Name_____

Supervisor_____

IB MYP Personal Project Student Instructions

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WHAT IS THE IB MYP Program?

As part of the IB program in grades 9 and 10, you are known as MYP students (Middle Years Program). MYP is designed for ALL students so that they will be exposed to the IB philosophy and skills, regardless of whether they decide to enter the rigorous IBDP program their junior year. There are many components to the MYP curriculum:

- Internationalism: Preparing students to live in a global world will mean encouraging all students to take a second language and asking students to participate in the service of others
- Real-World Relevance: MYP asks that all instruction be relevant, real-world, inquiry based and goal oriented. (See "global contexts" if applicable)
- Student-driven: the MYP philosophy asks that students reflect on their growth as a learner throughout the program. A goal of the MYP program is that they reflect on their growth using the "IB Learner Profile."
- Best practices in education: MYP asks that teachers design unit plans that utilize the best practices for students. MYP asks that all unit plans and assessments be made accessible for other teachers, students and parents and that they are submitted periodically for monitoring by the IB.

APPROACHES TO LEARNING: ATL

All curriculum is designed to assess growth in these skills, building complexity of tasks as students grow in the program and culminating in the Personal Project during grade 10.

- Social Skills
- Communication skills
- Thinking skills
- Research skills
- Self-management skills

IB LEARNER PROFILE

Students are encouraged to:

- Ask challenging questions.
- Learn how to learn and then reflect on their own learning.
- Develop a strong sense of their own identity and their culture.
- Develop the ability to communicate with and understand people from other cultures

WHAT IS THE PERSONAL PROJECT?

The final component of the MYP program is the Personal Project at the end of the 10th grade year. The project is designed to be a culminating task to showcase your ability to learn on your own andutilize the skills you've been practicing before this point. All 10th graders are part of the IB MYP and are required to complete a Personal Project. You will be given time to work on your project during Seminar daily with a Supervisor who will help you throughout the project.

1. CREATING SOMETHING PERSONAL-----

This project asks you to create a product or event that is personal *for you*, represents *your* goals,and is appropriately challenging *for you*! This could really be almost anything. Some ideas are:

- A campaign for a cause you are passionate about
- An original piece of artwork
- A written piece of work on a social or cultural issue
- A piece of creative writing
- An invention or science experiment of interest to you
- Organizing a special event
- Starting a community or school organization

2. FOR WHAT PURPOSE?

The project must also demonstrate the following:

1. Learning through action (by experiencing and doing something)
2. Learning on your own using a variety of skills (IB calls these skills "ATL skills" or "Approaches to Learning" and they include skills like investigating, communicating, collaboration, critical thinking, and reflecting)
3. Applying previous academic learning from your classes to your personal goals
4. Reflecting on your learning, your strengths, weaknesses, and ability to overcome challenges.
5. Creating a goal that is relevant and important for today by justifying its importance usingone of IB's "global contexts." (If this applies to your project)

This is FOR YOU! The final product will be demonstrated to your teachers and classmates in an exhibition in April, but the reflection and the process is about YOU!

At the end of the process, it isn't about a grade in one class—it's about reflecting on your strengths and weaknesses and about how you want to move forward. How do you want to improve and challenge yourself during your last years of high school and beyond that?

MYP PERSONAL PROJECT PROCESS

The Personal Project consists of four components: the Process Journal, product, project report and MY Personal Project Showcase

| Personal Project component with timeline	How it is assessed
Process Journal – This is where you will keep track of your progress, brainstorm ideas, record data and demonstrate the use of ATL skills and evidence to refer later to write your report. (August- February)	You will submit your Process Journal to your supervisor for regular checks. Your journal may be graded by your supervisor as part of your Seminar credit.
Product - You'll create a completed product by using ATL skills and evidence. (August-January)	Your report will have pictures of your finished product as evidence of completion of the product before the report is written.
Project Report – You will write a report where you will demonstrate how your project meets the MYP Personal Project assessment criteria. (January-February)	Your report will be graded anonymously by a committee of supervisors as well as by the IB organization. (You will receive your official result from the IB in September) You will receive a grade in Seminar as credit. If you are in Honors English, you will also receive two grades (one for each semester) for completing the report. The content of the report is assessed using all three assessment criteria that are specific to MYP personal projects.
Showcase-The IB MYP Personal Project Showcase is held in April. (February-April)	Not included in the Personal Project assessment, but attendance is required for rewards. The top 10 best projects will receive an award.

Table 9

The personal project objectives and how they might be evidenced in the product

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present **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.
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 explanations 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 their comments with specific evidence or detailed examples.
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	Examples of supporting evidence could include: • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills).	Examples of supporting evidence could include: • evaluation of the product against the success criteria • images showing key features of the product • analysis of the causes for success and/or failure • summary of new knowledge or insights related to the learning goal.

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
• a timeline for completing short- and long-term tasks.		
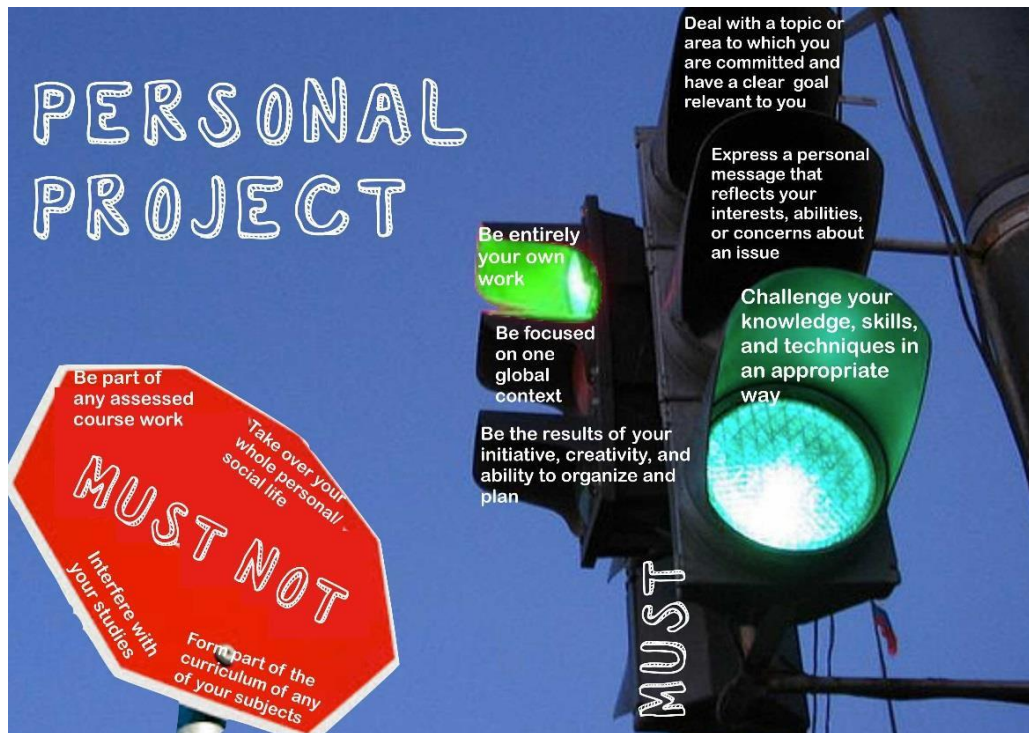
EXAMPLES OF PERSONAL PROJECTS

1. Creating a website for a community basketball league
2. Campaigning to encourage re-usable grocery bags.
3. Putting on a play at an elementary school about bullying
4. Learning about nutrition and exercise to lead a campus fitness support group.
5. Learning to use a specific type of camera.

   or technique to improve your photography s

6. Creating a "how to survive high school" tutorial for incoming 9th graders.

7.   Designing and sewing an outfit made from recycled materials.

8.   Planning a vacation

9.   Designing a budget for a future business

10.   To raise awareness of other cultures at the school through a poster campaign

11.   To organize a fundraiser to help the children's hospital

12.   To create a short film on teenage insecurities

13. Creating video tutorials on specific basketball skills to help the school's team and coaches.

14. Creating a travel brochure to promote student's hometown.

15. To research, create and market diabetic chocolate.

16. To create a sensor detecting a ball passing the goal line

17. To write an article on the psychology of laughter and submit to the local paper.

18. To write a children's book on being environmentally friendly

19. To record an album for a band

20. Making my own music video

21. Creating a book of poetry from local poets as a collection

22. Designing a solar powered model boat

23. Turn a poem into a script for a movie!

24. Learn to play an instrument and record a song!

25. Interview grandparents, parents and teens to see how generational attitudes on topics are

Pictures taken from Global Jaya International School 2012 Personal Project Exhibition Slide Show
http://www.slideshare.net/PakLiam/gjis-ib-myp-personal-project-sample

The Process: divided into stages

A. PLANNING

- Beginning a process journal to document the entire process for submission at the end.
- Brainstorming and then selecting a personal goal for yourself, anything of interest to you
- Selecting a specific global context with which to focus the goal (recommended but not required)
- Researching your goal
- Investigating how to best achieve this goal and how to best demonstrate that to others.
- Being assigned a supervisor/teacher who will meet with you at least 3 times to discuss progress and help guide you throughout the next 6 months.

- Creating a product proposal and meeting with your supervisor to discuss any challenges and to outline your goal.
- Continuing to add to your process journal to document your process.
- Creating a checklist or rubric that explains the criteria to evaluate the success of your own goal

B. APPLYING SKILLS

- Creating the actual product/outcome that would demonstrate your goal (supposed to spend around 25 hours for the entire 6 months of the project)
- Actively working toward the goal and gathering documentation of the entire process In the process journal
- Documenting any problems along the way or challenges
- Discussing challenges with supervisor

C. REFLECTING

- Reflecting and evaluating your learning and the process—demonstrating metacognition.
- Demonstrating your learning through a report/presentation

PROJECT TIMELINE

Project Phase	Starting	Ending
Planning: Stage 1	8/25/2025	9/19/2025
APPLYING SKILLS: Stage 2	9/22/2025	10/24/2025
REFLECTING: Stage 3	10/27/2025	11/25/2025
WRITING THE REPORT: Stage 4	12/1/2025	2/13/2026
projects due	2/13/2026	2/13/2026
Exhibition Presentation Preparation	2/17/2026	4/16/2026
Showcase	4/16/2026	4/16/2026

WHAT IS SUBMITTED to IB?

1. Bibliography
2. Report
3. Academic Honesty form summarizing at least 3 Supervisor meetings

Your final Personal Project score is given by your supervisor and is scored using the IB rubrics. The scores are moderated, and samples are sent to IB. Remember that your final scores aren't necessarily based on the product but *the process*!

The Process Journal

○ The process journal is where you record your learning process and any planning you do toward achieving yourgoal. It is where you record your ideas, thoughts and an action plan for the project. The journal notes are used to write your report. If you keep detailed notes on your process, then the report will be easier to write atthe end. This Process Journal also can be used by your supervisors to give you a grade for your Seminar. **You must show your supervisor evidence of your process documented in your journal every time you meet with him/her.**

○ Aim for a minimum of one-two entries per week.

The journal can also include artifacts and photographs from your process. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor
- Notes from various sources (like a documentary you watched, book you read, etc.)
- Examples of other similar goals or products where you gathered ideas
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process

○ You must reflect on your use and development of the Approaches to Learning (AtL) throughout your Process Journal, but especially in the criterion B section!

Be sure you are demonstrating and reflecting in your journal about your use of all of the ATL skills below. Which ones were challenges for you and at what stage?

ATL skill	Examples from your process journal
Social Skills	• How did you delegate responsibility, build consensus and make fair decisions? (if in a group) • How did you listen to many perspectives or pieces of advice? • How did you negotiate with others? • How did you take responsibility for your actions • How did you build relationships?
Communication skills	• How did you communicate with a variety of audiences • How did you interpret and use non-verbal communication • How did you include intercultural understandings? • How did you use a variety of forms of writing or speaking?
Thinking skills	• How did you forecast possibilities and troubleshoot problems? • Develop opposing arguments? • Create original ideas and make unexpected connections • Design new improvements or solutions • Consider multiple alternatives • Make connections between various subject groups and disciplines
Research skills	• How did you collect, record and verify your information? • How did you evaluate and select information? • How did you understand and use technology systems effectively • Use a variety of sources and media networks? • Compare, contrast and draw connections between many sources?
Self-Management skills	• How did you keep an organized and logical system for recording your progress? • Set goals that were both challenging and realistic? • Bring necessary materials and supplies? • Plan strategies and plans to prepare for success and minimize obstacles • Meet deadlines? Persevere over obstacles? Reduce stress? • How did you motivate yourself to get it done? How did you reflect on your learning and reflect on your mistakes to learn from them?

