

Task-Specific Clarification

This document helps you understand the expectations for each level of achievement

I have highlighted the Level 7-8 clarifications so you don't miss them.

These clarifications provide additional support for establishing a common standard of marking by teachers and examiners. Their primary frame of reference is MYP eAssessment, in which ePortfolios of student work are submitted for moderation.

Task specific clarifications can be helpful in bringing a greater level of specificity to levels of achievement in the MYP personal project that are framed as broad value statements (usually with the adjectives *limited*, *adequate*, *substantial/appropriate* and *excellent*). Clarifications also include definitions of key terms as well as notes that can be helpful to examiners, teachers and students.

Criterion A - Investigating

A. Strand i: define a clear goal and global context for the project, based on personal interests

- **Personal interest:** a value, an interest; intellectual curiosity; family connection; social, cultural or geographical relevance, passion – the reason **why** they want to do it
- **Context:** Consideration of the topic of interest from the perspective of a global context
- **Goal:** What students want to achieve or accomplish within the recommended time (approximately 25 hours for the complete project) and resources available; goals must be related to, but might be different than products or outcomes. Here are some examples:

goal (what you want to achieve)	product or outcome (how you will demonstrate successful achievement of your goal)
getting fit	completing a half-marathon
raising awareness	creating a flier and using it in a publicity campaign
exploring an artistic genre	composing an original artwork

Level	Strand descriptor	Task-specific clarification
1-2	state a goal and global context for the project, based on personal interests, but this may be limited in depth or accessibility	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.
3-4	outline a basic and appropriate goal and global context for the project, based on personal interests	The student outlines a simple or easily-achievable goal that identifies a relevant global context.
5-6	define a clear and challenging goal and global context for the project, based on personal interests	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> • explains what make the goal personally challenging • details the goal's relationship to a relevant global context

Level	Strand descriptor	Task-specific clarification
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 defines a clear goal that <ul style="list-style-type: none"> justifies the goal as highly challenging meaningfully relates to a global context

A. Strand ii: identify prior learning and subject-specific knowledge relevant to the project

- **Prior learning:** personal experience and subject-specific knowledge and understanding developed in school or in the world beyond the classroom

Level	Strand descriptor	Task-specific clarification
1-2	identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance	states some prior learning relevant to the project
3-4	identify basic prior learning and subject-specific knowledge relevant to some areas of the project	outlines prior learning relevant to some aspect of the project
5-6	identify prior learning and subject-specific knowledge generally relevant to the project	describes with appropriate detail prior learning relevant to the project
7-8	identify prior learning and subject-specific knowledge that is consistently highly relevant to the project	analyses the relevance and contribution of prior learning to the project

A. Strand iii: demonstrate research skills

Transfer and application of information skills are not assessed in this strand

- **Academic honesty:** every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s)
- **Bibliography:** an alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report
- **Research skills:** information literacy and media literacy skills; for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)

Level	Strand descriptor	Task specific clarification
1-2	demonstrate limited research skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A range of sources have been researched and recorded. Specific sources selected for the project are evaluated for reliability or relevance.

Level	Strand descriptor	Task specific clarification
		<ul style="list-style-type: none"> The bibliography is consistent and used in the project report. There is some evidence of appropriate research skills.
5-6	demonstrate substantial research skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

B. Strand i: develop criteria for the product/outcome

- Criteria:** Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student. The criteria may be explicitly stated in the report or included as an extract from the process journal referenced in the report. Development of the criteria includes explanations of any changes that made during the course of the project. Criteria (success indicators) should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have qualitative and/or quantitative dimensions.

Level	Strand descriptor	Task-specific clarification
1-2	develop limited criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> are basic and/or have some connection to the product/outcome
3-4	develop adequate criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> realistic and relevant to the product/outcome informed by research qualitative and/or quantitative, as appropriate.

Level	Strand descriptor	Task-specific clarification
7-8	develop rigorous criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> clearly define the specific characteristics of a high quality product/outcome explicitly informed by highly-relevant research justified, specific and multidimensional

B. Strand ii: plan and record the development process of the project

- Plan:** a logical intended course of action which documents time and resources; students should submit their project plan and a corresponding record of the development (extracts from the process journal) in the project report appendix. Those excerpts should be referenced in the project report as evidence of achievement in this strand.
- Record of the development process:** How actions are related to the plan during the process.

Level	Strand descriptor	Task-specific clarification
1-2	present a limited or partial plan and record of the development process of the project	A brief plan that is not specific to the stated goal with a minimal outline of the development process
3-4	present an adequate plan and record of the development process of the project	A plan that includes: <ul style="list-style-type: none"> long-term planning which 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> an explanation of the process from start to finish that corresponds to the plan changes that are stated but not justified

Level	Strand descriptor	Task-specific clarification
7-8	present a detailed and accurate plan and record of the development process of the project	<p>A plan that includes:</p> <ul style="list-style-type: none"> • short- and long-term planning broken down into detailed, logical steps • have a strong focus to the student's project • specific dates, deadlines and clear records of adjustment to the project's timeline <p>The record of the development process includes:</p> <ul style="list-style-type: none"> • a comprehensive account of the process from start to finish that corresponds closely to the plan • changes that are clearly described and justified

B. Strand iii: demonstrate self-management skills

- **Organization skills:** managing available time and resources, using the process journal effectively to plan, develop and record progress on the project; for other examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)
- **Affective skills:** managing state of mind (mindfulness, perseverance, emotional management, self-motivation and resilience); for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1-2	demonstrate limited self-management skills	<p>A brief account of:</p> <ul style="list-style-type: none"> • basic or inconsistent time and/or task management • affective skills practised through the project
3-4	demonstrate adequate self-management skills	<p>A description of:</p> <ul style="list-style-type: none"> • 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	<p>An explanation of:</p> <ul style="list-style-type: none"> • 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	<p>A justification of:</p> <ul style="list-style-type: none"> • 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

Criterion C - Taking action

C. Strand i: create a product/outcome in response to the goal, global context and criteria

This strand is assessed based on evidence provided by the final product/outcome and its description (primarily) in the "Taking Action" section of the report.

Level	Strand descriptor	Task specific clarification
1-2	create a limited product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

C. Strand ii: demonstrate thinking skills

- Thinking skills:** critical thinking and creative thinking skills; for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)

Level	Strand descriptor	Task specific clarification
1-2	demonstrate limited thinking skills	Outline of: <ul style="list-style-type: none"> critical and/or creative thinking skills relevant to the project
3-4	demonstrate adequate thinking skills	Description of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Level	Strand descriptor	Task specific clarification
7-8	demonstrate excellent thinking skills	Analysis and evaluation of: <ul style="list-style-type: none"> 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

C. Strand iii: demonstrate communication and social skills

- **Required structure:** see for details *Project guide*, p 41
- **People relevant to the project:** including school staff (project coordinator, supervisor, librarian) and specialists in the community
- **Appropriate modes of communication:** tools that are most appropriate for the audience and help communicate the message in a structured manner.

Level	Strand descriptor	Task-specific clarification
1-2	demonstrate limited communication and social skills	Outline of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Level	Strand descriptor	Task-specific clarification
7-8	demonstrate excellent communication and social skills	Analysis and evaluation of: <ul style="list-style-type: none"> 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

Criterion D - Reflecting

D. Strand i: evaluate the quality of the product/outcome against their criteria

Level	Strand descriptor	Task-specific clarification
1-2	present a limited evaluation of the quality of the product/outcome against his or her criteria	The evaluation outlines the quality of the product/outcome against some of the stated criteria
3-4	present a basic evaluation of the quality of the product/outcome against his or her criteria	The evaluation describes the quality of the product/outcome against some of the stated criteria
5-6	present a substantial evaluation of the quality of the product/outcome against his or her criteria	The evaluation explains the quality of the product/outcome against most of the stated criteria.
7-8	present an excellent evaluation of the quality of the product/outcome against his or her criteria	The evaluation analyses the quality of the product/outcome against all the stated criteria.

D. Strand ii: reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Level	Strand descriptor	Task-specific clarification
1-2	present limited reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	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
3-4	present adequate reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	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
5-6	present substantial reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	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

Level	Strand descriptor	Task-specific clarification
7-8	present excellent reflection on how completing the project has extended their knowledge and understanding of the topic/inquiry-and the global context	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

D. Strand iii: reflect on their development as IB learners through the project

- **IB learners:** The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community

Level	Strand descriptor	Task specific clarification
1-2	present limited reflection on his or her development as an IB learner through the project	The reflection that states at least one way the student has developed as an IB learner without using examples
3-4	present adequate reflection on his or her development as an IB learner through the project	The reflection outlines ways the student has developed as an IB learner using some examples
5-6	present substantial reflection on his or her development as an IB learner through the project	The reflection explains how the student has developed as an IB learner using specific, well-chosen examples
7-8	present excellent reflection on his or her development as an IB learner through the project	The reflection evaluates the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations