

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 does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrates limited research skills.
3–4	The student: <ol style="list-style-type: none"> i. outlines a basic and appropriate goal and context for the project, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills.
5–6	The student: <ol style="list-style-type: none"> i. defines a clear and challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills.
7–8	The student: <ol style="list-style-type: none"> i. defines a clear and highly challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. 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 description
0	<p>The student does not achieve a standard described by any of the descriptors below.</p> <p>The student:</p>
1–2	<p>i. develops limited criteria for the product/outcome</p> <p>ii. presents a limited or partial plan and record of the development process of the project</p> <p>iii. demonstrates limited self-management skills.</p> <p>The student:</p>
3–4	<p>i. develops adequate criteria for the product/outcome</p> <p>ii. presents an adequate plan and record of the development process of the project</p> <p>iii. demonstrates adequate self-management skills.</p> <p>The student:</p>
5–6	<p>i. develops substantial and appropriate criteria for the product/outcome</p> <p>ii. presents a substantial plan and record of the development process of the project</p> <p>iii. demonstrates substantial self-management skills.</p> <p>The student:</p>
7–8	<p>i. develops rigorous criteria for the product/outcome</p> <p>ii. presents a detailed and accurate plan and record of the development process of the project</p> <p>iii. demonstrates excellent self-management skills.</p>

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	<p>The student does not achieve a standard described by any of the descriptors below.</p> <p>The student:</p> <ol style="list-style-type: none">i. creates a limited product/outcome in response to the goal, global context and criteriaii. demonstrates limited thinking skillsiii. demonstrates limited communication and social skills.
1–2	<p>The student:</p> <ol style="list-style-type: none">i. creates a basic product/outcome in response to the goal, global context and criteriaii. demonstrates adequate thinking skillsiii. demonstrates adequate communication and social skills.
3–4	<p>The student:</p> <ol style="list-style-type: none">i. creates a substantial product/outcome in response to the goal, global context and criteriaii. demonstrates substantial thinking skillsiii. demonstrates substantial communication and social skills.
5–6	<p>The student:</p> <ol style="list-style-type: none">i. creates an excellent product/outcome in response to the goal, global context and criteriaii. demonstrates excellent thinking skillsiii. demonstrates excellent communication and social skills.
7–8	<p>The student:</p> <ol style="list-style-type: none">i. creates an excellent product/outcome in response to the goal, global context and criteriaii. demonstrates excellent thinking skillsiii. demonstrates excellent communication and social skills.

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	<p>The student does not achieve a standard described by any of the descriptors below.</p> <p>The student:</p> <ol style="list-style-type: none"> i. presents a limited evaluation of the quality of the product/outcome against his or her criteria
1–2	<ol style="list-style-type: none"> ii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents limited reflection on his or her development as an IB learner through the project. <p>The student:</p> <ol style="list-style-type: none"> i. presents a basic evaluation of the quality of the product/outcome against his or her criteria
3–4	<ol style="list-style-type: none"> ii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents adequate reflection on his or her development as an IB learner through the project. <p>The student</p> <ol style="list-style-type: none"> i. presents a substantial evaluation of the quality of the product/outcome against his or her criteria
5–6	<ol style="list-style-type: none"> ii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents substantial reflection on his or her development as an IB learner through the project. <p>The student:</p> <ol style="list-style-type: none"> i. presents an excellent evaluation of the quality of the product/outcome against his or her criteria
7–8	<ol style="list-style-type: none"> ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents excellent reflection on his or her development as an IB learner through the project.