■ Learning goal

■ Product

An example of starting with a learning goal to guide the creation of the project:

- I want to learn about fitness by training for a half-marathon.

An example of starting with a product to guide the creation of the project:

- I want to create a series of workout videos to learn more about filming and editing videos.

How will my supervisor grade my project?

Your supervisors will use these rubrics to assign your project a score 1-8 in each of the 3 criteria. Your supervisors will then give you a total score out of 24 points (3 criteria x 8 points each=24). Your total score is then converted into a final "IB Score" using the IB Final Grade Calculation chart at the end. In order to receive an IB certificate for MYP participation, you must score 4 or higher. (min. 11 pts. out of 24 pts.)

Criterion A	**Planning**	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 achieve the product and its associated success criteria
Criterion B	**Applying Skills**	i. Explain how the ATL skills were applied to help achieve your learning goal ii. Explain how the ATL skills were applied to help achieve your product
Criterion C	**Reflecting**	i. Explain the impact of the project on you or your learning ii. Evaluate the product based on the success criteria that you created

IB Grading Assessment

The Personal Project rubric is available on the next page. You should use the rubric to understand the expectations for your work and to self-assess your project before you submit it. You can earn up to 24 points, 8 points for each of the three criteria. To be awarded a certificate of completion in the IB MYP, you must receive a grade of 4 or higher on your Personal Project. You must also attend the April IB MYP Exhibition/Showcase. Once your supervisors have assessed your project using the rubric, your score will be determined based on the following table:

Rubric Score	IB Grade	Grade Descriptor
21 - 24	7	Produces a high-quality report that demonstrates a thorough and innovative process in response to the selected global context. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical and creative thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.

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

Assessment rubric

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.

1–2	The student:
	  i. **states a learning goal**
	  ii. **states** their intended product
	  iii. **presents** a plan that is superficial or that is not focused on a product.

3–4	The student:
	  i. states a learning goal and **outlines** the connection between personal interest(s) and that goal
	  ii. states their intended product and presents **basic** success criteria for the product
	  iii. presents a plan for achieving the product and **some** of its associated success criteria.

5–6	The student:
	  i. states a learning goal and **describes** the connection between personal interest(s) and that goal
	  ii. states their intended product and presents **multiple appropriate** success criteria for the product
	  iii. presents a **detailed** plan for achieving the product and **most** of its associated success criteria.

7–8	The student:

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.

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.

Personal Project Assessment Criteria

Please see Command Term Definitions for clarification of required work

	7-8	5-6	3-4	1-2
Criterion A: Planning	You are able to: i. state a learning goal and **explain** the connection between personal interest(s) and that goal ii. state your intended product and present multiple appropriate, **detailed** success criteria for the product iii. present a detailed plan for achieving the product and **all** of its associated success criteria.	You are able to: i. state a learning goal and **describes** the connection between personal interest(s) and that goal ii. state your intended product and present **multiple appropriate** success criteria for the product iii. present a **detailed** plan for achieving the product and **most** of its associated success criteria.	You are able to: i. state a learning goal and **outlines** the connection between personal interest(s) and that goal ii. state your intended product and present **basic** success criteria for the product iii. present a plan for achieving the product and **some** of its associated success criteria.	You are able to: i. **state a learning goal** ii. **state** your intended product iii. **present** a plan that is superficial or that is not focused on a product.
Criterion B: Applying Skills	You are able to: i. **explain** how the ATL skill(s) was/were applied to help achieve your learning goal, supported with detailed examples or evidence ii. **explain** how the ATL skill(s) was/were applied to help achieve your product, supported with detailed examples or evidence.	You are able to: i. **describe** how the ATL skill(s) was/were applied to help achieve your learning goal, with reference to examples or evidence ii. **describe** how the ATL skill(s) was/were applied to help achieve your product, with reference to examples or evidence.	You are able to: i. **outline** which ATL skill(s) was/were applied to help achieve your learning goal, with superficial examples or evidence ii. **outline** which ATL skill(s) was/were applied to help achieve your product, with superficial examples or evidence.	You are able to: i. **state** which ATL skill were applied to help achieve your learning goal ii. **state** which ATL skill(s) was/were applied to help achieve your product.
Criterion C: Reflecting	You are able to: i. **explain** the impact of the project on yourself or your learning ii. **evaluate** the product based on the success criteria, fully supported with specific evidence or detailed examples.	You are able to: i. **describe** the impact of the project on yourself or your learning ii. evaluate the product based on the success criteria, partially supported with evidence or examples.	You are able to: i. **outline** the impact of the project on yourself or your learning ii. state whether the product was achieved, **partially supported** with evidence or examples. .	You are able to: i. **state** the impact of the project on yourself or your learning ii. **state** whether the product was achieved.

Command Term Definitions

Command terms	MYP definitions
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

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

Important Terms

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

The Report

Your report is divided into 3 sections. Each section Include your research regarding your goal and describe your research skills

- A. Planning
    1. Criteria for evaluating the product/outcome
    2. Plan and record the process (types of documentation vary depending on the goal butshould be recorded in the process journal)
    3. Self-management/time management—process journals should reflect this stage greatlyand be referred to (but students should avoid repeating the journal entries directly)
    4. Three supervisor meetings are included and described
- B. Applying Skills
    1. Creating the product/outcome
    2. Demonstrating thinking skills
    3. Demonstrating communication and social skills
- C. Reflecting
    1. Evaluate the quality of their product using their criteria
    2. Reflect on how completing the project has extended their knowledge andunderstanding of the topic and the global context (real world significance)
    3. Reflect on personal development in the IB Learner Profile

Below in Table 10, the guidelines are listed for your Report:

Table 10

The maximum length of student submissions

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

When preparing documents and recordings, the following specifications should be noted:

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
    - 11-point font size
    - 2 cm margins.
2. Where a spoken report is submitted, the only evidence that will be considered for assessment is the audio itself, plus any supporting pages of documents. Visual aids (such as PowerPoint slides) may be used to support a spoken presentation, but these will not be considered as a constituent part of the submission for assessment purposes.
3. Evidence presented in images must be clearly visible at the size submitted.
4. The bibliography is uploaded separately and is not included in the page limit.
5. Please do not include a title page; if included, it will count towards the page limit.

Evaluating Your Written Report

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

PERSONAL PROJECT OBJECTIVE A: PLANNING

Objective A: Planning	REPORT CHECKLIST	EVIDENCE (examples only)

LEARNING GOAL & PERSONAL INTEREST
 	
———
 	
Criterion A Strand i.
State a learning goal for the project and explain how a personal interest led to that goal
	❏ **LEARNING GOAL:** Explain what you want to *learn* by completing this project
	❏ Identify what initially sparked your interest in this topic & explain its connection to the learning goal
	❏ Describe what makes your goal **personal** through your experiences & interests
	❏ Discuss what knowledge & skills you had before you begin this process. *You could:*
	  ● Identify what you **already knew** about this topic from your **subjects/classes** (similar projects/units you completed in school)
	  ● Identify what you **skills you already had** that will help achieve your goal
	  ● Identify what you already knew or could do **outside of a school subject**
		● Brainstorms
		● Planning sheets
		● Proposal Panel
		● A list and/or diagram of interests and related learning goals
		● A list of possible strategies to achieve personal and academic goals
		● A diagram showing the connections between the learning goal and the product

PRODUCT GOAL & SUCCESS CRITERIA ——— **Criterion A Strand ii.** *State an intended product and develop appropriate success criteria for the product*	❏ **PRODUCT GOAL:** Explain what you want to *do* or *make* by completing this project ❏ Develop criteria that are **specific, rigorous, realistic, testable** ❏ Develop criteria that are directly **related to the product goal, GC (optional)** and **research** ❏ Develop criteria that measure the **quality** of the goal ❏ Explain & justify criteria based on the transfer of research to product (**optional**: learning goal and GC)	● Brainstorms ● Planning sheets ● Proposal Panel ● Success Criteria (final) ● Drafts and plans of success criteria ● Research notes that support success criteria
PLAN ——— **Criterion A Strand iii.** *Present a clear, detailed plan for achieving the product and its associated success criteria.*	❏ Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies ❏ Include details, specifics and personal examples on planning tool ❏ Include both short and long-term planning broken down by steps ❏ Use the timeline on p. 8 to keep yourself on track with your project ❏ Include success criteria & their targeted completion as one aspect of plan ❏ Reference a range of sources in a properly MLA formatted **Works Cited** (and Works Consulted)	● A series of steps leading to the completion of the product ● A timeline for completing short- and long-term tasks ● To-do lists ● GANTT Charts ● Long-term plan (personal) ● Short-term plans with details

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

PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

Objective B: Applying Skills	REPORT CHECKLIST	EVIDENCE (examples only)
AtL SKILLS & LEARNING GOAL **Criterion B Strand i.** *explain how the ATL skill(s) was/were applied to help achieve their learning goal*	❏ Identify the chosen AtL Skill(s) **developed** throughout the process of achieving the learning goal ❏ Explain how the AtL Skill(s) were applied to help achieve the learning goal ❏ Justify **strengths and limitations** of chosen AtL Skill(s) ❏ Include evidence of a broad range of chosen AtL Skill Category ❏ AtL Skills Google Site Page ❏ Comprehensive list of AtL Skills	● a series of inquiry questions (research skills) ● sample correspondence with the project supervisor (communication skills) ● screenshot of daily reminders or alerts to complete personal project tasks (self-management) ● reflection about resolving a conflict (social skills) ● summary of prior learning that is relevant to the project (thinking skills) ● interview with a professional on the topic chosen
AtL SKILLS & PRODUCT GOAL **Criterion B Strand ii.** *explain how the ATL skill(s) was/were applied to help achieve their product.*	❏ Identify the chosen AtL Skill(s) **developed** throughout the process of achieving the learning goal ❏ Explain how the AtL Skill(s) were applied to help achieve the learning goal ❏ Justify **strengths and limitations** of chosen AtL Skill(s) ❏ Include evidence of a broad range of chosen AtL Skill Category ❏ AtL Skills Google Site Page ❏ Comprehensive list of AtL Skills	● a series of inquiry questions (research skills) ● sample correspondence with the project supervisor (communication skills) ● screenshot of daily reminders or alerts to complete personal project tasks (self-management) ● reflection about resolving a conflict (social skills) ● summary of prior learning that is relevant to the project (thinking skills) ● interview with a professional on the topic chosen

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PERSONAL PROJECT OBJECTIVE C: REFLECTING

Objective C: Reflecting	REPORT CHECKLIST	PROCESS JOURNAL ENTRIES & EXTRACTS
IMPACT OF PRODUCT ―――― **Criterion C Strand i.** *Explain the impact of the project on themselves or their learning*	❑ Demonstrate a deeper knowledge and understanding of the topic ❑ Use evidence to justify new knowledge of topic gained ❑ Identify & explain how the student has developed as a learner, using the learner profile attributes, which can be found in your process journal on p. 31. ❑ Discuss strengths & weaknesses (academic & personal) in reference to the process of completing the Personal Project ❑ Identify challenges faced and solutions developed to meet those challenges ❑ Consider the possible impact the project could have on future learning, e.g. in the DP ❑ Discuss the lasting impact of this project (*see below*)	● summary of new knowledge or insights related to the learning goal ● Surveys of audience (impact)
EVALUATION OF PRODUCT ―――― **Criterion C Strand ii.** *Evaluate the product based on the success criteria.*	❑ Use the student's product/outcome success criteria (specifications) to assess the product and to what extent the goal was achieved; mark the checklist & rubric to determine a final level ❑ Evaluate the quality of the product/outcome by justifying the reasons for the final level awarded with specific examples used **OPTIONAL** ❑ Explain any changes made to the product/outcome during the process and why changes were made ❑ Identify possible improvements to the product/outcome	● evaluation of the product against the success criteria ● images showing key features of the product ● analysis of the causes for success and/or failure ● Audience reviews & survey ● Meeting with supervisor noteS

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IB/MYP SHOWCASE

Ultimately, you will be showcasing your work at the IB/MYP Showcase in April. Some considerations as you prepare for this include:

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

BRAINSTORMING:
Start brainstorming with some ideas by completing the prompts below.

1. What issues do you think are currently important to the world right now?

2. What are the hobbies and sports that interest you?

3. What are the places you want to visit?

4. What do you do when you want to be creative?

5. What are some topics that are interesting for you at school and why?

6. What are some jobs that you want to learn more about?

7. What are the things that you are good at?

8. What are the things that you would like to get better at?

9. Who are the people you admire and why?

10. What is one thing that you like about your community? How do you think you can help your community?