

Due to your Seminar Teacher/Supervisor February 14th, 2025

1. Your Report (upload to Canvas)
2. Your Product (take pictures of it as evidence of completion of the product and make sure the pictures are in your report. Without the finished product pictures, your report will receive less points. Bring the product to your supervisor when your supervisor asks you)
3. Your Journals (Return to Supervisor for a grade; keep in class to use again for Showcase poster)
4. Your Bibliography (upload to Canvas as a separate file/Supervisors should create two separate assignments; one for the report return and one for the Bibliography)
5. Academic Honesty Form (return to your supervisor as hard copy. The form should have the details of your meetings with your supervisors and dates that corresponds to these dates. Needs to be signed by you and

TASK 1: Check these off as completed and then get your supervisor's initials

		Supervisor Initials
Report Checklist	Go through all 3 checklists that are attached at the end of this package and make sure you have included all points in your report for the best score. This sheet will give you an idea of where your supervisors will be scoring you based on the evidence you have provided.	
Project Format (MLA Page Format)	<input type="checkbox"/> 1-inch margins <input type="checkbox"/> Double spaced <input type="checkbox"/> 11 font, Times New Roman <input type="checkbox"/> Page numbers with last name on right top corner <input type="checkbox"/> Meets page count requirements (maximum 15 pages, minimum 3 pages; not including the Bibliography). Your report won't be graded if it is less than 3 pages or written with font that is bigger than 11 and incorrect paragraph spacing to make it look longer.	
Things to Return to your supervisor on due date	<input type="checkbox"/> Report <input type="checkbox"/> Works Cited (Bibliography) <input type="checkbox"/> Academic Honesty Form <input type="checkbox"/> Upload your Report and Works Cited page to separate assignments (your supervisor will set this up for you) on Teams/Canvas.	

TASK 2: USE THE FOLLOWING CHECKLISTS FOR THE CONTENT OF YOUR REPORT. PLACE A CHECKMARK INSIDE EACH BOX TO ENSURE YOUR REPORT INCLUDES ALL OF THE CHECKLIST ITEMS THAT ARE LISTED BELOW. MAKE SURE YOUR SUPERVISOR SIGNS OFF AT THE BOTTOM OF EACH CHECKLIST AFTER YOU HAVE GONE OVER YOUR CHECKLISTS WITH YOUR SUPERVISOR.

PERSONAL PROJECT OBJECTIVE A: PLANNING

Objective A: Planning	REPORT CHECKLIST	EVIDENCE (examples only)
LEARNING GOAL & PERSONAL INTEREST	<input type="checkbox"/> LEARNING GOAL: Explain what you want to <i>learn</i> by completing this project <input type="checkbox"/> Identify what initially sparked your interest in this topic & explain its connection to the learning goal	<ul style="list-style-type: none"> • Brainstorms • Planning sheets • Proposal Panel • A list and/or diagram of interests and related learning goals
Criterion A Strand i. <i>State a learning goal for the project and explain how a personal interest led to that goal</i>	<input type="checkbox"/> Describe what makes your goal personal through your experiences & interests <input type="checkbox"/> Discuss what knowledge & skills you had before you begin this process <i>you could:</i> <ul style="list-style-type: none"> • Identify what you already knew about this topic from your subjects/classes (similar projects/units you completed in school) • Identify what you skills you already had that will help achieve your goal • Identify what you already knew or could do outside of a school subject 	<ul style="list-style-type: none"> • A list of possible strategies to achieve personal and academic goals • A diagram showing the connections between the learning goal and the product
	<input type="checkbox"/> OPTIONAL: Connect the goal & Global Context to the real world through research: why does your project matter? In what ways is it significant and worthy of study?	
PRODUCT GOAL & SUCCESS CRITERIA	<input type="checkbox"/> PRODUCT GOAL: Explain what you want to <i>do</i> or <i>make</i> by completing this project <input type="checkbox"/> Develop criteria that are specific, rigorous, realistic, testable <input type="checkbox"/> Develop criteria that are directly related to the product goal, GC (optional) and research <input type="checkbox"/> Develop criteria that measure the quality of the goal <input type="checkbox"/> Explain & justify criteria based on the transfer of research to product (optional: learning goal and GC)	<ul style="list-style-type: none"> • Brainstorms • Planning sheets • Proposal Panel • Success Criteria (final) • Drafts and plans of success criteria • Research notes that support success criteria
Criterion A Strand ii. <i>State an intended product and develop appropriate</i>		

