This task-specific clarification provides additional support for establishing a common standard of marking by supervisors and examiners. Their primary frame of reference is IB-validated assessment, in which MYP personal projects are submitted for moderation.

Task-specific clarifications can be helpful in bringing a greater level of specificity to levels of achievement in the MYP personal project that are framed as broad value statements (usually with adjectives like **limited**, **adequate**, **substantial/appropriate** and **excellent**). Clarifications also include definitions of key terms, notes that can be helpful to examiners, coordinators, supervisors and students, and (for convenience) definitions of relevant command terms from *MYP: From principles into practice* (2014, updated September 2017).

Criterion A—Investigating

Strand i: Define a clear goal and global context for the project, based on personal interests

Personal interest: Explaining the project's value from a personal perspective by demonstrating intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion—**why** this project makes sense for this student at this time.

Global context: Considering the project as a global or developmental challenge (see the list of possible explorations in *MYP: From principles into practice* [2014]), broadening its international perspective to consider "our common humanity and shared guardianship of the planet" from the perspective of a global context.

Goal: Identifying what students want to achieve or accomplish within available time (at least 25 hours for the complete project) and resources.

Goals must be related to, but might be different than, products or outcomes. Some examples are given in the following table.

Goal	Product or outcome
(what the student wants to achieve)	(how the student will demonstrate achievement of the personal project's goal)
Getting fit	Completing a half-marathon
Raising awareness	Creating a flyer and using it in a publicity campaign
Exploring an artistic genre	Composing an original artwork

Level	Strand descriptor	Task-specific clarification
1–2	**State** a goal and global context for the project, based on personal interests, but this may be **limited** in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.
3–4	**Outline** a **basic and appropriate** goal and global context for the project, based on personal interests	The student outlines a simple or easily-achievable goal that identifies a relevant global context.

Level	Strand descriptor	Task-specific clarification
5–6	**Define** a **clear and challenging** goal and global context for the project, based on personal interests	Based on personal interest, the student develops a clear goal that: • explains what make the goal personally challenging • details the goal's relationship to a relevant global context.
7–8	**Define** a **clear and highly challenging** goal and global context for the project, based on personal interest	Based on personal interest, the student develops a clear goal that: • justifies the goal as highly challenging • meaningfully relates to a global context.

State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Define	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Identify prior learning and subject-specific knowledge relevant to the project

Prior learning: Personal experience, subject-specific knowledge and understanding developed in school or in the world beyond the classroom.

Level	Strand descriptor	Task-specific clarification
1–2	Identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance	States some prior learning relevant to the project
3–4	Identify **basic** prior learning and subject-specific knowledge **relevant** to some areas of the project	Outlines prior learning relevant to some aspect of the project
5–6	Identify prior learning and subject-specific knowledge **generally relevant** to the project	Describes with appropriate detail prior learning relevant to the project
7–8	Identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project	Analyses the relevance and contribution of prior learning to the project

Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Analyse	Give the precise meaning of a word, phrase, concept or physical quantity

Strand iii: Demonstrate research skills

Academic honesty: Every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s).

Bibliography: An alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report.

Research skills: Information literacy and media literacy skills; for examples, see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** research skills	• Few or inappropriate sources have been researched and recorded. • There is little if any evaluation of sources' reliability or relevance. • The bibliography is inappropriate, inconsistent and/or not used in the project report. • There is little evidence of other appropriate research skills.
3–4	Demonstrate **adequate** research skills	• A range of sources has been researched and recorded. • Specific sources selected for the project are evaluated for reliability or relevance. • The bibliography is consistent and used in the project report. • There is some evidence of other appropriate research skills.
5–6	Demonstrate **substantial** research skills	• An appropriate range of sources and variety of source types have been researched. • Specific sources selected for the project are evaluated effectively for reliability and relevance. • The bibliography is appropriate, consistent, and used effectively in the project report. • There is consistent evidence of appropriate research skills.
7–8	Demonstrate **excellent** research skills	• An extensive range of sources and variety of source types have been researched. • Sources are consistently and effectively evaluated for their reliability and relevance. • The bibliography is appropriate, consistent and used with sophistication in the project. • There is extensive evidence of a broad range of research skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Criterion B—Planning

Strand i: Develop criteria for the product/outcome

Criteria: Standards of quality, developed by the student, which define the degree of excellence to which the product/outcome aspires; the terms under which the product/outcome can be judged to have been successful. Criteria should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have both qualitative and quantitative dimensions. These "indicators of success" may be explicitly stated in the report or included as an extract from the process journal referenced in the report.

