

Personal Project Marking Sheet

Criterion A - Planning

Strand i: State a learning goal for the project and explain how a personal interest led to that goal

Level	Strand descriptor	Task specific clarification
1-2	states a learning goal <i>State = Give a specific name, value or other brief answer without explanation or calculation.</i>	<ul style="list-style-type: none"> There is only a learning goal stated.
3-4	states a learning goal and outlines the connection between personal interest(s) and that goal <i>Outline = Give a brief account or summary.</i>	<ul style="list-style-type: none"> There is a learning goal that outlines what the student wants to learn as a result of doing the personal project They provide an outline showing a connection between their personal interest and their learning goal (Personal Interest, Global context, Unit of Inquiry, Service as Action) *They provide some evidence to support their personal interest but its superficial
5-6	states a learning goal and describes the connection between personal interest(s) and that goal <i>Describe = Give a detailed account or picture of a situation, event, pattern or process.</i>	<ul style="list-style-type: none"> There is a clear learning goal that describes what the student wants to learn as a result of doing the personal project They describe the connection between their personal interest and their learning goal They provide reasons or causes for the connection (Personal Interest, Global context, Unit of Inquiry, Service as Action) *They provide evidence to support their personal interest <i>(Providing explicit reasons or causes for the connection between their learning goal and their personal interest would increase their grade).</i>
7-8	states a learning goal and explains the connection between personal interest(s) and that goal <i>Explain = Give a detailed account including reasons or causes.</i>	<ul style="list-style-type: none"> There is a clear learning goal that explains what the student wants to learn as a result of doing the personal project They provide a detailed account that specifically shows a connection between their personal interest and their learning goal They provide explicit reasons or causes for this connection (Personal Interest, Global context, Unit of Inquiry, Service as Action) *They provide detailed evidence to support their personal interest

A.i	Mark /8	Overall Strand /8	*Examples of supporting evidence
Learning Goal			<ul style="list-style-type: none"> a list and/or diagram of interests and related learning goals a list of possible strategies to achieve personal and academic goals a diagram showing the connections between the learning goal and the product
Explains connection with personal interest			
Reasons for the connections			

Strand ii: state an intended product and develop appropriate success criteria for the product

Level	Strand descriptor	Task specific clarification
1-2	states their intended product	<ul style="list-style-type: none"> The student only states what their product is
3-4	states their intended product and presents basic success criteria for the product	<ul style="list-style-type: none"> The student states what their product is Basic criteria are presented which has some connection to the product (the student cannot justify the reasons for choosing them) The criteria addresses only some elements of the product (there could be more) The criteria is basic and there is no evidence to show appropriateness.

		<ul style="list-style-type: none"> (The student cannot achieve a 4 if the criteria are too superficial)
5-6	states their intended product and presents multiple appropriate success criteria for the product	<ul style="list-style-type: none"> The student states what their product is Multiple appropriate criteria are presented for the product (only some are appropriate; eg they have been informed by research like the cost of something or justified by a need) The success criteria are realistic and relevant to the product by addressing different and multiple elements of the product (ie function, aesthetics, design features etc). <p>The student would have achieved a higher mark if:</p> <ul style="list-style-type: none"> they can demonstrate why or how each of the criterion is appropriate to their product had enhanced the criteria with details. They clarify or justify the appropriateness of all of their criteria
7-8	states their intended product and presents multiple appropriate, detailed success criteria for the product	<ul style="list-style-type: none"> The student states what their product is Multiple appropriate success criteria are presented for the product (they are all considered to be appropriate eg the student is able to justify the reasons for choosing them such as by need or they have been informed by research like the cost of something) The success criteria clearly defines the specific characteristics of a high quality product by addressing different and multiple elements of the product (ie function, aesthetics, design features, cost etc). Success criteria is detailed i.e. by including information on how the product will be tested.

A.ii	Mark /8	Overall Strand /8	*Examples of supporting evidence
States intended product			<ul style="list-style-type: none"> Identification of product product criteria rubric with justification and specific characteristics of what a successful product will look like. criteria that have multiple characteristics (qualitative and quantitative as appropriate)
Multiple success criteria			
Addresses multiple elements			

Strand iii: present a clear, detailed plan for achieving the product and its associated success criteria.

Level	Strand descriptor	Task specific clarification
1-2	presents a plan that is superficial or that is not focused on a product	<ul style="list-style-type: none"> *The student presents a superficial plan which is not focussed on the product Does not link the plan to each of the product criteria and sub-criteria Plan is irrelevant to the success criteria The plan is brief and lacks any detail <p>The student may have some entries in their plan that are relevant to the product, but if these steps are superficial and not related to the success criteria, they cannot get higher than a 2.</p>
3-4	presents a plan for achieving the product and some of its associated success criteria.	<ul style="list-style-type: none"> *The student presents a plan that shows how they will achieve their product. There are very general dates and deadlines for each task, but they are inconsistent Long term planning which is not broken down to specific steps There are vague connections to the student's project The student links their plan to some of the product criteria but not all are included
5-6	presents a detailed plan for achieving the product and most of its associated success criteria.	<ul style="list-style-type: none"> *The student presents a detailed plan that shows how they will achieve their product. There are dates and deadlines for most of the tasks and records of adjustment to the project's timeline Short and long term planning that has not been broken down into specific steps There are clear connections to the student's project The student has linked the plan to most of their product's success criteria <p>The student should not achieve a higher mark if:</p> <ul style="list-style-type: none"> Some of the steps in their plan are just stated; lacking detail If the plan does not specifically address all of the product success criteria
7-8	presents a detailed plan for achieving the product and all of its associated success criteria.	<ul style="list-style-type: none"> *The student presents a detailed plan that shows how they will achieve their product. There are specific dates and deadlines for each task and clear records of adjustment to the project's timeline Short and long term planning is broken down into detailed, logical steps There is a strong focus to the student's project The student includes additional specific details i.e. a 'to do list' for each task.

		<ul style="list-style-type: none"> The student has clearly linked the plan to all of their product's success criteria and sub-criteria (if any)
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A.iii	Mark /8	Overall Strand /8	Strands Marks	Criterion A Overall / 8	*Examples of supporting evidence
Plans for the product			A.i =		<ul style="list-style-type: none"> a series of steps leading to the completion of the product a timeline for completing short- and long-term tasks. Action plans might be or might include: <ul style="list-style-type: none"> Action tables, GANNT charts, to-do lists, calendar tasks, a step by step logical plan, storyboards, graphs, a bullet journal, a spreadsheet, flow-charts, equipment and materials lists, slippage chart, goal charts, project timelines, Kanban boards scrum boards.
Plans for the success criteria			A.ii =		
			A.iii =		

Criterion B - Applying Skills

Strand i: explain how the ATL skill(s) was/were applied to help achieve their learning goal

Level	Strand descriptor	Task specific clarification
1-2	states which ATL skill(s) was/were applied to help achieve their learning goal State = Give a specific name, value or other brief answer without explanation or calculation.	<ul style="list-style-type: none"> *The student states which ATL skill(s) was/were applied to help them achieve their learning goal Provides no examples for this.
3-4	outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence Outline = Give a brief account or summary.	<ul style="list-style-type: none"> *The student outlines which ATL skill(s) was/were applied to help them achieve their learning goal *Provides some superficial examples or pieces of evidence that support how their ATL choices were applied to achieve their learning goal. <i>The student cannot achieve a level 4 if there is limited evidence of how these skills specifically impacted the learning goal.</i> <i>They outline the ATL skill(s) that were used in the project, but do not connect these to the development of the learning goal.</i> <p><i>In order to get a higher markband:</i></p> <ul style="list-style-type: none"> <i>the student would need to provide specific examples of using these skills and say directly how they are connected to the development of their learning goal.</i>
5-6	describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence Describe = Give a detailed	<ul style="list-style-type: none"> *The student describes how the ATL skill(s) was/were applied to help them achieve their learning goal Describes how the ATL skill(s) helped them by referencing examples that show a link between the ATL skill(s) and the learning goal. *Provides pieces of evidence that support how their ATL choices were applied to their learning goal. <p><i>Level 6 if:</i></p> <ul style="list-style-type: none"> <i>The student identifies and describes the skills that helped them achieve their learning</i>

	account or picture of a situation, event, pattern or process.	<i>goal and provides examples of their use i.e. determining search terms for research or an interview for communication skills.</i>
7-8	explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence Explain = Give a detailed account including reasons or causes.	<ul style="list-style-type: none"> • *The student explicitly identifies and explains how the ATL skill(s) was/were applied to help them achieve their learning goal • Explains how the ATL skill(s) helped them by including multiple examples that show a clear link between the ATL skill(s) and the learning goal. • *Provides multiple and detailed examples or pieces of evidence that support how their ATL choices were applied to their learning goal.

B.i	Mark /8	Overall Strand /8	*Examples of supporting evidence
Identifies and explains ATL skill(s)			<ul style="list-style-type: none"> • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen. <p>ATL Skills: One or more of:</p> <ul style="list-style-type: none"> • communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer (Including ATL skills within those clusters).
Shows link between ATL skill and learning goal			
Examples /evidence provided			

Strand ii: explain how the ATL skill(s) was/were applied to help achieve their product

Level	Strand descriptor	Task specific clarification
1-2	states which ATL skill(s) was/were applied to help achieve their product. State = Give a specific name, value or other brief answer without explanation or calculation.	<ul style="list-style-type: none"> • *The student states which ATL skill(s) was/were applied to help them achieve their product • Provides no examples for this. • Brief outline on how the ATL skills helped them achieve their product.
3-4	outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence. Outline = Give a brief account or summary.	<ul style="list-style-type: none"> • *The student identifies which ATL skill(s) was/were applied to help them achieve their product • *Provides some superficial examples or pieces of evidence that support how their ATL choices were applied to achieve their product. <p><i>The student cannot get higher than a 4 if</i></p> <ul style="list-style-type: none"> • <i>They outline the ATL skill(s) that were used in the project, but do not connect these to the development of the product.</i> • <i>There is limited evidence of how these skills specifically impacted the product.</i> <p><i>In order to get a higher markband:</i></p> <ul style="list-style-type: none"> • <i>the student would need to provide specific examples of using these skills and say directly how they are connected to the development of their product.</i>
5-6	describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.	<ul style="list-style-type: none"> • *The student describes how the ATL skill(s) was/were applied to help them achieve their product • Describes how the ATL skill(s) helped them by including examples that show a link between the ATL skill(s) and the product. • *Provides pieces of evidence that support how their ATL choices were applied to their product

	Describe = Give a detailed account or picture of a situation, event, pattern or process.	<p><i>Level 6 if:</i></p> <ul style="list-style-type: none"> The student identifies and describes the skills that helped them achieve their product and provides examples of their use i.e. determining search terms for research or an interview for communication skills.
7-8	<p>explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.</p> <p>Explain = Give a detailed account including reasons or causes.</p>	<ul style="list-style-type: none"> *The student explicitly identifies and explains how the ATL skill(s) was/were applied to help them achieve their product Explains how the ATL skill(s) helped them by including multiple examples that show a clear link between the ATL skill(s) and the product. *Provides multiple and detailed examples or pieces of evidence that support how their ATL choices were applied to their product.

B.ii	Mark /8	Overall Strand /8	Strand Marks	Criterion B Overall /8	*Examples of supporting evidence
How ATL skills were applied			B.i =		<ul style="list-style-type: none"> a series of inquiry questions (research skills) sample correspondence with the project supervisor (communication skills) screenshot of daily reminders or alerts to complete personal project tasks (self-management) reflection about resolving a conflict (social skills) summary of prior learning that is relevant to the project (thinking skills) interview with a professional on the topic chosen.
Shows link between ATL skill and product			B.ii =		
Examples/evidence provided			B.iii =		

Criterion C – Reflecting

Strand i: explain the impact of the project on themselves or their learning

Level	Strand descriptor	Task specific clarification
1-2	<p>states the impact of the project on themselves or their learning</p> <p>State = Give a specific name, value or other brief answer without explanation or calculation.</p>	<ul style="list-style-type: none"> The student states the impact of the project on themselves and/or their learning. They provide no evidence or examples on how completing the project caused them to gain new insights about themselves / as a learner.
3-4	<p>outlines the impact of the project on themselves or their learning</p> <p>Outline = Give a brief account or summary.</p>	<ul style="list-style-type: none"> The student outlines the impact of the project on themselves and/or their learning. *They provide no evidence on how completing the project caused them to gain new insights about themselves / as a learner. The student outlines an understanding of their personal interest but lacks detail *The student outlines an understanding of an improvement in their ATL skills as ways in which the project impacted them <p><i>Students cannot get higher than a 4 if:</i></p> <ul style="list-style-type: none"> there is a lack of detail for discussing their personal interest and improvement of their ATL skill(s) they don't further develop the way in which they have been impacted by their ATL skill(s).

5-6	describes the impact of the project on themselves or their learning <i>Describe</i> = Give a detailed account or picture of a situation, event, pattern or process.	<ul style="list-style-type: none"> The student describes the impact of the project on themselves and/or their learning. They describe how completing the project caused them to gain new insights about themselves / as a learner. *The student describes the impact that the project has had on them (ie a possible change of lifestyle (vegetarianism, shopping locally etc) and try to show how this may extend their learning in the future.
7-8	explains the impact of the project on themselves or their learning <i>Explain</i> = Give a detailed account including reasons or causes.	<ul style="list-style-type: none"> The student explains the impact of the project on themselves and/or their learning. They provide detailed examples with specific evidence on how completing the project caused them to gain new insights about themselves / as a learner. *They explain the impact that the project has had on them and their learning in detail (ie a possible change of lifestyle (vegetarianism, shopping locally etc) and how this will extend their learning in the future.

C.i	Mark /8	Overall Strand /8	*Examples of supporting evidence
Impact of project - on themselves or their learning			<ul style="list-style-type: none"> summary of new knowledge or insights related to the learning goal. a table with impact on learning about ATL, Topic, criteria, themselves as learners etc Reflection on learning about their topic Reflection on Global Context, Unit of Inquiry, Service as Action, Interest/hobby
Examples			

Strand ii: evaluate the product based on the success criteria.

Level	Strand descriptor	Task specific clarification
1-2	states whether the product was achieved. <i>State</i> = Give a specific name, value or other brief answer without explanation or calculation.	<ul style="list-style-type: none"> The student states whether the product was achieved Student does not address the product success criteria and provides no examples or evidence for their criteria
3-4	states whether the product was achieved, partially supported with evidence or examples <i>State</i> = Give a specific name, value or other brief answer without explanation or calculation.	<ul style="list-style-type: none"> The student states whether the product was achieved There is no outline of any strengths and/or weaknesses Student addresses some of their product success criteria and provides limited examples and evidence for these criteria <p><i>To achieve a higher markband, the student should include a specific evaluation of the product against their success criteria. ie if they state their product was 'mostly successful', they need to provide a specific example to support this</i></p>
5-6	evaluates the product based on the success criteria, partially supported with evidence or examples. <i>Evaluate</i> = Make an appraisal by weighing up the strengths and limitations.	<ul style="list-style-type: none"> The evaluation analyses the quality of the product but there are only some examples or evidence to support this The student provides an evaluation by looking at the strengths and weaknesses (areas of development) of their product based on their success criteria Student addresses all of the product success criteria which is partially supported with examples and evidence for only some of these criteria
7-8	evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples. <i>Evaluate</i> = Make an	<ul style="list-style-type: none"> The evaluation analyses the quality of the product against all the stated criteria. The essential elements of the criteria are discussed and broken down The student provides a detailed evaluation by looking at the strengths and weaknesses (areas of development) of their product based on their success criteria Student addresses all of the product success criteria and provides detailed examples and evidence for all of these criteria

	appraisal by weighing up the strengths and limitations.	<ul style="list-style-type: none"> The student identifies any relationships and makes interpretations in order to reach conclusions
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C.ii	Mark /8	Overall Strand /8	Strand Marks	Criterion C Overall /8	*Examples of supporting evidence
evaluates the product			C.i =		<ul style="list-style-type: none"> evaluation of the product against the success criteria images showing key features of the product analysis of the causes for success and/or failure
product is based on success criteria			C.ii =		
supported with evidence/examples			C.iii =		

Final Mark

Criterion A /8	Criterion B /8	Criterion C /8	Total /24

Comment:
