

Using assessment criteria

Assessment for the MYP personal project is criterion-related, based on three equally weighted assessment criteria (table 11).

Table 11

The relationship between assessment criteria, objectives and marks

Criterion	Objective	Maximum weighting
Criterion A	Planning	8
Criterion B	Applying skills	8
Criterion C	Reflecting	8

MYP personal projects **must** assess **all** strands of **all** three assessment criteria.

In the MYP, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each strand within each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for the personal project developed in year 5 of the MYP. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

The personal project coordinators and supervisors clarify the expectations for the MYP personal project with direct reference to the assessment criteria. Reference to the [command terms and their definitions](#) will help coordinators and supervisors to explain clearly what students are expected to know and do. This can be addressed in forms such as:

- a face-to-face or virtual discussion
- an information day
- detailed advice pages on the school intranet
- reference to assessed student samples of the personal project and/or other tasks.

MYP personal project assessment criteria

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3–4	The student: <ol style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5–6	The student: <ol style="list-style-type: none"> i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7–8	The student: <ol style="list-style-type: none"> i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

Definitions

Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.

Definitions	
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

- explain how the ATL skill(s) was/were applied to help achieve their learning goal
- explain how the ATL skill(s) was/were applied to help achieve their product.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> states which ATL skill(s) was/were applied to help achieve their learning goal states which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: <ol style="list-style-type: none"> outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: <ol style="list-style-type: none"> describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7–8	The student: <ol style="list-style-type: none"> explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.

Definitions	
Explain	Give a detailed account including reasons or causes.

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> states the impact of the project on themselves or their learning states whether the product was achieved.
3–4	The student: <ol style="list-style-type: none"> outlines the impact of the project on themselves or their learning states whether the product was achieved, partially supported with evidence or examples.
5–6	The student: <ol style="list-style-type: none"> describes the impact of the project on themselves or their learning evaluates the product based on the success criteria, partially supported with evidence or examples.
7–8	The student: <ol style="list-style-type: none"> explains the impact of the project on themselves or their learning evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.