Development: Changes or refinements in the student's criteria made during the process of planning and taking action; students need to explain the nature and purpose of changes they make in the criteria they use to describe the project's success.

Level	Strand descriptor	Task-specific clarification
1–2	Develop **limited** criteria for the product/outcome	Criteria that: • are basic and/or have some connection to the product/outcome.
3–4	Develop **adequate** criteria for the product/outcome	Criteria that: • start to consider the qualitative elements of the product/outcome • outline how their success might be observed.
5–6	Develop **substantial** and **appropriate** criteria for the product/outcome	Criteria that are: • realistic and relevant to the product/outcome • informed by research • qualitative and/or quantitative, as appropriate.
7–8	Develop **rigorous** criteria for the product/outcome	Criteria that: • clearly define the specific characteristics of a high-quality product/outcome • are explicitly informed by highly relevant research • are justified, specific and multidimensional.

Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Plan and record the development process of the project

Plan: A logical intended course of action that documents time and resources.

Record of the development process: Record of actions taken during the project as directed by the plan, reflecting any modifications to the original plan.

Students should submit a project plan (including any revisions, refinements or further development) and a record of actions taken during its execution as extracts from the process journal (as an appendix to the project report). The report should reference these extracts as evidence for achievement in this strand.

Level	Strand descriptor	Task-specific clarification
1–2	Present a **limited or partial** plan and record of the development process of the project	A brief plan that is not specific to the stated goal with a minimal outline of the development process.
3–4	Present an **adequate** plan and record of the development process of the project	A plan that includes: • long-term planning that is not broken down to specific steps • vague connections to the student's project • very general dates and deadlines. The record of the development process includes: • a general and/or fragmented explanation of the process that does not clearly correspond to the plan.
5–6	Present a **substantial** plan and record of the development process of the project	A plan that includes: • short- and long-term planning that has not been broken down into specific steps • clear connections to the student's project • specific dates and deadlines. The record of the development process includes: • an explanation of the process from start to finish that corresponds to the plan • changes that are stated but not justified.
7–8	Present a **detailed and accurate** plan and record of the development process of the project	A plan that includes: • short- and long-term planning broken down into detailed, logical steps • a strong focus to the student's project • specific dates, deadlines and clear records of adjustment to the project's timeline. The record of the development process includes: • a comprehensive account of the process from start to finish that corresponds closely to the plan • changes that are clearly described and justified.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Justify	Give valid reasons or evidence to support an answer or conclusion.

Strand iii: Demonstrate self-management skills

Organization skills: Managing available time and resources, as evidenced by using the process journal effectively to plan, adjust the plan and record progress on the project; for other examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience; for examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** self-management skills	A brief account of: • basic or inconsistent time and/or task management • affective skills practised through the project.
3–4	Demonstrate **adequate** self-management skills	A description of: • appropriate time and task management which show some independence • affective skills practised through the project • use of another self-management skill.
5–6	Demonstrate **substantial** self-management skills	An explanation of: • effective and often independent time and task management • affective skills practised through the project • effective use of other self-management skills.
7–8	Demonstrate **excellent** self-management skills	A justification of: • strengths and limitations for effective and independent time and task management • affective skills practised through the project • highly effective use of other self-management skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion C—Taking action

Strand i: Create a product/outcome in response to the goal, global context and criteria

Examiners assess strand C(i) on the basis of the evidence of the product submitted (within the prescribed limits) as well as the product's analysis in the "Taking action" section of the report.

