PARKLAND MAGNET HIGH SCHOOL

PERSONAL PROJECT GUIDE

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PERSONAL PROJECT TIMELINE

DATE	TASK(S)	SUPERVISOR SIGNATURE
June-August 2022	Begin to contemplate your interests and the impact you want to make with your project. Research themes and ideas that you want to explore for your project.	N/A
September-October 2022	**Investigating** ✔ Identify prior learning ✔ Choose a topic-Decide on learning goal ✔ Decide on product/outcome ✔ Finalize your learning goal with your supervisor. ✔ Discuss progress & challenges with your supervisor. Continue research. **In your process journal (Rocketbook):** **-Write a clear learning goal for your personal project.** **-Reflect on why you chose this topic. What interests you in it?** **-Write questions for when you meet your Supervisor in October** **Check in 1 w/ Supervisor: Oct. 7th & Record the meeting on the Academic Honesty Form.** **Check in 2 w/Supervisor: Oct. 28th & Record the meeting on the Academic Honesty Form** **Planning Deadline (PROJECT CHOSEN): October 28th, 2022**	
November 2022	**Investigating- In your Process Journal** ✔ Initial research period – Create questions you need to find answers to when researching your topic	

	✔ Identify at least 5 ideas for people, places, & information sources to use to research your topic ✔ Use your research questions to research your topic-Take notes **Planning** ✔ Discuss progress & challenges with your supervisor ✔ Develop & finalize Success Criteria ✔ **Develop & implement your Action Plan for working on your project** ==Check in 3 w/ Supervisor: November 18th & Record the meeting on the Academic Honesty Form==	
December 2022	**Planning In your Process Journal (Rocketbook)** ✔ Reflect on how specific information from your research will help you achieve your learning goal ✔ Begin to work on product/outcome ✔ Begin a Draft of Planning section of the written report ✔ **Discuss progress with your supervisor to make sure you are meeting your success criteria-Discuss any challenges and work on solutions to them** **Research Deadline: December 9th** ==Check in 4 w/ Supervisor: December 2nd OR Check in 4 w/ Supervisor: December 16th==	
January 2023	**Taking Action** ✔ Continue working on product/outcome & implementing your Action Plan to ensure you are meeting your success criteria ✔ Send the draft of the first two sections of your report to your supervisor for feedback **Reflecting** ✔ **Discuss progress with your supervisor to make sure you are meeting your success**	

	criteria-Discuss any challenges and work on solutions to them ✔ **Continue to record your progress in your process journal (Rocketbook)** Check in 5 w/ Supervisor: January 13th OR Check in 5 w/ Supervisor: January 20th Record the Meeting on the Academic Honesty Form	
February 2023	**Reflecting** ✔ Finalize your project **Record your progress and final thoughts in your process journal** **Complete the Reflecting section of your report** ✔ Project Report Draft Deadline: February 17, 2023 Check in 6 w/ Supervisor: February 17th Record the Meeting on the Academic Honesty Form	
March 2023	Personal Project Due: March 17, 2023 **Finalize your report and send a draft of your report to your supervisor for feedback** Check in 7 w/ Supervisor (Final Meeting): February 17th Record the Meeting on the Academic Honesty Form **Project presentations during class April/May** **Create how you will present your project at the Personal Project Showcase (May 2023 Date TBD)**	

IB LEARNER PROFILE

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

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

WHAT IS THE MYP PERSONAL PROJECT?

MYP Personal Project Overview

The MYP Personal Project is a student centered, independent, and age-appropriate project that culminates a student's learning experience throughout the MYP Programme. Personal projects **are mandatory** for all 10th grade MYP students and should revolve around a theme or idea that is of interest to each individual student. The personal project assesses a student's Approaches to Learning skills (ATLs) for communication, research, critical and creative thinking, collaboration, and self-management. The MYP Personal Project is a chance for students to utilize the skills they have developed during their MYP years and apply them to a topic of their choice.

Aims of the Personal Project

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

• participate in a sustained, self-directed inquiry with a global context

• 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

• 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.

The Role of The Personal Project Supervisor

Your mentor will be an assigned Parkland faculty member, whose role is to advise you throughout the project, meet you on a regular basis, and encourage you to complete the various stages of the project according to the deadlines. Your mentor will not necessarily be an expert on your topic but will be able to guide and help you as needed. You may decide to consult another person inside or outside the school community who can give you more expert help. **Your supervisor will:**

• Make time to meet with you throughout the process and to keep a record of such meetings to obtain an overall perspective on your progress **(Complete Academic Honesty Form).**

• Make sure that you understand the guidelines and the assessment criteria for the personal project.

