

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

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

The student:

- 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**