

Completing the MYP personal project

MYP personal project assessment criteria

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

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

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

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	<ul style="list-style-type: none"> states a learning goal and explains the connection between personal interest(s) and that goal states their intended product and presents multiple appropriate, detailed success criteria for the product 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:

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

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

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	<p>goal, supported with detailed examples or evidence</p> <ul style="list-style-type: none"> • 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:

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

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

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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.

