

MYP Personal Project Guide

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The Nature of the Personal Project

The personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to student's individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

I. Project Aims and Objectives

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

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Objective A: Investigating

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

Objective B: Planning

- I. Develop criteria for the product/outcome
- II. Plan and record the development process of the project
- III. Demonstrate self-management skills

Objective C: Taking Action

- I. Create a product/outcome in response to the goal, global context and criteria
- II. Demonstrate thinking skills
- III. Demonstrate communication and social skills

Objective D: Reflecting

- 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

Global Contexts

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters).

- | | |
|---------------------------------------|------------------------------------|
| ★ Identities and relationships | ★ Globalization and sustainability |
| ★ Orientation in space and time | ★ Fairness and development |
| ★ Personal and cultural expression | |
| ★ Scientific and technical innovation | |

Consider the following questions when choosing a global context for your personal 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?

Global Context	Examples
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
Scientific and technical innovation	Design a 3D model of a solar device with instruction for construction
Orientation in space and time	Investigate how, in history, different cultures have made use of energy for different needs
Globalization and sustainability	Debate Herve Kempf’s ideas about “how the rich are destroying the Earth”

Identifying the global context for the project

The global context chosen by the students provides a context for inquiry and research in the project. Students choose only one global context to define their 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.

Table 12 shows examples of global contexts corresponding to the elements of the community project.

The goal	A need	A community	Global context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific Island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create/innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviours	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

Table 12
Global contexts in community projects

It is useful for students to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. Students should document the development of their project, including their ideas and thinking. Brainstorming the definition of their goal is a useful exercise to document in the process journal, as students can return to this to ensure they remain on task as they progress through the project.

Table 13 shows some examples of the use of each global context for an MYP community project.

Global context	Examples of community projects
Identities and relationships 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.	<ul style="list-style-type: none"> Laughter therapy campaign in children's hospital or elder care home Tutoring classes providing additional or special instruction to primary school students Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines

Investigating and planning the community project

Global context	Examples of community projects
Orientation in space and time 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.	<ul style="list-style-type: none"> Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history Making a plan for wheelchair accessibility Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
Personal and cultural expression 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.	<ul style="list-style-type: none"> Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors Performing a theatre play to raise awareness on bullying Promoting intercultural understanding through a graffiti contest
Scientific and technical innovation 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.	<ul style="list-style-type: none"> Helping a local community make an efficient, low-cost use of energy-powered devices Developing a programme to promote the use of wind energy for domestic devices Campaigning to reduce paper use and to promote recycling Campaigning to reduce water, electricity or fuel waste
Globalization and sustainability 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.	<ul style="list-style-type: none"> Campaigning to raise awareness and reduce plastic straw waste use Passing a plan to local authorities for tree planting in an area in need of re-greening Creating a school or community garden
Fairness and development 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.	<ul style="list-style-type: none"> Campaigning for fair-trade awareness Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town Addressing the concerns of immigrants and migrant populations

Table 13
Global contexts and MYP projects

Approaches to learning

MYP projects are culminating activities through which students present, in a truly personal way, their development of approaches to learning (ATL) skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time. Projects, essays and investigations carried out in the subject groups are important vehicles for helping students to develop the skills and attitudes needed to complete MYP projects.

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts.

Table 7 shows possible alignment between ATL skills and project objectives; however, it is important to realize that ATL skills work in articulation across all stages of MYP projects, sustaining and often overlapping throughout the projects.

Students will demonstrate how they have met the objectives through their presentation or report at the end of the project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.

Community project objectives	Personal project objectives	MYP ATL skill clusters	Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience
Objective A: Investigating			
i. Define a goal to address a need within a community, based on personal interests	i. Define a clear goal and a global context for the project, based on personal interests	Collaboration Critical thinking Creative thinking	
ii. Identify prior learning and subject-specific knowledge relevant to the project		Information literacy Media literacy	
iii. Demonstrate research skills		Transfer	
Objective B: Planning			
i. Develop a proposal for action to serve the need in the community	i. Develop criteria for the product/outcome	Collaboration Organization Critical thinking Creative thinking	
ii. Plan and record the development process of the project		Collaboration	
iii. Demonstrate self-management skills		Organization Reflection	
Objective C: Taking action			
i. Demonstrate service as action as a result of the project	i. Create a product/outcome in response to the goal, context and criteria	Organization Critical thinking Creative thinking	
ii. Demonstrate thinking skills		Communication	
iii. Demonstrate communication and social skills		Collaboration Critical thinking Creative thinking Transfer	
Objective D: Reflecting			
i. Evaluate the quality of the service as action against the proposal	i. Evaluate the quality of the product/outcome against their criteria	Communication Reflection	
ii. Reflect on how completing the project has extended their knowledge and understanding of service learning	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 of ATL skills	iii. Reflect on their development as IB learners through the project		

Table 7
ATL skills and project objectives

II. Project Components

The personal project consists of three main components:

- The process journal
- The product
- The report (essay)

Developing a proposal for your personal project

Once students decide what they would like to achieve in their personal project, they must submit a proposal that must be approved by their supervisor. The proposal will be submitted through Managebac.com. Your proposal must include the following:

- Topic
- Goal
- Global Context
- Inquiry Question
- Criteria

A. The Process Journal

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.

1. Your process journal is where you will document your learning throughout your project.
2. This can be accessed on Managebac.com. There will be a separate tab on the right of your screen that says "Process Journal".
3. Your process journal will be assessed using Criterion B of the Personal Project rubric.
4. Date each entry and aim for a minimum of one entry per week.
5. Entries may include brainstorming webs or charts, notes, annotated research, bibliography of resources, pictures or sketches, notes on what you have learned, self-assessment, challenges/difficulties you faced, and/or questions you would like to ask your supervisor.

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

The process journal is:

The process journal is not:

used throughout the project to document its development an evolving record of intents, processes, accomplishments.	used on a daily basis (unless this is useful for the student)
a place to record initial thoughts and	written after the process has been completed

developments, brainstorming, possible lines of inquiry and further questions raised	
a place for recording interactions with sources, for example teachers, supervisors, external contributor.	additional work on top of the project; it is part of and supports your personal project
a place to record selected, annotated and/or edited research and to maintain a bibliography	a diary with detailed writing about what was done
a place for storing useful information, for example quotations, pictures, ideas, photographs	a static document with only one format.
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 from teachers or supervisors.	

B. Product

As part of the goal, students must determine a final product/outcome of their project. The product/outcome might be:

- An original work of art(music, drama, dance composition, play, etc.)
- A model
- A business plan
- A campaign
- A blueprint or architectural drawing
- A course of study
- A debate
- A film
- A science experiment/invention
- Create a game/website/scrapbook

Students must define realistic criteria to measure the quality of the project's 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 predicted 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.

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.

C. Report (Essay)

The final component of your personal project requires students to write a formal piece of writing that explains what you did, how you did it, and why you did it.

- Your paper must be in Times New Roman font, size 12, and double-spaced.
- Your essay must be a minimum of 1500 words, but no longer than 3500 words.
- 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.

Research and Resources

Students should select relevant and reliable information from a variety of sources to develop the MYP project. The number and type of resources will vary depending upon the nature of the project; however, to reach the highest achievement levels through investigating, students must select a range of sources and a variety of source types. Students should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Although sources may include student's prior knowledge, students are strongly encouraged to

search for primary and secondary sources.

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

Structure of the Essay

A. The Essay Must Include:

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

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

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

Suggested Questions to Answer in Your Essay

A. 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? (Don't forget to include an MLA-formatted bibliography of these research sources on the last page of your report! Reference easybib.com for more information on structuring your bibliography).
- How did you know they were credible? Accurate? Relevant? Objective?

B. 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?

C. Taking Action

- Describe the product/outcome that you created.
- How does your product/outcome reflect the SMART (Specific, Measurable, Attainable, Relevant, Time-Sensitive) 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?

D. 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?

III. Assessment Criteria

Students will receive a quiz grade for each checkpoint periodically throughout this process. Please see timeline for more information on due dates.

The IB rubric used to score your personal project is on the next page.

