

Personal Project

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IB Guide

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and

critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement —essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

I. Project Aims and Objectives

- The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.
- The personal project encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.
- Students who finish the MYP in year 3 or 4 must complete the MYP community project. MYP year 5 students must successfully complete the externally moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. Students participating in MYP years 3, 4 and 5 may engage in both projects.
- The aims of the MYP projects are to encourage and enable 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
- Students must identify a global context for their MYP projects to establish their relevance and significance.
 - The following global contexts direct learning towards independent inquiry.
 - Identities and relationships
 - Orientation in space and time
 - Personal and cultural expression

- Scientific and technical innovation
 - Globalization and sustainability
 - Fairness and development.
- MYP projects involve students in a wide range of student-planned learning activities that extend knowledge and understanding, and develop important academic and personal skills.

II. Project Components

- Students address personal project objectives through:
 - the process they follow
 - the product or outcome they create
 - the essay that explains what they have done and learned
- Students document their thinking, research process and development of their initial ideas by developing an outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances, fieldwork, narrative essays, courses of study or learning engagements, films, computer programmes, and many other forms of work accomplishments.
- Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work.
- Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the essay or presentation at the conclusion of the project.
- The personal project essay explains the project process in a concise and succinct form. The essay contains a formal bibliography and a statement of academic honesty.

III. Assessment criteria

Each personal project objective corresponds to one of four equally weighted assessment criteria.

- Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.
 - **Criterion A: Investigating**
 - Students define a clear goal and global context for the project, based on personal interests. Students identify prior learning and subject specific knowledge relevant to the project. Students demonstrate research skills.
 - **Criterion B: Planning**
 - Students develop criteria for the product/outcome. Students plan and record the development process of the project. Students demonstrate self-management skills.
 - **Criterion C: Taking Action**
 - Students create a product/outcome in response to the goal, global context and criteria. Students demonstrate thinking skills.
 - Students demonstrate communication and social skills.
 - **Criterion D: Reflecting**
 - Students evaluate the quality of the product/outcome against their criteria. Students reflect on how completing the project has extended their knowledge and understanding of the topic and the global context. Students reflect on their development as IB learners through the project.

IV. External Moderation

- In response to national or local requirements, schools may add criteria and use additional models of assessment.
- Each student has a personal project supervisor who provides guidance and formative feedback. Projects are assessed by their supervisors against these published criteria, and schools conduct internal standardization to ensure consistent understanding of the criteria and student performance.
- The external validation of personal project grades is mandatory for all MYP schools ending in year 5. In each exam session, the IB moderates a sample of personal projects from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.
- MYP projects are usually developed and presented in the school's language of instruction. Personal project essays must be developed and presented in one of the MYP moderating languages, although the IB offers a special request

procedure to support language learning in a broad range of students' mother tongues.

- The IB MYP certificate requires a satisfactory level of achievement in the personal project

General Guidelines

Process Journal

- a. The journal will document the entire process of your Personal Project. It will include your planning, a description of your research process, reflection about what you are doing and learning, the challenges that you faced and overcame and the successes that you experienced. It can be illustrated and include plans and designs as appropriate.
- b. Documenting the Process: Your Process Journal
 - Your process journal is where you will document your learning throughout your project.
 - You can keep as a word document, create a blog, video, or use any format you like to maintain it.
 - It will be assessed using Criterion B of the Personal Project rubric.

You must provide evidence that you have addressed the four objectives to demonstrate achievement at the highest levels of the criteria.

<p>The process journal is:</p> <ul style="list-style-type: none"> • used throughout the project to document its development an evolving record of intents, processes, accomplishments. • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributor. • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received. 	<p>The process journal isn't:</p> <ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.
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- Process Journal Details:
 - Your planning template is the start of your process journal
 - Date every entry
 - Aim for a minimum of one entry per week.
 - Entries include:
 - Brainstorming and Thinking Maps, Notes, charts, short paragraphs, Annotated research
 - Bibliography of resources
 - Notes on what has been learned
 - Pictures, photographs, sketches
 - Artifacts from inspirational visits to museums, performances, etc.
 - Self and peer assessment

- Explanations of how the research was used in the project to reach your goal
- Challenges/difficulties faced
- Questions to ask your supervisor and answers received

Product

- An original piece of art/music/drama/dance composition/playwriting etc
- An original science experiment
- A written piece of work on a special topic
- An invention or specially designed object or system
- Essay on a subject that interests you
- Research of an idea
- Create a game/website/sport/book
- A musical production/CD/original recording /design/promotion
- Some specific examples:
 - ◆ How primary school student learn languages (extended writing)
 - ◆ The importance of sports for handicapped people (extended writing)
 - ◆ How different types of music are used in advertising (extended writing)
 - ◆ Producing a school play (event)
 - ◆ Training/ coaching and organizing a tennis tournament (event)
 - ◆ A painting about a theme: a grandfather's life story (product)
 - ◆ Photographic essays (product)
 - ◆ Collages about events (product)
 - ◆ Animation film about a theme (product)
 - ◆ Design and creation of a garment (product)
 - ◆ Reclaiming and restoring something old, e.g. a doll's house, go-kart (product)
 - ◆ Make a model- solar car, boat (product)
 - ◆ Designing and creating costumes, guitar amplifiers, Chinese screen, stained glass window, sculpture etc (product)

The design, building, performing, writing and completion of the product should not be rushed. A considerable amount of preparation needs to occur prior to actual product or

event. There must be a strong purpose to your project and you should think about how you will meet your goals. Remember that you will learn from your mistakes; ensure that you seek the advice of your supervisor on a regular basis.

