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PERSONAL PROJECT GUIDE

2016/2017

FOR STUDENTS AND
SUPERVISORS

Darija Kos, MYP&PP coordinator

Supervisors

DOs and DON'Ts by experienced MYP 5 students

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INTRODUCTION

What is the personal project?

The personal project is an individual project that you have to complete in MYP5. It should reflect your abilities, attitudes and interests you, beyond the school subjects; should demonstrate your growth as an independent, lifelong learner as reflected in the IB learner profile.

Your project should also reflect your development of ATL skills such as collaboration, organization, critical thinking, creative thinking, information literacy, media literacy, transfer and reflection, as well as attitudes and knowledge acquired in the MYP ,through a chosen global context.

The personal project includes an **outcome or product**, a **process journal**, and a detailed **report**.

The MYP personal project consists of three components.

Personal project component	How it is assessed
Focus on topic leading towards a product/ outcome	Evident in the presentation/report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

Table 15
Components of the personal project

The **outcome or product** of a personal project will depend on the goal of the project and the chosen global context. Your final product or outcome can be :

- an original work of art (painting, sculpture, short story, novel, script for a film or play)
- a model,
- a video or computer game,
- a website,
- a business plan,
- a campaign,
- a blueprint or architectural drawing,
- an essay (literary ,scientific, etc.)
- a course of study,
- a debate,
- a film or video, etc.

The key elements to a successful and meaningful Personal Project are: **personal interest**, originality, individuality, perseverance.

Your personal project should also be an example of PRINCIPLED ACTION and have an impact. In other words your personal project should reflect your ability to make a difference and how what you have learned has impacted your attitudes and behaviour.

Supervisors

You will need a supervisor with whom you will meet, initially, once a week, and later on every other week. Your supervisor does not have to be an expert in your chosen subject area , nor expected to do your project for you. His or her role is **to advise and guide you in the process**. It is important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic.

After all MYP4 students submit their topics to the MYP Coordinator, the supervisor will be assigned to you and the list of topics, students and supervisors posted.

with your appointed supervisor. It is a good idea to set a meeting with your supervisor to confirm it via email so that confirmation of times is always at hand. Use your journal to provide evidence for your self-management skills.

Agree on the arrangements that you arrange with the supervisor and that you come to the meetings with the necessary materials in order to show progress on your personal project . In case

you are sick or are prevented from coming to the meeting with the supervisor, it is polite to inform her/him on time.

The role of the supervisor includes:

- Providing guidance in the planning, research and completion of the project
- Meeting with the student at least once a month
- Making sure that the topic is inspired by one of the Global Contexts
- Making sure that the topic is realistic and that the desired product/outcome is achievable
- Ensuring that the student clearly defines the goal and specifications/criteria
- Making positive, constructive comments at various stages of the project
- Being part of the assessment of the personal project according to the criteria

DOs and DON'Ts by experienced MYP5 students of XV.gimnazija

DOs:

- Consider thoroughly what your topic will be
- Meet your supervisor as often as you can!
- Follow all your deadlines (even the ones set ONLY by your supervisor)
- Make as many journal notes as you can
- Follow the criteria and ONLY the criteria provided by your supervisors (basically, provided by the IB, anything else does not matter)
- Make a good and thorough research of your topic before continuing with the PP process
- Make references to the PP journal in the report!
- Watch your choice of words, hence, the word count
- Use footnotes as well as endnotes and place the research that doesn't fit in your report into the appendix
- Make a first draft and submit it ON TIME!
- Make a clear timeline (GANT charts are a good way to start) with a deadline for your week to organise yourself and stick to it!
- Try to get feedback from your friends, supervisor(s) and professionals you might find about your work
- Make lots of rough drafts and reflect on them, jot down all of your ideas and make one single great one
- Keep re-reading the criteria to make sure you're doing everything right

DON'Ts:

- Panic.
- Focus too much on the product as the PP and PJ are more important
- Go into too many details in your report because you will lose valuable space for the word count
- Always trust your supervisor (get some other advice from other professionals as well and use them as your resource)
- Forget to cite ALL your useful sources
- Forget to put all your interviews into the appendix
- Start your research too late
- Start ANYTHING too late (trust us, just DON'T)

because you might be left with shortage of time to get

your supervisor (make sure you don't have any doubts

any source for research (We really mean it, interviews will
information from the Internet)

- DO NOT COPY SOMEBODY ELSE'S WORK
- Wait until your supervisor warns you about meetings. Remember, it's YOUR job to schedule meetings with your supervisor
- Be too specific, try to be more straight-forward - Don't worry, it will be understandable that you understand the topic
- However, don't be too general
- Write in cliches. In other words, ask yourself if each and every sentence in your draft reflects some thought, fact, reflection or experience that would help you further explain your topic

Objectives of the personal project

The objectives of the personal project **state the specific targets that are set for learning**. They define what you will accomplish as a result of completing the personal project and relate directly to the **assessment criteria** provided by the IB.

