

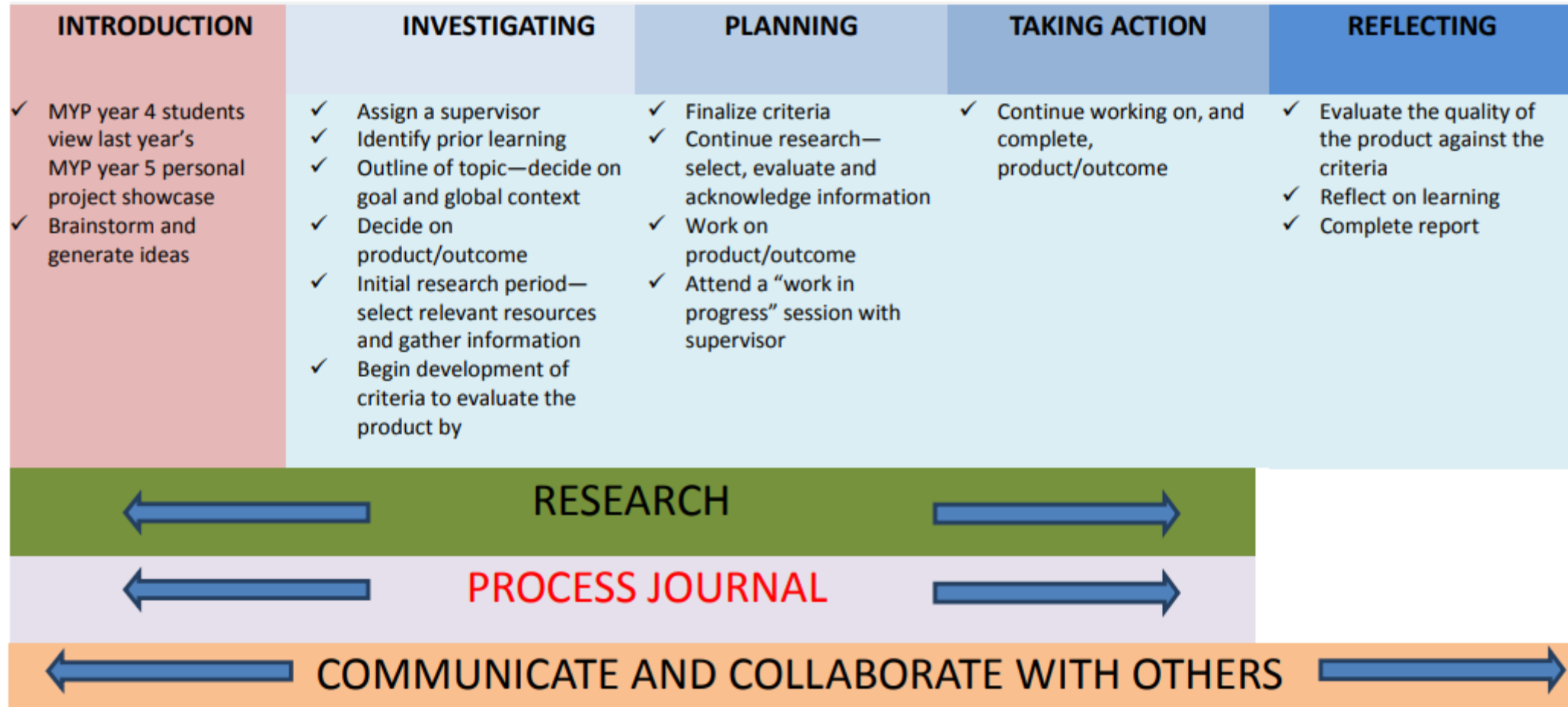


# Wooster High School Personal Project



Social Studies: Moving from Stage 1  
(Investigating) to Stage 2 (Planning)

# Personal Project Timeline: Where are you at?



SHOWCASE OF PERSONAL PROJECTS TAKES PLACE AFTER COMPLETION OF REPORTS.



The background of the slide features a close-up, angled view of the pages of a thick book or a fan of papers. The pages are tightly packed and show a range of colors from light beige to deep blue-grey. A semi-transparent red overlay is positioned on the left side of the image, creating a layered effect. The text is centered in the lower half of the image, overlaid on the pages.

Criteria: What is it and  
how do I design it?



# Before you think about your own criteria, let's take a look at the IB MYP Personal Project Criteria.



## INVESTIGATING

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



## PLANNING

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



## TAKING ACTION


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



## REFLECTING

- Evaluate the quality of the product/outcome against their criteria
- Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- Reflect on their development as IB learners through the project

- Your supervisors will use the MYP Personal Project Criteria to score your projects. These can be referred to on pages 18-21 of your **Introduction Packets**.

A group of four students are sitting at a table in a library, looking at a laptop screen. The background is filled with bookshelves. The image has a semi-transparent blue overlay on the left side where the text is located.

# If IB has already developed criteria, why do I need to develop my own?

Part of the reflection process will be to consider how you would grade yourself. In order to do this, you must think about what criteria you would grade yourself on.



When thinking about designing your own criteria, consider...

- What are the Personal Project requirements and criteria and how can you apply those specifically to your goal?
- Why is the goal of the project challenging for you?
- What 3-5 requirements would make the project worth of an “A”?
  - Make sure these are measureable and specific

Grade	<b>EXAMPLE: OF A PROJECT TO CREATE A WEBSITE TO GIVE ADVICE TO HIGH SCHOOL STUDENTS</b>
<b>Example!</b>	<ul style="list-style-type: none"><li>• My website has 4 tabs for each of the different classes: Freshmen, sophomores, Juniors and Seniors</li><li>• My website includes 5 links to helpful materials for each of the 4 classes</li><li>• My website has short video interviews with members of different class groups</li><li>• My website seemed visually appealing and organized to users (as seen in the feedback survey I will give to Wooster students who visit my website)</li><li>• My website is helpful to all classes at Wooster (as seen in the feedback survey I will give to all class members)</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• My website has 4 tabs for each of the different classes</li><li>• My website has 5 useful links for each of the 4 classes</li><li>• My website has video interviews but isn't as representative of all social groups at Wooster as I would have liked</li><li>• My website surveys were not as positive as I would have liked</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>• My website has 4 tabs for each of the different classes</li><li>• My website has less than 5 useful links for each of the 4 classes</li><li>• My website doesn't have videos for all 4 of the classes at Wooster</li><li>• My website surveys were not as positive as I would have liked</li></ul>
<b>D</b>	<ul style="list-style-type: none"><li>• My website is incomplete</li></ul>

# Designing Criteria for the MYP Personal Project

## Form:

- What will your project look like?
- What materials will you use?
- What size will your project be?
- What tools will you use?
- How will you assemble your project?

## Function:

- What is the purpose of your project?

## User/Audience:

- Who is your project for?
- What do you want your project to do?
- Where/why will your project be used?

## Costs:

- How much will your project cost to make?
- How much will you sell it for?
- How much profit could be made on your item/project?



## Work Time: Designing Criteria

- Page 2—Look at the example goal in this handout. See if you can fill out the chart. Work with a partner if you are struggling to fill this out. Page 1 has an example that is done for you.
- Once you complete page 2, work on page 3. First, write your goal, and then design your criteria using the chart.





A background image showing a group of students in a library. A young man is smiling and looking at a laptop, while a young woman with glasses looks on. Bookshelves filled with books are visible in the background.

# Work Time:

- \*Developing Criteria Worksheet
- \*Log in to Managebac and fill out your Personal Project Proposal

[www.Wooster.managebac.com](http://www.Wooster.managebac.com)

Login: [ID@washoeschools.org](mailto:ID@washoeschools.org)

Password: Woostercolts2021



# THANK YOU



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

Ms. Grose will be available at the Fall Break “Catch Up Camp” on Wednesday, Thursday, and Friday next week (10/3, 4, & 5) from 9am-1pm.

Saturday Schools

- November 3<sup>rd</sup> (9am-1pm)
- December 8 (9am-1pm)
- December 15 (9am-1pm)