

ATL skill category learning experience	Formative assessment
<p>AFFECTIVE ATL SKILL: <i>I understand the meaning of the LP attributes through my behaviour and that of others.</i></p> <p>MASTERY:</p> <p>Students who master the understanding of the LP Attributes display the following traits:</p> <ul style="list-style-type: none"> · Understand the meaning of each attribute · Are able to detect shades within the same attribute according to the context (e.g., how <i>caring</i> may look like at home, at the gym, in public spaces, on the bus...) · Embody the attributes in and out of school, and act as models for the community · Use the attributes for self-reflection in critical situations · Use the attributes identified in other people to predict their overall traits · Use the attributes as a compass for their choices in real-life situations and as adults · Understand that, very often, the attributes may work as universal values 	<p>Using your journal or iPad, take notes and record the LP Attributes displayed by your family over the weekend. Develop the activity by answering the following questions:</p> <ol style="list-style-type: none"> 1. Why have you chosen that specific attribute? 2. Would you have displayed the same attribute in the same situation? 3. What are the most and the least recurring attributes? 4. Carry out a graph of your choice. <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> · Identification of LP Attributes in settings different from school · Relevant justification of the assigned LPA based on the provided evidence (e.g, photo or situation description) · Representation of simple statistics through a graph <p>EVALUATION SCALER:</p> <ul style="list-style-type: none"> · S – SECURE: relevant identification of LPA with related justification. · D – DEVELOPING: most of the identified LPA make sense with their justification · E – EMERGING: little identification of LPA with some sense of justification · N/A – NOT APPLICABLE: none of the LPA are related to the observation.

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<p>SOCIAL ATL Skill: <i>I accept and experience leading and following roles.</i></p> <p>MASTERY:</p> <p>Students who master the adaptation to opposite roles display the following traits:</p> <ul style="list-style-type: none"> · Are risk-takers · Understand the process behind and value of perspective · Are empathic · Understand opposite roles complement each other (e.g., leaders and followers) 	<p>You will learn and interpret the leading and one of the minor roles. According to your role, you will reflect on their change of perspective. After your performances reflect on:</p> <ul style="list-style-type: none"> · Do you feel the same way about them? · Can two opponents be right at the same time? · What inner shift do we have to activate to better understand the others' point of view? · Do characters 1 and 2 need each other to justify their role in the script? <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> · Both roles have been performed · The shift of perception regarding the two characters has been noticed · Understanding both characters is necessary to affirm each other's identity. <p>EVALUATION SCALER:</p> <ul style="list-style-type: none"> · S – SECURE: both roles were played with confidence. Justified and explained change of perspective · D – DEVELOPING: both roles were played, and some clues on perspective change · E – EMERGING: both roles were played but little understanding of the change of perspective · N/A – NOT APPLICABLE: only one role was played.

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<p>RESEARCH ATL Skill: <i>I use my senses to notice the change during experiments</i></p> <p>MASTERY:</p> <p>Students who master using their senses display the following traits:</p> <ul style="list-style-type: none"> · Understand how senses work · Understand the link with biology · Understand that multiple senses can work at the same time · Use the senses to broaden their perception and understanding of the world around them · Are in contact with themselves, that is they have learnt to notice changes or clues · Understand that senses can help us predict imminent situations · Display respect for those in deficiency of one or more senses 	<p>Students will use their physical senses to notice the changes during the science experiment XYZ. They will make a digital graph indicating how many senses they have used and how many times. After the experiment, they will reflect on:</p> <ul style="list-style-type: none"> · Do our senses also work without a specific command, hence in autonomy? · Do our senses ever rest? · Can we use more than one sense at the same time? · How do my senses help broaden my understanding? · Why is it important that I get to notice my senses' reactions? <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> · Changes have been noticed · Awareness of the senses involved in noticing the change · Changes tracking <p>EVALUATION SCALER:</p> <ul style="list-style-type: none"> · S – SECURE: All changes were noticed and associated with the proper senses. Good tracking strategy · D – DEVELOPING: Most changes were noticed and associated with the proper senses. Sufficient tracking strategy · E – EMERGING: A few changes were noticed and sometimes associated with the proper senses. Basic tracking strategy · N/A – NOT APPLICABLE: none of the changes were noticed.

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<p>CREATIVE THINKING ATL Skill: <i>I use different resources and carry out a project of your dreams</i></p> <p>MASTERY:</p> <p>Students who master using their creative thinking display the following traits:</p> <ul style="list-style-type: none"> · Divergent thinking · Think out of the box or even without the box · Experiment with new approaches/ techniques · Have fun throughout the creative process · Stand out of the crowd · Are curious · Openness to experience 	<p>Structure will be the theme of the class. A truss with a triangular base is the simplest structure and the most efficient on a static level. To understand this, students will first create shapes with their bodies and experience their reaction to induced waves. Students will then create horizontal and vertical buildings using conventional art resources, candies, biscuits, and skewers to create the city of their dreams. Their creations will be placed on a defined urban plan.</p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> · Why is the triangle the most stable geometric shape? · What other triangular buildings do you know? · Are shapes all around us? · What is needed to create physical balance? · Does imagination have limits? <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> · Display overall knowledge about triangles and different ways to represent them · Association with other triangular buildings they know · Overall concept of balance and stability <p>EVALUATION SCALER:</p> <ul style="list-style-type: none"> · S – SECURE: Triangles were formed physically and through the given resources. Good understanding of balance principles. Comparison with other triangular buildings. · D – DEVELOPING: Triangles were formed physically and through the given resources—grasp of basic balance requirements. · E—EMERGING: Triangles were formed physically and through the given resources but only in 2D dimensions. There is little understanding of basic balance requirements. · N/A – NOT APPLICABLE: none of the activities were made.

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<p>COMMUNICATION ATL Skill: <i>I use and understand the meaning of common signs.</i></p> <p>MASTERY:</p> <p>Students who master the understanding of common signs display the following traits:</p> <ul style="list-style-type: none"> · Can interpret the message behind the signs · Understand the value and the need to communicate through signs · Understand the value and a way of manifesting non-verbal communication · Understand that the meaning of signs can be interpreted differently across other countries/cultures · Include the signs in their presentations to convey concepts or commands · Understand the value of signs for educational purposes (e.g., flash cards) · Understand the value of signs for safety (e.g., chemical products, risk of hazard) 	<p>Using common signs (directions, road bans, warnings), you will create a path connecting the school's indoor and outdoor spaces. While building your path, consider:</p> <ul style="list-style-type: none"> · Are you going to use the same signs indoors and outdoors? · How can you mark the passage from indoor and outdoor? · Who is your path for? · Is the path for the same pace, or can you run, roll, and jump? · What happens if signs are not respected? · Who is in charge of noticing infringements? <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> · Understanding why signs are important · Identification of signs around us · Prediction of how our life would be like without signs · Verification of whether signs are represented in the same way worldwide <p>EVALUATION SCALER:</p> <ul style="list-style-type: none"> · S – SECURE: good understanding of the signs' value and how differently they can be represented · D – DEVELOPING: fair understanding of the signs' meaning · E – EMERGING: basic grasp of the signs' purpose · N/A – NOT APPLICABLE: no understanding of the non-verbal communication