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## https://upload.wikimedia.org/wikipedia/en/4/49/Harding_University_High_School_Seal.png

## **Harding University High School IB Middle Years Program Personal Project Guide 2015-2016**

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## http://www.ibo.org/globalassets/digital-tookit/logos-and-programme-models/ib-world-school-logo-2-colour.png http://www.ibo.org/globalassets/digital-tookit/logos-and-programme-models/myp-programme-logo-en.png

## Developed and Modified by Mr. Ward, Personal Project Coordinator, from the IB International Personal Project Guide February 2015 Update.

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**Personal project objectives**

## **The objectives of the personal project state the specific targets that are set for learning. They define what the student should be able to accomplish as a result of completing the personal project.**

## **These objectives relate directly to the assessment criteria found in the “Personal project assessment criteria: Year 5” section of this guide.**

### **A. Investigating**

## **Students should be able to:**

## **define a clear goal and context for the project, based on personal interests**

## **identify prior learning and subject-specific knowledge relevant to the project**

## **demonstrate research skills.**

### **B. Planning**

## **Students should be able to:**

## **develop criteria for the product/outcome**

## **plan and record the development process of the project**

## **demonstrate self-management skills**

## **C. Taking action**

## **Students should be able to:**

## **create a product/outcome in response to the goal, context and criteria**

## **demonstrate thinking skills**

## **demonstrate communication and social skills**

### **D. Reflecting**

## **Students should be able to:**

## **evaluate the quality of the product/outcome against their criteria**

## **reflect on how completing the project has extended their knowledge and understanding of the topic and the global context**

## **reflect on their development as an IB learner through the project.**

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## **Investigating and planning the personal project**

The MYP personal project consists of three components.

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| --- | --- |
| **Personal project component** | **How it is assessed** |
| Focus on topic leading towards a product/outcome | Evident in the presentation/report |
| Process journal | A selection of extracts in appendices of the report |
| Report | The content of the report assessed using all four criteria |

**Table 15**

*Components of the personal project*

Personal projects are developed and completed by individual students, but they may involve group work (for example, a performed play). While the product or outcome may be created collaboratively, each student’s individual contribution and process through the five stages of learning must be apparent. Group projects that allow students to individually take responsibility for different aspects of the project can prove to be a valuable experience too. The personal project is always assessed individually for each student.

Students need to identify a goal, based on areas or topics of interest to them. It is useful for students to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. Project supervisors need to guide and advise students on the selection of topics for the project. However, they have to balance providing support with objectivity and must not take over the project from the student. Ownership of the project must remain with the student.

Students should document their thinking, their research process and the refining and development of their initial ideas. Students will develop an outline of the goal they wish to pursue, which will often form the basis of the first meeting between the student and the supervisor.

Students should develop a goal that they can accomplish, but which challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Some proposed projects may require overly complex procedures or a process of learning that is too lengthy. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the student and the supervisor.

The student’s individual strengths and weaknesses need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student’s own; he or she must have the capacity to complete the project without relying solely on the help of others. The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

Table 16 illustrates some examples of challenging and highly challenging personal project goals.

|  |  |
| --- | --- |
| **Challenging goal** | **Highly challenging goal** |
| A student documents his or her self-taught skills of photography. | A student documents his or her neighbourhood through a photography exhibition. |
| A student creates a durable bag using second-hand materials. | A student creates a range of bags using second-hand materials to exhibit at the local arts centre. |
| A student writes an article on a topic of interest for a journal (school/academic/special interest) and submits it to an audience. | A student writes and publishes an original book-length feature on a topic of interest. |

**Table 16**

*Challenging and highly challenging personal projects*

**Identifying the global context for the project**

The global context chosen by the student provides a context for inquiry and research for the project. Students choose only one global context to define their goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Table 17 shows some examples of the use of each global context for an MYP personal project.

|  |  |
| --- | --- |
| **Global context** | **Examples of personal projects** |
| **Identities and relationships**  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. | * Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying * How online identities impact offline relationships; a research essay * Keeping culinary traditions; a video series following family recipes with historical relevance * The effect of mass media on teenage identity; a short film |
| **Orientation in space and time**  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. | * The Euclidean space perspective of the universe; a 3D model * Explorers in search of a new world; immigration over the ages through visual texts * The Mayflower and the dream of religious freedom; a personal family history * Charting a family history through archives and a representational statue |
| **Personal and cultural expression**  Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | * 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 center; a performance |
| **Scientific and technical innovation**   Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs. | * Nano fibers build stronger bikes; a prototype bike with nano fibers * 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**  Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment. | * 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**  Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. | * 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 |

**Table 17**

*Global contexts and MYP projects*

The global context helps the student engage in a cycle of inquiry and a process that leads him or her from academic knowledge to thoughtful, principled action.

The choice of the global context will significantly shift the perspective of the MYP project. Tables 5 and 6 demonstrate the impact global contexts have on a topic or issue in the personal project.

