

PERSONAL PROJECT - Grading Rubric

OBJECTIVE A: PLANNING

Level	Strand descriptor	Task-specific clarification
7–8	i. States a learning goal and explains the connection between personal interest(s) and that goal.	The student states a clear and realistic learning goal and provides fully explained reasons for how or why their personal interest led to their learning goal. (Evidence for this will be in the initial Planning Sheet.)
	ii. States their intended product and presents multiple appropriate, detailed success criteria for the product.	The student states a clear and realistic product/outcome goal. The student creates a rubric with multiple detailed success criteria that address a variety of different qualities of the product/outcome. (Evidence for this will be your Success Criteria.)
	iii. Presents a detailed plan for achieving the product and all of its associated success criteria.	Short- and long-term planning is broken down into detailed, logical steps in their Action Plan, with a strong focus on the student’s entire project, including specific dates, and clear records of adjustment to the project’s timeline. (Evidence for this will be your Action Plan.)

OBJECTIVE B: APPLYING SKILLS

Level	Strand descriptor	Task-specific clarification
7–8	i. Explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence.	An ATL skill is stated and is fully explained in detail. A complete/clear attempt is made to give examples or provide evidence of how the ATL skill was applied to help achieve their project’s learning goal.
	ii. Explains how the ATL skill(s) was/were applied to help achieve their product/outcome, supported with detailed examples or evidence.	A different ATL skill is stated and is fully explained in detail. A complete/clear attempt is made to give examples or provide evidence of how the ATL skill was applied to help achieve their project’s product/outcome.

OBJECTIVE C: REFLECTING

Level	Strand descriptor	Task-specific clarification
7–8	i. Explains the *impact of the project on themselves or their learning	The student gives a detailed account, including reasons or causes, of how the project impacted or influenced them or their learning.
	ii. Evaluates the product/outcome based on the success criteria, fully supported with specific evidence or detailed examples.	The student states whether the product/outcome was achieved. The student addresses the strengths and limitations of their project by comparing the quality of the product/success of the outcome against all their Success Criteria, using specific evidence or examples (this includes any changes made to the Success Criteria or product/outcome).

*Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.