

IB Middle Years Program Personal Project Rubric with Task Specific Clarification

Criterion A: Investigating

Strand i: Define a clear goal and global context for the project, based on personal interest

Level	Strand Descriptor	Task-specific Clarification
7-8	Develop a clear and highly challenging goal and global context for the project, based on personal interest.	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> • Justifies the goal as highly challenging. • Meaningfully relates to a global context.
5-6	Define a clear and challenging goal and global context for the project, based on personal interests.	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> • Explains what makes the goal personally challenging. • Details the goal's relationship to a relevant global context.
3-4	Outline a basic and appropriate goal and global context for the project, based on personal interests.	The student outlines a simple or easily-achievable goal that identifies a relevant global context.
1-2	State a goal and global context for the project, based on personal interests, but this may be limited in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.

State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Define	Improve incrementally, elaborate, or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Identify prior learning and subject-specific knowledge relevant to the project.

Level	Strand Descriptor	Task-specific Clarification
7-8	Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project.	Analyzes the relevance and contribution of prior learning to the project.
5-6	Identify prior learning and subject-specific knowledge generally relevant to the project.	Describe with appropriate detail prior learning relevant to the project.
3-4	Identify basic prior learning and subject-specific knowledge relevant to some areas of the project.	Outlines prior learning relevant to some aspect of the project.
1-2	Identify prior learning and subject specific knowledge, but this may be limited in occurrence or relevance.	States some prior learning relevant to the project.

Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
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.
Analyse	Give the precise meaning of a work, phrase, concept, or physical quantity.

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Strand iii: Demonstrate research skills.

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent research skills.	<ul style="list-style-type: none"> • An extensive range of sources and variety of source types have been researched. • Sources are consistently and effectively evaluated for their reliability and relevance. • The bibliography is appropriate, consistent and used with sophistication in the project report. • There is extensive evidence of a broad range of research skills.
5-6	Demonstrate substantial research skills.	<ul style="list-style-type: none"> • An appropriate range of sources and variety of source types have been researched. • Specific sources selected for the project are evaluated effectively for reliability and relevance. • The bibliography is appropriate, consistent, and used effectively in the project report. • There is consistent evidence of appropriate research skills.
3-4	Demonstrate adequate research skills.	<ul style="list-style-type: none"> • A range of sources have been researched and recorded. • Specific sources selected for the project are evaluated for reliability or relevance. • The bibliography is consistent and used in the project report. • There is some evidence of appropriate research skills.
1-2	Demonstrate limited research skills.	<ul style="list-style-type: none"> • Few or inappropriate sources have been researched and recorded. • There is little if any evaluation of sources' reliability or relevance. • The bibliography is inappropriate, inconsistent and/or not used in the project record. • There is little evidence of other appropriate research skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

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Criterion B: Planning

Strand i: Develop criteria for the product/outcome.

Level	Strand Descriptor	Task-specific Clarification
7-8	Develop rigorous criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Clearly define the specific characteristics of a high quality product/outcome. Explicitly informed by highly-relevant research. Justified, specific and multidimensional.
5-6	Develop substantial and appropriate criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Realistic and relevant to the product/outcome. Informed by research. Qualitative and/or quantitative, as appropriate.
3-4	Develop adequate criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Start to consider the qualitative elements of the product/outcome. Outline how their success might be observed.
1-2	Develop limited criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Are basic and/or have some connection to the product/outcome.

Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
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Strand ii: Plan and record the development process of the project.

Level	Strand Descriptor	Task-specific Clarification
7-8	Present a detailed and accurate plan and record of the development process of the project.	A plan that includes: <ul style="list-style-type: none"> Short- and long-term planning broken down into detailed, logical steps. Have a strong focus to the student's project. Specific dates, deadlines and clear records of adjustments to the project's timeline. The record of the development process includes: <ul style="list-style-type: none"> A comprehensive account of the process from start to finish that corresponds closely to the plan. Changes that are clearly described and justified.
5-6	Present a substantial plan and record of the development process of the project.	A plan that includes: <ul style="list-style-type: none"> Short and long term planning that has not been broken down into specific steps. Clear connections to the student's project. Specific dates and deadlines. The record of the development process includes: <ul style="list-style-type: none"> An explanation of the process from start to finish that corresponds to the plan. Changes that are stated but not justified.
3-4	Present an adequate plan and record of the development process of the project.	A plan that includes: <ul style="list-style-type: none"> Long-term planning which is not broken down to specific steps. Vague connections to the student's project. Very general dates and deadlines. The record of the development process includes: <ul style="list-style-type: none"> A general and/or fragmented explanation of the process that does not clearly correspond to the plan.
1-2	Present a limited or partial plan and record of the development process of the project.	A brief plan that is not specific to the stated goal with a minimal outline of the development process.

Present	Offer for display, observation, examination, or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Describe	Give a detailed account or picture of a situation, event, pattern, or process.
Justify	Give valid reasons or evidence to support an answer or conclusion.

IB Middle Years Program Personal Project Rubric with Task Specific Clarification Continued

Strand iii: Demonstrate self-management skills.

