

EUROPEAN GYMNAZIUM - Student learning expectations for approaches to learning

ORGANISATION					
<i>Student learning expectations</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>	<i>FINAL OUTCOME</i>
Task Management	States tasks and expectations in their own words.	Outlines the steps for completing a larger task	Prioritizes set tasks on the basis of overview.	Independently prioritizes tasks.	Students will be able to efficiently and successfully complete tasks on time by management skills.
Time Management	Completes tasks on time.	Completes larger tasks within given intermediate deadlines.	Sets intermediate deadlines in a bigger task with some guidance of the teacher.	Independently sets intermediate deadlines in a larger task so as to meet final deadlines.	
Self Management	Checks class register for homework after absence. Uses an agenda to organise work. Uses well-organised subject folders.	Demonstrates responsibility for own work. Uses agenda to create overviews of tasks. Usually uses appropriate equipment for a task.	Is intrinsically motivated to work. Is able to create and use outlines. Always uses appropriate equipment for a task.	Sets individual goals to enhance learning. Independently uses note-taking skills to enhance learning.	Students will be able to efficiently and successfully complete tasks by using the appropriate self management skills.

COLLABORATION					
<i>Student learning expectations</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>	<i>FINAL OUTCOME</i>
Roles	Is able to perform and define a given role within the group.	Is aware of group dynamics.	Understands group dynamics and its effect on performance.	Delegates with use of group dynamics.	The student is able to define and perform different tasks and roles in a group. S/he is able to delegate with
Acceptance	Listens to others. Understands decisions and structures. Respects differences.	Listens actively (listen/analyse/respond). Works with everyone regardless of differences.	Is able to constructively criticise viewpoints. Accepts decisions and structures. Can be constructive.	Is able to accept constructive criticism to enhance performance. Uses different Skills to reach his goal.	The student listens to and accepts other views. S/he embraces decisions and structures. Works together with everyone whatever their differences are.
Group Etiquette	Contributes to class and group discussion. Accepts that everyone has different qualities. Understands that own contribution is part of the group success.	Is able to voice own opinion and take turn appropriately in group discussions. Recognizes support possibilities and acts accordingly. Realizes that the group outcome depends on own work and that of others.	Is able to analyze other viewpoints and ask relevant questions. Encourages others to contribute. Is able to reflect on own performance within the group.	Applies assessment criteria correctly. Gives appropriate and constructive feedback in peer assessments. Is able to reach consensus using negotiation skills. Takes responsibility for group outcome.	The student demonstrates an active attitude in resolving group differences, using negotiation skills. Takes responsibility for the group outcome and supports others.

Communication					
<i>Student learning expectation</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>	<i>FINAL OUTCOME</i>
Using various means to communicate knowledge, ideas and opinions, including writing (creative, essay and analytical), speaking and presenting.	Students are able to share ideas and knowledge and present these in different formats. Students understand the purpose of visual information. Students demonstrate appropriate speaker and audience behaviour. Students use language to narrate in creative writing.	Students are able to organise ideas and knowledge in a structured way through basic essay writing and reports. Students start to recognise and use specific language terminology appropriately. Students are aware of genre conventions in creative writing.	Students organise information clearly and logically and are aware of audience and purpose of their presentation. Students use logical argumentation to express opinions. Students use plot structure, characterisation and setting in creative writing.	Students communicate effectively in a logical and persuasive manner using a wide variety of formats. Students edit and re-draft work for optimum result. Students use appropriate register. Students engage in extensive writing, creative and analytical.	Students use a wide variety of formats to express ideas and knowledge effectively. Students have integrated editing as part of the writing process. Students adapt work to suit audience and purpose. Students know and use creative writing conventions in a variety of genres.
Being able to express oneself in more than one language.	Students are able to communicate simple information in more than one language.	Students are able to express and explain a variety of easy topics in more than one language.	Can express and discuss general ideas and opinions in more than one language.	Can express complex ideas and opinions in more than one language.	Students use two or more languages appropriately to express ideas and opinions.