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| **Global context** | **Examples** |
| Identity and relationships | Examine the question, “Why does rap speak to me?”. |
| Orientation in space and time | Explore the development of rap as a style of music across continents. |
| Personal and cultural expression | Perform a rap song for peers and have a question-and-answer session. |

**Table 5** *Rap as a music genre*

|  |  |
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| **Global context** | **Examples** |
| Scientific and technical innovation | Design a 3D model of a solar device with instructions for construction. |
| Orientation in space and time | Investigate how, in history, different cultures have made use of energy for different needs. |
| Globalization and sustainability | Debate Hervé Kempf’s ideas about “how the rich are destroying the Earth”. |

**Table 6** *Solar energy devices*

### **Creating criteria for the product/outcome**

As part of the goal, students must determine a final product/outcome of their project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work.

Students must define realistic criteria to measure the quality of the project’s final outcome or product. Working with their supervisor, students decide what constitutes a high-quality product/outcome. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Students document the criteria in their process journal and use them to assess the final outcome or product.

For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.

Usually, students will not be able to define the criteria until they have spent some time researching the goal, and criteria should only be determined once students have a clear understanding of what they want to achieve and the proposed product/outcome of their project.

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## **Approaches to learning**

MYP projects are culminating activities through which students present, in a truly personal way, their development of approaches to learning (ATL) skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time. Projects, essays and investigations carried out in the subject groups are important vehicles for helping students to develop the skills and attitudes needed to complete MYP projects.

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts.

Table 7 shows possible alignment between ATL skills and project objectives; however, it is important to realize that ATL skills work in articulation across all stages of MYP projects, sustaining and often overlapping throughout the projects.

Students will demonstrate how they have met the objectives through their presentation or report at the end of the project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.

|  |  |  |
| --- | --- | --- |
| **Personal project objectives** | **MYP ATL skill clusters** | |
| **Objective A: Investigating** | | Affective skills:  Mindfulness, perseverance, emotional management, self-motivation and resilience |
| 1. Define a clear goal and context for the project, based on personal interests | Collaboration   Critical thinking   Creative thinking |
| 1. Identify prior learning and subject-specific knowledge relevant to the project 2. Demonstrate research skills | Information literacy   Media literacy   Transfer |
| **Objective B: Planning** | |
| 1. Develop criteria for the product/outcome | Collaboration   Organization   Critical thinking   Creative thinking |
| 1. Plan and record the development process of the project 2. Demonstrate self-management skills | Collaboration    Organization    Reflection |
| **Objective C: Taking action** | |
| 1. Create a product/outcome in response to the goal, context and criteria | Organization   Critical thinking    Creative thinking |
| 1. Demonstrate thinking skills 2. Demonstrate communication and social skills | Communication    Collaboration    Critical thinking    Creative thinking    Transfer |
| **Objective D: Reflecting** | |
| 1. Evaluate the quality of the product/outcome against their criteria 2. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context 3. Reflect on their development as IB learners through the project | Communication   Reflection |

**Table 7**

*ATL skills and project objectives*

## **The Process Journal**

For both the community project and the personal project, students are expected to document their process in the process journal. In this way, students demonstrate their working behaviours and academic honesty.

### **Documenting the process**

*The process journal* is a generic term used to refer to the record of progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, students are strongly advised to make digital copies of their journals or to transmit copies of their journals to an online storage site.

Students will be familiar with the practice of documenting the development of their project in the process journal and can draw on techniques used to document the arts process journal, the design folder or similar workbooks in other subject groups. Students may develop their own format and design, although schools can provide templates or examples to support students’ work.

The process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. Students are not restricted to any single model of recording their process journals. However, the student is responsible, through his or her use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

|  |  |
| --- | --- |
| **The process journal is:** | **The process journal is not:** |
| * used throughout the project to document its development * an evolving record of intents, processes, accomplishments * a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised * a place for recording interactions with sources, for example teachers, supervisors, external contributors * a place to record selected, annotated and/or edited research and to maintain a bibliography * a place for storing useful information, for example quotations, pictures, ideas, photographs * a means of exploring ideas and solutions * a place for evaluating work completed * a place for reflecting on learning * devised by the student in a format that suits his or her needs * a record of reflections and formative feedback received. | * used on a daily basis (unless this is useful for the student) * written up after the process has been completed * additional work on top of the project; it is part of and supports the project * a diary with detailed writing about what was done * a static document with only one format. |

**Table 8**

*The anatomy of the process journal*

Students show their supervisors evidence of their process documented in their journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

### **Selecting process journal extracts**

For both the community project and the personal project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the supervisor.

Students working individually should select a maximum of 10 individual extracts to represent the key developments of the project. Students choosing to work in groups on the community project will submit a maximum of 15 process journal extracts.

The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information.