Personal project assessment criteria: Year 5

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

- i. define a clear goal and a 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 does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a goal and a global context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrates limited research skills.
3–4	The student: <ol style="list-style-type: none"> i. outlines a basic and appropriate goal and a global context for the project, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills.
5–6	The student: <ol style="list-style-type: none"> i. develops a clear and challenging goal and a global context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills.
7–8	The student: <ol style="list-style-type: none"> i. develops a clear and highly challenging goal and a global context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrates excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

- 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 does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. develops limited criteria for the product/outcome ii. presents a limited or partial plan and record of the development process of the project iii. demonstrates limited self-management skills.
3–4	The student: <ol style="list-style-type: none"> i. develops adequate criteria for the product/outcome ii. presents an adequate plan and record of the development process of the project iii. demonstrates adequate self-management skills.
5–6	The student: <ol style="list-style-type: none"> i. develops substantial and appropriate criteria for the product/outcome ii. presents a substantial plan and record of the development process of the project iii. demonstrates substantial self-management skills.
7–8	The student: <ol style="list-style-type: none"> i. develops rigorous criteria for the product/outcome ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrates excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

- 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 does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. creates a limited product/outcome in response to the goal, global context and criteria ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills.
3–4	The student: <ol style="list-style-type: none"> i. creates a basic product/outcome in response to the goal, global context and criteria ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills.
5–6	The student: <ol style="list-style-type: none"> i. creates a substantial product/outcome in response to the goal, global context and criteria ii. demonstrates substantial thinking skills iii. demonstrates substantial communication and social skills.
7–8	The student: <ol style="list-style-type: none"> i. creates an excellent product/outcome in response to the goal, global context and criteria ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. evaluate the quality of the product/success of the 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 does not achieve a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. presents a limited evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents limited reflection on his or her development as an IB learner through the project.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. presents a basic evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents adequate reflection on his or her development as an IB learner through the project.
5–6	<p>The student</p> <ol style="list-style-type: none"> i. presents a substantial evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents substantial reflection on his or her development as an IB learner through the project.

Achievement level	Level descriptor
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. presents an excellent evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents excellent reflection on his or her development as an IB learner 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.
- The IB MYP certificate requires a satisfactory level of achievement in the personal project.

Personal Project Presentations

REQUIRED: Students are required to present their Personal Project at the end of this process. This is an opportunity for students to present their research and product to other students, teachers, and parents. Your presentation should be 3-5 minutes in length and will be scored by a panel of four people. **Presentations will count as a test grade in your English class.**

Presentation Dates

First Semester: November 16th

Second Semester: April 11th

Presentation Rubric

Total Points	10	8	6	4	2
Communication					
	Student consistently speaks with engaging volume, tone, and articulation.	Student speaks with effective volume, tone, and articulation.	Student has moments of difficulty speaking with appropriate volume, tone, and articulation.	Student struggles speaking with appropriate volume, tone, and articulation.	Student has overwhelming difficulty speaking with appropriate volume, tone, and articulation.
	Student consistently makes appropriate eye contact.	Student makes appropriate level of eye contact.	Student makes occasional eye contact.	Student makes infrequent eye contact.	Student does not make eye contact.
	Student consistently exhibits poise, enthusiasm, and confidence.	Student generally exhibits poise, enthusiasm, and confidence.	Student exhibits moments of limited poise, enthusiasm, and confidence.	Student exhibits moments of limited poise and enthusiasm, but no confidence.	Student does not exhibit poise, enthusiasm, and confidence.
Content					
	Student clearly communicates goal of project and explains how global context relates to his or her project.	Student adequately communicates goal of project and explains how global context relates to his or her project.	Student briefly mentions the goal of the project and explanation of how global context relates to project is limited.	Student briefly mentions the goal of the project, but does not provide an explanation of how global context relates to project.	Student does not communicate goal of project and does not explain how global context relates to his or her project.
	Student clearly identifies his or her IB learner profile and explains which approaches to learning skills he or she incorporated into project.	Student identifies his or her IB learner profile and adequately explains which approaches to learning skills he or she incorporated into project.	Student identifies his or her IB learner profile, but minimally explains which approaches to learning skills he or she incorporated into project.	Student briefly mentions his or her IB learner profile, but does not explain which approaches to learning skills he or she incorporated into project.	Student does not identify his or her IB learner profile, and does not explain which approaches to learning skills he or she incorporated into project.
	Student regularly references the research conducted and how the research impacted his or her project.	Student occasionally mentions the research conducted and how the research impacted his or her project.	Student rarely mentions the research conducted and how the research impacted his or her project.	Student mentions the research conducted, but not how the research impacted his or her project.	Student does not communicate the research conducted or how the research impacted his or her project.

	Student clearly explains the process of his or her project, communicating a substantial reflection of how completing the project extends his or her knowledge and understanding of the topic.	Student explains the process of his or her project, communicating an adequate reflection of how completing the project extends his or her knowledge and understanding of the topic.	Student's explanation of process is limited, communicating a minimal reflection of how completing the project extends his or her knowledge and understanding of the topic.	Student's explanation of process is insufficient, communicating an inadequate reflection of how completing the project extends his or her knowledge and understanding of the topic.	Student does not explain the process of his or her project and/or does not communicate his or her reflection of how completing the project extends his or her knowledge and understanding of the topic.
	Student effectively, confidently, and accurately responds to Review Board's questions.	Student effectively and accurately responds to Review Board's questions.	Student insufficiently responds to Review Board's questions.	Student minimally responds to Review Board's questions.	Student is unable to respond to Review Board's questions.
Time					
	Student manages time effectively (3-5 minutes in length).	Student generally manages time effectively (within 30 seconds over/under).	Student insufficiently manages time (1 minute over/under).	Student insufficiently manages time (1:30 minute over/under).	Student mismanages time (2 minutes over/under).

V. Glossary of Terms

Terms	Definitions
Bibliography	An alphabetical list of every source used to research the project.
Criteria	Specific elements the personal project/outcome must meet to be a quality outcome, as defined by the student.
List of References	An alphabetical list of only those sources that are cited in the project presentation or report.
Outcome	The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign.
Process Journal	A generic term to refer to the documentation that students develop during the process of completing the MYP project.
Product	The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story, or model.
Report	A written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible.

Suggested Timeline

2nd Semester

2/11 -project is assigned

Week 1: 2/11- 2/15

- Choose your topic
- Log in to ManageBac.com
- Create your proposal
- Supervisors assigned to students
- Be sure to email your supervisor, through ManageBac, to get your project proposal approved. You will see this approval in ManageBac or comments from your supervisor to change something.
- **CHECKPOINT: Topic and proposal have been entered into Managebac.**

Week 2: 2/18- 2/22

- Begin research
- 1-2 journal entries should be completed in ManageBac under the "Processing Journal" tab.
- Contact Supervisor via ManageBac to arrange an in-person meeting with them to discuss your topic and the research you have attempted thus far. This meeting must be conducted by 2/22.

Week 3: 2/25- 3/1

- Continue research
- 2-3 journal entries should be completed

Week 4: 3/4- 3/8

- Continue research
- 2-3 journal entries should be completed
- Email supervisor to schedule meeting to check-in with progress, evaluate sources, and to clarify the criteria. Meeting must take place by 3/8 so any changes can be addressed at this point.

Week 5: 3/11- 3/15

Begin working on product

Begin working on report

1-3 journal entries should be completed

CHECKPOINT: Student must provide evidence of at least 5 process journals and 2 meetings with supervisor.

Week 6: 3/18- 3/22

- Finish rough draft of essay
- Contact Supervisor to have essay looked over and continue working on product
- 1-2 journal entries

Week 7: 3/25 - 3/29

- Finish essay
- Finish product. Upload Product (or pictures of product) into ManageBac.
- 1-2 journal entries
- Meet with Supervisor in person to get final feedback.

Week 8: 4/1 - 4/5

CHECKPOINT: Product report rough draft and peer critiques in English class

4/8- Entire Personal Project and Product is due in Managebac.

If you have any questions, please contact Ms. Davis at kathryn.davis@cms.k12.nc.us