

ist International
School of Tallinn

PERSONAL PROJECT HANDBOOK

Dear MYP 5 Students,

We are delighted to provide you with the opportunity to engage in the International Baccalaureate Middle Years Programme (IB MYP) Personal Project, the cornerstone project of the IB MYP at The International School of Tallinn. This is your moment to develop a Personal Project that resonates with your interests. Whether it's acquiring a new skill, producing music or art, designing and constructing an innovative item, participating in a service project, exploring an academic subject, or something completely novel, the choice is yours. This project will be a platform for you to exhibit your initiative, critical thinking, and effective communication skills—vital for both college and career preparedness.

As participants in the IB MYP, you are part of a global community of learners dedicated to an international education that seeks to develop curious, knowledgeable, and empathetic individuals who contribute to a more peaceful world through intercultural understanding and respect. The Personal Project enables you to convert your passion into a tangible product that demonstrates your MYP learning journey. We wish you success as you start this significant project. We have ample resources to assist you and are eager to see the results of your creativity and hard work at the Personal Project Exhibition in April, where your project will be showcased.

Sincerely,

Mrs. Meena Gaikwad

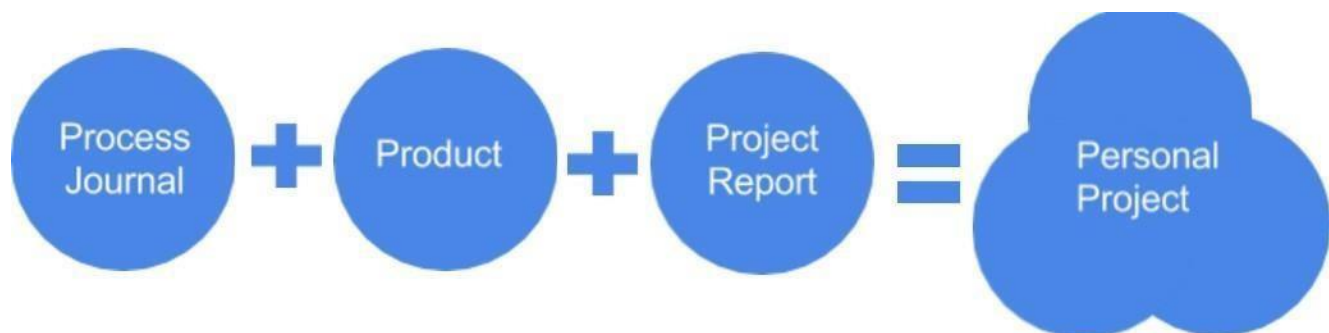
MYP Principal-IB Coordinator

Table of Contents:

Letter to Students	1
Table of Contents	2
Overview	3
Aims and Criteria	4
Process of Selection of the Supervisor	5
Getting Started with the Preliminary Process Journal	6-8
What is a Valid End Product?	9
Personal Project Timeline	10
Supervisor Meeting Agendas	11
IB MYP Personal Project Roles and Responsibilities	12
Writing the Project Report	13 - 18
Evaluating Your Written Report	18 - 21
Exhibition	21
Assessment	22- 23
Important Terms and Command Terms	23-24
References	25

Overview

Welcome to the IB MYP Personal Project! This may be the only opportunity in your academic career where you will have complete freedom to choose whatever topic and project your heart desires. This is your chance to refine old skills and learn new ones. The Personal Project consists of four components: the Process Journal, product, project report and Personal Project Exhibition.



Personal Project component	How it is assessed
Process Journal - As you move through each step, log observations, steps taken and more. This is a history of exactly what you've done.	You will submit your entire process journal to your supervisor.
Product - You'll apply your Approaches to Learning skills (page 27-30 in the process journal) to complete an extended, self-directed piece of work. This provides opportunities for a creative and truly personal demonstration of learning.	Evident in the report.
Project Report - A follow-up report where you cover how your project meets the IB MYP assessment criteria (See chart on page 4 under <i>Aims and Criteria</i>). It's a polished piece of writing.	The content of the report is assessed using all three assessment criteria.
The Personal Project Exhibition is held in April.	Not included in the Personal Project assessment, but attendance is required to receive the credit.

Aims and Criteria

The Personal Project is an opportunity for students to:

- Inquire
 - Explore a personally meaningful interest
 - Take ownership of their learning by undertaking a self-directed inquiry
- Act
 - Transfer and apply skills in pursuit of a learning goal and the creation of a project
- Reflect
 - Recognize and evidence personal growth and development

Criterion A	Planning	<ul style="list-style-type: none"> 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
Criterion B	Applying Skills	<ul style="list-style-type: none"> i. Explain how the ATL skills were applied to help achieve your learning goal ii. Explain how the ATL skills were applied to help achieve your product
Criterion C	Reflecting	<ul style="list-style-type: none"> i. Explain the impact of the project on you or your learning ii. Evaluate the product based on the success criteria that you created

See the rubric on pages 22-23 for the full grading rubric.

TIPS:

- Keep your project manageable.
- Contact MYPC if you have any questions.
- Ask the Librarian for research suggestions.
- Communicate with your supervisor.

Process of selection of the supervisor

In September, students meet with the project coordinator to receive detailed guidance and explanations about the tasks, content, format, and timing of the project. During this period, each student selects three ideas in an area of the project that they find meaningful and interesting, and formulates a tentative final topic, learning objectives, and project product. The student then defines these elements in a project proposal and presents it in a session with the MYPC-Personal Project Coordinator.

The Personal Project Coordinator allows students to brainstorm and list up to three sustainable ideas in order of preference. Supervisors are assigned to students based on their expertise and knowledge of the chosen topic or area of interest. Students can choose their supervisors if required; however, if they need assistance, the school provides guidance and matches them with supervisors whose expertise aligns with their projects. This ensures that students receive appropriate support, guidance, and direction throughout the personal project process. The school ensures that one of the teachers (or other staff members) collaborates with the student to the maximum extent possible in supporting the student's chosen personal project task.

Getting Started with the Preliminary Process Journal

At this point, you've completed your initial idea and turned in to your Personal project coordinator. Through this, you've done the following:

1. You've determined a general topic you'd like to research.
2. You've selected, or been assigned, a supervisor to guide you.
 - Review the **Personal Project Timeline (page 11)**: This is a general timeline of what needs to be done and when. It also refers you to page 10, **Supervisor Meeting Agendas**, which will assist you in knowing what you should have prepared for each meeting.
 - Review the **IB MYP Personal Project Roles and Responsibilities (page 12)**: Review this with your supervisor to clarify who is responsible for which aspects of the Personal Project process.
 - Review the **IB MYP Personal Project Academic Honesty Form (page 26 in the Process Journal)**: This form is to be completed and submitted with your final project. Both you and your supervisor sign the form, indicating that all work is original and acknowledged.
3. You've started your Process Journal.
 - The Process Journal is the start of the project.
 - Your Process Journal is where you will document what you have learned throughout your project. It will be assessed together with your report. Your Process Journal will be submitted as part of your project. You've been given a separate Process Journal booklet which will guide you through this process.
 - In your journal, you must provide evidence that you have addressed the three criteria (Planning, Applying Skills, and Reflecting) to demonstrate achievement at the highest levels of the criteria. Your journal is divided into three sections, one for each criterion.
 - Each time you work on your project, you should spend 5-10 minutes writing in your journal.
 - It is possible that some projects may require a second journal of sorts. An example would be a student who is doing a project focused on producing artwork. A student in this situation may keep his/her drawings/sketches in a sketchbook. The main Process Journal should still be completed, even if you have a secondary "journal"/sketchbook.

The Process Journal is:	The Process Journal is not:
<ul style="list-style-type: none">• used throughout the project to document its development• an evolving record of intents, processes, and accomplishments; this includes planning and time management strategies used• a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised• a record of interactions with sources, for example, teachers, supervisors, external contributors• a record of selected, annotated and/or edited research, including sources used	<ul style="list-style-type: none">• used on a daily basis (unless this is useful for you)• 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 (unless this is useful for you)• a static document with only one format (unless this is useful for you)

The Process Journal is:	
<ul style="list-style-type: none"> • a collections of useful information, for examples, quotations, pictures, ideas, photographs 	
<ul style="list-style-type: none"> • a means of exploring ideas and solutions 	
<ul style="list-style-type: none"> • a place for evaluating work completed 	
<ul style="list-style-type: none"> • reflection on learning 	

- You must show your supervisor evidence of your journal progress every time you meet with him/her.
- Aim for a minimum of one entry per week. Entries could include:
 - Brainstorming and thinking maps
 - Notes, charts, diagrams, short paragraphs
 - Annotated research
 - Bibliography of resources
 - Notes on what has been learned
 - Pictures, photographs, sketches
 - Artifacts from inspirational visits to museums, performances, etc.
 - Self-assessment
 - Explanations of how the research was used in the project to reach your goal
 - Challenges/difficulties faced
 - Questions to ask your supervisor and answers received
- You must reflect on your use and development of the Approaches to Learning (AtL) skills throughout your Process Journal, but especially in the criterion B section! A detailed breakdown of the AtL skills can be found on pages 27-30 in the Process Journal and refer pages 14-16 of this book.

Additional notes

- **Reflect! Reflect! Reflect!**
 - You must reflect on your learning throughout your project in order to achieve the highest score on the Personal Project rubric. See page 9 for ideas for your journal. These reflections must be included in your Process Journal.
 - In addition to the ideas on page 5, you must show the development of the AtL skills (see pages 27-30 in the Process Journal). Which AtL skills were your strengths prior to beginning the Personal Project? Which skills did you develop as you completed your Personal Project? You will be assessed on your demonstration of AtL skills (see criterion B in the rubric).
 - Example: Research skills are an important component of your Personal Project. Once your project is completed you will have evaluated the reliability of sources, selected relevant and reliable sources, and created a properly cited bibliography. If you have never done this before, then you have developed your AtL Information Literacy skills.

What Is a Valid End Product?

As you develop your Personal Project plan, deciding on what your end product will be is a crucial step. For some topics, the end product may be obvious. If you are learning about making fishing lures, it's logical that your end product may be a fishing lure that you created.

For some topics, however, what your end product might be isn't as clear.

The types of end products are endless, but we've listed below some end products that past students have created. **You need to know that your end product may not be a trifold display board.**

Personal Project Topics	Possible End Product
Photography	Display of before and after photos
Poetry/Writing	Creation of your own written work; novel; novella; short stories
Building things	Scale model house, fishing lure, musical instrument
Music	Video of you playing your instrument; musical composition
Baking	Book of recipes; video of you making a new item
Travel, other cultures	Scrapbook of location highlights
Family	Family tree, scrapbook of family tree; family recipe book
Science	Video of lab experiment

If your end product is an electronic file, there are file size restrictions, so be sure to check with your supervisor and MYPC.

Personal Project Timeline and Checklist



Due Date	Expectations
September	<ul style="list-style-type: none"> o Complete <i>Personal Project Initial ideas</i>. o Submit your ideas to your MYPC o Attend sessions with MYPC.
October- November	<ul style="list-style-type: none"> o Attend your first supervisor meeting to discuss the specifics of your project. See <i>Supervisor Meeting Agendas</i> on page 10 to see what's expected of you at this meeting. o Start working on your project, based on your conversation at your supervisor meeting. <ul style="list-style-type: none"> o Start writing in your Process Journal. Before your second meeting, finish, at a minimum, all prompts for Criterion A. o Start your research on your project. Keep track of sources for your bibliography. o Begin work on your final product. o While researching and working on your final product, continually review your Success Criteria and the Approaches to Learning skills you identified at your first supervisor meeting. o Prepare for your second supervisor meeting by reviewing the <i>Supervisor Meeting Agendas</i> on page 12. There are some specific things you should be working on. o Write down questions you might have for your supervisor at the next meeting. Email your supervisor and/or the IB Coordinator if you have immediate questions that need answers before you continue with your project. o Attend your second supervisor meeting to discuss the specifics of your project and obtain your first signature on the Academic Honesty Form. See <i>Supervisor Meeting Agendas</i> on page 11 to see what's expected of you at this meeting. o Prepare for your November supervisor meeting by reviewing the <i>Supervisor Meeting Agendas</i> on page 11. o Begin your draft of the first two sections of your report (<i>Planning and Applying Skills</i>). It will be due at the November meeting.
December	<ul style="list-style-type: none"> o Attend your third supervisor meeting to discuss the specifics of your project. See <i>Supervisor Meeting Agendas</i> on page 11 to see what's expected of you at this meeting. A draft of the criteria A of your report is due! o Prepare for your January supervisor meeting by reviewing the <i>Supervisor Meeting Agendas</i> on page 11. o Begin your draft of the last section (<i>Reflecting</i>) and bibliography of your report. It will be due at the January meeting.
February	<ul style="list-style-type: none"> o Attend your fourth supervisor meeting to discuss the specifics of your project and obtain second signatures on the Academic Honesty Form. See <i>Supervisor Meeting Agendas</i> on page 11 to see what's expected of you at this meeting or alternatively the document could be signed at the end of March. o A draft of the criteria A,B plus the bibliography, is due at this meeting! o Take feedback for criteria A and B and start writing the draft of criteria C o After the meeting, continue refining your report and bibliography. o Prepare for your final supervisor meeting in February by reviewing <i>Supervisor Meeting Agendas</i> on page 11. At this meeting, all required elements will be turned in to your supervisor.
March	<ul style="list-style-type: none"> o Submit all three criteria in the first week of March, make sure you have worked on the previous feedback given by the supervisor. o Meeting with the supervisor in the second week of March and submitting the final copy in the third week o Attend a turn-in meeting with your supervisor & get the remaining signature on the Academic Honesty Form. Turn in the following: <ul style="list-style-type: none"> o Final product/outcome o Final report and bibliography o Completed Academic Honesty Form o No submissions will be accepted in April.
April	<ul style="list-style-type: none"> o Work with the supervisor to create a display board for the Personal Project Exhibition o Attend the April Personal Project Exhibition and showcase your Personal Project.

Supervisor Meeting Agendas

Bring your Handbook and Process Journal to all meetings!

Meeting 1 (week of October 12- 18): Be prepared to discuss the following:

- | The Process Journal and how to use it.
- | What your final product will be. This must be a tangible piece, such as something you've built, a research paper, a Google Slide presentation, video, etc. A display board is NOT an acceptable final product.
- | Your focused topic and goal. What do you want to learn? You've defined this in your initial plan
- | What research steps you'll undertake and where you'll find resources? Come with a listing of where you'll go and what you'll look for.
- | Your supervisor will discuss steps to completion, Success Criteria and Approaches to Learning skills with you.

Meeting 2 (week of November 10 - 16): Be prepared to discuss the following:

- | Your Process Journal. At a minimum, you should have completed prompts 1 - 21.
- | Final report questions. A draft of the *Planning and Applying Skills* sections will be due at the next meeting. See pages 13-21 of this handbook, *Writing the Project Report*.
- | Your process steps to completion. Make adjustments, if needed.
- | Your Success Criteria. Are you on track to achieve them?
- | Your selected ATL skills, which you identified at the first meeting (see pages 27-30 in Process Journal) and where you feel you are at with evidence of your chosen skills (to be assessed using criterion B).
- | Your final product. How's it progressing?
- | Bibliography - Are you tracking your sources?
- | Any difficulties you're having that you'd like assistance with.
- | Academic Honesty Form (page 26 of Process Journal). Have supervisor sign and date your form.

Meeting 3 (week of December 3 - December 11): Be prepared to discuss the following:

- | Your Process Journal. At a minimum, you should have completed at least prompts 1 - 32.
- | Final Report. Turn in a rough draft of the *Planning and Applying Skills* sections. Draft of the *Reflecting* sections is due at the January meeting.
- | Your Success Criteria. Are you on track to achieve them?
- | Approaches to Learning skills (pages 27-30 in Process Journal). Have you written reflections in your Process Journal regarding them (criterion B)?
- | Your final product. How's it progressing? You should plan to have your product completed by the end of December.
- | Bibliography - Are you tracking your sources?
- | IB Learner profile traits (found on page 31 in the Process Journal). Review this page prior to the meeting.
- | Personal Project Self Evaluation (found on pages 32-33 in the Process Journal). This will be due at the January meeting.
- | Any difficulties you're having that you'd like assistance with.

Meeting 4 (week of February 16 - 28): Be prepared to discuss the following:

- | Your Process journal. By this meeting, all prompts in your journal should be complete.
- | Your Success Criteria. Are you on track to achieve them?
- | Final Report. Turn in a rough draft of the *Reflecting* section and your bibliography.
- | Any difficulties you're having that you'd like assistance with.
- | Personal Project Self Evaluation (found on pages 32-33 in the Process Journal). Discuss with your supervisor why you scored yourself the way you did.
- | Academic Honesty Form. Have supervisor sign and date your form.
- | Draft of Criteria A B and C: Receive feedback from the supervisors

Meeting 5 (no later than March 24). At this meeting, you will turn in the following:

- | **In the first week of March: Submit all three criteria, make sure you have worked on the previous feedback given by the supervisor.**
- | **In the third week of March its final submission.**
- | **No submission in April**
- | Completed Process Journal
- | Final product
- | Final report and bibliography
- | Completed and signed Academic Honesty Form

THE IB MYP PERSONAL PROJECT Roles and Responsibilities

Stakeholders	Responsibilities
10th Grade IB Students	<ul style="list-style-type: none"> ▫ Define a clear goal for the project, based on your personal interests. ▫ Maintain your Process Journal including at least one entry per week. This must contain measurable success criteria for the product/outcome, as well as a record of the planning and development of the project. ▫ Meet with your supervisor five times throughout your project. Notes should be recorded in your Process Journal. Bring the necessary materials to the meetings, including your Process Journal and Personal Project Handbook. See page 11 for agendas. ▫ Ask your supervisor for advice and feedback about your project goal and process for completion. Take the supervisor’s comments seriously. ▫ Produce an appropriately challenging and high-quality product/outcome. ▫ Produce a written report according to the Personal Project criteria, including reflection and response to the criteria. This must follow the format of a formal academic report as outlined in your Personal Project Handbook. ▫ Adhere to internal deadlines set by the school, IB, and supervisor. ▫ Prepare a suitable format for presenting your project at the Personal Project Exhibition in April. ▫ Remember that your progress should not be dependent on your supervisor. While your supervisor will facilitate five meetings with you to help keep you on track, ultimately you are responsible for completing the work on time. If you have questions between meetings, you should reach out to your supervisor either by email, Toddle or in person.
Project Supervisors	<ul style="list-style-type: none"> ▫ Set meeting dates and meet with you five times during the length of the project to review progress and provide feedback at each meeting. ▫ Help you establish and maintain the focus of your Personal Project and ensure that you are proceeding as planned. ▫ Suggest a variety of resources and relevant sources of information to develop the product. The importance of research should be emphasized. ▫ Help keep you focused on the organization and presentation of the final piece of work, advising you to be thorough and methodical. ▫ Attend a standardization meeting in February and mark your project according to the assessment criteria in the Personal Project Handbook (pages 22-23) Submit scores to the MYPC by the given deadline.
IB MYP Personal Project Coordinator	<ul style="list-style-type: none"> ▫ Set internal deadlines for students’ completion of different stages of the project. ▫ Write and distribute information to students and supervisors regarding the various aspects of the Personal Project. ▫ Along with the supervisor, monitor student progress. ▫ Assist supervisors with questions and/or training. ▫ Facilitate standardization process in the spring. Enter marks and PP sample in IBIS. ▫ Prepare and promote the Personal Project Exhibition.

Writing the Project Report

The IB MYP Personal Project report demonstrates your learning throughout your project by summarizing the experiences and skills recorded in the Process Journal. The report should be presented in identifiable sections, following the criteria —planning, applying skills, and reflecting. The report must include evidence for all strands of all three criteria.

The format of your report can vary depending on the resources available and personal interests. You should take into consideration learning preferences, personal strengths, and available resources when deciding on the best format for the report. The ability to communicate clearly and concisely is essential to reach the highest levels of the criteria.

Reflection and self-evaluation are key components of your Process Journal entries and should be mentioned in your project report. The report should be presented with the following subheadings. Provide details regarding the following questions within each section. In order to score high on the rubric, you're encouraged to address all of these points. You should also refer to your Process Journal for further ideas. Listed after each question is where on the grading rubric the topic is evaluated. For example, Strand Ai refers to this descriptor: **define a clear and highly challenging** goal and context for the project, based on personal interests.

NOTE: Your report should be a polished essay, divided into six sections, as follows.

Introduction

- o What is the IB MYP Personal Project?

Planning - Criterion A

- o What was your learning goal for the project? [strand Ai]
- o What made your goal a highly challenging goal? [strand Ai]
- o How did your personal interests influence the selection of your goal? [strand Ai]
- o What relevant prior knowledge did you have? [strand Aii]
- o How has subject-specific learning and the transfer of this learning impacted your project? [strand Aii]
- o What were your success criteria? [strand Aii]
- o Why did you select your criteria? [strand Aii]
- o What made your criteria rigorous? [strand Aii]
- o What sources did you use? [strand Aiii]
- o How did you know they were credible? Accurate? Relevant? Objective? [strand Aiii]
- o Explain the step-by-step process and timeline you used as you worked to complete your project. [strand Aiii]
- o How did you manage your time and resources effectively? [strand Aiii]
- o What obstacles did you experience and how did you handle those obstacles? [strand Bii]

Applying Skills (Bi and Bii) - Criterion B

(any two skills explicitly should be used for creating learning goal Bi and any two skills should be used for creating Product goal Bii). ..

o Research Skills

- What sources did you use? [strand Bi and Bii]
- How did you know they were credible? Accurate? Relevant? Objective? [Bi and Bii]
- Identify how you will gather your evidence.

Research skills: Students demonstrate research skills by finding, interpreting, judging and creating information (information literacy skills), and interacting with media to use and create ideas and information (media literacy skills). Evidence should be found in their bibliography and also in the 'Investigating' section of their written report. Evidence may also be found in the appendices or other sections of the report.

Evidence of **information literacy** skills may include:

- Collecting, recording and verifying data
- Making connections between sources of information
- Collecting and analyzing data to identify solutions and make informed decisions
- Processing data and reporting results
- Evaluating and selecting information sources based on their appropriateness to specific tasks
- Using critical literacy skills to analyze and interpret media communications
- Creating references and citations, using footnotes/endnotes and constructing bibliography according to recognized conventions

Evidence of **media literacy skills** may include:

- Locating, organizing, analyzing, evaluating, synthesizing, and ethically using sources from a variety of sources and media
- Demonstrating awareness of media interpretations of events and ideas
- Seeking a range of perspectives from multiple and varied sources
- Communicating information and ideas effectively to multiple audiences using a variety of media and formats
- Comparing, contrasting and drawing connections among (multi)media resources

o Communication Skills

- How did you use your communication skills when meeting with your supervisor? [Biii]

Students demonstrate **communication** skills by exchanging thoughts, messages and information effectively through interaction and reading, writing and using language to gather and communicate information. They demonstrate social (collaboration) skills by working effectively with others. Evidence should be found in the 'Taking action' and 'Investigating' sections of the written report or in the product or outcome of the project. Evidence may also be found in the appendices or other sections of the report.

Evidence of **communication skills** may include:

- Giving and receiving feedback (not necessarily only from their project supervisor)
- Using appropriate speaking and written techniques for dealing with different audiences
- Negotiating ideas and knowledge with peers, teachers or others (possibly as part of research)
- Collaborate and share ideas (may be part of the product)
- Make inferences and draw conclusions
- Write for different purposes • Paraphrase and take effective notes
- Organize and depict information logically • Structure information in the written report

o Social Skills

▫ How did you collaborate throughout your project?

Evidence of **social (collaboration)** skills may include:

- Demonstrating empathy
- Helping others to succeed
- Taking responsibility for one's own actions
- Listening actively to perspectives and ideas of others
- Giving and receiving meaningful feedback

o Thinking Skills

▫ Why did you choose to express your learning through your chosen product/outcome? [Bi

Thinking skills: Students demonstrate thinking skills by analyzing and evaluating issues and ideas (critical thinking skills), generating novel ideas and considering new perspectives (creative thinking skills) and utilizing skills and knowledge in multiple contexts (transfer skills). Evidence should be found in the 'Taking action' and 'Investigating' sections of the written report or in the product or outcome of the project. Evidence may also be found in the appendices or other sections of the report.

Evidence of **critical thinking** skills may include:

- Recognizing or identifying problems, obstacles or challenges
- Formulating arguments
- Recognizing assumptions and bias in sources
- Interpreting data
- Evaluating sources
- Drawing reasonable conclusions and generalizations
- Revising understanding based on new information
- Formulating questions
- Considering ideas from multiple perspectives
- Proposing and evaluating a variety of solutions

Evidence of **creative thinking** skills may include:

- Brainstorming or visual diagrams used to generate ideas or inquiries, or visible thinking strategies or techniques
- Considering multiple alternatives – even those that may seem impossible

o Self-management Skills

Students demonstrate **self-management skills** by managing time and tasks effectively (organizational skills) and managing their state of mind (affective skills). Evidence should be found in the 'planning' section of the written report. Evidence may also be found in the appendices or other sections of the report. Students demonstrate reflection skills by (re-)considering the process of learning; choosing and using ATL skills. Evidence should be found in the 'Reflecting' section, or in other sections of the written report.

Evidence of **organizational skills** may include:

- Having a detailed plan for the completion of the project
- Planning strategies and actions to achieve the goal
- Meeting deadlines
- Keeping an organized and logical process journal
- Setting goals that are challenging but realistic
- Selecting and using technology effectively and productively

Evidence of **affective skills** may include:

- Perseverance and persistence
- Self-motivation and positive-thinking
- Resilience – the ability to deal with mistakes, failures, disappointment, change

Evidence of **reflection skills** may include:

- Developing new skills, techniques or strategies for effective learning
- Identifying strengths and weaknesses of personal learning strategies (self assessment)
- Trying new ATL skills and evaluating their effectiveness
- Considering increased knowledge and understanding relating to the project topic Considering ATL skills development
- Considering their development as a learner

o General approaches to learning skills questions (Bi and Bii)

- o How have you developed as a learner, specifically your awareness and development of ATL

skills (pages 27-30 of Process Journal)?

Reflecting - Criterion C

- o Impact on your learning (Ci)
 - How can you transfer your newly learned knowledge to other areas of your life?
 - How has completing the project extended your knowledge and understanding of your topic? What new understandings did you gain from your research?
 - Which IB Learner Profile Attributes (page 31 of your Process Journal) did you develop throughout the project?
 - How did your product/outcome reflect new ideas and different perspectives? [strand Cii]
 - How have you developed as a learner?
- o Evaluation of your product (Cii)
 - How did your product/outcome meet each success criterion that you developed?

Conclusion

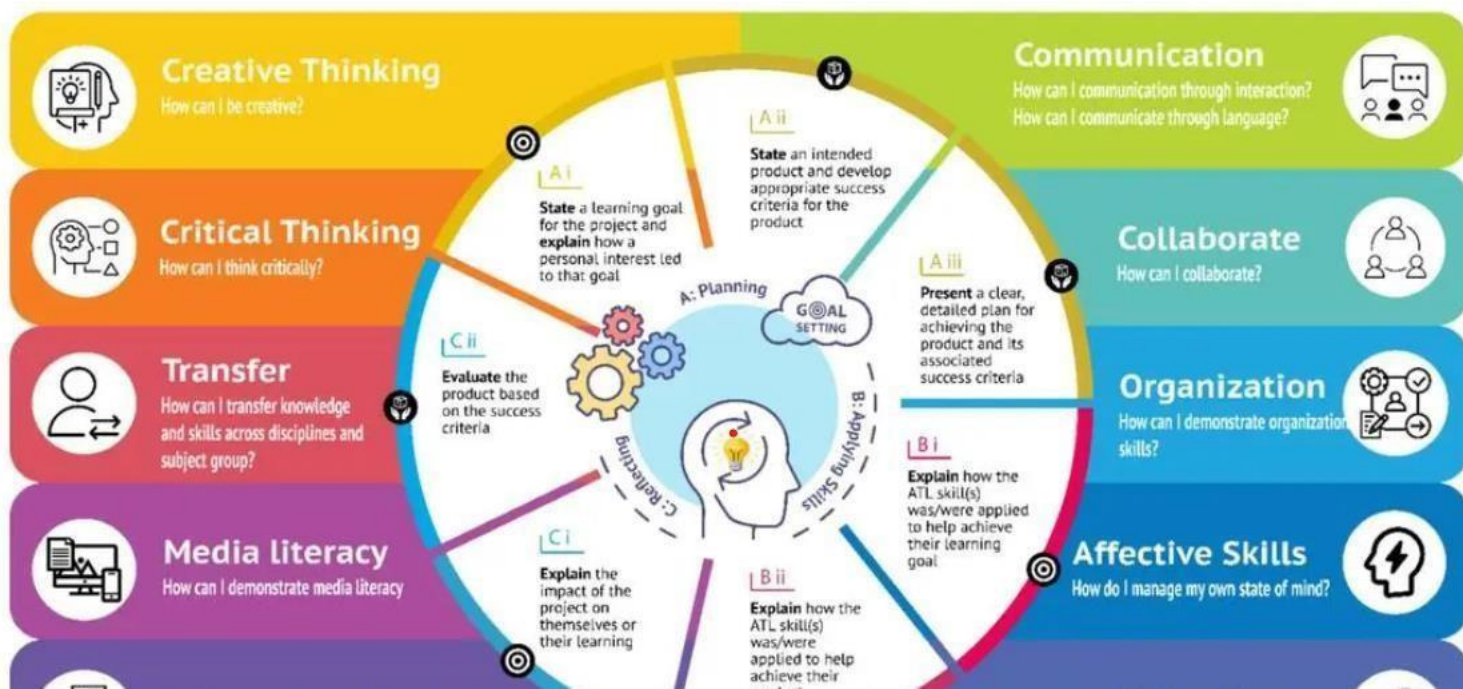
- o Briefly recap your project (1-2 sentences)
- o Why do you think IB asks students to complete a Personal Project? (2-3 sentences)

Bibliography

- o Use MLA formatting

In summary, this report will include:

- A detailed reflection on what and how you've learned throughout your journey
- You should refer back to your Process Journal to show how you've grown in each criterion.
- Other important information:
 - o Written - 1,500 words, minimum; 15 pages maximum, Times new roman
 - o 11 point font
 - o 1 inch margins
 - o The bibliography should be a separate document, and it is not included in the page count. It should be arranged in alphabetical order.
 - o Do not include a title page



When submitting the project to your supervisor for assessment, you must include:

- o the completed academic honesty form, not included in the page count (page 26 in your Process Journal)
- o the project itself
- o your entire Process Journal (IB expects this to be in its original form. You do not need to retype it.)
- o an annotated bibliography
 - o Citing your sources is critical to ensure your project's credibility. It also gives credit to the people whose ideas you are using/borrowing and is central to your development as a principled and ethical writer. Proper citation is necessary to avoid plagiarism/violations of IST's academic honesty policy and the potential academic consequences resulting from plagiarism.

You must cite your research at the end of your project in an annotated bibliography using MLA formatting. **A minimum of five reliable sources are required.** An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (150 words) descriptive and evaluative paragraph. The purpose of the description (i.e. annotation) is to inform the reader of the relevance, accuracy, and quality of the sources cited (<http://guides.library.cornell.edu/annotatedbibliography>).

Below are other resources that you might find helpful.

<https://owl.english.purdue.edu/owl/resource/747/01/>

<https://my.noodletools.com/logon/signin>

<http://www.bibme.org/>

<http://www.citationmachine.net/>

Another wonderful resource is the librarian at our school.

Evaluating Your Written Report

Before submitting your final written report to your supervisor, utilize the checklists on the following pages to ensure that each section of your report includes the information needed.

PERSONAL PROJECT OBJECTIVE A: PLANNING

Objective A: Planning	REPORT CHECKLIST	EVIDENCE (examples only)
<p>LEARNING GOAL & PERSONAL INTEREST</p> <hr/> <p>Criterion A Strand i. <i>State a learning goal for the project and explain how a personal interest led to that goal</i></p>	<ul style="list-style-type: none"> <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 <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"> Brainstorms Planning sheets Proposal Panel A list and/or diagram of interests and related learning goals A list of possible strategies to achieve personal and academic goals A diagram showing the connections between the learning goal and the product
<p>PRODUCT GOAL & SUCCESS CRITERIA</p> <hr/> <p>Criterion A Strand ii. <i>State an intended product and develop appropriate success criteria for the product</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> PRODUCT GOAL: Explain what you want to <i>do or 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
<p>PLAN</p> <hr/> <p>Criterion A Strand iii. <i>Present a clear, detailed plan for achieving the product and its associated success criteria.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies <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 timeline on p. 8 to keep yourself on track with your project <input type="checkbox"/> Include success criteria & their targeted completion as one aspect of plan <input type="checkbox"/> Reference a range of sources in a properly MLA formatted Works Cited (and Works Consulted) 	<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

PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

Objective B: Applying Skills	REPORT CHECKLIST	EVIDENCE (examples only)
<p>AtL SKILLS & LEARNING GOAL</p> <hr/> <p>Criterion B Strand i. <i>explain how the ATL skill(s) was/were applied to help achieve their learning goal</i></p>	<ul style="list-style-type: none"> <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 <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 <input type="checkbox"/> AtL Skills Google Site Page <input type="checkbox"/> Comprehensive list of AtL Skills 	<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
<p>AtL SKILLS & PRODUCT GOAL</p> <hr/> <p>Criterion B Strand ii. <i>explain how the ATL skill(s) was/were applied to help achieve their product.</i></p>	<ul style="list-style-type: none"> <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 <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 <input type="checkbox"/> AtL Skills Google Site Page <input type="checkbox"/> Comprehensive list of AtL Skills 	<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

Created by Amber J. Rhinehart MYP Coordinator Lincoln Community School, Accra Ghana

PERSONAL PROJECT OBJECTIVE C: REFLECTING

Objective C: Reflecting	REPORT CHECKLIST	PROCESS JOURNAL ENTRIES & EXTRACTS
<p>IMPACT OF PRODUCT</p> <hr/> <p>Criterion C Strand i. <i>Explain the impact of the project on themselves or their learning</i></p>	<ul style="list-style-type: none"> <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 learner profile attributes, which can be found in your process journal on p. 31. <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>) 	<ul style="list-style-type: none"> • summary of new knowledge or insights related to the learning goal • Surveys of audience (impact)
<p>EVALUATION OF PRODUCT</p> <hr/> <p>Criterion C Strand ii. <i>Evaluate the product based on the success criteria.</i></p>	<ul style="list-style-type: none"> <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 <input type="checkbox"/> Evaluate the quality of the product/outcome by justifying the reasons for the final level awarded with specific examples used <hr/> <p>OPTIONAL</p> <ul style="list-style-type: none"> <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 	<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 • Audience reviews & survey • Meeting with supervisor notes

Created by Amber J. Rhinehart MYP Coordinator Lincoln Community School, Accra Ghana

Personal Project Exhibition

Ultimately, you will be showcasing your work at the Personal Project Exhibition in April. Some considerations as you prepare for this include:

- How will you best present your product?
- What kind of resources or materials will you need?
- What do you want to communicate through your exhibition?
- How can you show your creativity?
- What are you most proud of showing to others?

IB Grading Assessment

The Personal Project rubric is available on the next page. You should use the rubric to understand the expectations for your work and to self-assess your project before you submit it. You can earn up to 24 points, 8 points for each of the three criteria. To be awarded a certificate from IB, you must receive a grade of 3 or higher on your Personal Project. You must also attend the April Personal Project Exhibition. Once your supervisor has assessed your project using the rubric, your score will be determined based on the following table:

Rubric Score	IB Grade	Grade Descriptor
21 - 24	7	Produces a high-quality report that demonstrates a thorough and innovative process in response to the selected global context. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical and creative thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.
18 - 20	6	Produces a high-quality report that demonstrates an occasionally innovative process in response to the selected global context. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
14 - 17	5	Produces a generally high-quality report that demonstrates a thorough process in response to the selected global context. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.
11 - 13	4	Produces a good-quality report in response to the selected global context. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical and creative thinking. Transfers some knowledge and some approaches to learning skills into the project.
7 - 10	3	Produces a report of an acceptable quality in response to the selected global context. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical and creative thinking. Begins to transfer knowledge and approaches to learning skills into the project.
4 - 6	2	Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.
1 - 3	1	Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Personal Project Assessment Criteria

Please see Command Term Definitions for clarification of required work

	7-8	5-6	3-4	0-2
Criterion A: Planning	<p>You are able to:</p> <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. 	<p>You are able to:</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. 	<p>You are able to:</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. 	<p>You are able to:</p> <ul style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
Criterion B: Applying Skills	<p>You are able to:</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. 	<p>You are able to:</p> <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 evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence. 	<p>You are able to:</p> <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 evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence. 	<p>You are able to:</p> <ul style="list-style-type: none"> i. states which ATL skill were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
Criterion C: Reflecting	<p>You are able to:</p> <ul style="list-style-type: none"> i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples. 	<p>You are able to:</p> <ul style="list-style-type: none"> i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples. 	<p>You are able to:</p> <ul style="list-style-type: none"> i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples. 	<p>You are able to:</p> <ul style="list-style-type: none"> i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.

Command Term Definitions

Command terms	MYP definitions
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.
Outline	Give a brief account or summary.
Present(s)	To offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

Important Terms

Glossary of terms	IB MYP definitions
Annotated bibliography MLA formatting	An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (150 words) descriptive and evaluative paragraph. The purpose of the description (i.e. annotation) is to inform the reader of the relevance, accuracy, and quality of the sources cited.
Appendix	Supplementary material at the end of a text that usually includes supporting documents or additional information. The appendix follows your bibliography. This could include pictures, sketches, Process Journal extracts, etc. that demonstrate your progress along the way.
AtL skills and clusters	One or more of the following: Communication; Collaboration (Social Skills); Self-management (Organization, Affective, Reflection); Research (Information Literacy, Information Literacy); Thinking (critical, creative and transfer)
Learning goal	What students want to learn as a result of doing the personal project
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 reflective documentation that students develop during the process of completing the Personal 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 written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible.
Success Criteria	<p>Specific elements the Personal Project product/outcome must meet to be a quality project, as defined by the student, with guidance from his/her supervisor.</p> <p>Example:</p> <p>My project will be a success if . . .</p>

References

1. Alison Yang
2. Amber J. Rhinehart MYP Coordinator Lincoln Community School, Accra Ghana
3. International Baccalaureate
4. Robbinsdale CooperHigh School