Depending on the objective you should do the following:

Objective A Investigating (Criterion A)

- 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(includes the selection of sources, their evaluation, as well as application of the sources, creating references and citations, using critical- literacy skills to analyse and interpret information, demonstrating awareness of media interpretations of events and ideas, including digital social media, taking effective notes during project development, making connections between various sources of information, prior knowledge and subject specific knowledge, etc.)

Objective B Planning (Criterion B)

- develop criteria/specifications for the product/outcome
 - plan and record the development process of the project
 - demonstrate self-management skills (by setting goals that are challenging and realistic, keeping and using a weekly planner for milestones, dealing with obstacles and change, showing self-awareness of your strengths and weaknesses and limitations, showing ability to apply time and energy well with clear planning and organization, removing distractions, etc.)
- (The evidence of this should be found in the PP journal)**

Objective C Taking action (Criterion C)

- create a product/outcome in response to the goal, global context and the criteria/ specifications (the description of the process)
- demonstrate thinking skills (such as critical and creative thinking skills, etc.) by identifying and solving problems, applying existing knowledge to generate new idea, products or processes, consider multiple alternatives, combine knowledge, understanding and skills to create products or solutions, practising flexible thinking, creating novel solutions to authentic problem, creating original works and ideas or using existing works and ideas in new ways, etc.)

social skills (by interacting with others, including supervisor, communication, using appropriate forms of writing and speaking understanding of perspective, interpretation and empathy, and edge to his/her own communication strategies, etc.)

ound in the PP journal)

Objective D Reflecting (Criterion D)

- Evaluate the quality of the product/outcome against their criteria (not just by ticking the boxes, but justifying and explaining each criteria verbally as well)
- Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context (include how this might impact them in the future)
- Reflect on their development as IB learners through the project (explain various IB learner profile features and how they were developed while working on the project)

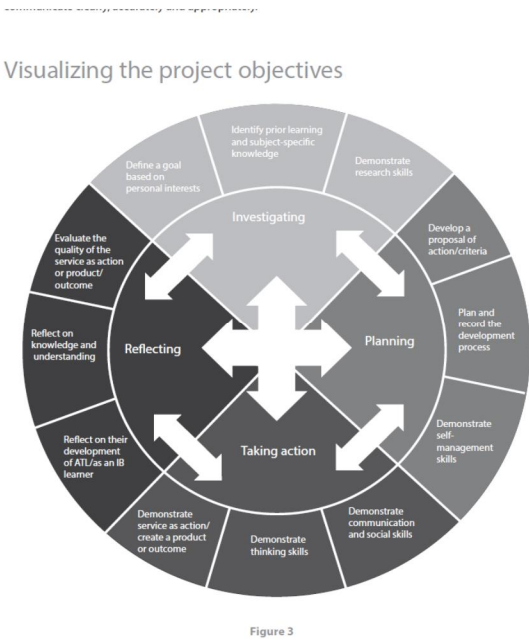


Figure 3


Identifying the global context for the project

After deciding on what your personal project will be about, **you must identify one of the global contexts in order to explain why your project matters.** It will also provide a context for inquiry and research for the project. You may want to consider the following questions as you choose a global context through which to focus your project.

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?



