Personal Project Assessment Criteria

General

The following assessment criteria have been established by the IBO for the personal project in the MYP. The final assessment required for IBO-validated grades and IBO certification at the end of the MYP must be based on these assessment criteria.

Criterion A	Planning and Development	Maximum level: 4
Criterion B	Collection of Information/Resources	Maximum level: 4
Criterion C	Choice and Application of Techniques	Maximum level: 4
Criterion D	Analysis of Information	Maximum level: 4
Criterion E	Organization of the Written Work	Maximum level: 4
Criterion F	Analysis of Process and Outcome	Maximum level: 4
Criterion G	Personal Engagement	Maximum level: 4

Criterion A: Planning and Development

Maximum level: 4

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal.

Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student **identifies the goal** of the personal project but **does not provide an outline** of how he/she aims to achieve this goal.
2	The student identifies and **describes** the goal of the personal project, **states the focus on the chosen area(s) of interaction** and **provides a simple outline** of how he/she aims to achieve this goal.
3	The student identifies and **clearly** describes the goal of the personal project, **describes** the focus on the chosen area(s) of interaction and **provides a coherent account** of how he/she aims to achieve this goal. The development of the personal project is **generally consistent** with this description.
4	The student identifies and clearly describes the goal of the personal project **within a context**, **develops and justifies** the focus on the area(s) of interaction and provides a coherent **and thorough** description of how he/she aims to achieve this goal. The development of the personal project is **totally** consistent with this description.

Criterion B: Collection of Information/Resources

Maximum level: 4
This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	**Few** sources of information and resources have been collected, or the majority is **irrelevant** to the goal of the personal project. The student has provided a **summary bibliography**, where many elements are missing. **Few references** are made in the text to sources of information used.
2	The student has chosen and used a **limited amount** of **relevant** information and resources, from a **limited number** of appropriate sources. A bibliography has been compiled with **most elements present and/or appropriately presented**. **Some references** are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a **good** amount of relevant information and resources, from a **fairly extensive number** of appropriate sources. A bibliography has been compiled with **all important** elements present and/or appropriately presented. **Detailed references** are made in the body of the text and appendices, where appropriate.
4	The personal project contains **excellent,** relevant information and resources from a **wide variety** of appropriate sources. The bibliography is **complete and well presented**, with **clear references** to sources in the body of the text and appendices, where appropriate.

Criterion C: Choice and Application of Techniques

Maximum level: 4

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively.

Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	**Large parts** of the project are **not relevant** in terms of the goal that had been identified by the student. The techniques used are **largely inappropriate** and **inadequately applied**.
2	The techniques chosen **vary in their appropriateness with some being applied to an acceptable standard** in order to contribute to the achievement of the goal. The student **begins to provide justification** for the use of the chosen techniques.
3	The techniques chosen are **generally appropriate and well applied** to contribute to the achievement of the goal. The student provides **some justification** for the use of the chosen techniques.
4	The student has chosen **absolutely appropriate** techniques, provided **specific justification** for their choice and applied them **effectively** to achieve the stated goal.

Criterion D: Analysis of Information

Maximum level: 4
This criterion measures students' abilities to analyse information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains **little reflection** in terms of the goal and focus on the chosen area(s) of interaction, and is **largely narrative/descriptive**. The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains **some** reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is **mostly supported** with arguments and evidence.
3	The personal project contains **significant** reflection in terms of the goal and focus on the chosen area(s) of interaction. The student **generally** supports personal thought with arguments and evidence. However, some opportunities for analysis are **not pursued**.
4	The personal project **clearly shows** the depth of reflection and vitality of the student's own **ideas and vision**. The student consistently supports a **truly personal response** to the topic with arguments and evidence.

Criterion E: Organization of the Written Work

Maximum level: 4
This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The written work is **poorly organized**, lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is **lacking** in several respects.
2	The student has made **some attempt at logical organization** and an attempt to respect the **required structure** of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is **often appropriate**.
3	The student has made a **good** attempt at logical organization, respecting the **required structure** of the personal project. There are some good links between parts of the personal project, and the presentation of the work is **almost always appropriate**.
4	The organization of the work is **completely coherent** with the required structure. Ideas are sequenced in a **consistently** logical manner with appropriate transitions. Overall presentation and neatness of the work are **excellent**.

Criterion F: Analysis of Process and Outcome

Maximum level: 4

Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- *What have been the strengths and the weaknesses of the personal project at different stages of development?*
- *What would the student do differently next time?*

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student's review is simply a **narrative summary** or a **superficial review** of the development of the personal project in terms of the goal set at its start. There is **little understanding** of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
2	The student **adequately** reviews his/her personal project in terms of the goal set at its start. The student's review shows **some reflection** on different stages of the process including an **adequate analysis** of the quality of the product. The student's review shows **some** understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
3	The student **consistently** reviews his/her personal project in terms of the goal set at its start. The student's review shows **significant reflection** on different stages of the process. The evaluation includes a **good analysis** of the quality of the product, and shows a **clear** understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
4	The student consistently and **thoroughly** reviews his/her personal project in terms of the goal set at its start. The student's review shows **excellent reflection** on different stages of the process. The evaluation includes an **excellent** analysis of the quality of the product and reveals a **thorough** understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents **new perspectives** emerging from the chosen topic.

Criterion G: Personal Engagement

Maximum level: 4
This criterion focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviours such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours are evident in the personal project.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project shows **little evidence** of any of the required qualities and working behaviours.
2	The personal project is judged to be **satisfactory** in terms of most of the required qualities and working behaviours.
3	The personal project is judged to be **good** in terms of most of the required qualities and working behaviours.
4	The personal project is judged to be **outstanding** in terms of the required qualities and working behaviours.