

# MYP personal project assessment criteria

## Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Achievement level	Descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states a learning goal</b></li> <li>ii. <b>states</b> their intended product</li> <li>iii. <b>presents</b> a plan that is superficial or that is not focused on a product.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>outlines</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents <b>basic</b> success criteria for the product</li> <li>iii. presents a plan for achieving the product and <b>some</b> of its associated success criteria.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>describes</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents <b>multiple appropriate</b> success criteria for the product</li> <li>iii. presents a <b>detailed</b> plan for achieving the product and <b>most</b> of its associated success criteria.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>explains</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents multiple appropriate, <b>detailed</b> success criteria for the product</li> <li>iii. presents a detailed plan for achieving the product and <b>all</b> of its associated success criteria.</li> </ol>

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.

Definitions	
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.
Explain	Give a detailed account including reasons or causes.

## Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Achievement level	Descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> which ATL skill(s) was/were applied to help achieve their learning goal</li> <li>ii. <b>states</b> which ATL skill(s) was/were applied to help achieve their product.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence</li> <li>ii. <b>outlines</b> which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence</li> <li>ii. <b>describes</b> how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence</li> <li>ii. <b>explains</b> how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.</li> </ol>

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
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.

Definitions	
Explain	Give a detailed account including reasons or causes.

## Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

Achievement level	Descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the impact of the project on themselves or their learning</li> <li>ii. <b>states</b> whether the product was achieved.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the impact of the project on themselves or their learning</li> <li>ii. states whether the product was achieved, <b>partially supported</b> with evidence or examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the impact of the project on themselves or their learning</li> <li>ii. <b>evaluates</b> the product based on the success criteria, partially supported with evidence or examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the impact of the project on themselves or their learning</li> <li>ii. <b>evaluates</b> the product based on the success criteria, fully supported with specific evidence or detailed examples.</li> </ol>

Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
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.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.