GLOBAL CONTEXT	THE AREA IT EXPLORES	EXAMPLES OF PERSONAL PROJECTS
IDENTITIES AND RELATIONSHIPS	<ul style="list-style-type: none">identity;beliefs and values;personal,physical, mental, social and spiritual health;human relationships including families, friends, communities and cultures;what it means to be human.	<ul style="list-style-type: none">Two sides of social networking; an awareness campaign about digital citizenship and cyber bullyingHow online identities impact offline relationships; a research essayKeeping culinary traditions; a video series following family recipes with historical relevanceThe effect of mass media on teenage identity; a short film
ORIENTATION IN SPACE AND TIME	<ul style="list-style-type: none">personal histories;homes and journeys;turning points in humankind; discoveries;explorations and migrations of humankind;the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	<ul style="list-style-type: none">Explorers in search of a new world; immigration over the ages through visual textsThe Mayflower and the dream of religious freedom; a personal family historyCharting a family history through archives and a representational statue The Euclidean space perspective of the universe; a 3D model
PERSONAL AND CULTURAL EXPRESSION	<ul style="list-style-type: none">the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;the ways in which we reflect on, extend and enjoy our creativity;our appreciation of the aesthetic.	Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture <ul style="list-style-type: none">The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peersCulture and self-expression through dance at the local community arts centre; a performance Scientific and technical
SCIENTIFIC AND TECHNICAL INNOVATION	<ul style="list-style-type: none">the natural world and its laws;the interaction between people and the natural world;how humans use their understanding of scientific principles;the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	Nano fibres build stronger bikes; a prototype bike with nano fibres <ul style="list-style-type: none">What’s the matter with the anti-matter?; an informational talkWhy are genetics and genomics important to my health?; a media presentationCan stem cells replace organ transplants?; an investigative report



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		ness of human- communities; between local and nces mediate the and tensions provided by world interconnectedness; <ul style="list-style-type: none"> the impact of decision-making on humankind and the environment. 	The struggle for water in developing countries; an awareness campaign <ul style="list-style-type: none"> The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation Education as the tool to change the future of Peru; a workshop for adults The role of the developing countries in protecting the tropical rain forest; a collection of slides
FAIRNESS AND DEVELOPMENT		<ul style="list-style-type: none"> rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. 	Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our - school restaurant/cafeteria to promote fair trade <ul style="list-style-type: none"> Open-market economies and their role in fair trade; a talk for students Exploring the intersections of race and inequality; a radio broadcast Asylum seekers and their right to live like us; a painting

Approaches to learning (ATL) skills

You will need to show how you have met the objectives through your report or presentation and are expected to communicate clearly and accurately utilizing ATL skills such as communication and reflection.

Working on your personal project will provide the opportunity to work further on other ATL skills such as time-management, self-motivation, perseverance, critical and creative thinking, etc.

Here is a table with the ten ATL clusters explained bellow:

Communication	I. Communication skills	
	Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
	Reading, writing and using language to gather and communicate information	How can students demonstrate communication through language?
Social	II. Collaboration skills	
	Working effectively with others	How can students collaborate?

		Organization skills Managing time and tasks effectively	How can students demonstrate organization skills?
		IV. Affective skills	
		Managing state of mind <ul style="list-style-type: none"> Mindfulness Perseverance Emotional management Self-motivation Resilience 	How can students manage their own state of mind?
		V. Reflection skills	
		(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research		VI. Information literacy skills	
		Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
		VII. Media literacy skills	
		Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking		VIII. Critical thinking skills	
		Analysing and evaluating issues and ideas	How can students think critically?
		IX. Creative thinking skills	
		Generating novel ideas and considering new perspectives	How can students be creative?
		X. Transfer skills	
		Using skills and knowledge in multiple contexts	How can students transfer skills and knowledge across disciplines and subject groups?



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Completing the project

VE global context Journal

- structure the personal project report according to the information provided in this guide
- respect word or time limits for the report
- fulfil ethical and academic honesty requirements

What is the process journal and how to use it?

A document where you should

- document the planning and the development of the project (brainstorming ideas)
- keep the outline of the plan for the PP
- record the process of developing the criteria/specifications
- keep useful information (photos, quotes, comments, notes, mind-maps, ideas, etc.)
- the recording of interactions with sources, for example, teachers, supervisors, etc.
- explore ideas and solutions
- record the sources and evaluate them
- record selected, annotated and/or edited research and to maintain a bibliography
- evaluate and reflect on stages of the project and demonstrate your reflection on learning
- evaluate completed work

It is NOT a diary used on daily basis with detailed writing about what was done.

You are required to show your supervisor evidence of the process documented in the journal in regular meetings or by providing access digitally.

It can be written, visual, audio or a combination of these and might include both paper and electronic formats.

