



The Aga Khan Academy, Nairobi
Senior School

PERSONAL PROJECT CHECKLIST

OBJECTIVE A: PLANNING.	Students will:	CHECKLIST of things to consider	Examples of supporting evidence could include:
Students discuss what they did in their project.	State a learning goal for the project and explain how a personal interest led to that goal	<p>Have I....</p> <ul style="list-style-type: none"> ✓ <i>Identified a clear learning goal OR product outcome?</i> ✓ <i>Articulated my learning goal as a statement (not a question or desire)?</i> ✓ <i>Stated an achievable goal?</i> ✓ <i>Explained what inspired my interest in this topic?</i> ✓ <i>Explained HOW and WHY this goal is of personal interest of me?</i> ✓ <i>Provided examples to support my reasons for this interest (i.e., prior experiences, observations, learning, subject knowledge etc.). ?</i> ✓ <i>Met the requirement of the command terms?</i> <p>NOTE THE COMMAND TERMS:</p> <p>"STATE" = Give a specific name, value or other brief answer without explanation or calculation.</p> <p>"EXPLAIN" = Give a detailed account including reasons or causes.</p>	<ul style="list-style-type: none"> • A list and/or diagram of interests and related learning goals • A list of possible strategies to achieve personal and academic goals • A diagram showing the connections between the learning goal and the product • A series of steps leading to the completion of the product • A timeline for completing short- and long-term tasks.



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	<p>state an intended product and develop appropriate success criteria for the product</p>	<p><i>Have I....</i></p> <ul style="list-style-type: none"> ✓ <i>Identified the intended product and or outcome?</i> ✓ <i>Stated the intended product (not learning)</i> ✓ <i>Identified and articulated the success criteria? (CAFEQUE, ACCESSFM)</i> ✓ <i>Explained and justified how this success criteria is relevant to my product, outcome or learning goal?</i> ✓ <i>Met the requirement of the command terms?</i> <p>NOTE THE COMMAND TERMS:</p> <p>"STATE" = Give a specific name, value or other brief answer without explanation or calculation.</p> <p>"DEVELOP" = Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.</p>	
	<p>Present a clear, detailed plan for achieving the product and its associated success criteria.</p>	<p><i>Have I....</i></p> <ul style="list-style-type: none"> ✓ <i>Created a clear plan with short, medium and long term goals?</i> ✓ <i>Provided details of the nuances within this plan- (include a narrative to justify the</i> 	



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		<p><i>activities and length in relation to the learning goal and product/outcome)?</i></p> <ul style="list-style-type: none"> ✓ <i>Shared how I will achieve this product?</i> ✓ <i>Ensured all the above leads toward the end goal (meeting the success criteria)?</i> ✓ <i>Made reference to specific items / descriptors / standards in my success criteria to support the detailed nature of my plan and HOW it will enable me to fulfil my success criteria?</i> ✓ <i>Met the requirement of the command terms?</i> <p>NOTE THE COMMAND TERMS:</p> <p>"PRESENT" = Offer for display, observation, examination or consideration.</p>	
OBJECTIVE B: APPLYING SKILLS.	Students will:	CHECKLIST of things to consider	Examples of supporting evidence could include:
Students discuss how ATL skills were applied in their project.	Explain how the ATL skill(s) was/were applied to help achieve their learning goal	<p>Have I....</p> <ul style="list-style-type: none"> ✓ <i>Identified two ATL skill categories that I applied to achieve my learning goal?</i> ✓ <i>Explained how I used the two ATL skill categories in achieving my learning goal?</i> ✓ <i>Included the evidence of the chosen ATL skill categories in achieving my learning goal?</i> ✓ <i>Met the requirement of the command terms?</i> 	<ul style="list-style-type: none"> • Series of inquiry questions (research skills) • Sample correspondence with the project supervisor (communication skills) • Screenshot of daily reminders or alerts to complete personal project tasks (self-management) • Reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills)



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		NOTE THE COMMAND TERMS: <i>"EXPLAIN" = Give a detailed account including reasons or causes.</i>	<ul style="list-style-type: none"> Interview with a professional on the topic chosen
	Explain how the ATL skill(s) was/were applied to help achieve their product.	Have I.... <ul style="list-style-type: none"> ✓ Identified two ATL skill categories that I applied to achieve my product goal? ✓ Explained how I used the two ATL skills categories in achieving my product goal? ✓ Included the evidence of the chosen ATL skill categories in achieving my product goal? ✓ Met the requirement of the command terms? NOTE THE COMMAND TERMS: <i>"EXPLAIN" = Give a detailed account including reasons or causes.</i>	
OBJECTIVE C: REFLECTING.	Students will:	CHECKLIST of things to consider	Examples of supporting evidence could include:
Students evaluate the impact and success of their project.	Explain the impact of the project on themselves or their learning	Have I.... <ul style="list-style-type: none"> ✓ Demonstrated a deeper knowledge and understanding of the topic and or the global context? ✓ Shown evidence of new knowledge of the topic gained? 	<ul style="list-style-type: none"> What did I know? What do I know now about the topic/learning goal? Whatsapp chats Emails Letters Images showcasing the product



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		<ul style="list-style-type: none"> ✓ Identified and explained how I have developed as a learner in relation to the IB learner profiles (At most three in my own words.) and ATL skills (other ATL skills you might have grown)? ✓ Explained the impact of the project on myself, my learning and or my community in relation to the process? ✓ Identified the challenges I faced and the solutions developed to meet these challenges? ✓ Considered the possible impacts the project will have on my future learning e.g. the DP? ✓ <i>Met the requirement of the command terms?</i> <p>NOTE THE COMMAND TERMS:</p> <p>"EXPLAIN" = Give a detailed account including reasons or causes.</p>	<ul style="list-style-type: none"> • Surveys of audience (impact) • Evaluation of the product against the success criteria • Images showing key features of the product • Analysis of the causes for success and/or failure • Audience reviews & survey • Meeting with supervisor notes
	<p>Evaluate the product based on the success criteria.</p>	<p>Have I....</p> <ul style="list-style-type: none"> ✓ Used each success criteria (specifications) to assess the product/outcome and to what extent the goal was achieved? (Fully or otherwise) 	



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		<ul style="list-style-type: none">✓ Evaluated the quality of the product/outcome by justifying the reason for the final level?✓ <i>Met the requirement of the command terms?</i> <p>NOTE THE COMMAND TERMS:</p> <p><i>"EVALUATE" = Make an appraisal by weighing up the strengths and limitations.</i></p>	
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SAMPLE TEMPLATES.

ACCESS FM Success Criteria

Specification Type	My Specification	Reasons*	Testing Methods
<i>EXAMPLE.</i> <i>Aesthetics</i>	<i>All party decorations will be emerald green, gold and baby pink.</i>	<i>These are the favourite colours of the birthday girl.</i>	<i>Take photographs to show the colours used.</i>
Aesthetics			
Cost			
Customer			
Environment			
Size			
Safety			
Function			
Material			



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CAFEQUE Success Criteria

Specification Type	My Specification	Reasons*	Testing Methods
<i>EXAMPLE.</i> <i>Aesthetics</i>	<i>All party decorations will be emerald green, gold and baby pink.</i>	<i>These are the favourite colours of the birthday girl.</i>	<i>Take photographs to show the colours used.</i>
Cost			
Aesthetics			
Function			
Ergonomics			
Quality			
User			
Environment			



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Action Plan			
Date	To Do	Connection to success criteria	Progress notes
<i>Example</i> <i>June 22</i>	<ul style="list-style-type: none">- <i>Prepare research questions.</i>- <i>Contact respondents</i>	<i>Aesthetics</i>	<i>Done</i>



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Product evaluation

Band Levels	1-2 Limited	3-4 Adequate	5-6 Substantial	7-8 Rigorous	Evaluation:
EXAMPLE <i>Aesthetics</i>	<i>Somewhat well-done Artwork displaying the impacts of fast fashion the artwork is of poor-quality standards</i>	<i>Well done Artwork displaying the impacts of the artwork is of medium standards.</i>	<i>Very well-done Artwork displaying the various impacts of the artwork is of high standards.</i>	<i>Completely finished, well-executed paintings that focus on the social, environmental, ethical impacts the artwork must be of quality standards and they that are attractive</i>	<i>8- I was able to create completely finished and well executed paintings which focused on the social, ethical and environmental impacts of fast fashion, I used different media to make it look attractive and used bright colors to make exciting but still realistic.</i>
Cost					
Content					
Environment					