MYP Personal Project Guide

2017 – 2018

C. Poinson Simon, Personal Project Coordinator
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1. What is the Personal Project?

The 9th/10th Grade Personal Project is a final requirement for students to complete in Year 5 of the MYP program at Robinson School. This is seen as the culminating assignment that demonstrates their understanding of concepts, global contexts (pgs. 21-22), ATL skills development (pgs. 21-23), and action in service.

The Personal Project encourages students to practice and strengthen their Approaches to Learning skills (pgs. 23-25), to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product or outcome and to demonstrate the consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students’ individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently and will have his or her own supervisor. It will take a minimum of 25 hours outside of class time.

The aims of the MYP projects are to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context (pgs. 21-22)
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time. (pgs 23-25)
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

Project Examples

- Develop a recipe book
- Develop a marketing campaign to address a teen issue (like driving while texting)
- Produce and direct a short film
- Teach a new sport to a group of children
- Create a piece of environmental art
- Make a model about coral reefs
- Launch a recycling program
- Create a mural in your neighborhood
- Join a local civic group and work on solving a local/global issue
- Develop your own video game or create a website
- Design clothes or make jewelry

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2. The contents of the Personal Project

The three (3) main components of the personal project are:

- The final report
- The process journal
- The product or outcome

The MYP personal project report should include the following components:

<table>
<thead>
<tr>
<th>To include in the report</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYP personal project coversheet</td>
<td>Must be completed before sending your report to your supervisor and for external moderation. This will be given to you by the Personal Project Coordinator.</td>
</tr>
<tr>
<td>MYP projects academic honesty form</td>
<td>Must be completed before sending your report to your supervisor and for external moderation. This will be given to you by the Personal Project Coordinator.</td>
</tr>
<tr>
<td>Evidence of your product or outcome</td>
<td>You must include evidence of your product or outcome. It can be the product itself, extracts of the product or up to five pictures or 30 seconds of video of the product or outcome.</td>
</tr>
<tr>
<td><strong>Report</strong></td>
<td>The format of the report for the personal project can vary depending on the resources available and your interests. Possible formats for the MYP report are divided into four main areas: written, electronic, oral and visual. It should be structured in identifiable sections, following the MYP projects objectives:</td>
</tr>
<tr>
<td><strong>Appendices:</strong> 10 pages of extracts</td>
<td>These are short extracts from your process journal illustrating the knowledge, process,</td>
</tr>
</tbody>
</table>
- process journal **extracts**
- any supporting **visual aids** used during the presentation, if applicable

and skills that you have developed during your entire project. If your report is presented orally, you must include the visual support.

**Bibliography / Sources**

**MLA**

You must include a bibliography following the conventions as recognized in *Robinson School Academic Honesty Policy* and *Code of Honor*. You can insert quotes in the text, use parenthetical citations, or any other system allowing others ideas to be recognized in your work.

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3. How is it assessed?

Like other subject areas in the MYP, the Personal Project is also assessed using its own set of 4 criteria:

- **Criterion A:** Investigating (pg. 16)
- **Criterion B:** Planning (pg. 17)
- **Criterion C:** Taking Action (pg. 18)
- **Criterion D:** Reflecting (pgs. 19-20)

**The final grade:**

The total of the levels (maximum 32) awarded in each criterion is calculated to give a final assessment for the Personal Project. As referenced in *A Short Guide to MYP Assessment at Robinson School.*

The levels totals are then converted to a grade from 1 to 7 by applying the grade boundaries, where Grade 1 represents limited achievement, and grade 7 represents excellent achievement.

