IB Learner Profile Traits Project (MYP Year 1) – Language and Literature

Name _____ Period _____ Date _____

Criterion A (Analyzing) – Maximum Points 8

At the end of year 1, students should be able to:

i. identify and comment upon significant aspects of texts
ii. identify and comment upon the creator's choices
iii. justify opinions and ideas, using examples, explanations and terminology
iv. identify similarities and differences in features within and between texts.

<u>Directions:</u> Students will create a poster analyzing one Learner Profile trait through the discussion of two fictional characters, an example and a non-example. The character analysis must consist of two well-developed paragraphs of six to eight sentences each. The paragraphs must be detailed and bring in examples illustrating the learner profile traits. Students should also pay attention to the elements of design and to grammar, spelling, and punctuation.

Achievement level	Task-Specific Clarification
7 - 8	The student: **i.** provides **perceptive** identification and explanation of the IB learner profile, context, language, structure, technique and style **ii.** provides **perceptive** identification and explains the relationships among the person or character and the IB learner profile thoroughly in the learner profile paragraphs. **iii.** gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology in the learner profile paragraphs **iv.** **compares and contrasts** features **within and between texts** about the character or person and the selected IB trait in the learner profile paragraphs
5 - 6	The student: i. provides **substantial** identification and explanation of the IB learner profile, context, language, structure, technique and style ii. provides **substantial** identification and explains the relationships among characters or individuals and the selected IB learner profile in the learner profile paragraphs. iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology in in the learner profile paragraphs. iv. **describes some** similarities and differences in features **within and between texts** about the character or person and the selected IB trait in the learner profile paragraphs
3 - 4	The student: i. provides **adequate** identification and explanation of the IB learner profile, context, language, structure, technique and style ii. provides **adequate** identification and explanation of the relationships among characters or individuals and the selected IB learner profile in the learner profile paragraphs. iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology in the learner profile paragraphs. iv. **identifies some** similarities and differences in features **within and between texts** about the character or person and the selected IB trait in the learner profile paragraphs.
1 - 2	The student: i. provides **minimal** identification or explanation of the IB learner profile traits, context, language, structure, technique and style ii. provides **minimal** identification and explanation of the effects of the creator's choices on an audience in the learner profile paragraphs. iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology in the learner profile paragraphs. iv. **identifies few** similarities and differences in features **within and between texts** about the character or person and the selected IB trait in the learner profile paragraphs.
0	The student's learner profile paragraphs have not reached a standard described by any of the descriptors given above.

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Name _____ Period _____ Date _____

Criterion B (Organizing) – Maximum Points 8

At the end of year 1, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Directions: Students will create a poster featuring examples and non-examples of three IB Learner Profile traits of their choice.

Achievement level	Task-Specific Clarification
0	The student **does not** reach a standard described by any of the descriptors below.
1-2	The student: i. makes **minimal** use of organizational structures when the creating the IB learner profile poster, though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of logic** based on the examples and non-examples of the IB Learner Profile traits iii. makes **minimal** use of formatting tools to create a presentation style on the IB Learner Profile poster that may not always be suitable to the context and intention.
3-4	The student: i. makes **adequate** use of organizational structures that serve the context and intention when creating the IB learner profile poster ii. organizes opinions and ideas with **some degree of logic** based on the examples and non-examples of the IB Learner Profile traits iii. makes **adequate** use of formatting tools to create a presentation style on the IB Learner Profile poster suitable to the context and intention.
5-6	The student: i. makes **competent** use of organizational structures that serve the context and intention when creating the IB learner profile poster ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other based on the examples and non-examples of the IB Learner Profile traits iii. makes **competent** use of formatting tools to create a presentation style on the IB Learner Profile poster suitable to the context and intention.
7-8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** when creating the IB learner profiles poster ii. **effectively** organizes opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way based on the examples and non-examples of the IB Learner Profile traits iii. makes **excellent** use formatting tools to create an **effective** presentation style on the IB Learner Profile poster.

Name _____ Period _____ Date _____

Recommended Area(s) for Growth:

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1. What went well with this project?

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2. Which part was the most challenging aspect of the project?

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Name _____ Period _____ Date _____

3. If you could have a do-over, on which part would you focus?

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4. For next year's students, what advice would you give before they'd begin working?

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Criterion A: Total Points _____/8

Criterion B: Total Points_____/8