The key elements to a successful and meaningful Personal Project are: originality, individuality, personal and something you have a genuine interest in.

Personal Statement (Essay)

- ❖ This can be a formal written piece, an essay, which will explain what you did and how and why you did it.
- ❖ It must be well structured, and organized. The length will vary depending on your project
- ❖ You are expected to express your reflective thinking in a concise manner. The personal statement is handed in for assessment along with the Project itself.
- ❖ The essay is the place where you bring together and summarize your thinking, process and creation that helped you to complete your project.
- ❖ The essay DOES NOT replace the product or outcome of your project.
- ❖ You will need to plan and organize the information. Your process journal will be extremely important at this point as it will contain all the information you need to complete the essay, if you have used it consistently.

A. Structure of the Essay:

a. The Essay Must Include:

- i. Title Page
- ii. Table of Contents
- iii. Body of the Essay
- iv. Bibliography

B. Title Page

b. The Title Page Must Include:

- i. Student Name
- ii. Title of the Project
- iii. Length (Word Count)
- iv. School Name
- v. Year

C. Body of the Essay

c. The Body of the Essay Must Include:

- i. The Goal of your Project

- ii. Sources/Research
- iii. Application of Information
- iv. Achieving the Goal
- v. Reflection on Learning

Questions to Answer in Your Essay

- Investigating
 - What made your goal a highly challenging goal?
 - How did your personal interests influence the selection of your goal?
 - What is your global context? Why did you select this global context?
 - What is the relationship between your goal and the global context?
 - What relevant prior knowledge did you have?
 - What new understandings did you gain from your research?
 - What sources did you use?
 - How did you know they were credible? Accurate? Relevant? Objective?
- Planning
 - What were your criteria?
 - Why did you select your criteria?
 - What makes your criteria rigorous?
 - Explain the step-by-step process and timeline you used as you worked to complete your project.
 - Refer to specific process journal extracts you included in your appendix.
 - How did you manage your time and resources effectively?
 - What obstacles did you experience?
 - How did you handle those obstacles?
- Taking Action
 - Describe the product/outcome that you created.
 - How does your product/outcome reflect the SMART goal that you developed? ○ How does your product/outcome reflect the global context you selected?
 - Why did you choose to express your learning through your product/outcome? ○ How did you collaborate throughout your project?
 - How does your product/outcome reflect new ideas and different perspectives?
- Reflecting
 - How does your product/outcome meet each criterion that you developed?
 - How can you transfer your newly learned knowledge to other areas of your life?

- How has completing the project extended your knowledge and understanding of your topic?
- How has completing the project extended your knowledge and understanding of the global context you selected?
- Which IB Learner Profile Attributes did you develop throughout the project?

Assessment Criteria

Personal Project	7-8	5-6	3-4	1-2
Criterion A: Investigating	<p>The student is able to:</p> <ul 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. 	<p>The student is able to:</p> <ul 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. 	<p>The student is able to:</p> <ul 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. 	<p>The student is able to:</p> <ul 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.
Criterion B: Planning	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
Criterion C: Taking Action	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
Criterion D: Reflecting	<p>The student is able to:</p> <ul 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. 	<p>The student is able to:</p> <ul 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. 	<p>The student is able to:</p> <ul 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. 	<p>The student is able to:</p> <ul 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.

Timeline

1st semester (10/4-11/22):

10/5-project is assigned

Week 1: (10/5-10/8)

- Pick your topic
- Create your proposal
- Have your first meeting with advisor to get your project approved

Week 2: (10/16-10/22)

- Begin research
- 1-2 journal entries

Week 3: (10/23-10/29)

- Finish research
- 2-3 journal entries

Week 4: (10/30-11/5)

- Have primary source
- 2-3 journal entries
- Managebac-meet with advisor to check in with progress, evaluate sources, and to clarify the criteria

Week 5: (11/6-11/12)

- Begin work on product
- Begin work on essay
- 1-3 journal entries

Week 6: (11/13-11/19)

- Finish rough draft of essay
- Go to writing center to have essay looked over
- Continue working on product
- 1-2 journal entries

Week 7: (11/20-11/22)

- Finish essay
- Finish product
- 1-2 journal entries
- Meet with advisor in person to get final feedback

Week 8: (11/20-11/22)

- Peer critiques in English Class

11/22-project is due in Managebac

2nd Semester: (1/30-3/27)

1/30-project is assigned:

Week 1: (1/30-2/4)

- Pick your topic
- Create your proposal
- Have your first meeting with advisor to get your project approved

Week 2: (2/5-11)

- Begin research
- 1-2 journal entries

Week 3: (2/12-18)

- Finish research
- 2-3 journal entries

Week 4: (2/19-25)

- Have primary source
- 2-3 journal entries
- Managebac-meet with advisor to check in with progress, evaluate sources, and to clarify the criteria

Week 5: (2/26-3/4)

- Begin work on product
- Begin work on essay
- 1-3 journal entries

Week 6: (3/5-3/11)

- Finish rough draft of essay
- Go to writing center to have essay looked over
- Continue working on product
- 1-2 journal entries

Week 7: (3/12-3/18)

- Finish essay
- Finish product
- 1-2 journal entries
- Meet with advisor in person to get final feedback

Week 8: (3/19-3/25)

- Peer critiques in English Class

3/27-project is due in Managebac