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<th><strong>Criterion A: Investigating</strong></th>
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| Define a clear goal and context for the project, based on personal interests | I give the precise meaning of the goal of my project; I explain what I wanted to achieve; when, where, how and why I wanted to achieve it.  
I define the global context that applies best to my project and meaningfully explain its connection.  
I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me.  
I explain why my goal is challenging—in particular, why it is challenging **for me**.  
Identify prior learning and subject-specific knowledge relevant to the project | I identify what I already knew about this topic/project and the sources of my knowledge.  
I discuss the relevance and the contribution of prior learning to my topic and global context choices.  
I identify what I learned in MYP subject groups before the project started, and how this was helpful.  
Demonstrate research skills | I outline the research skills I had when I started the project.  
I discuss the research skills I developed through the project.  
I evaluate the most important sources I used. |

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<th><strong>Criterion B: Planning</strong></th>
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| Develop criteria for the product/outcome | I refer to the criteria I developed to evaluate the project product/outcome and make specific reference to the connection between my research and my criteria.  
If I made changes to my specifications during the project, I explain the changes and why I made them.  
Plan and record the development process of the project | I provide evidence of my planning through timelines, milestones or other tools/strategies.  
I use my chosen planning tools to record my progress throughout the project’s development.  
If I altered my plan, I explain the changes and why I made them.  
Demonstrate self-management skills | I outline the self-management skills I had when I started the project.  
I discuss the self-management skills I developed through the project, including affective skills. |

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<th><strong>Criterion C: Taking action</strong></th>
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| Create a product/outcome in response to the goal, global context and criteria | I use the success criteria I developed to decide how well I achieved my goal.  
I explain the connection between my product/outcome and the global context that my project explores.  
I use the success criteria I developed to make reasonable judgments about the product’s quality/outcome’s success.  
Demonstrate thinking skills | I outline the thinking and decision-making skills I had when I started the project.  
I discuss the thinking and decision-making skills I developed through the project.  
Demonstrate communication and social skills | I outline the communication and social skills I had when I started the project.  
I discuss the communication and social skills I developed through the project. |

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<th><strong>Criterion D: Reflecting</strong></th>
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| Evaluate the quality of the product/success of the outcome against their criteria | If I made changes to my goal during the project, I explain the changes and why I made them.  
I evaluate the product/outcome against the criteria I established.  
I identify the possible improvements to the product/outcome.  
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context | I demonstrate a deeper knowledge and understanding of my topic and my identified global context.  
I base my reflection on evidence, including my process journal.  
Reflect on their development as IB learners through the project | I discuss my strengths and weaknesses in completing the project.  
I identify challenges and the solutions I developed to meet them.  
I identify how I have developed as a learner (using the IB learner profile as appropriate).  
I report on any opportunities the project gave me to share any expert ATL skills with other students who needed more practice.  
I consider the possible impact the project could have on my future learning. |