• Carry out formative assessment by offering positive, constructive oral and written comments at each stage, using the personal project assessment criteria as a basis for discussion.

• Ensure that the project is authentic and entirely your own work, and that the material is adequately referenced.

• Assess the project according to the assessment criteria.

Student's Role in the Personal Project

● Organizing meetings is your responsibility. Find out when your supervisor is generally available to meet you.
● Set dates for meetings (use the timeline as guidance). Be sure to inform your supervisor if you can't make a set meeting.
● Bring your process journal (Rocketbook) and other appropriate materials to each meeting.
● Meet deadlines-Turn in work before or on the appropriate due dates.   Your supervisor will not "chase" you for late or missing work.
● Keep in touch – keep your supervisor informed about your progress (It is advisable to exchange email addresses).
● Hand in the required documents on time!
● If your product is a website or a clip you wish to publish, please discuss this with your supervisor first. There might be data protection issues you will need to consider.

Personal Project Components

Students address personal project objectives through:

1. **Product or Outcome**—evidence of tangible or intangible results: what the student was aiming to achieve or create

2. **Process Journal**—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports

3. **Report**—an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

Students document their thinking, research process and development of their initial ideas by developing an outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances, fieldwork, narrative essays, courses of study or learning engagements, films, computer programmes, and many other forms of work.

Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas, and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work.

Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation at the conclusion of the project.

The personal project report explains the project process in a concise and succinct form. The report contains a formal bibliography and a statement of academic honesty.

GLOBAL CONTEXTS (Optional)

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP Personal Projects can develop meaningful explorations of:

1. Identities and Relationships
2. Orientation in Space & Time
3. Fairness & Development
4. Personal and Cultural Expression
5. Globalization and Sustainability
6. Scientific & Technical Innovation

The Global Contexts are pivotal to the Personal Project, and **you must choose one** for your project to establish the relevance of your inquiry (the what, the how, and the why). Your personal project report needs to comment on the Global Contexts and how it influenced the approach you took toward your project. You will be assessed on your use and exploration of the Global Contexts throughout your project. The Global Contexts can be used as a lens through which you examine your topic.

Consider the following questions when deciding upon a Global context to focus on for your project:

1. What do I want to accomplish through my personal project?
2. What do I want others to understand about my project?
3. Why are the concepts discussed in my project important?
4. What is the overall impact that I want my project to have?

MYP GLOBAL CONTEXTS

Global Contexts	Focus Questions	Examples of Personal Projects
Identities & 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.	Who am I? Who are we?	**Topic:** The effect of social media on teenage identity. **Product:** A short film
Orientation in Space & Time- Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the	What is the meaning of where and when? Why are time and location significant?	**Topic:** Discovering one's family history **Product:** Create a family crest, family tree, or documentary that contains interviews from family members

interconnectedness of individuals and civilizations from personal, local, and global perspectives.		
Fairness & 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.	What are the consequences of our common humanity?	**Topic:** To provoke fairness and empathy for refugees in a local community **Product:** Art Exhibit
Personal & 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.	What is the nature and purpose of creative expression?	**Topic:** To understand the world of linguistics and the differences between character-based language and Latin-based language **Product:** A children's book written in Japanese
Globalization & 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.	How is everything connected?	**Topic:** The role of developing countries in protecting the rainforest. **Product:** Collection of photo and slides
Scientific & 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	How do we understand the world in which we live?	**Topic:** To design and build a robot that can interact with the real world **Product:** A cognitive robot

ASSESSMENT CRITERION

Each personal project objective corresponds to one of three equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into three bands with unique descriptors that teachers use to make judgments about students' work. You will complete your personal project using the following MYP criterion:

Personal Project Criterion

CRITERION	STRAND
Criterion A: Planning	Students: I. state a learning goal for the project and explain how a personal interest led to that goal II. state an intended product and develop appropriate success criteria for the product III. present a clear, detailed plan for achieving the product and its associated success criteria.
Criterion B: Applying Skills	Students: I. explain how the ATL skill(s) was/were applied to help achieve the learning goal II. explain how the ATL skill(s) was/were applied to help achieve the product.
Criterion C: Reflecting	Students: I. Explain the impact of the project on themselves or their learning II. Evaluate the product based on the success criteria

THE PROCESS JOURNAL

You are required to maintain a process journal throughout the development of your personal project. Your very first entry will begin with you brainstorming your ideas. Your process journal is a practical workbook. Record your progress and use it to reflect on your ideas, achievements, or any obstacles that you face during the personal project journey. The means for documenting the process can vary depending on your 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, you are strongly advised to make digital copies of your journals.

