

2017



Student Guide to
the IB MYP
Personal Project



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General Overview

Aims of the Personal Project

The aims of the personal project highlight what you may expect to experience or learn. In addition, the aims suggest the impact the learning experience may have on you. The aims of the IB MYP personal project allow students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

Personal Project Requirements

The personal project consists of three main components: the report, the process journal, and the product itself.

Personal Project Component	How it is assessed
Report	The content of the report assessed using all four criteria
Process journal	A selection of extracts in appendices of the report
Product	Evident in the report

The Report

Your Personal Project must include the **report**. The personal report, however creatively developed and presented, does not replace the **product** of the personal project. **Each** student must complete a personal report, process journal, and a product.

See Ms. Mirkow for alternate report format options

Written Format

Depending on the topic of your project, you must follow standard MLA or APA guidelines for formatting to the written personal report. Remember also to include in-text citations and a full reference at the end of the report. Use standard Modern Language Association (MLA) guidelines when quoting or paraphrasing printed material. You are required to submit the report to via the assignment task in ManageBac. In addition, the written personal report must be a **minimum of 1,500 words and a maximum of 3,500 words** and must follow this structure (use the Report Checklist in the Appendix to guide you):

- **Title Page**

- Student name
- Title of the project
- Length (word count)
- School name
- Year

- **Table of Contents**

- **Introduction**

- **Body**

- **Conclusion**

- **Bibliography**

In this separate section, list alphabetically every source used to research your project, properly formatted according to APA or MLA guidelines, depending on your project topic. Students must have a minimum of **three** varied and relevant sources. Print, internet and personal interviews are appropriate sources.

- **Appendices**

In this separate section, include materials relevant to the project, as appropriate. For example, if you have produced a questionnaire or survey that has been described and analyzed in the report, you would include a segment of that completed survey. If you interview someone, you must include the interview transcript.

Furthermore, you must include the following:

- process journal extracts (maximum of 10),
- survey or interview questions, if applicable,
- any supporting visual aids used during the presentation, if applicable.

The Process Journal

You are required to keep a process journal in ManageBac for your personal project. Your process journal should have all your ideas, even if those ideas change over the time you spend working on your project. From your Process Journal tab in ManageBac, you may record text in a traditional journal format, include website and YouTube links, photos, and upload files (.docx or .pdf).

To organize your notes better, you may wish to use some of the headings below to help ensure you make the best use of the journaling process.

Work completed this week – section details include all aspects of work completed for project during the week.

Resources consulted – record bibliographic details recorded in this section. Don't forget to include any conversations that took place with sources relating to the project.

Challenges/difficulties faced – indicate what type of obstacles you faced and how you dealt with them or intend to deal with them.

Evaluation of progress – section details your initial goals and whether or not you are achieving them. You may also identify any areas that need improvement at this point.

Selecting Process Journal Extracts

The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information. An extract may include:

- visual thinking diagrams
- annotated research/bibliography
- bulleted lists
- self and peer assessment feedback
- charts
- pictures, photographs, sketches
- short paragraphs
- up to 30 seconds of visual or audio material
- notes
- screenshots of a blog or website
- timelines, action plans
- annotated illustrations
- artifacts from visits to museums, performances, galleries

You must include a maximum of 10 process journal extracts in the appendices of your report.

The Product

Personal projects vary greatly in scope and topics. The following are some types of products that are possible:

- An original work of art (visual, dramatic or performance)
- A written piece of work on a particular topic
- A piece of literary fiction or creative writing
- An original science experiment
- An invention or specially designed object or system
- The development of a business or management plan
- The development of a new student or community organization

ALL personal project products should be submitted before school, during lunch, or after school to C214 and must be labeled with your Full name (First and Last) and student ID.

Electronically produced products (essays, business plans, music, creative writing, etc.) must be bound AND the electronic copy uploaded to ManageBac assignment.

Electronically stored products (videos, websites, blogs, Prezi's, music, etc.) must have an accessible URL typed in a document that is uploaded to ManageBac assignment. Hard copy of the document containing the URL must be submitted.

Electronic products (unhosted websites, video games, etc.) must be captured via screen shots and organized in a Word or PPT document which is uploaded to ManageBac assignment. Hard copy of the Word or PPT document must be submitted.

3-dimensional products (models, sculptures, books of any kind, typed brochures, clothing, jewelry, etc.) must be submitted and photographic evidence of the product must be uploaded to ManageBac assignment.

Art (paintings, collections of artistic renderings, architectural drawings, hand-drawn comic books, etc.) must be submitted framed or ready to hang/bound and photographic evidence of the product must be uploaded to ManageBac assignment.

Non-tangible products must be documented on 36inx48in tri-fold boards (fund raising campaigns, awareness campaigns, teaching a lesson, scientific/historical/political studies) for submission and photographic evidence of the product must be uploaded to ManageBac assignment.

Personal Project Exhibition

Once the Project is completed and submitted to the Supervisor, students will have an opportunity to share their Personal Project with the school community at the Exhibition. It is asked that tenth grade students attend, as each student will have a designated space to display his or her Project.

Students should consider the following questions and record their responses in the Process Journal:

- What is the form of your Personal Project?
- About how much time would it take someone to review your Project without an explanation from you? (For example, you have a seven minute video or it takes a person 15 minutes to read your 12-page paper.)
- In what ways will you present your Project? (Give a talk, ask the viewer to read copies of your book, show a slide show, refer to images on a poster, show a video.) Give details on how you plan to use your presentation time.
- What equipment or additional materials do you need to prepare your presentation (laptop, ipad, headphones, pamphlets, etc.)?

Students should develop, practice, and refine a two- to three-minute speech highlighting their Personal Project to use for the Exhibition. Students may want to practice with their Supervisor, a family member, or a friend.

In addition to the three main components (report, process journal, and product), the following are also required:

- Academic Honesty Form (mandatory minimum of 3 supervisory meetings)
- Rubric of Personal Criteria for Success - blank
- Rubric of Personal Criteria for Success – Scored by you
- Approaches to Learning Skills Assessment/Reflection (in Process Journal)
- Tri-fold board presentation of product/project
- Photographic evidence of product/project

Role of Your Supervisor

Each student engaged in a personal project receives guidance and supervision, usually from a Bethesda-Chevy Chase High School staff member, known as a supervisor. The supervisors' responsibilities are to:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project through ManageBac
- record notes from supervisor meetings in ManageBac
- confirm the authenticity of the work submitted (academic honesty form)
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- provide personal project scores to the MYP Coordinator to enter in IBIS

Students receive information and guidance from the MYP Coordinator that includes:

- guidelines about the MYP project (*Student Guide to the Personal Project*)
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- feedback during the project process
- requirements for academic honesty

Getting Started

Development of the Personal Project

The time commitment for personal projects may vary somewhat, but past experience shows students who spend approximately **25 hours** can create an outstanding personal project.

Investigating

You will begin your project by identifying a goal, based on areas or topics of interest to you. Start recording your thoughts and ideas in your process journal. Brainstorm idea(s) about possible topics and do some initial research. Then develop an outline of how you are going to meet your goal.

Objectives

- To narrow your topic
- To build strong background knowledge on your topic
- To identify several available and credible sources of information on your topic
- To formulate a rationale for your study (i.e, a statement of purpose)
- To plan how you will investigate your topic/goal
- To deliver--in oral and written form--a proposal of your study.

Background Research

To narrow your topic and goal for your personal project, you need to conduct background research on your topic. Your English 10 Summer Reading Assignment gets you started with this literature review. Here are some tips for doing this:

- Look at a range of sources: hard copy, online; academic, general information, encyclopedia, textbook; primary, secondary.
- Use several resources: BCC Media Center (books, online resources: SIRS, ProQuest, JSTOR, Questia), the public library (books, online resources)
- Quickly read introductions. Skim text. Look at the table of contents and indices for topics. Don't get bogged down.
- Record each source that may be useful: author, title, website, URL. Briefly note how the source may be useful (i.e., topic covered, item in index, relevant chapter).
- Compile 3-6 quality sources.

Narrowing Your Topic

In September, talk to your supervisor about your background research. Your supervisor can help you narrow your topic. Here are some possible ways of narrowing a topic:

- Focus on a particular time or place.
- Focus on a particular group or a subset of examples.
- Apply a particular theory.
- Focus on a solution.
- Focus on an implication.
- Focus on a cause or influence.
- Focus on an effect.

Inquiry Question

Now that you have narrowed your topic, you are ready to compose a tentative inquiry question. It's tentative because you may slightly (or substantially) change it as you conduct your inquiry. This is the question that your project will try to answer. Tips:

- Choose an open-ended question.
- Avoid factual questions.
- Choose a question that you have the means to answer (i.e., it's suitable for a student in your position and with your access to sources).

Statement of Purpose

You need to compose a statement of purpose--the rationale for the study of your project topic/goal. Is this project topic/goal worth investigating (researching)? If so, why? Here is a template:

“I am studying __ (Topic)_____ because I want to find out ____(something about your topic)____ in order to ____(project goal)_____.”

Proposal

Compose a proposal for your study that does the following:

1. Provides general background information connected to a Global Context for thinking about your topic. (For example, general information on solar energy, which explores the scientific and technological advances on communities and environments.)
2. Briefly identifies what you find interesting in the topic and what you don't know but hope to learn.
3. Presents a tentative inquiry question.
4. Gives your statement of purpose.
5. Lists your bibliography (i.e., your selection of sources) so far--in the appropriate format for your subject area (e.g., MLA, APA, etc.).

You will orally deliver a two-minute version of your proposal in TBD. This will be done without slides or notes. You will also submit a written version of your proposal to turnitin.com via ManageBac.

Global Contexts

The global context chosen provides a context for inquiry and research for the project. You should choose only one global context to define your goal.

Focus Question and Description	Global Context
Students will explore <ul style="list-style-type: none"> ❖ identity; ❖ beliefs and values; ❖ personal, physical, mental, social and spiritual health; ❖ human relationships including families, friends, communities and cultures; ❖ what it means to be human 	<p style="text-align: center;">Identities and Relationships</p> <p style="text-align: center;">Who am I? Who are we?</p>
Students will explore <ul style="list-style-type: none"> ❖ personal histories; ❖ homes and journeys; ❖ turning points in humankind; ❖ discoveries; ❖ explorations and migrations of humankind; ❖ the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives 	<p style="text-align: center;">Orientation in Space and Time</p> <p style="text-align: center;">What is the meaning of “where” and “when”?</p>
Students will explore <ul style="list-style-type: none"> ❖ the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; ❖ the ways in which we reflect on, extend and enjoy our creativity; ❖ our appreciation of the aesthetic 	<p style="text-align: center;">Personal and Cultural Expression</p> <p style="text-align: center;">What is the nature and purpose of creative expression?</p>
Students will explore <ul style="list-style-type: none"> ❖ the natural world and its laws; ❖ the interaction between people and the natural world; ❖ how humans use their understanding of scientific principles; ❖ the impact of scientific and technological advances on communities and environments; ❖ the impact of environments on human activity; ❖ how humans adapt environments to their needs 	<p style="text-align: center;">Scientific and Technical Innovation</p> <p style="text-align: center;">How do we understand the world in which we live?</p>
Students will explore <ul style="list-style-type: none"> ❖ the interconnectedness of human-made systems and communities; ❖ the relationship between local and global processes; ❖ how local experiences mediate the global; ❖ the opportunities and tensions provided by world-interconnectedness; ❖ the impact of decision-making on humankind and the environment 	<p style="text-align: center;">Globalization and Sustainability</p> <p style="text-align: center;">How is everything connected?</p>
Students will explore <ul style="list-style-type: none"> ❖ rights and responsibilities; ❖ the relationship between communities; ❖ sharing finite resources with other people and with other living things; ❖ access to equal opportunities; ❖ peace and conflict resolution 	<p style="text-align: center;">Fairness and Development</p> <p style="text-align: center;">What are the consequences of our common humanity?</p>

Planning

Creating Specifications to Evaluate

You must define realistic criteria to measure the quality of the project's final outcome or product. Working with your supervisor, decide what constitutes a high-quality product/outcome. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Document the criteria in your process journal and use them to assess the final outcome or product.

For example, the product may be to design a personal fitness program to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.

Usually, students are not be able to define the criteria until they have spent some time researching the goal, and criteria should only be determined once you have a clear understanding of what you want to achieve and the proposed product/outcome of your project.

