

IB MYP Personal Project Guide



Norcross Cluster:

Norcross High School
Pinckneyville Middle School
Summerour Middle School

Gwinnett County Public Schools

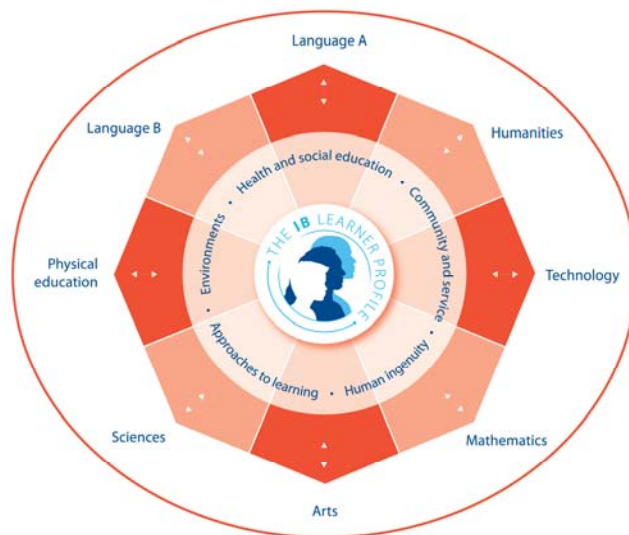


Table of Contents

The Personal Project	4
Aims of the Personal Project.....	4
What is a Personal Project?.....	4
Why Do a Personal Project?	5
How Do I Start?	6
What Steps Should I Follow?	6
Investigating and Choosing the Goal and Topic.....	6
Planning the Project	7
Collecting the Necessary Material	7
Working on the Project	8
Presenting the Outcome	8
Useful Ideas	8
Range	8
Length	9
Grading and Assessment.....	9
The Role of the Mentor.....	9
Guidelines for Mentors	10
Advice on Choice of Topic, Theme or Idea.....	10
Meetings with Students.....	11
The Areas of Interaction and the Personal Project.....	11
Approaches to Learning.....	12
Key questions.....	12
Description	12
Community and Service.....	12
Key questions.....	12
Description.....	13
Human Ingenuity	13
Key questions.....	13
Description.....	13
Environment.....	14
Key questions.....	14
Description.....	14
Health and Social Education.....	14
Key questions.....	14
Description	14
Process Journal.....	15
Personal Statement.....	15
Final Project Format	17
Assessment Criteria	18
Development of the Personal Project.....	19
STEP 1: Choosing the Topic/Theme and Approach.....	20
Choosing the Topic	20

Project Aim	23
STEP 1 SUMMARY: Choosing the Topic You Want to Investigate.....	23
Aim (what are you trying to achieve with your project?).....	23
STEP 2: Planning the Project.....	24
STEP 2: ASSESSMENT.....	26
STEP 3: Gathering the Necessary Material	27
STEP 3: ASSESSMENT.....	29
STEP 4: Working on the Project.....	29
STEP 4: Assessment	31
STEP 5: PRESENTING THE PERSONAL PROJECT	32
Things to Consider:.....	32
STEP 5 SUMMARY: Self-Assessment.....	34
STEP 5: Assessment	35
The Written Report: Personal Statement	36
STEP 6: ASSESSMENT.....	37
Assessment Criteria	38
Criterion A: Planning and Development.....	39
Criterion B: Collection of Information/Resources.....	40
Criterion C: Choice and Application of Techniques.....	41
Criterion D: Analysis of Information.....	42
Criterion E: Organization of the Written Work	43
Criterion F: Analysis of Process and Outcome.....	44
Criterion G: Personal Engagement	45
Criterion H: Presentation	46
STUDENT'S FINAL SELF-ASSESSMENT FORM	47
PERSONAL PROJECT SUPERVISOR'S FINAL ASSESSMENT FORM	48
TIMELINE.....	49
Norcross Cluster MYP Personal Project Proposal Form	50

NORCROSS HIGH SCHOOL IB/MYP Personal Project Summary



The Personal Project

The personal project is a significant body of work produced over an extended period. It is a product of your own initiative and should reflect your experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for you to produce a truly creative piece of work of your choice and to demonstrate the skills you have learned in approaches to learning.

It provides an opportunity for you to select a topic or theme about which you are enthusiastic, and to show commitment to the completion of your own project. It is designed to assess your ability to organize and create.

Aims of the Personal Project

The aims of the Personal Project are to:

- demonstrate the personal abilities and skills required to produce and present an extended piece of work
- engage in personal inquiry, action and reflection on specific topics and issues
- focus on, and demonstrate an understanding of, the areas of interaction
- reflect on learning and share knowledge, views and opinions.

What is a Personal Project?

Have you ever wanted to build a guitar? Do you have a secret passion to write a play? Now is your chance! The personal project is **your** project to do what **you** want to do, to show the skills you have developed over the years in your subjects and through approaches to learning, and to apply them to an area or topic on which you decide.

The Personal Project is a required independent study project for MYP students. Students use the **Design Cycle** (idea, research, work, product, reflection) to create a project that incorporates **Approaches to Learning** (ATL) and one other **Area of Interaction** (AOI).

The personal project holds a place of special importance in the MYP, and thus it should be closely linked to the areas of interaction. Remember, you will be working on this project for an extended period of time, and your grade for the personal project is as important as any subject grade, so it needs to be something you **really** want to do.

All students choose an NHS faculty member as a **mentor**. Mentors may facilitate and guide more than one student. If a student needs guidance from a mentor who is not a NHS faculty member, then the student must use two mentors, one being a NHS faculty member, who will assess the Personal Project

using the **Personal Project Criteria**. Project **products** may be in different forms; e.g., a research paper presented to a specified audience, a hand-made wedding dress, writing a play to be presented to elementary school children, etc. All steps of the process must be captured in a **process journal**. The **Supervisor** of the Personal Projects is the IB/MYP Coordinator.

There are a wide variety of choices you could consider, such as:

- an original work of art (visual, dramatic, performance, etc.)
- a written piece of work on a special topic (literary, social, psychological, anthropological, etc.)
- a piece of literary fiction (creative writing)
- an original science experiment or career investigation (FBI training)
- an invention or specially-designed object or system (computer game)
- the presentation of a developed business, management, or organizational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organization.

Your personal project should include a **product** and a **personal statement** in the form of a structured piece of writing.

Whatever form you decide on, your personal project should:

- be directly linked to approaches to learning **plus** at least one other area of interaction
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and create
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed.

Your personal project must not:

- be something completed at the last minute.
- destroy your personal and social life, nor interfere with your studies, even though it will involve many hours of work.
- be bound by any specific subject.

Your project may involve others (for example, directing a play, organizing an exhibition, or starting a new student/community organization); remember, however, that your own contribution must be central to the event, and clearly visible. It is **your** work which will be assessed. Any project that involves a group of people **must** be approved during the abstract proposal (before summer vacation).

When you have your idea, you will be matched with a **supervisor** to advise you throughout the project, meet you on a regular basis and make sure you complete the various stages of the project according to the deadlines set by the school. Your supervisor need not necessarily be an expert in what you want to do, but will be able to guide and help you as needed. You may decide with your supervisor to have another person from outside who can give you more expert help.

Why Do a Personal Project?

The personal project is a culminating event in your time in the MYP. During this time you will have developed in many ways and learned about the areas of interaction. If you choose the right personal

project, it will give you the opportunity to share with others something that is of great interest to you as an individual but that also shows some of what you have learned as a result of being in the MYP.

How Do I Start?

A **mentor** will advise you throughout the project, meet you on a regular basis and make sure you complete the various stages of the project according to the deadlines set by your school. Your mentor need not necessarily be an expert in what you want to do, but will be able to guide and help you as needed. You may decide with your school mentor to have another person from outside who can give you more expert help. You will receive information and guidelines (individually and/or in groups) about your school's regulations and advice about the completion of the personal project.

You should also receive, read and discuss the assessment criteria for the project. These will be useful as a basis for discussion at different stages of development of the project (this is known as "formative assessment") and will state clearly what is expected of you in the final assessment of the project.

What Steps Should I Follow?

Your study of ATL has prepared you for your personal project. The stages in the development of your personal project will include the following:

- exploring and choosing themes and topics with a clear focus on the dimensions of at least one area of interaction
- planning the project
- gathering the necessary material
- working on the project
- using a process journal or log book effectively
- presenting the outcome (the product and the structured writing).

Investigating and Choosing the Goal and Topic

Any project will involve an important phase of investigation or research. When you are choosing your topic or theme, and the goal of your project and your approach, you must remember that the personal project is your way of demonstrating your understanding of the areas of interaction. You must therefore choose a goal and focus on one or more areas of interaction that will allow you to do this. You should discuss ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do.

It is also important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic. This may be the first time you have been asked to do a significant independent investigation. You should realize that your supervisor is not looking for work of university standard. Instead, this is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to describe and justify a focus on your chosen areas of interaction.

Your topic or theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopedia, or on the Internet. It should be a topic or theme that you really want to explore, and that will allow you to reflect on and analyse ideas to express a

personal point of view. It is important that you keep the goal of your personal project in mind continuously, although the goal could be modified in the light of experience gained during the process.

The doors we open and close each day decide the lives we live.
Flora Whittemore

Planning the Project

The next part of the process is to **plan the steps towards completing your personal project**. You should write an **outline of your main ideas**, guided by a **statement of your goal**, as discussed with your supervisor.

The **purpose of the outline** is to:

- define the investigation
- help in the choice of appropriate sources and material.

Ask yourself the following questions, which are neither definitive nor exhaustive.

- Where do I find the necessary material?
- Who has information about my topic?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyse a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit museums?
- Do I need to interview individuals?

You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness. After checking with your supervisor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order of the tasks. Once your list of sources is complete, you should start gathering the material. **Completing any type of project is not usually a simple process; it may be messy and involve changes in your plans, especially in the developmental stages.**

Collecting the Necessary Material

When you have found a source of information or inspiration, you will need to decide how useful it is. The list of sources in your report should only include those you have actually used.

Remember to **keep the goal of your project in mind**. This will help you to select what is useful and relevant.

Always write down the source of your material. This information will vary according to the type of source consulted.

- A book: record the author(s), title, edition, series, bibliographical address (city, editor and date of publication).
- An interview: record, for example, the name, address and function of the person.
- An experiment: record, for example, the apparatus and the circumstances.
- A work of art: record, for example, the name, artist or other reference (such as the location of a gallery or museum)

- An Internet site: record the address, the name of author and the date of publication.

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

Working on the Project

Depending on the nature of your project, you will need to **reflect on, analyse, criticize, and synthesize the material in a constructive way**. You may also have to change your original plans in the light of circumstances or new information. Consult your supervisor regularly.

You must keep a **process journal** or log book containing all your thoughts, decisions and actions. This is a document that allows you to **record your progress as you work on the project**. It need not be neat or well presented, but should be completed honestly and regularly to show you how your project is developing. It can be used to show your supervisor the rate and direction of progress being made. **It will also guide you as you write your project report.**

Presenting the Outcome

Towards the end of the personal project you will need to think carefully about how you should present it. You must always **consider your presentation from other people's perspectives**: perhaps you and your school will want to exhibit the outcome. The nature of the presentation will vary depending on the type of personal project. However, **all personal projects must include a structured piece of writing**. Please refer to the structure (p. 15) to guide you in the organization of your content. Remember that if you have decided to explore a particular issue for your personal project, your structured writing will include a description of your process and your findings as well as your analysis of the issue and your observations and reactions. In that case, the piece of writing will be much longer than the presentation of a creative product or an event, for example. **The personal project must not be longer than 4,000 words.**

Useful Ideas

- Always assume that the people who will look at your personal project know little or nothing about the topic.
- Use drawings and pictures only when necessary, for example, if they add to the clarity of the personal project.
- Access to a computer at different stages of the development of the project would be very helpful as you write your personal project, making it easier to edit a draft version and produce a neat, easy-to-read product. In any case, your final structured writing should be typewritten or word-processed, where possible.
- Have a look at the examples of personal projects that other students have done and see how they have presented their ideas. Discuss the final structure you propose to use with your supervisor before you start work on it. You could also perhaps ask other students for their opinions. Remember, however, that your personal project is **your** piece of work.

Range

The personal project must not form part of the coursework for any subject: it must provide an opportunity for students to select a topic or theme about which they are enthusiastic, and to show commitment to the completion of their own project. The personal project encourages students to use a combination of the skills developed in a variety of subjects and through approaches to learning. **It must not be limited to one specific discipline but must be inspired by, and focused on, topics and issues related to the areas of interaction to show the student's understanding of the chosen areas.** Most of the work involved in the personal project will be done outside class time. However, at different moments during the year, many schools schedule some time for students to receive training, conduct research, meet their supervisor, or present their project to others.

Length

The length of the written work within a personal project varies, given the variety of types of projects that is acceptable. The IBO expects students to express reflective thinking in a concise and precise manner. Where students write an essay to analyse an issue that they have investigated, the essay must be incorporated into the required structure. Even in that case **the written work must not exceed 4,000 words.** However, where a student chooses creative writing (for example, a set of short stories) as a project, the length of the work will be agreed between the student and the supervisor, and the written presentation of the project (following the required structure) will be shorter, as will other projects of a creative nature.

Grading and Assessment

Grades are awarded for the personal project in the same way as for the eight subject groups of the MYP curriculum. In addition, for schools requiring grades validated by the IBO, **the award of a grade 1 or 2 for the personal project makes a student ineligible for the award of the MYP certificate.**

The personal project should be assessed according to the criteria stated in this guide. Mentors are responsible for the formative and summative assessment of the projects. Internal standardization of assessment among the mentors is essential to ensure comparable and fair application of the criteria to the individual projects.

The Role of the Mentor

It is the school's responsibility to ensure that each student engaged in a personal project receives direct supervision from a qualified person in the school, who can provide appropriate guidance and confirm the authenticity of the work submitted. This teacher or other professional within the school is the student's mentor. Although the mentor does not need any specialist knowledge in the area selected by the student, outside help may be requested in some instances. The mentor must have knowledge of the MYP and be especially familiar with the objectives and final assessment criteria for the personal project. **Mentors are responsible for the formative and summative assessment of the projects**

Each student must have a mentor to work with on the personal project. The mentor is expected to:

- make sure that the **student has been provided with and understands the guidelines and the assessment criteria for the personal project**
- guide the student on **how to complete the personal project successfully**
- emphasize to the student the importance of keeping an effective **process journal**
- carry out **formative assessment** by offering positive, constructive oral and written comments at each stage, **using the personal project assessment criteria** as a basis for discussion
- **assess the project according to the assessment criteria**
- ensure that the project is **authentic and entirely the student's own work**, and that the **material is adequately referenced**
- take part in the **standardization of assessment process** in the school.

The aim of the first meeting is to help you focus on the exact nature and goal of the personal project, and to finalize your proposed topic. Go to this meeting prepared!

REMEMBER: You are responsible for setting up the schedule of meetings with your supervisor and keeping a record of what takes place, in your process journal.

Guidelines for Mentors

Working as a mentor and helping a student prepare a personal project can be a very rewarding experience. The mentor and student can work closely together as the project develops. The following guidelines, which can be applied to the supervision of all types of personal project, describe some of the ways in which the process of interaction between the mentor and student can be arranged.

Advice on Choice of Topic, Theme or Idea

The topic, theme or idea for the personal project **should initially be chosen by the student**, followed by **discussion with a mentor who should ensure that it is well defined and is inspired by one or more areas of interaction**. Students should be able to **define their goals clearly** by writing key questions and a **statement of intent**. The personal project must offer students scope **for personal reflection** and must have an obvious **focus on at least one of the areas of interaction**. This may be more difficult to attain where it is too strictly related to one academic subject. **The scope of the personal project should go beyond a single subject**. During the latter part of year 4 students should discuss ideas for their personal projects with as many people as possible, such as: other students, friends outside the school, relatives and teachers, and their mentor. During and following these discussions, students should draw up an outline of the goal they wish to pursue, which will form the basis of the first meeting between the student and the mentor.

At this initial stage students should discuss the possible choice of project with the mentor who should **ensure that the goal of the personal project is:**

- well defined
- clearly focused on one or more areas of interaction
- attainable by the student
- of clear interest to the student.

Meetings with Students

Personal project mentors will work more effectively with students if they are available to meet with each student regularly. Both mentor and student need to acknowledge this and agree on appropriate meeting times. Different projects will require different contact times between the individual student and the supervisor. **The frequency of these meetings may change according to the type of project, the topic, the characteristics of the individual student and local circumstances. Mentors should keep a record of each meeting to obtain an overall view of the student's progress.**

The aim of the **first meeting** is to help the student focus on the exact nature and goal of the personal project, and to discuss the student's proposed topic.

At **regular meetings** the mentor:

- discusses with the student relevant sources of information and, when necessary, other resources that the student may use to develop the project
- reviews with the student the appropriate areas of approaches to learning (ATL) that will help develop the personal project
- focuses on the organization and presentation of the final piece of work, advising the student to be thorough and methodical
- helps the student establish and maintain the focus of the personal project, and ensures that it is proceeding as planned
- encourages the student to keep a detailed and useful process journal
- advises the student to review and revise the project in the context of the assessment criteria.

Reminder: Many students find it difficult to maintain focus on a specific task over an extended period of time. Even dynamic and interested students may need to be encouraged and stimulated to maintain interest in their personal projects. **Students should be encouraged by the mentor, who should also show enthusiasm for the personal project and offer support to overcome difficulties.**

The Areas of Interaction and the Personal Project

The areas of interaction form the basis of the MYP and should be at the **core of the teaching of all subject groups**. They **contribute to an education resulting in global awareness, international understanding and an appreciation of cultural diversity**. There are five areas of interaction: ***approaches to learning* (ATL), *community and service*, *human ingenuity*, *environment* and *health and social education***. Teachers should consult the *Areas of Interaction* guide, to become familiar with the aims, objectives and dimensions of each area, and should be able to use them to enhance learning on relevant topics and issues. **The areas of interaction are central to the personal project and must be carefully considered when deciding on the choice of project.** When the personal project is first introduced it will be of great benefit to the students to hold an open forum where they can brainstorm the topics that allow a focus on, and a further exploration of, one or more areas of interaction, so that they understand more clearly what is expected of them. **Students must always bear in mind that the aim of the project is not simply to display knowledge; they will apply methods and techniques developed through ATL and illustrate their appreciation of the dimensions of the areas of interaction.** Where feasible, schools are encouraged to include an oral interview or presentation to a group as part of the experience of the personal project; this creates a further opportunity for discussion of the student's understanding of the areas of interaction.

Approaches to Learning

Key questions

How do I learn best?

How do I know?

How do I communicate my understanding?

Description

ATL is the key area of interaction for the personal project. Through ATL, schools provide students with the tools to enable them to take responsibility for their own learning. This involves articulating, organizing and teaching the skills, attitudes and practices that students require to become successful learners. As this area is concerned with the development of effective study skills, of critical, coherent and independent thought, and of the capacity for solving problems and making decisions, it prepares students for the completion of independent work in the last year of the programme, in the form of the personal project.

In their individual work, students should develop:

- organizational skills, study practices and positive attitudes towards work
- collaborative skills, that is, learning to take advantage of each others' strengths and to consider different points of view
- communication skills of essay, analytical and creative writing, as well as other appropriate forms of expression to suit various contexts
- information literacy, that is, knowing how to access information and use it wisely, and understanding the research process (from finding and selecting information to judging it critically)
- problem solving and thinking skills, building a higher thought process using convergent and divergent thinking, making a point of view coherent, creatively generating new ideas and considering issues from multiple viewpoints
- reflection and metacognition, developing the ability to appraise work and evaluate performance realistically, and using this evaluation to adapt behaviour and learning strategies.

The personal project provides many opportunities for students to demonstrate the skills and approaches developed in ATL over the five years of the programme, and to develop these further as part of the project. In addition, the opportunity to conduct inquiry into the areas of interaction can include ATL as an object of study in itself. For example, a personal project which involves organizing educational activities with young hearingimpaired children would involve a study of how this disability affects learning.

Community and Service

Key questions

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Description

Community and service in years 1–4 may have opened students' eyes to different realities. Awareness of community needs and first-hand experience should have created an interest in finding out more about the issues and problems the student has witnessed and been involved in; the choice of the personal project can derive directly from this interest and sense of commitment developed over the four years. On the other hand, research and thought involved in the completion of a personal project may well provide valuable experience and knowledge to develop further an existing community service project in the last year of the programme.

Some of the skills, attitudes and values closely linked with this area of interaction are:

- an interest in today's world
- sensitivity to the needs of the community and society in general
- social awareness
- an altruistic attitude
- a sense of responsibility and self-esteem.

Human Ingenuity

Key questions

Why and how do we create?

What are the consequences?

Description

The purpose of human ingenuity is to develop opportunities for the student to appreciate the human capacity to invent, create, transform, enjoy and improve the quality of life. It therefore encourages the student to see the relationships between science, aesthetics, technology and ethics.

Many areas of human activity can be explored through human ingenuity, including:

- systems, such as laws, methods of government, transport, education and health care
- communication, which may include statistics, language, mathematical formulae and codes
- technology, such as buildings, machinery and tools
- thought, including principles, concepts, ideas, opinions and attitudes
- art, such as painting, sculpture, embroidery, theatre and music
- culture, for example, fashion, rituals and food.

Within a personal project, focusing on human ingenuity is much more than presenting a product as an example of human creativity or achievement. It involves questioning, investigating the creative process, reflecting on one's own and others' involvement in it, engaging with the product, and reflecting on its role and context. The personal project is a rich opportunity for students to complete an extended piece of work that challenges their own creativity and thinking about issues of concern to themselves.

The following themes could relate to this area of interaction:

- the development of mathematical and scientific thought through the ages
- ethical values through the ages
- the diversity of moral and aesthetic judgments
- the human capacity for change, and for reaction to changes

- the influence of men and women of genius
- great cultural and historical movements
- great scientific discoveries
- the impact of inventions and discoveries on society.

The personal project may be the best opportunity in the MYP for students to use their creativity in the development and treatment of these ideas. Allowing students sufficient scope for personal expression places them in the position of human ingenuity

Environment

Key questions

Where do we live?

What resources do we have or need?

What are my responsibilities?

Description

Students are confronted every day with global environmental issues of a political and economic nature that require balanced understanding. Students must also cope with everyday environmental situations at home, at school or in their immediate surroundings that require attention and involve decision-making. In the personal project students may therefore choose to explore issues such as:

- the interdependence of human and other forms of life
- the consequences of human manipulation of the environment
- pollution and population growth
- the links between health and changes in the environment
- world problems and common issues
- local, regional, national and international responsibilities
- the environmental choices and opportunities offered by technology
- the political responsibility of each individual.

Health and Social Education

Key questions

How do I think and act?

How am I changing?

How can I look after myself and others?

Description

This area of interaction aims to educate the whole person and should prepare students for a physically and mentally healthy life. It should also develop in students a sense of responsibility for their own well-being and for the physical and social environment. There are many issues in this area where students may reflect and demonstrate understanding, exploring topics such as:

- hygiene, physical and mental health, nutrition, work, rest, exercise, leisure, alcohol, drugs and tobacco

- adolescence, emotions, family life and sexual issues
- consumer issues, peer influences, advertising, media and pressure groups
- interpersonal relations, self-respect, responsibility and respect for others, family and group relations, schools and peers
- health and legal services, social issues, safety, firearms, vandalism, poverty and delinquency.

Process Journal

This is a journal that you are required to use to record your progress as you work on the project.

The process journal is a particularly useful tool because it helps in the organization of the written statement, an important part of the project.

- Your supervisor will use parts of this journal to **assess the progress of your personal project** (assessment criterion G).
- It should be **updated regularly** during the development of the project, and should be used to **record progress** honestly, containing thoughts, ideas, decisions, feelings and reflections.
- The process journal should not be redone as a “good copy” since it should reflect changes, doodles, notes in the margin, pictures, ideas, reminders, drawings material samples, etc.
- It **need not be neat or well presented**, but should be honestly filled in regularly to show you how your project is developing.
- You will use this in **discussions with your supervisor** to show the rate and direction of progress being made.

The easiest way of organising your journal is as a **chronological diary**.

- Each time that you work on the personal project you should spend the last five or ten minutes writing up your journal.
- You should use it to **reflect on what you have achieved, feeling of success or breakthroughs, any obstacles or problems encountered how you might have overcome them and what you need to do next**.

Here are some headings you could use to help provide a structure for your journal:

- **Work completed this week**—this section should detail all aspects of work completed on the personal project in the week
- **Resources consulted**—you can record bibliographical details in this section. You should also record details of any conversations that took place with sources relating to the project
- **Difficulties/challenges faced**—you should detail obstacles and indicate how you did or intend to deal with them
- **Evaluation of progress**—you should refer to your initial goals and indicate whether or not you are achieving them. You may also identify any areas that need improvement at this stage.

A typical journal entry might look like this:

March 6, 2007

I discussed my project plans again with my supervisor, as I am thinking I would like to change my design. I am having problems finding materials to fit this design and I think I need to change the type of wood I was going to use. I spent an hour sketching a new design. This was a great afternoon and I was really able to get renewed inspiration for my project work.

Over the next week I need to read the books I borrowed from the library and take notes from them, before returning them. I also think I should visit the Maritime Museum and speak to someone there about model ships.

Personal Statement

Your personal statement is **both a reflective and personal piece of writing** that represents the culmination of your project and your work in the areas of interaction. It is also an assessment of **the process you followed to prepare your final product and the overall success of your project in terms of your initial goals**. Your personal statement will be the main focus of the assessment process. If you have maintained a thorough process journal, most of the ideas of your statement come from the process journal. **The focus of your personal statement is your evaluation of the process you followed and the significant links you have made to the areas of interaction**. If you have maintained a thorough process journal, most of the ideas of your statement come from the process journal. Use the correct terminology for the areas of interaction. **Importantly, the focus of your personal statement is your evaluation of the process you followed and the significant links you have made to the areas of interaction**. Use the criteria provided in your personal project booklet as a guide when writing your statement.

The personal statement should contain:

- information on your **choice of product and the production steps**
- the **inspiration, research and influences** guiding your work
- a **description** of the various characteristics, aspects or components of your work
- an *account of the special challenges or difficulties you encountered and solutions* you chose
- **your own assessment of both the process and the product** with regard to the initial goal(s).

The areas of interaction:

It is important that the links to the areas of interaction are seen as the focus of your personal statement. This means that you do **NOT** deal with the areas of interaction **superficially** in one paragraph. Instead, you need to **make the links to the areas of interaction explicit throughout your statement**. Use **the links to the areas of interaction as the organizing device for the piece**. For example, when outlining your goals frame them in terms of the areas of interaction (see example below under “How do I write my personal statement?”). You need to use the right terminology for the areas of interaction.

Your personal statement can be written in the **first person**. However, **you must follow the structure outlined below which is designed to help you address the criteria**. You need to **organize your personal statement under the subheadings** provided. You must use complete sentences and paragraphs.

Remember: this is a personal statement. It is ok if you ‘speak from the heart’ and explore the personal reasons why you chose the personal challenges you encountered and the personal growth that resulted from the experience. The teacher, who will be marking your project, and the moderators at the IBO, want to see evidence of your personal engagement.

Final Project Format

1. TITLE PAGE

2. CONTENTS PAGE

Include appendices, if relevant, and your final product (or photos, if appropriate)

3. INTRODUCTION

The introduction defines the goal of the project and provides an outline of how the student intends to achieve the goal. Define your goal within a historical, social, artistic, etc. context and make a link with the Area of Interaction that is the major inspiration for your project. Describe precisely the process you will follow: techniques, media, values, messages, etc. What will your final project look like? How will you present your project?

Include in your rationale:

- a clear statement of your goals
- an explanation of how your goals reflect the areas of interaction
- and a brief outline of the process you followed

4. THE PROCESS

Description of the process including production steps, the characteristics, aspects, or components of the work. Much of this section is drawn from your **Process Journal**.

5. ANALYSIS

Analysis of the inspiration, research, and influences guiding the work; the findings and decision making process; the resulting product and the process in terms of the goal and its focus on the applicable AOIs. Where the student has chosen to write an essay about a specific issue, the essay itself forms the main part of this analysis. Be sure to incorporate substantial **analysis** of links to Approaches to Learning and the selected Area of Interaction.

6. PERSONAL PROJECT COPY

Or photos, etc.

7. THE CONCLUSION

This portion of the project is where the student reflects on the impact of his/her project and on new perspectives attained via the work.

8. BIBLIOGRAPHY

APA or MLA Style (consult your mentor)

9. APPENDICES

As appropriate.

*A note on length: See page 9.

Assessment Criteria

A. Planning and Development

Students should:

- identify a clear and achievable goal
- describe and justify a focus on the chosen area(s) of interaction
- adhere to the stated goal throughout the project.

B. Collection of Information/Resources

Students should:

- select and utilize adequate, varied resources
- identify and use relevant information critically
- acknowledge sources of information appropriately.

C. Choice and Application of Techniques

Students should:

- choose techniques relevant to the project's goal
- justify this selection
- apply the chosen techniques consistently and effectively.

D. Analysis of Information

Students should:

- analyze the information in terms of the goal and the focus of the project
- express personal thought
- support arguments with evidence
- respond thoughtfully to ideas and inspiration.

E. Organization of the Written Work

Students should:

- organize their work in a coherent manner according to the required structure
- present information clearly
- present references, bibliography and symbolic representations appropriately.

F. Analysis of Process and Outcome

Students should:

- identify the strengths and weaknesses of the project at different stages of development
- where appropriate, suggest ways in which the project could have been tackled differently
- assess the achieved results in terms of the initial goal and the focus on the chosen area(s) of interaction
- show awareness of the overall perspectives related to the chosen topic or piece of work.

G. Personal Engagement

Students should:

- meet deadlines
- follow agreed procedures and work plans
- make appropriate use of the process journal or log book
- show initiative, enthusiasm, and commitment to the task.

