Name: _____

2020/21

Personal Project Handbook

Graphics, tables and content found in this handbook are taken from the *Middle Years Program Project Guide*. Cardiff: International Baccalaureate Organization, 2014.

The IB MYP Personal Project encourages you to:

- practice and strengthen your **Approaches to Learning (ATL) skills** (pg. 23),
- consolidate **prior and subject-specific learning**, and
- develop an area of **personal interest**.

The Personal Project provides an excellent opportunity for you to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of your learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to your individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests you. You must develop a personal project independently.

You are expected to spend approximately 25 hours minimum on your personal project – which includes:

- **meeting** with advisors
- **independent learning** through research, planning, development & completion of the project
- **reporting** of the project

Objectives A: Investigating

1. define a clear **goal** and **global context** for the project, based on personal interests

2. identify **prior learning** and **subject-specific knowledge** relevant to the project

3. demonstrate **research skills**

Objectives B: Planning

1. develop **criteria** (specifications) for the product/outcome

2. plan and record the **development process** of the project

3. demonstrate **self-management skills**

Objective C: Taking Action

1. create a **product/outcome** in response to the goal, context and criteria

2. demonstrate **thinking skills**

3. demonstrate **communication and social skills**

Objective D: Reflecting

1. evaluate the **quality** of the product/outcome against the **criteria**

2. reflect on how completing the project has extended their **knowledge and understanding** of the **topic** and the **global context**

3. reflect on their development as an **IB learner** (refer to learner profile) through the project

These objectives will be met and assessed through:

1. The Process Journals
2. The Product/Outcome
3. The Annotated Bibliography
4. The Written Report

Timeline

Personal Project Timeline

Refer to the information below to help you effectively manage your time with regards to your Personal Project. Once you confirm which Group you are in for your Period 2 class (Group A or B), record the corresponding session dates and times in your Google calendar.

LEGEND

Group A
If you have been assigned to Group A for your Period 2 class, you will be joining the MANDATORY monthly Tuesday in-person Personal Project sessions with your supervisor.

Group B
If you have been assigned to Group B for your Period 2 class, you will be joining the MANDATORY monthly Thursday in-person Personal Project sessions with your supervisor.

In-Person
These are MANDATORY monthly sessions which will be from 12:20-1:30pm. You will have time with your Personal Project supervisor to get support and to ensure that you are on the right track with your project. The location will be determined by your supervisor.

Remote
These are MANDATORY lessons posted on Google Classroom for you to complete; however, you will have 2 weeks to review the lesson and to work on the activities before meeting your supervisor again.

Academic Honesty Forms
These forms (p.21) are to be completed by the student by reflecting on what has been discussed with their supervisor. The student and supervisor sign the forms to confirm the accuracy of information.

Session Date	Session Type	To Do List
Tues. Sept. 15th (Group A) Thurs. Sept. 17th (Group B)	In-Person	● Connect with your Personal Project Supervisor ● Review **Lesson 1: Personal Project Proposal**
Mon. Sept. 21st (Groups A & B)	Remote	**DUE:** ○ Personal Project Proposal Survey ● Review **Lesson 2: Process Journals** ● Work on your process journals.

Mon. October 5th (Groups A & B)	Remote	● Review **Lesson 3: Annotated Bibliographies**
Tues. Oct. 20th (Group A) Thurs. Oct. 22nd (Group B)	In-Person	**DUE:** ○ Academic Honesty form #1 ● Refine your process journals. ● Refine your annotated bibliographies.
Mon. Nov. 2nd (Groups A & B)	Remote	● Review **Lesson 4: Product/Outcome Criteria**
Tues. Nov. 17th (Group A) Thurs. Nov. 19th (Group B)	In-Person	**DUE:** ○ 5 annotated bibliographies ○ 9 process journals ● Refine your assessment criteria ● Refine your product/outcome documentation
Mon. Nov. 30th (Groups A & **B**)	Remote	● Review **Lesson 5: Written Report Draft**
Tues. Dec. 15th (Group A) Thurs. Dec. 17th (Group B)	In-Person	**DUE:** ○ Product/outcome documentation draft ○ Product/outcome assessment criteria draft ○ Academic Honesty form #2 ● Refine your written report draft
Mon. Jan. 4th (Groups A & **B**)	Remote	● Review **Lesson 6: Final Written Report**
Tues. Jan. 19th (Group A) Thurs. Jan. 21st (Group B)	In-Person	**DUE:** ○ Written report draft (12 paragraphs) including: ● 8 annotated bibliographies ● 15 process journals ● Final product/outcome documentation ● Final product/outcome assessment criteria ● Refine your written report draft before submitting it.
Mon. Feb. 1st (Groups A & B)	Remote	● Review **Lesson 7: The Exhibition**
Tues. Feb. 16th (Group A) Thurs. Feb. 18th (Group B)	In-Person	**DUE:** ○ Final written report ○ ATL reflection on "Grad Class of 2023" page ○ **Sign** Academic Honesty form #3 ● Refine your exhibition presentation

