

INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME
HOCKERILL ANGLO-EUROPEAN COLLEGE

THE PERSONAL PROJECT

STUDENT GUIDE

What is the Personal Project?

A project **of your choice**

A chance to explore an area or activity in which you are really **interested**

A **process**-driven, personalised, fun and fulfilling experience

A project with a **goal** and various clear stages, produced over a period of time

A chance to **showcase** your talents and interests

An opportunity to develop **skills** which will give you a head start after GCSE

A process with **three main outcomes**: a **process Journal**, an **outcome** or **product**, and a **project report**.

A chance to make or do something which will **enrich** your CV and applications for post-16 education, including for the IB Diploma at Hockerill

A project which is an essential part of the **MYP** and is closely related to one or more of the **Areas of Interaction**, preferably including a **service** component

A project completed **outside school**, except for designated times during Creative Activity days and Activities week, and supervision time.

What is the Personal Project NOT?

NOT linked to any specific school **subject**

NOT a burden which **disrupts** your other work or your personal life

The College would ask you to realise that the staff and departments are fully engaged with the normal business of the College, and regrettably unable to provide specific help to students with their Personal Project. Therefore your Personal Project must **NOT** be dependent on College or staff **resources** or time, other than supervision time

These are important. Keep them in mind when you plan your project.

What kinds of things might form a Personal Project?

There is a huge variety of projects which would work well. You could:

- Write and perform a piece of music or theatre.
- Build a website or produce artwork or photography for a purpose.
- Write a short story for a target audience.
- Produce an article on a topic of special interest to you.
- Carry out a natural or social science experiment or piece of research.
- Invent an object or system for a particular purpose.
- Produce a business, management, or organisational plan for a special event.
- Develop a new student or community organisation or club.
- Plan and carry out a community service activity.

This is by no means an exhaustive list of categories. Talk to a member of staff, or to the MYP Coordinator, if you want to discuss another possibility.

What are the components of the Personal Project?

The physical outcomes of the Personal Project are

- A report of between 1500 and 3500 words (all students), and
- A 'Process Journal', completed at the back of the printed version of the guide or elsewhere (all students), and
- The 'outcome' or 'product': something which has been made as part or the centre of the project (for those projects for which this is a component), and
- A grade (on the MYP 1 – 7 scale) and a brief report or comment on your project from your supervisor, which will be documented at the end of this booklet.

The non-physical outcomes are the experience (yours and anyone else's who is affected by your project), the skills you acquire and the benefits generated. These might include the establishment and development of interests which could end up as central to your future career. Do not underestimate the ability of the Personal Project to change your life!

Who is involved?

You! You may do the project on your own, or in a group of no more than four students. Each student produces their own individual report and process journal to be graded. The other outcome may be a collective one. Your project might also involve many other people as participants.

The College will allocate a supervising adult to you (who may or may not be a teacher). The supervisor will not be a specialist in the area of your project.

What is the time-frame for the Personal Project?

Event	Approximate date (2011–12)	Purpose
Launch	9 th March 2011	Introduction to the Personal Project. Development of initial ideas. Establishment of groups (if applicable).
Tutor / Year assembly time	May	Clarification of issues. Examples.
Title Day	Friday, 10 th June	Submission of title, Aol and brief description of goal.
Supervisor allocation	By Tuesday, 14 th June	Supervisors allocated to individual students.
Activities Week	Wednesday, 15 th June	Details of the Personal Project
Summer Holidays	July – August	Main part of project activity completed. First draft of Report completed.
Draft day	9 th September	First draft of report to supervisor. Draft returned with comments by Friday, 30 th September
Finalisation	October half-term	Project completed.
Hand in	11 th November	Project Report and Process Journal handed in.
Exhibition	March 2012	Personal Project exhibition for parents and friends, and the new Year 10.

How do I start?

The most important part of the project is the first stage: deciding what to do, what the goal is and what the main Area of Interaction is. Good decisions made at this stage make the project far easier, more fun and less time-consuming. Part of the work you do on the Launch Day will involve asking and answering questions which can lead you closer to making these decisions.

Once you have decided on your area of interest, the next thing to do is to work out a rough idea of what you could use as a title and a goal. At this stage, you may consider working in a group. If you do this, you and your colleagues should aim to contribute different things to the group project, and to have slightly different titles and goals which reflect your unique contributions.

For example, if you decided to do some musical entertainment at a home for sick children, one of you might be in charge of liaising with the home, another in charge of the music itself, another in charge of transport and logistics and the fourth might be the presenter for the group. Each would then have a different title (e.g. Organising the logistics for a gig at a children's home; Arranging and rehearsing the music for a gig at a children's home) and a different goal (e.g. Making the event run smoothly; To produce a high quality show for children). You could involve more people, but only a total of four would be able to use this as their Personal Project.

Staff, particularly your supervisor, may be able to give advice during appropriate times, although you should be fully aware of the last point on page 1 of this guide. You are, of course, freely able to help each other throughout.

How is the Personal Project graded?

Seven criteria (see next pages) are used to evaluate and grade the Personal Project. Each criterion is marked out of 4. Your supervisor will allocate these grades on the basis of your written report and your process journal, and of their experience with you as you have developed your project. Note that these are new criteria, quite different from those which applied in 2010-2011.

Criteria for Personal Project evaluation

Criterion A: Use the process journal

You should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with your supervisor
- demonstrate information literacy, thinking and reflection.

The section “Completing the personal project” in this guide (also available on www.hockerill.herts.sch.uk, then Curriculum, Middle Years, MYP Personal Project Guide for Students 2012) has guidance concerning the type of evidence that you should include in your process journal.

Criterion B: Define the goal

You should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project’s outcome/product.

The specifications for the product/outcome are created by you, in consultation with your project supervisor. These specifications are used to evaluate the success of your project. They link to criterion E, in which you evaluate your own outcome/product. Your supervisor can provide you with further guidance concerning the specifications that you create to evaluate your product or outcome.

Criterion C: Select sources

You should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

Criterion D: Apply information

You should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project’s goal.

You will be interpreting the information from sources you have researched and selected. By thinking about the information, you develop a broader context for your inquiry, identify questions and issues for your project and solve problems. You may have researched information relating to techniques, which can be discussed in the context of this objective.

Criterion E: Achieve the goal

You should:

- evaluate the outcome/product against your own specifications for success.

The final level awarded is decided in collaboration with your supervisor.

It is crucial that you develop the specifications before completing the project (see criterion B). The student must discuss any changes in the specifications that took place during the process in his or her report. If you do not complete the outcome/product because of factors outside your control, criterion E applies to the stage that the project reached.

Criterion F: Reflect on learning

You should:

- reflect on how completing the project has extended your knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how you have developed as a learner by completing the project.

This criterion addresses the quality of ideas you express, not the quality of language you use.

Criterion G: Report the project

You should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

Details of the mark from 1 – 4 that you receive for each criterion can be found at the end of the guide.

Structure of the Personal Project report

A written-format report must include: **title page; table of contents; body of the report; bibliography or reference list; appendices.**

The **title page** must include the following.

- Student name
- Title of the project
- Length (word count)
- School name
- Year

The **body of the report** is structured around the objectives and assessment criteria and it must include these sections.

- The goal (see criterion B)
- Selection of sources (see criterion C)
- Application of information (see criterion D)
- Achieving the goal (see criterion E)
- Reflection on learning (see criterion F)

Length of the report

The length of the personal project report in English must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography or reference list.

Other formats

Other formats of reports are possible. Please consult your supervisor if you are interested in producing a report in another format. Some written material will be necessary.

The Process Journal

The Process Journal is a record of your Personal Project journey. It is rather like a diary, but it is focused on your thoughts and actions concerning the development of your project. For example, you might have an entry entitled 'Launch', under which you could write down all the ideas you had on the day of the launch of the Personal Project. You could have sub-headings like 'My favourite ways to spend my time', 'Ideas from other people' or 'Possible titles'. These ideas should change and grow as your project plans develop. The record you make in the process journal will help you remember important brainwaves which could make your project better. The pages towards the end of this guide are intended for your use to fill for your process journal. You may, if you wish, create your own process journal in your own format. It might be visual rather than text-based. Make sure you date each entry.

The Areas of Interaction: A Brief Summary

Approaches to Learning

Questions related to this Aol: *How do I learn best?*
How do I know?
How do I communicate my understanding?

AtL involves organization, collaboration, communication, information literacy, reflection, thinking, and transfer. A Personal Project centred on AtL might involve developing a new way of learning some specific information, or helping other students with a specific aspect of their work.

Community and Service

Questions related to this Aol: *How do we live in relation to each other?*
How can I contribute to the community?
How can I help others?

C&S is based on developing community awareness and a sense of belonging and responsibility towards the community so that students become engaged with, and feel empowered to act in response to, the needs of others.

Environments

Questions related to this Aol: *What are our environments?*
What resources do we have or need?
What are my responsibilities?

“Environments” in the MYP means the totality of conditions surrounding us, natural, built and virtual. It focuses on the wider place of human beings in the world and how we create and affect our environments.

Health and Social Education

Questions related to this Aol: *How do I think and act?*
How am I changing?
How can I look after myself and others?

H&SE is concerned with physical, social and emotional health and intelligence – key aspects of development leading to a complete and balanced lifestyle. It covers the health both of individuals and of the social groups in which they participate.

Human Ingenuity

Questions related to this Aol: *Why and how do we create?*
What are the consequences?

Human ingenuity looks at human contributions in the world both in their particular context and as part of a continuing process. It stresses the way humans can initiate change, whether for good or bad, and examines the consequences (intended and unintended).

Research and Referencing

Your Personal Project will involve research. This will take the form of finding out what other people have said about or done in the area you have chosen to develop for yourself. Most of this research is likely to involve reading, but other forms of research, like interviewing an expert or watching a documentary, are also possible ways of gathering information.

In gathering and processing information, it is vitally important to work with academic honesty. This means acknowledging your sources, i.e. making sure that the reader of your report is quite clear which ideas are yours and which came from other people. There is no problem with using other people's information, provided you say exactly where, when and from whom the information came. Basically, this means that

1. Every time you quote someone else, directly or indirectly, you need to give the surname of the person (or the name of the site) and the year of publication and page number of the source in which you found the idea (or the date you accessed the site). This information is given in brackets at the point in your text to which it refers.
2. At the end of your Personal Project report, you need to list, in a 'bibliography', the sources you referred to in the text, giving all the information needed for your reader to go and look the source up themselves.

To do this, you need to use a system of 'referencing'. We recommend the 'Harvard Referencing system', summarised below.

Harvard Referencing: An Overview

Harvard Referencing employs the method of including references to cited works within the text of your essay in parenthesis, as opposed to using footnotes. There are two ways of doing this for direct quotes:

- Brown (2008, p. 43) suggests that 'referencing should always be clear'.
- or
- It is agreed that 'referencing should always be clear' (Brown, 2008, p. 43).

However, if you refer indirectly to an author's ideas, it should be referenced like this:

- It is agreed that clear referencing is essential in academic work (Brown, 2008, p. 43).

Page numbers should be used wherever possible, so that the reader can easily find the original idea in its original context.

When you prepare your **bibliography**, ensure that the textual reference is easily identifiable.

To cite books in a bibliography using the Harvard Referencing System you should adhere to the following criteria:

- Author - in the form of surname and name/initials followed by a comma
- Publication date, followed by a full stop
- Title in italics followed by a full stop
- Place of publication followed by a colon
- Publisher followed by a full stop.

Thus, the citation of a **book** in Harvard would read like this:

Brown, J., 2008. *Referencing Styles*. Oxford: Oxford University Press.

Your bibliography should be arranged alphabetically by surname (if there is more than one author, follow the order used on the title page of the book).

To cite **journals** in a Harvard bibliography, use the following format:

Davis, C.,2008. Referencing. *Journal of Modern Referencing*, 2(4), pp. 231-320.

That is: as for a book but inserting the title of the article before the italicised title of the journal followed by the volume of the journal with number in brackets and page numbers.

To cite **electronic sources** in a Harvard bibliography use the following format:

Web Guide to Referencing. 2007. *Is Referencing Essential.(Referencing Essays)*. [Online] Available at: <http://www.ucas.uk/referencing> [accessed 11August 2008].

That is: the name of the site, the article, the URL (underlined), the date sourced.

Further Resources:

- <http://www.howtowriteessay.co.uk/harvard-referencing.html>
- <http://libweb.anglia.ac.uk/referencing/harvard.htm>
- <http://efn.hud.ac.uk/studyskills/referen.html>

[this information adapted from <http://www.ukessays.com/essay-writing-help/harvard-referencing.php>, accessed 30.03.2010]

Completing the personal project

Adapted from the IBO document
Personal project guide (2011)

Introduction

The student **is expected to:**

- document his or her process
- select a topic of personal interest
- focus the personal project through an area of interaction
- structure the personal project report according to the information provided in this guide
- respect word or time limits for the report
- fulfill ethical and academic honesty requirements established by the school.

This section contains guidance for supervisors and students on defining the goal, developing the focus area of interaction, and completing the project.

Using the process journal

All ATL skills (organization, collaboration, communication, information literacy, reflection, thinking and transfer) will be required in completing the personal project and documenting process and in this way students show working behaviours and academic honesty.

The “process journal” is a generic term used to refer to the documentation that students develop. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these and might include both paper and electronic formats. Students will be familiar with the practice of documenting process in the arts and technology subject groups, for example, and can draw on techniques used in these and other subjects. Students may develop their own format and design, although schools can provide templates or examples in order to support students’ work.

Students must show evidence of regular use of the process journal, though not necessarily weekly. Though legibility is important, quality of thinking is more important than neatness and presentation.

The process journal is ...	The process journal isn't ...
<ul style="list-style-type: none">• begun at the very start of the process and used throughout the process• a place for planning• a place for recording interactions with sources, for example, teachers, supervisors, external contributors• a place for storing useful information – quotes, pictures, ideas• a means of exploring ideas• a place for reflection on stages of the project• a place for evaluating work completed a place for reflecting on learning• devised by the student in a format that suits his or her needs• useful for the student when receiving formative feedback• used by the student to produce the project report.	<ul style="list-style-type: none">• used on a daily basis (unless this is useful for the student)• written up after the process has been completed• additional work on top of the project; it is part of and supports the project• a diary with detailed writing about what was done• a static document with only one format.

Documenting the process might include:

- Mind Maps®
- bullet lists
- charts
- short paragraphs
- notes
- timelines
- annotated illustrations
- pictures.

Assessment of the process journal

This documentation of the process is assessed using criterion A.

In assessing the process journal, supervisors will need to consider how students have demonstrated the use of ATL skills, including responsibility for their own learning in achieving their personal project goal and completing their personal project.

When assessing the use of the process journal the following questions can be considered.

- Has the student included evidence of personal goal setting and planning, such as a plan of action?
- Does the student have the relevant materials during meetings with the supervisor and during work periods?
- Does the student follow meeting arrangements with the supervisor? Does the student initiate meeting arrangements?
- Does the student use the meeting time productively to ask questions and seek information?
- Is there dialogue between the student and supervisor?
- Does the student record sources consulted?
- Does the student include extracts of relevant information?
- Does the student show evidence of brainstorming ideas and use of organizational tools such as flow charts, diagrams or lists?
- Does the student anticipate and identify problems as they emerge?
- Does the student create solutions?
- Does the student include reflections at various stages of the process?
- Does the student include feedback from the meetings with the supervisor?

It is important to remember that the process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. There is no one single model that a student must use and there must be flexibility with the way students record their process. However, the student does have a responsibility to be able to produce evidence of use of the process journal in order for a level to be awarded for criterion A.

Defining the goal

Identifying the topic

Students begin by identifying areas or topics of interest to themselves. Having the opportunity to think and brainstorm ideas is useful for students, as well as discussing ideas with other people; for example, other students, friends outside the school, relatives and teachers. Students should begin to document their process at this stage, including ideas discussed and their thinking.

After this brainstorming, the process of refining and developing ideas begins. Through this process, students should develop an outline of the goal they wish to pursue, which will often form the basis of the first meeting between the student and the supervisor.

Students should develop a goal which they can accomplish but challenges their knowledge, skills or techniques in an appropriate way. Some projects may require overly complex procedures or a too lengthy process of learning. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the student and the supervisor. Goals should be achievable based on the time and resources available.

Determining whether a project is appropriately challenging is a highly individual decision. What is labelled as too ambitious or limited for one student will be accessible or challenging for another. The student's individual strengths and limitations need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student's own; he or she must have the capacity to complete the project without relying solely on the help of others. The student can involve teachers and other appropriate adults as resources but the project must be completed by the student.

Documentation of process continues here in the early stages when defining the goal and during the research phase.

Here are some examples of challenging and highly challenging projects.

Challenging project	Highly challenging project
A student wants to raise political awareness among his or her peers through an information giving campaign.	A student wants to influence an external political system and get a bill passed through a national government.
A student wants to create a durable bag using second-hand materials.	A student wants to create a range of bags using second-hand materials to sell and raise money for charity.
A student decides to create a puppet-show to take to a primary school to contribute to their end of year celebrations.	A student decides to create a puppet-show to entertain children and to tour several schools and hospitals.
A student decides to write an article on a topic of interest for a journal (school/academic/special interest) and submit to an audience.	A student decides to write and publish an original book-length feature on a topic of interest.

Identifying the focus area of interaction

The area of interaction chosen by the student should provide a context for inquiry and research for the project as well as informing the goal. It is strongly recommended that students choose one area of interaction in order to define their goal, as this will give a much more specific focus to the project. The area of interaction helps the student engage in a cycle of inquiry (understanding/awareness, reflection and action) and a process that leads them from academic knowledge to thoughtful action.

Here are some questions students might consider as they choose an area of interaction through which to focus their project.

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific area of interaction enrich my project?

Illustrations of the impact of the area of interaction on student projects are included in the section “Addressing the areas of interaction”.

It must be noted that all students will use ATL skills in the completion of their projects but only some students will use ATL as a focus for their project, as seen in the illustrations referred to in the section “Addressing the areas of interaction”. A personal project with a specific ATL focus must address a specific aspect of learning in some way.

Creating specifications to evaluate the outcome or product

As part of the goal students must determine a final outcome or product for their project.

The outcome or product might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work. Students must define realistic specifications to measure the quality for the project’s final outcome/product. Working with their supervisor, students must define what constitutes a high-quality outcome or product. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Students document the specifications in their process journal and use them to assess the final outcome/product.

For example, the goal may be to raise awareness of some issue through a poster campaign. The product is the exhibition of a series of posters created by the student that require a response from the audience. In this case the product has two parts: the posters themselves and the exhibition.

It is most likely that students will not be able to define the specifications until they have spent some time researching the goal and this aspect is determined once students have begun their investigations. Once students are clear on what they want to achieve and the outcome or product of their project, they will be in a position to determine the specifications. Students will use these specifications to evaluate the quality of the outcome or product as assessed in criterion E.

Note: Where the student decides to write an essay as their product, this is separate to the project report.

Following this initial research stage and deciding on the goal and area of interaction focus, students will need to plan for the project. They will need to decide on the specific tasks or activities they will complete in order to reach certain milestones or interim stages.

Selecting sources

Students should select relevant and reliable information from a variety of sources to develop the personal project. The number and type of resources will vary depending upon the nature of the project; however, in order to reach the highest levels of achievement, students must select a range of sources and a variety of types. Evaluating the reliability of sources will be developed through ATL, particularly information literacy skills. Students will consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include students' prior knowledge, and primary and secondary sources such as: subject area content, significant people, survey data, published media, internet resources (which may provide a variety of resources), video or audio recordings, images. Access to these may be virtual. Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the personal project.

Students will have selected sources during the initial stage of their project but research will continue during the process of completing the project. They should record information collected from these sources in their process journal.

The focus area of interaction will influence the selection of sources.

Applying information

Application of information takes place throughout the project as students decide what actions to take and when, and as they keep records in their process journal. Students need to be aware of recording their decision-making which has been based on information from sources. They will make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions. When they come to report the project their records will be particularly important. As mentioned in "Using the process journal", these records do not need to be lengthy but appropriate to the needs of the student and a reminder of what they have achieved along the way.

Achieving the goal

This is the stage when students complete their goal and produce the outcome or product. They will evaluate the outcome or product using the specifications created earlier during the process.

Reflecting on learning

Students will reach a stage of the project when they are able to begin preparing their project report. They will need to reflect on what they have learned through completing the project. This learning relates to the subject-specific learning of the topic itself and what they have discovered in relation to the project goal and the area of interaction. It also relates to themselves as learners and their awareness or development of approaches to learning skills.

Reporting the project

During the whole process, students will have kept a record of their decisions and should use this in order to help them produce the project report and reflect specifically on their learning and achievement. The required structure of the report, given above, must be followed.

The Personal Project Criteria

Criterion A:	Use the process journal	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student demonstrates minimal :	<ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
2	The student demonstrates some :	
3	The student demonstrates satisfactory :	
4	The student demonstrates well-developed :	

Criterion B:	Define the goal	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student	<ul style="list-style-type: none"> • identifies the topic of interest, a focus area of interaction and a limited goal • creates minimal specifications to evaluate the project's outcome/product or none at all.
2		<ul style="list-style-type: none"> • outlines superficially the topic of interest, the focus area of interaction and an achievable goal • creates specifications for evaluating the project's outcome/product, however they lack definition.
3		<ul style="list-style-type: none"> • describes clearly the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates satisfactory specifications for evaluating the project's outcome/product.
4		<ul style="list-style-type: none"> • justifies effectively the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates appropriately rigorous specifications for evaluating the project's outcome/product.

Criterion C:	Select sources	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student	<ul style="list-style-type: none"> • selects very few relevant sources to achieve the goal • demonstrates minimal evaluation of sources.
2		<ul style="list-style-type: none"> • selects some relevant sources to achieve the goal • demonstrates some evaluation of sources.
3		<ul style="list-style-type: none"> • selects a satisfactory variety of relevant sources to achieve the goal • demonstrates satisfactory evaluation of sources.
4		<ul style="list-style-type: none"> • selects a wide variety of relevant sources to achieve the goal • demonstrates well-developed evaluation of sources.

Criterion D:	Apply information	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student demonstrates minimal :	transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
2	The student demonstrates some :	
3	The student demonstrates satisfactory :	
4	The student demonstrates well-developed :	

Criterion E:	Achieve the goal	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student evaluates the quality of the outcome/product.	• The outcome/product is of very limited quality and meets few of the specifications.
2		• The outcome/product is of limited quality and meets some of the specifications.
3		• The outcome/product is of satisfactory quality and meets many of the specifications.
4		• The outcome/product is of high quality and meets most or all of the specifications.

Criterion F:	Reflect on learning	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student demonstrates minimal :	<ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates some :	<ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates satisfactory :	<ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates well-developed :	<ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.

Criterion G:	Report the project	Maximum: 4
Level	Level descriptor	
0	The student has not reached a standard described by any of the descriptors given below.	
1	The student demonstrates:	<ul style="list-style-type: none"> • minimal organization of the project report according to the required structure • communication, which is rarely clear, coherent and concise and may not meet required limits • inaccurate use of recognized conventions to acknowledge sources or no acknowledgement of sources.
2		<ul style="list-style-type: none"> • some organization of the project report according to the required structure • communication, which is sometimes clear, coherent and concise and is within required limits • some accurate use of recognized conventions to acknowledge sources.
3		<ul style="list-style-type: none"> • satisfactory organization of the project report according to the required structure • communication, which is generally clear, coherent and concise and is within required limits • generally accurate use of recognized conventions to acknowledge sources.
4		<ul style="list-style-type: none"> • consistent organization of the project report according to the required structure • communication, which is clear, coherent and concise and is within required limits • accurate use of recognized conventions to acknowledge sources, possibly with minor errors.