Plan and Record the Development Process

You will need to decide on the specific tasks or activities you will complete in order to reach certain milestones or interim stages. You should begin by completing an outline of your investigation and help in the choice of appropriate sources and materials, as discussed with your supervisor. Ask yourself the following questions:

- Where do I find the necessary materials?
- Who has information about my project?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate, and analyze a questionnaire or survey?
- Do I need to visit museums or libraries other than the school media center?
- Do I need to interview individuals?

Use your process journal to write down these questions, and others, along with the answers, as a way to remind yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness.

Resources for Investigating and Planning

You should select relevant and reliable information from a variety of sources to develop your MYP personal project. The number and type of resources will vary depending upon the nature of the project; however, to reach the highest levels of achievement through investigating, **you must select a range of sources and a variety of source types**. Your ability to evaluate the reliability of sources should be developed through Approaches to Learning skills, particularly information and media literacy skills. You should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include your prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

Although you may include your prior knowledge as a source, **prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.**

You will select sources during the initial stage of your project, but research and evaluation of sources will continue during the process of completing the project. You should record information collected from these sources in your process journal, along with annotations and possible uses.

You apply information throughout your project as you decide what actions to take and when, and as you keep records in your process journal. You need to be aware of recording your decision-making that has been based on information from sources. You will make connections with prior knowledge and new knowledge in potentially unfamiliar situations and be able to identify solutions.

Taking Action

In the personal project, action involves individual choices that extend MYP learning beyond knowledge and understanding to include not only socially responsible attitudes but also thoughtful and appropriate action, initiated and applied by the student as a result of the learning process.

While the principled action in the personal project may not result in a specific form of service with the community, the inquiry process remains the same. Students' learning process in the MYP personal project involves action in a wide range of forms, including:

- developing an area of personal interest beyond the subject-specific curriculum
- sharing their new understandings with their peers, teachers and family
- changing their behavior in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do.

The development of the personal project should reflect the following same stages: investigating, planning, taking action, reflecting and demonstrating. In the case of the personal project, the report will become the demonstration of the first four stages: a summary of the students' processes of investigation, planning, actions and reflections.

Reflecting

The process of reflection should be carried out throughout the project, not just at the end. You are encouraged to reflect regularly on your inquiry process and on the actions you have taken at various stages of your project in your process journal in ManageBac.

You are expected to reflect on what you have learned through completing the project. This learning relates to any topics that have been learned in any of your courses and how the transfer of this learning has impacted your project, as well as what you have discovered in relation to the project goal and the global context. It also relates to you as a learner and your awareness or development of Approaches to Learning skills.

Appendices

Appendix 1

MYP Personal Project Report Checklist

The personal project report should be presented in identifiable sections, following the MYP projects objectives. The report must include evidence for all strands of each criterion.

Section 1—Criterion A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Define a clear goal and context for the project, based on personal interests	<p>In my report:</p> <ul style="list-style-type: none"> I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”. I define the global context that applies best to my project and explain its connection. I describe what makes my project personal: the experiences, interests and ideas that make it important to me. If I made changes to my goal during the project, I explain the changes and why I made them.
Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> I identify what I already knew about this topic/project and the sources of my knowledge. I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	<ul style="list-style-type: none"> I outline the research skills I had when I started the project. I discuss the research skills I developed through the project.
Section 2—Criterion B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	<p>In my report:</p> <ul style="list-style-type: none"> I refer to the criteria I designed to evaluate the project product/outcome. If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	<ul style="list-style-type: none"> I provide evidence of my planning through timelines, milestones or other tools/strategies. I present a record of how the project progressed from start to finish.
Demonstrate self-management skills	<ul style="list-style-type: none"> I outline the self-management skills I had when I started the project. I discuss the self-management skills I developed through the project.

Section 3—Criterion C: Taking action	
This is the main “doing” part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, context and criteria	<p>In my report:</p> <ul style="list-style-type: none"> I discuss the product/outcome as the result of the process undertaken during the project. I check that I have included evidence of my product to be submitted with my report.
Demonstrate thinking skills	<ul style="list-style-type: none"> I outline the thinking skills I had when I started the project. I discuss the thinking skills I developed through the project.
Demonstrate communication and social skills	<ul style="list-style-type: none"> I outline the communication and social skills I had when I started the project. I discuss the communication and social skills I developed through the project.
Section 4—Criterion D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/outcome against their criteria	<p>In my report:</p> <ul style="list-style-type: none"> I evaluate the product/outcome against the criteria I designed. I identify the strengths, weaknesses and possible improvements of the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	<ul style="list-style-type: none"> I identify challenges and the solutions I developed to meet them. I demonstrate a deeper knowledge and understanding of my topic and my identified global context. I base my reflection on evidence, including my process journal.
Reflect on their development as IB learners through the project	<ul style="list-style-type: none"> I identify how I have developed as a learner (using the IB learner profile as appropriate). I discuss my strengths and weaknesses in completing the project. I summarize the impact the project could have on my future learning.

