

# Personal project assessment criteria: Year 5

## Criterion A: Investigating

### Maximum: 8

In the personal project, students should be able to:

- i. define a clear goal and a global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student <b>does not</b> achieve a standard described by any of the descriptors below.   |
| 1–2               | The student: <ol style="list-style-type: none"> <li>i. <b>states</b> a goal and a global context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identifies prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrates <b>limited</b> research skills.</li> </ol> |
| 3–4               | The student: <ol style="list-style-type: none"> <li>i. <b>outlines a basic and appropriate</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies <b>basic</b> prior learning and subject-specific knowledge <b>relevant to some</b> areas of the project</li> <li>iii. demonstrates <b>adequate</b> research skills.</li> </ol>  |
| 5–6               | The student: <ol style="list-style-type: none"> <li>i. <b>develops a clear and challenging</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrates <b>substantial</b> research skills.</li> </ol>  |
| 7–8               | The student: <ol style="list-style-type: none"> <li>i. <b>develops a clear and highly challenging</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrates <b>excellent</b> research skills.</li> </ol>                                 |

## Criterion B: Planning

### Maximum: 8

In the personal project, students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student <b>does not</b> achieve a standard described by any of the descriptors below.   |
| 1–2               | The student: <ol style="list-style-type: none"> <li>i. develops <b>limited</b> criteria for the product/outcome</li> <li>ii. presents a <b>limited or partial</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>limited</b> self-management skills.</li> </ol>                  |
| 3–4               | The student: <ol style="list-style-type: none"> <li>i. develops <b>adequate</b> criteria for the product/outcome</li> <li>ii. presents an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>adequate</b> self-management skills.</li> </ol>                         |
| 5–6               | The student: <ol style="list-style-type: none"> <li>i. develops <b>substantial and appropriate</b> criteria for the product/outcome</li> <li>ii. presents a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>substantial</b> self-management skills.</li> </ol> |
| 7–8               | The student: <ol style="list-style-type: none"> <li>i. develops <b>rigorous</b> criteria for the product/outcome</li> <li>ii. presents a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>excellent</b> self-management skills.</li> </ol>            |

## Criterion C: Taking action

**Maximum: 8**

In the personal project, students should be able to:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student <b>does not</b> achieve a standard described by any of the descriptors below.   |
| 1–2               | The student: <ol style="list-style-type: none"> <li>i. creates a <b>limited</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>limited</b> thinking skills</li> <li>iii. demonstrates <b>limited</b> communication and social skills.</li> </ol>             |
| 3–4               | The student: <ol style="list-style-type: none"> <li>i. creates a <b>basic</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>adequate</b> thinking skills</li> <li>iii. demonstrates <b>adequate</b> communication and social skills.</li> </ol>             |
| 5–6               | The student: <ol style="list-style-type: none"> <li>i. creates a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>substantial</b> thinking skills</li> <li>iii. demonstrates <b>substantial</b> communication and social skills.</li> </ol> |
| 7–8               | The student: <ol style="list-style-type: none"> <li>i. creates an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>excellent</b> thinking skills</li> <li>iii. demonstrates <b>excellent</b> communication and social skills.</li> </ol>      |

## Criterion D: Reflecting

### Maximum: 8

In the personal project, students should be able to:

- i. evaluate the quality of the product/success of the outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

| Achievement level | Level descriptor   |
|-------------------|--|
| 0                 | The student <b>does not</b> achieve a standard described by any of the descriptors below.  |
| 1–2               | <p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>limited</b> reflection on his or her development as an IB learner through the project.</li> </ol>            |
| 3–4               | <p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>basic</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>adequate</b> reflection on his or her development as an IB learner through the project.</li> </ol>            |
| 5–6               | <p>The student</p> <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>substantial</b> reflection on his or her development as an IB learner through the project.</li> </ol> |

| Achievement level | Level descriptor   |
|-------------------|--|
| 7–8               | <p>The student:</p> <ul style="list-style-type: none"> <li>i. presents an <b>excellent</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>excellent</b> reflection on his or her development as an IB learner through the project.</li> </ul> |