**IB MYP Personal Project Rubric**

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| **Personal**  **Project** | **7-8** | **5-6** | **3-4** | **1-2** |
| **Criterion A: Investigating** | The student is able to:  i. **define** a **clear** and **highly challenging** goal and context for the project, based on personal interests  ii. identify prior learning and subject-specific  knowledge that is  **consistently highly relevant** to the project  iii. demonstrate **excellent**  research skills. | The student is able to:  i. **define** a **clear** and **challenging** goal and context for the project, based on personal interests  ii. identify prior learning and subject-specific  knowledge **generally**  **relevant** to the project  iii. demonstrate **substantial**  research skills. | The student is able to:  i. **outline** a **basic and appropriate** goal and context for the project, based on personal interests  ii. **identify basic** prior learning and subject-  specific knowledge  **relevant** to **some** areas of the project  iii. demonstrate **adequate**  research skills. | The student is able to:  i. **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility  ii. identify prior learning and subject-specific  knowledge, **but** this may  be **limited** in occurrence or relevance  iii. demonstrate l**imited**  research skills. |
| **Criterion B: Planning** | The student is able to:  i. develop **rigorous** criteria for the product/outcome  ii. present a **detailed and accurate** plan and record  of the development process of the project  iii. demonstrate **excellent**  self-management skills. | The student is able to:  i. develop **substantial** and **appropriate** criteria for the product/outcome  ii. present a **substantial**  plan and record of the development process of the project  iii. demonstrate **substantial**  self-management skills. | The student is able to:  i. develop **adequate** criteria for the product/outcome  ii. present an **adequate** plan and record of the  development process of the project  iii. demonstrate **adequate**  self-management skills. | The student is able to:  i. develop **limited** criteria for the product/outcome  ii. present a **limited or partial** plan and record of  the development process of the project  iii. demonstrate **limited** self- management skills. |
| **Criterion C: Taking Action** | The student is able to:  i. create an **excellent** product/outcome in response to the goal, global context and criteria  ii. demonstrate **excellent**  thinking skills  iii. demonstrate **excellent** communication and social skills. | The student is able to:  i. create a **substantial** product/outcome in response to the goal, global context and criteria  ii. demonstrate **substantial**  thinking skills  iii. demonstrate **substantial** communication and social skills. | The student is able to:  i. create a **basic** product/outcome in response to the goal, global context and criteria  ii. demonstrate **adequate**  thinking skills  iii. demonstrate **adequate** communication and social skills. | The student is able to:  i. create a **limited** product/outcome in response to the goal, global context and criteria  ii. demonstrate **limited**  thinking skills  iii. demonstrate **limited**  communication and social skills. |
| **Criterion D: Reflecting** | The student is able to:  i. present an **excellent** evaluation of the quality of the product/outcome against his or her criteria  ii. present **excellent**  reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  iii. present **excellent**  reflection on his or her development as an IB learner through the project. | The student is able to:  i. present a **substantial** evaluation of the quality of the product/outcome against his or her criteria  ii. present **substantial**  reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  iii. present **substantial**  reflection on his or her development as an IB learner through the project. | The student is able to:  i. present a **basic**  evaluation of the quality of the product/outcome against his or her criteria  ii. present **adequate**  reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  iii. present **adequate**  reflection on his or her development as an IB learner through the project. | The student is able to:  i. present a **limited** evaluation of the quality of the product/outcome against his or her criteria  ii. present **limited** reflection on how completing the  project has extended his  or her knowledge and understanding of the topic  and the global context  iii. present **limited** reflection on his or her development as an IB learner through the project. |

***Criterion A: Investigation***

In the personal project, students should:

1. define a clear goal and global context for the project, based on personal interests
2. identify prior learning and subject-specific knowledge relevant to the project
3. demonstrate research skills.

Evidence of these strands should be documented through the process journal and the report.

*Checklist for Strand A i:*

□ I have stated a clear GOAL for my personal project. I have clearly state what I want to achieve and why I want to achieve this goal.

□ I have chosen ONE global context, identified the specific part of the context that will be my focus, and then explained why I chose this

context (how is it connected with your project)

□ I have explained why the goal and global context are personally interesting to me.

*Checklist for Strand A ii:*

□ I have identified what I already know about this topic (prior learning) and explained how I l gained this knowledge

□ I have identified the prior learning and/or knowledge acquired in one or more subject areas that adds to my understanding and

completion of my project.

*Checklist for Strand A iii:*

□ I have selected and utilized a range of varied, relevant sources which helped me achieve my goal and develop my product or outcome.

□ I have evaluated each of my sources for relevance and validity.

□ I have interpreted the information from my sources and described how I applied that information during my project development.

□ I have included a bibliography and cited sources within my text, using MLA formatting

***Criterion B: Planning***

In the personal project, students should:

1. develop criteria for the product/outcome
2. plan and record the development process of the project
3. demonstrate self-management skills

Evidence of these strands should be documented through process journal and the report.

*Checklist for Strand B i:*

□ I have described the criteria (specifications) that will be used to evaluate the project’s outcome/product.

□ If any of my criteria changed along the way, I have explained why.

*Checklist for Strand B ii:*

□ I have described a detailed and accurate plan and record of the development process of my project. This plan and record is evidenced through my process journal and report and might include written entries, timelines, photographs, diagrams, videos, etc.

*Checklist for Strand B iii:*

□ I have described the self-management skills that I had before the project and the ones that I developed through completion of the project.

□ I have included an appendix with ten journal extracts as evidence of my self-management skills.

***Criterion C: Taking Action***

In the personal project, students should:

1. create a product/outcome in response to the goal, global context and criteria
2. demonstrate thinking skills
3. demonstrate communication and social skills.

Evidence of these strands should be documented through the process journal and the report.

*Checklist for Strand C i:*

□ I have created a final product or outcome so that it would reflect and align with the goal and global context.

□ I have supplied evidence of this product or outcome in my report.

*Checklist for Strand C ii:*

□ I have outlined the thinking skills I demonstrated before I began the project AND the thinking skills I developed through the completion of the project.

□ I have demonstrated thinking skills by discussing how I implemented my plan, how I used information from my sources to guide my decisions, and how I overcame challenges.

*Checklist for Strand C iii:*

□ In my report, I have discussed the communication and social skills that I had before I started the project

□ In my report, I have discussed and provided specific examples of communication and social skills that I developed through the completion of the project.

***Criterion D Reflection***

In the personal project, students should:

1. evaluate the quality of the product/outcome against their criteria
2. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
3. reflect on their development as IB learners through the project.

Evidence of these strands should be documented through process journal and the report.

*Checklist for Strand D i:*

□ I have included a complete and critical evaluation of the quality of the product/outcome against each of the criteria (specifications) that I developed during the investigation and planning stage.

□ I have identified and provided many detailed examples of the strengths, weaknesses, and possible improvements to my product or outcome.

*Checklist for Strand D ii:*

□ I have included an in-depth and thoughtful reflection of how the project extended my personal knowledge and understanding of the chosen topic

□ I have included an in-depth and thoughtful reflection of how the project extended my personal knowledge and understanding of the chosen global context and its related part.

*Checklist for Strand D iii:*

□ I have displayed an in-depth and thoughtful reflection of how the project helped my growth as an IB learner by including multiple, detailed examples of the development of IB learner traits throughout the project.