success criteria for the product		
PLAN	<input type="checkbox"/> Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies	<ul style="list-style-type: none"> • A series of steps leading to the completion of the product • A timeline for completing short- and long-term tasks • To-do lists • GANTT Charts • Long-term plan (personal) • Short-term plans with details • Stage 2 Package Planning Timeline Task
Criterion A Strand iii. <i>Present a clear, detailed plan for achieving the product and its associated success criteria.</i>	<input type="checkbox"/> Include details, specifics and personal examples on planning tool <input type="checkbox"/> Include both short and long-term planning broken down by steps <input type="checkbox"/> Uses the MYP PP PLANNER 2021-2022 as a guide; https://www.woostercolts.com/cms/lib/NVo2000980/Centricity/Domain/27/MYP%20PP%20Planner%202021-22%20Student%20Copy.pdf <input type="checkbox"/> Include success criteria & their targeted completion as one aspect of plan Re <input type="checkbox"/> ference a range of sources in a properly <u>MLA formatted</u> Works Cited (and Works Consulted)	

SUPERVISOR SIGNATURE _____ **DATE:** _____

PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

Objective B: Applying Skills	REPORT CHECKLIST	EVIDENCE (examples only)
AtL SKILLS & LEARNING GOAL	<input type="checkbox"/> Identify the chosen AtL Skill(s) developed throughout the process of achieving the learning goal <input type="checkbox"/> Explain how the AtL Skill(s) were applied to help achieve the learning goal	<ul style="list-style-type: none"> • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen
Criterion B Strand i. <i>explain how the ATL skill(s) was/were applied to help achieve their learning goal</i>	<input type="checkbox"/> Justify strengths and limitations of chosen AtL Skill(s) <input type="checkbox"/> Include evidence of a broad range of chosen AtL Skill Category	
AtL SKILLS & PRODUCT GOAL	<input type="checkbox"/> Identify the chosen AtL Skill(s) developed throughout the process of achieving the learning goal <input type="checkbox"/> Explain how the AtL Skill(s) were applied to help achieve the learning goal	<ul style="list-style-type: none"> • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen
Criterion B Strand ii. <i>explain how the ATL skill(s) was/were applied to help achieve their product.</i>	<input type="checkbox"/> Justify strengths and limitations of chosen AtL Skill(s) <input type="checkbox"/> Include evidence of a broad range of chosen AtL Skill Category	

SUPERVISOR SIGNATURE: _____ **DATE:** _____

PERSONAL PROJECT OBJECTIVE C: REFLECTING

Objective C: Reflecting	REPORT CHECKLIST	PROCESS JOURNAL ENTRIES & EXTRACTS
IMPACT OF PRODUCT	<input type="checkbox"/> Demonstrate a deeper knowledge and understanding of the topic <input type="checkbox"/> Use evidence to justify new knowledge of topic gained <input type="checkbox"/> Identify & explain how the student has developed as a learner, using the IB Learner Profile Traits	<ul style="list-style-type: none"> • summary of new knowledge or insights related to the learning goal • Surveys of audience (impact)
Criterion C Strand i. <i>Explain the impact of the project on themselves or their learning</i>	<input type="checkbox"/> Discuss strengths & weaknesses (academic & personal) in reference to the process of completing the Personal Project <input type="checkbox"/> Identify challenges faced and solutions developed to meet those challenges <input type="checkbox"/> Consider the possible impact the project could have on future learning, e.g. in the DP <input type="checkbox"/> Discuss the lasting impact of this project (<i>see below</i>)	
	OPTIONAL <input type="checkbox"/> Demonstrate a deeper knowledge and understanding of the global context <input type="checkbox"/> Use evidence to justify new knowledge of global context gained	
EVALUATION OF PRODUCT	<input type="checkbox"/> Use the student's product/outcome success criteria (specifications) to assess the product and to what extent the goal was achieved; mark the checklist & rubric to determine a final level	<ul style="list-style-type: none"> • evaluation of the product against the success criteria • images showing key features of the product • analysis of the causes for success and/or failure
Criterion C Strand ii. <i>Evaluate the product based on the success criteria.</i>	<input type="checkbox"/> Evaluate the quality of the product/outcome by justifying the reasons for the final level awarded with specific examples used	<ul style="list-style-type: none"> • Audience reviews & survey • Meeting with supervisor notes
	OPTIONAL <input type="checkbox"/> Explain any changes made to the product/outcome during the process and why changes were made <input type="checkbox"/> Identify possible improvements to the product/outcome	

SUPERVISOR SIGNATURE: _____ **DATE:** _____

Report Requirements

See the following student samples:

Written Report Sample 1: https://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_2102_1/MYP_Creating_an_animation_Example_report_e.pdf

Students will be given a package with sample Written reports, ask your supervisor for this package if you haven't received one yet.

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
 - 11-point font size
 - 2 cm margins.
2. Evidence presented in images must be clearly visible at the size submitted.
3. Audio and video must be recorded and submitted in real time.
4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
5. The bibliography is uploaded separately and is not included in the page limit.
6. Please do not include a title page; if included it will count towards the page limit.

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

The following pages are a template for what your paper should look like—with instructions for each step, if needed

Use MLA Page Format for your Report

Use the following link for step-by-step instructions to format your page in MLA style. Use font 11 instead of font 12 which is recommended by IB.

<https://www.youtube.com/watch?v=22CPQoLE4U0&t=335s>

Look at the sample MLA page format in the link below:

<https://www.easybib.com/guides/citation-guides/mla-format/sample-paper-mla/>

Title of Your Project

A.Planning

This section must address all the questions from the outline that was given to you during stage 3. You should type up your answers into a narrative that answers all the questions, but you should not necessarily type up each question with the answer separately. **Each section of your paper should be about 500 words long.** You need to cite research in your paper. In the MLA format, you must cite your research in parenthetical citations. This allows you to “acknowledge your sources by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper” (Gibaldi 142). Notice that in this brief citation the period goes after the parenthesis, and the parenthesis are after the quote. The information in parenthesis should include the author’s last name or a shortened title for unsigned works. If you used the key information (author’s last name or the title of an unsigned work) in your text, do not repeat it in the parenthesis.

Supervisors, please always share MLA's last edition for how to cite resources and for the Works Cited page.

Watch this tutorial to get help on MLA in -text citations: [MLA In-Text Citations 9th ed. - Complete Guide \(2023\) - YouTube](#)

[And see the link below:](#)

<https://www.easybib.com/guides/citation-guides/mla-format/sample-paper-mla/>

Again, you must address all the questions from your outline/checklist. **It is common to refer to your journals as evidence of your planning. When you need to use images from your journal or from other sources as evidence follow these guidelines:**

<https://www.bibliography.com/mla/how-to-cite-a-picture-in-mla/>

<https://www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-photo-digital-image-mla/>

[works-cited lists Archives](#) | [MLA Style Center](#)

B. Applying Skills:

This section is mainly about how you achieved your goal. Be specific as to your strengths and weaknesses and how you overcame challenges. Make sure you are discussing your ATL skills and referring to journals.

C. Reflecting:

This section is for you to think about your own learning process. Make sure you address all the questions in the outline(Package 3 has an outline to help you write your reports which is aligned with the rubrics) in about 500 words.

