**Assessment Criteria A: Investigating**

In the personal project, students should be able to:

1. define a clear goal and a 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

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **1 – 2**  Not Yet – little to no evidence of meeting objective | The student is able to:   1. **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility 2. **identify** prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance 3. **demonstrate** limited research skills. | * state a goal for the project based on for your interest and ability * make limited reference to the global context and/or how the global context relates to the purpose of your project * identify limited prior learning and subject-specific knowledge that may be relevant to some areas of the project * demonstrate limited research skills throughout the Personal Project | * with guidance * basic * limited * attempt * minimal | **State:** give a name, value or other brief answer without explanation or calculation  **Identify:** provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |
| **3 – 4**  Developing – beginning to meet basic elements of objectives | The student is able to:   1. **outline** a **basic and appropriate** goal and context for the project, based on personal interests 2. **identify basic** prior learning and subject-specific knowledge that is **relevant** to some areas of the project 3. **demonstrate adequate** research skills | * outline a basic and appropriate goal for the project appropriate for your interest and ability * state the global context and mention how it relates to the purpose of your project * identify basic prior learning and subject-specific knowledge that is relevant to some areas of the project * demonstrate adequate [research skills](https://docs.google.com/a/yis.ac.jp/document/d/1kjx2RXuRe5Qd2rxw8UzsadxnplfQZ2V4lqw7a2svtn8/edit#heading=h.5bd1a2mmlu71) in the Personal Project | * simple * adequate * satisfactory | **Outline:** give a brief account  **Identify:** provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |

**Assessment Criteria A: Investigating**

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **5 – 6**  Approaching – showing progress towards meeting all objectives strands; some strands may be met | The student is able to:   1. **define** a **clear and challenging** goal and context for the project, based on personal interests 2. **identify** prior learning and subject-specific knowledge **generally relevant** to the project 3. **demonstrate substantial** research skills | * define a clear and challenging goal for the project appropriate for your interest and ability * state the global context and explain how it relates to the purpose of your project & guides you in achieving your goal. * identify prior learning and subject-specific knowledge that is mostly relevant to the project * demonstrate substantial research skills throughout the Personal Project | * sufficient * good * competent * appropriate * considerable | **Define:** give the precise meaning of a word, phrase, concept or physical quantity  **Identify:** provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |
| **7 – 8**  Meets or Exceeds – generally meets or exceeds most/all of objective strands | Students are able to:   1. **defines a clear and highly challenging** goal and context for the project, based on personal interests 2. **identify** prior learning and subject-specific knowledge that is **consistently highly relevant** to the project 3. **demonstrate excellent** research skills | * define a clear and highly challenging goal for the project appropriate for your interest and ability * state the global context clearly and specifically explain how it relates to the purpose of your project & guides you in achieving your goal. * identify prior learning and subject-specific knowledge that is highly relevant to the project * consistently demonstrate excellent research skills throughout the Personal Project | * excellent * insightful * effectively * perceptive * illustrative * detailed * accurately | **Define:** give the precise meaning of a word, phrase, concept or physical quantity  **Identify:** provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |

**Assessment Criteria B: Planning**

In the personal project, students should be able to:

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

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **1 – 2**  Not Yet – little to no evidence of meeting objective | Students are able to:   1. **develop** **limited** criteria for the product/outcome 2. **present** a **limited or partial plan** and record of the development process of the project 3. **demonstrate** **limited** self-management skills | * write partial or incomplete success criteria to evaluate your final product/outcome * create a limited or partial action plan to complete your product/outcome * present limited evidence or reflection of the process outlined in your action plan * demonstrates limited self-management skills (organization, affective and reflective skills) | * with guidance * basic * limited * attempt * minimal | **Develop:** improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state  **Present:** offer for display, observation, examination or consideration  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |
| **3 – 4**  Developing – beginning to meet basic elements of objectives | Students are able to:   1. **develop adequate** criteria for the product/outcome 2. **present** an **adequate plan** and record of the development process of the project 3. **demonstrate adequate** self-management skills | * write basic success criteria to evaluate the success of your final product/outcome * present a basic action plan to complete your product/outcome * present basic evidence and reflection of the process outlined in your action plan * demonstrates adequate self-management skills (organization, affective and reflective skills) | * simple * adequate * satisfactory | **Develop:** improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state  **Present:** offer for display, observation, examination or consideration  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |

**Assessment Criteria B: Planning**

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **5 – 6**  Approaching – showing progress towards meeting all objectives strands; some strands may be met | Students are able to:   1. **develops substantial** and **appropriate** criteria for the product/outcome 2. **present** a **substantial plan** and record of the development process of the project 3. **demonstrate substantial** self-management skills | * write specific criteria to evaluate your final product/outcome * create a detailed action plan to complete your product/outcome * present ongoing evidence and reflection of the process outlined in your action plan * demonstrates substantial self-management skills (organization, affective and reflective skills) in most of the Personal Project process | * sufficient * good * competent * appropriate * considerable | **Develop:** improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state  **Present:** offer for display, observation, examination or consideration  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |
| **7 – 8**  Meets or Exceeds – generally meets or exceeds most/all of objective strands | Students are able to:   1. **develop rigorous** criteria for the product/outcome 2. **present** a **detailed, accurate and thoughtful** plan and record of the development process of the project 3. **demonstrate excellent** self-management skills | * write specific and challenging success criteria to evaluate your final product/outcome * create a detailed, realistic and thoughtful action plan to complete your product/outcome * present thorough and ongoing evidence and reflection of the process outlined in your action plan * demonstrate excellent self-management skills (organization, affective and reflective skills) throughout the Personal Project process | * excellent * insightful * effectively * perceptive * illustrative * detailed * accurately | **Develop:** improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state  **Present:** offer for display, observation, examination or consideration  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |

**Assessment Criteria C: Taking Action**

In the personal project, students should be able to:

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

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **1 – 2**  Not Yet – little to no evidence of meeting objective | Students are able to:   1. **create** a **limited** product/outcome in response to the goal, global context and criteria 2. **demonstrate limited** thinking skills 3. **demonstrate limited** communication and social skills | * create a product/outcome that shows limited relevance to the goal, global context, success criteria **and**/or research information * demonstrate limited creative, critical and transfer thinking skills in your report or process journal extracts * demonstrate limited communication and social skills throughout the Personal Project process -  both verbally and/or through writing) | * with guidance * basic * limited * attempt * minimal | **Create:** evolve from one’s own thought or imagination, as a work or an invention  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |
| **3 – 4**  Developing – beginning to meet basic elements of objectives | Students are able to:   1. **create** a **basic** product/outcome in response to the goal, global context and criteria 2. **demonstrate adequate** thinking skills 3. **demonstrate adequate** communication and social skills | * create a simple product/outcome that shows some relevance to the goal, global context, success criteria and research information * demonstrate adequate creative, critical and transfer thinking skills in your report or process journal extracts * demonstrate adequate communication and social skills throughout the Personal Project process - either verbally or through writing | * simple * adequate * satisfactory | **Create:** evolve from one’s own thought or imagination, as a work or an invention  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |

**Assessment Criteria C: Taking Action**

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **5 – 6**  Approaching – showing progress towards meeting all objectives strands; some strands may be met | Students are able to:   1. **create** a **substantial** product/outcome in response to the goal, global context and criteria 2. **demonstrate substantial** thinking skills 3. **demonstrate substantial** communication and social skills | * create an adequate product/outcome that shows substantial relevance to the goal, global context, success criteria and research information * demonstrate substantial creative, critical and transfer thinking skills through reference and substantial explanation in your report and/or process journal extracts * demonstrate substantial communication and social skills throughout the Personal Project process -  both verbally and through writing | * sufficient * good * competent * appropriate * considerable | **Create:** evolve from one’s own thought or imagination, as a work or an invention  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |
| **7 – 8**  Meets or Exceeds – generally meets or exceeds most/all of objective strands | Students are able to:   1. **create** an **excellent** product/outcome in response to the goal, global context and criteria 2. **demonstrate excellent** thinking skills 3. **demonstrate excellent** communication and social skills | * create an excellent product/outcome that shows extreme relevance to the goal, global context, success criteria and research information * demonstrate excellent creative, critical and transfer thinking skills, through reference and detailed explanation in your report and/or process journal extracts * demonstrate excellent communication and social skills throughout the Personal Project process -  both verbally and through writing | * excellent * insightful * effectively * perceptive * illustrative * detailed * accurately | **Create:** evolve from one’s own thought or imagination, as a work or an invention  **Demonstrate:** prove or make clear by reasoning or evidence, illustrating with examples |

**Assessment Criteria D: Reflection**

In the personal project, students should be able to:

1. evaluate the quality of the product/success of the 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

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **1 – 2**  Not Yet – little to no evidence of meeting objective | Students are able to:   1. **present** a **limited** evaluation of the quality of the product/outcome against his or her criteria 2. **present limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. **present limited** reflection on his or her development as an IB learner through the project. | * present a limited evaluation of the quality of the finished product/outcome with brief reference to some of your stated success criteria * briefly state how completing the project has extended your knowledge and understanding of your chosen topic * briefly state how completing the project has extended your knowledge and understanding of your chosen global context * make limited reference to your development of Learner Profile traits throughout the project in your process journal and report * make limited reference to your development of the ATL skills throughout the project in your process journal and report | * with guidance * basic * limited * attempt * minimal | **Present:** offer for display, observation, examination or consideration |
| **3 – 4**  Developing – beginning to meet basic elements of objectives | Students are able to:   1. **present** a **basic** evaluation of the quality of the product/outcome against his or her criteria 2. **present adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. **present adequate** reflection on his or her development as an IB learner through the project. | * create a simple product/outcome that shows some relevance to the goal, global context, success criteria and research information * demonstrate adequate creative, critical and transfer thinking skills in your report or process journal extracts * demonstrate adequate communication and social skills throughout the Personal Project process - either verbally or through writing | * simple * adequate | **Present:** offer for display, observation, examination or consideration |

**Assessment Criteria D: Reflection**

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| Level | MYP Descriptor | Indicator | Quality | Command Term |
| **5 – 6**  Approaching – showing progress towards meeting all objectives strands; some strands may be met | Students are able to:   1. **present** a **substantial** evaluation of the quality of the product/outcome against his or her criteria 2. **present substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. **present substantial** reflection on his or her development as an IB learner through the project. | * present a substantial evaluation of the quality of the finished product/outcome with reference to all of your stated success criteria * provide substantial detail on how completing the project has extended your knowledge and understanding of your chosen topic * provide substantial detail on how completing the project has extended your knowledge and understanding of your chosen global context * make detailed reference to your development of Learner Profile traits throughout the project in your process journal and report * make detailed reference to your development of the ATL skills throughout the project in your process journal and report | * satisfactory * sufficient * good * competent * appropriate * considerable | **Present:** offer for display, observation, examination or consideration |
| **7 – 8**  Meets or Exceeds – generally meets or exceeds most/all of objective strands | Students are able to:   1. **present** an **excellent** evaluation of the quality of the product/outcome against his or her criteria 2. **present excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. **present excellent** reflection on his or her development as an IB learner through the project. | * present an excellent evaluation of the quality of the finished product/outcome with thorough reference to all of your stated success criteria * provide thorough detail on how completing the project has extended your knowledge and understanding of your chosen topic * provide thorough detail on how completing the project has extended your knowledge and understanding of your chosen global context * make excellent reference to your development of Learner Profile traits throughout the project in your process journal and report * make excellent reference to your development of the ATL skills throughout the project in your process journal and report | * excellent * insightful * effectively * perceptive * illustrative * detailed * accurately | **Present:** offer for display, observation, examination or consideration |