|  |  |  |
| --- | --- | --- |
| **Assessment Criteria B & C: Planning & Taking Action**   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 | | |
| **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:   * Criteria for the product (details of what the product should look like and include) * How the product is connected to personal goal and identified global context * A plan for creating the product (no step-by-step description of materials, methods …) * Communication with supervisor and/or other support (teachers, peers ….) * Awareness of personal organization and time-management for completing the product |
| **1-2** | 1. Develops **limited** criteria for the product/outcome 2. Presents a **limited or partial** plan and record of the development process of the product 3. Demonstrates **limited** self-management skills 4. Demonstrates **limited** thinking skills 5. Demonstrates **limited** communication and social skills | * **Identifies** what your product will be but does not provide any details of what it will look like or include. * Shows **limited thought** regarding a plan to create the product idea. May mention a few steps, but they **are vague and lack adequate detail** to envision the process. * There is **little to no evidence** that you have thought about how to manage the time to create the product. * **States** either the global context **OR** the personal goal but **does not give any explanation** as to its connection to the product idea. * **States** communicating with supervisor and/or support (teachers, peers …) but **does not explain** what was discussed or how it impacted you in planning or organizing the product idea. |
| **3-4** | 1. Develops **adequate** criteria for the product/outcome 2. Presents an **adequate** plan and record of the development process of the product 3. Demonstrates **adequate** self-management skills 4. Demonstrates **adequate** thinking skills 5. Demonstrates **adequate** communication and social skills. | * **Develops a limited** list of what the product will include, but includes very little detail so it is hard to evaluate the rigor of the product. * Shows some thought regarding a plan to create the product idea and includes several key steps, but description of details is limited. * The description of how the product will be created shows **limited thought** about the time required and order of steps necessary for completing the product. Shows some thought about time management but it is **vague**. * **States** the global context AND personal goal but does not make an explicit connection to the product idea and how they are all aligned. * Mentions communicating with supervisor and/or support (teachers, peers …) and a brief description of what was discussed but **no explanation** of how it impacted you in planning or organizing the product idea. |
| **5-6** | 1. Develops **substantial and appropriate** criteria for the product/outcome. 2. Presents a **substantial** plan and record of the development process of the project. 3. Demonstrates **substantial** self-management skills. 4. Demonstrates **substantial** thinking skills. 5. Demonstrates **substantial** communication and social skills. | * **Describes** what your product will look like and include with specific details that indicate the product is well thought out with some rigor. * Shows intentional thought about how to create your product idea and lists the steps and materials to complete the process with **some detail**. * Shows clear consideration of how to organize the creation of the product although there **could be more specific explanation** of how long each step will take. * **Discusses** how the global context and personal goal connect to the product with **some detailed explanation.** * **Discusses** communication with supervisor and/or support (teachers, peers …) with **some detailed explanation** of how this impacted you in planning, organizing and creating your product. |
| **7-8** | 1. Develops **rigorous** criteria for the product/outcome. 2. Presents a **detailed and accurate** plan and record of the development process of the project. 3. Demonstrates **excellent** self-management skills. 4. Demonstrates **excellent** thinking skills. 5. Demonstrates **excellent** communication and social skills. | * **Describes** in detail what the product will look like and include **with lots of specific details** that indicate the product is **well thought out and highly rigorous.** * **Describes**, with explicit detail, the steps and materials needed to create a highly rigorous product. * **Clear and explicit** reference to organization of steps and the time-frame for completing each step. **Thoughtful description** of overall organization of creating the product. * Thoughtful and explicit explanation of the connection between the global context, the personal goal and the product. * Thorough explanation of communication with supervisor and/or support (teachers, peers …) and how it impacted you in planning, organizing and creating your product.. |