Development of the Personal Project

Your studies in the Middle Years Programme (including knowledge of the Areas of Interaction, the Design Cycle, MYP Assessment Criteria, and Interdisciplinary projects) have prepared you for your Personal Project. The development of the Personal Project will include the following:

Step 1: Choosing the topic/theme/approach

Step 2: Planning the project

Step 3: Gathering the necessary material

Step 4: Working on the project

Step 5: Presenting the outcome

Step 6: Assessment

STEP 1: Choosing the Topic/Theme and Approach

Any project will involve an important phase of investigation/research. When you are choosing your topic/theme and your approach, you must remember that the personal project is your way of demonstrating your understanding of the areas of interaction; you must therefore choose a suitable topic/theme and approach which allow you to do this. You should discuss ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do.

It is also important that you have a discussion with your supervisor on your choice to see whether or not your intentions are realistic. This may be the first time you have undertaken a piece of significant *independent* investigation. You should realize that your supervisor is not looking for work of university standard; rather, this is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to link your project to several of the areas of interaction.

Your topic/theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopaedia, or on the Internet. It should rather be a topic/theme that you truly want to explore, and that will allow you to reflect on ideas that are closely linked to the areas of interaction.

It is crucial that you keep the goal(s) of your personal project in mind continuously, although these could be modified in light of experience gained during the process.

Choosing the Topic

You will need to:

1. Focus your personal project on a topic that interests you.
2. Be realistic about your project's aim and scope.
3. Use a medium (e.g. writing, music, etc.) you feel confident about.
4. relate the project to *approaches to learning* and at least one other area of interaction.

Topic Brainstorm – list the things in life, at school, from your home country, etc. that interest and engage you, e.g.

- topics such as pollution or politics
- ideas such as communism or imperialism.
- activities such as volunteering, athletics, performing arts (music, dance, drama)

Circle your two favorite ideas, and in the boxes below, write them down, the Areas of Interaction that could be covered, and how:

Idea 1:

Area(s) of Interaction?

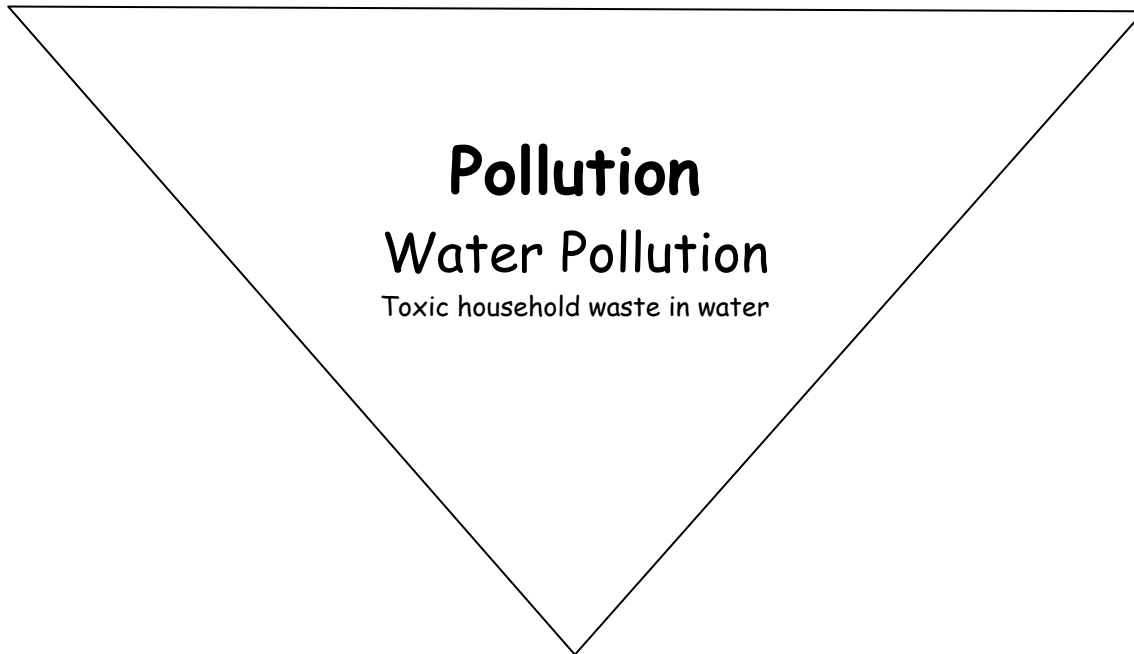
How is the AOI related to the topic?

Idea 1:

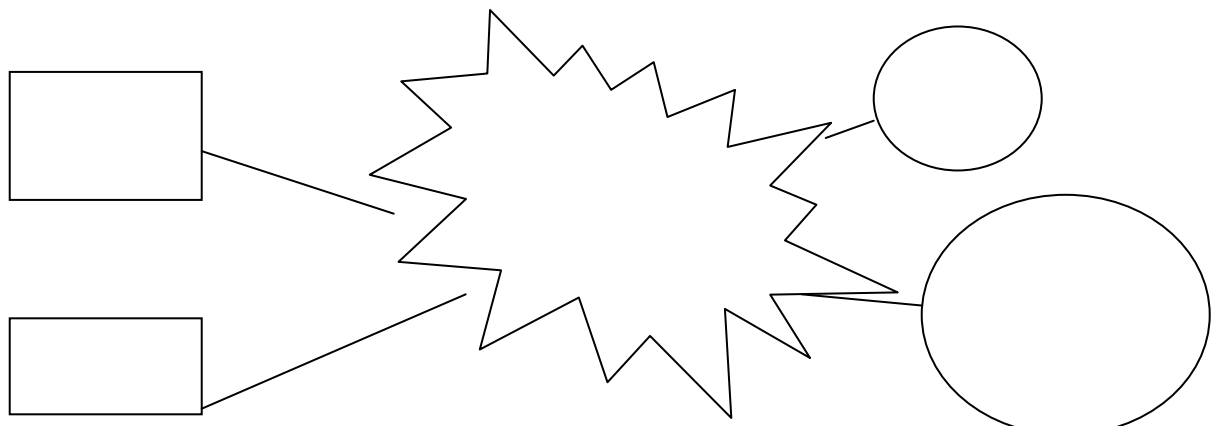
Area(s) of Interaction?

How is the AOI related to the topic?

Once you have identified a couple of possible topics, you will need to narrow the focus to something more manageable. Two basic ways of doing this might be:



1. Briefly research the topic and write down the major features, then order them in terms of size of focus or hierarchy.
2. Brainstorm using the mapping or web technique. You might use *Inspiration* software or complete a chart something like this:



Project Aim

Write up the aim of your project. The aim should be a broad statement about what you hope to achieve with the project or it could be a set of guiding questions.

- You are also required (assessment criterion A) to produce an outline of your project. Many students don't like writing outlines. They don't realize just how helpful outlines are for ordering ideas.
- The outlines you will use should focus on the process needed to develop the end product.

STEP 1 SUMMARY: Choosing the Topic You Want to Investigate

***Aim** (what are you trying to achieve with your project?)*

Consider these questions, and detail your responses in your process journal...

- What is my field or topic of interest (narrowed down as much as possible)?
- What personal goals do I want to achieve?
- Which areas of interaction (besides ATL) are specifically addressed in my project: human ingenuity, health and social education, environment, or community and service?
- What is the project question I want to answer?
- What do I think the answer to that question might be? In other words what is my hypothesis or thesis statement?
- What do I have to do (find out) to check if my hypothesis is correct?
- How much time do I expect to need to do these things?
- What do I expect of my supervisor and when are we going to meet?
- Have I set realistic deadlines for each step? What are they?

WHAT I NEED TO DO:

- Fill in the *Personal Project Proposal Form*.

STEP 2: Planning the Project

The next part of the process is to plan the steps towards completing your personal project. You should write an outline of your main ideas, guided by a statement of your aim, as discussed with your supervisor.

The purpose of the outline is to:

- **define** the investigation
- help in the choice of **appropriate sources/material**.

Ask yourself the following questions, which are neither definitive nor exhaustive.

- Where do I find the necessary material?
- Who has information about my topic? (people are great resources and can give you specific answers to questions you may have)
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit any museums or organizations?

You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness. After checking with your supervisor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order in which these tasks will have to be undertaken.

STEP 2 SUMMARY: Planning the Project

WHAT I NEED TO DO:

- Make an outline of your personal project.
- Start by writing an outline of your main ideas, guided by a statement of your aim for the personal project.
- Write the outline in your process journal.
- Choose appropriate sources/material

Ask yourself the following questions:

- Where do I find the necessary materials?
- Who has information about my topic?
- Do I need to go to libraries other than the school library?
- Do I need to visit any museums or organizations?

Write down the answers to these questions in your process journal. Start making a list of sources in your journal.

Make an appointment with your supervisor. Bring your process journal and discuss both your outline and sources. At this point, you may make changes. Don't erase! Show your process and remember your journal does not need to be neat.

Appointment with Supervisor: _____/_____/_____

Supervisor's Signature: _____

***FINAL DEADLINE FOR MEETING WITH SUPERVISOR FOR
STEP 2:***

STEP 2: ASSESSMENT

Date:

Supervisor's Initials:

Student's Initials:

Criteria	Back to the Drawing Board	A Few Missing Pieces	Great Start!	Ready for Step 3!
Student has created a process journal				
Student has made an outline of personal project in the process journal				
Student has detailed the steps needed to meet the goal of their personal project in the outline				
Student has listed sources/material to be used for project in process journal				
Student has selected appropriate sources which are from 3 or more different media (books, interviews, websites, etc)				

Student met deadline of :

Yes

No

If required, second meeting for Step 2 Requirements is scheduled for:

STEP 3: Gathering the Necessary Material

At this stage you will need to start locating and selecting information. These will be two of the major tasks to be listed in your process journal. Once your list of sources is complete, start gathering the material. Remember, however, producing any type of project is not usually a neat process; it may be messy and involve changes in your plans, especially in the developmental stages.

When you have found a source of information and/or inspiration, you will have to decide how useful it is. The list of sources in your report should only include those you have actually used. **Remember, people who are experts in their field can prove to be a wealth of information and an invaluable resource for you during this project.** You can include interviews or questionnaires from these people as corroboration to your other research.

Reminder: Keep the aim of your project in mind. This will help you to select what is useful and relevant (criterion B).

Always write down the source of your material. This information will vary according to the type of source consulted.

- a book: record the author(s), title, edition, series, bibliographical address (city, editor, date).
- an interview: record the name, address, function of the person, etc.
- an experiment: record the set-up, circumstances, etc.
- a work of art: record the name, artist, reference (museum, recording, etc.).

The school library and your agenda also have very helpful information on compiling a bibliography or list of sources. It is good idea to start doing this properly.

Reminder: Failure to properly acknowledge sources of information is considered to be plagiarism and is a form of cheating. If you have any doubt about what to do, speak to your supervisor.

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

STEP 3 SUMMARY: Gathering the Necessary Materials**WHAT I NEED TO DO:**

- Begin locating and selecting information based on how useful it is
- Make notes (use index cards, skinny notes, graphic organizers—use what works best for you)
- Attach your research notes securely into your process journal
- Keep track of your resources by writing down information you will need for your bibliography
- Use this project guide, your agenda and the school library for helpful information on compiling a bibliography
- Remember to use a wide variety of sources
- Read the rubric for Criterion B to make sure you are on the right track

Make an appointment with your supervisor. Bring your process journal and the sources you have selected. A written record of the bibliographic information should also be shown to your supervisor at this time.

Appointment with Supervisor: _____/_____/_____

Supervisor's Signature: _____

***FINAL DEADLINE FOR MEETING WITH SUPERVISOR FOR
STEP 3: No later than***

STEP 3: ASSESSMENT

Date:

Supervisor's Initials:

Student's Initials:

Criteria	Back to the Drawing Board	A Few Missing Pieces	Great Start!	Ready for Step 4!
Student has started to locate and select information based on its usefulness				
Student has made notes on research – skinny notes, index cards, graphic organizers				
Student has attached or included these notes in process journal				
Student has listed relevant information from sources for bibliography				
Student has selected a wide variety and number of sources				

Student met deadline of

Yes

No

If required, second meeting for Step 3 Requirements is scheduled for:

STEP 4: Working on the Project

Throughout the project ensure that you are following the process below.

1. Reflect and Analyze

- Where are you in relation to your aim? Timeline?
- Has new information/research changed your approach?

2. Constructively Critique

- What roadblocks have you encountered?
- How have you worked through these challenges?
- What have you accomplished so far that you are most proud of?

3. Act

- Your Personal Project is a work in progress. You are encouraged to use your reflection, analysis, and critique to adjust and make changes to your work.

Remember to meet regularly with your supervisor and to manage your time so that all deadlines are met.

STEP 4 SUMMARY: WORKING ON THE PROJECT

WHAT I NEED TO DO:

Ask yourself the following questions

- Where am I in relation to my aim?
- Where am I in relation to my timeline?
- Has new information/research changed my approach?
- What roadblocks have I encountered?
- How have I worked through these challenges?
- Have I addressed the areas of interaction appropriately?
- What have I accomplished so far that I am most proud?

Your Personal Project is a work in progress. You are encouraged to reflect, analyze and critique as you work through the completion of your project.

Remember to meet regularly with your supervisor and to manage your time so that all deadlines are met!

YOU MUST MEET THREE TIMES BETWEEN WITH YOUR SUPERVISOR (EXCLUDING THE SUMMER BREAK)

Appointment with Supervisor: _____/_____/_____
Supervisor's Signature: _____

Appointment with Supervisor: _____/_____/_____
Supervisor's Signature: _____

Appointment with Supervisor: _____/_____/_____
Supervisor's Signature: _____

STEP 4: Assessment

Date: _____

Supervisor's Initials: _____

Date: _____

Student's Initials: _____

Date: _____

(This form can be filled out progressively at each appointment or at the end of the three meetings)

Criteria	Back to the Drawing Board	A Few Missing Pieces	Great Start!	Ready for Step 5!
Student has reflected where they are in relation to their original goal in process journal				
Student has addressed any obstacles they have encountered in their process journal				
Student has addressed the area of interaction in their process journal				
Student has a rough copy of a bibliography				
Student has started first draft of the written statement (using page 33 of the guide as a reference)				

Student met with Supervisor at least 3 times between

Yes _____

No _____

STEP 5: PRESENTING THE PERSONAL PROJECT

Towards the end of the project you will need to think carefully about how you should present it. You must always consider your presentation from other people's perspectives; remember there will be a Personal Project Exhibition. The nature of the contents will vary depending on the type of personal project; however, all projects must include a structured piece of writing. Your written statement should include a critical reflection on the choice, development and completion of the personal project, and on its links to the area of interaction. These links should, of course, be evident throughout the project (e.g. poetry, art work, or special event), but your statement will allow you to step back from the product itself and develop your thoughts in relation to the area of interaction. Remember that any structured piece of writing should include the following sequential elements:

- Title Page
- Table of Contents
- Introduction
 - Define goal of project.
 - Area of interaction chosen as focus.
 - Outline of how you intend to achieve goal.
- Description of the Process
 - Include all the steps you followed in gathering information and compiling ideas.
- Main Body of Work
 - This section should include an analysis of the inspiration, research and any influence guiding your work. It should also include the findings and decisions you made, the resulting product, and how it all related to your goals and chosen areas of interaction.
- Conclusion
 - You should reflect on the impact of your project and any new perspectives you might consider.
- Bibliography
- Appendices

Things to Consider:

- Always assume that the people who look at your project know little or nothing about the topic.

- Use drawings and pictures only when necessary, for example, if they add to the clarity of the personal project.
- Access to a computer would be very helpful as you write your personal project, making it easier to edit a draft version and produce a neat, easy-to-read product. If, however, you do not have access to a computer, you may write out your report by hand as long as it is neatly presented.

It will be helpful to discuss the final form you propose to use with your supervisor before you start work on it, and also ask other students for their opinions. Remember, however, that your personal project is your piece of work.

PERSONAL PROJECT EXHIBITION:

There will be an opportunity for you to showcase your personal project during a public exhibition. When you are deciding upon how best to present your project, remember to keep it visually interesting and provide examples if applicable.

STEP 5 SUMMARY: Self-Assessment

Now you are in the final stages. You will present your work at the Personal Project Exhibition on TBA.

WHAT I NEED TO DO:

You must ask yourself how you should best present it.

The following issues need to be addressed:

- Am I communicating the goals of my project? How?
- Am I communicating the research process? How?
- How can I show/present the results?
- How can I display my conclusions convincingly?
- How can I make my recommendations for improvement?
- How can I explain what I learned from this project?

Once you have some ideas of how you would like to present your project, make an appointment with your supervisor to discuss them.

Appointment with Supervisor: _____/_____/_____

Supervisor's Signature: _____

STEP 5: Assessment

Date:

Supervisor's Initials:

Student's Initials:

Criteria	Back to the Drawing Board	A Few Missing Pieces	Great Start!	Ready for Exhibition!
Student has a written plan on how to present their project at the Exhibition Nov 15th				
Student has met with Supervisor to discuss presentation plans				
Student has made a list of materials/equipment they will need for presentation and given it to their Supervisor				

Your product should be submitted together with your completed Process Journal and your Written Statement. A well-written journal will describe your reflections on the process and the results of your personal project.

Your project must be completed and the first draft of your written statement handed in to your supervisor by:

Make an appointment with your supervisor to discuss your first draft.

Appointment with Supervisor: _____/_____/_____

Supervisor's Signature: _____

Second draft of written statement due:

Make an appointment with your supervisor to discuss your second draft.

Appointment with Supervisor: _____/_____/_____

Supervisor's Signature: _____

FINAL PROJECT DUE:

(written statement, process journal, and product)

The Written Report: Personal Statement

This is a sample checklist identifying the written organization of your personal project. Keep referring to sections of your Process Journal.

Task	Date Completed	
	Draft	Final
Title page	<input type="checkbox"/>	<input type="checkbox"/>
Table of Contents	<input type="checkbox"/>	<input type="checkbox"/>
Introduction:		
✓ Goal of Project defined	<input type="checkbox"/>	<input type="checkbox"/>
✓ Areas of Interaction chosen	<input type="checkbox"/>	<input type="checkbox"/>
✓ Outline of how to achieve goal	<input type="checkbox"/>	<input type="checkbox"/>
Description of Process:		
✓ Steps I followed in gathering info and ideas	<input type="checkbox"/>	<input type="checkbox"/>
Main Body of Work		
✓ Reflection and analysis	<input type="checkbox"/>	<input type="checkbox"/>
✓ Findings made as a result of project	<input type="checkbox"/>	<input type="checkbox"/>
✓ Reference to the Areas of Interaction chosen	<input type="checkbox"/>	<input type="checkbox"/>
✓ Photographs, illustrations, etc. labeled clearly	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion	<input type="checkbox"/>	<input type="checkbox"/>
Bibliography	<input type="checkbox"/>	<input type="checkbox"/>
Appendices	<input type="checkbox"/>	<input type="checkbox"/>

STEP 6: ASSESSMENT

Date:

Supervisor's Initials:
Student's Initials:

Criteria	Back to the Drawing Board	A Few Missing Pieces	Great Start!	Ready for Final Assessment
Student has completed first draft of the written statement				
Student has handed in copy of first draft to their Supervisor by deadline				
Student has set up an appointment to discuss first draft with Supervisor				
Student has made edits to first draft and handed in a second draft to Supervisor by deadline				
Student has set up an appointment to discuss second draft with Supervisor				
Student has completed final written statement and handed in final product, process journal and written statement by deadline				

Assessment Criteria

The objectives of the personal project listed below relate directly to the assessment criteria. Your Personal Project will be marked on each of these criteria.

A Planning and Development

- identify a clear and achievable goal
- describe and justify a focus on the chosen area(s) of interaction
- describe the steps followed to achieve the stated goal
- adhere to the stated goal throughout the project

B Collection of Information/Resources

- select and utilize adequate, varied resources
- identify and use relevant information critically
- acknowledge sources of information appropriately

C Choice and Application of Techniques

- choose techniques relevant to the project's goal
- justify this selection
- apply the chosen techniques consistently and effectively

D Analysis of Information

- analyze the information in terms of the goal and the focus of the project
- express personal thought
- support arguments with evidence
- respond thoughtfully to ideas and inspiration

E Organization of the Written Work

- organize work in a coherent manner according to the required structure
- present information clearly
- present references, bibliography and symbolic representations appropriately

F Analysis of the Process and Outcome

- identify the strengths and weaknesses of the project at different stages of development
- where appropriate, suggest ways in which the project could have been tackled differently
- assess the achieved results in terms of the initial goal and the focus on the chosen area(s) of interaction
- show awareness of the overall perspectives related to the chosen topic or piece of work

G Personal Engagement

- meet deadlines
- follow agreed procedures and work plans
- make appropriate use of a process journal or log book
- show initiative, enthusiasm and commitment to the task

The following **Assessment Criteria A – G** has been established by the International Baccalaureate Organization for the personal project in the Middle Years Programme.

Criterion A: Planning and Development

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal. Evidence of student's achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student identifies the goal of his/her personal project but does not provide an outline of how he/she aims to achieve this goal.
2	The student identifies and describes the goal of the personal project, states the focus on the chosen area(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.
3	The student identifies and clearly describes the goal of the personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.
4	The student identifies and clearly describes the goal of the personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.

Criterion B: Collection of Information/Resources

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography , where many elements are missing. Few references are made in the text to sources of information used.
2	The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented . Some references are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.
4	The personal project contains excellent , relevant information and resources from a wide variety of appropriate sources. The bibliography is complete and well presented , with clear references to sources in the body of the text and appendices, where appropriate.

Criterion C: Choice and Application of Techniques

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively.

Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Large parts of the project are not relevant in terms of the goal that had been identified by the student. The techniques used are largely inappropriate and inadequately applied .
2	The techniques chosen vary in their appropriateness with some being applied to an acceptable standard in order to contribute to the achievement of the goal. The student begins to provide justification for the use of the chosen techniques.
3	The techniques chosen are generally appropriate and well applied to contribute to the achievement of the goal. The student provides some justification for the use of the chosen techniques.
4	The student has chosen absolutely appropriate techniques, provided specific justification for their choice and applied them effectively to achieve the stated goal.

Criterion D: Analysis of Information

This criterion measures students' abilities to analyse information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Level of Achievement	Descriptor
0	The personal project is an unimaginative treatment of the topic/theme and contains no reflection.
1	The personal project contains little reflection in terms of the goal/ focus on the chosen area(s) of interaction, and is largely narrative/descriptive . The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains some reflection in terms of the goal/ focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.
3	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued .
4	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision . The student consistently supports a truly personal response to the topic with arguments and evidence.