Level	Strand descriptor	Task-specific clarification
1–2	Create a **limited** product/outcome in response to the goal, global context and criteria	• A poorly rendered/largely unachieved product/outcome • An outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success
3–4	Create a **basic** product/outcome in response to the goal, global context and criteria	• A simple product/outcome • A description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success
5–6	Create a **substantial** product/outcome in response to the goal, global context and criteria	• A good-quality product/successful outcome • An explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success
7–8	Create an **excellent** product/outcome in response to the goal, global context and criteria	• A high-quality product/highly successful outcome • An analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success

Create	To evolve from one's own thought or imagination, as a work or an invention.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand ii: Demonstrate thinking skills

Thinking skills: Critical- thinking skills, creative- thinking skills, and transfer skills; for examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** thinking skills	Outline of: • critical- and/or creative-thinking skills relevant to the project.
3–4	Demonstrate **adequate** thinking skills	Description of: • critical- and creative-thinking skills appropriate to the project • transfer of some learning from the research that helps to achieve the project's goal.
5–6	Demonstrate **substantial** thinking skills	Explanation of: • critical and creative-thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.
7–8	Demonstrate **excellent** thinking skills	Analysis and evaluation of: • critical and creative-thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand iii: Demonstrate communication and social skills

Required structure: See *Projects guide* (2014, updated September 2017).

People relevant to the project: School staff (project coordinator, supervisor, librarian), specialists in the community, adult supporters, peers (as appropriate).

Appropriate modes of communication: Verbal, non-verbal and visual strategies that meet the needs of students and their audiences, that are suitable in the context of developing personal, practical and artistic exchanges of meaning that have structure and display emotional intelligence.

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** communication and social skills	Outline of: • limited or irrelevant interaction with people involved in the project • little collaboration with those relevant to the project (if appropriate to the project). A report that lacks clarity and coherence and/or does not follow the required structure.
3–4	Demonstrate **adequate** communication and social skills	Description of: • interaction with some people relevant to the project • working effectively with others (if appropriate to the project). A report that is occasionally clear and coherent and that partially follows the required structure.
5–6	Demonstrate **substantial** communication and social skills	Explanation of: • effective interaction with those relevant to the project using appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is mostly clear and coherent and that follows the required structure.
7–8	Demonstrate **excellent** communication and social skills	Analysis and evaluation of: • valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is consistently clear, coherent and effectively (or creatively) follows the required structure.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Criterion D—Reflecting

Strand i: Evaluate the quality of the product/success of the outcome against their criteria

Level	Strand descriptor	Task-specific clarification
1–2	Present a **limited** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **outlines** the quality of the product/success of the outcome against some of the stated criteria.
3–4	Present a **basic** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **describes** the quality of the product/success of the outcome against some of the stated criteria.
5–6	Present a **substantial** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **explains** the quality of the product/success of the outcome against most of the stated criteria.
7–8	Present an **excellent** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **analyses** the quality of the product/success of the outcome against all the stated criteria.

Present	Offer for display, observation, examination or consideration.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)

Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Level	Strand descriptor	Task-specific clarification
1–2	Present **limited** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **states** at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples.
3–4	Present **adequate** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **outlines** ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples.
5–6	Present **substantial** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **explains** how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples.
7–8	Present **excellent** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **evaluates** how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand iii: Reflect on their development as IB learners through the project

IB learners: The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Level	Strand descriptor	Task-specific clarification
1–2	Presents **limited** reflection on their development as an IB learner through the project	The reflection **states** at least one way the student has developed as an IB learner, without using examples.
3–4	Presents **adequate** reflection on their development as an IB learner through the project	The reflection **outlines** ways the student has developed as an IB learner using some examples.
5–6	Presents **substantial** reflection on their development as an IB learner through the project	The reflection **explains** how the student has developed as an IB learner using specific, well-chosen examples.
7–8	Presents **excellent** reflection on their development as an IB learner through the project	The reflection **evaluates** the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.