IB Learner Profile connections are denoted in parentheses as: B-Balanced, Ca-Caring, Co-Communication, I- Inquirers, K-Knowledgeable, O- Open-minded, R- Reflective, RT-Risk-taker & T-Thinkers

ATL skill area	Student learning expectations could include:	Key questions for use with helping students better understand the ATL skills
Self-Management Skills (*effective management of time, resources, and information*) Emotional Management (B)	time management—including using time effectively in class, keeping to deadlines, keeping to class schedules, creating study planners, homework planners and sticking to them self-management—including personal goal setting, organization of learning materials, turning up to class with the right materials organizing information logically, structuring information correctly in essays, and reports using different information organizers for different purposes demonstrating persistence and perseverance, practicing focus and concentration, and overcoming distraction	What organizational tools do I have? What aspects of my organization do I need to develop? How can I best organize myself? How can I deal with frustrations and difficulties? How can positive strategies help me to overcome setbacks? How can I stay focused on assigned task?
Social Skills (*working cooperating with others*) (P/O/RT)	working in groups—including delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork accepting others—including analyzing others' ideas, respecting others' points of view, and using ideas critically personal challenges—including respecting cultural differences, negotiating goals and limitations with peers and with teachers, taking responsibility for own actions	How do I work with others? What successes have I had when I have worked with others? How can I work with others; how can they work with me?
Communication (*effective exchange of thoughts, messages and information*) (Co/Ca/I/ RT)	Active listening----including non-verbal communication, and listening to and following directions and procedures literacy—including reading strategies, using and interpreting a range of content-specific terminology, interpreting meaning through cultural understanding being informed—including the use of a variety of media, receiving feedback informing others—including presentation skills using a variety of media, clear speaking, writing for different purposes and giving feedback	What communication tools do I use? Which ways of communicating do I need to improve on? How can I better communicate my understanding? How do I negotiate with others?

ATL skill area	Student learning expectations could include:	Key questions for use with helping students better understand the ATL Skills
Research Skills (*understand, use and critically evaluate multiple sources of information*) (I/T/K/R)	accessing information—including researching from a variety of sources, transferring and summarizing information using a range of technologies, identifying primary and secondary sources selecting and organizing information— including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources, collecting, recording and verifying data referencing—including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights	How can I access information? How do I know if the information is reliable? What will I do with the information? How do I cite the sources accurately?
Thinking Skills to include reflection and transfer (I/T,R/Ca/K)	generating ideas—including the use of brainstorming planning—including storyboarding and outlining a plan inquiring—including questioning and challenging information and arguments, developing questions, developing the skills of critical analysis and using the inquiry cycle applying knowledge and concepts—including logical progression of arguments identifying problems—including deductive reasoning, evaluating solutions to problems creating novel solutions—including the combination of critical and creative strategies, considering a problem from multiple perspectives self-awareness—including seeking out positive criticism, reflecting on areas of perceived limitation self-evaluation—including the keeping of learning journals reflecting at different stages in the learning process on learning experiences in order to support personal development through thinking about meta-cognition (the way we think and learn) making connections—including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations inquiring in different contexts— including changing the context of an inquiry to gain various perspectives.	What tools can help me think in different ways? What planning tools do I have? How do I think? How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me do better? What are the "big ideas" of each of the different subjects? Do the big ideas of the subjects overlap? How can I use my knowledge, understanding and skills across subjects?

Dreyfus Model of Skill Acquisition

Level 1 The Novice Observation	Level 2 The Learner Emulation	Level 3 The Practitioner Demonstration	Level 4 The Expert Self-Regulation
• Observes others performing tasks and using the skill • Gains an understanding of how the skill o what the distinguishing characteristics of the skill are • Gathers procedural information about the performance of the skill, asks questions to clarify procedure • Errors are frequent • High levels of scaffolding from teacher needed - explanations, training, structural support	• Copies others performance of the skill • Works through the skill in a step by step fashion, seeks clarification for correctness of performance • Consolidation of learning is occurring through experience • Is very conscious of performing the skill and correcting errors with deliberation • Performs skill only with known content in known context • Medium level of scaffolding needed - correcting poor performance, answering questions	• Can demonstrate the skill on demand • Flexibility of skill use in different contexts is developing • Automaticity is developing Errors are corrected quickly • Can perform skill either with different content or in different context • Minimal teacher scaffolding required – setting directions, goals, assessable outcomes	• Can perform the skill without thinking through the process first • Can teach others the skill Automaticity is established • Can use skill with unfamiliar content in unfamiliar context • High levels of performance occur • Any errors are corrected automatically • No teacher scaffolding needed

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Maslow, Abraham, Motivation and Personality, Addison-Welsley Publishing, Co., 3rd Edition, December.
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Components of an IB Education	IB Diploma Programme Curriculum

Component		What does it look like in your content area?
Approaches to Learning	Thinking	
	Social	
	Self-management	
	Communication	
	Research	
Approaches to Teaching:	Teaching focused on effective teamwork and collaboration	
	Teaching differentiated lessons to meet the needs of all learners	
	Teaching based on inquiry	
	Teaching developed in local and global contexts	
	Teaching focused conceptual understanding	
	Teaching informed by assessment	

Approaches to learning (ATL)

Identify ATL skill(s) that students will develop through the unit's learning experience (including formative assessment). For a 3-week unit, 5 is enough. Consider:

Do student have enough prior knowledge?   *How will students know what is expected of them?*

Will they see examples, rubrics, and templates?   *How will they practice applying knowledge and skills?*

How will they acquire the knowledge and practice the skills required?

IB ATL skills category	MYP ATL skills cluster	Specific ATL skill	Learning Experience
COMMUNICATION	I Communication	☐ Presenting ☐ Recording information ☐ Reading for meaning ☐ Listening ☐ Viewing ☐ Non-verbal communication ☐ Multi-literacies	
SOCIAL	II Collaboration	☐ Collaboration and group work ☐ Respect for other cultures and points of view ☐ Global/intercultural awareness and sensitivity ☐ Affective/emotional skills ☐ Ethical behavior	
SELF-MANAGEMENT	III Organization	☐ Organization of learning materials ☐ Time management	
	IV Affective	☐ Meeting deadlines ☐ Affective/emotional management	
	V Reflection	☐ Positive action	
RESEARCH	VI Information Literacy	☐ Formulating research questions ☐ Referencing sources	
	VII Media Literacy	☐ Observational skills ☐ Collecting, organizing, interpreting & presenting information	
THINKING	VIII Critical Thinking	☐ Problem solving ☐ Connecting subjects	
	IX Creative Thinking	☐ Thinking creatively	
	X Transfer	☐ Critical thinking ☐ Application of knowledge in familiar and unfamiliar ☐ Reflection	

This diagram is intended to demonstrate how we can use Approaches to Learning when a student is struggling to complete a task.

This outlines the ATL skills needed to complete a task.

During the MYP we will need to explore each of these skills and teach in the context of planning and assessing assignments, however when a student is completing the DP these need not be explicitly taught, however the skills should be there as an underlying checklist, especially with a student that is struggling.

Organization of a paragraph
The teacher can chunk the task giving each chunk a deadline

Communication

Have I communicated the information effectively?
Have I used appropriate language to communicate the information?
Have I included subject specific language?
Have I included information that fulfill the requirements of the rubric?
Have I communicated coherently and legibly?

Information literacy

Have I used both primary and secondary sources effectively and appropriately?
Have I chosen sources that are linked to the task?
Have I cited the sources?
Are my paragraphs organized and easy to follow?
Have I used reliable sources? Can I demonstrate why the sources are reliable?

Reflection and Thinking

Have I answered all the questions required for this task?
Have I related my answer to the rubric?
Have I fulfilled all the requirements of the rubric?
Do I need to redo any of the task?
Can I make my work better?
What have I learned?

Transfer

How can I transfer these skills to the next task?

