

A Planning

Criterion A: Planning

Summary of report format

Report section	Requirements
Planning	i. State a learning goal for the project and explain how a personal interest led to that goal • What was your learning goal? • What specifically was your personal interest that led you to formulate that goal? ii. State an intended product and develop appropriate success criteria for the product • What was your original product? What were you planning to create? What did you end up creating? • How would you describe your success criteria? Be specific. iii. Present a clear, detailed plan for achieving the product and its associated success criteria. • What planning tools did you use for the steps which led to the creation of the project (timeline, Gantt chart, calendar, emails, checklist)? • What were your short-term and your long-term goals? How did you plan them? • What was your plan for meeting each success criterion? (meeting with specialist, dividing work, peer assessment, upgrade/improve in steps, diagrams showing connection between product/ learning goal and success criteria)

Formatting requirements

- Use size 11 font
- 2 cm margins

Criterion B: Applying skills

****Depth of skill rather than breadth of skill**

- i. **explains** how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence

Respond to the following questions about your **learning goal**:

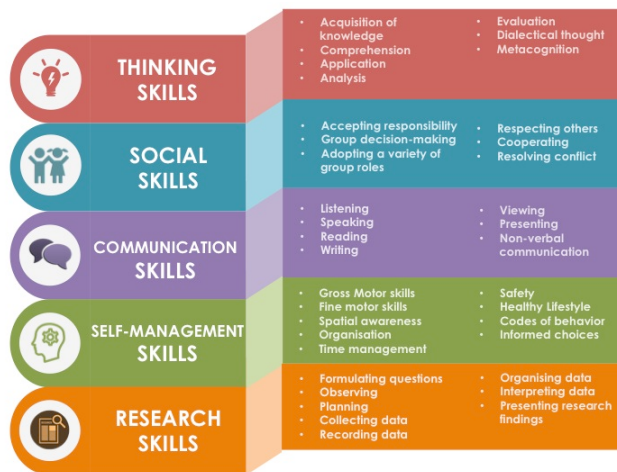
1. What ATL skill(s) did you choose to achieve your learning goal? (max 2 skills)
 - a. *Example: I used **research skills** (**needs to be a specific ATL skill though!) to expand my understanding of a variety of knitting techniques. Conducting research assisted me to achieve my learning goal which was learning how to knit.*
 - b. *Non- Example: I googled how to knit a sweater*
2. How do your chosen ATL skill(s) help you to achieve your learning goal?
 - a. *Example: My **research skills** (**needs to be a specific ATL skill though!) helped me find a variety of knitting resources, both web based, online and primary sources.*
 - b. *Non-example: I found a website with different knitting resources*
3. What examples or evidence can you provide to support your application of skills to achieve your learning goal?
 - a. *Example: The most helpful resource I found throughout researching my learning goal was a website called how.knit.com. This website was aimed at novis knitters looking to learn basic knitting skills. The image below, depicts a screenshot of this website where viewers can access tutorials explaining, casting on and off, knitting, purling and increasing and decreasing stitches.*
 - b. *Non-example: I accessed a website called how.knit.com.*

Respond to the following questions about your **product**:

1. What ATL skill(s) did you choose to achieve your product? (max 2 skills)
 - a. *Example:*
 - b. *Non- Example:*
2. How do your chosen ATL skill(s) help you to achieve your product?
 - a. *Example:*
 - b. *Non- Example:*
3. What examples or evidence can you provide to support your application of skills to complete your product?
 - a. *Example:*
 - b. *Non- Example:*

Examples of evidence:

- visual thinking diagrams
- bulleted lists
- Charts
- short paragraphs
- Notes
- timelines, action plans
- annotated illustrations
- annotated research
- OPVL or CAARDS method for research
- pictures, photographs, sketches
- screenshots of a blog or website
- self- and peer-assessment feedback



Criterion C Student Checklist

1. explain the impact of the project on themselves or their learning

- Was this the first time you have undertaken a big, self-directed inquiry project?

- How did you find that?

- Did you learn anything new about yourself as a learner and a person?

What were your expected learning outcomes before you began the project?

- Mention these individually.

- Were these achieved throughout the three stages of the project?
- Which individual aspects of the project helped you meet each individual learning goal?
- Which learning outcomes did you not meet? Why do you think that was?

Which ATL skills did you implement most as part of this project?

- To what extent did you develop those particular ATL skills?
- Which part of the project really helped you develop those ATL skills?
- Time management is often a hurdle students stumble over in such a long, self-directed project. Did you manage your time effectively?

Which IB learner profile attributes have you developed in this project?

- Which part of the project really helped you develop those learner profile attributes?

Is there anything else you learnt about yourself that you would like to mention?

ii. evaluate the product based on the success criteria

Which of the success criteria did your product not meet, partially meet, meet?

Why were some criteria met, some partially met, and some not met?

- Go through each of these in detail.
- Go back to section B of the report.
 - Refer to evidence from section B on how process of making the product went

Are the success criteria you developed equally important?

- If certain criteria haven't been met (or only partially), has this significantly impacted the quality product?

Did any elements of the product surpass your expectations?

Were there anything beforehand that you didn't consider in section A as an important success criterion, that perhaps you should have?