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| Score:\_\_\_\_ | A: Investigating – The student must:  Personal Project Report Assessment Criteria: Updated 9/21/2015 Student Name: Supervisor Name:  Final Score out of 32:\_\_\_\_   * Define a clear goal and global context for the project, based on personal interests * Identify prior learning and subject-specific knowledge relevant to the project * Demonstrate research skills | | 0 | Does not achieve a standard described by any of the descriptors below. |
| 1-2 | **Limited:** the student is able to:  (1) **State** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility (2) identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance (3) demonstrate **limited** research skills | | |
| 3-4 | **Adequate:** the student is able to:  (1) **outline** a **basic and appropriate** goal and context for the project, based on personal interests (2) identify **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project (3) demonstrate **adequate** research skills | | |
| 5-6 | **Substantial:** the student is able to:  (1) **define** a **clear and challenging** goal and context for the project, based on personal interests (2) identify prior learning and subject-specific knowledge **generally relevant** to the project (3) Demonstrate **substantial** research skills | | |
| 7-8 | **Excellent:** the student is able to:  (1) **Define** a **clear and highly challenging** goal and context for the project, based on personal interests (2) Identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project (3) Demonstrate **excellent** research skills | | |
| Score:\_\_\_\_ | B: Planning – The student must:   * Develop criteria for the product/outcome * Plan and record the development process of the project * Demonstrate self-management skills | | 0 | Does not achieve a standard described by any of the descriptors below. |
| 1-2 | **Limited:** the student is able to:  (1) Develop **limited** criteria for the product/outcome (2) Present a **limited or partial** plan and record of the development process of the project (3) Demonstrate **limited** self-management skills | | |
| 3-4 | **Adequate:** the student is able to:  (1) Develop **adequate** criteria for the product/outcome (2) Present an **adequate** plan and record of the development process of the project (3) Demonstrate **adequate** self-management skills | | |
| 5-6 | **Substantial:** the student is able to:  (1) Develop **substantial and appropriate** criteria for the product/outcome (2) Present a **substantial** plan and record of the development process of the project (3) Demonstrate **substantial** self-management skills | | |
| 7-8 | **Excellent:** the student is able to:  (1) Develop **rigorous** criteria for the product/outcome (2) Present a **detailed and accurate** plan and record of the development process of the project (3) Demonstrate **excellent** self-management skills | | |
| Score:\_\_\_\_ | C: Taking Action: the student must:   * Create a product/outcome in response to the goal, global context and criteria * Demonstrate thinking skills * Demonstrate communication and social skills | | 0 | Does not achieve a standard described by any of the descriptors below. |
| 1-2 | **Limited:** the student is able to:  (1) Create a **limited** product/outcome in response to the goal, global context and criteria (2) Demonstrate **limited** thinking skills (3) Demonstrate **limited** communication and social skills | | |
| 3-4 | **Adequate:** the student is able to:  (1) Create a **basic** product/outcome in response to the goal, global context and criteria (2) Demonstrate **adequate** thinking skills (3) Demonstrate **adequate** communication and social skills | | |
| 5-6 | **Substantial:** the student is able to:  (1) Create a **substantial** product/outcome in response to the goal, global context and criteria (2) Demonstrate **substantial** thinking skills (3) Demonstrate **substantial** communication and social skills | | |
| 7-8 | **Excellent:** the student is able to:  (1) Create an **excellent** product/outcome in response to the goal, global context and criteria (2) Demonstrate **excellent** thinking skills (3) Demonstrate **excellent** communication and social skills | | |
| Score:\_\_\_\_ | D: Reflecting – the student must:   * Evaluate the quality of the product/outcome against their criteria * Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context * Reflect on their development as IB learners through the project | | 0 | Does not achieve a standard described by any of the descriptors below. |
| 1-2 | **Limited:** the student is able to:  (1) Present a **limited** evaluation of the quality of the product/outcome against his or her criteria (2) Present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context (3) Present **limited** reflection on his or her development as an IB learner through the project | | |
| 3-4 | **Adequate:** the student is able to:  (1) Present a **basic** evaluation of the quality of the product/outcome against his or her criteria (2) Present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context (3) Present **adequate** reflection on his or her development as an IB learner through the project | | |
| 5-6 | **Substantial:** the student is able to:  (1) Present a **substantial** evaluation of the quality of the product/outcome against his or her criteria (2) Present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context (3) Present **substantial** reflection on his or her development as an IB learner through the project | | |
| 7-8 | **Excellent:** the student is able to:  (1) Present an **excellent** evaluation of the quality of the product/outcome against his or her criteria (2) Present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context (3) Present **excellent** reflection on his or her development as an IB learner through the project | | |