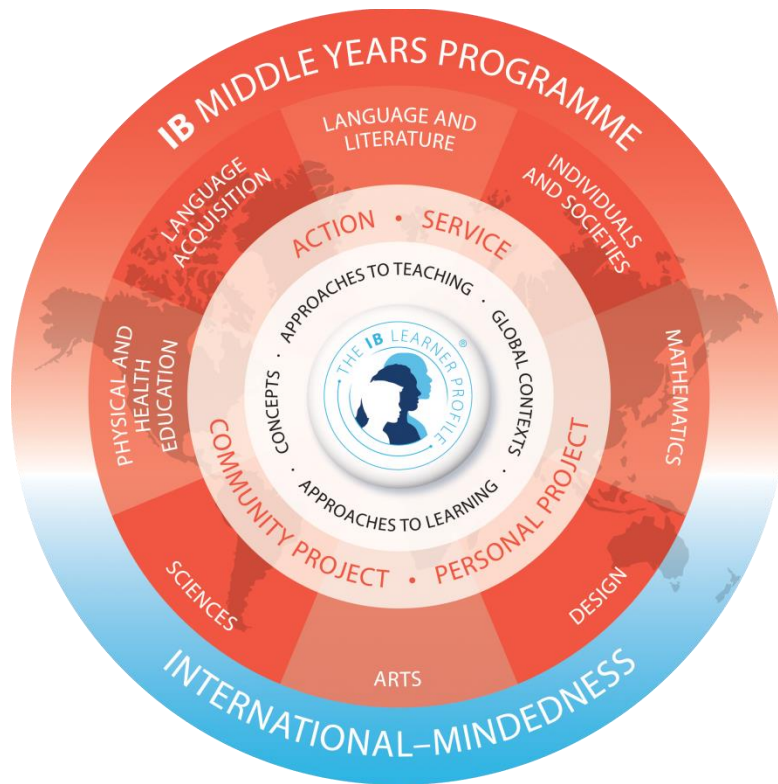




GATEWAY
INTERNATIONAL SCHOOL
(IB CONTINUUM WORLD SCHOOL)



MIDDLE YEARS PROGRAM (MYP)
PERSONAL PROJECT GUIDE
2019-2020



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MISSION STATEMENT

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision and Mission Statement of GIS

Vision

To create responsible global citizens who realize their maximum intellectual and human potential.

Mission

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.



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 analyse 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

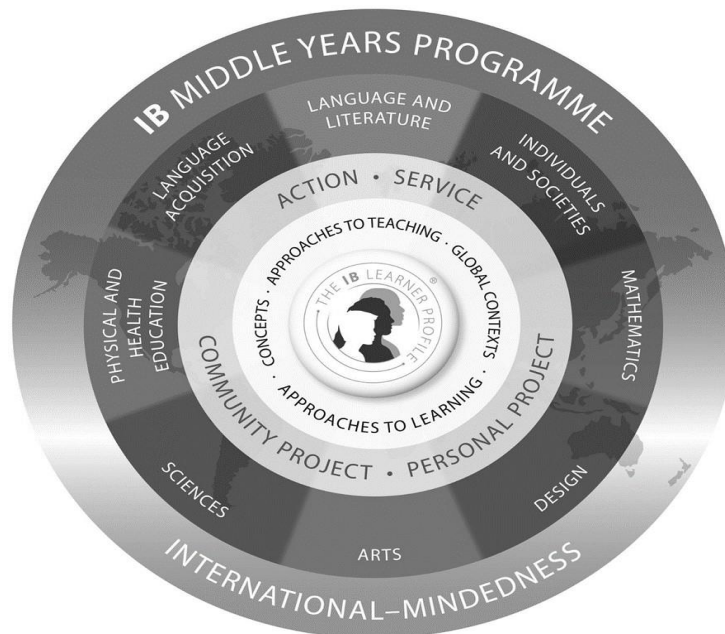
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The MYP



The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who is becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepare students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being** • provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups** • requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

Action in MYP projects

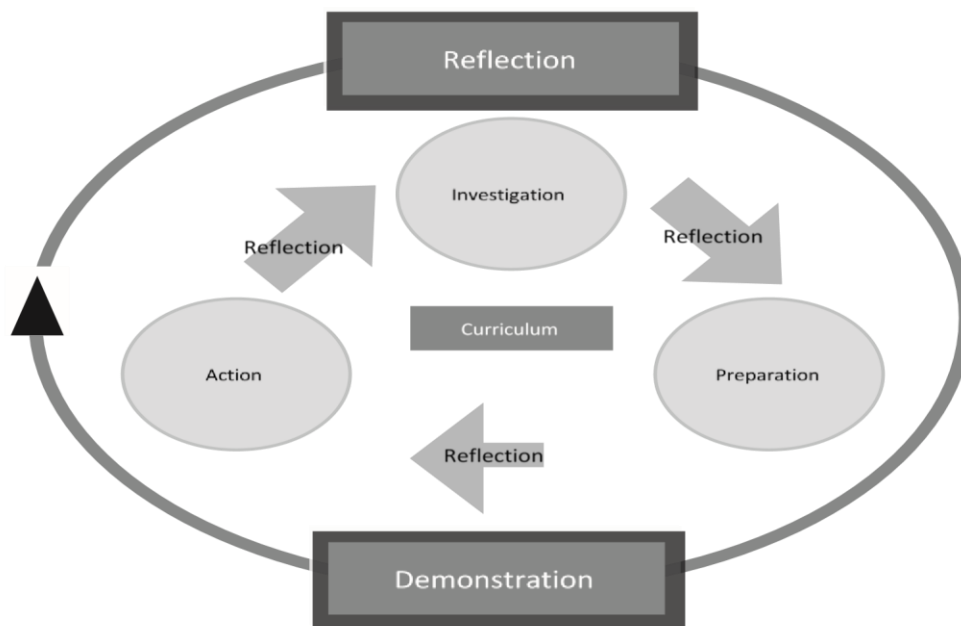


Figure 4

Service learning model

Following these five stages encourages and supports students' initiative as their choices and plans emerge from and advance their interests, skills, talents and knowledge.

What is Personal Project?

The community project and personal project are culminating examples of inquiry because they reflect student's ability to initiate, manage and direct their own inquiry.

The inquiry process in MYP projects involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome
- evaluating the product/outcome and reflecting on their project and their learning.

Personal project: Principled action

In the personal project, action involves individual choices that extend MYP learning beyond knowledge and understanding to include not only socially responsible attitudes but also thoughtful and appropriate action, initiated and applied by the student as a result of the learning process.

The process of reflection should be carried out throughout the project, not just at the end. Students should be encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their project.

In the case of the personal project, the report will have the following four stages:

- Summary of the students' processes of investigation
- Planning
- Actions
- Reflections

Investigating and Planning Personal Project

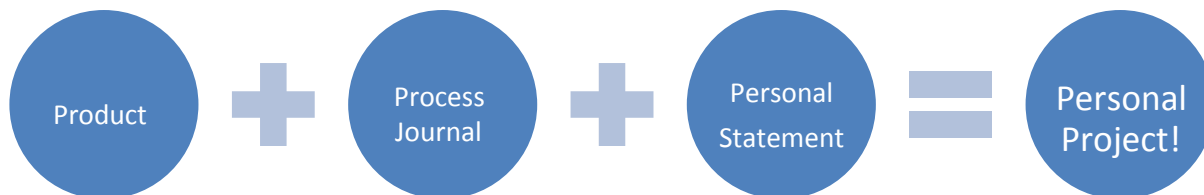
The MYP personal project consists of three components.

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 1 *Components of the personal project*

What Comprises the Final Personal Project?

A complete Personal Project has three elements: the product itself, the process journal, and the personal statement. Each is important and each is required.



1. The Product

The actual project itself will be submitted. It may take a variety of physical forms, such as a tangible product or design. If it is an activity or an event, it should be recorded and available for review.

2. Process Journal

You are required to maintain a process journal of your personal project. Your process journal should have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas etc. It is a practical workbook. Record your progress in the journal, and use your notes/drawings to reflect on your ideas, achievements, obstacles, etc. Here are some headings you could use to help provide a structure your journal, ensuring you make best use of the journaling process.

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

3. Personal Statement / Report

Besides the actual outcome of your goal, the personal statement is the most important part of the Personal Project process. This written statement is your detailed analysis of your entire project and the process of development. It explains how, why, and what you did, in a well-structured and organized manner. It is up to you when you write the personal statement; however it is suggested that it should precede an essay or any written report, as it provides a clear outline of what the project will be about and how it has been organized.

MYP project objectives

The objectives of the personal project state the specific targets that are set for learning. They define what the student will 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.

Objective A: Investigating

Students should:

- i. define a clear goal and context for the project, based on personal interests

- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Objective B: Planning

Students should

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Objective C: Taking action

Students should:

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

Objective D: Reflecting

Students should:

- 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
- iii. reflect on their development as an IB learner through the project.

Students will use the presentation of the community project, or the report of the personal project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

Global contexts

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 projects can develop meaningful explorations of:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development.

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters).

Personal Project Timeline:

Timeline	Criteria	Date	Actions and Outputs
April 2019	Introduction	05.04.19	Personal project exhibition by present MYP 5 students
May –July 2019 (Holidays)		19.07.19	Continue brainstorming ideas for personal project. Format the process journal Do initial research and collect valid information Any difficulties in the proceedings of the project could be communicated with the Personal project Coordinator through email.
July 2019	Investigating (Criteria A)	22.07.19	Allotment of supervisors Brainstorm ideas on choosing the goal, global context and suitable exploration for the

			goal.
July 2019	Investigating (Criteria A)	30.07.19	Format the process journal. Identify prior learning. Continue research.
August 2019	Investigating (Criteria A)	1 st Week	Outline of topic –Decide on goal and global context and finalize it by the end of the week.
		2 nd week	Decide on product or outcome. Have first meeting with the supervisor and record the meeting on the academic honesty form.
		3 rd week	Research- Select relevant resources and gather information.
		4 th week	Discuss progress and challenges with the supervisor and Investigation process ends. Student should possess at least 6 detailed process journal entries.
September 2019	Planning (Criteria B)	1 st Week	Develop the projects criteria for success. This should be completed near the start of the phase.
		2 nd week	Continue research and collect citations for bibliography.
		3 rd week	Discuss the progress and challenges with the supervisor.
		4 th week	Develop the action plan for creating/doing the product /outcome.
October 2019		1 st Week	Continue research – select, evaluate and acknowledge information.
		2 nd week	“Work –in-progress” session for students to show the progress. Process journal should have at least 9 detailed entries.

			End of planning criteria.
October 2019	Taking action (Criteria C)	3 rd week	Start implementing the action plan to create /do their product/outcome.
		4 th week	Discuss project with the supervisor to make sure the project is meeting the criteria for success.
November 2019		1 st Week	Discuss challenges with the supervisor work on finding solutions to obstacles or difficulties.
		2 nd week	Proceed with the creating /doing of the product /outcome. Have second meeting with the supervisor and record the meeting in the academic honesty form.
	3 rd week	Product /outcome should be ready. End of taking action criteria. Decide on the format of the report. Start creating draft of the report. Process journal should have at least 12 detailed entries.	
December 2019	Reflection (Criteria D)	1 st Week	Evaluate the quality of the product against the student criteria.
		2 nd week	Finalise the draft of the report. Finalize the project. Process journal should have at least 15 detailed entries. Select the best 10 process journal extracts to be included in the report
		3 rd week	Reflect on learning and complete the report. Have final meeting with the supervisor and record the meeting on the academic honesty form.
		Dec 20	Submission of first draft of

			report
January 2020		2 nd week	Discussion with the supervisor on the report and preparation for MYP talk presentation
		3 rd week	MYP talk
		4 th week	Submission of final report.
April 2020		04.04.20	Personal project Exhibition

Citing Your Sources/Creating your Bibliography

Citing your sources is critical to ensure your project's credibility. It also gives credit to the people whose ideas you are using/borrowing and is central to your development as a principled and ethical writer. Proper citation is necessary to avoid plagiarism/violations of the academic honesty policy and the potential academic consequences resulting from plagiarism.

You must cite your research at the end of your project in the bibliography using MLA formatting. Below are resources that will guide you in properly citing your sources.
<https://owl.english.purdue.edu/owl/resource/747/01/>

The Purdue University Online Writing Lab (OWL) is your one-stop site for all things writing related. This site will take you to the MLA citation page but look around and you will find other valuable writing tips and tools. Be sure to use the appropriate citation format for your type of source (magazine, book, website, etc.)

www.easybib.com/

These sites automatically generate citations based on the information you enter.

<http://www.bibme.org/> <http://www.citationmachine.net/>

Works Cited Page Example: (note not only the format of the content but also the spacing and indentations used)

Works Cited

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IB APPROACHES TO LEARNING

Communication	<i>How can students communicate through interaction?</i>	Exchanging thoughts, messages and information effectively through interaction. <ul style="list-style-type: none">• Give and receive meaningful feedback• Use intercultural understanding to interpret communication• Use a variety of speaking techniques to communicate with a variety of audiences• Use appropriate forms of writing for different purposes and audiences• Use a variety of media to communicate with a range of audiences• Interpret and use effectively modes of non-
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	<p>verbal communication</p> <ul style="list-style-type: none"> • Participate in, and contribute to, digital social media networks • Collaborate with peers and share ideas with multiple audiences using a variety of digital environments and media
<p><i>How can students demonstrate communication through language?</i></p>	<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class/Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Organize and depict information logically/Structure information in essays and reports

<p>Collaboration</p>	<p><i>How can students collaborate?</i></p>	<p>Working effectively with others</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practice empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions / Advocate for one's own rights and needs • Manage and resolve conflict and work collaboratively in teams • Build consensus
		<ul style="list-style-type: none"> • Make fair and equitable decisions • Listen actively to other perspectives and ideas / Give and receive meaningful feedback • Negotiate effectively • Encourage others to contribute / Exercise leadership and take on a variety of roles within groups

Self-Management	<p>Organization</p> <p><i>How can students demonstrate organization skills?</i></p>	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> ▪ Plan short- and long-term assignments; meet deadlines / Keep and use a weekly planner ▪ Create plans to prepare for summative assessments (examinations and performances) <ul style="list-style-type: none"> ▪ Set goals that are challenging and realistic ▪ Plan strategies and take action to achieve personal and academic goals ▪ Bring necessary equipment and supplies to class ▪ Keep an organized and logical system of information files/notebooks ▪ Use appropriate strategies for organizing complex information ▪ Select and use technology effectively and productively
	Affective	Managing state of mind
Research	<p><i>How can students manage their own state of mind?</i></p>	<ul style="list-style-type: none"> ▪ Mindfulness: Practice focus and concentration, strategies to develop mental focus and to overcome distractions, being aware of body–mind connections ▪ Perseverance Demonstrate persistence and perseverance and delaying gratification ▪ Emotional management Practice strategies to overcome impulsiveness and anger, prevent and eliminate bullying, and reduce stress and anxiety ▪ Self-motivation Practice analysing and attributing causes for failure, managing self-talk, and positive thinking □ Resilience Practice: —bouncing backl after adversity, mistakes and failures; —failing wellll; dealing with disappointment and unmet expectations; dealing with change

Reflection

How can students be reflective?

(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 already do? How can I share my skills to help peers who need more practice? What will I work on next?
- Consider personal learning strategies: What can I do to become 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.

<p>Research</p>	<p>Information Literacy</p> <p><i>How can students demonstrate information literacy?</i></p>	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> ▪ Collect, record and verify data ▪ Access information to be informed and inform others ▪ Make connections between various sources of information ▪ Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information ▪ Use memory techniques to develop long-term memory ▪ Present information in a variety of formats and platforms ▪ Collect and analyse 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 ▪ Understand and use technology systems ▪ Use critical literacy skills to analyse and interpret media communications ▪ Understand and implement intellectual property rights ▪ Create references and citations, use
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		<p>footnotes/endnotes and construct a bibliography according to recognized conventions □ Identify primary and secondary sources</p>
	<p>Media Literacy Skills</p>	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> ▪ Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social
	<p><i>How can students demonstrate media literacy?</i></p>	<p>media and online networks)</p> <ul style="list-style-type: none"> ▪ 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 using a variety of media and formats ▪ Compare, contrast and draw connections among (multi)media resources

<p>Thinking</p>	<p>Critical Thinking</p> <p><i>How can students think critically?</i></p>	<p>Analyzing and evaluating issues and ideas</p> <ul style="list-style-type: none"> ▪ Practice observing carefully in order to recognize problems ▪ Gather and organize relevant information to formulate an argument ▪ Recognize unstated assumptions and bias ▪ Interpret data ▪ Evaluate evidence, arguments and propositions ▪ Draw reasonable conclusions and generalizations; Test generalizations and conclusions ▪ 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 ▪ Analyse 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 simulations to explore complex systems and issues ▪ Identify trends and forecast possibilities ▪ Troubleshoot systems and applications
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<p>Creative Thinking</p> <p><i>How can students be creative?</i></p>		<p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> ▪ Use brainstorming and visual diagrams to generate new ideas and inquiries ▪ Consider multiple alternatives, including those that might be unlikely or impossible ▪ Create novel solutions to authentic problems ▪ Make unexpected or unusual connections between objects and/or ideas ▪ Design new machines or improvements to existing machines, media and technologies ▪ Apply existing knowledge to generate new ideas, products or processes ▪ Make guesses, ask —what if questions and generate testable hypotheses
		<ul style="list-style-type: none"> ▪ Create original works and ideas; use existing works and ideas in new ways ▪ Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments ▪ Practice visible thinking strategies and techniques ▪ Generate metaphors and analogies

Transfer
How can students transfer skills and knowledge across disciplines and subject groups?

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 (make connections) across multiple subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

Reporting the Personal Project

The report should be presented in identifiable sections, following the MYP project objectives—investigating, planning, taking action and reflecting. The report must include evidence for all the strands of all criteria.

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

Format		Length	
	English, French, Spanish and Arabic		
		Chinese	Japanese

Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

Table 8 *Personal project report formats*

Where a student completes a report in a language other than the ones shown above, the school must advise the student on appropriate word limits for that language.

The report, however creatively developed and presented, does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written form, such as an essay or novel, this is considered as distinct from the project report.

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the structure as outlined above.

An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardization purposes and for possible submission to the IB for moderation. Students may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. The school and the student should determine whether an appropriate audience would be effective for this format.

A visual report is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates his or her achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

An electronic report can take many different forms such as a website, a blog, PowerPoint, or other slide show presentation. As in all other formats, students must ensure that the electronic

report meets the assessment criteria and effectively demonstrates his or her engagement with the personal project.

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown in table 19.

Time (audio or audio-visual recording)		Word limit
3 minutes	And	1 ,200–2,800 words 2 ,688–3,360 characters 2 ,400–5,600 kana/kanji
6 minutes	And	900–2 ,100 words 2 ,016–2,520 characters 1 ,800–4,200 kana/kanji
9 minutes	And	600–1 ,400 words 1 ,344–1,680 characters 1 ,200–2,800 kana/kanji
12 minutes	And	300–700 words 672–840 characters 600–1 ,400 kana/kanji

Length requirements for multimedia reports

Oral, visual and multimedia reports must be recorded for internal standardization purposes and for possible submission for moderation. Supervisors must ensure that the quality of the recording is sufficient for submission to the IB.

As the report is a component of the MYP personal project, students should plan their time carefully. Planning, drafting, rehearsing and preparing materials are all necessary steps, and students should be aware of the amount of time required to complete the report. Students should

be careful to ensure that their report is a distinct component of the MYP personal project and is not a collection of process journal entries.

If a personal project involves group work, each individual student must create his or her own report clearly demonstrating his or her contribution in all stages of the personal project. Further, each student must maintain his or her own process journal.

When submitting the report for assessment, students must include:

- the personal project coversheet
- the completed academic honesty form
- process journal extracts
- any supporting visual aids used during the presentation, if applicable
- bibliography / sources.

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 address all strands of all four assessment criteria.

In the MYP, objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), 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, which 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.

Criterion A: Investigating

Maximum: 8

In the personal project, students should:

- define a clear goal and global context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- 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 is able to: i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.

3 – 4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5 – 6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7 – 8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

- i. develops criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.

7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.
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Criterion C: Taking action

Maximum: 8

In the personal project, students should:

- i. creates a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3–4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills

	iii. demonstrate adequate communication and social skills.
5–6	The student is able to: <ul style="list-style-type: none"> i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.
7–8	The student is able to: <ul style="list-style-type: none"> i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

- 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
- iii. 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project.
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project.

7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project.
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Personal Project Moderation

The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the teachers' internal, standardized assessment.

The term *moderation* refers to the checking and standardization of assessment. Adjustment of the results may or may not be required following the process, depending on the teachers' understanding and application of MYP personal project assessment criteria.

A process of external moderation assures accurate and consistently applied standards, as set forth in *Guide to MYP eAssessment*.

Showcasing the Personal Project

The personal project holds a very important place as the culminating endeavour of the programme. Projects are student-centred and student-driven; they enable students to engage in practical explorations through a cycle of inquiry and action. The project encourages students to reflect on their learning and the outcomes of their work - key skills that prepare them for success in further study, the workplace and the community. Showcasing the Personal Project is an event that not only showcases the Project but shows the students months of hard work on their projects. It is also a celebration of years of academic, social, and personal development as IB MYP students.

MYP projects academic honesty form

Student name										
Student number										
School name										
School number										
Supervisor name										

Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/present action has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:
Meeting 3			Student: Supervisor:
	Supervisor comment		
	<p>Student declaration</p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>		
	Student's signature		Date

Supervisor's signature	Date

MYP Personal project cover sheet

Student name										
Student number										
School name										
School number										
Supervisor name										

Goal of the project:

Title of the project:

Length (word count and/or presentation time):

Any supporting visual aids used during the presentation, if applicable

Bibliography/sources

Glossary of terms:

Glossary of terms	MYP definitions
Bibliography	An alphabetical list of every source used to research the project
Criteria	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student
List of references	An alphabetical list of only those sources that are cited in the project presentation or report
Outcome	The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign
Process journal	A generic term to refer to the documentation that students develop during the process of completing the MYP project
Product	The end result of the student's personal project used particularly where the project has resulted in a tangible artefact such as a sculpture, film, story or model
Report	A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible

Command terms

Command terms	MYP definitions
Create	To evolve from one's own thought or imagination, as a work or an invention
Define	Give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
Develop	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
Formulate	Express precisely and systematically the relevant concept(s) or argument(s)
Identify	Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
Justify	Give valid reasons or evidence to support an answer or conclusion
Outline	Give a brief account
Present	Offer for display, observation, examination or consideration
State	Give a specific name, value or other brief answer without explanation or calculation

Source:

<http://occ.ibo.org>

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www.ibo.org/programmes/middle-years-programme/curriculum/myp-projects/