Stage 2: Planning your goal

Student Name_____ Things to do	Student Initials	Supervisor initials	Supervisor Name_____
Updating your process journal on ManageBac to include at least 4 total journals. Be sure you are including reflections on the ATL skills on the back. Evidence of these skills is what you are graded upon at the end			Supervisors should check ManageBac for at least 4 journals. These can be on ManageBac, or on paper, but remember that they will eventually be attached to your report as an Appendix and should demonstrate organization/neatness.
Completing the attached **timeline** for your final product/goal • Must have personalized due dates to keep yourself on track • For each date, write what you hope to have done on that day and how you will accomplish that • This can be done on the attached worksheet or scanned/typed in your ManageBac process journal as a list of dates and a "To-do" list			Supervisors should check that there is evidence of planning—a timeline, a "to-do" list or a calendar. (see attached planning worksheet-or process journal)
Creating your **Grading Criteria,** which you will use to reflect upon your project at the end. What would make your goal an "A", "B", etc. This can be done on the attached worksheet or in your ManageBac process journal. The more detailed you are, the better			Supervisors should check that students have reflected on how they would grade themselves on their specific product. (see attached worksheet or process journal)
Score yourself so far on the MYP Personal Project Rubrics for Stages 1 and 2.			Supervisors should discuss how they would grade the student so far, according to the Personal Project Rubric for stages 1 and 2. Note there is plenty of time for the student to demonstrate growth in these scores
Making your 2nd appointment meeting date with your Supervisor. Go over the grading rubric for the first 2 stages and discuss expectations and grade so far.			Write the date of your 2nd meeting with your supervisor here _____
Include notes from meeting with your supervisor into your process journal. Reflect on their suggestions and your future plans			

This Checklist is due:
November 7th, 2018 to your Seminar Teacher

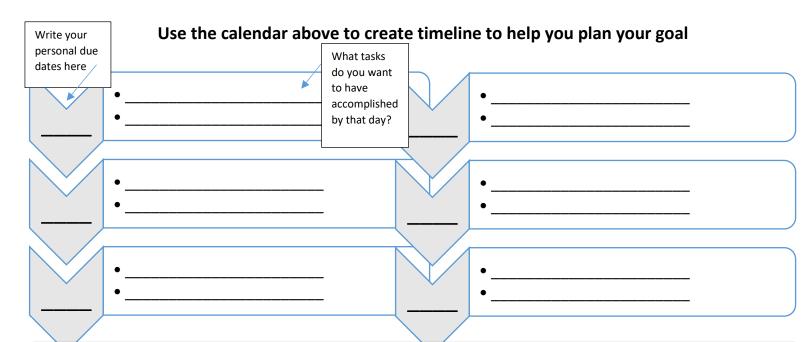| Grade	EXAMPLE: OF A PROJECT TO CREATE A WEBSITE TO GIVE ADVICE TO HIGH SCHOOL STUDENTS
Example!	• My website has 4 tabs for each of the different classes: Freshmen, sophomores, Juniors and Seniors • My website includes 5 links to helpful materials for each of the 4 classes • My website has short video interviews with members of different class groups • 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) • My website is helpful to all classes at Wooster (as seen in the feedback survey I will give to all class members)
B	• My website has 4 tabs for each of the different classes • My website has 5 useful links for each of the 4 classes • My website has video interviews but isn't as representative of all social groups at Wooster as I would have liked • My website surveys were not as positive as I would have liked
C	• My website has 4 tabs for each of the different classes • My website has less than 5 useful links for each of the 4 classes • My website doesn't have videos for all 4 of the classes at Wooster • My website surveys were not as positive as I would have liked
D	• My website is incomplete

MY PERSONAL PROJECT

HOW WOULD I EVALUATE MY PERSONAL PROJECT?

Name_____

Goal/Product:

_____

(This can be done here or in your process journal)

DIRECTIONS: Although your supervisor will be the one who actually grades your product, you are required to reflect on how you would grade yourself. What criteria would you create for yourself? Explain how this project is challenging for you:

_____

_____

_____

Grade	Description of Product (you can write this or type it as a word document in ManageBac)
A	Include 3-5 requirements that would make the project worthy of an "A" (Be specific and measurable)
B	How would your same requirements look different to get a "B" (REMEMBER to be specific and measureable)
C	How would your same requirements look different to get a "C" (REMEMBER to be specific and measurable)

Name_____

✓ List 10 specific tasks that need to done to accomplish my goal

1._____
2._____
3._____
4._____
5._____

6._____
7._____
8._____
9._____
10._____

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
1 2	1 2 3 4 5 6 7	1 2 3 4	1 2	1 2 3 4 5 6	1 2 3
3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	4 5 6 7 8 9 10
10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	11 12 13 14 15 16 17
17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	18 19 20 21 22 23 24
24 25 26 27 28 29 30	29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31	25 26 27 28
			31		

DUE 2/20/19

Use the calendar above to create timeline to help you plan your goal

Write your personal due dates here

What tasks do you want to have accomplished by that day?

_____
• _____
• _____

_____
• _____
• _____

_____
• _____
• _____

_____
• _____
• _____

_____
• _____
• _____

_____
• _____
• _____

You can use https://wooster.managebac.com to do this task as part of your journal, or you can use this worksheet. Remember that journals should show your ATL skills—especially PLANNING AND SELF MANAGEMENT during stage 2 and your journals will eventually be attached to your final report so making them neat and organized is part of the project.

ATL skills are listed for you on the back to help you write your journals. Questions? Ask your supervisor or Email Nicole.Grose@washoeschools.net

How will my supervisor grade my project?

Research skills	• How did you collect, record and verify your information?
(Did you address these questions in your journals? How thoroughly?)	• How did you evaluate and select information? • How did you understand and use technology systems effectively • Use a variety of sources and media networks? • How did you research the IMPACT or significance of you goal in at least one GLOBAL CONTEXT • Compare, contrast and draw connections between many sources?

Your supervisor will use these rubrics to assign your project a score 1-8 in each of the 4 stages. Your supervisor will then give you a total score out of 32 points (4 criteria x 8 points each=32). Scores of 4 are considered passing.

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.

1. There are 3 strands on the rubric for "Investigating"—Please circle the statements that describe your progress and write the score out of 8 points that you would give yourself so far:

i. ____

ii. ____

iii. _____

2. Write a reflection in your journal about your progress so far according to the rubric.

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: 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.
3–4	The student is able to: 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.
5–6	The student is able to: 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.
7–8	The student is able to: 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.

Self-Management skills How thoroughly did you address these questions?	• How did you keep an organized and logical system for recording your progress? • Set goals that were both challenging and realistic? • Bring necessary materials and supplies? • Plan strategies and plans to prepare for success and minimize obstacles • Meet deadlines? Persevere over obstacles? Reduce stress? • How did you motivate yourself to get it done? • How did you develop and plan SPECIFIC criteria to develop and judge your own product? • How did you reflect on your learning and reflect on your mistakes to learn from them?

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.

1. There are 3 strands on the rubric for "Planning"—Please circle the statements that describe your progress and write the score out of 8 points that you would give yourself so far—write a journal to reflect on these skills:

i. _____

ii. _____

iii. _____

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: 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.
3–4	The student is able to: 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.
5–6	The student is able to: 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.
7–8	The student is able to: 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.

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** to use as evidence and attach with 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 your 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

> By the end, you will need 10 journals. These will be the appendix to your report as evidence that you have acquired these skills

Anything you put in your process journal should be evidence of your ATL skills. Your final score is based on how well you reflect on these skills

AtL skill	Examples from your process journal
Social Skills	- How did you delegate responsibility, build consensus and make fair decisions? (if in a group) - How did you listen to many perspectives or pieces of advice? - How did you negotiate with others? - How did you take responsibility for your actions? - How did you build relationships?
Communication skills	- How did you communicate with a variety of audiences? - How did you interpret and use non-verbal communication? - How did you include intercultural understandings? - How did you use a variety of forms of writing or speaking?
Thinking skills	- How did you forecast possibilities and troubleshoot problems? - Develop opposing arguments? - Create original ideas and make unexpected connections - Design new improvements or solutions - Consider multiple alternatives - Make connections between various subject groups and disciplines
Research skills	- How did you collect, record and verify your information? - How did you evaluate and select information? - How did you understand and use technology systems effectively? - Use a variety of sources and media networks? - Compare, contrast and draw connections between many sources?
Self-Management skills	- How did you keep an organized and logical system for recording your progress? - Set goals that were both challenging and realistic? - Bring necessary materials and supplies? - Plan strategies and plans to prepare for success and minimize obstacles - Meet deadlines? Persevere over obstacles? Reduce stress? - How did you motivate yourself to get it done? - How did you reflect on your learning and reflect on your mistakes to learn from them?