ATL/Student Learning Expectations

ATL Skill Areas	Year 1 Student Learning Expectations	Year 2 Student Learning Expectations	Year 3 Student Learning Expectations
Organization	**Learn to be Balanced**	**Practice being Balanced**	**Become Balanced**
Time Management – including using time effectively in class, keeping to deadlines	Be on time to class.	Be on time to class.	Be on time to class.
	Use class time as directed.	Use class time as directed. Work independently.	Use time wisely in class and at home.
	Use a planner or other personal time management system with guidance from teachers and other adults.	Use a planner or other time management system with minimal guidance from teachers and other adults.	Use a planner or other time management system independently.
	Turn in work on time.	Make a plan to get assignments completed and turned in on time.	Make and follow a plan to get assignments completed and turned in on time.
	Learn to be Principled	**Practice being Principled**	**Become Principled**

Self-management – including personal goal setting, organization of learning materials.	Bring correct materials to class.	Bring correct materials to class.	Bring correct materials to class.
	Organize materials with guidance from teachers.	Organize materials with minimal guidance from teachers.	Organize materials independently.
	Set learning and personal goals and create a plan to meet them with support from teachers and other adults.	Set some learning and personal goals independently and create a plan to meet them with some support from teachers and other adults.	Set learning and personal goals and create a plan to meet them independently.
	With teacher support, make choices that support personal learning and achievement.	Make choices that support personal learning and achievement.	Consistently make choices that support personal learning and achievement.
Collaboration	**Learn to be Open-Minded**	**Practice Being Open-Minded**	**Become Open-Minded**
Working in groups – including delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork.	Direct others and follow others' directions.	Learn when to take the lead, delegate or be a team player.	Know when to take the lead, delegate or be a team player, and work to support the team effort whatever your role.
	Contribute to discussions.	Be prepared for discussions and actively contribute.	

	Work with all group members.	Work with all group members.	Be prepared for discussions and actively contribute. Encourage others to participate. Work with all group members, and cope with uncooperative team members or other difficulties.
Accepting others – including analysing others' ideas, respecting others' points of view, using ideas critically.	Accept group decisions. Listen to others' ideas and points of view. Accept that different people have different ideas and points of view.	Accept group decisions. Listen to others' ideas and points of view with an open mind.	Accept group decisions. Evaluate and analyse others' ideas and points of view. Accept that there can be more than one right answer.
	Learn to be Caring	**Practice Caring**	**Become Caring**
Personal challenges – including respecting cultural differences, negotiating goals and limitations with peers and with teachers	Try to resolve conflicts independently. Accept help from adults when offered.	Try to resolve conflicts independently. Know when to seek out help.	Try to resolve conflicts independently. Know when to seek out help.

| | | Try to work with teachers and other adults to negotiate and meet goals. | Work with teachers and students and others to meet and negotiate goals. |
| | Try to work with teachers to set goals. | | |

Communication	Learn to be a Communicator	Practice being a Communicator	Become a Communicator
Literacy – including reading strategies, using and interpreting a range of content-specific terminology	With teacher guidance use reading strategies appropriate to the task. Acquire content-specific vocabulary in all subjects.	Attempt to use reading strategies appropriate to the task. Practice using content-specific vocabulary in all subjects.	Independently use reading strategies appropriate to the task. Confidently use content-specific vocabulary in all subjects.
Being informed – including the use of a variety of media	With teacher guidance, gather information from a variety of sources.	Gather information from a variety of sources.	Independently find and use a variety of sources for information.
Informing others – including presentations skills using a variety of media	With teacher guidance, use language appropriate to topic and audience.	Use language appropriate to topic and audience.	Use language appropriate to topic and audience in a way that is pleasant to read.

		Create a multimedia presentation with minimal guidance, choosing from a range of presentation possibilities.	Independently create a multimedia presentation choosing wisely from a wide range of presentation possibilities.
	Make simple presentations by following provided instructions.		
	Speak clearly in presentations.	Speak clearly and makes eye contact during presentations.	
			Eye contact and speech is natural and engaging in presentations.
Information Literacy	**Learn to be Knowledgeable**	**Practice Being Knowledgeable**	**Become Knowledgeable**
Accessing information – including researching from a variety of sources using a range of technologies, identifying primary and secondary sources	With teacher support, use internet resources for information.	Use internet resources for information.	Use a variety of internet resources for information.
	Use the school's database subscriptions with teacher support.	Use the school's database subscriptions with minimal teachers support.	Independently use the school's database subscriptions.
	Use books, magazines and reference materials.	Use books, magazines and reference materials.	Use books, magazines and reference materials.
	With teacher support, use primary sources such as	With teacher support, identify and use primary sources such as	Independently identify and use primary sources such as