INFORMATION LITERACY

<i>Student learning expectation</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>	<i>FINAL OUTCOME</i>
Accessing information from a variety of sources. Identifying primary and secondary sources.	Students have an awareness of primary and secondary sources. Students know how to use dictionary and other reference books.	Students choose relevant and appropriate sources.	Students use sources to support original ideas.	Students use a wide variety of academic resources.	Students know where and how to access relevant information.
Selecting information, identifying bias, weaknesses and reliability.	Students are aware that not every source is reliable. Students recognise the variety of media that influences their lives.	Students recognise viewpoints and bias. Students compare information from multiple sources.	Students use different viewpoints to arrive at their own conclusions.	Students understand the foundation of bias. Students are able to analyse strengths and weaknesses in chosen sources.	Students make informed decisions when selecting information from a wide variety of sources.
Referencing sources, using footnotes and citations. Respecting intellectual property.	Students are able to make a simple bibliography. Students are aware of the term plagiarism and that it's wrong.	Students create clear list-bibliography, including all used sources. Students understand the importance of citing sources and can explain why plagiarism is wrong.	Students use footnotes and citations appropriately. Students glean information from a variety of sources to produce completely original work.	Students are able to make MLA-style bibliography, use footnotes and in-text references. Students fully grasp the depth of intellectual property.	Students demonstrate the ability to apply a variety of recognised referencing conventions.

<i>Reflection</i>					
Student learning expectations	YEAR 2	YEAR 3	YEAR 4	YEAR 5	<i>FINAL OUTCOME</i>
Self-awareness – including seeking out positive criticism, reflecting on areas of perceived limitation	Students will be exposed to relevant reflection vocabulary and reflection exercises. Students will understand the basic concept of feedback.	Students’ reflection vocabulary will be reinforced and expanded. Students will get accustomed to giving and accepting feedback from others through basic peer assessment.	Students will continue to practice reflection through specific activities. Students will start to recognise own strengths and weaknesses. Students will take feedback on board and Work accordingly (plan for improvement).	Students will know how to practice reflection independently. Students will be able to assess their own work realistically and recognise limitations.	Students will have integrated reflection as a normal part of the learning process. They will be able to articulate their responses in detail through specific vocabulary.
Self-evaluation – including the keeping of learning journals and portfolios, reflecting on different stages in the learning process	Students will be able to keep a basic journal in which they state what they’ve done and give a simple self-evaluation. Students will learn to fill in evaluation sheets with specific questions.	Journals should contain a more realistic evaluation in which students show they can ‘take a step back’ from their own work. Students will be able to fill in specific evaluation sheets and present a (visual) display of their work.	Peer and self-assessment will become more detailed through guided assessment sheets. Students will be able to give a guided reflection in narrative or visual form.	Students will be able to reflect on the different stages of the learning process, most evident in their Personal projects. Students will create self-generated reflections in a form of their (justified) choice.	Students will be able to keep process journals independently and present reflections in other form. Students are aware of prejudices and preconceptions, about others’ and own capabilities.

PROBLEM SOLVING AND THINKING SKILLS

<i>Student learning expectation</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>	<i>FINAL OUTCOME</i>
Developing strategies to generate ideas.	Develop mind-mapping and outlining skills.	Using brain-storming, graphs, discussions and inquiry to generate ideas.	Students select and create materials that are appropriate for the task.	Students are able to plan for gathering information and finding solution through a variety of strategies.	Students use a wide variety of strategies to generate new and creative ideas.
Ability to identify problems and issues.	Being able to identify main ideas and recognise cause and effect.	Students are able to summarise texts.	Students are able to narrow down issues to a central multi-faceted guiding question.	Students are able to identify patterns and themes.	Students identify core issues and patterns and respond to these in a logical and confident manner.
Being able to see issues from different viewpoints in order to come up with creative solutions.	Being able to compare and contrast.	Students can form hypotheses based on previous knowledge and logic.	Students are able to question information and suggest alternatives.	Students are confident to analyse the effectiveness of solutions and choose the best one.	Students consider a range of alternatives to solve a problem and are confident to experiment.

TRANSFER					
<i>Student learning expectation</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>	<i>FINAL OUTCOME</i>
Making connections between subjects.	Are aware of similar topics across different subjects	Students identify common themes and concepts.	Students identify common skills across different subjects.	Students use knowledge and skills to cope with unfamiliar situations.	Students identify common skills and subjects and use this
Apply ideas and knowledge to own lives.	Students understand that learning impacts their lives.	Students recognise themes from their own lives in various subjects.	Students use knowledge to form opinions and discover their own identity.	Students use knowledge and skills to make positive changes and create solutions in their own lives.	Students use acquired skills and knowledge to improve their lives and create solutions in the world around them.