Selecting process journal extracts

For the assessment purposes you will **carefully select evidence – a maximum of 10 individual extracts-** from your process journal to demonstrate development in all criteria. The extracts should show how you have addressed each of the objectives. The extracts are **submitted as appendices of the report** or presentation at the conclusion of the project. You are the one who takes responsibility for making the appropriate extracts available to the supervisor.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts Pre-publication
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations, annotated research
- artefacts from inspirational visits to museums, performances, galleries
- pictures , photographs, sketches
- up to 30 seconds of visual or audio material
- screen -shots of a blog or website
- self and peer assessment feedback

An individual extract may include any of the formats that you used to document the process. Extracts should provide evidence for your ideas in the report and should be listed referenced throughout the report. **Extracts should simply be supporting evidence of the process and will not be individually assessed.**



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for investigating and planning

You will need to select relevant and reliable information from a variety of sources. Sources will vary depending upon the nature of the project. The selection of sources, developed through ATL skills, particularly information skills, involves assessing the credibility of the author, currency, accuracy, relevance, and the intended audience and objectivity of the source.

Available sources may include your prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

A note- prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.

You will select sources during the initial stage of the project, but research and evaluation of sources will continue during the process of completing the project.

You should

- record information collected from these sources in **your process journal**, along with annotations and possible uses
- decide what actions to take and when
- apply information throughout as you keep records in the process journal.
- record your decision-making
- make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions

During the whole process keep a record of your decisions in the process journal and use it as a resource to help you produce the project presentation or report.

Resources for demonstrating learning

As you reach the stage for writing your personal project report you will need to reflect on what you have learned through completing the project, how the transfer of this learning has impacted your project, as well as what you have discovered in relation to the project goal and the global context. It also relates to you as a learner and your awareness or development of ATL skills.

Identifying the goal of the personal project

At the beginning of the process you should:

- identify a goal, based on areas or topics of your personal interest
- develop a goal that you can accomplish - should be achievable based on the time and resources available
- the goal should challenge your knowledge, skills or techniques

Your goal should be:

- realistic- does not mean 'easy'
- specific and answer the WHAT, WHY and HOW
- measurable
- timely- set a time frame for the goal- daily, weekly, monthly

Creating criteria for the product/outcome

You must **define realistic criteria/specifications to measure the quality of the project's final outcome or product**. The criteria/specifications should be specific and clearly defined after the initial research.

report when you evaluate the product/outcome. Lead you should explain at least in one sentence
this journal and use them to assess the final

For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.

Normally the criteria should be defined after you have spent some time researching the goal.
Criteria should only be determined once you have **a clear understanding of what you want to achieve** and the proposed product/outcome of their project.

Reporting the project

A report is a spoken or written account of something observed, heard, done or investigated and it should demonstrate your engagement with your personal project by summarizing the experiences and skills recorded in the process journal.

The report should follow the structure of the project objectives—investigating, planning, taking action and reflecting. It must also include evidence for all the strands of all criteria.
The format of the report for the personal project can vary depending on the resources available and the interests. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria.

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

Format	Length		
	English, French, Spanish and Arabic	Chinese	Japanese
Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

The report does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written form, such as an essay or novel, this is considered as distinct from the project report.



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of the personal project report

contents; body of the report; bibliography or reference list;

The title page must include the following.

- Student name and student code
- Title of the project
- Length (word count)
- School name
- Year

The body of the report is structured around the objectives and assessment criteria and it must include these sections.

- The goal, demonstrating prior learning and research skills (Criterion A)
- Selection of sources and application of information (Criterion A)
- Planning (Criterion B)
- Developing criteria/specifications for the product/outcome (Criterion B)
- Creating a product/outcome (Criterion C)
- Reflection including the evaluation of the product/outcome (Criterion D)

More information on how to write the report

- **An introduction:** What is your personal project about and why should anyone take interest in it? Define the goal of your project. Include an explicit focus on the chosen global context. Identify any specific ATL skills that were of particular importance. If one or two of your sources were particularly relevant you may choose to mention them. The introduction should finish with a guiding statement that identifies the most significant learning that went on for you.
- Provide a **detailed outline** of how you intended to achieve the project and what changes you may have made. This may be done as a separate section still within the introduction if you more or less followed your initial planning. However, if you made regular adjustments to your initial plans, this should be a section on its own.
- Regardless of whether you include your planning in the introductory section or as a section or sections apart, be sure to **use your GC focus and ATL to explain all the steps** you went through. Refer to the GC and ATL in sentences regularly. Include what went well, what went wrong and how you overcame difficulties.
- Include helpful **main headings and sub-headings** within the essay as fit with your PP experience and process.

