## Personal Project Assessment Criteria

### Criterion A: Investigating

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1 – 2             | The student is able to:  
- **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility  
- **identify** prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance  
- demonstrate **limited** research skills. |
| 3 – 4             | The student is able to:  
- **outline a basic and appropriate** goal and context for the project, based on personal interests  
- **identify basic** prior learning and subject-specific knowledge relevant to some areas of the project  
- demonstrate **adequate** research skills. |
| 5 – 6             | The student is able to:  
- **define a clear and challenging** goal and context for the project, based on personal interests  
- **identify** prior learning and subject-specific knowledge **generally relevant** to the project  
- demonstrate **substantial** research skills. |
| 7 – 8             | The student is able to:  
- **define a clear and highly challenging** goal and context for the project, based on personal interests  
- **identify** prior learning and subject-specific knowledge **consistently highly relevant** to the project  
- demonstrate **excellent** research skills. |
**Criterion B: Planning**

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| 1 – 2             | The student is able to:  
- develop **limited** criteria for the product/outcome  
- present a **limited** or **partial** plan and record of the development process of the project  
- demonstrate **limited** self-management skills. |
| 3 – 4             | The student is able to:  
- develop **adequate** criteria for the product/outcome  
- present an **adequate** plan and record of the development process of the project  
- demonstrate **adequate** self-management skills. |
| 5 – 6             | The student is able to:  
- develop **substantial** and **appropriate** criteria for the product/outcome  
- present a **substantial** plan and record of the development process of the project  
- demonstrate **substantial** self-management skills. |
| 7 – 8             | The student is able to:  
- develop **rigorous** criteria for the product/outcome  
- present a **detailed** and **accurate** plan and record of the development process of the project  
- demonstrate **excellent** self-management skills. |
**Criterion C: Taking action**

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| 1 – 2             | The student is able to:  
  - create a **limited** product/outcome in response to the goal, global context and criteria  
  - demonstrate **limited** thinking skills  
  - demonstrate **limited** communication and social skills. |
| 3 – 4             | The student is able to:  
  - create a **basic** product/outcome in response to the goal, global context and criteria  
  - demonstrate **adequate** thinking skills  
  - demonstrate **adequate** communication and social skills. |
| 5 – 6             | The student is able to:  
  - create a **substantial** product/outcome in response to the goal, global context and criteria  
  - demonstrate **substantial** thinking skills  
  - demonstrate **substantial** communication and social skills. |
| 7 – 8             | The student is able to:  
  - create an **excellent** product/outcome in response to the goal, global context and criteria  
  - demonstrate **excellent** thinking skills  
  - demonstrate **excellent** communication and social skills. |
### Criterion D: Reflecting

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| 1 – 2              | The student is able to:  
- present a **limited** evaluation of the quality of the product/outcome against his or her criteria  
- present a **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
- present a **limited** reflection on his or her development as an IB learner through the project. |
| 3 – 4              | The student is able to:  
- present a **basic** evaluation of the quality of the product/outcome against his or her criteria  
- present an **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
- present an **adequate** reflection on his or her development as an IB learner through the project. |
| 5 – 6              | The student is able to:  
- present a **substantial** evaluation of the quality of the product/outcome against his or her criteria  
- present a **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
- present a **substantial** reflection on his or her development as an IB learner through the project. |
| 7 – 8              | The student is able to:  
- present an **excellent** evaluation of the quality of the product/outcome against his or her criteria  
- present an **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
- present an **excellent** reflection on his or her development as an IB learner through the project. |