

## 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 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 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 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>defines a clear and challenging</b> goal and 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>defines a clear and highly challenging</b> goal and 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/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/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/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/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/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>