producing self-regulated Learners who can succeed in an unstructured high change environment (life, work, career) then ATL can be the vehicle schools use to move all students up to the “self-regulated” level in their essential learning skills by the time they finish school.

Skills Hierarchy and quote are from:

King, Lance G. “Teaching with ATL in Mind.” Singapore IB Conference March, 2014

MYP Skill Cluster:	ATL Skill Category: Communication					
I. Communication skills	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students communicate through interaction?</i>	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	●○○○	●●○○	●●○○	●●○○	●●○○
<i>How can students demonstrate communication through language?</i>	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	●○○○	●●○○	●●○○	●●○○	●●●●
	Overall Expectation for ATL Skill Cluster: Communication	●○○○	●●○○	●●○○	●●○○	●●●●

MYP Skill Cluster: II. Collaboration skills	ATL Skill Category: Social						
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
<i>How can students collaborate?</i>	Use social media networks appropriately to build and develop relationships	●○○○	●●○○	●●○○	●●●○	●●●●	
	Practice 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	●○○○	●●○○	●●●○	●●●○	●●●●	
	<i>Working effectively with others</i>	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	●○○○	●○○○	●●○○	●●●○	●●●●	
Overall Expectation for ATL Skill Cluster: Collaboration		●○○○	●●○○	●●●○	●●●○	●●●●	

MYP Skill Cluster:	ATL Skill Category: Self-Management					
III. Organization skills	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students demonstrate organization skills?</i>	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	●○○○	●○○○	●●○○	●●●○	●●●●
Managing time and tasks effectively	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	●○○○	●●○○	●●○○	●●●○	●●●●
Overall Expectation for ATL Skill Cluster: Organization skills		●○○○	●●○○	●●○○	●●●○	●●●●

MYP Skill Cluster: IV. Affective skills	ATL Skill Category: Self-Management					
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students manage their own state of mind?</i>	Mindfulness <ul style="list-style-type: none"> Practice focus and concentration Practice strategies to develop mental focus Practice strategies to overcome distractions Practice being aware of body–mind connections 	●○○○	●●○○	●●●○	●●●○	●●●●
	Perseverance <ul style="list-style-type: none"> Demonstrate persistence and perseverance Practice delaying gratification 	●●○○	●●●○	●●●●	●●●●	●●●●
	Emotional management <ul style="list-style-type: none"> Practice strategies to overcome impulsiveness and anger Practice strategies to prevent and 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 managing self-talk Practice positive thinking 	●●○○	●●○○	●●●○	●●●○	●●●○
	Resilience <ul style="list-style-type: none"> Practice “bouncing back” after adversity, mistakes and failures Practice “failing well” Practice dealing with disappointment and unmet expectations Practice dealing with change 	●○○○	●●○○	●●●○	●●●○	●●●●
	Overall Expectation for ATL Skill Cluster: Affective skills	●○○○	●●○○	●●●○	●●●○	●●●●

MYP Skill Cluster: V. Reflective skills	ATL Skill Category: Self-Management					
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<p><i>How can students be reflective?</i></p> <p>(Re)considering the process of learning; choosing and using ATL skills</p>	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 <ul style="list-style-type: none"> • What did I learn about today? • What don't I yet understand? • What questions do I have now? 	●○○○	●●○○	●●○○	●●●○	●●●●
	Consider ATL skills development <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • What can I do to become a more efficient and effective Learner? • How can I become 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	●●○○	●●●○	●●●○	●●●●	●●●●
	Overall Expectation for ATL Skill Cluster: Reflective skills	●○○○	●●○○	●●○○	●●●○	●●●●

MYP Skill Cluster: VI. Information Literacy	ATL Skill Category: Research					
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students demonstrate information literacy?</i>	Collect, record and verify data	●○○○	●●○○	●●●○	●●●○	●●●●
	Access information to be informed and inform others	●●○○	●●○○	●●●○	●●●○	●●●●
	Make connections between various sources of information	●●○○	●●○○	●●●○	●●●○	●●●●
	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information	●●●○	●●●○	●●●○	●●●○	●●●●
	Use memory techniques to develop long-term memory	●○○○	●●○○	●●○○	●●●○	●●●●
	Present information in a variety of formats and platforms	●●○○	●●○○	●●○○	●●●○	●●●●
	Collect and analyze data to identify solutions and make informed decisions	●●○○	●●○○	●●●○	●●●○	●●●●
	Process data and report results	●○○○	●●○○	●●●○	●●●○	●●●●
	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	●○○○	●●○○	●●●○	●●●○	●●●●
	Understand and use technology systems	●●○○	●●○○	●●●○	●●●○	●●●●
	Use critical literacy skills to analyze and interpret media communications	●○○○	●●○○	●●●○	●●●○	●●●●
	Understand and implement intellectual property rights	●●○○	●●○○	●●●○	●●●○	●●●●
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	●●○○	●●●○	●●●●	●●●●	●●●●
	Identify primary and secondary sources	●●○○	●●●○	●●●○	●●●●	●●●●
	Overall Expectation for ATL Skill Cluster: Information Literacy	●●○○	●●○○	●●●○	●●●○	●●●●

MYP Skill Cluster: VII. Media Literacy	ATL Skill Category: Research					
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students demonstrate media literacy?</i> Interacting with media to use and create ideas and information	Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	●○○○	●●○○	●●●○	●●●○	●●●●
	Demonstrate awareness of media interpretations of events and ideas (including digital social media)	●○○○	●●○○	●●●○	●●●○	●●●●
	Make informed choices about personal viewing experiences	●○○○	●●○○	●●●○	●●●○	●●●●
	Understand the impact of media representations and modes of presentation	●○○○	●●○○	●●●○	●●●○	●●●●
	Seek a range of perspectives from multiple and varied sources	●○○○	●●○○	●●●○	●●●○	●●●●
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	●○○○	●●○○	●●●○	●●●●	●●●●
	Compare, contrast and draw connections among (multi)media resources	●○○○	●●○○	●●●○	●●●○	●●●●
	Overall Expectation for ATL Skill Cluster: Media Literacy	●○○○	●●○○	●●●○	●●●○	●●●●