	interviews, maps, photographs and diaries.	interviews, maps, photographs and diaries.	interviews, maps, photographs and diaries.
Selecting and organizing information – including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources	With teacher support identify points of view and bias in information. With teacher support, make connections between a variety of sources. Take notes using graphic organizers, models or other teacher supports.	Identify points of view and bias in information and attempt to evaluate sources with teacher support. Make connections between a variety of sources. Take notes both with and without teacher supports.	Independently identify and evaluate point of view and bias in sources. Make connections between a variety of sources. Consistently use a method for note-taking that works.
Referencing – including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights	Quote and cite others' work using a model or graphic organizer. Create a works cited page with teacher guidance. Define intellectual property rights.	Quote and cite others' work using a model. Create a works cited page using a model. Respect intellectual property rights.	Quote and cite others' work accurately. Create a works cited page. Respect intellectual property rights.

Reflection	Learn to be Reflective	Practice being Reflective	Become Reflective
Self-awareness – including seeking out positive criticism, reflecting on areas of perceived limitation	With teacher prompting, reflect on learning experiences to discover personal strengths and weaknesses. Accept feedback from teachers and peers.	With teacher prompting, reflect on learning experiences to address personal strengths and weaknesses. Ask for feedback from teachers and peers.	Regularly, both with and without teacher prompting, reflect on learning experiences to address personal strengths and weaknesses. Ask for and appreciate feedback from teachers and peers.
Self-evaluation – including the keeping of learning journals and portfolios, reflecting at different stages in the learning process.	Use criteria to assess personal performance. Describe personal work process. With support, maintain journals and portfolios. Identify areas for future improvement.	With teacher support, develop criteria to assess personal performance, or evaluate personal performance against existing criteria. With support, evaluate personal work process. Maintain journals and portfolios with some support.	Develop criteria to assess personal performance, or evaluate personal performance against existing criteria. Evaluate personal work process and make changes as needed throughout the process. Maintain journals and portfolios with minimal support.

		Identify areas for future improvement and, with support, make changes.	Identify and target areas for future improvement and make changes.
Thinking	**Learn to be a Thinker**	**Practice being a Thinker**	**Become a Thinker**
Generating ideas – including the use of brainstorming	Use tools and graphic organizers to generate ideas.	Generate ideas with and without the use of a graphic organizer.	Choose the most appropriate of a variety of methods for brainstorming and generating ideas.
Planning – including storyboarding and outlining a plan	Use graphic organizers or other tools to plan.	Use graphic organizers or outlines to plan.	Choose the most appropriate of a variety of methods to plan.
Inquiring – including questioning and challenging information and arguments, developing questions, using the inquiry cycle	Follow the design cycle. With teacher support, develop research questions.	Use the design cycle. Develop research questions with minimal teacher support.	Use the design cycle well. Independently develop research questions.
Applying knowledge and concepts – including logical progression of arguments	Using a graphic organizer or other support, develop an argument based on prior knowledge.	Using a graphic organizer or other support, develop and logical argument based on prior knowledge.	Using an appropriate method, develop a clear and logical argument based on prior knowledge.
Identifying problems – including deductive reasoning, evaluating solutions to problems	With teacher support, identify real-world and hypothetical problems.	Identify real-world and hypothetical problems.	Identify and evaluate real-world and hypothetical problems.

		With teacher support, develop and use criteria to evaluate solutions.	Independently develop and use criteria to evaluate solutions.
	Use criteria to evaluate solutions.		
	Learn to be a Risk-Taker	**Practice being a Risk-Taker**	**Become a Risk-Taker**
Creating novel solutions – including the combination of critical and creative strategies, considering a problem from multiple perspectives	With teacher support, create solutions to identified problems.	With some teacher support, create solutions to identified problems.	Create novel solutions to identified problems.
	With teacher support, examine real-world and hypothetical problems from a variety of global perspectives.	Examine real-world and hypothetical problems from a variety of global perspectives.	Examine real-world and hypothetical problems rom a variety of global perspectives.
	With teacher support, act to solve real-world problems.	Act to solve real-world problems.	Act to solve real-world problems.
Transfer	**Learn to be an Inquirer**	**Practice being and Inquirer**	**Become and Inquirer**
Making connections – including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations	With teacher prompting, make connections to earlier learning.	Use prior learning to make comparisons, predictions and inferences.	Apply prior learning to new experiences to form reason opinions and draw logical conclusions.
	With teacher prompting, connect Significant Concepts between classes.	Connect Significant Concepts between classes.	Connect Significant Concepts to a variety of school, personal and global contexts.

