

Personal Project

The 10th grade Personal Project is an independent course of study involving research and reflection, and results in the creation of a product or outcome which demonstrates a learning goal chosen by each student. A “Global Context” must be chosen to focus the project.

For more information about the 10th grade Personal Project, please see the “Personal Project Student Handbook.”

Criteria	Evidence	Maximum
A: Investigating	Process Journal, Report	8
B: Planning	Process Journal, Report	8
C: Taking action	Product/outcome, Process Journal, Report	8
D: Reflecting	Process Journal, Report	8

Personal Project Criteria Rubrics

Criterion A: Investigating

Achievement Level	Level Descriptor
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> define a clear and highly challenging goal and context for the project, based on personal interests <input type="checkbox"/> identify prior learning and subject-specific knowledge that is consistently highly relevant to the project <input type="checkbox"/> demonstrate excellent research skills
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> define a clear and challenging goal and context for the project, based on personal interests <input type="checkbox"/> identify prior learning and subject-specific knowledge that is generally relevant to the project <input type="checkbox"/> demonstrate substantial research skills
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> outline a basic and appropriate goal and context for the project, based on personal interests <input type="checkbox"/> identify basic prior learning and subject-specific knowledge that is relevant to some areas of the project <input type="checkbox"/> demonstrate adequate research skills
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility <input type="checkbox"/> identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance <input type="checkbox"/> demonstrate limited research skills
0	The student does not achieve a standard described by any of the descriptors above.

Criterion B: Planning

Achievement Level	Level Descriptor
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop rigorous criteria for the product/outcome <input type="checkbox"/> present a detailed and accurate plan and record of the development process of the project <input type="checkbox"/> demonstrate excellent self-management skills
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop substantial and appropriate criteria for the product/outcome <input type="checkbox"/> present a substantial plan and record of the development process of the project <input type="checkbox"/> demonstrate substantial self-management skills
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop adequate criteria for the product/outcome <input type="checkbox"/> present an adequate plan and record of the development process of the project <input type="checkbox"/> demonstrate adequate self-management skills
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop limited criteria for the product/outcome <input type="checkbox"/> present a limited or partial plan and record of the process of the project <input type="checkbox"/> demonstrate limited self-management skills
0	The student has not reached a standard described by any of the descriptors given above.

Criterion C: Taking action

Achievement Level	Level Descriptor
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create an excellent product/outcome in response to the goal, global context and criteria <input type="checkbox"/> demonstrate excellent thinking skills <input type="checkbox"/> demonstrate excellent communication and social skills
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create a substantial product/outcome in response to the goal, global context and criteria <input type="checkbox"/> demonstrate substantial thinking skills <input type="checkbox"/> demonstrate substantial communication and social skills
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create a basic product/outcome in response to the goal, global context and criteria <input type="checkbox"/> demonstrate adequate thinking skills <input type="checkbox"/> demonstrate adequate communication and social skills
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create a limited product/outcome in response to the goal, global context and criteria (specifications) <input type="checkbox"/> demonstrate limited thinking skills <input type="checkbox"/> demonstrate limited communication and social skills

0	The student has not reached a standard described by any of the descriptors given above.
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Criterion D: Reflecting

Achievement Level	Level Descriptor
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present an excellent evaluation of the quality of the product/outcome against his or her criteria (specifications) <input type="checkbox"/> present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present excellent reflection on his or her development as an IB learner through the project
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present a substantial evaluation of the quality of the product/outcome against his or her criteria (specifications) <input type="checkbox"/> present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present substantial reflection on his or her development as an IB learner through the project
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present a basic evaluation of the quality of the product/outcome against his or her criteria (specifications) <input type="checkbox"/> present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present adequate reflection on his or her development as an IB learner through the project
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present a limited evaluation of the quality of the product/ outcome against his or her criteria (specifications) <input type="checkbox"/> present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present limited reflection on his or her development as an IB learner through the project
0	The student has not reached a standard described by any of the descriptors given above