**OLA- Overall Level of Achievement Grade Boundaries Table**

<table>
<thead>
<tr>
<th>Boundaries</th>
<th>1-5</th>
<th>6 - 9</th>
<th>10 - 14</th>
<th>15 -18</th>
<th>19- 23</th>
<th>24 -27</th>
<th>28 -32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades -OLA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Grade</td>
<td>MYP General Grade Descriptors</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
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</tr>
<tr>
<td>3</td>
<td>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</td>
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<tr>
<td>4</td>
<td>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</td>
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</tr>
<tr>
<td>5</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</td>
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<tr>
<td>7</td>
<td>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
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</tr>
</tbody>
</table>

**MYP OLA Conversion Chart (for GPA Calculation)**

<table>
<thead>
<tr>
<th>OLA</th>
<th>IB Criterion Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>32</td>
<td>100</td>
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<td>1</td>
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<td>4</td>
<td>68</td>
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<td></td>
<td>3</td>
<td>67</td>
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<tr>
<td></td>
<td>2</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>65</td>
</tr>
</tbody>
</table>
# 4. Personal Project Timeline

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>10th Grade</th>
<th>10th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>March – May, summer</td>
<td>August - September</td>
<td>September - October</td>
<td>November - December</td>
<td>December – January</td>
</tr>
</tbody>
</table>

**Introduction**
- MYP year 4 students view last year’s MYP year 5 personal project showcase.
- Brainstorm and generate ideas
- Set research for holidays
- Assign a supervisor - Initial meeting
- Identify prior learning
- Outline of topic – decide on goal and global context (pages)
- Decide on final product / outcome

**Investigating**
- Continue initial research period select relevant resources and gather information
- Evaluate sources
- Begin development of criteria to evaluate the product.
- Regular entries in the process journal with identification of research skills
- Monthly meetings with the supervisor

**Planning**
- Finalize criteria
- Continue research select, evaluate and acknowledge information
- Work on product or outcome
- Regular entries in the process journal with identification of Self-management skills
- Monthly meeting with the supervisor

**Taking action**
- Continue working on, and complete the product or outcome
- Regular entries in the process journal with identification of thinking, communication and social skills
- Begin draft of the final report
- Monthly meeting with the supervisor

**Reflecting**
- Evaluate the quality of the product against the criteria
- Reflect on learning and skills (21-23)
- Complete final report
- Monthly meeting with the supervisor
- Final report due in January with submission of the process journal.

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**RESEARCH**

**PROCESS JOURNAL**

**COMMUNICATE AND COLLABORATE WITH STUDENTS**

**February/ March:** SHOWCASE OF PERSONAL PROJECTS TAKE PLACE AFTER COMPLETION OF FINAL REPORTS

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5. Section 1. **OBJECTIVE A: INVESTIGATING (pg. 16)**

*How do I begin my investigation? What do I need to do?*

1. **Define a clear goal and context for the project, based on your personal interests.**
   - I give the precise meaning of the goal of my project; I explain “what I want to achieve; when, where, how and why I want to achieve it.”
   - I define the Global Context (pgs. 21-22) that applies best to my project and I explain its connection.

   **Look at the following example and the steps to follow.**

   **Goal chosen:** To create either a vegetarian or vegan cookbook that provides educational information and easy to create recipes suitable for all ages.

   **Step 1:** *Identify your Global Context.* Identities and Relationships

   **Step 2:** *Identify which part of the Global Context you will explore.* Physical Health.

   **Step 3:** *Explain WHY you have chosen this Global Context.* I have chosen Physical Health as the context for my project because I will be exploring the benefits of a vegetarian/vegan diet to my health and evaluating the benefits of this type of diet for others.

   - I describe what makes my project **personal:** the experiences, interests and ideas that make it important to me.
   - If I made changes to my goal during the project, I explain the changes and why I made them.

2. **Identify prior learning and subject-specific knowledge relevant to the project.**
   - I identify what I already know about this topic / project and the sources (books, sports I could have practiced, documentaries, etc.) of my knowledge.
   - I identify what I learned in MYP subject groups before the project started, and how this was helpful.

3. **Demonstrate research skills (pg. 23).**
   - I outline the research skills I had when I started the project.
   - I discuss the research skills I developed through the project.
   - I explain how I may have shared my research skills to help peers who needed more practice.

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6. Section 2. **OBJECTIVE B: PLANNING (pg. 17)**

This section includes all the work you did to plan and organize your project to create a product or outcome. In this section, the use of the process journal is very important. Your goal is to try to report every aspect of the planning and organizing of your project.

1. **Develop criteria for the product or outcome. Making specifications…**

   In my report:
   - I refer to my own set of criteria that I develop to evaluate my project product or outcome. For this step you need to create rubrics to evaluate yourself your product or outcome. This rubric should be added in your appendices.
     - For instance, if the product for your project is a website, some rubrics could be: clarity, access to the information, user friendly, etc. This could also be a survey to obtain feedback from various individuals (experts, peers, etc.) viewing the project.
   - If I made changes to my criteria during the project, I explain the changes and why I made them.

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

   - I provide evidence of my planning through timelines, milestones or other tools or strategies.
   - I present a record of how the project progressed from start to finish.

3. **Demonstrate self-management skills (pgs. 23-24)**

   - I outline the self-management skills I had when I started the project.
   - I discuss the self-management skills I developed through the project.
   - I explain how I may have shared my self-management skills to help peers who needed more practice.

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7. Section 3. **OBJECTIVE C: TAKING ACTION (pg. 18)**

*This is the main “doing” part of your project – the action part of the inquiry cycle – where the product or outcome is developed and completed.*

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

   In my report:
   - I discuss the product or outcome as the result of the process undertaken during the project.
   - I check that I have included **evidence of my product** to be submitted with my report.

2. **Demonstrate thinking skills (pgs. 24-25).**

   - I outline the thinking skills I had when I started the project.
   - I discuss the thinking skills I developed through the project.
   - I explain how I may have shared my thinking skills to help peers who needed more practice.

3. **Demonstrate communication and social skills (pg. 25).**

   - I outline the communication and social skills I had when I started the project.
   - I discuss the communication and social skills I developed through the project.
   - I explain how I may have shared my communication and social skills to help peers who needed more practice.

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8. Section 4. **OBJECTIVE D: REFLECTING (pgs. 19-20)**

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

1. **Evaluate the quality of the product or outcome against their criteria.**
   
   In my report:
   
   - I evaluate the product or outcome against the criteria I designed. I use the rubrics I created to evaluate my product or outcome.
   - I identify the strengths, weaknesses and possible improvements of the product / outcome.

2. **Reflect on how completing the project has extended my knowledge and understanding of the topic and the Global Context (pages 21-22).**
   
   - I identify challenges and the solutions I developed to meet them.
   - I demonstrate a deeper knowledge and understanding of my topic and my identified global context.
   - I base my reflection on evidence, including my process journal.

3. **Reflect on my development as IB learners through the project.**
   
   - I identify how I have developed as a learner (using the IB learner profile as appropriate).
   - I discuss my strengths and weaknesses in completing the project.
   - I summarize the impact the project could have on my future learning.

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9. The process journal

*The process journal is part of the assessment which means it is ASSESSED.*

Annotated extracts, a maximum (10) from the process journal, must be submitted with your personal report and will be used to determine the level awarded for each criterion. You are required to submit the extracts as appendices of the report. You are required to take responsibility for making the appropriate extracts available to your supervisor. You decide how you keep your process journal (written, visual, audio, or a combination of these), however it must document your process. It is important that you show your process journal to your supervisor each time you meet.

**You must show evidence of regular use of the process journal,** though not necessarily weekly. Though legibility is important, the recording of critical and creative-thinking is more important than neatness and presentation. Your process journal will provide an invaluable record of your journey and will help you when you come to write your personal project report. Documenting the project in your process journal might include:

- *mind maps,*
- *bullet lists,*
- *charts,*
- *short paragraphs,*
- *notes,*
- *timelines,*
- *annotated illustrations,*
- *pictures,*
- *sketches,*
- *photographs,*
- *artifacts,*
- *self and peer assessment*
10. The role of the supervisor

You will be allocated a supervisor, and will meet with him/her during the whole process of your personal project. **Three** of those meetings will be recorded using the worksheet called MYP projects *Academic Honesty Form* (pgs. 26-27). This form also complies with the *Academic Honesty Policy* of Robinson School and its *Code of Honor*.

Your supervisor may not be an expert in your chosen project area, but will guide and support you as needed. Remember your family, friends, and experts in the community may also be able to provide support and advice.

The supervisor:
- will guide you on how to complete the personal project successfully,
- will provide constructive comments at each stage of the project,
- will communicate with you both electronically and at regular meetings to guide you through all stages of the project,
- will ensure that your project is inspired by the global contexts (pgs. 21-22)
- will assess your completed project according to the assessment criteria
- ensure that the project is authentic and entirely your own work, and that the material is adequately referenced
- The supervisor **will not take over the personal project, it is yours to complete.**
- You **should be proactive in seeking your supervisor’s comments and feedback.** You should always be prepared when meeting with him/her; with your process journal up to date and any questions or doubts you would like to share.

As part of monitoring and assessing the development of the project, during the process, if the supervisor identifies a concern with your performance, he/she will:
- meet with you and address the concern and inform the Personal Project Coordinator.
- The meeting will be documented using the Personal Project Meeting form.

If the issue persists, or other issues arise, the supervisor will:
• complete the 1st Notice of Concern, and send it to the Personal Project Coordinator.
• A meeting will be set up between you, your supervisor, and the Personal Project Coordinator.
• The meeting will be documented using the Personal Project Meeting form.

If no change, then the supervisor:

• complete the 2nd Notice of Concern, and send it to the Personal Project Coordinator.
• A meeting will be scheduled for you, your parent, your supervisor, the Personal Project Coordinator and/or MYP Coordinator.
• The meeting will be documented using the Personal Project Meeting form.

As a last intervention, the supervisor will:

• Complete the 3rd Notice of Concern, and send it to the Personal Project Coordinator.
• A meeting including you, your parent, your supervisor, the Personal Project Coordinator, the MYP Coordinator, and MYP Division Head will be scheduled.
• The meeting will be documented using the Personal Project Meeting form.
• You will have to sign the Personal Project Commitment contract.

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# 11. MYP Criteria

## Criterion A: Investigating

**Maximum: 8**

In the personal project, students should be able to:

i. define a clear goal and a global context for the project, based on personal interests
ii. identify prior learning and subject-specific knowledge relevant to the project
iii. demonstrate research skills. (pg. 23)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <em>does not</em> achieve a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1-2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>states</strong> a goal and context for the project, based on personal interests, but this may be <strong>limited</strong> in depth or accessibility</td>
</tr>
<tr>
<td></td>
<td>ii. identifies prior learning and subject-specific knowledge, <strong>but</strong> this may be <strong>limited</strong> in occurrence or relevance</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrates <strong>limited</strong> research skills.</td>
</tr>
<tr>
<td>3-4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>outlines a basic and appropriate</strong> goal and context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. identifies <strong>basic</strong> prior learning and subject-specific knowledge <strong>relevant to some</strong> areas of the project,</td>
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<tr>
<td></td>
<td>iii. demonstrates <strong>adequate</strong> research skills.</td>
</tr>
<tr>
<td>5-6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>develops a clear and challenging</strong> goal and context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. identifies prior learning and subject-specific knowledge <strong>generally relevant</strong> to the project</td>
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<tr>
<td></td>
<td>iii. demonstrates <strong>substantial</strong> research skills.</td>
</tr>
<tr>
<td>7-8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>develops a clear and highly challenging</strong> goal and context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. identifies prior learning and subject-specific knowledge that is <strong>consistently highly relevant</strong> to the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrates <strong>excellent</strong> research skills.</td>
</tr>
</tbody>
</table>
**Criterion B: Planning**

**Maximum: 8**

In the personal project, students should be able to:
  
  i. develop criteria for the product / outcome  
  ii. plan and record the development process of the project  
  iii. demonstrate self-management skills (pgs. 23-24)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1-2               | The student:  
  i. develops **limited** criteria for the product / outcome  
  ii. presents a **limited or partial** plan and record of the development process of the project  
  iii. demonstrates **limited** self-management skills. |
| 3-4               | The student:  
  i. develops **adequate** criteria for the product / outcome  
  ii. presents **adequate** plan and record of the development process of the project  
  iii. demonstrates **adequate** self-management skills. |
| 5-6               | The student:  
  i. develops **substantial and appropriate** criteria for the product / outcome  
  ii. presents a **substantial** plan and record of the development process of the project  
  iii. demonstrates **substantial** self-management skills. |
| 7-8               | The student:  
  i. develops **rigorous** criteria for the product / outcome  
  ii. presents a **detailed and accurate** plan and record of the development process of the project  
  iii. demonstrates **excellent** self-management skills. |
**Criterion C: Taking action**

**Maximum: 8**

In the personal project, students should be able to:

i. create a product / outcome in response to the goal, global context and criteria  
ii. demonstrate thinking skills (pgs.24-25) 
iii. demonstrate communication and social skills (pgs. 25)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1-2               | The student:  
                      i. creates a **limited** product / outcome in response to the goal, global context and criteria  
                      ii. demonstrates **limited** thinking skills  
                      iii. demonstrates **limited** communication and social skills. |
| 3-4               | The student:  
                      i. creates a **basic** product / outcome in response to the goal, global context and criteria  
                      ii. demonstrates **adequate** thinking skills  
                      iii. demonstrates **adequate** communication and social skills. |
| 5-6               | The student:  
                      i. creates a **substantial** product / outcome in response to the goal, global context and criteria  
                      ii. demonstrates **substantial** thinking skills  
                      iii. demonstrates **substantial** communication and social skills. |
| 7-8               | The student:  
                      i. creates an **excellent** product / outcome in response to the goal, global context and criteria  
                      ii. demonstrates **excellent** thinking skills  
                      iii. demonstrates **excellent** communication and social skills. |
**Criterion D: Reflecting**

**Maximum: 8**

In the personal project, students should be able to:

i. evaluate the quality of the product / outcome against their criteria

ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context (pgs. 21-22)

iii. reflect on their development as IB learners through the project

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1-2               | The student:
  
  i. presents a **limited** evaluation of the quality of the product / outcome against his or her criteria

  ii. presents **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context

  iii. presents **limited** reflection on his or her development as an IB learner through the project. |
| 3-4               | The student:

  i. presents a **basic** evaluation of the quality of the product / outcome against his or her criteria

  ii. presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context

  iii. presents **adequate** reflection on his or her development as an IB learner through the project. |
| 5-6               | The student:

  i. presents a **substantial** evaluation of the quality of the product / outcome against his or her criteria

  ii. presents **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context

  iii. presents **substantial** reflection on his or her development as an IB learner through the project. |
<table>
<thead>
<tr>
<th>7-8</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>presents an <strong>excellent</strong> evaluation of the quality of the product / outcome against his or her criteria</td>
</tr>
<tr>
<td>ii.</td>
<td>presents <strong>excellent</strong> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</td>
</tr>
<tr>
<td>iii.</td>
<td>presents <strong>excellent</strong> reflection on his or her development as an IB learner through the project.</td>
</tr>
</tbody>
</table>