	When prompted, use skills in a variety of school contexts.	Use skills in a variety of school contexts.	Use skills in a wide variety of familiar and unfamiliar contexts both in and out of school.
Inquiring in different contexts – including changing the context of an inquiry to gain various perspectives.	With teacher support, use the Areas of Interaction to look at a problem or issue in different contexts.	With teacher prompting, use the Areas of Interaction to look at a problem or issue in different contexts.	Independently use the Areas of Interaction or another framework to look at a problem or issue in different contexts.
	With teacher support, look at a problem or issue from a variety of global points of view.	With teacher prompting, look at a problem or issue from a variety of global points of view.	Independently look at a problem or issue from a variety of global points of view

Subject Group/Discipline	

Objectives

| Approaches to Learning (ATL) Skill Category Circle the ATL skill pulled from the envelope	Approaches to Learning (ATL) Skill Indicator For the ATL skill category pulled, locate in the ATL skill framework and choose one of the bulleted items that support developing the skills necessary to achieve the lesson objective	Learning Experience
 Communication Social Self-management Research Thinking		

Reflection

Using Approaches to Learning in SIS to Report on Work Habits

From "Principles into Practice"

"Through approaches to learning (ATL), students develop skills that have relevance across the curriculum that help them "learn how to learn". ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. In addition, they can be useful for informing students and parents about those non-academic skills that they need to improve in order to be more successful. Teachers record student's attainment of particular skills using the following framework.

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)
- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/using—students employ the skill confidently and effectively (demonstration)
- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)"

Creating Approaches to Learning Score Type
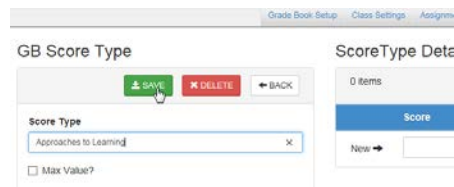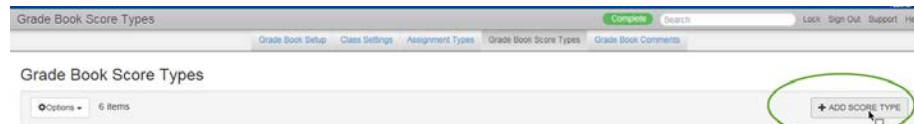
Expert	**100**	**1**	**Expert/Sharing**
Practicing	**85**	**2**	**Practitioner/Using**
Learner	**70**	**3**	**Learner/Developing**
Novice	**65**	**4**	**Novice/Beginning**

- To report on work habits MYP schools use the Approaches to Learning. To create this score type, In "Grade Book setup" go to the Grade Book Score Type" tab and then click on "Add Score Type" in the top right corner.

- In the window that opens type "Approaches to Learning" in the space for "Score Type" and then click on Save.

- Click on "New" and then add the scores, values, sequence and Legend Text to match those to the left.

Creating the Approaches to Learning Assignment Type 	• In Grade Book Setup click on the "Assignment Type" tab. • Then click on "+NEW" on the far right. • Enter "Approaches to Learning" as the name, set the sequence to the next higher number in your list, and then change the Default color if you desire. • Click on "INSERT".
Setting Weights and Points for Approaches to Learning 	• Since work habits cannot count toward a student's academic grade IAW FCPS grading policies, ATLs have to be set to 0% weight and 0.00 Default Points Possible. NOTE: If you are teaching a class that is appropriate to use ATLs as part of a grade, you should set the weight based on your grading scheme and then make sure the "Default Points Possible" are the same for all assignment types you are grading.
Creating an ATL Assignment 	• Create these assignments just like any other with the following exceptions: • Title should start with "ATL" • Both assignment type and Score type should be set to "Approaches to Learning" • You do not need to set a Due Date. • It is also recommended that you include a brief description of the specific skills being evaluated.

