

Cognitive Domain		
<b>Strand 1: Pre-Inquiry</b>		
<b>Sub-Strands:</b> Defining :: Tuning In :: Questioning :: Planning		
<b>Overarching Strand Aim:</b> The digitally and information literate person recognises the need for information and determines the nature and extent of the information needed		
<b>Related PYP Inquiry Indicators:</b> <ul style="list-style-type: none"> <li>• Exploring, wondering and questioning</li> <li>• Experimenting and playing with possibilities</li> <li>• Making connections between previous learning and current learning</li> <li>• Making predictions and acting purposefully to see what happens</li> </ul>		
<b>Related MYP AOI - ATL: Skills and Learning Expectations:</b> <ul style="list-style-type: none"> <li>• generating ideas - including use of brainstorming</li> <li>• Inquiring - including questioning and challenging information, developing questions, using an inquiry cycle</li> <li>• making connections - using knowledge</li> <li>• time management - using time effectively</li> <li>• self management - including personal goal setting, organisation of learning materials.</li> </ul>		
literacy - including reading strategies, using and interpreting a range of content-specific terminology		
Knows Comprehends	Analysis- Application	Synthesis - Evaluation
<b>Defining</b>		
Defines and articulates the requirements of the inquiry by identifying different parts they need to work through or with.	Produces a breakdown of what they need to do by analysing the inquiry question/s , prioritising the order required to complete them in and how they are going to complete it.	Is independently able to identify what they need to do by analysing the inquiry question/s, prioritising the order required to complete it and how they are going to complete it.
With guidance understands the key words used within unit/key questions in order to help them define the nature and extent of the information needed to offer answers or solutions.	Articulates understanding of the key words used within unit/key questions in order to help them define the nature and extent of the information needed to offer answers or solutions.	
With guidance student recognises the assessment rubric can assist them in their task definition and planning.	The student recognises the assessment rubric can assist them in their task definition and planning. Consults the rubric to assess depth and requirements of task.	The student consults the task rubric before starting to plan and organise the task. Uses the rubric to guide the inquiry with regard to requirements of the task and quality required to gain high achievement.

<b>Tuning In</b>		
With guidance explores general information sources, including prior knowledge to increase familiarity with the inquiry focus.	With some guidance, determines the relevance of prior knowledge requirements and locates further sources of information to broaden knowledge of inquiry focus.	Independently recognises the limits of own personal knowledge, moves to general information sources to expand initial background information, and, as a result of tuning in redefines or modifies the information need to achieve a manageable focus
Recognises that information can be located through different mediums.	Interacts with information from a variety of mediums through use of senses to notice relevant details.	Demonstrate adaptability by modifying the inquiry focus when necessary to achieve success.
<b>Questioning</b>		
With teacher modeling and support, identifies and defines key concepts, authentic problems and terms in order to develop significant questions for student inquiry.	Identifies and defines key concepts, authentic problems and terms in order to develop significant questions for student inquiry that are open-ended and directed.	Displays initiative and engagement by posing significant inquiry questions and investigating the answers beyond the collection of superficial facts.
<b>Planning</b>		
With guidance and assistance plans for the inquiry process by following given time management and organisational plans	Plans for the inquiry process by following given time management and organisational plans	Develops their own time management and organisational systems for planning for the inquiry process.
With guidance engages in planning for exploration; identifying possible relevant and realistic information sources from options given	With some guidance engages in planning for exploration by identifying; relevant and realistic information sources, keywords and search strategies.	Independently engages in planning for exploration and evaluates the feasibility of gathering information in relation to topic and time management.

Cognitive Domain		
Strand 2: Developing Understanding		
<b>Sub-Strands:</b> Explore :: Record :: Organise :: Evaluate Information Sources		
<b>Overarching Strand Aim:</b> The digitally and information literate person understands the purpose, scope and appropriateness of a variety of information sources		
<b>Related PYP Inquiry Indicators:</b> <ul style="list-style-type: none"> <li>• Exploring, wondering and questioning</li> <li>• Experimenting and playing with possibilities</li> <li>• Making connections between previous learning and current learning</li> <li>• Collecting data and reporting findings</li> <li>• Researching and seeking information</li> </ul>		
<b>Related MYP AOI - ATL: Student Learning Expectations:</b> <ul style="list-style-type: none"> <li>• being informed - including the use of different media</li> <li>• self management - organisation of learning materials, personal goal setting</li> <li>• accessing information - including researching from a variety of sources, using a range of technologies, identifying primary and secondary sources.</li> <li>• selecting and organising information - including identifying points of view, bias and weaknesses, making connections between resources.</li> </ul> <p>referencing - including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights.</p>		
Knows Comprehends	Analysis- Application	Synthesis - Evaluation
<b>Explore</b>		
With guided direction and instruction becomes aware of methods and tools for locating and exploring information in different forms.	Using knowledge of previous experience, and with newly introduced methods and tools selects the most appropriate methods or tools for locating information. May need some guidance.	Critically reflects on method or tool selections from previous experiences and evaluates choices in terms of success in locating appropriate information.
Finds and collects information (text, images, data, audio, video) from given sources.	Finds and collects information (text, images, data, audio, video) from self selected sources.	Creatively and effectively selects sources based on prior knowledge and information need, including investigative methods and self information creation.
<b>Record</b>		
Records findings on gathered information, ideas, experiments, research and bibliographic details using given strategies and tools.	Records findings on gathered information, ideas experiments, research and bibliographic details using	Reflects on possible recording methods and devises or explores plans on improvement. Evaluates success.

	own choices of strategies and tools.	
<b>Organise</b>		
Organises recorded information, ideas and bibliographic details using given strategies and tools	Organises gathered information, ideas and bibliographic details using own choices of strategies and tools.	Reflects on possible organisation methods and devises plans on improvement. Evaluates success.
<b>Evaluate Information Sources</b>		
With guidance identifies information found in sources on the basis of accuracy, validity, authenticity, purpose, appropriateness for needs, importance, and social and cultural context.	Analyse information sources and select best sources on the basis of accuracy, validity, authenticity, purpose, appropriateness for needs, importance, and social and cultural context.	Critique information sources and select best sources on the basis of accuracy, validity, authenticity, purpose, appropriateness for needs, importance, and social and cultural context.
Becomes aware of protocols required for different audiences of their communication and different mediums.	With guidance uses protocols required for different audiences of their communication and different mediums.	Independently and uses the protocols required for different audiences of their communication and different mediums.

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Strand 3: Making Meaning		
<b>Sub-Strands:</b> Stop and Check :: Criteria Check		
<b>Overarching Strand Aim:</b> The digitally and information literate person applies prior and new information to construct new concepts, solve a problem or create new understandings.		
<b>Related PYP Inquiry Indicators:</b> <ul style="list-style-type: none"> <li>• Making connections between previous learning and current learning</li> <li>• Clarifying existing ideas and reappraising perceptions of events</li> <li>• Deepening understanding through the application of a concept</li> </ul>		
<b>Related MYP AOI - ATL: Student Learning Expectations:</b> <ul style="list-style-type: none"> <li>• Self-awareness- including seeking out positive criticism, reflecting on areas of perceived limitation</li> </ul> self evaluation - including the keeping of learning journals and portfolios, reflecting at different stages in the learning process.		
Knows Comprehends	Analysis- Application	Synthesis - Evaluation
<b>Stop and Check</b>		
With guidance determines whether information satisfies the information need and returns to the "Developing Understand" inquiry phase.	Determines whether information is relevant, satisfies the information need and if the information contradicts or verifies information used from other sources, clarifies misconceptions, and fills the gaps by returning to the "Developing Understand" inquiry phase.	Considers all of their explored, organised, and recorded information and makes a judgement if their problem can be solved, or something new can be created from this information. Assesses what gaps there may be and makes a plan to fill these gaps returning to the "Developing Understand" inquiry phase
With guidance, uses information to create meaning, identify possible solutions to problems or to create.	Uses information to create meaning, identify possible solutions to problems problem or to create new ideas	Adapts information to create meaning, identify and evaluate possible solutions to problems to create from the information. Independently extrapolates possible preceding events and ideas leading to an outcome and and evaluates possible solutions to problems.
<b>Criteria Check</b>		
With guidance is able to look at criteria, and determine if the path they are following is going to satisfy the requirements of the inquiry.	With minimum guidance is able to look at the criteria and from this determine if the path they are following is going to satisfy the requirements of the inquiry.	Independently looks at the criteria for this inquiry and from this determines if the path they are following is going to satisfy the requirements.

Cognitive Domain		
Strand 4: Action/So What?		
<b>Sub-Strands:</b> Create :: Share		
<b>Overarching Strand Aim:</b> The digitally and information literate person takes action and communicates knowledge and new understandings effectively.		
<b>Related PYP Inquiry Indicators:</b> <ul style="list-style-type: none"> <li>• Taking and defending a position</li> <li>• Solving problems in a variety of ways.</li> <li>• Clarifying existing ideas and reappraising perceptions of events</li> </ul>		
<b>Related MYP AOI - ATL: Student Learning Expectations:</b> <ul style="list-style-type: none"> <li>• inquiring in different contexts - including changing the context of an inquiry to gain various perspectives</li> <li>• Making connections - including use of knowledge, understanding and skills across subject areas to create products or solutions, applying skills and knowledge in unfamiliar situations.</li> <li>• Applying knowledge and concepts - including logical progression of arguments.</li> <li>• Creating novel solutions - including the combination of critical and creative strategies, considering a problem from multiple perspectives.</li> </ul>		
Informing others - including presentation skills using a variety of media		
Knows Comprehends	Analysis- Application	Synthesis - Evaluation
<b>Create</b> - The digitally and information literate person solves problems and generates new ideas.		
Starts to recognise that knowledge and skills can be transferable to create solutions or product.	Recognises that knowledge and skills can be transferable to create solutions of products and add value.	Independently transfers knowledge and skills between subjects, disciplines to create solutions, product or to add value.
With teacher scaffolding uses some problem solving strategies, and is able to consider alternate solutions.	Uses combinations of critical and creative problem solving strategies, acknowledges that problems can be considered from multiple perspectives.	Independently uses a combination of critical and creative problem solving strategies, considers problems from multiple perspectives.
<b>Share</b> - The learning styles of the audience is considered when planning for communicating meaning.		
With guidance is introduced to a variety of mediums to communicate knowledge and new understandings clearly and effectively.	With some guidance chooses a variety of mediums to communicate knowledge and new understandings clearly and effectively.	Independently considers and chooses a variety of mediums to communicate knowledge and new understandings clearly and effectively. Understands and uses the protocols required for different audiences of their communication and different mediums.
Has a basic understanding idea that not all their ideas are expressed adequately. With guidance is taken through	Though observance of the actions and discussion of and with others, are able to determine if their ideas have been	Developing personal criteria for gauging how effectively own ideas are expressed.

exercises to gauge how effective they expressed themselves and how it could be improved.	expressed adequately	
With guidance is able to identify some visual symbols and signs, kinesthetic communication,	Independently is able to use recognise and use visual and kinesthetic communication, recognise signs and symbols and create their own.	Is able to use cues to pick up on visual and kinesthetic communication, recognise, interpret and create symbol and signs for own information uses

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Strand 5: Reflect and Evaluate		
<b>Overarching Strand Aim:</b> The digitally and information person is able to make meaningful reflections on their learning and adapt future learning process.		
<b>Related PYP Inquiry Indicators:</b> <ul style="list-style-type: none"> <li>• Making connections between previous learning and current learning</li> <li>• Clarifying existing ideas and reappraising perceptions of events</li> </ul>		
<b>Related MYP AOI - ATL: Student Learning Expectations:</b> <ul style="list-style-type: none"> <li>• Self-awareness- including seeking out positive criticism, reflecting on areas of perceived limitation</li> </ul>		
self evaluation - including the keeping of learning journals and portfolios, reflecting at different stages in the learning process.		
Knows Comprehends	Analysis- Application	Synthesis - Evaluation
With guidance can identify positives, negatives and the next steps of their learning.	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
Use a given reflection tool to consider their process of learning.	Select an effective reflective tool to consider their process of learning.	Designs their own or adapt an effective reflective tool to consider their process of learning.
With guidance uses the rubric to evaluate if the criteria have been met.	Uses the rubric to evaluate if the criteria has been met	Independently uses the rubric to critically evaluate and reflect if the criteria have been met.