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| **Assessment Criteria C & D : Investigating & Reflecting**   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. 4. Advice to 9th grade students for their Personal Project. 5. Develop a bibliography using correct MLA format. | | |
| **Scale** | **MYP Assessment Criteria Descriptors** | **Task Specific Criteria (Based on checklist)** |
| **0** | The student **does not** reach a standard described by any of the descriptors. | **Lacks any** reference to:   * Evaluation of the quality of the product against the criteria established in Part II * How completing the Personal Project has extended knowledge and understanding of chosen topic and the global context. * Suggestions for 9th graders who will complete the PP next year * Personal development as an IB learner through the project * No bibliography |
| **1-2** | 1. Presents a **limited** evaluation of the quality of the product/outcome against his or her criteria 2. Presents **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. Presents **limited** reflection on his or her development as an IB learner through the project. 4. Presents **limited** reflection for 9th graders who will complete the PP next year 5. Bibliography of 2-3 sources but with no clear format. | * **States** how some of the parts of the final product meet the criteria for a quality product but **lacks detail** so connection is largely implied. Little to no mention of plan of action and what was effective/ineffective in creating the product. * **Limited explanation** of what you have learned about your topic and the research/design process through this project so it indicates little thought beyond checking off that you have finished. * **Identification** of one learner profile trait but little or no explanation of how it applies to you and your Personal Project. * **States** one suggestion for 9th graders who will complete the PP next year. * Bibliography includes 2-3 sources, but does not have any consistent format. |
| **3-4** | 1. Presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 2. Presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. Presents **adequate** reflection on his or her development as an IB learner through the project. 4. Presents **adequate** reflection for 9th graders who will complete the PP next year 5. Bibliography of 4-5 sources with some consistent format | * **Describes** how the final product meets some of the criteria for a quality product but has limited detail. Plan of action is mentioned but **limited discussion** of its effectiveness and what was challenging or ineffective for completing the product. * **Identifies** some new knowledge of topic, and may mention the research/design process, but with **limited detail**. * **Identifies** two learner profile traits but includes **limited detail** to explain how they connect to you and your Personal Project. * **States** several suggestions for 9th graders who will complete the PP next year, but does not include details. * Bibliography includes 4-5 sources with mostly consistent format. |
| **5-6** | 1. Presents substantial evaluation of the quality of the product/outcome against his or her **criteria** 2. **Presents substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. Presents **substantial** reflection on his or her development as an IB learner through the project 4. Presents **substantial** reflection for 9th graders who will complete the PP next year 5. Bibliography of 5 sources with consistent format | * **Thorough explanation**, with appropriate detail, of how the product meets most of the criteria. * **Thorough explanation** of what you are proud of and what worked and did not work in your Plan of Action. Identifies and evaluates some of the new knowledge you gained although there could be a few more details. * **Identification and explanation** of two learner profile traits that characterize your journey with the Personal Project. Generally an appropriate amount of detail for each trait to understand how it connects to you and your Personal Project. * **Thorough and generally explicit** advice to 9th graders who will complete the PP next year. * Bibliography of 5 sources with consistent format and few errors. |
| **7-8** | 1. Presents an **excellent** evaluation of the quality of the product/outcome against his or her criteria 2. Presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. Presents **excellent** reflection on his or her development as an IB learner through the project 4. Presents **excellent** reflection for 9th graders who will complete the PP next year 5. Bibliography of 5 sources with correct format | * **Detailed and explicit explanation** of how your product meets the criteria for a rigorous and challenging product. * **Very thoughtful and detailed evaluation and explanation** of your Plan of Action. Includes detailed explanation of what you are proud of and **identifies**, with detail, some of the new knowledge you gained about your topic. * **Thorough and detailed explanation** of two learner profile traits and how they apply to your journey with the Personal Project. * **Thorough and explicit** advice for 9th graders who will complete the PP next year. * Bibliography has 5 appropriate sources, documented in consistent format, with no errors. |