



Name \_\_\_\_\_

Supervisor \_\_\_\_\_

# IB MYP Personal Project Student Instructions 2019-2018

Need Support? Check out these resources  
to get answers to your questions.

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<https://woostermyp.weebly.com/>

[www.edmodo.com](http://www.edmodo.com)

[uuizfx](#)



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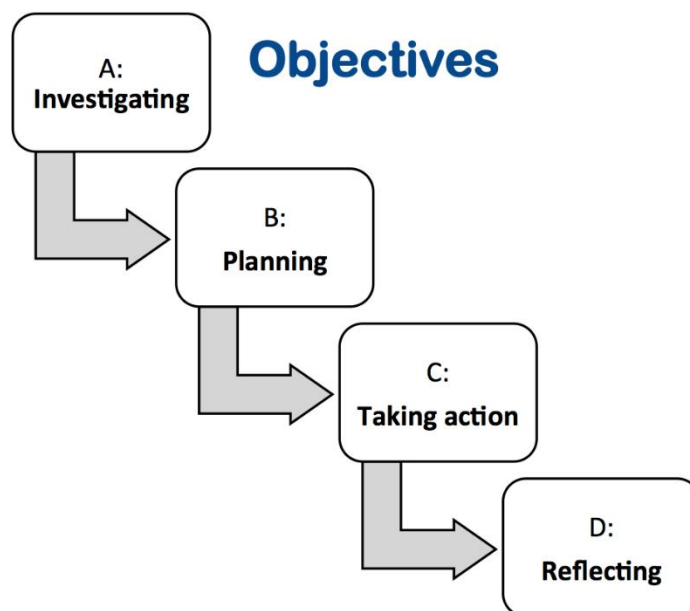
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# WHAT IS THE IB MYP Program?

As part of the IB program in grades 9 and 10, you are known as MYP students (Middle Years Program). MYP is designed for ALL students so that they will be exposed to the IB philosophy and skills, regardless of whether they decide to enter the rigorous IBDP program their junior year. There are many components to the MYP curriculum:

- Internationalism: Preparing students to live in a global world will mean encouraging all students to take a second language and asking students to participate in the service of others
- Real-World Relevance: MYP asks that all instruction be relevant, real-world, inquiry based and goal-oriented. (See “global contexts”)
- Student-driven: the MYP philosophy asks that students reflect on their growth as a learner throughout the program. A goal of the MYP program is that they reflect on their growth using the “IB Learner Profile.”
- Best practices in education: MYP asks that teachers design unit plans that utilize the best practices for students. MYP asks that all unit plans and assessments be made accessible for other teachers, students and parents and that they are submitted periodically for monitoring by the IB.



## APPROACHES TO LEARNING: ATL

All curriculum is designed to assess growth in these skills, building complexity of tasks as students grow in the program and culminating in the Personal Project during grade 10.

- Social Skills
- Communication skills
- Thinking skills
- Research skills
- Self-management skills

## IB LEARNER PROFILE

Students are encouraged to:

- Ask challenging questions
- Learn how to learn and then reflect on their own learning
- Develop a strong sense of their own identity and their culture
- Develop the ability to communicate with and understand people from other cultures

## Global Contexts

These are links to the “real world” application of all academic content. There are six designated MYP contexts. These are used as different “lenses” with which to view the curriculum:

- Identities and Relationships: Who are we? Who am I?
- Orientation in space and time: What is the meaning of when? And where?
- Personal and Cultural expression: What is the nature and purpose of creative expression?
- Scientific and technical innovation: How do we understand and impact our world?
- Globalization and sustainability: How is our world connected?
- Fairness and Development: What are our rights and responsibilities?

# WHAT IS THE PERSONAL PROJECT?

The final component of the MYP program is the Personal Project at the end of the 10<sup>th</sup> grade year. The project is designed to be a culminating task to showcase your ability to learn on your own and utilize the skills you've been practicing before this point.

## 1. CREATING SOMETHING PERSONAL-----

This project asks you to create a product or event that is personal *for you*, represents *your* goals, and is appropriately challenging *for you!* This could really be almost anything. Some ideas are:

- A campaign for a cause you are passionate about
- An original piece of artwork
- A written piece of work on a social or cultural issue
- A piece of creative writing
- An invention or science experiment of interest to you
- Organizing a special event
- Starting a community or school organization

## 2. FOR WHAT PURPOSE?

The project must also demonstrate the following:

1. Learning through action (by experiencing and doing something)
2. Learning on your own—using a variety of skills (IB calls these skills “ATL skills” or “Approaches to Learning” and they include skills like investigating, communicating, collaboration, critical thinking, and reflecting)
3. Applying previous academic learning from your classes to your personal goals
4. Reflecting on your learning, your strengths, weaknesses and ability to overcome challenges
5. Creating a goal that is relevant and important for today by justifying its importance using one of IB’s “global contexts”

This is FOR YOU! The final product will be demonstrated to your teachers and classmates in an exhibition in April, but the reflection and the process is about YOU!

At the end of the process, it isn't about a grade in one class—it's about reflecting on your strengths and weaknesses and about how you want to move forward. How do you want to improve and challenge yourself during your last years of high school and beyond that?

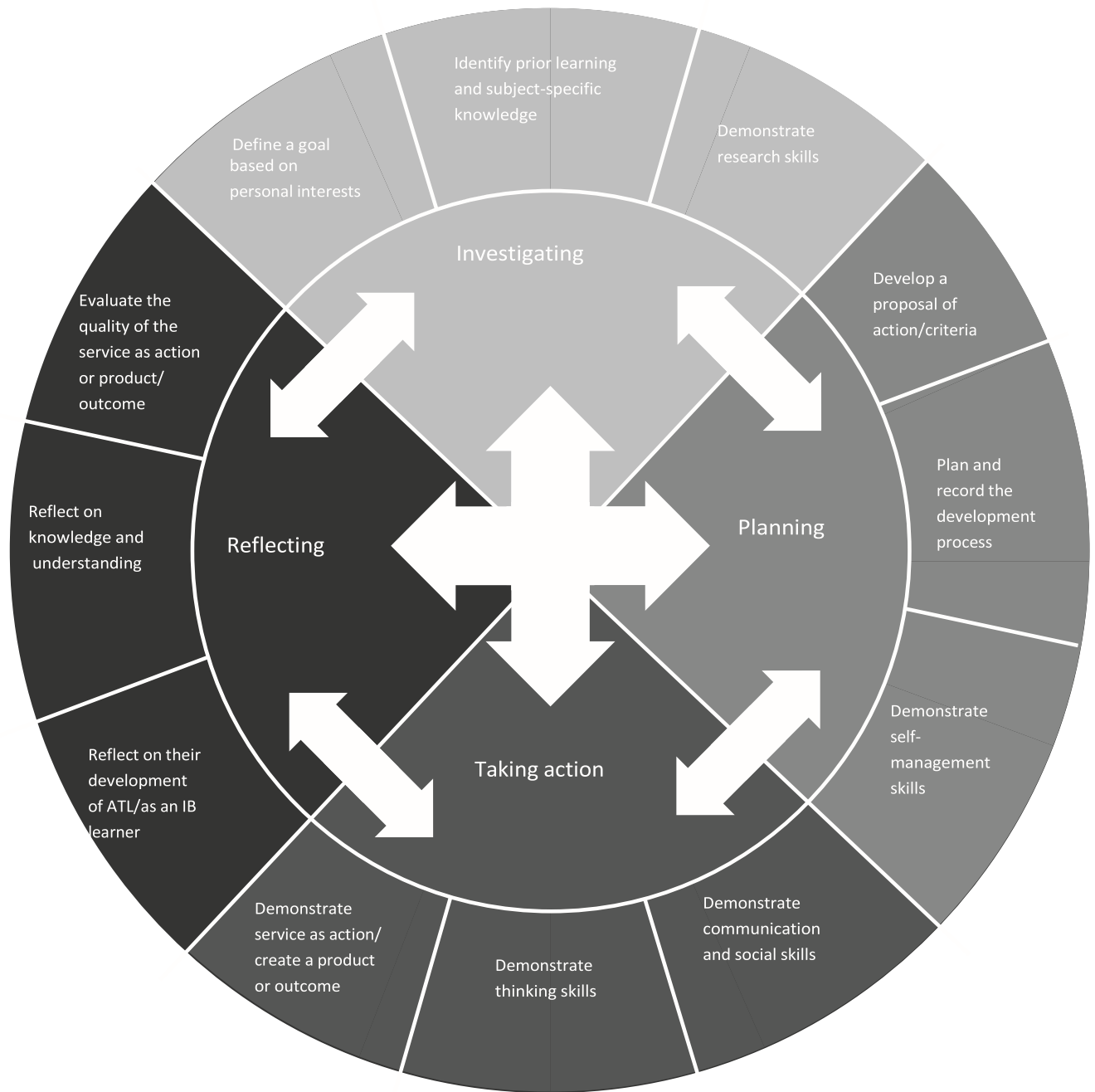


Figure 3



## EXAMPLES OF PERSONAL PROJECTS

1. Creating a website for a community basketball league
2. Campaigning to encourage re-usable grocery bags
3. Putting on a play at an elementary school about bullying
4. Learning about nutrition and exercise to lead a campus fitness support group
5. Learning to use a specific type of camera or technique to improve your photography skills
6. Creating a "how to survive high school" tutorial for incoming 9<sup>th</sup> graders





7. Designing and sewing an outfit made out of recycled materials
8. Planning a vacation
9. Designing a budget for a future business
10. To raise awareness of other cultures at the school through a poster campaign
11. To organize a fundraiser to help the children's hospital
12. To create a short film on teenage insecurities

13. Creating video tutorials on specific basketball skills to help the school's team and coaches
14. Creating a travel brochure to promote student's hometown
15. To research, create and market diabetic chocolate
16. To create a sensor detecting a ball passing the goal line
17. To write an article on the psychology of laughter and submit to the local paper
18. To write a children's book on being environmentally friendly

19. To record an album for a band
20. Making my own music video
21. Creating a book of poetry from local poets as a collection
22. Designing a solar powered model boat
23. Turn a poem into a script for a movie
24. Learn to play an instrument and record a song



25. Interview grandparents, parents and teens to document generational divide on specific issues

Pictures taken from Global Jaya International School 2012 Personal Project Exhibition Slide Show  
<http://www.slideshare.net/PakLiam/gjis-ib-myp-personal-project-sample>

# The Process: divided into stages

## INVESTIGATING:

- Beginning a process journal to document the entire process for submission at the end
- Brainstorming and then selecting a personal goal for yourself, anything of interest to you
- Selecting a specific global context with which to focus the goal
- Researching your goal
- Investigating how to best achieve this goal and how to best demonstrate that to others
- Being assigned a supervisor/teacher who will meet with you at least 3 times to discuss progress and help guide you throughout the next 6 months

## PLANNING

- Creating a product proposal and meeting with your supervisor to discuss any challenges and to outline your goal
- Continuing to add to your process journal to document your process
- Creating a checklist or rubric that explains the criteria to evaluate the success of your own goal

## TAKING ACTION

- Creating the actual product/outcome that would demonstrate your goal (supposed to spend around 25 hours for the entire 6 months of the project)
- Actively working toward the goal and gathering documentation of the entire process in the process journal
- Documenting any problems along the way or challenges
- Discussing challenges with supervisor

## REFLECTING

- Reflecting and evaluating your learning and the process—demonstrating metacognition.
- Demonstrating your learning through a report/presentation

## PROJECT TIMELINE

PROJECT PHASE	STARTING	ENDING
INTRODUCTION TO THE PROJECT	8/22/2018	8/22/2018
STAGE 1: INVESTIGATING YOUR GOAL	8/22/2018	9/26/2018
STAGE 2: PLANNING YOUR PROCESS	9/26/2018	11/7/2018
STAGE 3: TAKING ACTION	11/7/2018	12/12/2018
STAGE 4: REFLECTING, REPORTING, & SELF-EVALUATING	12/12/2018	2/15/2019
SUBMISSION OF REPORT, BIBLIOGRAPHY, AND JOURNALS	2/20/2019	



## WHAT IS SUBMITTED to IB?

1. Personal Project Coversheet
2. 10 process journal entries (you can always have more but 10 are submitted)
3. Bibliography of sources
4. Report/presentation
  - a. Written: 1,500-3,500 words
  - b. Electronic (website, blog, slideshow): 1,500-3,500 words
  - c. Oral (podcast, radio broadcast, recorded): 13-15 minutes
  - d. Visual (film): 13-15 minutes
5. Any artifacts from presentation or product (optional)
6. Academic Honesty form summarizing at least 3 Supervisor meetings

Your final Personal Project score is given by your supervisor and is scored using the IB rubrics. The scores are moderated and samples are sent to IB. Remember that your final scores isn't necessarily based on the product but *the process!*

## Personal Project Due Dates

	Due Date	Supervisor signature
Brainstorming and goal setting in your process journal	September 5 <sup>th</sup> , 2018	
Research handout	September 12 <sup>th</sup> , 2018	
Proposal form with Parent Signature	September 12 <sup>th</sup> , 2018	
Rough draft of bibliography	October 17 <sup>th</sup> , 2018	
Supervisor meeting recorded on Academic Honesty Log	Before October 24 <sup>th</sup> Look at the goal and the sources. Supervisors make suggestions regarding the goal and resources that may help.	
Student created timeline of their process	November 1 <sup>st</sup> , 2018 A list of at least 4 personal deadlines specific to their project with descriptions of what they hope to have done by those dates	
Student-created evaluation of their product	December 6 <sup>th</sup> , 2018 Could be a checklist or rubric that students will use to evaluate their project at the end	
Outline of student report (even if electronic, an outline	January 31 <sup>st</sup> , 2019	

of each of the 4 criteria must be submitted)	See page 17 and the rubrics for how to outline your specific project	
Meeting with supervisor recorded into Academic Honesty Log	Before January 31 <sup>st</sup> , 2019 Use your checklist or rubric to evaluate your progress on your goal so far and look at the progress on your report outline	
Project Final	Before February 20 <sup>th</sup> , 2019 Supervisors are given the final report: <ol style="list-style-type: none"> <li>1. IB coversheet</li> <li>2. Report (divided into the four sections: Investigating, Planning, Action and Reflecting)</li> <li>3. Process Journal (10 entries selected)</li> <li>4. Bibliography</li> <li>5. Academic Honesty Form</li> <li>6. Any artifacts from the product/report if you think necessary</li> </ol>	
Presenting their learning process and report	April 16 <sup>th</sup> , 2019	Exhibition for those who have completed the project. Awards given.

## The Process Journal

The process journal is where you record your learning process and any planning you do toward achieving your goal. It is where you record your ideas, thought and an action plan for the project. The journal notes are used to write your report. If you keep detailed notes on your process, then the report will be easier to write at the end. You will select 10 journal entries that help to support your report. The journal can also include artifacts and photographs from your process. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor
- Notes from various sources (like a documentary you watched, book you read, etc.)
- Examples of other similar goals or products where you gathered ideas
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process

**Be sure you are demonstrating and reflecting in your journal about your use of all of the ATL skills below. Which ones were challenges for you and at what stage?**

<b>ATL skill</b>	<b>Examples from your process journal</b>
<b>Social Skills</b>	<ul style="list-style-type: none"> <li>• How did you delegate responsibility, build consensus and make fair decisions? (if in a group)</li> <li>• How did you listen to many perspectives or pieces of advice?</li> <li>• How did you negotiate with others?</li> <li>• How did you take responsibility for your actions</li> <li>• How did you build relationships?</li> </ul>
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>• How did you communicate with a variety of audiences</li> <li>• How did you interpret and use non-verbal communication</li> <li>• How did you include intercultural understandings?</li> <li>• How did you use a variety of forms of writing or speaking?</li> </ul>
<b>Thinking skills</b>	<ul style="list-style-type: none"> <li>• How did you forecast possibilities and troubleshoot problems?</li> <li>• Develop opposing arguments?</li> <li>• Create original ideas and make unexpected connections</li> <li>• Design new improvements or solutions</li> <li>• Consider multiple alternatives</li> <li>• Make connections between various subject groups and disciplines</li> </ul>
<b>Research skills</b>	<ul style="list-style-type: none"> <li>• How did you collect, record and verify your information?</li> <li>• How did you evaluate and select information?</li> <li>• How did you understand and use technology systems effectively</li> <li>• Use a variety of sources and media networks?</li> <li>• Compare, contrast and draw connections between many sources?</li> </ul>
<b>Self-Management skills</b>	<ul style="list-style-type: none"> <li>• How did you keep an organized and logical system for recording your progress?</li> <li>• Set goals that were both challenging and realistic?</li> <li>• Bring necessary materials and supplies?</li> <li>• Plan strategies and plans to prepare for success and minimize obstacles</li> <li>• Meet deadlines? Persevere over obstacles? Reduce stress?</li> <li>• How did you motivate yourself to get it done?</li> <li>○ How did you reflect on your learning and reflect on your mistakes to learn from them?</li> </ul>

# Brainstorming a Topic

Issues I think are currently important to the world right now

\_\_\_\_\_



Hobbies and sports that interest me

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Places I want to visit

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\_\_\_\_\_  
\_\_\_\_\_

When I want to be creative I...

\_\_\_\_\_  
\_\_\_\_\_

Interesting topics I've studied in school

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\_\_\_\_\_  
\_\_\_\_\_

Jobs I want to know more about

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Things I'm good at

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\_\_\_\_\_



Things I'd like to get better at

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People that I admire

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When I want to relax I...

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Happiest moments...

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At my high school reunion, I'd say

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When I tell people about my community...

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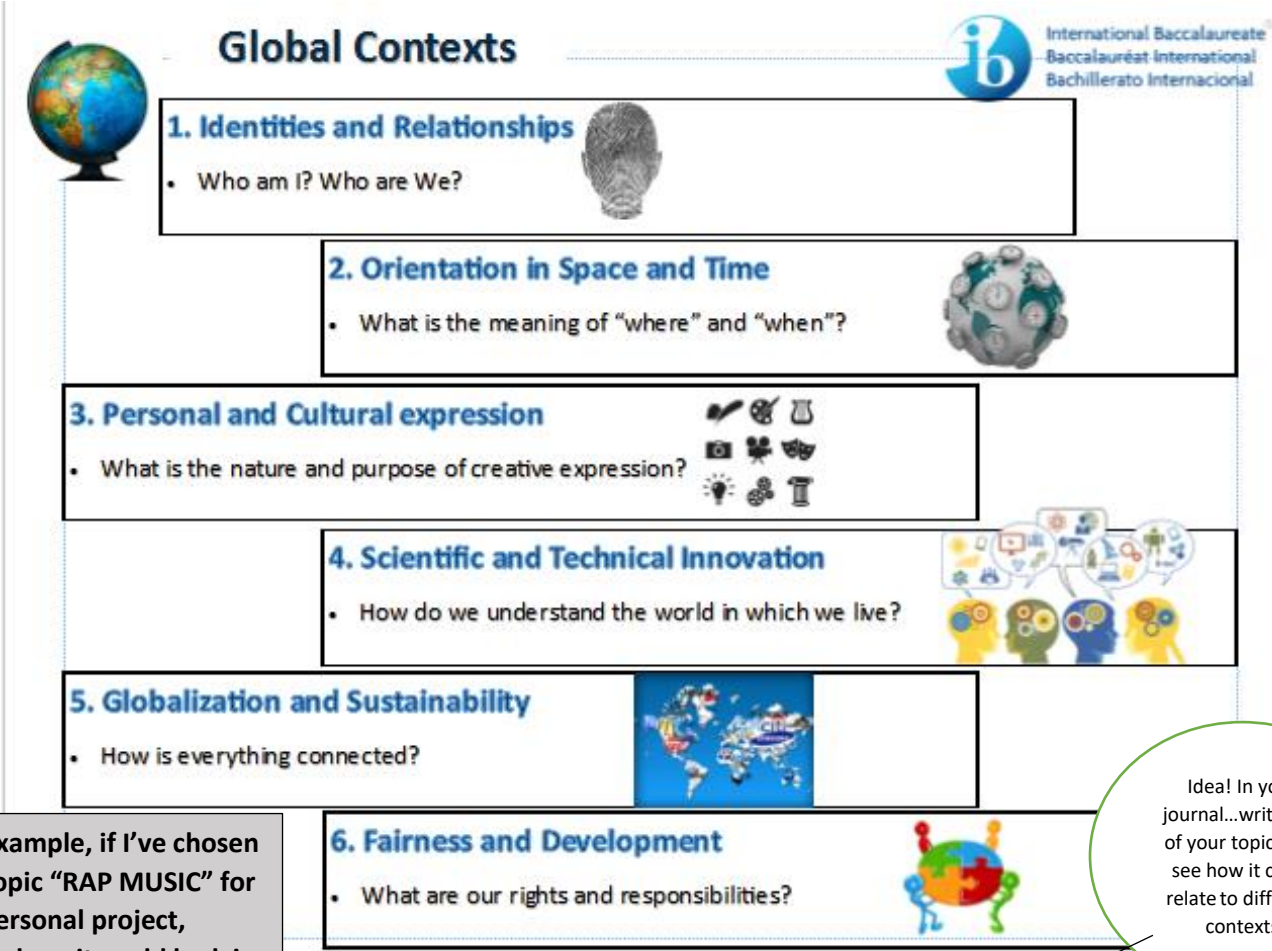


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# Global Context

IB requires that you explain how your topic fits into **ONE** of the "Global Contexts"

Why? ---IB wants you to select a topic that is relevant to you personally, but also to the "real-world" and how you understand your role in it. You will not only research how your project is important in this context but you must explain how your goal and product relate to the context that you choose.



For example, if I've chosen the topic "RAP MUSIC" for my personal project, here's how it could look in different contexts:

Idea! In your journal...write one of your topics and see how it could relate to different contexts

1. Identities and Relationships

2. Orientation in space and time

3. Personal and cultural expression

4. Scientific and technical innovation

5. Globalization and sustainability

6. Fairness and development

Student investigates why rap music appeals to him/her

How does rap look/sound different in different places/times?

Perform a rap song for peers and have a Q & A afterwards

Learn to use new sound Equipment to alter the music

Spread a message about environmentally friendly behaviors through rap

Investigate stereotypes and negative media portrayals of rap music

## Sample journal entries for planning

Before you can begin the investigation process, you must have a few ideas for a goal that you can narrow down. This is the beginning of the process journal. Some ideas might include:

	Think about...	
<b>S</b>	Specific--- Be very clear about what exactly do you want to accomplish?	<div style="border: 2px solid green; border-radius: 50%; padding: 20px; width: fit-content; margin: auto;"> <p>Reminder that after you write in your journal, you should reflect on which of the ATL skills you used in that step of your process.</p> <p>By the end, your journal should have all the ATL skills included</p> </div>
<b>M</b>	Measureable--- How will we measure this?	
<b>A</b>	Achievable--- Is it appropriately challenging for you to learn something from the process?	
<b>R</b>	Relevant and Recorded--- Is this goal relevant to my life and the world I live in?	
<b>T</b>	Time-Bound--- Is it realistic in the time frame or do you need to revise	

Topic	Goal	Specifications (see above SMART GOALS)	My product or outcome	The global context
Fighting prejudice	Create a short play to raise awareness of the impact of prejudice on individuals	Must be a 20 minutes play appropriate for ages 11years + and include the theme of prejudice and its impact (defined after further research)  There must be a tool to evaluate	The play	Rights and Responsibilities because I want students who watch the play to see their personal responsibility in standing up to prejudice

		the play such as a questionnaire		
<b>The process journal is ...</b>		<b>The process journal isn't ...</b>		
<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> </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> </ul>		

## More ideas for Personal Projects by Global Context

Global Context	Examples
<p><b>Identities and relationships</b></p> <p>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 school article</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></p> <p>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></p> <p>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 centre; a performance</li> </ul>
<p><b>Scientific and technical innovation</b></p> <p>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 fibres build stronger bikes; a prototype bike with nano fibres</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 report</li> </ul>

<p><b>Globalization and sustainability</b></p> <p>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></p> <p>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>



## What is the role of my Supervisor?

### The supervisors' responsibilities are to:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- 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 (from 2016).

### Students should receive 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.



# The Report

Your report is divided into 4 sections. Each section contains specific information about each of the 4 stages of this project:

These four sections are graded according to the 4 IB rubrics

- A. Investigating
  1. Clarify the goal, it's challenge to you and how it fits into which global context (see pg. 12)
  2. Describe prior learning and subject-specific knowledge that is relevant
  3. Include your research regarding your goal and describe your research skills
- B. Planning
  1. Criteria for evaluating the product/outcome
  2. Plan and record the process (types of documentation vary depending on the goal but should be recorded in the process journal)
  3. Self-management/time management—process journals should reflect this stage greatly and be referred to (but students should avoid repeating the journal entries directly)
  4. Three supervisor meetings are included and described
- C. Taking Action
  1. Creating the product/outcome
  2. Demonstrating thinking skills
  3. Demonstrating communication and social skills
- D. Reflecting
  1. Evaluate the quality of their product using their criteria
  2. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context (real world significance)
  3. Reflect on personal development in the IB Learner Profile

The report doesn't have to be written...it can be a blog, website, slideshow, podcast, recorded film. However, it must be separate from the product/goal. This means that if your goal was to create a website than your report cannot be the actual website (although you can include your report on the website if you want) but it should be a **separate piece of work from the product/goal**. Below are some guidelines for your report:

Format	Length requirement
Written Report	1500-3500 words
Electronic Report (website, blog or slideshow)	1500-3500 words
Oral Report (podcast, audio recording or visual film)	15-15 minutes

Time (audio or audio-visual recording)		Word Limit
3 minutes	AND	1200-2800 WORDS
6 minutes	AND	900-2100 WORDS
9 minutes	AND	600-1400 WORDS
12 minutes	AND	300-700 WORDS

## How will my supervisor grade my project?

Your supervisor will use these rubrics to assign your project a score 1-8 in each of the 4 criteria. Your supervisor will then give you a total score out of 32 points (4 criteria x 8 points each=32). Your total score is then converted into a final “IB Score” using the IB Final Grade Calculation chart at the end. In order to receive an IB certificate for MYP participation, you must

score 4 or higher.

### Criterion A: Investigating

**Maximum: 8**

In the personal project, 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 does not achieve a standard described by any of the descriptors 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. identify prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrate <b>limited</b> 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. identify <b>basic</b> prior learning and subject-specific knowledge <b>relevant to some</b> areas of the project</li> <li>iii. demonstrate <b>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. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrate <b>substantial</b> 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. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrate <b>excellent</b> research skills.</li> </ol>

## Criterion B: Planning

Maximum: 8

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

## Criterion C: Taking action

Maximum: 8

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

## Criterion D: Reflecting

Maximum: 8

In the personal project, 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 does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. present a <b>limited</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>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. present <b>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. present a <b>basic</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>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. present <b>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. present a <b>substantial</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>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. present <b>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. present an <b>excellent</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>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. present <b>excellent</b> reflection on his or her development as an IB learner through the project.</li></ol>



# Personal Project Parent Information Sheet

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_

1. Goal: \_\_\_\_\_
2. Why is this goal appropriately challenging for me? What do I hope to learn? How did I come up with this goal?

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3. What product/event or outcome will I create to demonstrate this learning?

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4. What community resources and school resources are available to me to help?

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5. What global context will I be focusing on? (circle)
  - a. Identities and Relationships (who am I? who are we?)
  - b. Orientation in space and time (what is the meaning of when and where?)
  - c. Personal and Cultural expression (what is the nature and purpose of expression?)
  - d. Science and technological innovation (how do we understand our world?)
  - e. Globalization and sustainability (How is everything connected?)
  - f. Fairness and Development (what are my rights and responsibilities?)
6. Why does this global context fit justify the importance of my goal? How is my goal relevant to understanding the "real-world"?

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7. What research do I still need to conduct in order to know how to make this goal a success?

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8. How will I know that I've succeeded in this goal? (If I were to give myself an A...what specific things would qualify)

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9. What are the steps I need to take to reach this goal

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10. If you are working in a group, what are the names of the other group members and what are their specific goals? How do their goals work with yours? Be sure everyone has a separate report, separate product and separate goals/journals that are different. The goals of a group are related but still separate entities to be acceptable.
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11. I am aware of the requirements of the Personal Project and have access to the student information packet. I understand I need to meet with my supervisor 3 times and it is my responsibility to re-schedule if I should miss a meeting. I understand plagiarism and will be diligent in citing my sources. If I need additional support I can contact the IB MYP coordinator, Ms. Grose via email [Nicole.grose@washoeschools.net](mailto:Nicole.grose@washoeschools.net) or in the IB office next to the career center.

Student  
signature \_\_\_\_\_ date \_\_\_\_\_

12. I have discussed my student's project choices and offered my support and feedback. I understand that the project is a requirement of the MYP Certificate and several components of the project (journals, bibliography, checklists, etc) may be assignment grades for some of my child's teachers. The requirements of the project are posted on [www.woostercolts.com](http://www.woostercolts.com) for my information as well as the dates of the Parent Information Nights. If I have questions, I can contact the IB MYP Coordinator [nicole.grose@washoeschools.net](mailto:nicole.grose@washoeschools.net)

Parent Signature \_\_\_\_\_ date \_\_\_\_\_

