**Self-Assessment of ATL skills.**

There are four levels of development of any ATL skill:

|  |  |  |  |
| --- | --- | --- | --- |
| **Novice*****Watch*** | **Learner*****Copy*** | **Practitioner*****Do*** | **Expert*****Teach*** |
| Can identify the skill when others are using the skillHigh levels of scaffolding needed from teacher  | Can copy others performance of the skillMedium level of scaffolding needed | Is practicing and working towards being able to use the skill whenever neededLess and less teacher scaffolding required  | Uses the skill automatically and autonomouslyCould teach others the skillNo teacher scaffolding required |

These four levels of increasing skill proficiency can be broken down into a rubric of progress from a student’s point of view. Students can then assess their own development of any ATL skill using the following self-assessment rubric.

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| --- | --- | --- | --- |
| Novice*Watching* | Learner*Copying* | Practitioner*Doing* | Expert*Teaching* |
| **Starting** | **Practising** | **Getting better** | **Got it!** |
| I know what the use of the skill looks like when others are using it | I can copy someone else using the skill | I am starting to use the skill by myself | I am using the skill by myself in familiar situations | I am getting better at using the skill in unfamiliar situations  | I am able to use the learning skill whenever I need to  | I use the skill without needing to think it through first |
| I can break the skill down into steps | I use the skill one step at a time | I am still conscious of using the skill one step at a time | I am starting to put all the steps of the skill together  | I can usually use the skill without referring to the way that I have done it in the past.  | I can confidently use the skill without referring to the way that I have done it before  | I am capable of teaching other students how to use the skill |
| When I try to use the skill myself I make lots of mistakes and ask lots of questions | I still make mistakes and ask for help but I am getting better at correcting my own mistakes | I can correct my mistakes with some help | I can correct my own mistakes | Any mistakes I make I can quickly correct  | I can usually correct any mistakes automatically | I correct any mistakes I make automatically |
| I need lots of help to use the skill  | I can use the skill in familiar situations with some help  | I still need help to use the skill sometimes | I don’t need help to use the skill in familiar situations anymore | I still need help to use the skill in unfamiliar situations sometimes  | I hardly ever need help to use the skill anymore | I can use the skill in unfamiliar situations without any help from anyone else |

ATL Skill Category 5. Reflection

5.d. Try new ATL skills and evaluate their effectiveness

5.f. Consider ATL skills development

**Mastery:**

You will know you are at the Expert level in the use of this ATL skill when anytime you are learning something new you notice that you are consciously aware of:

1. all the ATL skills that you need to use to learn the new material and
2. your own proficiency with each ATL skill needed and
3. which skills you have mastery of already and which skills you need to get more practice using to reach the proficiency you need to learn the new material effectively and efficiently

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| Student Self-Assessment of ATL Skills Proficiency |
| ATL Skills | **Novice*****Watch*** | **Learner*****Copy*** | **Practitioner*****Do*** | **Expert*****Teach*** |
|  |  |  | ***Starting*** | ***Practicing*** | ***Getting better*** | ***Got it!*** |  |
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