MYP Skill Cluster: VIII. Critical Thinking	ATL Skill Category: Thinking					
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students think critically?</i>	Practice observing carefully in order to recognize problems	●○○○	●●○○	●●●○	●●●○	●●●●
	Gather and organize relevant information to formulate an argument	●○○○	●○○○	●●○○	●●●○	●●●●
	Recognize unstated assumptions and bias	●○○○	●○○○	●●○○	●●●○	●●●●
	Interpret data	●○○○	●○○○	●●○○	●●●○	●●●●
	Evaluate evidence and arguments	●○○○	●○○○	●●○○	●●●○	●●●●
	Recognize and evaluate propositions	●○○○	●○○○	●●○○	●●●○	●●●●
	Draw reasonable conclusions and generalizations	●○○○	●●○○	●●●○	●●●○	●●●●
	Test generalizations and conclusions	●○○○	●○○○	●●○○	●●●○	●●●●
	Revise understanding based on new information and evidence	●○○○	●○○○	●●○○	●●●○	●●●●
	Evaluate and manage risk	●○○○	●○○○	●●○○	●●●●	●●●●
	Formulate factual, topical, conceptual and debatable questions	●○○○	●●○○	●●●○	●●●●	●●●●
	Consider ideas from multiple perspectives	●○○○	●●○○	●●●○		●●●●
	Develop contrary or opposing arguments	●○○○	●●○○	●●●○	●●●○	●●●●
	Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding	●○○○	●○○○	●●○○	●●●●	●●●●
	Propose and evaluate a variety of solutions	●○○○	●●○○	●●●○	●●●○	●●●●
	Identify obstacles and challenges	●○○○	●○○○	●●○○	●●●○	●●●●
	Use models and simulations to explore complex systems and issues	●○○○	●○○○	●●○○	●●●○	●●●●
	Identify trends and forecast possibilities	●○○○	●●○○	●●●○	●●●●	●●●●
	Troubleshoot systems and applications	●○○○	●●○○	●●●○	●●●●	●●●●
Overall Expectation for ATL Skill Cluster: Critical Thinking		●○○○	●○○○	●●○○	●●●○	●●●●
<i>Analyzing and evaluating issues and ideas</i>						

MYP Skill Cluster: IX. Creative Thinking	ATL Skill Category: Thinking						
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
<i>How can students be creative?</i>	Use brainstorming and visual diagrams to generate new ideas and inquiries	●○○○	●●○○	●●○○	●●●○	●●●●	
	Consider multiple alternatives, including those that might be unlikely or impossible	●○○○	●●○○	●●○○	●●●○	●●●●	
	Create novel solutions to authentic problems	●○○○	●○○○	●●○○	●●●○	●●●●	
	Make unexpected or unusual connections between objects and/or ideas	●○○○	●○○○	●●○○	●●●○	●●●●	
	Design improvements to existing machines, media and technologies	●○○○	●●○○	●●●○	●●●●	●●●●	
	Design new machines, media and technologies	●○○○	●○○○	●●○○	●●●○	●●●●	
	Make guesses, ask “what if” questions and generate testable hypotheses	●○○○	●●○○	●●○○	●●●○	●●●●	
	Generating novel ideas and considering new perspectives	Apply existing knowledge to generate new ideas, products or processes	●○○○	●●○○	●●○○	●●●○	●●●●
		Create original works and ideas; use existing works and ideas in new ways	●○○○	●○○○	●●○○	●●●○	●●●●
		Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments	●○○○	●○○○	●●○○	●●●○	●●●●
		Practice visible thinking strategies and techniques	●○○○	●○○○	●●○○	●●●○	●●●●
		Generate metaphors and analogies	●○○○	●●○○	●●○○	●●●○	●●●●
	Overall Expectation for ATL Skill Cluster: Creative Thinking		●○○○	●●○○	●●○○	●●●○	●●●●

MYP Skill Cluster: X. Transfer skills	ATL Skill Category: Thinking					
	Skills in Cluster	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<i>How can students transfer skills and knowledge across disciplines and subject groups?</i>	Use effective learning strategies in subject groups and disciplines	●○○○	●●○○	●●○○	●●●○	●●●●
	Apply skills and knowledge in unfamiliar situations	●○○○	●●○○	●●○○	●●●○	●●●●
	Inquire in different contexts to gain a different perspective	●○○○	●●○○	●●●○	●●●○	●●●●
	Compare conceptual understanding across multiple subject groups and disciplines	●○○○	●●○○	●●○○	●●●○	●●●●
	Make connections between subject groups and disciplines	●○○○	●●○○	●●●○	●●●○	●●●●
	Combine knowledge, understanding and skills to create products or solutions	●○○○	●●○○	●●●○	●●●●	●●●●
	Transfer current knowledge to learning of new technologies	●○○○	●●○○	●●○○	●●●○	●●●●
	Change the context of an inquiry to gain different perspectives	●○○○	●○○○	●●○○	●●●○	●●●●
Overall Expectation for ATL Skill Cluster: Transfer skills	●○○○	●●○○	●●○○	●●●○	●●●●	
<i>Using skills and knowledge in multiple contexts</i>						