

Student  
Guide to  
the  
Personal  
Project



2017-2018

---

**Springbrook High School  
IB Middle Years Programme**

# Table of Contents

## Table of Contents

<b>General Overview</b> .....	
What is the Personal Project? .....	2
Aims of the Personal Project .....	2
Personal Project Requirements.....	3
The Outcome/Product.....	3
The Process Journal .....	4
The Report .....	6
Role of Your Supervisor .....	9
<b>Getting Started</b> .....	
Development of the Personal Project .....	10
Investigating .....	10
Planning .....	13
Taking action .....	15
Reflecting.....	15
<b>Appendices</b> .....	
Appendix 1: Personal Project Grade Level Descriptors .....	17
Appendix 2: Personal Project Rubric .....	18
Appendix 3: Personal Project Assessment Criteria .....	19
Appendix 4: IB MYP Personal Project Important Dates for 2014-2015 .....	23

Contact Information: John Weinschel, IB MYP Coordinator; F-104; (301) 989-5788;

John\_R\_Weinschel@mcpsmd.org



@MYPtheBrook Twitter profile can be found at <https://twitter.com/MYPtheBrook>

## General Overview

### What is the Personal Project?

The personal project is a significant student-directed inquiry produced over an extended period, completed during your **sophomore** year. The personal project is **your** project to do what **you** want to do, to show the skills you have developed over the years while in the Middle Years Programme (MYP) in your subjects. The **personal** nature of the project is important; you should base your project around a topic that motivates and interests **you**. The personal project holds a place of special importance in the MYP, as it is the culminating event completed in the final year of the programme.

The personal project includes a **focus on a topic leading towards a product/outcome**, a **process journal**, and a **report** as detailed in this guide. The outcome or product of a personal project will vary depending on the nature of the goal and context of the project. The characteristics of the personal project can make it an attractive, rewarding experience for all. You may discover a sense of autonomy and confidence in your own learning. The personal project also is very rewarding for teachers who work with individual students and see their development.

The personal project provides preparation for International Baccalaureate Diploma Programme (DP) students. You have the opportunity to put into practice approaches to learning skills, which contribute to your engagement with all aspects of the DP and life beyond the IB programmes. The DP core is comprised of the extended essay, theory of knowledge and creativity, action, service (CAS). The personal project supports the DP core in varied ways. The personal project **report** is not necessarily a research essay; however, research is an expectation of the project, as well as the use of sources and information collected. An emphasis of the personal project is experiential learning. You will have experienced the responsibility of a project completed over a period of time, as well as the need to reflect on your learning and the outcomes of your project. Skills enhanced through the personal project will serve you well regardless of your program of choice as an upperclassman as these skills are needed in our Academy of Information Technology program as well as our various program pathways.

### 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 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 **personal report**, the **process journal**, and the **product** itself.

<b>Personal Project Component</b>	<b>How it is assessed</b>
Focus on topic leading toward a <b>product/outcome</b>	Evident in the report and in the outcome produced
<b>Process journal</b>	A selection of extracts in appendices of the report
<b>Report</b>	The content of the report assessed using all four criteria

In addition to these three main components, the following online surveys are also required:

- MYP Personal Project Proposal
- MYP Personal Project Supervisor Request Form
- IB Learner Profile Reflection – Pre and Post
- Academic Honesty Forms
- Personal Project Cover Sheet
- MYP Personal Project Exhibition Questionnaire
- MYP Personal Project Self-Assessment

Every student **MUST** enroll in the appropriate MYP Seminar class on <http://www.turnitin.com>

<b>Last Name</b>	<b>Class ID</b>	<b>Password</b>
A through B	15789515	caring
C through F	15789521	reflective
G through L	15789534	balanced
M through O	15789535	thinkers
P through S	15789538	principled
T through Z	15789544	inquirers

### *The Outcome/Product*

Personal projects vary greatly in scope and topics. The following are some types of projects 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
- The development of a community service project

In the past, Springbrook students have built websites, shot informational and advocacy videos, knitted scarves for the needy, written children’s books, composed and performed original music, organized after-school programs for underserved communities, sewn garments, designed and built a raft, designed and hand-built an electric guitar, interviewed WWII participants for their viewpoints and insights among many other wonderful projects.

### ***The Process Journal***

The process journal is a generic term used to refer to the documentation that students develop. Your process journal should contain brainstorming ideas (even if your ideas change over the duration of the project) and any rough drawings, notations, etc. Here are some headings you could use to help provide a structure to your journal, ensuring you make the best use of the journaling process.

- **Work completed this week** – this section should detail all aspects of work completed on the personal project this week.
- **Resources consulted** – you can record bibliographical details in this section. You should also record details of any conversations with sources, such as your *In-School Supervisor Meeting*, relating to the project.
- **Challenges/difficulties faced** – you should detail obstacles and indicate how you did or intend to deal with them.
- **Evaluation of the progress** – this section should contain reference to your initial goal and indicate if you are achieving it. You may also identify any areas that need improvement at this stage.

You must include a **minimum of 10 journal extracts** in the appendices of your report, if working individually. If you are working in a group, you must include a **minimum of 15 journal extracts** in the appendices of your report.

### Selecting process journal extracts

You should select **extracts** that demonstrate how you have 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 or galleries that inspired you

The process journal is ...	The process journal isn't ...
<ul style="list-style-type: none"> <li>• begun at the very start of the process and used throughout the process</li> <li>• a place for planning</li> <li>• a place for recording interactions with sources, for example, teachers, supervisors, external contributors</li> <li>• a place for storing useful information—quotes, pictures, ideas</li> <li>• a means of exploring ideas</li> <li>• a place for reflection on stages of the project</li> <li>• a place for evaluating work completed or a place for reflecting on learning</li> <li>• devised by the student in a format that suits his or her needs</li> <li>• useful for the student when receiving feedback</li> <li>• used by the student to produce the project report.</li> </ul>	<ul style="list-style-type: none"> <li>• used on a daily basis (unless this is useful for the student)</li> <li>• written up after the process has been completed</li> <li>• additional work on top of the project; it is part of and supports the project</li> <li>• a diary with detailed writing about what was done</li> <li>• a static document with only one format.</li> </ul>

Documenting the process might include:

- Mind Maps®
- bullet lists
- charts
- short paragraphs
- notes
- timelines
- annotated illustrations
- pictures

## *The Report*

**Your personal project must include a report.** The personal report, however creatively developed and presented, does not replace the outcome or product of the personal project. **Each student** must complete a personal report and process journal. Only one product needs to be created.

The **report format** options for the personal project are as follows:

- a written report in the format of an academic report (**this is preferred**) **or**
- an oral report (such as a podcast or interview) **or**
- a multimedia presentation (such as a website, blog, Prezi, PowerPoint, or other slide show presentation) **or**
- a visual report (such as a film).

Length requirements:

Format	Word Limit	Time Limit
Written	1,500 to 3,500 words	
Oral		13 to 15 minutes
Multimedia (written format only)	1,500 to 3,500 words	
	1,200 to 2,800 words	3 minutes
	900 to 2,100 words	6 minutes
	600 to 1,400 words	9 minutes
	300 to 700 words	12 minutes
Visual		13 to 15 minutes

Oral, visual and multimedia reports must be recorded for internal standardization purposes and for possible submission for moderation by the IB.

Think about the best way to report the project (written, oral, or multimedia) by taking into consideration personal learning preferences, strengths, and resources available. **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.**

At the time of your report submission, you must have also completed:

- IB Learner Profile pre- and post-reflection (**keep a copy**)
- Personal Project Cover Sheet (online submission)
- Academic Honesty submissions (online submission)
- MYP Personal Project Self-Assessment (online submission)

## Written Format

Standard MLA guidelines for formatting apply to the written personal report and you are required to submit the report through [www.turnitin.com](http://www.turnitin.com). 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:

- **Title Page**

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

- **Table of Contents**

- **Introduction**

This paragraph introduces a clearly defined and highly challenging goal and **global context** for the project based on your personal interests.

- **Body**

These paragraphs identify any prior learning and subject-specific knowledge that is consistently and highly relevant to your project. These paragraphs should also demonstrate your research skills. You should also include a detailed explanation of the criteria developed for the product/outcome and description of the product/outcome in response to the goal, **global context** and criteria developed.

- **Conclusion**

The final paragraph should contain a thorough evaluation of the quality of the product/outcome against the criteria developed, a reflection on how completing the project extended your knowledge and understanding of the topic and **global context**, and a reflection of the development of your IB Learner Profile characteristics.

- **Bibliography**

In this separate section, list alphabetically every source used to research your project, formatted according to MLA guidelines. 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 directly relevant to the achievement of 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.

