

Internal assessment criteria – Individual Project

A Preparation (HL and SL)	
<ul style="list-style-type: none"> • Does the student show initiative and perseverance in undertaking independent work during the course and in the completion of the independent project? • Does the student produce relevant material in the independent project portfolio? 	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	0
The student has shown little or no initiative in undertaking independent work and has had difficulty in identifying relevant material.	1–2
The student has undertaken limited independent work. Much of the portfolio is irrelevant and/or poorly presented but there are some signs of initiative and perseverance.	3–4
The student has undertaken independent work but not all of it is relevant or well organized. There is evidence of initiative and perseverance.	5–6
The student has produced effective independent work and has shown initiative and perseverance in doing so. Relevant material has been produced that shows an interesting range of ideas.	7–8
The student has produced highly effective independent work and has consistently shown initiative and perseverance in doing so. Relevant material has been produced that shows planning, commitment, exploration and discovery. There is an interesting range of ideas that have been clearly substantiated.	9–10

B Process (HL and SL)	
<ul style="list-style-type: none"> • Does the student demonstrate an understanding of production elements and theatre practices? • Does the student demonstrate the skills he or she has acquired in the area chosen for the independent project? • Does the student understand the demands of the chosen area? 	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	0
The student shows little or no skill in the area chosen for the independent project. The work is largely ineffectual and lacks focus.	1–2
The student shows limited skill in the area chosen for the independent project. The work is inconsistent and there is some evidence of a lack of focus.	3–4
The student shows a level of skill required to work effectively in the area chosen for the independent project. The work shows some understanding of the demands of the chosen area.	5–6
The student shows a considerable level of skill in the area chosen for the independent project. The work shows inventiveness and a clear understanding of the demands of the chosen area.	7–8
The student shows a high level of skill in the area chosen for the independent project. The work is enlivened by inventiveness and a perceptive understanding of the demands of the chosen area.	9–10

C Reflection (HL and SL)	
<ul style="list-style-type: none"> Does the student show evidence of learning and development throughout the portfolio? Does the student reflect on the independent project and its place in the course as a whole? 	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	0
The student shows little or no evidence of learning or development. He or she reports on the independent project in a superficial manner.	1–2
The student shows limited evidence of learning and development throughout the portfolio. There is a limited reflection on the independent project.	3–4
The student shows adequate evidence of learning and development throughout the portfolio. There is some reflection on the independent project.	5–6
The student shows good evidence of learning and development throughout the portfolio. There is a sustained reflection on the independent project.	7–8
The student shows clear evidence of learning and development throughout the portfolio. There is a high-quality reflection on the independent project.	9–10

D Presentation (HL and SL)	
<ul style="list-style-type: none"> Does the student write the portfolio in a linguistic register that is appropriate to the format and subject matter? Does the student select and present relevant material? Is the portfolio sourced, attributed and within the word-count requirement of the task? 	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	0
The student has written the portfolio in a register that is inappropriate to the format and subject matter. The selection and presentation of material is poor. Sources are inadequate and the work has not been properly attributed. The word-count requirement has not been met.	1–2
The student has written the portfolio in a register that is not always appropriate to the format and subject matter. The selection and presentation of material is limited and lacks relevancy. Sources are generally inadequate and the work has not always been properly attributed. The word-count requirement has not been met.	3–4
The student has written the portfolio in a register that is generally appropriate to the format and subject matter. The material has been adequately selected and presented. Sources are somewhat predictable but have been properly attributed. The word-count requirement has been met.	5–6
The student has written the portfolio in a register that is appropriate to the format and subject matter. The material has been carefully selected and presented. Sources have been chosen relatively well and have been properly attributed. The word-count requirement has been met.	7–8
The student has written the portfolio in a register that is fully appropriate to the format and subject matter. The material has been well selected and presented. Sources have been chosen inventively and have been properly attributed. The word-count requirement has been met.	9–10

E Application of research and practice (HL only)	
<ul style="list-style-type: none"> • Does the student show an ability to integrate and apply his or her research and practice in the development of the independent project? • Is this research and practice relevant to understanding the development of the project? 	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	0
The student shows little or no ability to integrate and apply his or her research and practice in the development of the independent project.	1–2
The student shows a limited ability to integrate and apply his or her research and practice in the development of the independent project.	3–4
The student shows some ability to integrate and apply research and practice in the development of the independent project. This is relevant to understanding the development of the project.	5–6
The student shows a consistent ability to integrate and apply research and practice in the development of the independent project. This is relevant to understanding the development of the project, and is informative of the process.	7–8
The student shows a revealing ability to integrate and apply research and practice in the development of the independent project. This is fundamental to understanding the development of the project, is informative of the process and indicative of commitment and insight.	9–10