

Personal project assessment criteria: Year 5

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

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

Achievement level

Level descriptor

0	<p>The student does not achieve a standard described by any of the descriptors below.</p> <p>The student:</p> <ol style="list-style-type: none">i. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrates limited research skills.
1–2	<p>The student:</p> <ol style="list-style-type: none">i. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrates limited research skills.
3–4	<p>The student:</p> <ol style="list-style-type: none">i. outlines a basic and appropriate goal and context for the project, based on personal interestsii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrates adequate research skills.
5–6	<p>The student:</p> <ol style="list-style-type: none">i. defines a clear and challenging goal and context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrates substantial research skills.
7–8	<p>The student:</p> <ol style="list-style-type: none">i. defines a clear and highly challenging goal and context for the project, based on personal interests

- ii. identifies prior learning and subject-specific knowledge that is **consistently highly relevant** to the project
- iii. demonstrates **excellent** research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

1. develop criteria for the product/outcome
2. plan and record the development process of the project
3. demonstrate self-management skills.

Achievement level

Level descriptor

0 The student **does not** achieve a standard described by any of the descriptors below.

The student:

- i. develops **limited** criteria for the product/outcome
- ii. presents a **limited or partial** plan and record of the development process of the project
- iii. demonstrates **limited** self-management skills.

The student:

- i. develops **adequate** criteria for the product/outcome
- ii. presents an **adequate** plan and record of the development process of the project
- iii. demonstrates **adequate** self-management skills.

The student:

- i. develops **substantial and appropriate** criteria for the product/outcome
- ii. presents a **substantial** plan and record of the development process of the project
- iii. demonstrates **substantial** self-management skills.

The student:

- i. develops **rigorous** criteria for the product/outcome

- ii. presents a **detailed and accurate** plan and record of the development process of the project
- iii. demonstrates **excellent** self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

1. create a product/outcome in response to the goal, global context and criteria
2. demonstrate thinking skills
3. demonstrate communication and social skills.

Achievement level

Level descriptor

0

The student **does not** achieve a standard described by any of the descriptors below.

The student:

1–2

- i. creates a **limited** product/outcome in response to the goal, global context and criteria
- ii. demonstrates **limited** thinking skills
- iii. demonstrates **limited** communication and social skills.

The student:

3–4

- i. creates a **basic** product/outcome in response to the goal, global context and criteria
- ii. demonstrates **adequate** thinking skills
- iii. demonstrates **adequate** communication and social skills.

The student:

5–6

- i. creates a **substantial** product/outcome in response to the goal, global context and criteria
- ii. demonstrates **substantial** thinking skills
- iii. demonstrates **substantial** communication and social skills.

The student:

7–8

- i. creates an **excellent** product/outcome in response to the goal, global context and criteria

- ii. demonstrates **excellent** thinking skills
- iii. demonstrates **excellent** communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

1. evaluate the quality of the product/outcome against their criteria
2. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
3. reflect on their development as IB learners through the project.

Achievement level

Level descriptor

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

- global context
- iii. presents **substantial** reflection on his or her development as an IB learner through the project.

The student:

- i. presents an **excellent** evaluation of the quality of the product/outcome against his or her criteria
- 7-8 ii. presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
- iii. presents **excellent** reflection on his or her development as an IB learner through the project.