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent self-management skills.	A justification of: <ul style="list-style-type: none"> • Strengths and limitations for effective and independent time and task management. • Affective skills practiced through the project. • Highly effective use of other self-management skills.
5-6	Demonstrate substantial self-management skills.	An explanation of: <ul style="list-style-type: none"> • Effective and often independent time and task management. • Affective skills practiced through the project. • Effective use of other self-management skills.
3-4	Demonstrate adequate self-management skills.	A description of: <ul style="list-style-type: none"> • Appropriate time and task management which show some independence. • Affective skills practiced through the project. • Use of another self-management skill.
1-2	Demonstrate limited self-management skills.	A brief account of: <ul style="list-style-type: none"> • Basic or inconsistent time and/or task management. • Affective skills practiced through the project.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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Criterion C: Taking Action

Strand i: Create a product/outcome in response to the goal, global context, and criteria.

Level	Strand Descriptor	Task-specific Clarification
7-8	Create an excellent product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> A high-quality product/highly-successful outcome. An analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success.
5-6	Create a substantial product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> A good quality product/successful outcome. An explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success.
3-4	Create a basic product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> A simple product/outcome. A description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success.
1-2	Create a limited product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> A poorly rendered/largely unachieved product/outcome. An outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success.

Create	To evolve from one's own thought or imagination, as a work or an invention.
Outlines	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.
Analyse	Break down in order to bring out the essential element or structure. (To identify parts and relationships, and interpret info to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand ii: Demonstrate thinking skills.

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent thinking skills.	Analysis and evaluation of: <ul style="list-style-type: none"> Critical and creative thinking skills appropriate to the project. Transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.
5-6	Demonstrate substantial thinking skills.	Explanation of: <ul style="list-style-type: none"> Critical and creative thinking skills appropriate to the project. Transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.
3-4	Demonstrate adequate thinking skills.	Description of: <ul style="list-style-type: none"> Critical and creative thinking skills appropriate to the project. Transfer of some learning from the research that helps to achieve the project's goal.
1-2	Demonstrate limited thinking skills.	Outline of: <ul style="list-style-type: none"> Critical and/or creative thinking skills relevant to the project.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

IB Middle Years Program Personal Project Rubric with Task Specific Clarification Continued

Strand iii: Demonstrate communication and social skills.

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent communication and social skills.	Analysis and evaluation of: <ul style="list-style-type: none"> • Valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication. • Working effectively with others (if appropriate to the project). A report that is consistently clear, coherent, and effectively (or creatively) follows the required structure.
5-6	Demonstrate substantial communication and social skills.	Explanation of: <ul style="list-style-type: none"> • Effective interaction with those relevant to the project using appropriate modes of communication. • Working effectively with others (if appropriate to the project). A report that is mostly clear and coherent and that follows the required structure.
3-4	Demonstrate adequate communication and social skills.	Description of: <ul style="list-style-type: none"> • Interaction with some people relevant to the project. • Working effectively with others (if appropriate to the project). A report that is occasionally clear and coherent and that partially follows the required structure.
1-2	Demonstrate limited communication and social skills.	Outline of: <ul style="list-style-type: none"> • Limited or irrelevant interaction with people involved in the project. • Little collaboration with those relevant to the project (if appropriate to the project). A report that lacks clarity and coherence and/or does not follow the required structure.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

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Criterion D: Reflecting

Strand i: Evaluate the quality of the product/outcome against their criteria.

Level	Strand Descriptor	Task-specific Clarification
7-8	Present an excellent evaluation of the quality of the product/outcome against his or her criteria.	The evaluation analyzes the quality of the product/outcome against all the stated criteria.
5-6	Present a substantial evaluation of the quality of the product/outcome against his or her criteria.	The evaluation explains the quality of the product/outcome against most of the stated criteria.
3-4	Present a basic evaluation of the quality of the product/outcome against his or her criteria.	The evaluation describes the quality of the product/outcome against some of the stated criteria.
1-2	Present a limited evaluation of the quality of the product/outcome against his or her criteria.	The evaluation outlines the quality of the product/outcome against some of the stated criteria.

Present	Offer for display, observation, examination or consideration.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)

Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context.

Level	Strand Descriptor	Task-specific Clarification
7-8	Present excellent reflection on how completing the project has extended their knowledge and understanding of the topic/inquiry and the global context.	The reflection evaluates how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions, and insightful explanations.
5-6	Present substantial reflection on how completing the project has extended their knowledge and understanding of the topic and the global context.	The reflection explains how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples.
3-4	Present adequate reflection on how completing the project has extended their knowledge and understanding of the topic and the global context.	The reflection outlines ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples.
1-2	Present limited reflection on how completing the project has extended their knowledge and understanding of the topic and the global context.	The reflection states at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation.
Outline	Give a brief account or summary.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

IB Middle Years Program Personal Project Rubric with Task Specific Clarification Continued

Strand iii: Reflect on their development as IB Learners through the project.

Level	Strand Descriptor	Task-specific Clarification
7-8	Present excellent reflection on his or her development as an IB learner through the project.	The reflection evaluates the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations.
5-6	Present substantial reflection on his or her development as an IB learner through the project.	The reflection explains how the student has developed as an IB learner using specific, well-chosen examples.
3-4	Present adequate reflection on his or her development as an IB learner through the project.	The reflection outlines ways the student has developed as an IB learner using some examples.
1-2	Present limited reflection on his or her development as an IB learner through the project.	The reflection states at least one way the student has developed as an IB learner without using examples.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation.
Outline	Give a brief account or summary.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.