The process journal is:

 • Created by you in a format that suits your needs

 • To be used throughout the project to document its development

 • A place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised

• An evolving record of goals, processes, accomplishments

• A place for recording interactions with sources, for example teachers, mentors, & 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 assessing completed work/tasks

• A place for reflecting on learning

• A record of reflections and formative feedback received

The process journal is NOT:

• To be 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 fixed document with only one format.

Remember that you will prove you've addressed all three objectives of the personal project (Planning, Applying Skills, and Reflecting) **BASED ON EVIDENCE FROM YOUR PROCESS JOURNAL**. It is your responsibility to keep a record of all the information you gathered and use it in your final report.

Simply recording the progress of your personal project in the process journal is important, but it is not enough. You must also record your efforts to develop as an IB learner. As you work through the personal project, you should think about how you are growing in the IB learner profile and the IB approaches to learning (ATL skills). IB students are encouraged to grow, learn, and develop the following IB Learner Profile Traits:

- **Principled**   • **Reflective**

- **Inquirers**   • **Caring**

- **Knowledgeable**   • **Thinkers**

- **Open-Minded**   • **Communicators**

- **Risk-Takers**   • **Balanced**

Approaches to Learning skills are skills you need to be able to persevere in your learning both in and outside of the classroom. They are divided up into five major categories. See the chart below for an explanation.   When putting in a process journal entry, be sure to address the ATL skills and IB learner

profiles that will be addressed in each entry.

Note: This page contains a template for a journal entry that you can copy and fill out or use as a guide when you use your own journal.

PROCESS JOURNAL ENTRY EXAMPLE

Date: _____

ATL SKILLS CATEGORIES ADDRESSED IN THIS ENTRY	IB LEARNER PROFILE CHARACTERISTICS ADDRESSED IN THIS ENTRY

Communication
   o   Communication Skills (Listening, Speaking, Writing, Reading, etc…)
 	
Research
   o   Information Literacy Skills
   o   Media Literacy Skills
 	
Social
   o   Social Skills (Responsibility, Decision Making, Cooperating, Problem Solving, etc…)
 	
Self-Management
   o   Organizational Skills
   o   Affective Skills
   o   Reflection Skills
 	
Thinking
   o   Critical Thinking Skills
   o   Creative Thinking Skills
   o   Transfer Skills
	o Principled
	o Balanced
	o Caring
	o Thinker
	o Open-minded
	o Communicator
	o Risk Taker
	o Knowledgeable
	o Inquirer
	o Reflective

Notes/Work:

_____
_____
_____
_____
_____

Explain how this entry relates to the ATL skills and IB learner profile aspects you checked at the top.

_____
_____

Global Context Reflection (optional):

_____
_____

Questions to Follow Up On:

_____
_____

Evaluating Sources:

_____

_____

PROCESS JOURNAL EXTRACTS

Selecting Process Journal Extracts for the Final Report

Process Journal extracts are simply supporting evidence of the process. They provide evidence of Approaches to Learning Skills (ATL's) for development of every stage of the personal project and for every criterion.

Where extracts are selected from in the process journal will provide evidence for the following ATL skills for each criterion:

Criterion Strand	A Planning	B Applying Skills	C Reflecting
I.	Develop success criteria for the product /outcome	Create product/ outcome in response to the learning goal & success criteria for the product/outcome	Evaluate the product outcome against your success criteria
II.	Plan and record the development process of the project	Demonstrate Thinking Skills	Reflect on how completing the project extended knowledge & understanding of the topic
III.	Self-management & Research skills	Demonstrate Communication & Social Skills	Reflect on development of IB Learner Profile attributes

The process journal is not submitted for assessment but rather contributes to the overall assessment by the addition of carefully chosen journal extracts **(max 10)** included as appendices.

- You are required to submit **up to 10 extracts** (photocopies) as appendices at the end of your report
- These appendices must be numbered and contain evidence of the ATL skills.

How to Select the Extracts

At the end of the personal project, you will select pieces of evidence (extracts) that demonstrate

the ATL skills that have had the most impact on your project. One piece of evidence must

support your analysis of how ATL skill(s) were applied to extend your learning goal, and another

must support your analysis of how ATLskill(s) were applied to achieve your product.

- All extracts must show evidence of the five ATL skills; **research, thinking, self-management, communication and social.**
- They must demonstrate development in all the criteria: **Planning, Applying Skills and Reflecting**.
- The extracts should be numbered as appendices and arranged in number order at the end of your report.
- Throughout your report you should discuss the ATL skills you used and refer to the appropriate appendix to show such evidence.

