**Criterion B: Strand i - develop criteria for the product/outcome**

**ii - plan and record developmental process of the project**

**iii - demonstrate self-management skills**

<table>
<thead>
<tr>
<th>Level Descriptors</th>
<th>Personal Project Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student was able to:</td>
<td>I am able to/The student is able to:</td>
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</table>

i. develop **limited** criteria for the product/outcome

ii. Present a **limited or partial** plan and record of the development process of the project

iii. Demonstrate **limited** self-management skills

*Organization of time and information is limited. Planning and/or action is inconsistent.*

1-2

- o Develop **basic** criteria/specifications with **limited** connection to the product/outcome
- o Develop criteria/specifications that are very **easy to accomplish**
- o Develop criteria/specifications that provides **limited information** regarding what constitutes a **high quality product/outcome**

- o display a **limited or partial** action plan including a **basic or incomplete** timeline with **limited or no** use of a “to do list”
- o display a **limited or partial** record of the development of the project including **very few, simple** examples of research methods and notes, goal setting and evaluation, ongoing reflections, supervisor feedback, diagrams, pictures, photos, sketches, ideas, etc

- o Show evidence of **limited** organization skills by providing **very few basic** examples of the organization of the project

- o Show evidence of **limited** affective skills by providing **very few basic** examples of mindfulness, perseverance, emotional management, self-motivation and resilience

- o Show evidence of **limited** reflection skills by providing **very few basic** examples **very few basic** examples of reflection on the project

- o Show evidence of **limited** self-management skills by providing **very few basic** examples of:
  - Setting goals.
  - Keeping a basic log or timeline planning for the project.
  - Managing time and effort for short periods of time.
| 3-4 | i. develop **adequate** criteria for the product/outcome | o Develop criteria/specifications that are **specific, measurable, attainable, realistic and testable** that have some connection to the goal  
  o Develop criteria/specifications that are **can be accomplished with limited challenges**  
  o Develop criteria/specifications that provides some information regarding what constitutes a high quality product/outcome  
  o display an action plan including a somewhat clear and specific timeline with some use of a “to do list”  
  o display an adequate record of the development of the project including few examples of research methods and notes, goal setting and evaluation, ongoing reflections, supervisor feedback, diagrams, pictures, photos, sketches, ideas, etc  
  o Show evidence of adequate organization skills by providing few examples of using of appropriate systems to organize information, setting appropriate goals and reflecting on those goals, meeting deadlines, making informed choices about time management  
  o Show evidence of adequate affective skills by providing few examples of mindfulness, perseverance, emotional management, self-motivation and resilience  
  o Show evidence of adequate reflection skills by providing few examples of considering the implications of decisions, understanding strengths and weaknesses throughout the project, modifying personal learning strategies  
  o Show evidence of adequate self-management skills by providing few examples of:  
    • Setting goals that are challenging and realistic.  
    • Planning short- and long-term milestones; meet deadlines.  
    • Keeping an organized and logical system of information.  
    • Practicing strategies to overcome distractions.  
    • Practicing dealing with disappointment and unmet expectations. |
<table>
<thead>
<tr>
<th>i. Develop <strong>substantial</strong> and appropriate criteria for the product/outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Present a <strong>substantial</strong> plan and record of the development process of the project</td>
</tr>
<tr>
<td>iii. Demonstrate <strong>substantial</strong> self-management skills</td>
</tr>
</tbody>
</table>

*Time and energy are well applied, with clear planning and organization. Self-awareness is apparent.*

| o Develop criteria/specifications that are mostly **specific**, **measurable**, **attainable**, **realistic and testable** and connected to the goal |
| o Develop criteria/specifications that are **challenging to accomplish** |
| o Develop criteria/specifications that defines what constitutes a high quality product/outcome |
| o Display a **substantial** action plan including a **clear and specific** timeline with some use of a “to do list” |
| o Display a **substantial** record of the development of the project including some examples of research methods and notes, goal setting and evaluation, ongoing reflections, supervisor feedback, diagrams, pictures, photos, sketches, ideas, etc |
| o Show evidence of **substantial** organization skills by providing some examples of using of appropriate systems to organize information, setting appropriate goals and reflecting on those goals, meeting deadlines, making informed choices about time management |
| o Show evidence of **substantial** affective skills by providing some examples of mindfulness, perseverance, emotional management, self-motivation and resilience |
| o Show evidence of **substantial** reflection skills by providing some examples of considering the implications of decisions, understanding strengths and weaknesses throughout the project, modifying personal learning strategies |
| o Show evidence of **substantial** self-management skills by providing some examples of: |
| • Organizing time and energy for a sustained period of time. |
| • Keeping and use a weekly planner for milestones. |
| • Practicing strategies to develop mental focus. |
| • Practicing analyzing and attributing causes for failure. |
| • Practicing managing self-talk and positive thinking. |
| • Practicing dealing |
i. Develop **rigorous** criteria for the product/outcome

ii. Present a **detailed and accurate** plan and record of the development process for the project

iii. Demonstrate **excellent** self-management skills.

*Self-awareness of strengths and limitations guide effective planning and completion of the project. The project is viewed as a positive engaging experience that provides the opportunity for further learning experiences.*

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- Develop criteria/specifications that are **specific**, **measurable**, **attainable**, **realistic** and **testable** and directly connected to the goal
- Develop criteria/specifications that are **highly challenging to accomplish**
- Develop criteria/specifications that **clearly and precisely** define what constitutes a high quality product/outcome

- Display a **detailed and accurate** action plan including a clear and specific timeline with a **regularly updated** “to do list”
- Display a **detailed and accurate** record of the development of the project including **many examples** of research methods and notes, goal setting and evaluation, ongoing reflections, supervisor feedback, diagrams, pictures, photos, sketches, ideas, etc

- Show evidence of **excellent** organization skills by providing a wide range of clear examples of using appropriate systems to organize information, setting appropriate goals and reflecting on those goals, meeting deadlines, making informed choices about time management

- Show evidence of **excellent** affective skills by providing a wide range of thoughtful examples of mindfulness, perseverance, emotional management, self-motivation and resilience

- Show evidence of **excellent** reflection skills by providing a wide range of thoughtful examples of considering the implications of decisions, understanding strengths and weaknesses throughout the project, modifying personal learning strategies

- Show evidence of **excellent** self-management skills by providing a wide range of thoughtful examples of
  - Make plans that are logically sequential and efficient.
  - Demonstrate persistence and perseverance.
  - Use appropriate strategies for organizing complex information.
  - Select and use technology effectively and productively.
  - Practicing strategies to overcome distractions.
  - Practicing being aware of body–mind connections.
  - Practicing “bouncing back” after adversity, mistakes and failures.