Thurs. Mar. 4th (Groups A & B)	TBD	• The Exhibition: Display your product/outcome (digital or in-person, TBD)

Global context	Examples of personal 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.	• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying • How online identities impact offline relationships; a research essay • Keeping culinary traditions; a video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film
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.	• The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; immigration over the ages through visual texts • The Mayflower and the dream of religious freedom; a personal family history • Charting a family history through archives and a representational statue

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.	• The struggle for water in developing countries; an awareness campaign • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation • Education as the tool to change the future of Peru; a workshop for adults • The role of the developing countries in protecting the tropical rain forest; a collection of slides
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.	• Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for students • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting

Global context	Examples of personal projects
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.	• 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 • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts centre; a performance
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.	• Nano fibres build stronger bikes; a prototype bike with nano fibres • What's the matter with the anti-matter?; an informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplants?; an investigative report

Writing Process Journals

Watch this video for more information about writing process journals.

- The record of progress maintained by you throughout the project.
- You are responsible, through your process journal, for producing evidence of addressing all four criteria to demonstrate achievement at the highest levels of the criteria.
- A reflective journal that comments on your research, self-management, thinking, social and communication skills.
- Used from the beginning to the end of the project.
- Approximately one entry per week or each time you sit down to work on the project (this includes meetings with advisors, research time, planning time and creation time) – **15 entries minimum**

Extracts of the process journal to include with the final report (10 entries maximum):
- You should carefully select evidence from your process journals to demonstrate development in all criteria.
- These extracts are submitted as appendices *(10 pages maximum)* of the report or presentation at the conclusion of the project. You must take responsibility for making the appropriate extracts available to your advisor.
- If you have produced a questionnaire or survey that has been described and analysed in the report, you could include a segment of that completed survey.

- Extracts should simply be supporting evidence of the process and will not be individually assessed.

An extract may include:
- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website

| The process journal is:	The process journal isn't:
• used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • 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.	• used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.

Evaluating Sources

To reach the highest levels of achievement through investigating, students must select a range of sources and a variety of source types. Students' ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. Students should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Watch this video for more information about evaluating sources.

- Use various sources
  - Books
  - Articles from magazines, journals, newspapers (online or in print)
  - Websites
  - Expert people
  - Student's prior knowledge
  - Subject area content
  - Survey data
  - Videos
  - Audio recordings
  - Images
- A minimum of **FIVE** varied and thoughtfully annotated sources shared through noodletools.com with your advisor
- **Seven** or **Eight** varied, relevant, annotated sources indicate an Accomplished or Exemplary level of research.

- o **Evaluate ALL of your sources** with one of the following tools and include this evaluation in your written report appendix.
  - ▪ [Origin, Purpose, Value, Limitation (OPVL Test)](#)
  - ▪ [Currency, Relevance, Authority, Accuracy, Purpose (CRAAP Test)](#)
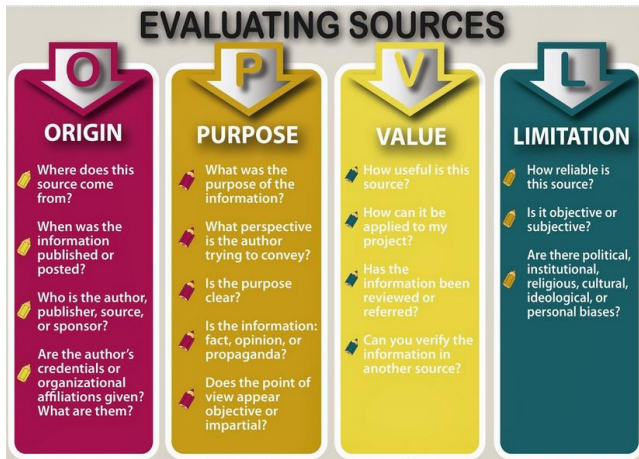
Creating an Annotated Bibliography

Our library subscribes to [NoodleTools](#), an interactive website that supports note-taking, outlining, citation, document archiving and annotation, in a collaborative environment. [Click here](#) for instructions on how to create a NoodleTools account.

Watch [this video](#) to learn more about how to create annotated bibliographies.

What information do I need to include in my annotation?

Your annotation should include three parts:
1. an assessment of the sources' reliability,
2. a summary of the main idea or argument the source advances, and
3. a personal reflection that explains how the source is connected to your research question.

1. Assessment Questions
- What is the purpose of this source? Is the author's intention to persuade, to inform, to analyse, [to sell], or to argue for a point-of-view? Is there evidence of bias or distortion?
- What type of source is it? Is it an essay, a Web page, a peer-reviewed journal article, a reference work, a blog entry? Is this an appropriate source to answer the questions I have?
- What are the author's [or publisher's] credentials or qualifications relevant to my topic or purpose?

2. Summary Questions
- What is the main idea, argument, or point the source is advancing?
- What evidence or details does the source provide to support the maid idea or prove the point?

<u>**3. Reflection Questions**</u>
- How does this information connect to your overall goal?
- How did this source influence your thinking?

How Shall I Structure My Annotation?

Write five to seven sentences making sure to supply the necessary information: an assessment of your source's quality relative to your question, a summary of what the source has to say, and a reflection on how you will use the information or how it has changed your thinking.

S1 The purpose of this _____is to argue/educate/explain _____.
(name the type of source)   **(State the topic: argue what? /explain what? etc.)**

S2 _____ is an authority/provides expertise on the topic of _____.
(Name the author or publisher)   **(State the source's area of expertise and connect it to your topic)**

S3_____
(State the source's big idea or argument)

S4/5_____
(Report two or three specific details the source provides to support the idea or argument.)

S6 _____
(Reflect on what the details mean to your question/ how it influences your thinking about your topic.)

Creating Assessment Criteria

Assessment Criteria for the Personal Project 10 follows the standard MYP framework. However, in this case <u>YOU will be creating the content for your project</u>. As you think about what you are planning to do, or make, think about how you can challenge yourself. Imagine what a product/outcome that is **Limited** looks like compared to what a product/outcome that is **Exemplary**.

You must define realistic **assessment criteria** to measure the quality of the project's final outcome or product. **Working with your advisor,** <u>you decide what constitutes a range of outcomes</u> **from Beginning to Exemplary.**

You will need to ask yourself different questions in order to define the criteria. The questions you ask might change depending on the type of outcome or product. How would you know if your Product/Outcome was successful?

Here is an example of Assessment Criteria that was developed by a student for their product:

CRITERIA FOR: <u>Winter Survival Kit Project</u>

	Beginning	Developing	Accomplished	Exemplary
Budgeting	Total $$ spent is within $150 of budget. List of items has been created before entering store.	Total $$ spent is within $100 of budget. List of items and estimate of cost is created before entering stores.	Total $$ spent is within $75 of budget. List of all items and cost of each has been created and briefly researched before entering store.	Total $$ spent is within $50 of budget. List of items and price of each has been created and adequately researched before entering store.
Researching	5 sources used. Research provides limited form of evidence proving why project is physically necessary for the homeless.	6 varied sources used. Research provides adequate evidence proving why project is physically necessary for the homeless.	7 varied sources used. Research provides convincing evidence to prove why project is necessary for homeless, both physically and emotionally. .	8+ varied sources used. Research provides compelling evidence that proves why survival kits are necessary for the homeless, both physically and emotionally
Social Impact	less than 24 people received aid from Winter Survival Kit event.	25-29 people received aid from Winter Survival Kit event.	30-40 people received aid from Winter Survival Kit event. Evidence of social impact is provided.	40 or more people received aid from Winter Survival Kit event. 2 or more pieces of evidence proving a positive social impact was made.
Networking & communicating	Minimal communication with advisors Attempts to engage project with community Limited use of network (sponsor not found, kits delivered alone.)	Some communication with advisors. basic egnaments between project and community Adequate use of network (sponsor found, kits delivered alone)	Substantial communication and engagement with advisors Considerable engagement of project with community Substantial use of network (sponsor found, kits deliver though agreement with shelter)	Exemplary communication and engagement with advisors. Skillfully engages project with community. Excellent use of network (sponsor found, kits delivered personally in shelter set up event for distribution)