Examples of Extracts May Include:

Visual Thinking Diagrams	Bulleted Lists
Charts	Notes
Short Paragraphs	Annotated Research
Artifacts collected from inspirational site	Pictures, photographs, sketches
Timelines & Action Plans	Annotated Illustrations
Screenshots of a website or blog	Self & Peer Assessment Feedback
Up to 30 secs. of visual or audio material	

Note: Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if you have produced a questionnaire or survey that has been described and analyzed in the report, you could include a segment of that completed survey in your extracts.

Your project will also be presented to a committee at Parkland. Presentation criteria and dates/times will be discussed later by the Personal Project Coordinator, Mrs. Higgins.

REPORTING THE PERSONAL PROJECT

Reporting the Project

Your personal project must be presented with a report. The report demonstrates your engagement with your personal project by summarizing the experiences and skills recorded in your process journal. The report must be presented in identifiable sections by following the MYP project objectives: Planning, Applying Skills, and Reflecting. The report must include evidence for all the strands of all criteria. Each page of the written part of the report must have a minimum 11-point font size and 2 cm margins. The report may be submitted in a written format, as a visual or audio recording, or combination of writing and audio or video recording.

FORMAT 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	and	4 minutes
10	and	5 minutes
9	and	6 minutes
8	and	7 minutes
7	and	8 minutes
6	and	9 minutes

Reports should be anonymous and MUST include the following:

Cover sheet

● Planning (Criterion A)

● Applying Skills (Criterion B)

● Reflecting (Criterion C)

● Bibliography: Written in MLA format with a variety of sources-You may include multiple sources from the internet, which can include a variety of formats and materials (for example books, reports, archives, interviews, films, data sets, journals, infographics articles, and presentations).

The bibliography is uploaded separately and is not included in the page limit.

● Appendices: Including a maximum of 10 pages (8.5x11-standard size) of extracts from your

process journal.

● Additional appendix that includes evidence of your product up to a maximum of 5 clear images

in pdf, 30 seconds of audio/video, or 1 standard size page of text.

For multimedia reports that contain both written and visual formats, please follow the criteria outlined in the chart below.

PERSONAL PROJECT CHECKLIST

Objective A: Planning	Students will:	CHECKLIST of things to consider	Examples of supporting evidence could include:
Students discuss what they did in their project.	**state** a learning goal for the project and **explain** how a personal interest led to that goal	I know the difference between a learning goal and a product goal. ✔ I give the precise meaning of the learning goal of my project; I explain what I wanted to achieve;where, how, and why I wanted to achieve it. ✔ I define the global context that applies best to my project and explain its connection.(optional) ✔ I describe what makes my project personal:the experiences, interests, and ideas that make it important to me.	• 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 • a timeline for completing short- and long-term tasks.

		✔ If I made changes to my learning goal during the project, I explain the changes and why I made them.	
	state an intended product and develop appropriate success criteria for the product	✔ I give a clear detailed plan for achieving my product I identify what I learned in MYP subject groups before the project started, and how this was helpful to me.	
		✔ I refer to the criteria I developed to evaluate the project product/ outcome. ✔ If I made changes to my criteria during the project, I explain the changes and why I made them.	

How to achieve the highest levels in Criterion A:

• The learning goal must be very clearly stated. This is best done in its own paragraph. You can talk about the evolution of your learning goal but make sure that you use clear and concise language, so that the person reading your report is not searching to find the actual learning goal.

• "Define" means to give the precise meaning of something so make sure the learning goal contains clarifying statements if anything is unclear.

• Explain why you chose this project. Where does your personal interest come from? Why is it important to you?

• Talk about the global context in this part of your report. How does it guide your research and

investigation in a meaningful way? Why did you choose to focus your report this way? (optional)

• You need to be very detailed and specific about what you already know about every aspect of your proposed learning goal. Give examples to help. It needs to be clear that your idea stems from personal interest, but also that there is some room for growth in terms of your understanding of the topic.

• The success criteria can be written in list form or a rubric.

• To demonstrate research skills, you need to: have a complete bibliography that shows you have used a wide variety of sources, use in-text references where appropriate, and write a detailed evaluation of some of the sources you used.

• The success criteria will be used to self-assess the extent to which you achieved your goal later in the project. The success criteria should reflect all the elements of the goal. It is best to take some advice from a real-life expert to decide what an 'excellent' outcome or product should be.

• If the project has more than 1 aspect to the goal (for example to learn something and then to

perform), there may be separate criteria for the parts.

• The plan should have been devised at the start of the process and should include information about any changes that were necessary along the way, with reasoning. This can then also be used as evidence of your self-management skills in a few sentences in the body of your report or included as an extract in the appendices.