An extract may include:

* visual thinking diagrams
* bulleted lists
* charts
* short paragraphs
* notes
* timelines, action plans
* annotated illustrations
* artifacts from inspirational visits to museums, performances, galleries
* pictures, photographs, sketches
* up to 30 seconds of visual or audio material
* screenshots of a blog or website
* self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analysed in the report, he or she could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

## **Using assessment criteria**

Assessment for the MYP personal project is criterion-related, based on four equally weighted assessment criteria.

|  |  |  |
| --- | --- | --- |
| **Criterion A** | Investigating | **Maximum 8** |
| **Criterion B** | Planning | **Maximum 8** |
| **Criterion C** | Taking action | **Maximum 8** |
| **Criterion D** | Reflecting | **Maximum 8** |

|  |
| --- |
| MYP personal projects **must** assess **all** strands of **all** four assessment criteria. |

In the MYP, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for the personal project developed in year 5 of the MYP. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Coordinators and supervisors clarify the expectations for the MYP personal project with direct reference to the assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do, in forms such as:

* a face-to-face or virtual discussion
* an information day
* detailed advice pages on the school intranet.

## **Personal project assessment criteria: Year 5**

### **Criterion A: Investigating**

**Maximum: 8**

In the personal project, students should be able to:

1. define a clear goal and global context for the project, based on personal interests
2. identify prior learning and subject-specific knowledge relevant to the project
3. demonstrate research skills.

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** achieve a standard described by any of the descriptors below. |
| 1–2 | The student:   1. **states** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility 2. identifies prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance 3. demonstrates **limited** research skills. |
| 3–4 | The student:   1. **outlines** a **basic and appropriate** goal and context for the project, based on personal interests 2. identifies **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project 3. demonstrates **adequate** research skills. |
| 5–6 | The student:   1. **defines** a **clear and challenging** goal and context for the project, based on personal interests 2. identifies prior learning and subject-specific knowledge **generally relevant** to the project 3. demonstrates **substantial** research skills. |
| 7–8 | The student:   1. **defines** a **clear and highly challenging** goal and context for the project, based on personal interests 2. identifies prior learning and subject-specific knowledge that is **consistently highly relevant** to the project 3. demonstrates **excellent** research skills. |

### **Criterion B: Planning**

**Maximum: 8**

In the personal project, students should be able to:

1. develop criteria for the product/outcome
2. plan and record the development process of the project
3. demonstrate self-management skills.

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** achieve a standard described by any of the descriptors below. |
| 1–2 | The student:   1. develops **limited** criteria for the product/outcome 2. presents a **limited or partial** plan and record of the development process of the project 3. demonstrates **limited** self-management skills. |
| 3–4 | The student:   1. develops **adequate** criteria for the product/outcome 2. presents an **adequate** plan and record of the development process of the project 3. demonstrates **adequate** self-management skills. |
| 5–6 | The student:   1. develops **substantial and appropriate** criteria for the product/outcome 2. presents a **substantial** plan and record of the development process of the project 3. demonstrates **substantial** self-management skills. |
| 7–8 | The student:   1. develops **rigorous** criteria for the product/outcome 2. presents a **detailed and accurate** plan and record of the development process of the project 3. demonstrates **excellent** self-management skills. |

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### **Criterion C: Taking action**

**Maximum: 8**

In the personal project, students should be able to:

1. create a product/outcome in response to the goal, global context and criteria
2. demonstrate thinking skills
3. demonstrate communication and social skills.

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** achieve a standard described by any of the descriptors below. |
| 1–2 | The student:   1. creates a **limited** product/outcome in response to the goal, global context and criteria 2. demonstrates **limited** thinking skills 3. demonstrates **limited** communication and social skills. |
| 3–4 | The student:   1. creates a **basic** product/outcome in response to the goal, global context and criteria 2. demonstrates **adequate** thinking skills 3. demonstrates **adequate** communication and social skills. |
| 5–6 | The student:   1. creates a **substantial** product/outcome in response to the goal, global context and criteria 2. demonstrates **substantial** thinking skills 3. demonstrates **substantial** communication and social skills. |
| 7–8 | The student:   1. creates an **excellent** product/outcome in response to the goal, global context and criteria 2. demonstrates **excellent** thinking skills 3. demonstrates **excellent** communication and social skills. |

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### **Criterion D: Reflecting**

**Maximum: 8**

In the personal project, students should be able to:

1. evaluate the quality of the product/outcome against their criteria
2. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
3. reflect on their development as IB learners through the project.

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** achieve a standard described by any of the descriptors below. |
| 1–2 | The student:   1. presents a **limited** evaluation of the quality of the product/outcome against his or her criteria 2. presents **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents **limited** reflection on his or her development as an IB learner through the project. |
| 3–4 | The student:   1. presents a **basic** evaluation of the quality of the product/outcome against his or her criteria 2. presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents **adequate** reflection on his or her development as an IB learner through the project. |
| 5–6 | The student   1. presents a **substantial** evaluation of the quality of the product/outcome against his or her criteria 2. presents **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents **substantial** reflection on his or her development as an IB learner through the project. |
| 7–8 | The student:   1. presents an **excellent** evaluation of the quality of the product/outcome against his or her criteria 2. presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents **excellent** reflection on his or her development as an IB learner through the project. |