

Example 4: Personal Project- Piping Pony

Criterion	A	B	C	D
Level achieved	7	7	7	7
Criterion A: Investigating				
7-8	<p>The student:</p> <ol style="list-style-type: none"> i. defines a clear and highly challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrates excellent research skills. 			
<p>This work achieved level 7 because the student:</p> <ul style="list-style-type: none"> • develops a highly challenging goal and highlighted her personal interest in the inquiry • explains exactly the goal of the project—when, where, how and why it was investigated • identifies and considers the global context • identifies prior learning relevant to one area of her project and new skills to be learned in order to achieve the product • demonstrates well-developed research skills in an organized manner. <p>The work would have achieved a higher level if the student had:</p> <ul style="list-style-type: none"> • related her prior knowledge more directly to the project • evaluated more sources of her research • provided more detail in the final section on welding, supported by process journal extracts. 				
Criterion B: Planning				
7-8	<p>The student:</p> <ol style="list-style-type: none"> i. develops rigorous criteria for the product/outcome ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrates excellent self-management skills. 			
<p>This work achieved level 7 because the student:</p> <ul style="list-style-type: none"> • provides clear and appropriate criteria for the product • provides a detailed and accurate action plan and record of development of the project both in the report and in the appendix • demonstrates excellent organization skills by using her time effectively, locating and preparing the materials and equipment in a timely manner, and breaking the project into smaller parts. <p>The work would have achieved a higher level if the student had:</p> <ul style="list-style-type: none"> • created multiple detailed criteria, addressing her welding and her research into the history of the Kulin Tin Horse Highway • demonstrated stronger reflection skills. 				
Criterion C: Taking Action				
7-8	<p>The student:</p> <ol style="list-style-type: none"> i. creates an excellent product/outcome in response to the goal, global context and criteria ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills. 			

This work achieved level 7 because the student:

- submits evidence of an excellent product including feedback indicating the product was closely related to the goal and global context
- demonstrates critical-thinking skills in terms of evaluating sources
- expands on communication and social skills at great length.

The work would have achieved a higher level if the student had:

- outlined the skills that she had when she started the project rather than only those she developed as a result of the process
- explored transfer and creative thinking skills in greater detail
- detailed more of the communication with supervisors and/or experts in her report.

Criterion D: Reflecting	
7-8	<p>The student:</p> <ol style="list-style-type: none"> i. presents an excellent evaluation of the quality of the product/outcome against his or her criteria ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents excellent reflection on his or her development as an IB learner through the project.

This work achieved level 7 because the student:

- evaluates the product against the criteria clearly and in detail, including aspects such as the size, colour and location of the sculpture even though they were not student-designed criteria
- effectively discusses developed knowledge of welding and new knowledge gained about the global context
- reflects clearly on her development as an IB learner through the attributes of being courageous, an inquirer, and being open-minded.

The work would have achieved a higher level if the student had:

- provided more reflection on the investigation into the history of the Kulin Tin Horse Highway
- evaluated possible impacts of her research on the product
- justified evidence of the student-designed criterion focused on total cost, such as receipts.

Piping Pony