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12. **Appendices**

Examples of **Global Contexts** and Personal Projects

<table>
<thead>
<tr>
<th>Global context</th>
<th>Examples of personal projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identities and relationships</strong></td>
<td>• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying</td>
</tr>
<tr>
<td>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</td>
<td>• How online identities impact offline relationships; a research essay</td>
</tr>
<tr>
<td></td>
<td>• Keeping culinary traditions; a video series following family recipes with historical relevance</td>
</tr>
<tr>
<td></td>
<td>• The effect of mass media on teenage identity; a short film</td>
</tr>
<tr>
<td><strong>Orientation in space and time</strong></td>
<td>• The Euclidean space perspective of the universe; a 3D model</td>
</tr>
<tr>
<td>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</td>
<td>• Explorers in search of a new world; immigration over the ages through visual texts</td>
</tr>
<tr>
<td></td>
<td>• The Mayflower and the dream of religious freedom; a personal family history</td>
</tr>
<tr>
<td></td>
<td>• Charting a family history through archives and a representational statue</td>
</tr>
<tr>
<td>Global context</td>
<td>Examples of personal projects</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Personal and cultural expression** | • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture  
  • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers  
  • Culture and self-expression through dance at the local community arts centre; a performance                                                   |
| **Scientific and technical innovation** | • Nano fibres build stronger bikes; a prototype bike with nano fibres  
  • What’s the matter with the anti-matter?; an informational talk  
  • Why are genetics and genomics important to my health?; a media presentation  
  • Can stem cells replace organ transplants?; an investigative report |
| **Globalization and sustainability** | • The struggle for water in developing countries; an awareness campaign  
• The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation  
• Education as the tool to change the future of Peru; a workshop for adults  
• The role of the developing countries in protecting the tropical rain forest; a collection of slides |
| **Fairness and development** | • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade  
• Open-market economies and their role in fair trade; a talk for students  
• Exploring the intersections of race and inequality; a radio broadcast  
• Asylum seekers and their right to live like us; a painting |
ATL Skills

Research skills

I. Information Literacy skills
Finding, interpreting, judging and creating information

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyze data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

II. Media Literacy skills
Interacting with media to use and create ideas and information

- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences.
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences
- Compare, contrast and draw connections among (multi)media resources

Self-management skills

III. Organization skills
Manage time and tasks effectively

- Plan short and long term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic

IV. Affective skills
Mindfulness

- Practice focus and concentration
- Practice strategies to develop mental focus
- Practice strategies to overcome distractions

Perseverance

- Demonstrate persistence and perseverance

Emotional Management

- Practice strategies to reduce stress and anxiety

Self-motivation

- Practice analyzing and attributing causes for failure
- Practice managing self-talk
- Practice positive thinking
Resilience

- Practice “bouncing back” after adversity, mistakes and failures
- Practice “failing well”
- Practice dealing with disappointment and unmet expectations
- Practice dealing with change

V. Reflection Skills

(Re) considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider Content “What did I learn about today? What don’t I yet understand? What questions do I have now?”
- Consider ATL skills development “What can I do already? How can I share my skills with others? What will I work on next?”
- Consider personal learning strategies “What can I do to be a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?”
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections

Thinking skills

VI. Critical Thinking skills

Analyzing and evaluating issues and ideas

- Practice observing carefully in order to recognize problems
- Recognize unstated assumptions and bias
- Interpret data
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulation to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications.

VII. Creative Thinking skills

Generating novel ideas and considering new perspectives

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Make guesses, ask “What if . . .” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practice flexible thinking – develop multiple opposing, contradicting and complementary arguments
VIII. Transfer skills

*Using skills and knowledge in multiple contexts*

- Use effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Change the context of an inquiry to gain different perspectives.

Social skills

IX. Collaboration skills

*Working effectively with others*

- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one’s own rights and needs

Communication skills

X. Communication skills

*Students can exchange thoughts, messages and information effectively through interaction*

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Consider the target audience

*Reading, writing and using language to gather and communicate information*

- Read a variety of sources for information and for pleasure
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Organize and depict information logically

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