Personal Project Guide

2019-2020

Saint-Lambert International
Think Independently. Explore Globally.

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PERSONAL PROJECT STUDENT AGREEMENT

I will commit to:

- Reading and understanding all the documents provided

- Ensuring that all the work I do is my own

- Checking in with my supervisor at least once a cycle

- Arranging formal meetings with my supervisor at least once a month

- Arriving promptly and prepared to all my meetings

- Respecting all deadlines set by my supervisor and PP teacher

IMPORTANT DATES

October 2019

S	M	T	W	T	F	S
		1¹⁰	2¹	3²	4³	5
6	7⁴	8⁵	9⁶	10⁷	11⁸	12
13	14	15	16⁹	17¹⁰	18¹	19
20	21²	22³	23⁴	24⁵	25⁶	26
27	28⁷	29⁸	30⁹	31¹⁰		

➜ Project Proposal
Due: _____

➜ PP Paper Draft, Criterion A
Due: Monday, November 18th, 2019.

November 2019

S	M	T	W	T	F	S
					1¹⁾	2
3	4²	5³	6⁴	7⁵	8⁶	9
10	11⁷	12⁸	13⁹	14	15	16
17	18¹⁰	19¹	20²	21³	22	23
24	25⁴	26⁵	27⁶	28⁷	29⁸	30

➜ PP Research Notes + Annotated Bibliography
Due: _____

➜ PP Paper Draft, Criteria B
Due: Tuesday, January 14th, 2020.

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7⁴	8⁵	9⁶	10⁷	11
12	13⁸	14⁹	15¹⁰	16¹	17²	18
19	20³	21⁴	22⁵	23⁶	24⁷	25
26	27⁸	28⁹	29¹⁰	30¹	31²⁾	

➜ PP Paper Draft, Criteria C
Due: Thursday, February 13th, 2020.

February 2020

S	M	T	W	T	F	S
						1
2	3	4³	5⁴	6⁵	7⁶	8
9	10⁷	11⁸	12⁹	13¹⁰	14¹	15
16	17²	18³	19⁴	20⁵	21⁾	22
23	24⁶	25⁷	26⁸	27⁹	28¹⁰	29

➜ PP Paper Draft, Full Paper including Criterion D + Product Completed

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9¹	10²	11³	12⁴	13⁵	14
15	16⁶	17⁸	18⁷	19⁹	20¹⁰	21
22	23¹	24²	25³	26⁴	27⁵	28
29	30⁶	31⁷				

Due: **March 16th, 2020.**

➜ Personal Project Fair:
March 27th, 2020.

Including:
- Your display board
- Your final paper
- Your completed process journal
- Your final product/outcome
- A USB key with all required files saved as PDFs

Please note that all your work, including process journals, will be periodically reviewed and assessed by your PP teacher.

WHAT IS A PERSONAL PROJECT?

What do I have to do?

- ❑ **Select a topic of personal interest**
- ❑ **Focus the Personal Project through the lens of a Global Context**
- ❑ **Structure the Personal Project report according to the information provided to you in class and in this guide**
- ❑ **Respect word or time limits for the report**
- ❑ **Fulfill ethical and academic honesty requirements established by the school and the IBO**
- ❑ **Document your whole process from start to finish**

The Personal Project will give you an opportunity to share with others something that is of great interest to you as an individual, as well as being an excellent preparation for your future studies or endeavors.

The Personal Project may take many forms depending on your goal and the chosen Global Context. For example, your project can be:

- An original work of art (visual, dramatic, musical or performance)
- A written piece of work on a special topic (literary, social, psychological, anthropological, historical, scientific, etc.)
- A piece of literary fiction or non-fiction
- An original science experiment
- An invention or specially-designed object or system
- The presentation of a developed business, management plan or special event
- The acquisition and documentation of a new skill
- The development of a new student or community organization

Whatever type of Personal Project you decide to develop, it must:

- ❑ **Have a clear and achievable goal and product**
- ❑ **Be focused through the lens of one Global Context**
- ❑ **Allow you to express a truly personal message**
- ❑ **Reflect your special interests, hobbies, special abilities or concerns about particular issues**
- ❑ **Be a result of your initiative, creativity and ability to organize yourself**
- ❑ **Deal with a topic or are to which you are personally committed**
- ❑ **Consist entirely of your own work**

The Personal Project is your chance to do exactly what you want to do.

It is a product or outcome of your own initiative and should reflect your experiences in the MYP. It provides an excellent opportunity to produce a truly creative piece of work of your choice and to challenge yourself in an area that motivates and interests you.

It also allows you to practice and strengthen your Approaches to Learning (ATL) skills while consolidating your prior knowledge and the knowledge you've acquired throughout your years in the IB program.

AIMS

The aims of the personal project are to allow you to:

- ❑ Participate in a sustained, self-directed inquiry within 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 of time

- ❑ Communicate effectively in a variety of situations

- ❑ Demonstrate responsible action through, or as a result of, learning

- ❑ Appreciate the process of learning and taking pride in your accomplishments

> ## *CAN I WORK AS PART OF A GROUP?*
>
> *The personal project is an individual project and every product/outcome, report and process journal must completely be the work of one person. It is possible that some projects could be collaborative in nature, but the work of each student must be clearly separated and identifiable— see Ms. Witczak for more advice!*

OBJECTIVES

The objectives of the Personal Project state specific targets that are set for learning. They define what the student will accomplish as a result of completing the Personal Project.

For each of these objectives, you should be able to:

Objective A: INVESTIGATING

Students should:
- Define a clear goal and context for the project based on personal interest
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

Objective B: PLANNING

Students should:
- Develop criteria for the product/outcome
- Plan/record the development process of the project
- Demonstrate self-management skills

Objective C: TAKING ACTION

Students should:
- Create a product/outcome in response to the goal, context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

Objective D: REFLECTING

Students should:
- 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 global context
- Reflect on their development as an IB learner through the project

