Assessment rubric

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 **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states a learning goal** ii. **states** their intended product iii. **presents** a plan that is superficial or that is not focused on a product.
3–4	The student: i. states a learning goal and **outlines** the connection between personal interest(s) and that goal ii. states their intended product and presents **basic** success criteria for the product iii. presents a plan for achieving the product and **some** of its associated success criteria.
5–6	The student: i. states a learning goal and **describes** the connection between personal interest(s) and that goal ii. states their intended product and presents **multiple appropriate** success criteria for the product iii. presents a **detailed** plan for achieving the product and **most** of its associated success criteria.
7–8	The student:

	i. states a learning goal and **explains** the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, **detailed** success criteria for the product iii. presents a detailed plan for achieving the product and **all** of its associated success criteria.

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.
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 **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** which ATL skill(s) was/were applied to help achieve their learning goal ii. **states** which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: i. **outlines** which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. **outlines** which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: i. **describes** how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. **describes** how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7–8	The student: i. **explains** how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. **explains** how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

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.
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 **does not** achieve a standard described by any of the descriptors below.

1–2	The student:
	  i. **states** the impact of the project on themselves or their learning
	  ii. **states** whether the product was achieved.

3–4	The student:
	  i. **outlines** the impact of the project on themselves or their learning
	  ii. states whether the product was achieved, **partially supported** with evidence or examples.

5–6	The student:
	  i. **describes** the impact of the project on themselves or their learning
	  ii. **evaluates** the product based on the success criteria, partially supported with evidence or examples.

7–8	The student:
	  i. **explains** the impact of the project on themselves or their learning
	  ii. **evaluates** the product based on the success criteria, fully supported with specific evidence or detailed examples.

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.

Report

There are two possible formats for the MYP personal project report: written and/or oral. Students can combine these formats in a multimedia report.

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:

   - 11-point font size

   - 2 cm margins.

2. Evidence presented in images must be clearly visible at the size submitted.
3. Audio and video must be recorded and submitted in real time.
4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
5. The bibliography is uploaded separately and is not included in the page limit.
6. Please do not include a title page; if included it will count towards the page limit.

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes