Criterion A: Investigating

The student is able to:

I. Define a clear and highly challenging goal and context for the project, based on personal interests
   - Justifies the goal as highly challenging
   - Meaningfully relates to a global context
II. Identify prior learning and subject specific knowledge that is consistently highly relevant to the project
   - The student analyses the relevance and contribution of prior learning to the project.
III. Demonstrate excellent research skills

Research

III. Demonstrate substantial research skills
   - An extensive range of sources and variety of source types have been consistently and effectively evaluated by using OPVL or SIFT
   - The bibliography is appropriate, consistent and used with sophistication in the project
   - There is consistent evidence of a broad range of research skills

The student is able to:

I. Define a clear and challenging goal and global context for the project, based on personal interests
   - Explains what makes the goal personally challenging
   - Details the goal’s relationship to a relevant global context
II. Identify prior learning and subject-specific knowledge generally relevant to the project
   - The student identifies relevant and specific knowledge, but this may be limited in occurrence or relevance.
III. Demonstrate adequate research skills

Research

III. Demonstrate adequate research skills
   - A range of source have been researched and recorded.
   - Specific sources selected for the project are evaluated effectively using OPVL or SIFT
   - The bibliography is consistent, and used effectively in the project report
   - There is some evidence of appropriate research skills

The student is able to:

I. 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.
II. Identify basic prior learning and subject-specific knowledge relevant to some areas of the project
   - The student outlines prior learning relevant to some aspect of the project.
III. Demonstrate limited research skills

Research

III. 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.
   - There is little evidence of appropriate research skills
<table>
<thead>
<tr>
<th>Criterion B: Planning</th>
<th>The student is able to:</th>
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</thead>
<tbody>
<tr>
<td>I. Develop rigorous criteria for the product/outcome</td>
<td>I. Develop substantial and appropriate criteria for the product/outcome</td>
<td>I. Develop adequate criteria for the product/outcome</td>
<td>I. Develop limited criteria for the product/outcome</td>
<td>I. Develop limited criteria for the product/outcome</td>
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<tr>
<td>II. Present a detailed and accurate plan and record of the development of the process</td>
<td>II. Present a substantial plan and record of the development of the process</td>
<td>II. Present an adequate plan and record of the development of the process</td>
<td>II. Present a limited or partial plan and record of the development process of the project</td>
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</tr>
<tr>
<td>III. Demonstrate excellent self-management skills</td>
<td>III. Demonstrate substantial self-management</td>
<td>III. Demonstrate adequate self-management</td>
<td>III. Demonstrate limited self-management skills</td>
<td>III. Demonstrate limited self-management skills</td>
</tr>
</tbody>
</table>

### Indicators

**I. Develop rigorous criteria for the product/outcome:**
- Criteria that clearly define the specific characteristics of a high quality product/outcome
- Criteria that are explicitly informed by highly relevant research
- Criteria that are justified, specific, measurable and multidimensional (including considerations of a variety of aspects of the final product)

**II. A plan that includes:**
- Short and long term planning broken down into detailed, logical steps
- A strong focus on the student’s project
- Specific dates, deadlines and clear records of adjustment to the project’s timeline
The record of 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

**III. A justification of:**
- Strengths and limitations for effective and independent time and task management
- Affective* skills practiced through the project
- Highly effective use of other self-management tools

*affective (adj): relating to moods, feelings and attitudes

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**I. Develop substantial and appropriate criteria for the product/outcome:**
- Criteria that are realistic and relevant to the product/outcome
- Criteria that are informed by research
- Criteria that are qualitative and/or quantitative, as appropriate

**II. A plan that includes:**
- Short and long term planning that has not been broken down into specifics
- Clear connections to the student’s project
- Specific dates and deadlines
The record of development process includes:
  - An explanation from start to finish that corresponds to the plan
  - Changes that are stated but not justified

**III. An explanation of:**
- Effective and often independent time and task management
- Affective* skills practiced through the project
- Effective use of other self-management skills

*affective (adj): relating to moods, feelings and attitudes

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**I. Develop adequate criteria for the product/outcome:**
- Criteria that start to consider the qualitative elements of the product/outcome
- Criteria that outline how their success might be observed

**II. A plan that includes:**
- Long term planning that has not been broken down into specific steps
- Vague connections to the student’s project
- Very general dates and deadlines
The record of development process includes:
  - A general or fragmented explanation of the process that does not clearly correspond to the plan

**III. A description of:**
- Appropriate time and task management which show some independence
- Affective* skills practiced through the project

*affective (adj): relating to moods, feelings and attitudes

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**I. Develop limited criteria for the product/outcome:**
- Criteria that are basic and/or have some connection to the product/outcome

**II. A plan that is:**
- Brief and is not specific to the stated goal with a minimal outline of the development process.

**III. A brief account of:**
- Basic or inconsistent time and/or task management
- Affective* skills practiced through the project

*affective (adj): relating to moods, feelings and attitudes
<table>
<thead>
<tr>
<th>Criterion C: Taking action</th>
<th>7-8</th>
<th>5-6</th>
<th>3-4</th>
<th>1-2</th>
</tr>
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<tbody>
<tr>
<td>The student is able to:</td>
<td>III.</td>
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</tr>
<tr>
<td>I. Create an <strong>excellent</strong> product/outcome in response to the goal, global context and criteria</td>
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<td>II. Demonstrate <strong>excellent</strong> thinking skills through</td>
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<td>III. Demonstrate <strong>excellent</strong> communication and social skills through</td>
<td>III. Demonstrate <strong>substantial</strong> communication and social skills through</td>
<td>III. Demonstrate <strong>adequate</strong> communication and social skills through</td>
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</tbody>
</table>

**Indicators**

I. Create an **excellent** product/outcome in response to the goal, global context and criteria including
- 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
- A product/outcome that comprehensively meets the criteria for success

II. Demonstrate **excellent** thinking skills through
- Transfer of learning from the research to generate new ideas or solve problems that help achieve the project’s goal
- Critical and creative thinking skills appropriate to the project

III. Demonstrate **excellent** communication and social skills through
- **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 follows the required structure

I. Create a **substantial** product/outcome in response to the goal, global context and criteria including
- A **good quality** product/outcome
- An **explanation** of how the student achieved the project’s goal and connected it with a global context
- Created a product/outcome with **clear** reference to the criteria for its success

II. Demonstrate **substantial** thinking skills through
- Transfer of learning from the research to generate new ideas or solve problems that help achieve the project’s goal
- Critical and creative thinking skills appropriate to the project

III. Demonstrate **substantial** communication and social skills through
- **Effective** interaction with those relevant to the project using a variety of appropriate mode 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

I. Create a **basic** product/outcome in response to the goal, global context and criteria including
- A **simple** product/outcome
- An **description** of how the student achieved the project’s goal and connected it with a global context
- A product/outcome with **some** reference to the criteria for its success

II. Demonstrate **adequate** thinking skills through
- Transfer of **some** learning from the research to generate new ideas or solve problems that help achieve the project’s goal
- Critical and creative thinking skills appropriate to the project

III. Demonstrate **adequate** communication and social skills by
- **Describing** interaction with those relevant to the project using a variety of appropriate mode of communication
- Working effectively with others (if appropriate to the project)

I. Create a **limited** product/outcome in response to the goal, global context and criteria including
- A **poorly rendered** product/outcome
- An **outline** of how the student achieved the project’s goal and connected it with a global context
- A product/outcome with **little if any** reference to the criteria for its success

II. Demonstrate **limited** thinking skills through
- Critical and creative thinking skills appropriate to the project

III. Demonstrate **limited** communication and social skills through
- **Outlining** 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 is **lacks clarity** and that partially follows the required structure
<table>
<thead>
<tr>
<th>Criterion D: Reflecting</th>
<th>7-8</th>
<th>5-6</th>
<th>3-4</th>
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<td>• The evaluation <strong>explains</strong> the quality of the product/outcome against <strong>most</strong> of the stated criteria</td>
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<td>• The reflection <strong>evaluates</strong> how the student has extended his or her knowledge and understanding of the topic and the global context, using <strong>meaningful examples</strong>, <strong>detailed</strong> descriptions and <strong>insightful</strong> explanations.</td>
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- **7-8** indicates outstanding performance.
- **5-6** indicates satisfactory performance.
- **3-4** indicates below satisfactory performance.
- **1-2** indicates below unsatisfactory performance.