Written Report Guidelines

The grade you earn on your Written Report will be your final grade for Personal Project 10. **It is imperative you order your report in the prescribed manner and speak to each line of the rubric**. Please see pages 16-19 for support and guidance when writing your report. Your Personal Project advisor will be able to provide you with additional resources to support your Written Report if you have further questions.

Your written report should **include** the following:

- **A Title Page**
  - o Title of project – underlined
  - o Date of submission
  - o Name of your advisor
  - o Your full name
  - o Class name (Personal Project)

- **12 paragraphs**
  - o One paragraph for each strand (pgs.16-19)

- o 1,500-3,500 words

- **Appendices**
  - o Process Journal extracts (pg.10)
  - o Evaluating Sources (pg.11)
  - o Annotated Bibliography (pgs.12)
  - o Assessment Criteria (pg.13)

Use the <u>Written Report template</u> provided to you by your Personal Project advisor to help you organize your thoughts:

<table>
<tr>
<td>

Title of Project
Date of Submission
Advisor's Name
Student's FULL Name
MYP Personal Project

</td>
<td>

Criterion A: Investigating

This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.

A1: Define a **clear goal and global context** for the project, based on personal interests while justifying challenges.

- I give the <u>precise meaning of the highly challenging goal</u> of my project and justify it
- I explain "<u>what</u> I wanted to achieve; <u>when, where, how & why</u> I wanted to achieve it".
- I <u>define the global context</u> that applies best to my project and explain its connection.
- I <u>describe what makes my project personal</u>: the experiences, interests and ideas that make it important to me.
- If I made changes to my goal during the project, I <u>explain the changes</u> and why I made them.

Paragraph 1…..

A2: Identify **prior learning and subject- specific knowledge** that is relevant to the project

- I identify <u>what I already knew</u> about this topic/project and the sources of my knowledge.
- I identify <u>what I learned in MYP subject groups</u> before the project started, & how this was helpful.
- I analyze the <u>relevance and contribution of prior learning</u> to this project.

Paragraph 2…..

A3: Demonstrate **research skills**: Range of sources, evaluation of sources, bibliography & research skills.

- I discuss the <u>research skills</u> I had when I <u>started the project</u> and those that I have <u>developed</u> through the project.
- I explain how I may have <u>shared my research skills</u> to help peers who needed more practice.
- I consistently and effectively <u>evaluated sources</u> for their reliability and relevance.
- I provide an <u>extensive range of sources</u> and variety of source types that were researched.
- I developed a <u>bibliography</u> that is appropriate, consistent and sophisticated.

Paragraph 3….. (Refer to <u>p.25</u> of the handbook for examples of IB research skills)
(Make reference to appendix A in your paragraph)

</td>
</tr>
</table>

Here are some sample written reports:

Sample 1   Sample 2   Sample 3   Sample 4

Written Report Criteria

Criterion A: Investigating

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	I am able to: **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance demonstrate **limited** research skills.	I am able to: **outline** a **basic and appropriate** goal and context for the project, based on personal interests identify **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project demonstrate **adequate** research skills.	I am able to: **define** a **clear and challenging** goal and context for the project, based on personal interests identify prior learning and subject-specific knowledge **generally relevant** to the project demonstrate **substantial** research skills.	I am able to: **define** a **clear and highly challenging** goal and context for the project, based on personal interests identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project demonstrate **excellent** research skills.

Criterion B: Planning

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)

I have not achieved a standard described by any of the descriptors to the right.	I am able to: develop **limited** criteria for the product/outcome present a **limited or partial** plan and record of the development process of the project demonstrate **limited** self-management skills.	I am able to: develop **adequate** criteria for the product/outcome present an **adequate** plan and record of the development process of the project demonstrate **adequate** self-management skills.	I am able to: develop **substantial and appropriate** criteria for the product/outcome present a **substantial** plan and record of the development process of the project demonstrate **substantial** self-management skills.	I am able to: develop **rigorous** criteria for the product/outcome present a **detailed and accurate** plan and record of the development process of the project demonstrate **excellent** self-management skills.

Criterion C: Taking Action

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	I am able to: create a **limited** product/outcome in response to the goal, global context and criteria demonstrate **limited** thinking skills demonstrate **limited** communication and social skills.	I am able to: create a **basic** product/outcome in response to the goal, global context and criteria demonstrate **adequate** thinking skills demonstrate **adequate** communication and social skills.	I am able to: create a **substantial** product/outcome in response to the goal, global context and criteria demonstrate **substantial** thinking skills demonstrate **substantial** communication and social skills.	I am able to: create an **excellent** product/outcome in response to the goal, global context and criteria demonstrate **excellent** thinking skills demonstrate **excellent** communication and social skills.

Criterion D: Reflecting

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	I am able to: present a **limited** evaluation of the quality of the product/outcome against his or her criteria present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context present **limited** reflection on his or her development as an IB learner through the project.	I am able to: present a **basic** evaluation of the quality of the product/outcome against his or her criteria present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context present **adequate** reflection on his or her development as an IB learner through the project.	I am able to: present a **substantial** evaluation of the quality of the product/outcome against his or her criteria present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context present **substantial** reflection on his or her development as an IB learner through the project.	I am able to: present an **excellent** evaluation of the quality of the product/outcome against his or her criteria present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context present **excellent** reflection on his or her development as an IB learner through the project.

Written Report Prompts

CRITERION A: Investigating

1. Define a clear **goal** and **global context** for the project, based on personal interests

   The **goal** of my personal project is….because…. (Explain in detail 3-5 sentences)
   I used *(Refer to p.8 for Global Contexts)* as my **global context** because…. (Explain in detail 3-4 sentences)

2. Identify **prior learning** and **subject-specific knowledge** relevant to the project

   My **prior learning** about this topic is… limited/basic/generally relevant/consistently highly relevant (choose one) because I….. (explain what you did and did not know about your topic before you started. 8-12 sentences)

3. Demonstrate **research skills** (<u>include relevant parts of your annotated bibliography here</u> along with excerpts from your process journal that are related to research skills) – Refer to p.23 for <u>research skills</u>

   For my Personal Project I developed my research skills because I had to research a variety of sources. Through this research I demonstrated limited/adequate/substantial/excellent (choose one) research skills. I researched _____ then, I used_____ to research.   To expand/deepen my research I _____. (Explain in detail 8-12 sentences). You must have at least EIGHT <u>varied</u> sources to demonstrate excellent research skills

CRITERION B: Planning

1. Develop **assessment criteria** for the product/outcome (include your checklist or rubric here)

   I developed limited/adequate/substantial and appropriate/rigorous _____ criteria to show how I was able to achieve my goal. The success of my Product/Outcome will be measured by the criteria I created using … a rubric I created, checklist, etc.). The elements that I included in my rubric are….because…. (Explain in detail 8-12 sentences). What else could you use to measure the success of your project?

2. Plan and record the **development process** of the project (<u>USE PARTS OF YOUR JOURNALS HERE</u>)

   I planned and recorded the **development process** of this project by… (using a calendar,journal, blog, video etc.) First, I ….. Next, I …. (Explain the steps you took to do the project. 8-12 sentences)

3. Demonstrate **self-management skills** (include specific examples and excerpts from your process journal to support your examples) – Refer to p.23 for <u>self-management skills</u>

   During this project I had to use **self-management skills** such as organizational skills/ time management/ goal setting/ stress management/self-motivation (choose a few of these and explain how you used these skills to complete the project. 8-12 sentences)

Written Report Prompts

CRITERION C: Taking Action

1. Create a **product/outcome** in response to the goal, context and criteria (describe your product/outcome here) **(PUT A PICTURE IN YOUR REPORT OF YOUR PRODUCT)**

   For my MYP project I made/did …. (Explain in detail 8-12 sentences)

2. Demonstrate **thinking skills** (use the MYP Approaches To Learning sheet to ensure you are communicating appropriate ideas and concepts. Include specific examples and excerpts from your process journal to support your examples) – Refer to p.23 for <u>thinking skills</u>

While doing this project I used a variety of **thinking skills** such as evaluating sources/making conclusions/identifying challenges/ revising ideas/ brainstorming/creating ideas etc. (choose from the MYP Approaches to Learning and explain how you used these skills to complete the project.   Discuss the thinking process for this project 8-12 sentences)

3. Demonstrate **communication and social skills** (include specific examples and excerpts from your process journal to support your examples) – Refer to p.23 for communication & social skills

    I used a variety of **communication and social skills** to complete this project. (Describe who you had to talk to/write to get information to complete this project. For example, an interview with someone, a conversation with a teacher/friend/parent/expert, making a questionnaire, collaborating with someone etc. 8-12 sentences)

CRITERION D: Reflecting

1. Evaluate the **quality** of the product/outcome against the **criteria**
   (outlined in Objective B-1)
   After I finished my _____ (product) I used the **criteria** I developed to evaluate the **quality** of my project. (write your thoughts about your final product, did you meet your goal? Do you meet all the criteria you initially developed? Was the quality of the product as good as you had hoped? 8-12 sentences)

2. Reflect on how completing the project has extended their **knowledge and understanding** of the **topic** and the **global context**

    My **knowledge and understanding** of _____(insert your topic) and the **global context** _____ (insert your global context) has increased because… (explain how what you learned from this project. 8-12 sentences)

3. Reflect on their development as an **IB learner** (refer to learner profile) through the project
   – Refer to p.22 for IB Learner Profile attributes

    Through this project I developed as an **IB learner** and I think I have become more inquiring/knowledgeable/critically thinking/ communicative/ principled/balanced/open-minded/caring/risk taking/balanced/reflective because…. (choose a few of these qualities and describe how you've developed and why. 8-12 sentences)

Written Report Checklist

The Personal Project report must be organized into the four MYP project's Objectives and presented in four distinct and easily identifiable sections. The report must include evidence for all strands of each criterion.

Criterion A: Investigating

This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.

A1: Define a **clear goal and global context** for the project, based on personal interests while justifying challenges.	**In my report:** • I give the precise meaning of the highly challenging goal of my project and justify it • I explain "what I wanted to achieve; when, where, how & why I wanted to achieve it". • I define the global context that applies best to my project and explain its connection. • I describe what makes my project personal: the experiences, interests and ideas that make it important to me.

	• If I made changes to my goal during the project, I <u>explain the changes</u> and why I made them.
<u>**A2:**</u> Identify **prior learning and subject-specific knowledge** that is relevant to the project	• I identify <u>what I already knew</u> about this topic/project and the sources of my knowledge. • I identify <u>what I learned in MYP subject groups</u> before the project started, & how this was helpful. • I analyze the <u>relevance and contribution of prior learning</u> to this project.
<u>**A3:**</u> Demonstrate **research skills**: Range of sources, evaluation of sources, bibliography & research skills.	• I discuss the <u>research skills</u> I had when I <u>started the project</u> and those that I have <u>developed</u> through the project. • I explain how I may have <u>shared my research skills</u> to help peers who needed more practice. • I consistently and effectively <u>evaluated sources</u> for their reliability and relevance. • I provide an <u>extensive range of sources and variety of source types</u> that were researched. • I developed a <u>bibliography</u> that is appropriate, consistent and sophisticated.

Criterion B: Planning

This includes all the work you did to plan and organize your project towards a product/outcome.

<u>**B1**</u>: Develop **criteria** for the product/outcome	**In my report:** • I develop criteria that <u>cleary defines the specific characteristics</u> of a high quality product/outcome, is informed by <u>highly-relevant research</u> and is <u>justified, specific & multidimensional</u>. • I <u>refer to the criteria</u> I developed to evaluate the project product/outcome. • If I made changes to my criteria during the project, I <u>explain the changes</u> and why I made them.
<u>**B2:**</u> Plan and record the **development of the project**.	• I provide <u>specific evidence of my planning</u> through timelines, milestones or other tools/strategies used for short and long-term planning in detailed, logical steps. • I present a <u>comprehensive record</u> of how the project progressed from start to finish. • If I made any changes to the development process, I <u>identify these changes</u> that are clearly described and justified.
<u>**B3:**</u> Demonstrate **self-management skills**	• I discuss the <u>self-management skills</u> I had <u>when I started</u> the project and those that I have <u>developed</u> through the project. • I explain how I may have <u>shared my self-management skills</u> to help peers who needed more practice. • I provide <u>justification of strengths and limitations</u> for effective and independent time and task management.

Written Report Checklist

Criterion C: Taking Action

This is the main "doing" part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.

<u>**C1:**</u> Create a **product/outcome** in response to the goal, global context and criteria	**In my report:** • I show <u>evidence of a high-quality product/highly successful outcome</u> that has been submitted with my written report. • I analyze and evaluate how the product/outcome has <u>achieved the project's goal, global context and meets the criteria</u> for its success.
<u>**C2:**</u> Demonstrate **thinking skills**: critical, creative and transfer of learning.	• I outline the <u>thinking skills</u> I had <u>when I started</u> the project and <u>those that I have developed</u> through the project. • I explain how I may have <u>shared my thinking skills</u> to help peers who needed more practice. • I analyze and evaluate the <u>critical and creative thinking skills</u> appropriate to the project. • I can <u>transfer learning from the research</u> to generate new ideas or solve problems that help to

	achieve the project's goal.
C3: Demonstrate **communication skills, social skills, and report in the required structure.**	● I outline the <u>communication and social skills</u> I had <u>when I started</u> the project and <u>those that I have developed</u> through the project. • I explain how I may have <u>shared my communication and social skills</u> to help peers who needed more practice. • I analyze and evaluate valuable <u>ongoing essential interaction</u> with those relevant to the project using a <u>variety of appropriate modes of communication</u>. • I have written <u>a report that is consistently clear, coherent and effectively</u> (or creatively) follows the required structure.

Criterion D: Reflecting

This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.

D1: Evaluate the quality of the **product/outcome against their criteria**	**In my report:** • I evaluate the product/outcome <u>against the criteria I designed</u>. • I identify the <u>strengths, weaknesses and possible improvements</u> of the product/outcome.
D2: Reflect on how completing the project has **extended their knowledge and understanding** of the topic and the global context	• I identify <u>challenges and the solutions</u> I developed to meet them. • I demonstrate a <u>deeper knowledge and understanding of my topic and my identified global context</u> by using meaningful examples, detailed descriptions and insightful explanations. • I <u>base my reflection on evidence</u>, including my process journal.
D3: Reflect on their **development as IB learners** through the project	• I identify <u>how I have developed</u> as a learner (using the <u>IB learner profile</u> as appropriate) using appropriate examples, detailed descriptions and insightful explanations. • I discuss <u>my strengths and weaknesses</u> in completing the project. • I summarize the <u>impact the project</u> could have <u>on my future learning</u>.

International Baccalaureate Organization. "Middle Years Programme Further Guidance for Projects." Geneva, Switzerland, International Baccalaureate Organization, 2016, pp. 3-4.

The Exhibition

Rockridge's Annual MYP Personal Project Exhibition

The exhibition is an opportunity to share with your peers, younger students, your parents and the community, what you have learned and experienced through completing the personal project.

The exhibition **will be different to previous years** due to this year's restrictions with regards to large gatherings. Having said this, there will still be an opportunity for all Personal Project students to share their product or outcome.

Your Responsibility:
1. Create a 5-10 minute video showcasing your product or outcome that you MUST appear in.
2. Share your video with your Personal Project supervisor in Google Classroom.
3. Upload your video AND Final Written Report in your Careers 10 myBlueprint portfolio.

Include the following SPECIFIC information, evidence and reflections in your presentation:

Information	Evidence (Pictures, emails, scripts, videos, etc.)	Reflections
Your full name	The whole process of your project	Evaluation of your product/outcome
Topic	Your final product or outcome	Challenges and solutions
Goal	Interactions with mentors	IB learner profile traits
Global context	Your own assessment criteria	Impact of project on future learning

When:
- Thursday, March 4th 2021
- Timing: TBD

Where:
- Students' work may be physically displayed OR electronically posted in a private online platform.
  - More information will be provided to students and parents/guardians closer to the exhibition date.
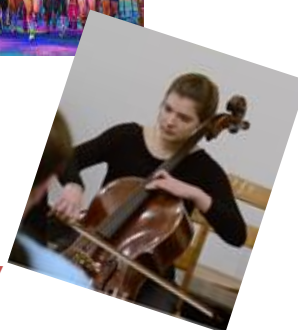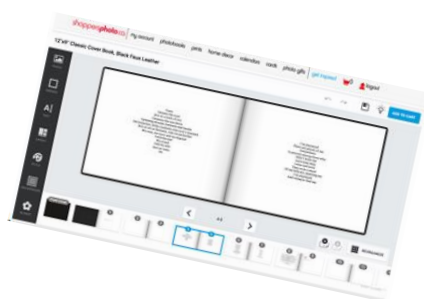
Academic   Honesty   Forms

You will complete at least THREE Academic Honesty forms throughout the year. These forms must be reviewed and signed by both you and your supervisor at three separate meetings. These can be initialled and signed digitally before they are submitted on Google classroom. The purpose of these forms is to state that your project is original work created by you and to ensure that you have cited all your sources appropriately.

Here is a sample of an Academic Honesty Form:

Academic Honesty Form #1

Student Name	
Student Number	
School Name	Rockridge Secondary School
School Number	097287
Advisor Name	

		Initials
Summary of the discussion and feedback from when you met with your personal project advisor		Student: Advisor:

Student declaration - I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Student's Signature:	Date:

Advisor declaration
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Supervisor's Signature:	Date:

IB Learner Profile

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Glossary of Terms

Glossary of terms	MYP definitions
Bibliography	An alphabetical list of every source used to research the project
Criteria	Specific elements the personal project product/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 spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible

IB Approaches to Learning Skills

Skill Cluster	Category	Strand
Research **(Paragraph A3)**	**Information Literacy**	- Access information to be informed and inform others - Make connections between various sources of information - Evaluate and select information sources and digital tools based on - their appropriateness to specific tasks - Understand and implement intellectual property rights - Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
Self Management **(Paragraph B3)**	**Organization**	- Plan short and long-term assignments; meet deadlines - Create plans to prepare for summative assessments - Set goals that are challenging and realistic - Use appropriate strategies for organizing complex information
	Affective	- Mindfulness awareness – Practice focus and concentration - Perseverance – Demonstrate persistence and perseverance - Emotional management – Practice strategies to reduce stress and anxiety - Self-motivation – Practice analysing & attributing causes for failure and positive thinking - Resilience – Practice "bouncing back" after mistakes and failures, dealing with disappointment and unmet expectations and dealing with change
	Reflective	- Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections
Thinking **(Paragraph C2)**	**Critical**	- Gather and organize relevant information to formulate an argument - Recognize unstated assumptions and bias - Evaluate evidence and arguments - Draw reasonable conclusions and generalizations - Revise understanding based on new information and evidence - Evaluate and manage risk - Consider ideas from multiple perspectives - Propose and evaluate a variety of solutions - Identify obstacles and challenges
	Creative	- Consider multiple alternatives, including those that might be unlikely or impossible - Apply existing knowledge to generate new ideas, products or processes - Create original works and ideas; use existing works and ideas in new ways - Practise flexible thinking - develop multiple opposing, contradictory & complementary arguments
	Transfer	- Apply skills and knowledge in unfamiliar situations - Make connections between subject groups and disciplines - Combine knowledge, understanding and skills to create products or solutions
Communication **(Paragraph C3)**	**Through interaction**	- Use appropriate forms of writing for different purposes and audiences - Negotiate ideas and knowledge with peers and teachers
	Through language	- Read a variety of sources for information - Organize and depict information logically Structure information in summaries, essays and reports
Social **(Paragraph C3)**	**Collaboration**	- Take responsibility for one's own actions - Listen actively to other perspectives and ideas - Negotiate effectively - Give and receive meaningful feedback - Advocate for one's own rights and needs