### Criterion A: Investigating

#### Strand i: Define a goal and global context for the project, based on personal interests

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>State a goal and global context for the project, based on personal interests, but this may be limited in depth or accessibility</td>
<td>The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.</td>
</tr>
<tr>
<td>3-4</td>
<td>Outline a basic and appropriate goal and global context for the project, based on personal interests</td>
<td>The student outlines a simple or easily-achievable goal that identifies a relevant global context.</td>
</tr>
</tbody>
</table>
| 5-6   | Develop a clear and challenging goal and global context for the project, based on personal interests | Based on personal interest, the student develops a clear goal that:  
  • explains what make the goal personally challenging  
  • details the goal’s relationship to a relevant global context. |
| 7-8   | Develop a clear and highly challenging goal and global context for the project, based on personal interest | Based on personal interest, the student develops a clear goal that:  
  • justifies the goal as highly challenging  
  • meaningfully relates to a global context. |

### Criterion A: Investigating

#### Strand ii: Identify prior learning and subject-specific knowledge relevant to the project

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<tbody>
<tr>
<td>1-2</td>
<td>Identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance</td>
<td>States some prior learning relevant to the project</td>
</tr>
<tr>
<td>3-4</td>
<td>Identify basic prior learning and subject-specific knowledge relevant to some areas of the project</td>
<td>Outlines prior learning relevant to some aspect of the project</td>
</tr>
<tr>
<td>5-6</td>
<td>Identify prior learning and subject-specific knowledge generally relevant to the project</td>
<td>Describes with appropriate detail prior learning relevant to the project</td>
</tr>
<tr>
<td>7-8</td>
<td>Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project</td>
<td>Analyses the relevance and contribution of prior learning to the project</td>
</tr>
</tbody>
</table>
Criterion A: Investigating
Strand iii: Demonstrate research skills

<table>
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| 1-2   | Demonstrate **limited** research skills | Few or inappropriate sources have been researched and recorded.  
There is little if any evaluation of sources’ reliability or relevance.  
The bibliography is inappropriate, inconsistent and/or not used in the project report.  
There is little evidence of other appropriate research skills. |
| 3-4   | Demonstrate **adequate** research skills | A range of sources has been researched and recorded.  
Specific sources selected for the project are evaluated for reliability or relevance.  
The bibliography is consistent and used in the project report.  
There is some evidence of other appropriate research skills. |
| 5-6   | Demonstrate **substantial** research skills | An appropriate range of sources and variety of source types have been researched.  
Specific sources selected for the project are evaluated effectively for reliability and relevance.  
The bibliography is appropriate, consistent, and used effectively in the project report.  
There is consistent evidence of appropriate research skills. |
| 7-8   | Demonstrate **excellent** research skills | An extensive range of sources and variety of source types have been researched.  
Sources are consistently and effectively evaluated for their reliability and relevance.  
The bibliography is appropriate, consistent and used with sophistication in the project.  
There is extensive evidence of a broad range of research skills. |
Criterion B: Planning  
Strand i: Develop criteria for the product/outcome

<table>
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| 1-2   | Develop **limited** criteria for the product/outcome | Criteria that:  
• are basic and/or have some connection to the product/outcome. |
| 3-4   | Develop **adequate** criteria for the product/outcome | Criteria that:  
• start to consider the qualitative elements of the product/outcome  
• outline how their success might be observed. |
| 5-6   | Develop **substantial** and **appropriate** criteria for the product/outcome | Criteria that are:  
• realistic and relevant to the product/outcome  
• informed by research  
• qualitative and/or quantitative, as appropriate. |
| 7-8   | Develop **rigorous** criteria for the product/outcome | Criteria that:  
• clearly define the specific characteristics of a high-quality product/outcome  
• are explicitly informed by highly relevant research  
• are justified, specific and multidimensional. |
### Criterion B: Planning

**Strand ii: Plan and record the development process of the project**

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<tbody>
<tr>
<td>1-2</td>
<td>Present a <strong>limited or partial</strong> plan and record of the development process of the project</td>
<td>A brief plan that is not specific to the stated goal with a minimal outline of the development process.</td>
</tr>
</tbody>
</table>
| 3-4    | Present an **adequate** plan and record of the development process of the project | A plan that includes:  
  - long-term planning that is not broken down to specific steps  
  - vague connections to the student’s project  
  - very general dates and deadlines.  
  The record of the development process includes:  
  - a general and/or fragmented explanation of the process that does not clearly correspond to the plan. |
| 5-6    | Present a **substantial** plan and record of the development process of the project | A plan that includes:  
  - short- and long-term planning that has not been broken down into specific steps  
  - clear connections to the student’s project  
  - specific dates and deadlines.  
  The record of the development process includes:  
  - an explanation of the process from start to finish that corresponds to the plan  
  - changes that are stated but not justified. |
| 7-8    | Present a **detailed and accurate** plan and record of the development process of the project | A plan that includes:  
  - short- and long-term planning broken down into detailed, logical steps  
  - a strong focus to the student’s project  
  - specific dates, deadlines and clear records of adjustment to the project’s timeline.  
  The record of the development process includes:  
  - a comprehensive account of the process from start to finish that corresponds closely to the plan  
  - changes that are clearly described and justified. |
**Criterion B: Planning**  
**Strand iii: Demonstrate self-management skills**

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| 1-2   | Demonstrate **limited** self-management skills | A brief account of:  
- basic or inconsistent time and/or task management  
- affective skills practised through the project. |
| 3-4   | Demonstrate **adequate** self-management skills | A description of:  
- appropriate time and task management which show some independence  
- affective skills practised through the project  
- use of another self-management skill. |
| 5-6   | Demonstrate **substantial** self-management skills | An explanation of:  
- effective and often independent time and task management  
- affective skills practised through the project  
- effective use of other self-management skills. |
| 7-8   | Demonstrate **excellent** self-management skills | A justification of:  
- strengths and limitations for effective and independent time and task management  
- affective skills practised through the project  
- highly effective use of other self-management skills. |
Criteria C: Taking Action  
Strand i: Create a product/outcome in response to the goal, global context and criteria

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| 1-2   | Create a **limited** product/outcome in response to the goal, global context and criteria | • A poorly rendered/largely unachieved product/outcome  
• An outline of how the student achieved the project’s goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success |
| 3-4   | Create a **basic** product/outcome in response to the goal, global context and criteria | • A simple product/outcome  
• A description of how the student achieved the project’s goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success |
| 5-6   | Create a **substantial** product/outcome in response to the goal, global context and criteria | • A good-quality product/successful outcome  
• An explanation of how the student achieved the project’s goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success |
| 7-8   | Create an **excellent** product/outcome in response to the goal, global context and criteria | • A high-quality product/highly successful outcome  
• An analysis and evaluation of how the student achieved the project’s goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success |

Criterion C: Taking Action  
Strand ii: Demonstrate thinking skills

<table>
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</table>
| 1-2   | Demonstrate **limited** thinking skills | Outline of:  
• critical- and/or creative-thinking skills relevant to the project. |
| 3-4   | Demonstrate **adequate** thinking skills | Description of:  
• critical- and creative-thinking skills appropriate to the project  
• transfer of some learning from the research that helps to achieve the project’s goal. |
| 5-6   | Demonstrate **substantial** thinking skills | Explanation of:  
• critical and creative-thinking skills appropriate to the project  
• transfer of learning from the research to generate new ideas or solve problems that help to achieve the project’s goal. |
| 7-8   | Demonstrate **excellent** thinking skills | Analysis and evaluation of:  
• critical and creative-thinking skills appropriate to the project  
• transfer of learning from the research to generate new ideas or solve problems that help to achieve the project’s goal. |
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| 1-2   | Demonstrate **limited** communication and social skills | Outline of:  
  • limited or irrelevant interaction with people involved in the project  
  • little collaboration with those relevant to the project (if appropriate to the project).  
  A report that lacks clarity and coherence and/or does not follow the required structure. |
| 3-4   | Demonstrate **adequate** communication and social skills | Description of:  
  • interaction with some people relevant to the project  
  • working effectively with others (if appropriate to the project).  
  A report that is occasionally clear and coherent and that partially follows the required structure. |
| 5-6   | Demonstrate **substantial** communication and social skills | Explanation of:  
  • effective interaction with those relevant to the project using appropriate modes of communication  
  • working effectively with others (if appropriate to the project).  
  A report that is mostly clear and coherent and that follows the required structure. |
| 7-8   | Demonstrate **excellent** communication and social skills | Analysis and evaluation of:  
  • valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication  
  • working effectively with others (if appropriate to the project).  
  A report that is consistently clear, coherent and effectively (or creatively) follows the required structure. |
Criteria D: Reflecting
Strand i: Evaluate the quality of the product/success of the outcome against the criteria