IBMYP Approaches to Learning Assessment: Trimester One

Name: _____   Grade _____

ATL Elements	CRITERIA				Points	
	8 7	**6 5**	**4 3**	**2 1**		
Management of Materials: Binder is well organized. Pencil case has the necessary supplies. iPad is cared for and charged overnight. Remembers books and tools for class. Desk is neat.	Student **successfully** organizes materials and tools, and always has what is needed.	Student is **usually** organized and usually has the materials needed.	Student is **inconsistent** in managing materials. Sometimes has what is needed, sometimes does not.	Student **is usually disorganized** and rarely has what is needed for class.	**S**	**T**
Presentation of Work: Assignments are carefully proofread, neat, with proper heading	Student always completes work of **high quality**: clear, careful and correctly formatted.	Student work is **usually completed** appropriately: clear, careful and correctly formatted.	Student work is **sometimes completed** in an appropriate manner: clear, careful and correctly formatted.	Student work **needs more** effort: clarity, care, neatness, and attention to formatting expectations are needed.	**S**	**T**
Engagement with Learning: Listening, Collaboration and Participation	Student plays a **leadership role** by listening carefully, looking out for the learning needs of others and helping the group achieve success.	Student is a **positive participant** who listens well, is active in discussions and group tasks.	Student **usually** participates well by contributing to discussions and listening to others.	Student **needs to** contribute to class by offering ideas and joining in.	**S**	**T**
Engagement with Learning Curiosity and creative thinking.	Student shares ideas in ways that help others expand their thinking. **Takes initiative** to search for information. Reflects thoughtfully on his/her own learning.	Student shares ideas **frequently**, demonstrates curiosity by seeking information through research, and reflects on his/her own learning.	Student shares ideas **when prompted**. Participates in research tasks when directed. Reflections on learning are usually very basic.	Student **does not yet** contribute ideas or questions that demonstrate creativity or creative thinking. Performs only minimal research and reflection when prompted.	**S**	**T**
Self-Regulation	Student **is always** on task and focused during class. Student **consistently has a positive impact** on the learning environment.	Student **rarely** needs redirection during class. Student **usually has a positive impact** on the learning environment.	Student **occasionally** needs redirection during class and can sometimes detract from the learning environment.	Student **often** needs redirection during class. Focus and self-control happen only with support.	**S**	**T**
Student Signature:			**Parent Signature:**			

Note: This document provides information about the student's learning skills. It is not a part of the formal report card.

My personal BINDER/PLANNER goal is:

Name_____

Week of _____

Achievement Level	ATL: Organization			ATL: Communication	ATL: Reflection
	Preparation	**Binder**	**Time Management**		
7-8	I have included **ALL** of my supplies.	I have organized **ALL** of my binder.	I **ALWAYS** use my agenda.	I **ALWAYS** take complete Cornell Notes. (4 notes)	I **ALWAYS** write well-written summaries. (4 notes)
5-6	I have included **MOST** of my supplies.	I have organized **MOST** of my binder.	I **USUALLY** use my agenda.	I **USUALLY** take complete Cornell Notes. (3 notes)	I **USUALLY** write well-written summaries. (3 notes)
3-4	I have included **SOME** of my supplies.	I have organized **SOME** of my binder.	I **SOMETIMES** use my agenda.	I **SOMETIMES** take complete Cornell Notes. (2 notes)	I **SOMETIMES** write well-written summaries. (2 notes)
1-2	I have included **FEW** of my supplies.	I have organized **LITTLE** of my binder.	I **RARELY** use my agenda.	I **RARELY** take complete Cornell Notes. (1 note)	I **RARELY** write well-written summaries. (1 note)
0	I chose to not have any of my supplies.	I chose to not organize my binder.	I chose to not have my agenda in my binder.	I chose to not take any Cornell Notes. (0)	I chose to not write a summary for my Cornell Notes. (0)
	___ binder form ___ ___ 2 pencils ___ ___ 2 pens ___ eraser ___ highlighter ___ blank loose-leaf	___ no loose papers ___ name & date on all papers ___ labeled divider for each class ___ notes organized chronologically	____ records assignments daily ____ checks off completed assignments ____ due dates recorded ____ records activities & future tests/projects on monthly calendar	___ heading ____ topic ____ main idea/?s (left) ____ notes (right) ____ notes show evidence of being refined/studied	____Cornell Note summaries are clear and concise ____Summaries reflect the notes taken ____ I have used complete sentences. ____ I have used proper punctuation.