Personal project assessment criteria: Year 5

Criterion A: Investigating

Maximum: 8

In the personal project, students should:

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 does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility ii. identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance iii. demonstrate **limited** research skills.
3–4	The student is able to: i. **outline** a **basic and appropriate** goal and context for the project, based on personal interests ii. identify **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project iii. demonstrate **adequate** research skills.
5–6	The student is able to: i. **define** a **clear and challenging** goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge **generally relevant** to the project iii. demonstrate **substantial** research skills.
7–8	The student is able to: i. **define** a **clear and highly challenging** goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project iii. demonstrate **excellent** research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

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 is able to: i. develop **limited** criteria for the product/outcome ii. present a **limited or partial** plan and record of the development process of the project iii. demonstrate **limited** self-management skills.
3–4	The student is able to: i. develop **adequate** criteria for the product/outcome ii. present an **adequate** plan and record of the development process of the project iii. demonstrate **adequate** self-management skills.
5–6	The student is able to: i. develop **substantial and appropriate** criteria for the product/outcome ii. present a **substantial** plan and record of the development process of the project iii. demonstrate **substantial** self-management skills.
7–8	The student is able to: i. develop **rigorous** criteria for the product/outcome ii. present a **detailed and accurate** plan and record of the development process of the project iii. demonstrate **excellent** self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should:

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 does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. create a **limited** product/outcome in response to the goal, global context and criteria ii. demonstrate **limited** thinking skills iii. demonstrate **limited** communication and social skills.
3–4	The student is able to: i. create a **basic** product/outcome in response to the goal, global context and criteria ii. demonstrate **adequate** thinking skills iii. demonstrate **adequate** communication and social skills.
5–6	The student is able to: i. create a **substantial** product/outcome in response to the goal, global context and criteria ii. demonstrate **substantial** thinking skills iii. demonstrate **substantial** communication and social skills.
7–8	The student is able to: i. create an **excellent** product/outcome in response to the goal, global context and criteria ii. demonstrate **excellent** thinking skills iii. demonstrate **excellent** communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

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 does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. present a **limited** evaluation of the quality of the product/outcome against his or her criteria ii. present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **limited** reflection on his or her development as an IB learner through the project.
3–4	The student is able to: i. present a **basic** evaluation of the quality of the product/outcome against his or her criteria ii. present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **adequate** reflection on his or her development as an IB learner through the project.
5–6	The student is able to: i. present a **substantial** evaluation of the quality of the product/outcome against his or her criteria ii. present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **substantial** reflection on his or her development as an IB learner through the project.

Achievement level	Level descriptor
7–8	The student is able to: i. present an **excellent** evaluation of the quality of the product/outcome against his or her criteria ii. present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **excellent** reflection on his or her development as an IB learner through the project.