Criterion E: Organization of the Written Work

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The written work is poorly organized , lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is lacking in several respects.
2	The student has made some attempt at logical organization and an attempt to respect the required structure of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is often appropriate .
3	The student has made a good attempt at logical organization, respecting the required structure of the personal project. There are some good links between parts of the personal project, and the presentation of the work is almost always appropriate .
4	The organization of the work is completely coherent with the required structure. Ideas are sequenced in a consistently logical manner with appropriate transitions. Overall presentation and neatness of the work are excellent .

Criterion F: Analysis of Process and Outcome

Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area of interaction, and on how dimensions of the area has been explored and developed. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- *What have been the strengths and the weaknesses of the personal project at different stages of development?*
- *What would the student do differently next time?*

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student's review is simply a narrative summary or a superficial review of the development of the personal project in terms of the goal set at its start. There is little understanding of the dimensions of the area of interaction that were stated as the focus for the personal project.
2	The student adequately reviews his/her personal project in terms of the goal set at its start. The student's review shows some reflection on different stages of the process including an adequate analysis of the quality of the product. The student's review shows some understanding of the dimensions of the chosen area of interaction that served as a focus for the personal project.
3	The student consistently reviews his/her personal project in terms of the goal set at its start. The student's review shows significant reflection on different stages of the process. The evaluation includes a good analysis of the quality of the product, and shows a clear understanding of the dimensions of the chosen area of interaction that served as a focus for the personal project.
4	The student consistently and thoroughly reviews the personal project in terms of the goal set at its start. The student's review shows excellent reflection on different stages of the process. The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the dimensions of the chosen area of interaction that served as a focus for the personal project. The student presents new perspectives emerging from the chosen topic.

Criterion G: Personal Engagement

This criterion focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviors such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviors are evident in the personal project.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project shows little evidence of any of the required qualities and working behaviors.
2	The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviors.
3	The personal project is judged to be good in terms of most of the required qualities and working behaviors.
4	The personal project is judged to be outstanding in terms of the required qualities and working behaviors.

Criterion H: Presentation

This criterion focuses on the presentation of the student's Personal Project at the Personal Project Exhibition.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student does not communicate the goal of his/her personal project. The student put little thought or effort into the presentation of his/her personal project. The language, style and visuals are not appropriate to the audience and the purpose.
2	The student attempts to communicate the goal of his/her personal project. The student put some thought or effort into the presentation of his/her personal project. The language, style and visuals are usually appropriate to the audience and the purpose.
3	The student communicates the goal of his/her personal project. The student put thought or effort into the presentation of his/her personal project. The language, style and visuals are appropriate to the audience and the purpose.
4	The student effectively communicates the goal of his/her personal project. The student put considerable thought or effort into the presentation of his/her personal project. The language, style and visuals are always appropriate to the audience and the purpose.

STUDENT'S FINAL SELF-ASSESSMENT FORM

Name:

Supervisor:

Project Title/Topic:

Approaches to Learning	Unsatisfactory	Satisfactory	Good	Excellent
Met regularly with supervisor				
Sought help when necessary				
Worked independently				
Organized time effectively				
Met deadlines				
Effort				

Refer to the detailed descriptors to determine achievement level:

MYP Assessment Criteria	Criteria domains	Maximum Achievement Level	Achievement Level
Criterion A	Planning and Development	4	
Criterion B	Collection of Information/Sources	4	
Criterion C	Choice and Application of Techniques	4	
Criterion D	Analysis of Information	4	
Criterion E	Organization of Written Work	4	
Criterion F	Analysis of Process and Outcome	4	
Criterion G	Personal Engagement	4	
GNS Criterion H	Presentation	4	

REFLECT ON YOUR WORK BY ANSWERING THE FOLLOWING QUESTIONS:

1. How much time did you spend completing your project (estimate) in hours:
2. What is the greatest strength of your project?
3. What have you learned the most?
4. What is the greatest difficulty you had in completing your project?
5. What would you do differently if you were to do the project again?

PERSONAL PROJECT SUPERVISOR'S FINAL ASSESSMENT FORM

Name:

Supervisor:

Project Title/Topic:

Approaches to Learning	Unsatisfactory	Satisfactory	Good	Excellent
Met regularly with supervisor				
Sought help when necessary				
Worked independently				
Organized time effectively				
Met deadlines				
Effort				

Refer to the detailed descriptor to determine achievement level:

MYP Assessment Criteria	Criteria domains	Maximum Achievement Level	Achievement Level
Criterion A	Planning and Development	4	
Criterion B	Collection of Information/Sources	4	
Criterion C	Choice and Application of Techniques	4	
Criterion D	Analysis of Information	4	
Criterion E	Organization of Written Work	4	
Criterion F	Analysis of Process and Outcome	4	
Criterion G	Personal Engagement	4	
GNS Criterion H	Presentation	4	

COMMENTS:

*Name of Evaluator:**Signature of Evaluator:**Date:*

TIMELINE

Personal Project Orientation

Choose a Topic
Choose a Mentor

Outline and List of Resources
Meet with Mentor

Information collected and
rough draft of bibliography
Meet with Mentor

Meet 3 times with Mentor

First draft of written statement

Meet to discuss first draft
with Mentor

Second draft due

Meet to discuss second
draft with Mentor

Final Product, Process
Journal and Written
Statement due

Personal Project Exhibition

Norcross Cluster MYP Personal Project Proposal Form

Supervisor:

Name:

Student #:

Grade:

Date:

I. Objectives: Your proposal should demonstrate evidence of the following areas.

- select and narrow topic and areas of interaction
- use search engines to locate databases and on-line information
- use reference works to gather information
- determine the adequacy and/or relevancy of information
- identify issues and/or problems, draw conclusions, and make generalizations
- formulate appropriate research questions

- apply critical thinking skills
- establish time management skills and effectively use them
- document sources of quotations, ideas, and facts
(i.e., schedules, organization, record keeping)
- present information through reports, demonstrations, projects

II. Topic of Study and Area(s) of Interaction

III. Proposal Requirements:

For each of the following requirements, you should indicate what you plan to do, resources and research needed, and when you plan to have it done.

	STEPS TO BE TAKEN	MATERIALS/ RESOURCES NEEDED	RESEARCH/ QUESTIONS FOR SUPERVISOR	DUE DATE
1. Preliminary project investigation				
2. Identify a clear and achievable goal				
3. Describe and justify a focus on the chosen area(s) of interaction.				
4. Anticipate the steps necessary to achieve the stated goal				
5. Select and utilize adequate, varied resources				

	STEPS TO BE TAKEN	RESOURCES	RESEARCH	DUE DATE
6. Acknowledge sources of information appropriately				
7. Anticipate, choose, and justify techniques relevant to the project goal (the “how”)				
8. Make appropriate use of a process journal or log book				
9. Show initiative enthusiasm and commitment to the task				
10. Meet deadlines and follow agreed procedures and work plans				

IV. AGREEMENT: I understand that this Personal Project Proposal is a requirement for the MYP full certificate to be awarded at the completion of Year 5. I accept the responsibility for assuming and maintaining a mature attitude toward my work. I understand that an unsatisfactory grade (1 or 2) on the Personal Project could prohibit me from receiving the MYP certificate. I further understand that the Personal Project is an ongoing engagement and that my dedication to the process will be evaluated along with my final products.

Name of Candidate:

Signature of Candidate:

Date:

Name of Parent/Guardian:

Signature of Parent/Guardian:

Date:

Name of Faculty Supervisor:

Signature of Faculty Supervisor

Date: