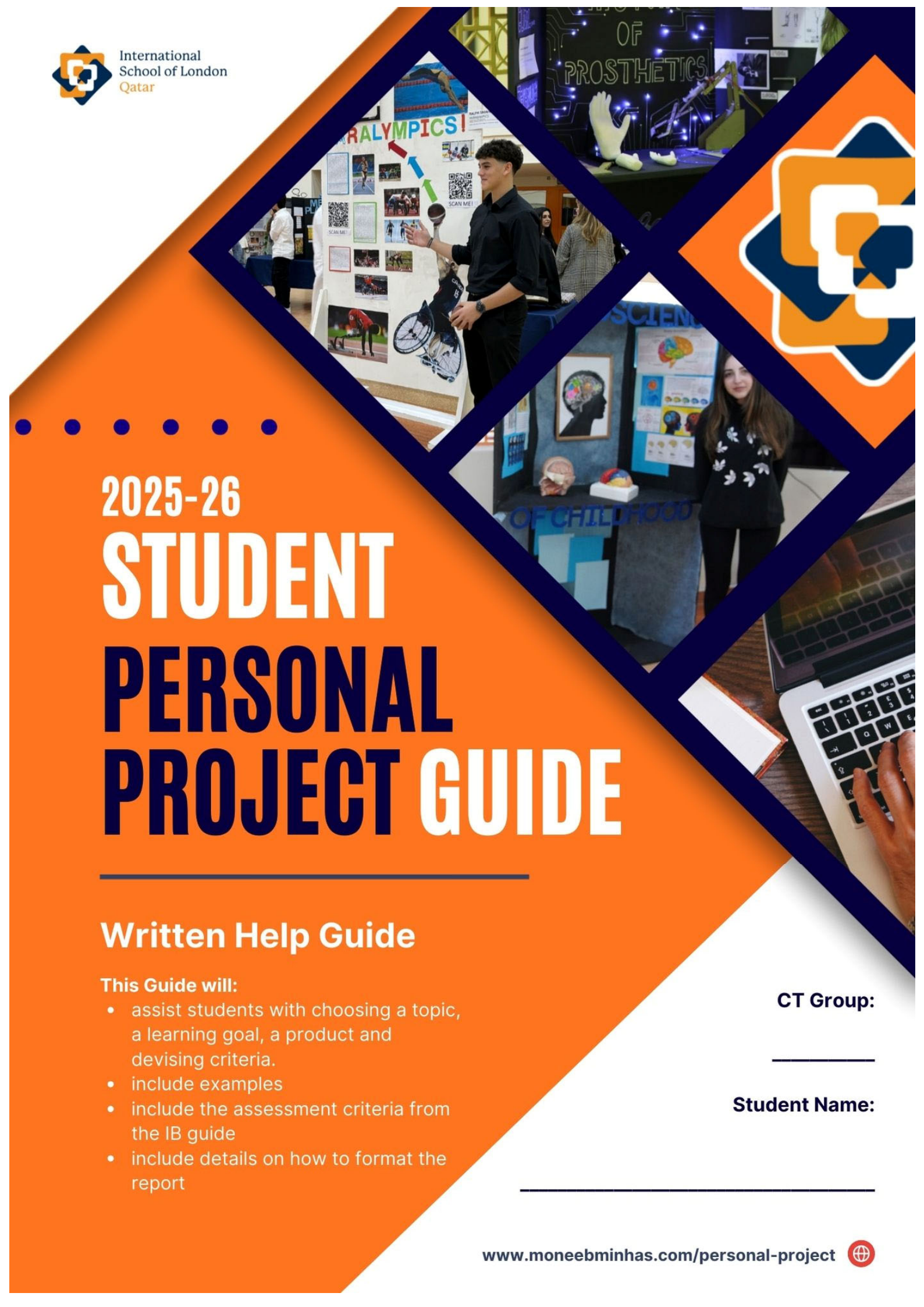




International
School of London
Qatar



2025-26 STUDENT PERSONAL PROJECT GUIDE

Written Help Guide

This Guide will:

- assist students with choosing a topic, a learning goal, a product and devising criteria.
- include examples
- include the assessment criteria from the IB guide
- include details on how to format the report

CT Group:

Student Name:





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Getting Started

The IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.	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.
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.	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.
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.	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.
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.	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.
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.	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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Key Dates: 2025-2026

The following schedule contains all your due dates and when you need to meet with your supervisor:

Date	What is Happening
June 2025	Introduction to PP
June – Sept 2025	Prior to your entry into Grade 10, you should: • make a list of your interests, skills and talents. • research and brainstorm what needs exist within the local, regional and global community. • consider in what way you might want to take principled action, e.g., what will you make, construct, solve or demonstrate through completing your personal project?
23 rd Sept 2025	Students will be assigned Supervisors
	You will be assigned a supervisor at the start of the school year. In preparation for Meeting #1, you will need to: • consolidate your principled action. • discover your global context or Service to bring focus to your personal project. • begin to research and collect information make sure all this information is recorded in your process journal before the meeting.
SEPTEMBER – OCTOBER	
Sept - Oct 2025	Supervisor Meeting #1: DURING the meeting, you will: • discuss what you want to learn while doing this project (learning goal) and what will be the intended product e.g. Website, video, artwork, book etc.) • explain what global context (optional) you think is relevant and how this links in with your plans (refer to the Global Contexts section). • make a list of tasks you need to do so you can collect the necessary materials. You will also need to consider the order in which these tasks will have to be undertaken. • make sure that all this information is recorded in a document, using OneNote or in a book which you can reference later when writing your report. • schedule your next meeting with your supervisor. AFTER the meeting, you will: • complete the proposal form on Toddle • On Toddle record your Meeting (written format) • Write down things you have discussed, decisions that were made and your thoughts about your project as soon as the meeting is finished. • If you are clear with the topic, you need to write down a learning goal and your intended product.
8 th Oct 2025	Parent PP Information Evening 5.00pm – 6.00pm (parents are invited to a webinar to learn more about their child's PP project and find out for about the personal project assessments and procedure).



October	What is Happening (cont.)
Oct – Nov 2025	Supervisor Meeting #2: BEFORE the meeting, you will: • know how you are going to take a principled action, e.g., decide exactly on what you will make, construct, solve or demonstrate at the end of your personal project. • select a global context if applicable and you will focus on and list the reasons why this is appropriate. • begin to collect research and information in order to guide you. • make sure that all of this information is recorded DURING the meeting, you will: • discuss the global context and justify it. • agree on the expectations of your product or outcome. • develop some specifications, which you will use to evaluate your product or outcome. • discuss how the product or outcome can be evaluated (and by who). • agree on the specifications regarding the evaluation of your product/outcome. • discuss your bibliography. • discuss your developing self-management skills (organizational and affective skills) and other ATL skills, as appropriate. • make sure that all this information is recorded during the meeting. • schedule your next meeting with your supervisor. AFTER the meeting, you will: • On Toddle record your Meeting (written format) • Write a reflective piece. Write down the things you discussed, decisions that you made and your thoughts about your project as soon as the meeting has ended. • This is where you will start working on the product/outcome BUT remember to reflect on this work
NOVEMBER	
22nd November 2025	REPORT A (Draft submission)
Nov - Dec 2025	Meeting #3: (optional) BEFORE the meeting, you will: • have made good progress on completing your product or outcome. • have collected enough research to help you create your product or outcome. (All of these sources should be in your bibliography) decide on the final specifications for your product or outcome.



Date	What is Happening (cont.)
	DURING the meeting, you will: • discuss the progress you have made on completing your product or outcome. • discuss any problems or issues you have come across. • talk about any changes you have made to your project, which should also be noted in your process journal. • talk about any changes you have made to the specification of your product or outcome, which should be noted in your process journal. • discuss your bibliography. • make sure all this information is recorded during the meeting. • schedule your next meeting with your supervisor. AFTER the meeting, you will: • DO NOT need to Record this on Toddle. • write a reflective piece. Write down the things you discussed, decisions that you made and your thoughts about your project as soon as the meeting has ended. • continue to work on collecting research and carrying out the actions needed to complete your product or outcome. • take principled action by working towards completing your product or outcome.
DECEMBER	
December BREAK	Continue to work towards completing your product or outcome.
JANUARY	
14th January 2026	PRODUCT SUBMISSION – Product is completed and evidence of product uploaded to Toddle. Physical product is brought into school for the Exhibition.
21st January 2026	REPORT B (Draft submission)
Jan – Feb 2026	Meeting #4: (optional) DURING the meeting, you will: • discuss the feedback on draft submission of Sec B of Report. • Reflect on the product against specification. • Make a to do list for adjustments to Sec B and what to do cover in Sec C. • schedule your next meeting with your supervisor. AFTER the meeting, you will: • DO NOT need to Record this on Toddle. • write a reflective piece. Write down the things you discussed, decisions that you made and your thoughts about your project as soon as the meeting has ended. • continue to work on collecting research and carrying out the actions needed to complete your product or outcome. take principled action by working towards completing your section C of the report.
FEBRUARY	



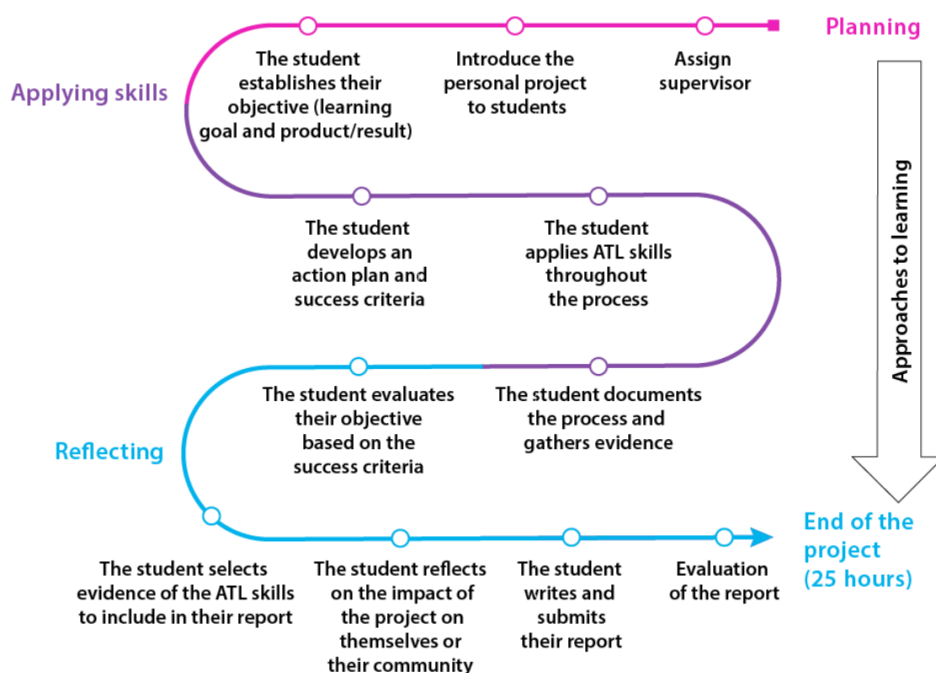
18 th February 2026	EXHIBITION - Evening Personal Project Exhibited • Face to Face Exhibition • All MYP Supervisors and students in Grades 9 and 10 are expected to attend. • Parents of Grades 9 and 10 are invited.
	• Add all feedback from both the interview and the exhibition. This feedback will be necessary for your report so it is recommended that you make good notes.
SPRING BREAK	

Date	What is Happening (cont.)
25 nd February 2026	REPORT A,B,C DRAFT SUBMISSION The first draft of your final report must be completed and emailed to your supervisor with a fully updated bibliography .
Feb – March 2026	Meeting #5: DURING the meeting, you will: • discuss with your supervisor the corrections made on the first draft of the report. • discuss any other questions regarding the completion of your project. AFTER the meeting, you will: • finish your final report. • On Toddle record your Meeting (written format) • You will submit via Toddle: ⇒ final report ⇒ completed and signed academic honesty form ⇒ completed bibliography in MLA9 format
MARCH 2024	
18 th March 2026	REPORT FINAL SUBMISSION (Students must have submitted all Criteria A,B,C)



Time frames

To complete the personal project, students must follow the following steps.



Introduction

As a Grade 10 student following the International Baccalaureate Middle Years Programme, you must complete a personal project.

The Nature of the MYP personal project

- It will encourage you to focus on developing an area of personal interest and creative work of your choice.
- It should revolve around a challenge that motivates and interests you.
- It should enable you to develop the attributes of the IB learner profile and demonstrate the ATL skills you have developed through your engagement with the MYP.
- It must be something that you **REALLY WANT TO DO** and will be proud to share and present to the ISL Qatar community.
- Is entirely your own work.

The elements that a middle level education should cultivate:

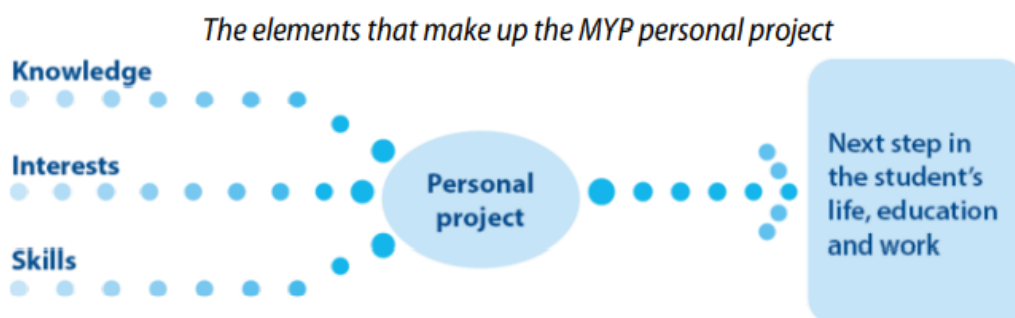


Element	What it means?
Motivation	Students explore an area that motivates and interests them.
Agency	Students set their own learning goals and choose how to achieve it. Students create their own articulation of what success will look like.
Lifelong learning	Students demonstrate and develop ATL skills. Students reflect on the impact that a personal project has had on themselves and/or their community.



The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.



The Three Parts

The Personal Project at ISL Qatar is made up of three major parts. In order to do well, all three parts need to be carefully thought out and completed.

The Product



The Exhibition



The Report





What do I need to create for the Personal Project?

Personal Project Part	What is submitted
1. A product/outcome	submitted to the supervisor in January; and displayed at the Exhibition; evidence of product/outcome submitted in the report
2. The exhibition booth	A booth displaying important features of the process and outputs
3. A report	A written account summarising the experiences and skills captured/developed as per the MYP Assessment Criteria.

The **product** or **outcome** you create is how you show to other people what you have created/learned. This will be part of the display, you need to have some way of showing what you produced or achieved for your goal. This might be the actual product such as a model, electronic article, artwork or it might be visuals of the outcome such as photographs of an event which you organized.

Each student's project **MUST** be displayed in a custom-built personal project booth in preparation for the **Personal Project Exhibition!**

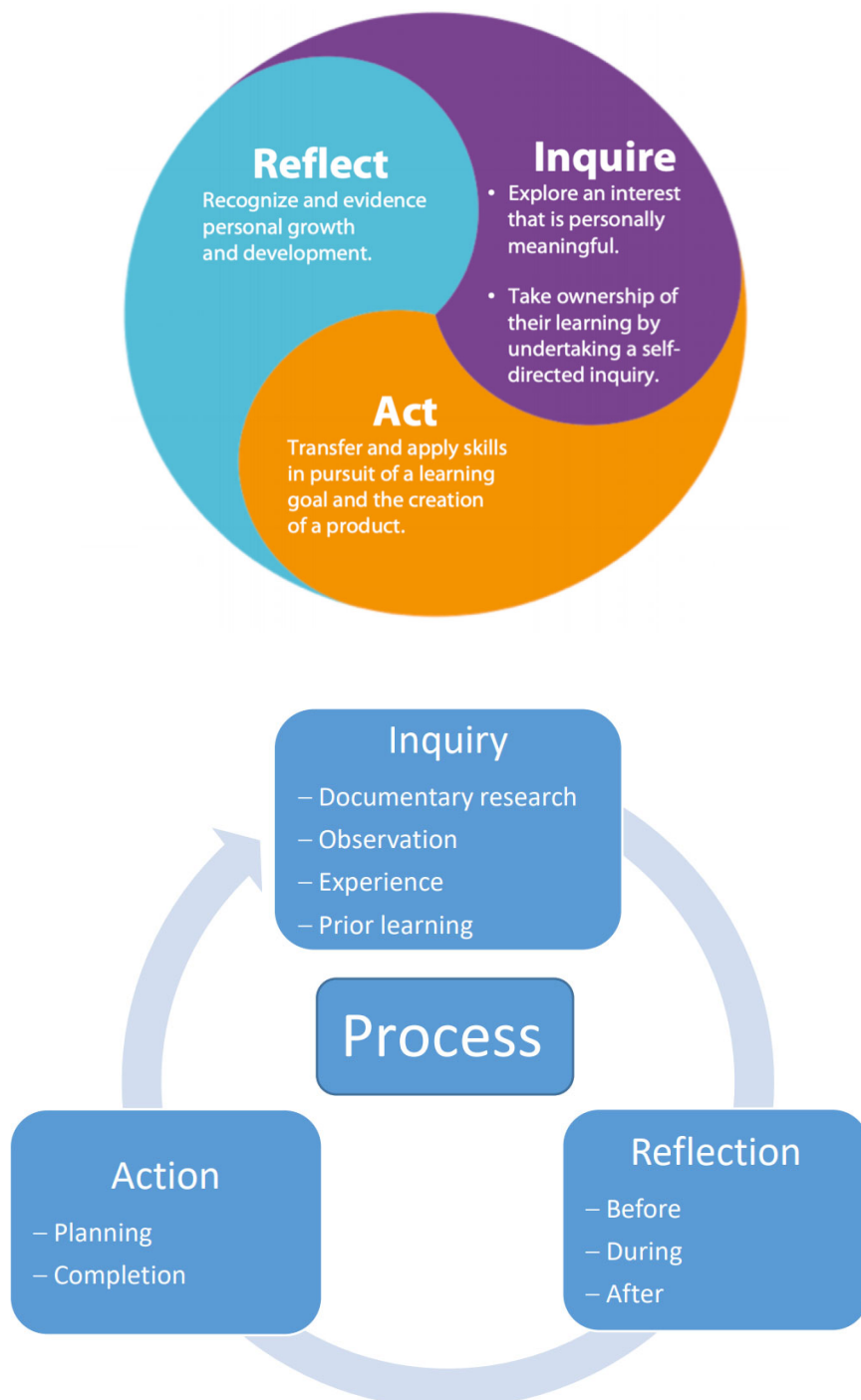
The **report** is a summary of your experience of the personal project and has to be written as per the MYP Personal Project Assessment criteria. It can be maximum 15 pages long (excluding the bibliography). There is no need of a title page or any appendices.



The Project Inquiry Cycle

The PP is an opportunity for students to:

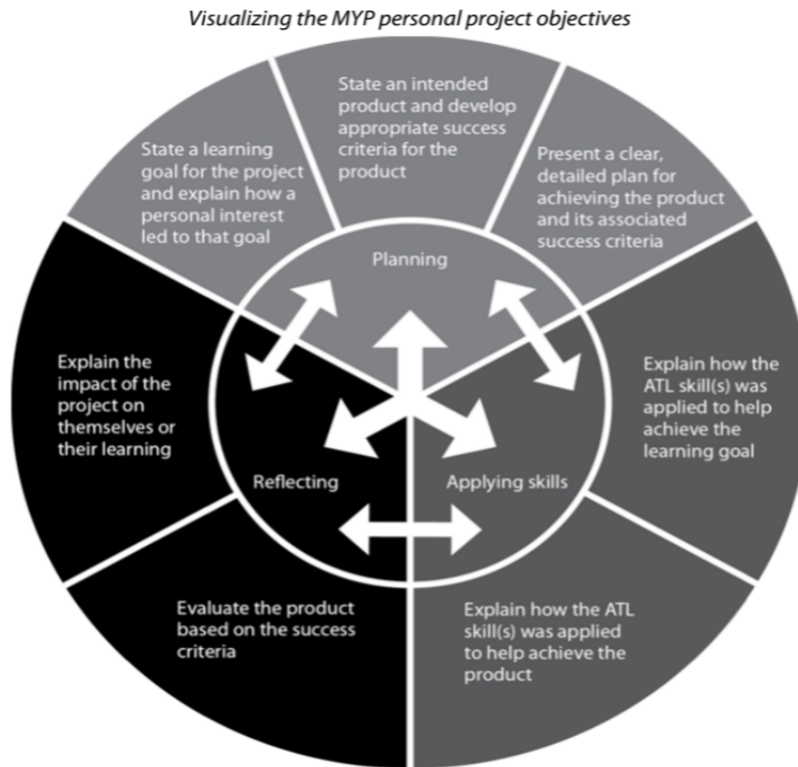
- **inquire**
explore an interest that is personally meaningful
take ownership of their learning by undertaking a self-directed inquiry
- **act**
transfer and apply skills in pursuit of a learning goal and the creation of a product
- **reflect**
recognize and evidence personal growth and development.





Visualizing the Project Objectives

Based largely on the Design Cycle with which you are already familiar, this graphic shows you how the process unfolds. Can you see how each section of this diagram is assessed? Which of the elements of your Personal Project (learning goal/product goal, product, report) are going to reflect these segments?



Label the cycle

Place a “1” by any part of the cycle that will be accomplished through your Goal. Do the same with the other parts of the project. This can help show you how important each step is.

1 = Goal

2 = Product

3 = Report





Objectives and Assessment Criteria

Objectives:

Three objectives underpin a valid and reliable evaluation of the project. Each objective corresponds to a section of the report.

	Personal Project Objectives		
	Criterion A - Planning	Criterion B - Applying skills	Criterion C - Reflecting
Learning goal	i. State a learning goal for the project and explain how a personal interest led to that goal.	i. Explain how the ATL skill(s) was/were applied to help achieve their learning goal.	i. Explain the impact of the project on themselves or their learning.
Product	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.	ii. Explain how the ATL skill(s) was/were applied to help achieve their product.	ii. Evaluate the product based on the success criteria.

The Personal Project is a journey which is reflected in the assessment criteria. It is important that you refer to these criteria throughout.

MYP personal project report





The Report

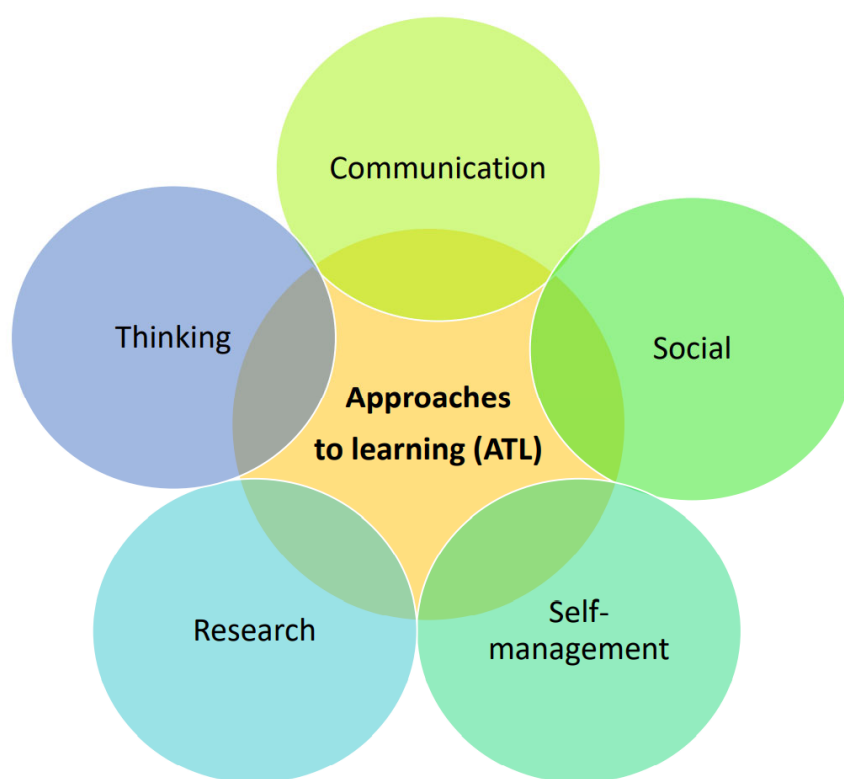
At the end of the process, students document their learning in the Personal Project Report. Here they reflect on their learning goal, the product, the skills developed and the impact and achievements of the project.

Planning	Applying skills	Reflecting
Students discuss what they did in their project	Students show how ATL skills contributed to the learning goal and product.	Students report on why they did their project (considering impact).
Students: - state a learning goal for the project and explain how a personal interest led to that goal - state an intended product and develop appropriate success criteria for the product - present a clear, detailed plan for achieving the product and its associated success criteria	Students: - explain how the ATL skill(s) was/were applied to help achieve their learning goal - explain how the ATL skill(s) was/were applied to help achieve their product - support the explanation with detailed examples or evidence	Students: - Explain the impact of the project on themselves or their learning - Evaluate the product based on the success criteria - Support the discussion with specific evidence or detailed examples

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or Process.
Explain	Give a detailed account including reasons or causes.
Evaluauate	Make an appraisal by weighing up the strengths and limitations.



ATL Skills: The Skills you Need



Personal Project Process	ATL Skills
General Skills	- Keep an organized and logical system of information files/notebooks - Select and use technology effectively and productively - Organize evidence collected (memory stick, Drive, portfolio, binder, etc)
Criterion A: Planning	- Learning goal and related personal interest - Product and related success criteria - Evidence of an action plan for achieving the product and its associated success criteria
Criterion B: Applying skills	- Evidence of applying ATL skills to achieve the learning goal - Evidence of applying ATL skills to achieve the product
Criterion C: Reflecting	- Explanation of the impact of the project on themselves or their learning - Evaluation of the product based on the success criteria
Research can happen at any stage of the process	



Applying the ATL skills To complete the project, students must work through different steps to explore the learning goal and achieve the product.

Below are some ideas of how to do this.

Stage of Process	ATL Skills
Criterion A: Planning	• Planning resources (financial, human and material) and constraints • Compiling a list of purchases • Predicting other possibilities • Planning the documents to produce (survey, letter, poster, visual aids, etc) • Preparing meetings (interviews, surveys, presentations, resource people, etc)
Criterion B: Applying skills	• Producing drafts, sketches, prototypes, plans, etc • Choosing information, techniques and materials based on the research • Testing techniques and materials • Practising a presentation • Creating • Presenting the product which ATL skills will be useful for your project? • Review the ATL guide. • Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need. • Identify how you will gather your evidence.
Criterion C: Reflecting	• Regularly assessing their work to see if the product helps achieve the learning goal; this could be a self-assessment or an assessment by another person • Making necessary improvements
Research can happen at any stage of the process	



Gathering Evidence For The Project

Students are expected to document the process they followed to complete their project. In this way, they can demonstrate how they developed ATL skills and their academic integrity. Students must master different techniques for gathering evidence using portfolios, design projects, interdisciplinary projects or any other activity carried out during the project. Students are not restricted to any single model for gathering evidence; however, they are responsible for producing evidence that shows they have fulfilled the personal project's objectives.

To foster their independence, students must develop their own ways of gathering evidence and of using media of their choosing, which can be written, visual, audio, digital or a combination of these.

Possible evidence may include

- visual thinking diagrams (mind maps)
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- screenshots of a blog or website
- self- and peer-assessment feedback

Evidence of the process is:	Evidence of the process is not:
• gathered throughout the project to document its development • an evolving record of intents, processes, accomplishments • 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 and to maintain a bibliography • a collection of useful information, for example, quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • reflection on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received.	• collected 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 (unless this is useful for the student) • a single, static document with only one format (unless this is useful for the student). 



Introducing the Process

Meet the Supervisor

Your supervisor is a member of staff who will guide you through your project. This person is going to be there to support you and offer you advice. You will meet them as and when required, however you must meet at least 3 times over the course of the year.

What will those meetings look like?

THE MEETINGS will be:

- arranged by you, the student;
- documented in your process journal;
- a time for questions and suggestions;
- a regular check-up of progress made.

Date: Monday, September 12, 2017

Today my supervisor and I went over my topic and worked out my final goal. So far, I think I will choose Fairness and Development as my Global Context (GC) – it seems to be the best fit. We will meet again in a week's time to sign the necessary papers so that I can upload them to Toddle.

TO DO:

- Enter final goal on Toddle
- Find the forms and fill them out
- Look up GC document and figure out if I have the right one
- Send supervisor an email about the next meeting

Supervisor



Your supervisor **MUST**:

Only guide you with the process, he or she will listen to your ideas and direct you in the correct way. He or she will also read the draft of your report and give you feedback before the submission. The supervisor will comment about your progress which will be a part of the Academic Honesty Form.

Your supervisor **MUST NOT**:

Arrange meetings – that is up to you to do!

Remember, when you send an email or talk to them in person, a little courtesy goes a long way. Be polite!



The Roles Of The Supervisor And Student

The purpose of the supervisor is to support the student during the personal project. Each student has his or her own supervisor.

To complete a personal project, students must undertake independent learning. They are expected to spend approximately 25 hours on their personal project. This time covers the whole process, including meetings with their supervisor.

Role	Responsibilities
Supervisor	The supervisor's responsibilities are to provide guidance to students in the process and completion of the project. This includes: - ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues - giving guidelines about the MYP project - providing a timetable with deadlines - providing the assessment criteria for the project - giving advice on how to keep and curate evidence of the process - emphasizing the importance of personal analysis and reflection - providing formative feedback • ensuring requirements for academic integrity are met confirming the authenticity of the work submitted - assessing the MYP project using the criteria in this guide - participating in the standardization of the assessment process - providing personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (IBIS).
	- Students should receive information and guidance that includes: - guidelines about the MYP project - a timetable with deadlines - the assessment criteria for the project - advice on how to keep evidence or collect examples to be included in the report - formative feedback - requirements for academic honesty
Student	Throughout the personal project, students: - explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc) - take ownership of their learning by undertaking a self-directed inquiry transfer and apply skills in pursuit of a learning goal and the creation of a product - recognize and evidence personal growth and development.
	Specifically, students must: - establish a learning goal, state an intended product, develop success criteria for the product only and create an action plan with the associated success criteria. This must be updated on Toddle - apply ATL skills throughout the project process. - gather evidence of how they have applied ATL skills throughout the personal project, for their learning goal and for the intended product - reflect on the impact of the project on themselves or their learning - evaluate the project based on the success criteria developed earlier - provide evidence/examples of their product to add to the report - write a report



Essential Agreements

Student Name: _____ Supervisor Name: _____

Mutual agreements:

We agree to meet regularly in accordance with the Personal Project schedule.

Student agreements:

- I will spend sufficient time on an on-going basis to complete all the requirements of the Personal Project.
- I will keep a record of my progress and collect examples/evidence which will help me formulate my report and share these with my supervisor.
- I will tell my supervisor immediately if I have any problems.
- I will read and act upon all correspondence from my supervisor and coordinator.
- I will be responsible for my own learning and time management. **This is my project.**

Supervisor agreements:

- I will meet with the student according to the Personal Project schedule and will set additional meetings if required.
- I will be available via email and will reply when it is convenient.
- If the student seems to be falling behind in his/her work and does not show up for more than two scheduled meetings, I will inform the Personal Project Coordinator.

Signature of Student

Signature of Parent

Signature of Supervisor

Signature of PP Coordinator

Date: _____



MYP Projects Academic Integrity Form

Student name								
Student number								
School name	International School of London Qatar							
School number		0	0	4	8	8	1	
Supervisor name								
Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted. Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these documents.								
	Date	Main points discussed				Signature/initials		
Meeting #1		The main points discussed during our first meeting for the developing process of my personal project were:				Student: Supervisor:		



	Date	Main points discussed	Signature/initials
Meeting #2		The main points discussed during our second meeting for the developing process of my personal project were:	Student: Supervisor:
Meeting #3			Student: Supervisor:
Supervisor comment 			
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). Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature		Date:	
Supervisor's signature		Date:	



A. Planning



This is the most important stage of your project.

A learning goal will allow you to successfully complete this project.

Aim to create an ISMART goal!

- | | |
|---|---|
| I | Inspired: What is inspirational? What drives you? Where did your idea come from? |
| S | Specific: Clearly outline what you want to achieve. |
| M | Measurable: How will you know when you have achieved the goal? When do you know to stop? |
| A | Attainable: Make sure it is possible to finish/complete what you started. |
| R | Relevant: Everything in the goal must be relevant to the Personal Project, especially the Global Context. |
| T | Timely: Can you finish this in the time given? Will it keep you busy enough? |

The Formula:

I will research _____
(list the skill, facts or data needed)

in order to make/produce _____
(the final product/outcome)

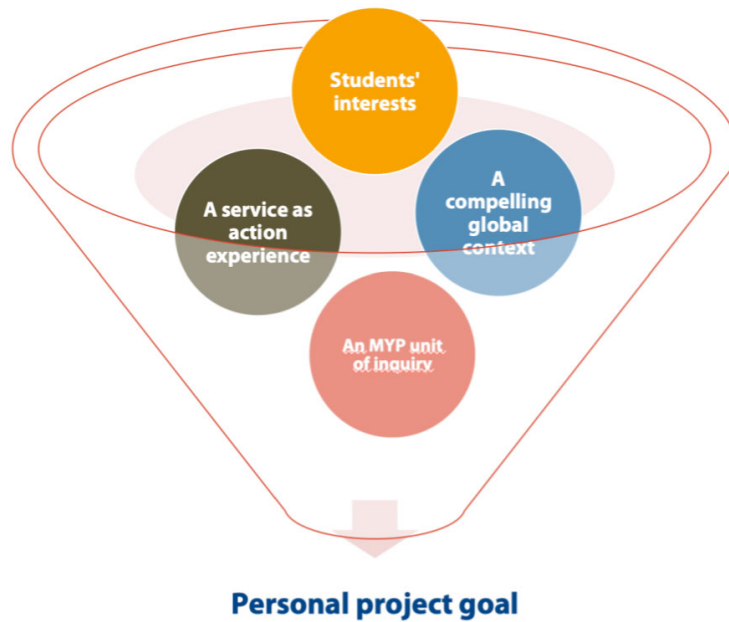
for _____
(my target audience/consumer)



Defining the project

The personal project is truly personal because each student sets their own goal based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP, such as:

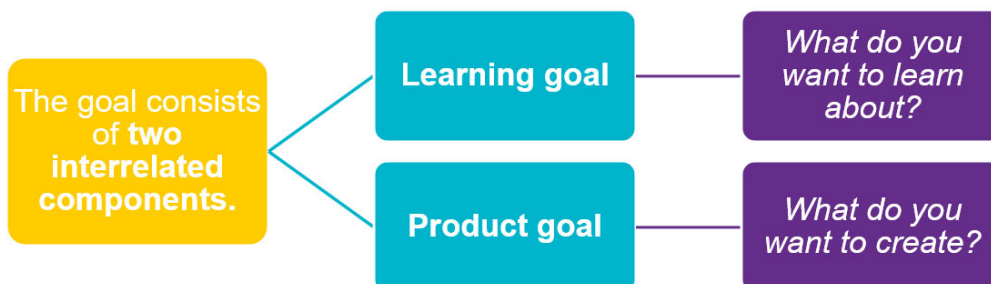
- a global context that they find particularly compelling
- a service as action experience that they would like to build on
- a unit of inquiry that they would like to explore further.



Similarly, students may draw inspiration from their interests and hobbies outside school. They may also consider developing new ones.

The project consists of two interrelated parts:

- a learning goal (what the student wants to learn)
- a product (what the student wants to create).





Learning Goal

One learning goal can lead to different products, just as one product can relate to a variety of learning goals. Below are ideas to help students define their projects.

- What have you always wanted to do?
- What do you do in your free time?
- What would you like to do in your free time?
- What IB learner profile attribute best describes you?
- What IB learner profile attribute would you like to develop?
- Which global context interests you the most?
- Which interdisciplinary or design project interested you the most?
- Which experience of service as action did you find the most satisfying?
- What problem within your community most affects you?
- Which is your favourite academic discipline?
- Which research project would you like to develop?

Learning goal ↔ Product goal





Product Goal

Once you have defined your learning goal, you can now determine what will be the intended product for your personal project.

- How can I showcase my learning?
- How can I spread awareness ?
- How will I be able to inform my target audience?
- How can I ensure the success of my learning goal?
- How do I connect my learning goal to my intended product/outcome?

EXAMPLES OF LEARNING AND PRODUCT GOALS: notice how they are connected

Learning Goal	Product
Learn Japanese	Create a children's book with Japanese and English
Develop my cooking skills and learn about Bosnian food	Create a YouTube channel where I cook Bosnian food and explain the cultural significance of each dish
Understand homelessness in my community and take action to support the homeless community	The organisation of an event where students prepare donation boxes for the local homeless centre



The Global Contexts (OPTIONAL)

“Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful exploration of:” (MYP Project guides, 2021).

Planning

Identities and relationships Who am I? Who are we?	• Identity • Beliefs and values • Personal health • Physical health • Mental health • Social health • Spiritual health • Human relationships, including families, friends, role models • Communities and cultures <i>Explorations</i>
Fairness and development What are the consequences of our....	• Rights and responsibilities • The relationships between communities • Sharing finite resources with other people and with other living things • Access to equal opportunities • Peace and conflict resolution
Globalisation and Sustainability How is everything connected?	• 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
Orientation in time and space What is the meaning of “where” and “when”?	• Personal histories • Homes and journeys • Turning points in humankind • Explorations and migrations of humankind • Discoveries
Personal and cultural expression What is the nature and purpose of creative	• 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 (beauty)
Scientific and technical innovation How do we understand the world in which we live?	• The natural world and its laws • The interaction between people and the natural world • How humans use their understand of scientific principles • The impact of scientific and technological advances on communities and environment • The impact of environments on human activity • How humans adapt environments to their needs



My Goal: _____

My Global Context (OPTIONAL)

- ☐ Fairness and development
- ☐ Globalisation and sustainability
- ☐ Identities and relationships
- ☐ Orientation in space and time
- ☐ Personal and cultural expression
- ☐ Scientific and technical innovation



Which Exploration?



Why this Global Context?

My Research Question

(what are you hoping to **ANSWER** by doing this project - use your Global Context to guide this exploration)



Prior Knowledge

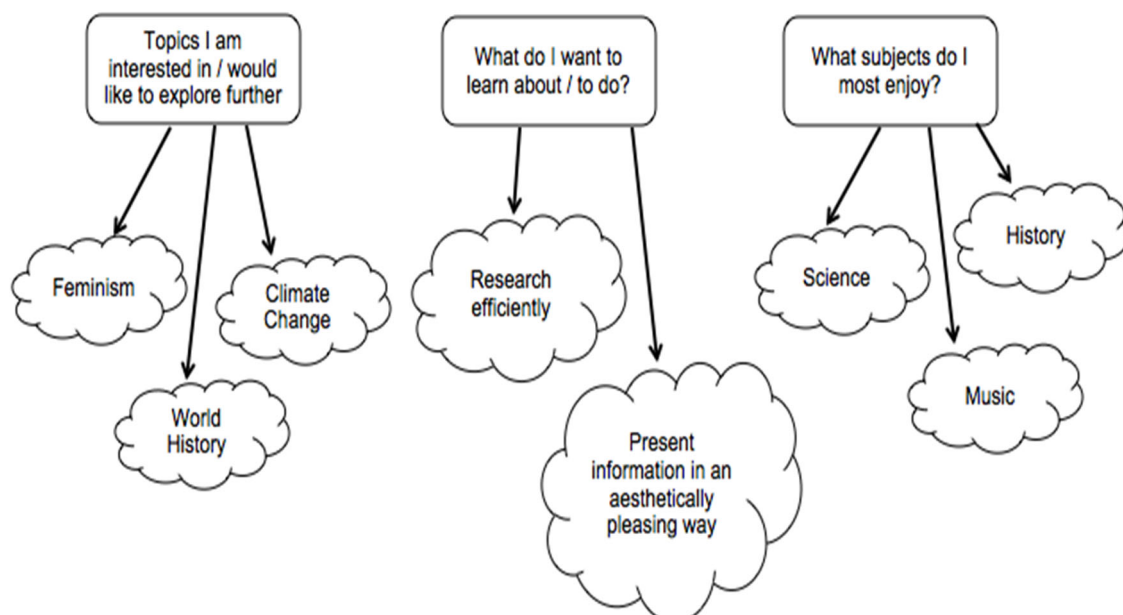
Identify what you already know about the goal for your project, the sources of your knowledge and how this will help you achieve your personal project goal. For example, prior-learning could be a sports clinic, previous training or experience, etc.

Identify what you have learned from your MYP subject groups that will help you achieve your personal project goal.

Use the **KWHL Chart** below, to help you access prior information on a topic or theme, identifying primary and secondary resources, leading to the research.

What I k now.	What I w ant to find out.	H ow can I learn more.	What I have l earned.

Brainstorming is another strategy to activate prior knowledge by focusing on a topic. You should give all possible answers, words or ideas.





Developing *Multiple, Appropriate and Detailed* Criteria to Evaluate the Outcome or Product

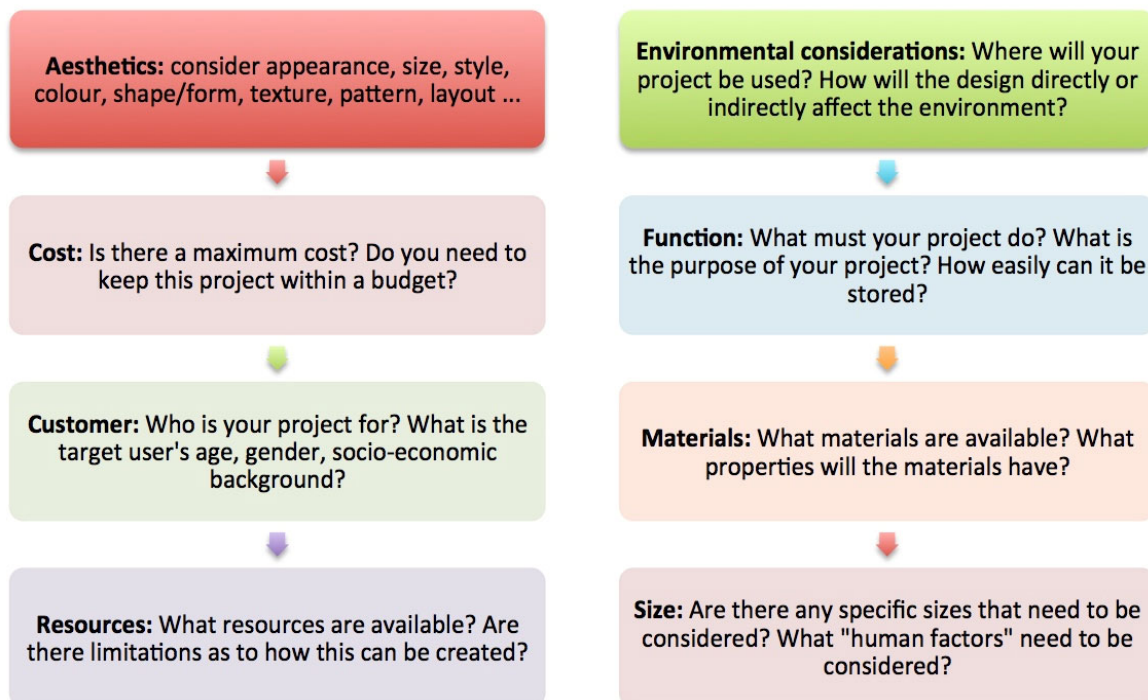
You must outline realistic criteria to measure the quality (and success) of the project's final outcome or product. Working with your supervisor, you should decide what constitutes a high-quality outcome or product. This is very similar to the Design Specification we write.

Remember to document the criteria in your draft report as you will need to use them to assess the final outcome or product.

You will need to ask yourself different questions in order to develop a set of specifications for your product/outcome. The questions that you ask might change depending on the type of outcome or product. Questions you might find helpful include:

- How will I know when I have achieved my goal?
- How can I judge the quality of my product/outcome?

You need to create **a minimum of 5 rigorous specifications** for your criteria and in doing so, you can consider the following options, but not limited to:



Talk to your teachers, parents, and friends about your specifications.

Once you have a clear understanding of what you want to achieve and the outcome or product of your project, you will be in a position to determine the criteria.



The success criteria, developed by the student, measure the degree of excellence to which the product aspires or the terms under which the product can be judged to have been successful.

- The success criteria must be testable, measurable and observable.
- The success criteria should be based on research
- The success criteria must evaluate the product.
- The success criteria must evaluate the impact on the student or the community.

Below are ideas of specific product features that may help students establish success

Product Form:	Product Content:
• technique or material used • number of pages • length • resource people • visual aspects • colours • size • text type	• strand • target audience • organization • quality of the language • result achieved

criteria to evaluate the quality of their products.

How will you know if you have succeeded? Just as in your design class, you must evaluate your product against the criteria to measure the quality/success of the final product.

You can use checklists and rubrics. This can only be done properly once you have completed some research into your goal and have agreed with your supervisor what it is that you want to achieve.



For Example:

Goal

I will research health and personal illness in order to design a personal fitness programme for teens.

Possible Criteria

- ☐ My programme is founded in research
- ☐ My programme includes examples of healthy meals
- ☐ My programme includes a schedule for training
- ☐ My programme keeps teens interested
- ☐ I completed my product on time
- ☐ I stuck to my budget

CRITERIA TO MEASURE SUCCESS

Below Expectations	Meets Expectations	Exceeds Expectations
My programme is based on little (valid) research	My programme is based on valid research: I consulted and evaluated 4-5 sources.	My programme is based on valid research: I consulted and evaluated 6-8 sources.
My programme includes 1-2 meal plans and/or is limited in variety.	My programme includes 3 different meal plans.	My programme includes 4-5 different meal plans that allow for a varied diet.
My programme includes no visual aids to help explain the exercises	My programme includes pictures to help explain the exercises	My programme includes a video explaining the exercised
My programme is not very interesting for teens	My programme is somewhat interesting for teens	My programme clearly keeps teens interested
My programme was not finished on time	My programme was finished on time	My programme was not finished early
I was over budget	I stuck to my budget	



My Criteria Considerations

My Learning Goal:	
My Product	
Form What will it look like? What materials will I use? What tools will I use? What size will it be? How will it be assembled?	
Function What is its purpose? What will it do? How easily can it be used? How easily can it be maintained?	
User/Audience Who is it for? How old is the user? What is their background?	
Cost Is there a maximum cost? Is this a time cost or a material cost?	
Other What makes my project unique?	

How will I MEASURE the criteria? How will I collect the data?



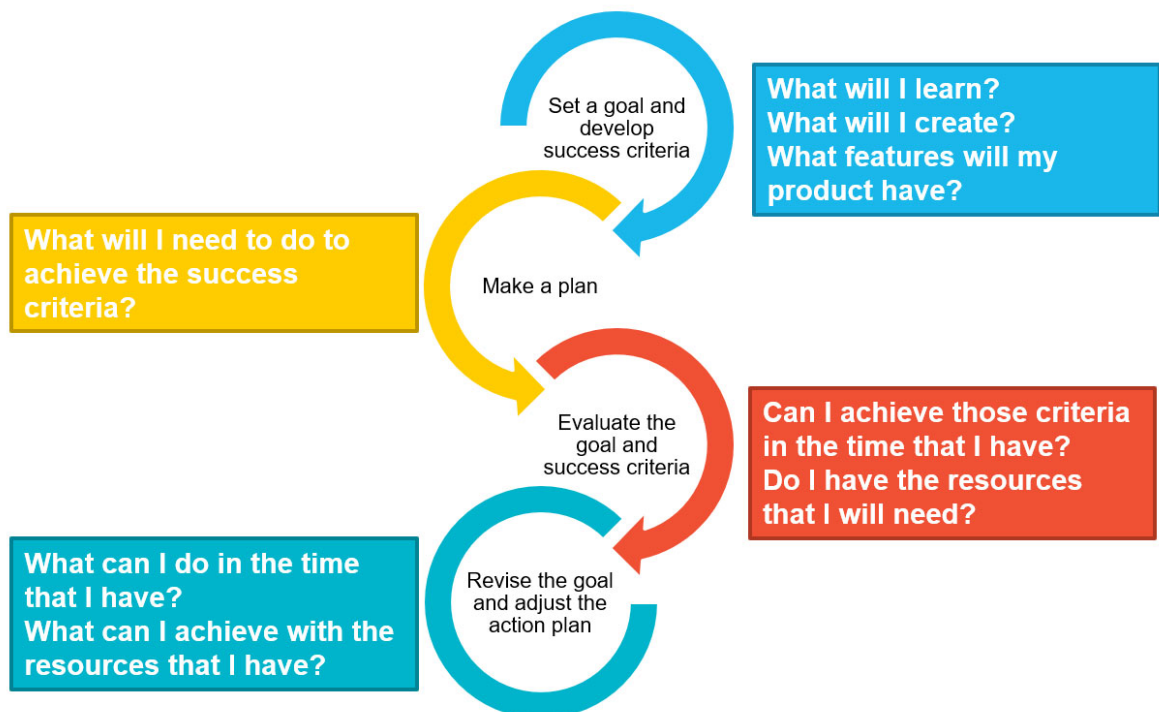
Developing An Action Plan To Complete The Product

Action plan “A detailed plan outlining actions needed to achieve the product/outcome.”

Working with the timeline provided by the school, you need to plan the time you need to spend on your personal projects by drawing up a timetable that gives you an overall view of everything you have to achieve.

You can then add daily or weekly details showing everything you have to do. The action plan must show how you will create the product and fulfil the success criteria of the product. For this step of the project, you may draw inspiration from similar action plans that you may created previously.

***Students must regularly revisit this detailed action plan for achieving the product and update it as and when any changes are made to the expected deadlines**





Create a timeline (example on the next page) or Gantt Chart such as the one illustrated below, for the completion of your Personal Project outcome or product. Your timeline needs to include the following:

- incremental stages for the completion of your product/outcome;
- how you will manage your time to complete your product/outcome

Task	Description of task	Tools required	Day 1 – 6 th November	Day 2 – 13 th November	Day 3 – 20 th November	Day 4 – 22 nd November
Design wheels of buggy	Use CorelDraw CAD Program to design acrylic wheels	CorelDraw				
Cut wheels of buggy	Use laser cutter to cut out wheels from acrylic sheet	CorelDraw, Laser cutter				
Cut and shape axles	Use the tip and dye set to shape the axles for the wheels	Hacksaw, Tip and dye set				
Test the wheels	Experiment with the washers, nuts and wheel hubs to make sure the wheels work properly	Washers, Nuts, Axles, Wheels				
Assemble frame	Use balsa wood glue to glue the frame together	Balsa Wood, Balsa wood glue				
Prepare frame	Drill holes in frame for the axles to fit in	Drill, Balsa frame				

<https://oisdesign11.wordpress.com>

As you progress through the creation of your project, ensure that you document your progress and how you are keeping to your plan.

A Gantt or Slippage chart is a graphical display of the timeline of your project's tasks. To create your Gantt chart, you can use Microsoft Excel, Microsoft Visio or Ganttter.

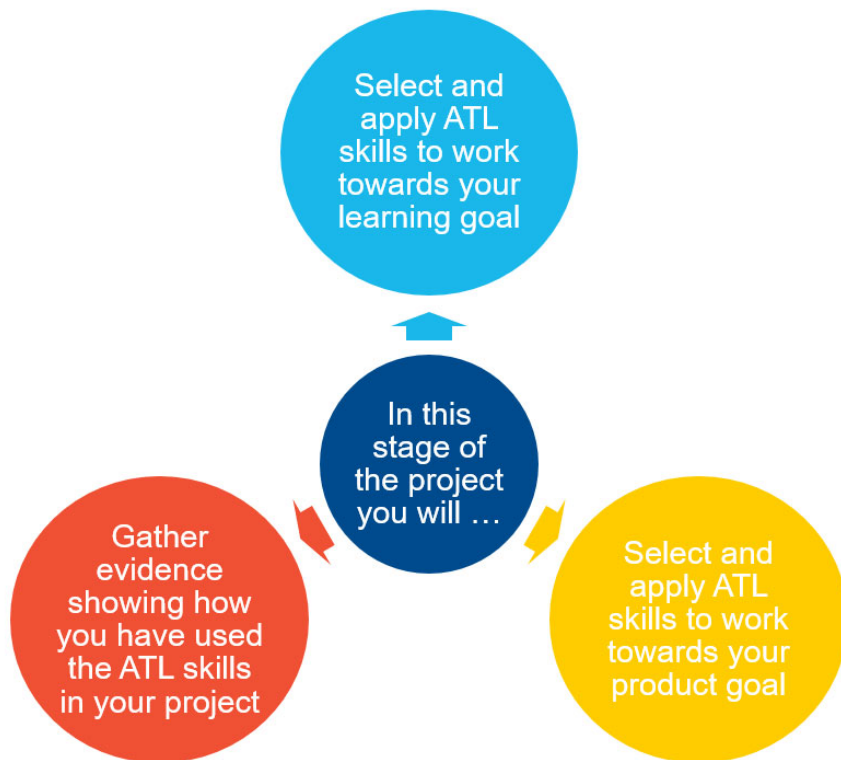


Planning

Month	Week	Success Criteria	Activities	Was it completed on time? Why
September	1			
	2			
	3			
October	4			
	5			
	6			
	7			
	8			
November	9			
	10			
	11			
	12			
December	13			
	14			
	15			
	16			



B. Applying Skills



ATL skill cluster	Possible evidence
Communication	Correspondence with supervisor, social media posts
Collaboration	Essential agreement for group work, feedback to (or from) peers
Organization	Action plan, calendar reminders, lists, timelines
Affective skills	Lessons learned from setbacks, routines to enhance focus
Reflection	Self-evaluations, status updates
Information literacy	Lines of inquiry, annotated bibliography
Media literacy	Annotated research, Venn diagrams to compare and contrast sources
Critical thinking	Pro/con lists, data analysis
Creative thinking	Prototypes, concept sketches, visible thinking diagrams
Transfer	List of relevant prior learning, Mind Map® that connects ideas



Driving the project forward

You **MUST** research in order to successfully complete this project.

Why research? Albert Einstein himself stated, “If we knew what it was we were doing, it would not be called research, would it?” (Natural Capitalism, 272)

What and where?

- Books
- Magazine articles
- Newspaper articles
- Maps or atlases
- Expert people
- Site visits (museums etc.)
- Television shows
- Video recordings
- Electronic databases
- Web sites

Collecting Information

As you research, record the important details regarding that source right away. Use mybib.com (citation generator) and create a project in it. Here is a [video](#) which shows how you can use mybib.com. It will help you keep a record of all the websites used.

Remember

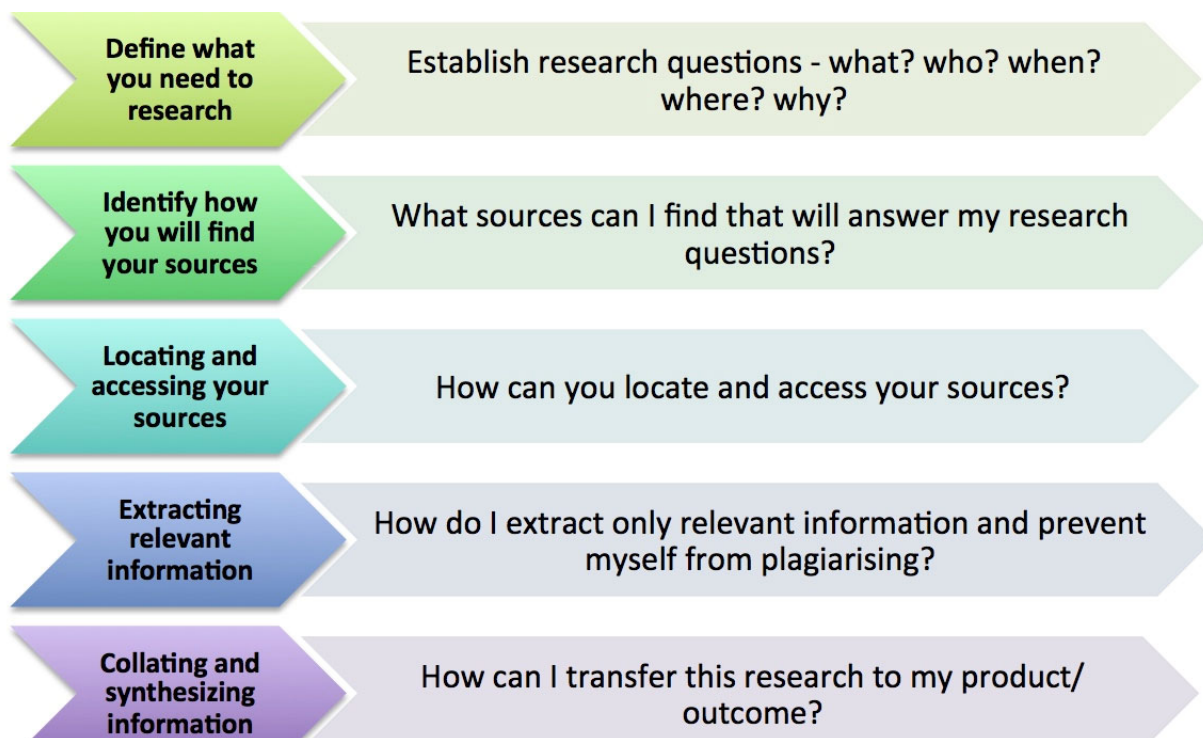
People are sources, too! Keep track of all your sources using the MLA9 style.



Demonstrating Your Research Skills

In order to effectively achieve your personal project goal, you will need to research and evaluate the sources you have researched so that you can then transfer this research to your actual project.

You should select relevant and reliable information from a variety of sources to develop the personal project. The number and types of resources will vary depending upon the nature of the project;



You need to ensure that you have documented your sources in your project in mybib.com.

Available sources may include your prior knowledge and primary and secondary sources such as: subject area content, significant people, survey data, published media, internet resources (which provide a variety of sources), images.

You will have selected sources during the initial stage of your project but research will continue during the process of completing the project. Make sure that you build your bibliography as you research. Be ready to provide in-text citations for all sources.



Source Reliability Grid

Criterion	Rating	Descriptor
A Author	4	Written by a well-known reputable organisation. Many professionals contributed to creating this source.
	3	Author is highly professional in this field of study. Author is from or backed by a well-trusted organisation.
	2	Author is knowledgeable/reputable, based the source on his/her own experiences as well as those of others'.
	1	Author is stated but is unreliable. Source is eliminated.
	0	Does not meet any of the above. Source is immediately eliminated.
B Origin	3	Published in professional/well-known/reputable media.
	2	Published in trustworthy media.
	1	Posted in a well-known or editable media where anybody can post. Source is almost always eliminated.
	0	Does not meet any of the above. Source is immediately eliminated.
C Objectivity	3	Non-biased with appropriate reasoning and opinions for both pros and cons.
	2	Mostly biased by opinion based on a wide variety of reasons.
	1	Completely biased with a narrow scope of points.
	0	Confusing/unclear objectivity. Source is immediately eliminated.
D Quality	3	Highly professional, convincing source.
	2	Convincing details with understandable reasoning.
	1	Somewhat relevant to the subject. Not reasonable enough to quality as a convincing source.
	0	Irrelevant information presented. Source is eliminated.
E Quantity	2	Appropriate amount of information to clearly stated the opinion and facts with detailed reasoning.
	1	Too much or too little.
Total	13-15	Excellent source
	11-12	Good source
	8-10	Acceptable source
	5-7	Average source on the internet, usually eliminated
	0-4	Source is immediately eliminated



Source Evaluation

Use this page to evaluate some of your sources using the criteria on the previous page.

	Author	Origin	Objectivity	Quality	Quantity	TOTAL
Score =						
Strengths:						
Weaknesses:						

	Author	Origin	Objectivity	Quality	Quantity	TOTAL
Score =						
Strengths:						
Weaknesses:						

	Author	Origin	Objectivity	Quality	Quantity	TOTAL
Score =						
Strengths:						
Weaknesses:						

	Author	Origin	Objectivity	Quality	Quantity	TOTAL
Score =						
Strengths:						
Weaknesses:						



Self-Management Skills

As you create your product/outcome, you need to reflect continuously upon, and document which skills you have developed the most. Given below are the skills under the cluster of Self-Management skills.

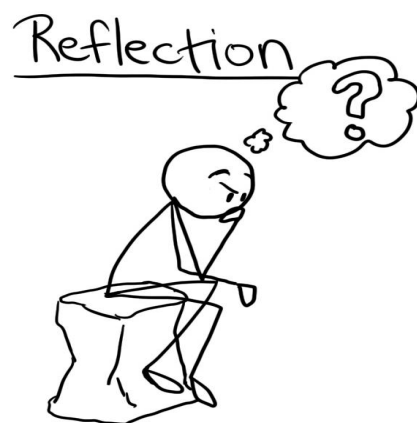
Organisational skills:

- ✓ Set goals that are challenging and realistic.
- ✓ Plan short- and long-term milestones; meet deadlines.
- ✓ Keep an organized and logical system of information.
- ✓ Keep and use a weekly planner.
- ✓ Plan strategies and actions to achieve project goals.
- ✓ Make plans that are logically sequential and efficient.
- ✓ Use appropriate strategies for organizing complex information.
- ✓ Select and use technology effectively and productively.

Affective skills:

- ✓ Practise strategies to overcome distractions.
- ✓ Practise managing self-talk and positive thinking.
- ✓ Practise dealing with change throughout the project.
- ✓ Demonstrate persistence and perseverance.
- ✓ Practise 'bouncing back' after adversity, mistakes and failures.

Document your reflections. Be honest, explaining how you have overcome self-management difficulties and reflect on how you can continue to have self-management success.



<http://dlpportfolios.learnonline.ie/view/artefact.php?artefact=14915&view=2676>



You need to ensure that you collect evidence and document the creation of your product/outcome. This will help you select and provide evidence in Criterion B which is Applying skills. You may

- ✓ provide evidence of the development of your product/outcome.
- ✓ provide evidence to support the successful achievement of each element of the criteria you have developed – this will include your goal, your global context if any.
- ✓ write a description of the product explaining what you accomplished in relation to your goal; this could include photographs, a survey, a model, an event, etc.
- ✓ problems you encountered and how you critically and creatively solved these problems.
- ✓ how you have transferred and applied information to make decisions when creating your product/outcome
- ✓ skills you developed as you created your product/outcome.
- ✓ how your knowledge and skills have grown throughout the creation of your product/outcome.
- ✓ how you have designed improvements.



Thinking Skills

As you progress through creating your product/outcome, you need to decide which ATL skills were developed/exhibited while achieving the learning goal and the product goal. The list is as below

- ✓ Gather information strictly relevant to the project.
- ✓ Draw reasonable conclusions and generalizations.
- ✓ Evaluate and manage risk.
- ✓ Consider ideas from multiple perspectives.
- ✓ Identify obstacles and challenges.
- ✓ Practise visible thinking strategies and techniques.
- ✓ Use brainstorming and visual diagrams to generate new ideas and inquiries.
- ✓ Inquire in different contexts to gain a different perspective.
- ✓ Interpret data useful to the project.
- ✓ Evaluate evidence, arguments and propositions.
- ✓ Test generalizations, hypotheses and conclusions.
- ✓ Revise understanding based on new information and evidence.
- ✓ Identify trends and forecast possibilities.
- ✓ Make guesses, ask 'what if' questions.
- ✓ Generate metaphors and analogies.
- ✓ Use learning strategies.
- ✓ Apply existing knowledge to generate new ideas, products or processes.
- ✓ Consider multiple alternatives, including those that might be unlikely or impossible.
- ✓ Make connections between subject groups, prior- and experiential learning.
- ✓ Combine knowledge, understanding and skills to create products or solutions.
- ✓ Recognize unstated assumptions and bias.
- ✓ Develop contrary or opposing arguments.
- ✓ Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding.
- ✓ Propose and evaluate a variety of solutions.
- ✓ Use models and simulations to explore complex systems and issues.
- ✓ Troubleshoot systems and applications.
- ✓ Create original works and ideas; use existing works and ideas in new ways.
- ✓ Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments.
- ✓ Create novel solutions to authentic problems.
- ✓ Make unexpected or unusual connections between objects and/or subjects.
- ✓ Use effective learning strategies.
- ✓ Apply skills and knowledge in unfamiliar situations.



Communication and Social Skills

As you progress through creating your product/outcome, you need to document the following:

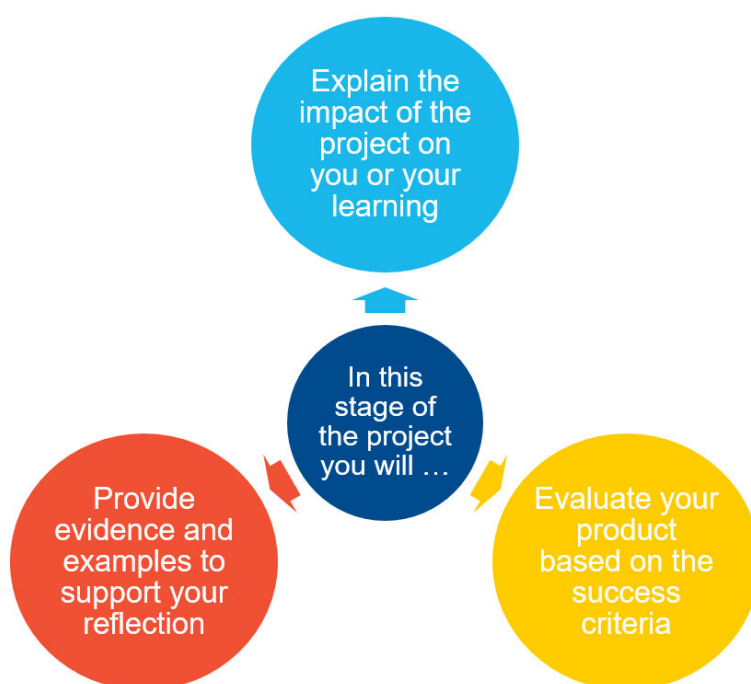
- ✓ Organize and depict information logically.
- ✓ Maintain communication with people relevant to the project.
- ✓ Advocate for one's own rights and needs.
- ✓ Work with others within clear expectations.
- ✓ Give and receive feedback.
- ✓ Organize structure of the report and process journal extracts clearly and coherently.
- ✓ Negotiate ideas and knowledge with peers, experts and supervisor.
- ✓ Participate in, and contribute to, digital social media networks.
- ✓ Share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.
- ✓ Read critically and for comprehension.
- ✓ Read a variety of sources for information and for pleasure.
- ✓ Practise empathy.
- ✓ Delegate and share responsibility for decision-making.
- ✓ Help others to succeed.
- ✓ Communicate information and ideas effectively to audiences using a variety of media and formats
- ✓ Give and receive meaningful feedback.
- ✓ Clearly structured, detailed and carefully presented, compelling, reasoned report and appendices.
- ✓ Use intercultural understanding to interpret communication.
- ✓ Use appropriate forms of writing and speaking for different purposes and audiences.
- ✓ Interpret and use effectively modes of non-verbal communication.
- ✓ Make inferences and draw conclusions.
- ✓ Use and interpret a range of project-specific terms and symbols.
- ✓ Paraphrase accurately and concisely.
- ✓ Preview and skim texts to build understanding.
- ✓ Manage and resolve conflict, and work collaboratively.
- ✓ Build consensus with peers, experts and/or supervisor.



http://ekampus.orav.org.tr/blogger/esinburcu/page/41092/nonverbal_teacher_behaviour



C. Reflecting



Evaluating the Quality of the Product

For this section of your personal project, you need to refer back to your specifications and criteria for success rubrics/criteria that you created and have been seeking to achieve as you took action to create your product/outcome.

Evaluate your product/outcome against the specifications you have set. Assess your work according to the achievement descriptions you specified in your rubric.

You now need to provide a justification of why you have given yourself this level against your specification. This needs to be documented in your report. If you have not achieved the top achievement levels that you set yourself, you need to justify why and explain how you could have improved your product/outcome so you could have achieved the top achievement level. A thoughtful evaluation indicating how your project could have been taken to a higher level provides a very positive outcome.

Did you achieve your success criteria?

- Comment on each of your success criteria.
- Describe the extent to which you met each criterion.
- State whether there were any unexpected features that you achieved.

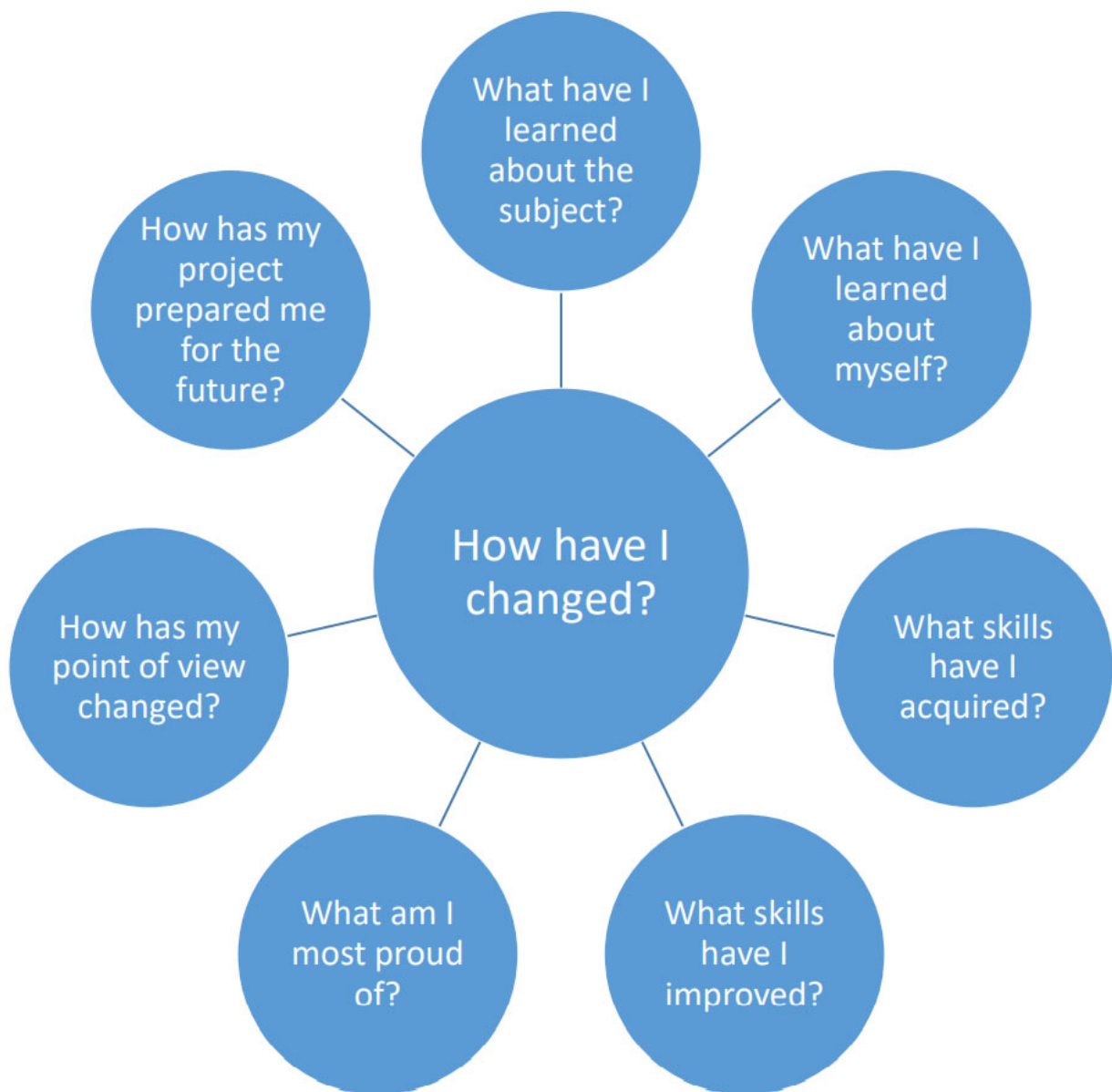
How do you know?

- Gather evidence to show the success criteria that you met.
- Give evidence or examples to explain why you were unable to meet other success criteria.



When reflecting, you might want to ask yourself:

- Were my success criteria too easy or too difficult?
- What was in my control? What was outside of my control?
- What would I do differently if I started again?



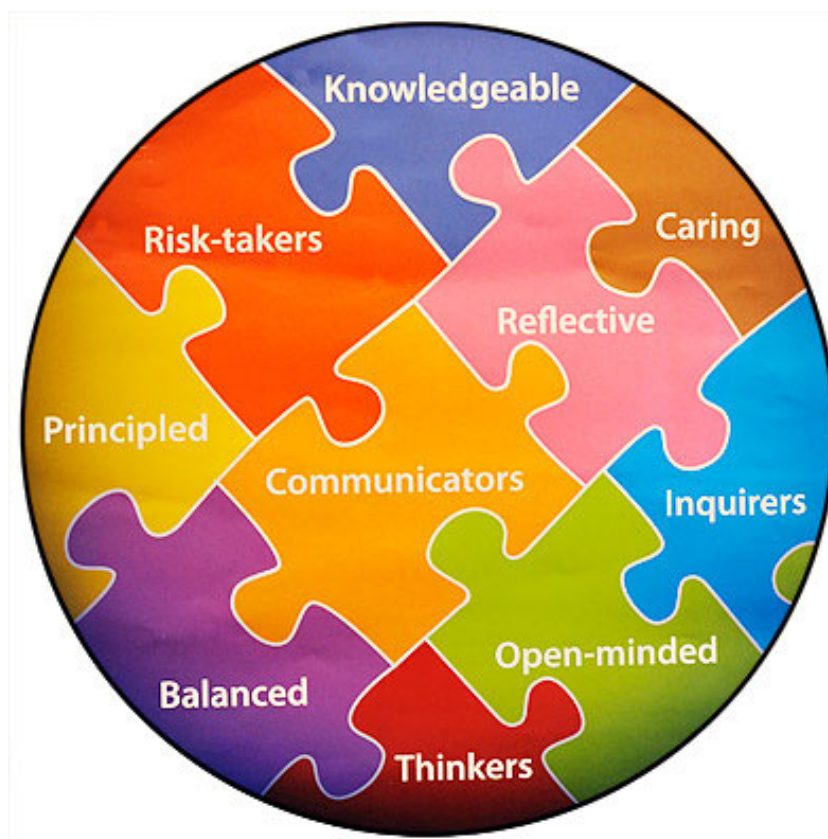


Reflect on the Impact of the Project

Possible impacts of the learning goal	Possible impacts of the product(s)
• Demonstrating and developing specific ATL skills • Extending knowledge about an area of interest • Gaining confidence by completing and independent project	• Meeting a need in the community • Showcasing the students' skills or abilities

- What progress did you make towards your learning goal?
- How have you grown or changed as a result of the project?
- How has your project changed you as a learner?

In order to respond to this part of your reflection, choose and reflect on how you have developed the characteristics of the learner profiles of your choice as you have progressed through the personal project.





The IB Learner Profile – and the Personal Project

Personal Project students are:	When they:
Inquirers	• know how to find information using a variety of sources. • show curiosity in exploring beyond the information given.
Knowledgeable	• •
Thinkers	• •
Communicators	• •
Principled	• •
Open-Minded	• •
Caring	• •
Courageous	• •
Balanced	• •



The Exhibition

Planning the Exhibition

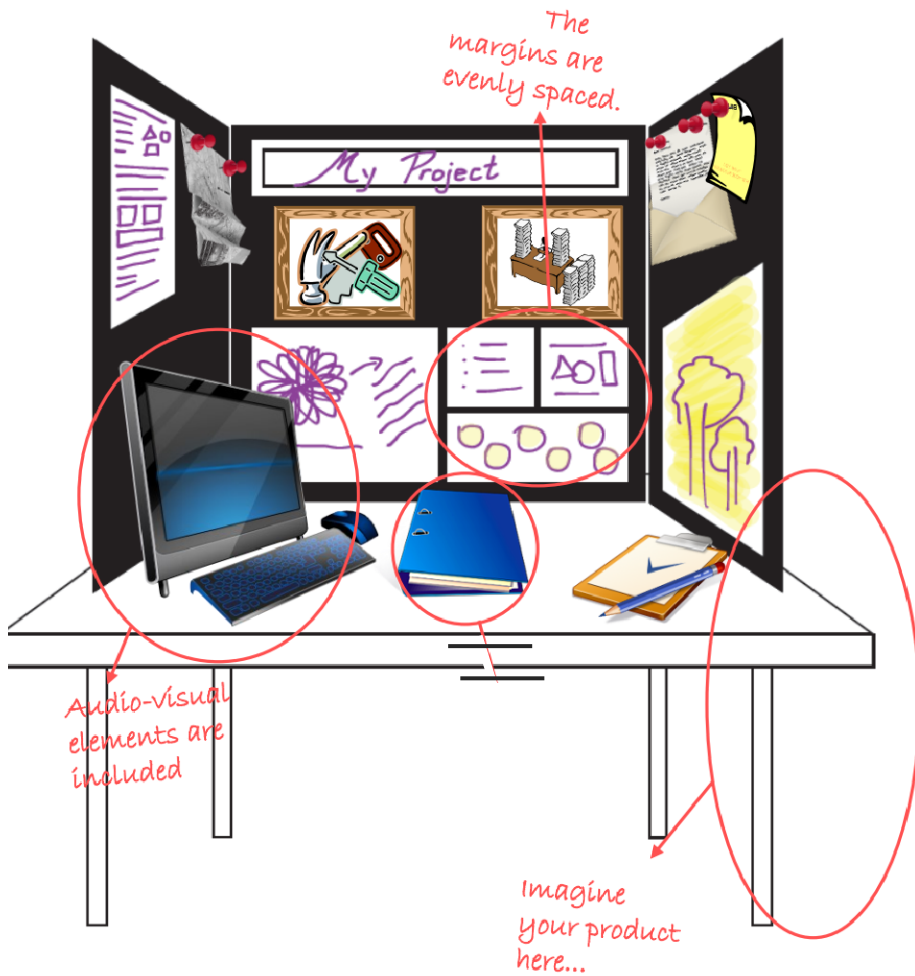


Make sure you include:

- The early stages of goal setting.
- The personal nature of the outcome/product.
- The sources which were the most helpful or inspirational.
- The most significant learning you experienced.
- The most interesting features of your product/outcome.
- The ATL skills that were most challenged.
- What you are most proud of / what you would change.
- If you were to do another project next year, what would it be?



The Exhibition



Guidelines:

- Create a style guideline: 2-3 colours, a simple font, a theme.
- Stick to your colour scheme.
- Make frames or use matting to give pictures and other elements a more professional look.
- Make sure the margins between elements are equal.
- Font sizes:
 - 150 for main title
 - 48 for sub-titles
 - 28 for statements/lists/paragraphs
- Keep it neat.

Include:

- THE PRODUCT/OUTCOME
- Audio-visual elements
- Materials, tools and parts used



Writing the Report

The Report

“A report is a spoken or written account of something observed, heard, done or investigated. A report aims to inform, as clearly and succinctly as possible.” (MYP Projects guide, p.45)

Your Personal Project Report must:

- Show your engagement with your project.
- Summarise the experiences and skills that you wrote about in your process journal.
- Be organised into identifiable sections following those of the criteria:
 - A. Planning
 - B. Applying Skills
 - C. Reflecting
- Include evidence for ALL the strands of all criteria.
- Ensure that it is no more than 15 pages long excluding the bibliography.

The Format:

Your report must be submitted in .pdf format. You also need to consider your learning preferences and your strengths. It is so important that you communicate clearly and concisely in order to reach the highest grade possible.

- To ensure that the written part of the report is clearly legible, each page must have a minimum: **11-point font size and 2 cm margins.**
- Evidence presented in images must be clearly visible at the size submitted.
- Audio and video must be recorded and submitted in real time.
- Visual aids presented only in video format will not be considered for assessment.
- The bibliography is uploaded separately and is not included in the page limit.
- Please do not include a title page; if included it will count towards the page limit.

Format	Length	File Size (and Format)
Written	15 page limit	.PDF



The Structure

You need to address all strands (bullet points) of all three assessment criteria. You need to make sure evidence of each strand is in the final report of you will not get credit for that strand. This is a piece of academic work, make sure it sounds formal.

Your title page, contents page, bibliography and any appendices do not count in your total number of words.

Submissions / Checklist

Report structure and font expectation:

- ☐ Font size 11
- ☐ Margins 2 cm
- ☐ No title page
- ☐ No content pages
- ☐ 15 pages maximum with no video or audio recording
- ☐ Is the report saved and uploaded as a pdf?

Two other documents to be submitted along with report.

Bibliography (Work Cited)

- ☐ Do you have a Bibliography?
- ☐ Does the Bibliography show evidence for the range and variety of sources used?
- ☐ Is the evidence of Bibliography in the report as in-text citation either in the report or in the examples from the process journal?

Academic Honesty form completed on Toddle Personal project page

- ☐ Three meetings are recorded on Toddle
- ☐ Personal Project -> Meeting the Supervisor tab



Report Checklist

Your personal project report must be written in three sections. Use the following points given below to guide you:

Section 1 – Objective A: Planning

Students present what they did in their project. Students:



state a learning goal for the project and explain how a personal interest led to that goal	Examples of supporting evidence could include: - 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 - a series of steps leading to the completion of the product, it could be a gantt chart, a table or any other format - a timeline for completing short- and long-term tasks specifically for the product, and must have reference to the associated success criteria
state an intended product and develop appropriate success criteria for the product	
present a clear, detailed action plan for achieving the product and its associated success criteria.	

--	--

Section 2 – Objective B: Applying Skills

Students show how ATL skills contributed to the learning goal and product. Students:

explain how the ATL skill(s) was/were applied to help achieve their learning goal	Examples of supporting evidence could include: - a series of inquiry questions (research skills) - sample correspondence with the project supervisor (communication skills) - a screenshot of daily reminders or alerts to complete personal project tasks (selfmanagement) - reflection about resolving a conflict (social skills) - a summary of prior learning that is relevant to the project (thinking skills).
explain how the ATL skill(s) was/were applied to help achieve their product	
support the explanations with detailed examples or evidence.	

Section 3 – Objective C: Reflecting

Students report on why they did their project. Students

explain the impact of the project on themselves or their learning	Examples of supporting evidence could include: - an evaluation of the product against the success criteria - images showing key features of the product - an analysis of the causes for success and/or failure - a summary of new knowledge or insights related to the learning goal. - a brief conclusion to end the report
evaluate the product based on the success criteria	
support their comments with specific evidence or detailed examples	



The relationship between assessment criteria, objectives and marks

Criterion	Objective	Maximum weighting
Criterion A	Planning	8
Criterion B	Applying skills	8
Criterion C	Reflecting	8

MYP personal projects must assess all strands of all three assessment criteria

Criterion A: Planning Maximum: 8

In the personal project, students should be able to:

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

Criterion B: Applying skills Maximum: 8

In the personal project, students should be able to:

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

Criterion C: Reflecting Maximum: 8

In the personal project, students should be able to:

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

Notes about Impact of the project:

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



Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or Calculation.
Outline	Give a brief account or summary
Describe	Give a detailed account or picture of a situation, event, pattern or Process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.



Self-Assessment

Using the criteria outlined assess your own report. Remember, if you don't have evidence/examples of something in the actual report, it cannot be assessed. Highlight the evidence/examples you have for each strand to help you.

The Criteria	Comments (proving how you reached each level)
A	
B	
C	

Additional Comments:



Reflection

What did you enjoy the most about doing a personal project?

Explain what you have learned through your personal project.

How have you become a more effective learner?

What global context does it relate to?

What worked particularly well in this project, what did not?

What things would you change?

What does it demonstrate about you as a student and learner?

What advice would you give to this year's G9's class regarding the personal project?

Are there any other comments and/or suggestions you wish to make?

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Appendices

Appendix A – MYP Terms

MYP project glossary of terms

Approaches to Learning	Skills that are developed throughout the MYP programme and which are demonstrated through the Personal Project.
Assessment Criteria	A rubric for each phase, indicating the criteria according to which grade levels will be awarded.
Bibliography	A list, in alphabetical order, of the authors (last names first), whose words and works have been cited in the work. This allows an interested reader to track down exactly where the student researcher has found the material used and cited.
Global Contexts	Students must identify one of six MYP global contexts to establish the relevance of their inquiry (why it matters). The choice of global context will significantly shift the perspective of a student's project.
Goal	Students should develop a goal which they can accomplish but challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available.
Outcome	The end result of the student's 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.
Product	The end result of the student's project used particularly where the project has resulted in a tangible artefact such as a sculpture, film, story or model.
Product Criteria	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student.
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.



Appendix B - MYP Command Terms

Create	To evolve from one's own thought or imagination, as a work or an invention.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
Develop	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account.
Present	Offer for display, observation, examination or consideration.



Appendix C – MYP PP Assessment Criteria

MYP PERSONAL PROJECT ASSESSMENT CRITERIA

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: states a learning goal states their intended product presents a plan that is superficial or that is not focused on a product
3–4	The student: - states a learning goal and outlines the connection between personal interest(s) and that goal - states their intended product and presents basic success criteria for the product - presents a plan for achieving the product and some of its associated success criteria.
5–6	The student: - states a learning goal and describes the connection between personal interest(s) and that goal - states their intended product and presents multiple appropriate success criteria for the product - presents a detailed plan for achieving the product and most of its associated success criteria
7–8	The student: - states a learning goal and explains the connection between personal interest(s) and that goal - states their intended product and presents multiple appropriate, detailed success criteria for the product - presents a detailed plan for achieving the product and all of its associated success criteria.

Definition	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary
Describe	Give a detailed account or picture of a situation, event, pattern or process
Explain	Give a detailed account including reasons or causes.



Criterion B: Applying Skills

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i) states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: 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.
5–6	The student: 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.
7–8	The student: 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.

Definition	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project
Presents ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes



Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3–4	The student: 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.
5–6	The student: 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.
7–8	The student: 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.

Notes about Impact of the project:

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

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

*Taken from the IB MYP-Personal Project guide

Appendix D – Display Ideas for the Exhibition