The main body of your essay should include detailed, **reflective analysis**. Use **your GC focus** to do your analysis. When you discuss your inspiration, bring in the GC focus. When you discuss your research, bring in ATL and critical thinking skills in order to justify your sources. Every project must bring in research and include referenced examples. Any influences guiding the work, the findings and decisions made should be discussed as well as the resulting product.

A **conclusion:** Reflect on the impact of your personal project and any new perspectives that could be considered. If you were to do the project again what changes/modifications would you make? Explain why you believe that the personal project has been a valuable learning experience and how it has helped to develop your understanding of IBMYP, the GCs and ATL, especially in response to working independently and meeting deadlines. If you feel it is appropriate, elaborate how much pride you feel in your work.



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Written report

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the structure as outlined above.

The length of the report consists of a minimum of 1,500 and a maximum of 3,500 words excluding appendices and bibliography or reference list. All written projects whether they be guides or research papers are separate from the report, but you are encouraged to quote and discuss sections of your product within the report. These references may count as examples. You may also quote a section or sections of your written project in order to justify your use of quotation, varied sources, IT skills, tables, statistics, artistic technique and beyond.

Remember, **a PP report should be able to stand alone and meet all criteria for assessment independent of the project.**

If you choose creative writing (for example a set of short stories) as a project, the length will need to be agreed upon between you and your supervisor. You will be expected to analyse/ comment quotes from your own stories within the report. The report will still not exceed the 3,500 word limit.

Oral report

An oral report can take many different forms such as podcast, interview and radio broadcast. You may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. You should discuss with your supervisor whether an appropriate audience would be effective for this format.

Visual report

A visual report is usually a short film where you address the key moments of your personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates your achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

Electronic reports

An electronic report can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, you must ensure that the electronic report meets the assessment criteria and effectively demonstrates your engagement with the personal project.

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown in the table below.



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		Word limit
	And	1,200–2,800 words 2,688–3,360 characters 2,400–5,600 kana/kanji
6 minutes	And	900–2,100 words 2,016–2,520 characters 1,800–4,200 kana/kanji
9 minutes	And	600–1,400 words 1,344–1,680 characters 1,200–2,800 kana/kanji
12 minutes	And	300–700 words 672–840 characters 600–1,400 kana/kanji

Reflecting on learning

The reflection should include the evaluation of the quality of the product/outcome against the criteria set at the beginning. You should also reflect on how the completion of the project has extended your knowledge and understanding of the topic and the global context .It also reflects your development as an IB learner.

Additional guidance

- you should review the report with your supervisor to receive formative feedback before you submit your final draft for summative assessment
- you may use any form of visual support.
- you must acknowledge all your sources regardless of the format of presentation.
- neither written nor other formats of reports should include question and answer sessions or formal interviews
- in case you have conducted an interview , the transcript of the interview has to be included in the appendices section
- the report can be assessed as a live performance or as a recording.

Page Numbering

You should include page numbers to indicate how many pages there is within your personal project. **You do not number the cover, contents page, bibliography or appendices.** You number the pages of your personal project itself so that you supervisor knows exactly how many pages they should be expecting to read.

Footnotes

You may use footnotes to explain points further that you have been unable to fully examine in the body of your personal project due to the word limit.

Using a computer

Please make sure that if you are saving work on disk that you also keep a back-up on the hard-drive of your computer. It is incredibly frustrating when months of hard work disappear because you have a disk error. Also, keep all notes and rough drafts in case any technical error occurs at the last minute.



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Form and academic honesty

your own. You and your supervisor must use the academic honesty form to provide dates and the main points discussed and to declare the academic honesty

If you plagiarise (copy) someone else’s words without acknowledging where they came from, you will fail. You will also fail if you copy someone else’s personal project and will be required to do a new personal project under the guidance of the same supervisor. This is a very serious offence.
The consequences of plagiarism and cheating are based on the school’s Book of Regulations and the Code of Conduct.
You are also required to fill in Academich Honesty form when you submit your Personal project and report.

Personal project assessment

Levels of achievement	Grade
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

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 does not achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. states a goal and a global 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	The student: <ul style="list-style-type: none">i. outlines a basic and appropriate goal and a global 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	The student: <ul style="list-style-type: none">i. develops a clear and challenging goal and a global 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	The student: <ul style="list-style-type: none">i. develops a clear and highly challenging goal and a global context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrates excellent research skills.



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



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ii. demonstrate thinking skills

iii. demonstrate communication and social skills.

to:
the goal, global context and criteria

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: 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.
3–4	The student: 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.
5–6	The student: 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.
7–8	The student: 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.



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