Objective B: Applying skills	I will:	CHECKLIST of things to consider	Examples of supporting evidence could include:
I will show how ATL skills contributed to my learning goal and product.	**explain how the ATL skill(s) was/were applied to help achieve my learning goal**	✔ I have a clear understanding of what the ATL skills are ✔ I brainstormed what ATL skills I will need for my learning goal. ✔ I outline the thinking skills I had when I started the project. ✔ I explain how I may have shared my thinking, communication and social skills to help peers who needed more practice. ✔ I outline the	• 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

		self-management skills I had when I started the project as well as developed through the project.	
	explain **how the ATL skill(s) was/were applied to help achieve my product goal**	✔ I brainstormed what ATL skills I will need for my product. ✔ I discuss the thinking skills I developed through the project process. ✔ I discuss the ✔ product/outcome as the result of the process undertaken during the project. ✔ I discuss the communication and social skills I developed through the project process.	
	support the explanations with detailed examples or evidence	✔ I check that I have included evidence of my product to be submitted with my report.	

How to achieve the highest levels in Criterion B:

• You must put evidence of your product or outcome in your report (or appendices).

• You must explain in detail how you applied the ATL skill(s) to help achieve your learning goal and product or outcome.

• You do not need to write a detailed assessment of the quality of your product/outcome against your assessment criteria. You might want to make a statement about your overall feeling in relation to the quality of your product/outcome. Are you pleased with how it turned out? What would you do differently if you did it again?

• Evaluate your thinking skills directly. Write a few paragraphs giving examples of when you demonstrated excellent thinking skills. Put additional evidence in the appendices if necessary (but refer to it in the body of the report).

• Evaluate your communication and social skills directly. Write a few paragraphs giving examples of when you demonstrated excellent communication and social skills. Put additional evidence in the appendices if necessary (but refer to it in the body of the report).

Objective C: Reflecting	I will:	CHECKLIST of things to consider	Examples of supporting evidence could include:
I will report on why I did my project.	**explain the impact of the project on myself and my learning**	✔ I identify challenges and the solutions I developed to meet them. ✔ I demonstrate a deeper knowledge and understanding of my topic and/or my identified global context. ✔ 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.	• 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.
	evaluate the product based on the success criteria	✔ I evaluate the product/outcome against the criteria I designed. ✔ I identify the strengths, weaknesses, and possible improvements of the product/outcome.	

	support the discussion with specific evidence or detailed example.	✔ I base my reflection on evidence, including my process journal.	

How to achieve the highest levels in Criterion C:

• Use your own assessment criteria (rubric) and be honest about the extent to which you achieved each of the strands. Give a detailed explanation of each and reflect honestly on your product. This criterion measures your ability to EVALUATE in an unbiased manner.

• Include evidence from others about the quality of your product/outcome if you can. Did you do a survey or a test to find out what people thought?

• Reflect on your previous knowledge and describe/explain how your knowledge and understanding of the topic you researched has deepened. What did you think then and what do you think now? Why has it changed?

• Reflect on the global context (if applicable). To what extent do you have a deeper appreciation of it now? How did it shape your project?

• Reflect on your personal development. What have you learned about yourself?

• It is VITAL that you give specific examples and evidence where possible to back up or demonstrate points that you are making.

• Make this section detailed, thoughtful, reflective, and specific.

• Use the appendices to show specific evidence.

• Refer to the appendices in the body of the report.

ASSESSMENT CRITERIA RUBRICS

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	Level descriptor	Task-specific descriptor
0	The student does not reach 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.	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 ● a timeline for completing short- and long-term tasks.
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: i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.	

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.

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

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

-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.

Achievement level	Level descriptor	Task-specific descriptor
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: • states which ATL skill(s) was/were applied to help achieve their learning goal • states which ATL skill(s) was/were applied to help achieve their product.	
3-4	The student: • outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence • outlines which ATL skill(s) was/were applied	Task-Examples of supporting evidence could include: • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills)

	to help achieve their product, with superficial examples or evidence.	• 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).
5-6	The student: • describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence • describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.	
7-8	The student: • explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence • explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.	

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

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

-explain the impact of the project on themselves or their learning.

-evaluate the product based on the success criteria.

Achievement level	Level descriptor	Task-specific descriptor
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: • states the impact of the project on themselves or their learning • states whether the product was achieved	

3-4	The student: • outlines the impact of the project on themselves or their learning • states whether the product was achieved, partially supported with evidence or examples.	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.
5-6	The student: • describes the impact of the project on themselves or their learning • evaluates the product based on the success criteria, partially supported with evidence or examples.	
7-8	The student: • explains the impact of the project on themselves or their learning • evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.	

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

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