Personal Project Assessment Criteria

Criterion A: Investigating

Maximum: 8

Students should:

- I. define a clear goal and global context for the project, based on personal interests
- II. identify prior learning and subject-specific knowledge relevant to the project
- III. demonstrate research skills.

Achievement Level	Level Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student is able to: <ol style="list-style-type: none"> i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3-4	The student is able to: <ol style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5-6	The student is able to: <ol style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7-8	The student is able to: <ol style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

Students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement Level	Level Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student is able to: <ol style="list-style-type: none">i. develop limited criteria for the product/outcomeii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	The student is able to: <ol style="list-style-type: none">i. develop adequate criteria for the product/outcomeii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5-6	The student is able to: <ol style="list-style-type: none">i. develop substantial and appropriate criteria for the product/outcomeii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	The student is able to: <ol style="list-style-type: none">i. develop rigorous criteria for the product/outcomeii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

Students should:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement Level	Level Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student is able to: <ol style="list-style-type: none">i. create a limited product/outcome in response to the goal, global context and criteriaii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3-4	The student is able to: <ol style="list-style-type: none">i. create a basic product/outcome in response to the goal, global context and criteriaii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5-6	The student is able to: <ol style="list-style-type: none">i. create a substantial product/outcome in response to the goal, global context and criteriaii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7-8	The student is able to: <ol style="list-style-type: none">i. create an excellent product/outcome in response to the goal, global context and criteriaii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

Students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement Level	Level Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student is able to: <ol style="list-style-type: none"> i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project.
3-4	The student is able to: <ol style="list-style-type: none"> i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project.
5-6	The student is able to: <ol style="list-style-type: none"> i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project.
7-8	The student is able to: <ol style="list-style-type: none"> i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project.

IB MYP Personal Project Timeline 2017-2018

Date	Meeting/Assignment	Location
June 7	Personal Project Kick-Off Conference	Auditorium
September 15	Summer Reading Assignment	Submit to English 10 teacher via ManageBac
September 15	Personal Project MYP Conference & Supervisor Selection Fair	Main Gym, cafeteria, auditorium, classrooms
October 2	Complete Project Proposal along with Project Criteria	ManageBac Task
December	Approaches to Learning Skills Assessment	ManageBac Task
January 8	Submit Products (traditional and electronic/media) and presentation boards for Exhibition	C214 – ALL DAY
January 8	<ol style="list-style-type: none"> 1. Submit Assessed Criteria 2. Upload links and/or photographs of final product to ManageBac 	ManageBac Tasks
January – February	<ol style="list-style-type: none"> 1. Draft Personal Project – for feedback from Supervisor 2. Finalize Process Journal Reflections 3. Ensure all Supervisor Meetings have been documented 	ManageBac Task
January 29	Export Process Journal to .pdf for use in Appendices of Final Report	ManageBac Tasks
February 5	<ol style="list-style-type: none"> 1. Submit Final Report 2. Export Academic Honesty form to project worksheet 	ManageBac Task
March 1	Exhibition	7:00 PM – 8:00 PM

3 Mandatory Supervisor Meetings	Meeting Purpose
Early stage (Fall)	<p>Share Project Proposal and Criteria to Assess Project Success with Supervisor for review/goal setting</p> <p>Supervisor/Student complete Academic Honesty tab in ManageBac</p>
Mid-way (early December)	<p>Share revised rubric of Criteria for Success, Approaches to Learning Skills Assessment/Reflection and presentation plan with Supervisor for review/feedback</p> <p>Supervisor/Student complete Academic Honesty tab in ManageBac</p>
Late stage (January)	<p>Share Personal Project Reflection (Process Journal), Assessed Criteria, and draft Final Report with Supervisor for review/feedback – leave time for revisions</p> <p>Supervisor/Student complete Academic Honesty tab in ManageBac</p>