How to write a “Works Cited” (Example on the next page)

After the last paragraph in an MLA style essay, force the document to begin a new page for the Works Cited page. The Works Cited page will still have the one-inch margins all the way around and have the heading of last name and page number. This page will also be double-spaced throughout with no extra space between entries. See the next page for an example. You must have at least 4 sources.

Links For help with Citations and creating your works cited/bibliography:

Click on the link or type into your web search: “Easybib MLA”. Use the latest edition of MLA.

<http://www.easybib.com/>

OR

Purdue University’s Online Writing Lab (http://owl.english.purdue.edu/handouts/research/r_mla.html).

HOW TO SET UP YOUR WORKS CITED PAGE IN MLA FORMAT

A Works Cited page should be set up in a very specific format.

- The Works Cited page should be **alphabetized** using the first letter of each entry.
- If you already have all of your sources listed on source cards or note cards, just remove the cards for any source that you do not plan to use in your paper.
- Arrange the remaining cards in alphabetical order by the first significant word on the bibliography or source card. (Disregard **an**, **a**, and **the** when they appear as the first word).
- The alphabetical list of your sources begins with a title centered one inch from the top of the page. After the title, double-space once and begin your list of entries following the forms given below.
- Each entry begins at the left margin, and any additional lines are indented five spaces or a standard tab key.
- The list should be double-spaced within each entry and double-spaced between each additional entry.

Here is a step -by- step tutorial: [MLA Style Essay Format \(9th ed.\) - Easy Set Up - YouTube](#)

Works Cited (example)

Frazier, Ian. "Route 3." *New Yorker* 16 Feb. 2004: 10-17. Print.

Grabe, Mark. "Voluntary Use of Online Lecture Notes." *Computers and Education* 44.1 (2005): 409-21. *Wilson Web*. Web. 15 May 2008.

Graber, Kay, ed. *Sister to the Sioux: the memoirs of Elaine Goodale Eastman*. Lincoln: U of Nebraska Press, 1978. Print.

Hey, Kenneth R. and Peter D. Moore. *The Caterpillar Doesn't Know: How Personal Change is Creating Organizational Change*. New York: Free Press, 1998. Print.

Kolata, Gina. "New Conclusions on Cholesterol." *New York Times* 9 Mar. 2004: A1+A12. Print.

Lubell, Sam. "Of the Sea and Air and Sky." *New York Times*. New York Times, 26 Nov. 2008. Web. 1 Dec. 2009.

The Purdue Online Writing Lab (OWL). Purdue University, 2008. Web. 26 Sept. 2009.

Taylor, Patrick. *The Gardens of Britain & Ireland*. New York: DK Publishing, 2003. Print.

Tutton, Mark. "Designers Developing Virtual-Reality 'Cocoon'." *CNN*. Cable News Network, 11 Sept. 2007. Web. 11 Sept. 2008.

Tarleton, Timothy. Personal interview. Baltimore, MD 6 Sept. 2003.

Assessment rubric

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. states a learning goalii. states their intended productiii. presents a plan that is superficial or that is not focused on a product.

3–4	<p>The student:</p> <ul style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7–8	The student:

	<ul style="list-style-type: none"> i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.
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Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion B: Applying Skills

Maximum: 8

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. states which ATL skill(s) was/were applied to help achieve their learning goalii. states which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: <ul style="list-style-type: none">i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidenceii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: <ul style="list-style-type: none">i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidenceii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.

7–8	<p>The student:</p> <ul style="list-style-type: none"> i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.
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Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.

ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. states the impact of the project on themselves or their learningii. states whether the product was achieved.
3–4	The student: <ul style="list-style-type: none">i. outlines the impact of the project on themselves or their learningii. states whether the product was achieved, partially supported with evidence or examples.
5–6	The student: <ul style="list-style-type: none">i. describes the impact of the project on themselves or their learningii. evaluates the product based on the success criteria, partially supported with evidence or examples.

7–8	<p>The student:</p> <ol style="list-style-type: none"> explains the impact of the project on themselves or their learning evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.
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Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

