

PYP Exhibition Assessment Criteria \*adapted with SOLO Taxonomy

	Prior PYP Learning				The PYP Exhibition: the culminating learning experience			
SOLO Taxonomy	Learns through inquiry	Demonstrate learner profile attributes	Utilizes approaches to learning	Collaborates to plan learning and teaching	Sets learning goals and success criteria	Reflects upon and modifies inquiry	Considers action on learning	Self-assesses
<b>MULTI-STRUCTURAL (3-4)</b>	<p>The learner is <u>adequate</u> to combine various activities during learning through inquiry</p> <ul style="list-style-type: none"> <li>Identify several relevant choosing issue or opportunity to be explored that will drive their inquiries</li> <li>Describe basic prior learning and subject specific knowledge and relevant to some areas of the project</li> <li>Outline a basic and appropriate goal and context for the topic issue based on students interest</li> </ul>	<p>The learner is <u>adequate</u> to describe the attributes of the profile with the appropriate demonstration in their Project.</p> <ul style="list-style-type: none"> <li>Demonstrate adequate academically honesty</li> <li>Demonstrate several applying of 10 learner profiles.</li> <li>Giving and receiving several feedback on their learning</li> <li>Continue the attributes Learner Profile are flexibility explored, developed, revised through unit of inquiry</li> </ul>	<p>The learner is <u>adequate</u> to combine approaches to learning in their Project.</p> <ul style="list-style-type: none"> <li>Demonstrate adequate research skills (Data/sources are collected, used and/or recorded, basic and appropriate manner)</li> <li>Demonstrate adequate self-management skills (Goals appropriate, Group and students deadlines are met without undue worry. Steady progress is made throughout the project)</li> </ul>	<p>The learner is <u>adequate</u> to perform the collaboration with learning community to plan learning and teaching for their Project.</p> <ul style="list-style-type: none"> <li>Show evidence of the use of information drawn from the same sources or type sources</li> <li>Give a brief account of the goal by giving some details of it's group and/or community topic issue</li> <li>Ask a variety of people and seek experts for information</li> <li>Consider combining how resources views and gathered some information</li> </ul>	<p>The learner is <u>adequate</u> to describe their Project by setting their learning goals and success criteria in it.</p> <ul style="list-style-type: none"> <li>Develop list of learning goals and success criteria at different stages that have some connection to the central idea</li> <li>Present an adequate plan and record of the developmental process of the topic issue</li> <li>Create a basic product/outcome in response to global, global context and criteria</li> </ul>	<p>The learner is <u>adequate</u> to describe and combine a various technique when reflects upon and modifies inquiry in their activities</p> <ul style="list-style-type: none"> <li>Describe the stages of learning process.</li> <li>Describe the purpose of their questions</li> <li>Set up and track their research tasks on a time line in a sequence or charts-but still make mistakes</li> <li>Continue to response students learning</li> </ul>	<p>The learner is <u>adequate</u> to continue their actions in their learning correctly and regularly</p> <ul style="list-style-type: none"> <li>Shared decision making</li> <li>Teacher facilitated participation (students as active, curious, and reflective participants)</li> <li>Students-designed, researched and planned action carried out collaboratively</li> <li>Teacher facilitated</li> </ul>	<p>The learner is <u>adequate</u> to describe their self-assessment correctly in their Project.</p> <ul style="list-style-type: none"> <li>Design strategies and tools to document and self-assess several relevant parts of exhibition process.</li> <li>Present a basic evaluation of the quality of the product/outcome against his or her criteria</li> <li>Present adequate</li> </ul>

	<ul style="list-style-type: none"> <li>List a basic concepts questions that bring in information relevant to the issue as a means to construct new understanding</li> </ul>	<ul style="list-style-type: none"> <li>Plan how students develop several profiles needed support the possible outcome in science and social studies</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate adequate thinking skills (Problems and solution are identified, recorded and justified. Situations are anticipated and negotiated through critical analysis and creative solutions, drawing from different resources)</li> <li>Demonstrate adequate communication and social skills (communication with those involved is clear and basic. The exhibition is completed with little input from others, and limited feedback is given or considered)</li> </ul>	<p>about topic</p> <ul style="list-style-type: none"> <li>Use resources to engage thinking about central idea (artifacts, experts, field trips, literature, and media).</li> </ul>			<p>action for positive change and to make a difference.</p> <ul style="list-style-type: none"> <li>Able to come up with several possible solutions to a problem</li> </ul>	<p>reflection on how completing the project has extended his or her</p> <ul style="list-style-type: none"> <li>Present adequate reflection on his/her development as an IB learner through the project</li> <li>Being able to self-assess and discuss their progress towards achieving learning goals</li> <li>Describe the success of the exhibition</li> <li>Developing the metacognitive skills to reflect on their learning and to plan next steps.</li> </ul>
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<p><b>RELATIONAL (5-6)</b></p>	<p><b>The learner is substantial to sequence various activities during learning through inquiry</b></p> <ul style="list-style-type: none"> <li>• Identify relevant choosing the issue or opportunity to be explored and links to the whole that will drive their inquiries</li> <li>• Describe prior learning and subject-specific knowledge generally relevant to the project</li> <li>• Define a clear and challenging goal and context for the topic issue, based on students interest</li> <li>• Continue concepts questions that make link between relevant information to</li> </ul>	<p><b>The learner is substantial to analyze the attributes of the profile with the appropriate demonstration in their Project.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate substantial academically honesty and know why to do this</li> <li>• Demonstrate several applying of 10 learner profiles and make links between them.</li> <li>• Giving and receiving feedback on their learning which relevant to the claim</li> <li>• Explain the attributes Learner profiles are flexibility explored, developed, revised through unit of inquiry</li> <li>• Plan how students develop profiles and can explain</li> </ul>	<p><b>The learner is substantial to explain approaches to learning in their Project.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate substantial research skills (Sources are selected and applied effectively to demonstrate various perspectives. Learning transfer from inquiry to action)</li> <li>• Demonstrate substantial self-management skills (Time and energy are well applied, with clear planning and organization. Self-awareness is apparent)</li> <li>• Demonstrate substantial thinking skills (Information is carefully selected, processed and tested before application to the exhibition inquiry</li> </ul>	<p><b>The learner is substantial to organize the collaboration with learning community to plan learning and teaching for their Project.</b></p> <ul style="list-style-type: none"> <li>• Show evidence of the use of resources drawn from a substantial variety of sources</li> <li>• Clearly define the goal of the project by giving a description of it's group and/or community issue</li> <li>• Gain information from several resources independently</li> <li>• Consider combining how resources views and see the connection between the information they have gathered</li> <li>• Use resources that link to my inquiry context</li> </ul>	<p><b>The learner is substantial to distinguish their project by setting their learning goals and success criteria in it.</b></p> <ul style="list-style-type: none"> <li>• Develop sequence of learning goals and success criteria at different stages that are mostly specific, realistic connected to the central idea</li> <li>• Develop substantial and appropriate criteria for the product/outcome</li> <li>• Present a substantial plan and record of the development process of the project</li> <li>• Create a substantial product/outcome in response to the goal, global context and criteria</li> </ul>	<p><b>The learner is substantial to apply a various technique when reflects upon and modifies inquiry in their activities</b></p> <ul style="list-style-type: none"> <li>• Relate and organize the stages of learning process.</li> <li>• Describe the purpose of their questions and explain how the questions can bring in or link relevant information or look at it in a new way.</li> <li>• Set up and track their research tasks on a timeline in a sequence or charts, and explain any differences</li> <li>• Reflect to response students learning</li> </ul>	<p><b>The learner is substantial to classify and apply their actions in their learning correctly and regularly</b></p> <ul style="list-style-type: none"> <li>• Collaborative shared decision making</li> <li>• Students facilitated participation (students as active, curious, and reflective participants)</li> <li>• Student-designed, - researched and planned action carried out individually and collectively</li> <li>• Students driven informed action for personal and collective positive change</li> </ul>	<p><b>The learner is substantial to question their self-assessment correctly in their Project.</b></p> <ul style="list-style-type: none"> <li>• Able to question the design of strategies and tools with teachers, mentors, and peers</li> <li>• Present a substantial evaluation of the quality of the product/outcome against his or her criteria</li> <li>• Present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic</li> </ul>
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	<p>the issue as a means to construct understanding</p>	<p>why this evidence needed to support the outcome in science and social studies</p>	<p>or action. Ideas, challenges and solutions are generated, transferred, and implemented, synthesizing learning)</p> <ul style="list-style-type: none"> <li>• Demonstrate substantial communication and social skills (The project is clearly organized and communicated. The process involves social skills and various stages of development and communication is effectively maintained in order to consider the perspectives and opinions of others).</li> </ul>	<p>to engage thinking about central idea (artifacts, experts, field trips, literature, and media).</p>			<ul style="list-style-type: none"> <li>• Elaborate on our suggested solutions identifying their benefit and weakness</li> </ul>	<ul style="list-style-type: none"> <li>• Able to document and self-assess their learning and explain what would happen to the whole part exhibition process</li> <li>• Present substantial reflection on his or her development as an IB learner through the project</li> <li>• Being able to self-assess and discuss their progress towards achieving learning goals. They reflect their understanding of the goals viewpoint.</li> <li>• Explain the success of the exhibition</li> <li>• Sequence metacognitive skills to reflect on their learning and to plan next steps.</li> </ul>
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<p><b>EXTENDED ABSTRACT (7-8)</b></p>	<p><b>The learner is excellent to generalize various activities during learning through inquiry</b></p> <ul style="list-style-type: none"> <li>Identify the issue and opportunity to be explored and the linked ideas in a new way, that will drive their inquiries</li> <li>Describe prior learning and subject-specific knowledge that is consistently highly relevant to the project</li> <li>Define a clear and highly challenging goal and context for the topic issue, based on students interest</li> <li>Complete concepts questions that look in a new way at the information is highly relevant to the issue to construct new understanding</li> </ul>	<p><b>The learner is excellent to create the attributes of the profile with the appropriate demonstration in their Project.</b></p> <ul style="list-style-type: none"> <li>Demonstrate excellent academically honesty and know how to reflect</li> <li>Demonstrate several applying of 10 learner profiles and look at their implementation in a new way</li> <li>Giving and receiving feedback with provide by evidence on their learning</li> <li>The attributes are demonstrate excellent to be explored, developed, and revised through unit of inquiry</li> <li>Plan how students develop profiles and find evidence to</li> </ul>	<p><b>The learner is excellent to generalize approaches to learning in their Project</b></p> <ul style="list-style-type: none"> <li>Demonstrate excellent research skills (Research is systematic and effective to the project, with insightful understanding of perspectives. Information is documented fully and correctly)</li> <li>Demonstrate excellent self-management skills (Self-awareness of strengths and limitations guide effective planning completion of the project. The project is viewed as a positive engaging experience that provides the opportunity for further learning experiences)</li> <li>Demonstrate excellent thinking skills (Conceptual understanding and contextual learning</li> </ul>	<p><b>The learner is excellent to evaluate the collaboration with learning community to plan learning and teaching for their Project.</b></p> <ul style="list-style-type: none"> <li>Show evidence of the use of resources drawn from a wide variety resources</li> <li>Clearly define the goal of the project by giving a thoughtful, in depth description of it's group and/or community topic issue</li> <li>Gather information from a range of appropriate sources and sort it to meet the requirements</li> <li>Consider combining how resources views and see the connection between the information they have gathered by reflecting</li> </ul>	<p><b>The learner is excellent to create their Project by setting their various learning goals and success criteria in it.</b></p> <ul style="list-style-type: none"> <li>Develop sequence of learning goals and success criteria at different stages that are specific, testable and directly to the central idea</li> <li>Present a detailed and accurate plan and record of the development process of the project</li> <li>Create an excellent product/outcome in response to the goal. Global context and criteria</li> </ul>	<p><b>The learner is excellent to generalize a various technique when reflects upon and modifies inquiry in their activities</b></p> <ul style="list-style-type: none"> <li>Reflect the stages of learning process</li> <li>Describe the purpose of their questions and explain how the questions bring in or link relevant information or look at it in a new way <b>and</b> reflect on how well the questions achieve their purpose.</li> <li>Set up and track their research tasks on a timeline in a sequence or charts, and explain any give reasons for the causes or effects and make generalization</li> </ul>	<p><b>The learner is excellent to reflect their learning into designed actions correctly and sustainably</b></p> <ul style="list-style-type: none"> <li>Collaborative shared decision making with students, teachers, and the learning community</li> <li>Students facilitated participation involving students, teachers, and the learning community (students as constructors of appropriate actions)</li> <li>Students driven informed, intentional and sustainable action for personal and collective positive change</li> </ul>	<p><b>The learner is excellent to justify and construct their self-assessment correctly in their Project.</b></p> <ul style="list-style-type: none"> <li>Design strategies and tools to document and self-assess their learning to evaluate the contribution of the exhibition process</li> <li>Present an excellent evaluation of the quality of the product/outcome against his or her criteria</li> <li>Present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic</li> <li>Being able to self-assess</li> </ul>
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		<p>support the outcome in science and social studies</p>	<p>influence the development of the project. Critical thinking, creative thinking and transfer are natural and complex processes that drive the project development to successful completion).</p> <ul style="list-style-type: none"> <li>• Demonstrate communication and social skills (Interaction with others, through clear and consistent communication, builds a sense community in the development of the project. The students demonstrate understanding of perspective, interpretation and empathy, and effective transfers this knowledge to his or her own communication strategies)</li> </ul>	<p>and evaluating</p> <ul style="list-style-type: none"> <li>• Use resources that link to my inquiry context and plan for new contexts that may arise in the future to engage thinking about central idea (artifacts, experts, field trips, literature, and media)</li> </ul>		<ul style="list-style-type: none"> <li>• Do something in response to students' new learning and explain why it is a result and seek feedback from others to improve what they do.</li> </ul>	<p>(students as active, and capable agents of change.</p> <ul style="list-style-type: none"> <li>• Using a solution to adapt and reflect progress made</li> </ul>	<p>and discuss their progress towards achieving learning goals. They reflect their understanding of the goals viewpoint and offer a new perspective.</p> <ul style="list-style-type: none"> <li>• Present excellent reflection on his or her development as an IB learner Through the project</li> <li>• Being able to self-assess and discuss their progress towards achieving learning goals and make an overall evaluation to the process of exhibition</li> <li>• Reflect the success of the exhibition</li> <li>• Generalize metacognitive skills to reflect on their learning and to plan next steps.</li> </ul>
<b>MYP PP</b>	<b>A Investigation</b>			<b>B Planning</b>		<b>C Taking Action</b>	<b>D Reflection</b>	