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<tbody>
<tr>
<td>1-2</td>
<td>Present a limited evaluation of the quality of the product/success of the outcome against their criteria</td>
<td>The evaluation outlines the quality of the product/success of the outcome against some of the stated criteria.</td>
</tr>
<tr>
<td>3-4</td>
<td>Present a basic evaluation of the quality of the product/success of the outcome against their criteria</td>
<td>The evaluation describes the quality of the product/success of the outcome against some of the stated criteria.</td>
</tr>
<tr>
<td>5-6</td>
<td>Present a substantial evaluation of the quality of the product/success of the outcome against their criteria</td>
<td>The evaluation explains the quality of the product/success of the outcome against most of the stated criteria.</td>
</tr>
<tr>
<td>7-8</td>
<td>Present an excellent evaluation of the quality of the product/success of the outcome against their criteria</td>
<td>The evaluation analyses the quality of the product/success of the outcome against all the stated criteria.</td>
</tr>
</tbody>
</table>

Criteria D: Reflecting
Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

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<tbody>
<tr>
<td>1-2</td>
<td>Present limited reflection on how completing the project has extended their knowledge and understanding of the topic and the global context</td>
<td>The reflection states at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples.</td>
</tr>
<tr>
<td>3-4</td>
<td>Present adequate reflection on how completing the project has extended their knowledge and understanding of the topic and the global context</td>
<td>The reflection outlines ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples.</td>
</tr>
<tr>
<td>5-6</td>
<td>Present substantial reflection on how completing the project has extended their knowledge and understanding of the topic and the global context</td>
<td>The reflection explains how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples.</td>
</tr>
<tr>
<td>7-8</td>
<td>Present excellent reflection on how completing the project has extended their knowledge and understanding of the topic and the global context</td>
<td>The reflection evaluates how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations.</td>
</tr>
</tbody>
</table>
Criteria D: Reflecting
Strand iii: Reflect on their development as an IB learner through the project

<table>
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<tbody>
<tr>
<td>1-2</td>
<td>Presents <strong>limited</strong> reflection on their development as an IB learner through the project</td>
<td>The reflection <strong>states</strong> at least one way the student has developed as an IB learner, without using examples.</td>
</tr>
<tr>
<td>3-4</td>
<td>Presents <strong>adequate</strong> reflection on their development as an IB learner through the project</td>
<td>The reflection <strong>outlines</strong> ways the student has developed as an IB learner using some examples.</td>
</tr>
<tr>
<td>5-6</td>
<td>Presents <strong>substantial</strong> reflection on their development as an IB learner through the project</td>
<td>The reflection <strong>explains</strong> how the student has developed as an IB learner using specific, well-chosen examples.</td>
</tr>
<tr>
<td>7-8</td>
<td>Presents <strong>excellent</strong> reflection on their development as an IB learner through the project</td>
<td>The reflection <strong>evaluates</strong> the student’s development as an IB learner using appropriate examples, detailed descriptions and insightful explanations.</td>
</tr>
</tbody>
</table>