Furthermore, you must include the following:

- process journal extracts (10 if working individually, 15 if working in a group),
- survey or interview questions, if applicable,
- any supporting visual aids used during the presentation, if applicable.
- Photographs of the project or prints as applicable

## **Other formats**

All other formats of the personal report **must adhere to the stated length and time requirements** found on page 6 and must include:

- **Title page**
  - Student name
  - Title of the project
  - Format of the report
  - Length (word count/time)
  - School name
  - Year
  
- **Summary** of the project that addresses the following:
  - a clearly defined and highly challenging goal and **global context** for the project based on your personal interests,
  - identification of any prior learning and subject-specific knowledge that is consistently and highly relevant to your project,
  - demonstration of your research skills,
  - include a detailed explanation of the rigorous criteria developed for the product/outcome,
  - a description of the product/outcome in response to the goal, **global context** and criteria developed,
  - a thorough evaluation of the quality of the product/outcome against the criteria developed
  - a reflection on how completing the project extended your knowledge and understanding of the topic and **global context**,
  - and a reflection of the development of your IB Learner Profile characteristics.
  
- **Bibliography**

- **Appendices**

In this separate section, include materials directly relevant to the achievement of 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.

Furthermore, you must include the following:

- process journal extracts (10 if working individually, 15 if working in a group),
- any supporting visual aids used during the presentation, if applicable.

## Role of Your Supervisor

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

Provide information and guidance that includes:
❖ guidelines about the MYP 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
❖ formative feedback
❖ requirements for academic honesty

Furthermore, supervisors 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 issue, as well as

- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted (academic honesty form)
- confirm attendance at a **minimum of three supervisor meetings**
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- provide personal project grades to the MYP Coordinator to enter in IBIS.

# Getting Started

## Development of the Personal Project

The time commitment for personal projects may vary somewhat, but past experience shows students who spend approximately **20-25 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. Use the diagram below to help you. After this brainstorming, narrow your idea(s) and develop an outline of how you are going to meet your goal.

What type of project could I do?

Link together your skills, Global Context, and interests/sports/hobbies to brainstorm what type of project you could do

Write down your project ideas in the box below

List here the activities you most enjoy

- My favorite subject is
  
- My most enjoyable assignments have been:

Personal Project ideas

List here the Global Context that interests you the most

- 

List your interests/sports/hobbies

- My most interesting topic of study has been:

- 1
- 2
- 3
- 4

## **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. In most cases, other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Students may consider the following questions as they choose a global context through which to focus their project.

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

The choice of the global context will significantly shift the perspective of the MYP personal project. The table below demonstrates the impact global contexts have on a topic or issue in the personal project.

<b>Global Context</b>	<b>Topic of interest – <i>Rap as a music genre</i></b>
Identity and relationships	Examine the question, “Why does rap speak to me?”
Orientation in space and time	Explore the development of rap as a style of music across continents
Personal and cultural expression	Perform a rap song for peers and have a question-and-answer session

<b>Global Context</b>	<b>Topic of interest – <i>Solar energy devices</i></b>
Scientific and technical innovation	Design a 3D model of a solar device with instructions for construction
Globalization and sustainability	Investigate how, in history, different cultures have made use of energy for different needs.
Fairness and development	Debate Hervé Kempf’s ideas about “how the rich are destroying the Earth”

The following table shows some examples of the use of each global context for an MYP personal project.

Global Context	Examples of Personal Projects
<p><b>Identities and relationships</b> Students will explore 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>	<ul style="list-style-type: none"> <li>• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying</li> <li>• How online identities impact offline relationships; a research essay</li> <li>• Keeping culinary traditions; a video series following family recipes with historical relevance</li> <li>• The effect of mass media on teenage identity; a short film</li> </ul>
<p><b>Orientation in space and time</b> Students will explore 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>	<ul style="list-style-type: none"> <li>• The Euclidean space perspective of the universe; a 3D model</li> <li>• Explorers in search of a new world; immigration over the ages through visual texts</li> <li>• The Mayflower and the dream of religious freedom; a personal family history</li> <li>• Charting a family history through archives and a representational statue</li> </ul>
<p><b>Personal and cultural expression</b> Students will explore 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>	<ul style="list-style-type: none"> <li>• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture</li> <li>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers</li> <li>• Culture and self-expression through dance at the local community arts center; a performance</li> </ul>
<p><b>Scientific and technical innovation</b> Students will explore 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>	<ul style="list-style-type: none"> <li>• Nano fibers build stronger bikes; a prototype bike with nano fibers</li> <li>• What's the matter with the anti-matter?; an informational talk</li> <li>• Why are genetics and genomics important to my health?; a media presentation</li> <li>• Can stem cells replace organ transplants?; an investigative report</li> </ul>

Global Context	Examples of Personal Projects
<p><b>Globalization and sustainability</b> Students will explore 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>	<ul style="list-style-type: none"> <li>• The struggle for water in developing countries; an awareness campaign</li> <li>• The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation</li> <li>• Education as the tool to change the future of Peru; a workshop for adults</li> <li>• The role of the developing countries in protecting the tropical rain forest; a collection of slides</li> </ul>
<p><b>Fairness and development</b> Students will explore 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>	<ul style="list-style-type: none"> <li>• Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade</li> <li>• Open-market economies and their role in fair trade; a talk for students</li> <li>• Exploring the intersections of race and inequality; a radio broadcast</li> <li>• Asylum seekers and their right to live like us; a painting</li> </ul>

## *Planning*

### **Creating Specifications to Evaluate**

As part of the goal, you must determine a final product/outcome of your project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work.

### **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 goal 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.

**While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behavior.**

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.

You are expected to reflect on what you have learned through completing the project. This learning relates to any topics that have been informed by subject-specific learning 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.

During the whole process, you will keep a record of your decisions in your process journals and you should use this as a resource to help you produce the report.

## **Appendices**

## Appendix 1

### Personal Project Grade Level Descriptors

The final grade for the personal project uses the IB Grade 1-7 based on the total level of achievement. The maximum level of achievement for each criterion is 8 for a possible 32 total. The generic grade descriptors that illustrate the MYP 1–7 grade scale.

<b>Grade</b>	<b>Boundary Guidelines</b>	<b>Descriptors</b>
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### Personal Project Rubric

Student Name: \_\_\_\_\_

Group:

Yes

Name(s): \_\_\_\_\_

No

Project Title: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Date: \_\_\_\_\_

		Maximum	Student Mark
<b>Criterion A</b>	<b>Investigating</b>	<b>8</b>	
<b>Criterion B</b>	<b>Planning</b>	<b>8</b>	
<b>Criterion C</b>	<b>Taking Action</b>	<b>8</b>	
<b>Criterion D</b>	<b>Reflecting</b>	<b>8</b>	

**Boundary (Total points from Criterion A - D): \_\_\_\_\_/32**

**Rubric Boundaries and MYP Converted Grades:**

Use this table to help you in your conversion to the MYP Grading Scale. The boundary is listed above. Find the boundary guidelines and correspond it to the MYP Grade.

<b>Personal Project</b>	
<b>Grade</b>	<b>Boundary Guidelines</b>
<b>1</b>	<b>1-5</b>
<b>2</b>	<b>6-9</b>
<b>3</b>	<b>10-14</b>
<b>4</b>	<b>15-18</b>
<b>5</b>	<b>19-23</b>
<b>6</b>	<b>24-27</b>
<b>7</b>	<b>28-32</b>

**MYP Converted Grade: \_\_\_\_\_/7**

## 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"> <li>i. <b>state</b> a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. <b>identify</b> prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance</li> <li>iii. <b>demonstrate</b> limited research skills.</li> </ol>
3-4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline a basic and appropriate</b> goal and context for the project, based on personal interests</li> <li>ii. <b>identify basic</b> prior learning and subject-specific knowledge relevant to <b>some</b> areas of the project</li> <li>iii. <b>demonstrate adequate</b> research skills.</li> </ol>
5-6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>define a clear and challenging</b> goal and context for the project, based on personal interests</li> <li>ii. <b>identify</b> prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. <b>demonstrate</b> substantial research skills.</li> </ol>
7-8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>define a clear and highly challenging</b> goal and context for the project, based on personal interests</li> <li>ii. <b>identify</b> prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. <b>demonstrate excellent</b> research skills.</li> </ol>

## 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"><li>i. <b>develop limited</b> criteria for the product/outcome</li><li>ii. <b>present a limited or partial</b> plan and record of the development process of the project</li><li>iii. <b>demonstrate limited</b> self-management skills.</li></ol>
3-4	The student is able to: <ol style="list-style-type: none"><li>i. <b>develop adequate</b> criteria for the product/outcome</li><li>ii. <b>present an adequate</b> plan and record of the development process of the project</li><li>iii. <b>demonstrate adequate</b> self-management skills.</li></ol>
5-6	The student is able to: <ol style="list-style-type: none"><li>i. <b>develop substantial and appropriate</b> criteria for the product/outcome</li><li>ii. <b>present a substantial</b> plan and record of the development process of the project</li><li>iii. <b>demonstrate substantial</b> self-management skills.</li></ol>
7-8	The student is able to: <ol style="list-style-type: none"><li>i. <b>develop rigorous</b> criteria for the product/outcome</li><li>ii. <b>present a detailed and accurate</b> plan and record of the development process of the project</li><li>iii. <b>demonstrate excellent</b> self-management skills.</li></ol>

## 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"><li>i. <b>create a limited</b> product/outcome in response to the goal, global context and criteria</li><li>ii. <b>demonstrate limited</b> thinking skills</li><li>iii. <b>demonstrate limited</b> communication and social skills.</li></ol>
3-4	The student is able to: <ol style="list-style-type: none"><li>i. <b>create a basic</b> product/outcome in response to the goal, global context and criteria</li><li>ii. <b>demonstrate adequate</b> thinking skills</li><li>iii. <b>demonstrate adequate</b> communication and social skills.</li></ol>
5-6	The student is able to: <ol style="list-style-type: none"><li>i. <b>create a substantial</b> product/outcome in response to the goal, global context and criteria</li><li>ii. <b>demonstrate substantial</b> thinking skills</li><li>iii. <b>demonstrate substantial</b> communication and social skills.</li></ol>
7-8	The student is able to: <ol style="list-style-type: none"><li>i. <b>create an excellent</b> product/outcome in response to the goal, global context and criteria</li><li>ii. <b>demonstrate excellent</b> thinking skills</li><li>iii. <b>demonstrate excellent</b> communication and social skills.</li></ol>

## 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"> <li>i. <b>present a limited</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. <b>present limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. <b>present limited</b> reflection on his or her development as an IB learner through the project.</li> </ol>
3-4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>present a basic</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. <b>present adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. <b>present adequate</b> reflection on his or her development as an IB learner through the project.</li> </ol>
5-6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>present a substantial</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. <b>present substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. <b>present substantial</b> reflection on his or her development as an IB learner through the project.</li> </ol>
7-8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>present an excellent</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. <b>present excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. <b>present excellent</b> reflection on his or her development as an IB learner through the project.</li> </ol>

## IB MYP Personal Project Important Dates for 2016-2017

Due Date	Assignment- Deadlines ( You can do these sooner! )	Location
<b>Week of September 11<sup>th</sup>, 2017</b>	1. Project Kick Off! 2. Brainstorm Project ideas tied to Global Contexts	Media Center  In class and on your own
<b>September 29<sup>th</sup></b>		
<b>September 29<sup>th</sup></b>		
<b>October 6<sup>th</sup></b>		
<b>October 6<sup>th</sup></b>		
<b>October 6<sup>th</sup></b>		
<b>October 13<sup>th</sup></b>		
<b>October 13<sup>th</sup></b>		
<b>October 27<sup>th</sup></b>		
<b>November 3<sup>th</sup></b>		
<b>November 17<sup>th</sup></b>		
<b>November 17<sup>th</sup></b>		
<b>December 1<sup>st</sup></b>		
<b>December 8<sup>th</sup></b>		
<b>December 8<sup>th</sup></b>		
<b>December 8<sup>th</sup></b>		
<b>December 15<sup>th</sup></b>		
<b>December 15<sup>th</sup></b>		
<b>December 15<sup>th</sup></b>		
<b>TBD</b>	Submit Small Products for Exhibition  Submit Large Products for Exhibition	Media Center–All Day  Team Room 2–All Day
<b>TBD</b>	Exhibition	6:00 PM – 8:00 PM

Meeting Dates	Purpose
<b>October: Every Wednesday After school</b>	<b>Research help in the library</b>
<b>Week of October 9<sup>th</sup></b>	In-School Supervisor Meetings
<b>November: Every Wednesday After school</b>	<b>Research help in the library</b>
<b>Week of November 13<sup>th</sup></b>	In-School Supervisor Meetings
<b>December: Every Wednesday After school</b>	<b>Research help in the library</b>
<b>Week of December 4<sup>th</sup></b>	In-School Supervisor Meetings