Visualizing the project objectives
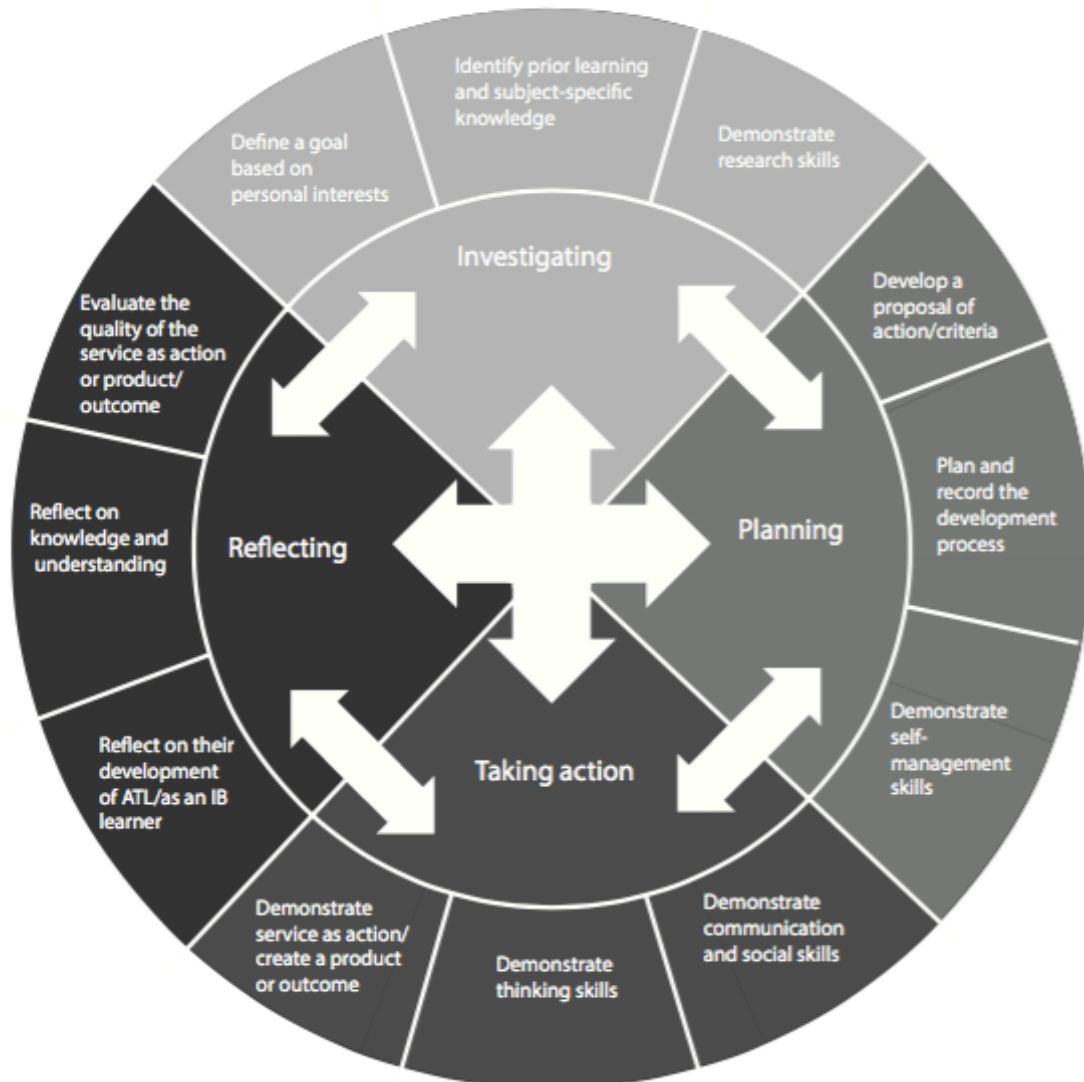
Personal project assessment criteria: Year 5

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

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

ii.   identify prior learning and subject-specific knowledge relevant to the project

iii.   demonstrate research skills.

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

Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

i.   develop criteria for the product/outcome

ii.   plan and record the development process of the project

iii.   demonstrate self-management skills.

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

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

i. create a product/outcome in response to the goal, global context and criteria

ii. demonstrate thinking skills

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	The student: i. creates a **limited** product/outcome in response to the goal, global context and criteria ii. demonstrates **limited** thinking skills iii. demonstrates **limited** communication and social skills.
3–4	The student: i. creates a **basic** product/outcome in response to the goal, global context and criteria ii. demonstrates **adequate** thinking skills iii. demonstrates **adequate** communication and social skills.
5–6	The student: i. creates a **substantial** product/outcome in response to the goal, global context and criteria ii. demonstrates **substantial** thinking skills iii. demonstrates **substantial** communication and social skills.
7–8	The student: i. creates an **excellent** product/outcome in response to the goal, global context and criteria ii. demonstrates **excellent** thinking skills iii. demonstrates **excellent** communication and social skills.

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Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

i.   evaluate the quality of the product/success of the 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	The student: i. presents a **limited** evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **limited** reflection on his or her development as an IB learner through the project.
3–4	The student: i. presents a **basic** evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **adequate** reflection on his or her development as an IB learner through the project.
5–6	The student i. presents a **substantial** evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **substantial** reflection on his or her development as an IB learner through the project.

Achievement level	Level descriptor
7–8	The student: i. presents an **excellent** evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **excellent** reflection on his or her development as an IB learner through the project.

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Three Parts of the Personal Project

#1- PROCESS JOURNAL

The Process Journal is the record of your involvement in the Personal Project process. It should record all your ideas, planning, discussions, clippings of readings and concepts, diary excerpts, meeting schedules, photographs: whatever you do that is part of the process should be kept in this document. You may choose the format of your process journal. It might be a scrapbook, a notebook, or a website, for example. It is the EVIDENCE something has happened.

#2- PRODUCT/OUTCOME

The Product or Outcome that you create if how you show other people what you have investigated. Apart from your process journal, you need to have some way of showing what you produced or achieved for your goal. This might be an actual product (model, article, artwork, etc) or it might be visuals of the outcome (photographs or video of an organized event, for example).

#3- PROJECT REPORT

The project report is a summary of your experience of the personal project. Using no more than 3500 words or 15 minutes of audiovisual material (not including the title page, bibliography and appendices), you must describe and reflect on your experiences. The report must be produced according to the required IB format. Extracts from the process journal are included in the appendices of the report.

THE PROCESS JOURNAL

Your Process Journal is a complete record of **EVERYTHING** that you do for your Personal Project, **from start to finish**.

You should use your Process Journal to store:

- Brainstorming for your topic of interest
- Notes and ideas on your project's global context
- Concepts/ideas for your project
- Information gathered from your investigations
- Information on meetings with your supervisor
- Drawings, pictures, clippings or photographs
- Copies of interviews and discussions with people
- Plans for your project
- Timelines
- To Do lists
- Goals

Above all else, you should use your Process Journal to make regular and detailed REFLECTIONS on your ideas, progress and challenges. Record your responses to other people's feedback, your positive experiences and your disappointments. This is Principled Action in action!

The Process Journal will be the most important document in your Personal Project experience because from it you will be able to draw all the kinds of information you will need to write the report. You will need to include extracts (maximum 10 entries) from your Process Journal in the appendices of your final report.

You will choose your own Process Journal format. Choose a format that will work for you and allow you to be both organized and chaotic as you will be including scraps as well as lengthy documents. You may choose from a number of formats, including:

- A website or blog
- A scrapbook or binder
- Electronic booklet or Word document

The Process Journal is…	The Process Journal isn't…
• Used throughout the project • An evolving record of intent, purpose and accomplishments • A place to record thoughts, developments, brainstorming and questions raised • A place to record selected, annotated and/or edited research (with bibliographic citations!) • A place for storing useful info, including quotations, pictures, ideas and photographs • A means of exploring ideas and solutions • A place for evaluating work completed • A place for reflecting on learning • Made in a format which suits your needs	• Used on a daily basis (unless that is what you decide you need) • Written up after the process has been completed • Additional work on top of the project (it is an integral component which supports the project) • A diary with detailed writing about what was done

When the project is done, you will have to include a maximum of 10 entries from your process journal into the appendices of your report. The extracts you choose need to represent the development of your project, as well as show how you have addressed each of the objectives of the project. Each entry in the appendix must be explicitly referred to in the body of the text.

It should include elements such as:

- Graphic organizers
- Lists
- Charts
- Short paragraphs
- Notes
- Timelines or action plans
- Annotated illustrations
- Annotated research
- Up to 30 seconds of audiovisual material
- Artifacts
- Pictures, photographs or sketches
- Screenshots
- Self/Peer assessment feedback
- Notes on the meetings with your supervisor

SIX STEPS TO GETTING STARTED ON YOUR PERSONAL PROJECT

> **#1- Select a topic for investigation**
>
> **#2- Choose a Global Context**
>
> **#3- Set a goal and develop an inquiry question**
>
> **#4- Decide on an outcome or product**
>
> **#5- Investigate and research**
>
> **#6- Specify criteria for your product/outcome**

#1- Selecting a Topic for Investigation

The most important factor to consider when choosing a topic is that it interests you. Use this opportunity to engage with your passions and ignite your curiosity!

#2- Choosing a Global Context

You MUST choose a Global Context. The Personal Project follows the form of an inquiry. The Global Context establishes the relevance of your inquiry.

Consider the following questions when trying to identify a Global Context for your project:

- What do I want to achieve through my Personal Project?
- What do I want others to understand through my Personal Project?
- What impact do I want my project to have?
- How can a specific Global Context give greater meaning and purpose to my project?
- Why does my project matter?

The Global Context you choose can cause a drastic shift in the direction that your Personal Project takes. It is also possible for one topic to develop into a variety of forms based on the chosen Global Context. A good brainstorming activity is to take your topic and see how you can apply it to more than one Global Context. This will help you choose the one that is the most meaningful to you.

Below are the six Global Contexts. **Choose only one for your project**.

GLOBAL CONTEXTS		EXPLORATIONS
Identities and Relationships	**Who am I? Who are we?** 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.	• competition and cooperation • teams • affiliation and leadership • Identity formation • self-esteem • status • roles and role models • Personal efficacy and agency • attitudes • motivations • independence • happiness and the good life • Physical • psychological and social development • transitions • health and well-being • lifestyle choices • human nature and human dignity; • moral reasoning and ethical judgment • consciousness and mind
Orientation in Space and Time	**What is the meaning of "where" and "when"?** 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.	• civilizations and social histories • heritage • pilgrimage • migration • displacement and exchange • epochs • eras • turning points and "big history" • scale • duration • frequency and variability • peoples • boundaries • exchange and interaction • natural and human landscapes and resources • evolution • constraints and adaptation

Personal and Cultural Expression	**What is the nature and purpose of creative 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.	• artistry • craft • creation • beauty • products • systems and institutions • social constructions of reality • philosophies and ways of life • belief systems • ritual and play • critical literacy • languages and linguistic systems • histories of ideas • fields and disciplines • analysis and argument • metacognition and abstract thinking • entrepreneurship • practice and competency
Scientific and Technical Innovation	**How do we understand the world in which we live?** 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.	• systems • models • methods • products • processes and solutions • adaptation • ingenuity and progress • opportunity • risk • consequences and responsibility • modernization • industrialization and engineering • digital life • virtual environments and the Information Age • the biological revolution • mathematical puzzles • principles and discoveries

Globalization and Sustainability	**How is everything connected?** 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.	• markets • commodities and commercialization • human impact on the environment • commonality • diversity and interconnection • consumption • conservation • natural resources and public goods • population and demography • urban planning • strategy and infrastructure
Fairness and Development	**What are the consequences of our common humanity?** 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.	• democracy • politics • government and civil society • inequality • difference and inclusion • human capability and development • social entrepreneurs • rights • law • civic responsibility and the public sphere • justice • peace and conflict • management • power and privilege • authority, • security and freedom • imagining a hopeful future

Examples of Personal Projects by Global Context:

Global Context	Examples of Personal Projects
Identities and Relationships	- 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 Time and Space	- 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	- Video games as a form of cultural expression: a short film using five video games that shows how they are an expression of our culture - The art of Manga in Japanese culture: a Japanese anime and a survey of the understanding of my peers - Culture and self-expression through dance at the local community arts centre: a performance
Scientific and Technical Innovation	- Nano fibres build stronger bikes: a prototype bike with nano fibres - What's the matter with anti-matter?": an informational talk - Why are genetics and genomics so important to my health?: a media presentation - Can stem cells replace organ transplants?: an investigative report

Globalization and Sustainability	- The struggle for water in developing countries: an awareness campaign - The impact of the financial crises of Europe and the European Economic Community on the United States: a visual presentation - Education as a tool to change the future of Peru: a workshop for adults - The role of developing countries in protecting the tropical rainforest: a collection of slides
Fairness and Development	- Supporting fair trade- the cocoa trade in Ghana: an awareness campaign for our school cafeteria to promote fair trade - Open-market economics 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

Here are some examples as to how the Global Context can direct the scope of the project.

Rap as a musical genre	
Global Context	**Examples**
Identities and Relationships	Examine the question "Why does rap music speak to me?"
Orientation in Time and Space	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 period.

Solar Energy	
Global Context	**Examples**
Scientific and Technical Innovation	Design a 3D model of a solar device with instructions for construction.
Orientation in Time and Space	Investigate how, in history, different cultures have made use of energy for different needs.
Globalization and Sustainability	Debate Hervé Kempf's idea about "how the rich are destroying the Earth".

#3- Setting a Goal and Developing an Inquiry Question

You have now identified a topic of interest and a Global Context. The next step is to set a goal- **what do you want to achieve with your project?**

The best way of describing your goal is to create a question that will guide your investigation. Your question must:

- Reference both your topic and your Global Context
- Demand inquiry
- Not be a question that can be answered in a sentence or two

Some examples of inquiry questions include:

- How can we make a school's use of resources more efficient?
- What role does a coach play in the success of a sports team?
- Why is it important to train a dog and what are effective ways to achieve this aim?
- How can single-sex classes affect student achievement?
- How effective are drug awareness campaigns in our community, and what can be done to improve drug awareness and the dangers of substance abuse among our peers?
- What effect does homework have on students' relationships with family and friends?
- How can a person change the world for the better through service, without spending money?

Talk to other people about your inquiry question ideas— your parents, friends, teachers, etc. Make sure that the Global Context can be clearly connected to your question. Then, make a decision as to your question.

#4 Deciding on the Outcome or Product

With your topic, Global Context and inquiry question in place, you need to think about what your outcome or product will be. You will have to decide the format you will create to show your response to other people. How do you plan to answer your inquiry question?

You can choose from an almost endless list of possibilities for your product— choose to create an item that will best demonstrate what you have learned through your investigation and will show other people what you have learned.

Some examples of products or outcomes include:

- **Performances**: play, dance, song, speech
- **Published writing**: creative prose, collection of poetry, major essay, extended article, script, review
- **Events**: fundraisers, service-in-action, celebration, major event
- **Static Visual Displays**: photographs, artwork, poster, model, artifact, drawings, statistical data
- **Interactive Displays**: websites, video, audiovisual material, animation

You must decide on a goal that you think is achievable for yourself as well as being highly-challenging. Try to think about how you can make a challenging goal into a highly-challenging goal.

The table below 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 neighborhood 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 student journal and submits it to an audience	A student writes and publishes an original piece of writing on a topic of interest

#5- Investigating and Research

An investigation for the Personal Project is the action of finding out information in order to respond to your inquiry question.

Using your inquiry question, you will:

- Gather all the information you can from a variety of sources (minimum 10)
- Evaluate all the sources, working out which information is useful and reliable with regards to your inquiry question

You have access to a variety of information sources, including:

- Books
- Articles from magazines, journals, and newspapers
- Web pages
- TV programs and video clips
- Human resources, including experts in your field of interest

You should be using all of these types of information sources, initially, to find out as much as you can about your topic. This will also help you develop your criteria for your product/outcome.

Record all the sources you read, view, listen to and interview in your process journal. Remember to **write your MLA citations for all your resources** immediately so they're prepared for your Works Cited and Annotated Bibliography. This will form a valuable resource for later on in the project process.

> Researching is the MOST IMPORTANT step of this whole process. Without good research, you will end up with an inferior product and will have a hard time writing the report.

#6- Specifying Criteria for your Outcome

You must develop criteria to evaluate the success of your product/outcome. These criteria are the way you will know you achieved your goal.

You will need to ask yourself different questions in order to define the criteria. The questions you ask might change depending on the type of outcome or product.

Questions you might find helpful include:

- What will my outcome or product look like?
- What types of materials will I use?
- What techniques will I use?
- What type of information will I include?
- How will I present the information?
- Will I include visuals?
- Do I need to consider any copyright or intellectual property issues?
- Who is the audience?
- How will I get feedback?

It is essential to get most of your investigating/research done before you decide on your criteria. As you investigate the format of your product/outcome, you will become more aware of what is both achievable and highly-challenging enough to be considered a Personal Project.

Below are some examples of projects and their criteria:

EXAMPLE # 1	**Question:** What negative consequences can social media have on youth?
Global Context: Identities and Relationships	
Product/Outcome: An awareness campaign about digital citizenship and cyber bullying	**Specifications/Criteria:** • A full colour pamphlet • A one-hour workshop for Grade 7 students • Four different full colour posters • An accompanying PSA to be posted on Youtube

EXAMPLE # 2	**Question:** Where does my family come from?
Global Context: Orientation in Time and Space	
Product/Outcome: A complete family tree and representational statue	**Specifications/Criteria:** • Family tree that traces back at least five generations • Family tree is drawn out by hand • Statue contains at least four elements that represent my family • Statue is sculpted from clay • Statue is at least 60cm tall

EXAMPLE # 3	**Question:** How do video games reflect the culture of the designers?
Global Context: Personal and Cultural Expression	
Product/Outcome: a short film	**Specifications/Criteria:** • Will contain five video games from different cultures • Will be at least twenty minutes in length • Will explore each culture • Will examine how each culture is reflected in the game

EXAMPLE # 4	**Question:** How can stem cells make a difference in our lives?
Global Context: Scientific and Technical Innovation	
Product/Outcome: A report on whether stem cells can be used in lieu of organ transplants	**Specifications/Criteria:** • Will be a minimum of 5000 words • Will include charts and statistics • Will be written for an adult audience • Will be printed in full colour

EXAMPLE # 5	**Question:** What can Canadians do to help the people of Peru?
Global Context: Globalization and Sustainability	
Product/Outcome: A workshop for adults on how we can change the future of Peru	**Specifications/Criteria:** • Will be one hour in length • Will highlight the troubles in Peru • Will include a multimedia presentation • Will include hands-on activities • Will outline action that can be taken immediately • Will include a feedback sheet

EXAMPLE # 6	**Question:** How can Canada helps individuals from other countries?
Global Context: Fairness and Development	
Product/Outcome: Paintings representing asylum seekers and their rights to live as we do.	**Specifications/Criteria:** • 5 paintings (acrylic on canvas) • include images of why asylum seekers come to Canada • include images oh how their lives improve • is realistic in style • min. canvas size 1m x 1m

APPROACHES TO LEARNING

The Personal Project is a culminating activity in which you will present, in a truly personal way, your development of Approaches to Learning (ATL) skills.

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

The chart below shows you when in the project you will be demonstrating your ATL skills.

Personal Project Objectives	ATL Skill Clusters	
A: INVESTIGATING		**Affective Skills:** Mindfulness, perseverance, emotional management, self-motivation and resilience.
• Define a clear goal and context for the project, based on personal interest	Collaboration Critical Thinking Creative Thinking	
• Identify prior learning and subject-specific knowledge relevant to the project/outcome • Demonstrate research skills	Information Literacy Media Literacy Transfer	
B: PLANNING		
• Develop criteria for the product/outcome	Collaboration Organization Critical Thinking Creative Thinking	
• Plan and record the development process of the project • Demonstrate self-management skills	Collaboration Organization Reflection	

C: TAKING ACTION

• Create a product/outcome in response to the goal, context and criteria	Organization Critical Thinking Creative Thinking
• Demonstrate thinking skills • Demonstrate communication and social skills	Communication Collaboration Creative Thinking Critical Thinking Transfer

D: REFLECTING

• Evaluate the quality of the product/outcome against your criteria • Reflect on how completing the project has extended your knowledge and understanding of the topic and Global Context • Reflect on your development as an IB learner through the project	Communication Reflection

Appendix 1: ATL skills framework

The MYP extends IB approaches to learning (ATL) skills categories into 10 developmentally appropriate clusters. This framework provides common ground from which schools can develop their own ATL planning based on MYP units, student needs, and local circumstances and requirements.

ATL skills are often interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.

Some of the key questions to be answered by students with respect to ATL skills include the following.

- What are my present skills in this area and what evidence do I have of my development?

- What skills can I improve?

- What new skills can I learn?

When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following.

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)

- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

- Practitioner/using—students employ the skill confidently and effectively (demonstration)

- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Communication	
I. Communication skills	
How can students communicate through interaction?	**Exchanging thoughts, messages and information effectively through interaction** • 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-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	**Reading, writing and using language to gather and communicate information** • 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 • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports

Social	
II. Collaboration skills	
How can students collaborate?	**Working effectively with others** • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs
Self-management	
III. Organization skills	
How can students demonstrate organization skills?	**Managing time and tasks effectively** • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • 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 • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively

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IV. Affective skills	

How can students manage their own state of mind?	**Managing state of mind**
	
	• Mindfulness awareness
	  – Practise focus and concentration
	  – Practise strategies to develop mental focus
	  – Practise strategies to overcome distractions
	  – Practise being aware of body–mind connections
	• Perseverance
	  – Demonstrate persistence and perseverance
	  – Practise delaying gratification
	• Emotional management
	  – Practise strategies to overcome impulsiveness and anger
	  – Practise strategies to prevent and eliminate bullying
	  – Practise strategies to reduce stress and anxiety
	• Self-motivation
	  – Practise analysing and attributing causes for failure
	  – Practise managing self-talk
	  – Practise positive thinking
	• Resilience
	  – Practise "bouncing back" after adversity, mistakes and failures
	  – Practise "failing well"
	  – Practise dealing with disappointment and unmet expectations
	  – Practise dealing with change

V. Reflection skills	

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
	• Keep a journal to record reflections

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Research	
VI. Information literacy skills	
How can students demonstrate information literacy?	**Finding, interpreting, judging and creating information** • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • 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 footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
VII. Media literacy skills	
How can students demonstrate media literacy?	**Interacting with media to use and create ideas and information** • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • 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

Thinking	
VIII. Critical-thinking skills	
How can students think critically?	**Analysing and evaluating issues and ideas** • Practise 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 and arguments • Recognize and evaluate 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

IX. Creative-thinking skills	
How can students be creative?	**Generating novel ideas and considering new perspectives** • 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 improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask "what if" questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
X. Transfer skills	
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 across multiple subject groups and disciplines • Make connections between 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

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MY PLANNING TIMELINE: a template to stay organized

Objectives and Assessment Criteria	Months	To Do
Investigate	September	
	October	
Planning	November	
	December	
Taking Action	January	
	February	
Reflecting	March	

WORKING EFFECTIVELY WITH YOUR SUPERVISOR

Your supervisor is there to help and support you through the process of working on the Personal Project. Use them as much as possible! They will not do the work for you, but they can guide you and help you stay on track.

You are responsible for setting up meetings with your supervisor. They will not be chasing you down to make sure that you are on top of your project. You must take initiative.

You should be meeting formally with your supervisor **at least once a month**. A formal meeting is organized ahead of time and has discussion topics planned.

When meeting with your supervisor, make sure to bring:

- Your process journal
- Photos/documentation of what you are working on
- Your to-do list
- Your projet report in progress

During the meeting, make sure you **fill out the meeting section on your Academic Honesty form**. This must be done at the end of the meeting.

Collaboration with your supervisor is an important part of the process, and as such your **meetings must also be documented in your Process Journal**. Make sure to do this immediately as not to forget what was discussed.

> ## *HOW DO I GET IN TOUCH WITH MY SUPERVISOR?*
>
> *Do not rely on meeting your supervisor in the hallway or expecting them to call meetings on your behalf. You are responsible for initiating and maintaining contact with your supervisor throughout the Personal Project process.*
>
> *Make sure you get your supervisor's email at the first meeting and arrange all subsequent meetings in a professional manner.*

YOUR PERSONAL PROJECT REPORT

The project report is the formal record of the entire process that you undertook to complete your Personal Project investigation. It will explain to the reader:

- Your specific goal
- Your Global Context
- Your inquiry question and the product/outcome that you have created
- Your plans and the processes that you implemented
- The resources that you used
- The techniques that you applied
- The challenges and issues that you faced and perhaps solved
- What your learned about your topic and Global Context from your investigation
- What you learned about yourself as an IB learner from the Personal Project experience

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

FORMAT	LENGTH
Written	1500-3500 words
Electronic (Website, Blog, Slideshow)	1500-3500 words
Oral (Podcast, Radio, Broadcast, Recorded)	13-15 minutes
Visual (Film)	13-15 minutes
LANGUAGE	
English OR French	

STRUCTURE OF THE PERSONAL PROJECT REPORT

<u>WORD LENGTH (for written report)</u>

Your paper must be between 1500 and 3500 words in length. You may not be over or under the required word length. **Your title page, Table of Contents, Works Cited and appendices are not included in your word count.**

<u>GENERAL FORMATTING</u>

- Your report must be **typed and printed on white, 8.5" x 11" paper**.
- You must use **Times New Roman font, size 12** and **double-spaced**.
- The **margins of the page must be 1" on all sides**.
- **Leave only one space after periods or other punctuation marks**.
- Create a header including **your last name and the page number in the upper right-hand corner** of every page starting with the first page of the report.
- **Indent the first line of paragraphs by ½"**. (Use the TAB key.)

<u>FORMATTING THE COVER PAGE</u>

Use the following template to write your cover page. Please **add a word count** between your name and the subject line. **Do not add any images**.

Title of Your Paper
Your Name

Subject and Course Number
Teacher:

Saint Lambert International High School
Date:

TABLE OF CONTENTS

You must include a table of contents between the cover and first pages of the report. It must:
- **Reflect the accurate page numbers for each section of your report (Investigating, Planning, Taking Action, Reflecting) as well as your Works Cited and Appendix**.

FORMATTING THE FIRST PAGE OF THE REPORT

The first page of the report must be formatted as follows:
- **In the upper left-hand corner, list your name, teacher, course and date**.
- Your **title must be centered**. Do not underline, italicize or place it in quotation marks.
- Italicize or use quotation marks if using the name of another work in your title. Ex: *The Apprenticeship of Duddy Kravitz* as Social Commentary: a multimedia presentation.
- See exemplar below:

The First Page of an MLA Paper
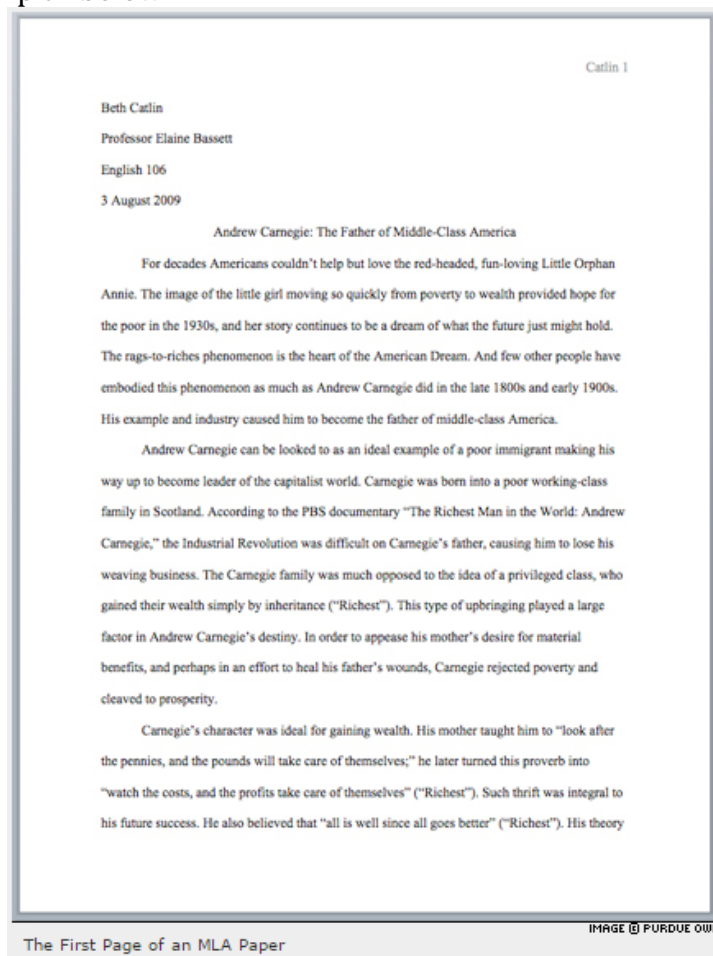
BODY OF THE REPORT

The body of the report is structured around the objectives and the assessment criteria. It must include these sections:

- Investigation (Criterion A)
- Planning (Criterion B)
- Taking Action (Criterion C)
- Reflecting (Criterion D)

WORKS CITED

Include an MLA Works Cited immediately after your Reflecting section and before your Appendix.

APPENDICES

At the back of your paper you must include the following:

- APPENDIX
  - o Your appendix entries must be **named as letters**. (Ex: A, B, C, etc.)
  - o Each of the appendix entries must be **meaningfully referenced by letter in the body of the repor**t.
  - o Each entry must **accompanied by a sentence explaining the document**. (Ex: Timeline for the construction of a guitar)
  - o **Include a maximum of 10 extracts from your process journal.**
    - ▪ **One of these MUST be your annotated bibliography. There are NO EXCEPTIONS.**
    - ▪ The others may include:
      - Diagrams
      - Lists
      - Charts
      - Short paragraphs
      - Notes
      - Timelines/Action plans
      - Annotated illustrations
      - Notes on a research site visit
      - Pictures/Photos/Sketches reflecting process
      - Screenshots reflecting process of a digitally-based project
      - Self/Peer assessment sheets
      - Generalprocess journal entries demonstrating reflection on process.

    To turn papers into digital documents or scans, you may use the app Office Lens, a scanner or photos.

- PHOTOS OR OTHER VISUALS OF YOUR FINAL PRODUCT/OUTCOME
- ACADEMIC HONESTY FORM

PERSONAL PROJECT FAIR

You will be presenting your work at the Personal Project Fair on **Friday, March 27th, 2020**.

You must have with you at the time of presentation:

> ❑ Your display board
> ❑ Your final paper/report
> ❑ Your process journal
> ❑ Your final product
> ❑ A clearly labeled USB key with your paper saved on it.
>> o **Your paper must be saved as a PDF**
>> o The file must be named as follows:
>>> ▪ **LAST NAME, FIRST NAME- Personal Project**

DISatisfy
DISPLAY BOARD

While the nature of your presentation will vary depending on the type of personal project, you must consider the following:

- A clear and interesting **title**
- Include your **Global Context**
- **Be creative**! Use for your display board for drawings, pictures, videos or any other resources to add interest and clarity to your presentation.
- **Assume your audience knows little to nothing** about your topic.
- Create a display that is **aesthetically pleasing** and reflective of all your hard work.

YOUR FINAL PAPER

You must bring a **clean, printed copy of your final report**. See information on Personal Project Formatting.

YOUR PROCESS JOURNAL

Be prepared to show your process journal in whatever form it was recorded. Bring your class notebook as well as any records kept at home, digital or print. If you kept digital records, please make sure to print them so that they can be looked at by your visitors.

A clearly-labeled binder collecting all your process journal pieces is appropriate.

<u>YOUR PRODUCT</u>

You must **bring your product** with you on the day of the presentations.
- **If your project is digitally-based, you must bring the appropriate technology (and power supply) with which to display your work.**

<u>USB KEY</u>

You must submit three digital files: your COMPLETE report, from cover page to appendices, a scan of your Academic Honesty form and evidence of your product/outcome.
- **Your files MUST be saved as a PDF. There are NO EXCEPTIONS.**
- Your files must be named in the following way:

    ❑   **LAST NAME, FIRST NAME- Personal Project**

    ❑   **LAST NAME, FIRST NAME- Academic Honesty Form Scan**

    ❑   **LAST NAME, FIRST NAME- Personal Project Outcome**

If your product/outcome is media-based, provide a 30 second mp3 (audio) or mp4 (video) saved with the same file name format.

<u>AT THE END OF THE DAY, YOU MUST:</u>

❑ Have provided Ms. Witczak with a digital copy of your files via USB key

❑ Leave your display board, printed copy of your paper, process journal and final product (as long as it is a small object) at your station.

❑ **Clean up after yourself**

MYP personal project report checklist

The personal project report should be presented in identifiable sections, following the MYP projects objectives. The report must include evidence for all strands of each criterion.

Section 1—Objective A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Define a clear goal and global context for the project, based on personal interests	In my report: • I give the precise meaning of the goal of my project; I explain "what I wanted to achieve; when, where, how and why I wanted to achieve it" • I define the global context that best applies to my project and explain its connection • I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me • I explain why my goal is challenging—in particular, why it is challenging **for me**.
Identify prior learning and subject-specific knowledge relevant to the project	• I identify what I already knew about this topic/project and the sources of my knowledge • I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	• I outline the research skills I had when I started the project • I discuss the research skills I developed through the project.
Section 2—Objective B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	In my report: • 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.
Plan and record the development process of the project	• I provide evidence of my planning through timelines, milestones or other tools/strategies • I use my chosen planning tools to record my progress throughout the project's development • If I alter my plan, I explain the changes and why I made them.
Demonstrate self-management skills	• I outline the self-management skills I had when I started the project • I discuss the self-management skills I developed through the project.

Section 3—Objective C: Taking action	
This is the main "doing" part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, global context and criteria	In my report: • I use the success criteria I developed to decide how well I achieved my goal • I explain the connection between my product/outcome and the global context that my project explores • I use the success criteria I developed to make reasonable judgments about the product's quality/outcome's success.
Demonstrate thinking skills	• I outline the thinking skills I had when I started the project • I discuss the thinking skills I developed through the project.
Demonstrate communication and social skills	• I outline the communication and social skills I had when I started the project • I discuss the communication and social skills I developed through the project.
Section 4—Objective D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/success of the outcome against their criteria	In my report: • if I made changes to my goal during the project, I explain the changes and why I made them • I evaluate the product/outcome against the criteria I established • I identify the possible improvements to the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	• I demonstrate a deeper knowledge and understanding of my topic and my identified global context • I base my reflection on evidence, including my process journal.
Reflect on their development as IB learners through the project	• I discuss my strengths and weaknesses in completing the project • I identify challenges and the solutions I developed to meet them • I identify how I have developed as a learner (using the IB learner profile as appropriate) • I report on any opportunities the project gave me to share any expert ATL skills with other students who needed more practice • I consider the possible impact the project could have on my future learning.

Identifying appropriately challenging ATL skills

The following tables suggest some general hierarchies of challenge for some of the ATL skills that students often use when developing MYP projects. These hierarchies are highly contextual, and neither fixed nor definitive. The tables do not take into account the levels of proficiency at which various skills may be demonstrated or students' prior abilities and development.

Students are responsible for identifying evidence that demonstrates their development of specific skills. Project supervisors are responsible for explaining how they understand these demonstrations with respect to various achievement levels within MYP projects assessment criteria, using the task-specific clarification for personal projects. Schools are responsible for standardizing and reporting student achievement for ATL skills demonstrated through MYP projects. This process provides powerful feedback for student learning.

Schools can use these tables as general guidelines, and they can add other ATL skills relevant to MYP projects in their local contexts. Schools may also adapt these tables as needed to provide age-appropriate guidance for the assessment of MYP community projects.

Research skills

Objective A: Investigating

Challenge level	Possible demonstrations of ATL skills
Lower	• Collect and record data/sources • Access information to be informed and to inform others through the project
	• Collect, record and verify data/sources • Find information specific to and surrounding the project, using a variety of media • Process data and report results • Take effective notes during project development
	• Collect, record, verify, and use a range of sources/data • Identify primary and secondary sources • Compare, contrast and draw connections among resources • Seek a range of perspectives from multiple and varied sources to inform the project • Make connections between various sources of information, prior knowledge and subject-specific knowledge • Construct a bibliography according to recognized conventions appropriate for the task
	• Collect and analyse data to identify solutions and make informed decisions to further the project • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Use critical-literacy skills to analyse and interpret information • Understand the impact of media representations and modes of presentation when analysing information • Demonstrate awareness of media interpretations of events and ideas (including digital social media)
Higher	• Understand and implement intellectual property rights

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Self-management skills

Objective B: Planning

Challenge level	Possible demonstrations of ATL skills
Lower ↑ ... ↓ Higher	• Set goals • Keep a basic log or timeline planning for the project • Manage time and effort for short periods of time
	• Set goals that are challenging and realistic • Plan short- and long-term milestones; meet deadlines • Keep an organized and logical system of information • Practise strategies to overcome distractions • Practise dealing with disappointment and unmet expectations
	• Organize time and energy for a sustained period of time • Keep and use a weekly planner for milestones • Practise strategies to develop mental focus • Practise analysing and attributing causes of failure • Practise managing self-talk and positive thinking • Practise dealing with change throughout the project
	• Make plans that are logically sequential and efficient • Demonstrate persistence and perseverance • Use appropriate strategies for organizing complex information • Select and use technology effectively and productively • Practise "bouncing back" after adversity, mistakes and failures

Thinking skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower ↑	• Identify problems • Present one perspective • Draw simple conclusions • Consider ideas and possible solutions
	• Practise observing carefully in order to recognize problems • Gather information strictly relevant to the project • Draw reasonable conclusions and generalizations • Evaluate and manage risk • Consider ideas from multiple perspectives • Identify obstacles and challenges

	•	Use brainstorming and visual diagrams to generate new ideas and inquiries
	•	Interpret data useful to the project
	•	Test generalizations, hypotheses and conclusions
	•	Revise understanding based on new information and evidence
	•	Make guesses, ask "what if" questions
	•	Apply existing knowledge to generate new ideas, products or processes
	•	Consider multiple alternatives, including those that might be unlikely or impossible
	•	Make connections between subject groups, prior learning and experiential learning
	•	Combine knowledge, understanding and skills to create products or solutions
	•	Evaluate evidence, arguments and propositions
	•	Recognize unstated assumptions and bias
	•	Develop contrary or opposing arguments
	•	Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding
	•	Use models and simulations to explore complex systems and issues
	•	Troubleshoot systems and applications
	•	Create original works and ideas; use existing works and ideas in new ways
	•	Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
	•	Create novel solutions to authentic problems
	•	Make unexpected or unusual connections between objects and/or ideas
	•	Apply skills and knowledge in unfamiliar situations
Higher	•	Change the context of an inquiry to gain different perspectives

Communication and social skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower	• Organize information
	• Structure report following advice
	• Establish communication with supervisor
	• Organize and depict information logically
	• Maintain communication with people relevant to the project
	• Work with others within clear expectations
	• Read critically and for comprehension
	• (Give and) receive feedback
	• Participate in, and contribute to, digital social media networks
	• Read a variety of sources for information

	• Communicate information and ideas effectively to audiences using a variety of media and formats • (Give and) act meaningfully on feedback received If applicable for the product/outcome: • delegate and share responsibility for decision-making • help others to succeed • share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.
Higher	• Use intercultural understanding to interpret communication • Use appropriate forms of writing and speaking for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Use and interpret a range of terms and symbols • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Work effectively with experts and/or the supervisor • Listen actively to other perspectives and ideas If applicable for the product/outcome: • encourage others to contribute • negotiate effectively • build consensus • exercise leadership and take on a variety of roles within groups • make fair and equitable decisions • manage and resolve conflict, and work collaboratively • interpret and use effectively modes of non-verbal communication.

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.

Selecting extracts from the process journal to provide evidence of ATL skills

Students are limited to 10 A4 (or equivalent size) pages of extracts from their process journals to include as an appendix to project reports. Here are some of the possible ways students might use that allocation.

	Screenshots or notes	Multiple page extracts	Full page extracts	Half-page extracts	Total pages
Written report			10 × 1 page		
		1 × 3 pages	6 × 1 page	2 × ½ = 1 page	10
Multimedia report	3 pages	–	5 × 1 page	4 × ½ = 2 pages	10
	5 pages	1 × 2 pages		6 × ½ = 3 pages	10
	2 pages	1 × 3 pages	5 × 1 page	–	10
Oral presentation	1 page of presentation notes	1 × 2 pages	2 × 1 page	10 × ½ = 5 pages	10
	2 pages of presentation notes	1 × 3 pages	3 × 1 page	4 × ½ = 2 pages	10
	2 pages of presentation notes	–	8 × 1 page	–	10

The process journal is an essential source of evidence for development for every stage of the personal project and for every criterion. Typical excerpts that students select may include the following.

Criterion strand	Evidence	Some example entries
A(i) defining goal	What is to be achieved or accomplished	Brainstorms, iterative or annotated versions of the goal
A(ii) prior learning	School-based and independent personal learning that is relevant to the project and global context	Textbook excerpts, formula sheets, notes, summaries or documents from other projects, qualifications
A(iii) research skills	Investigating, building background knowledge, gathering data	Search strategies, notes from reading, interview protocols, OPVL evaluations, analysis of existing products/solutions, data collection and analysis, resource summaries
B(i) criteria for success	Creation of meaningfully challenging criteria	Research into aspects of quality for the product/outcome, annotated models
B(ii) plan and record of the development process	Planning, execution and necessary adjustments to the original plan	To-do lists, schedules, planning tables, Gantt chart, work breakdown calendar, benchmark data, progress notes
B(iii) self-management skills	Persistence and managing failure	First attempts, flops, partial successes, practice logs/notes

Criterion strand	Evidence	Some example entries
C(ii) thinking skills	Critical and creative thinking	Troubleshooting, problem analysis, evaluation of multiple possible solutions, explorations of multiple perspectives, guesses/predictions, careful observations, concept maps, visual thinking strategies
C(iii) communication skills	Interacting with others and using language to gather and communicate information	Reading notes, feedback and actions taken in response, graphic organizers, communication plans, letters/emails/multimodal texts developed to support or share the project
C(iii) social skills	Collaboration	Reflections on interactions with supervisor, peer feedback, social media interactions, records of negotiation, leadership, active listening, conflict resolution or self-advocacy
D(i) quality of product/outcome	Performance against criteria for success	Sketches, images, interviews, rubrics and notes/justifications, scoring sheets, performance data, audience reviews

Notes for an oral presentation as the report **are** included in the ten-page limit for process journal extracts included in the appendix.

Required evidence of the product/outcome **is not** included in the ten-page limit for process journal extracts included in the appendix.

This task-specific clarification provides additional support for establishing a common standard of marking by supervisors and examiners. Their primary frame of reference is IB-validated assessment, in which MYP personal projects are submitted for moderation.

Task-specific clarifications can be helpful in bringing a greater level of specificity to levels of achievement in the MYP personal project that are framed as broad value statements (usually with adjectives like **limited**, **adequate**, **substantial/appropriate** and **excellent**). Clarifications also include definitions of key terms, notes that can be helpful to examiners, coordinators, supervisors and students, and (for convenience) definitions of relevant command terms from *MYP: From principles into practice* (2014, updated September 2017).

Criterion A—Investigating

Strand i: Define a clear goal and global context for the project, based on personal interests

Personal interest: Explaining the project's value from a personal perspective by demonstrating intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion—**why** this project makes sense for this student at this time.

Global context: Considering the project as a global or developmental challenge (see the list of possible explorations in *MYP: From principles into practice* [2014]), broadening its international perspective to consider "our common humanity and shared guardianship of the planet" from the perspective of a global context.

Goal: Identifying what students want to achieve or accomplish within available time (at least 25 hours for the complete project) and resources.

Goals must be related to, but might be different than, products or outcomes. Some examples are given in the following table.

Goal (what the student wants to achieve)	Product or outcome (how the student will demonstrate achievement of the personal project's goal)
Getting fit	Completing a half-marathon
Raising awareness	Creating a flyer and using it in a publicity campaign
Exploring an artistic genre	Composing an original artwork

Level	Strand descriptor	Task-specific clarification
1–2	**State** a goal and global context for the project, based on personal interests, but this may be **limited** in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.
3–4	**Outline** a **basic and appropriate** goal and global context for the project, based on personal interests	The student outlines a simple or easily-achievable goal that identifies a relevant global context.

Level	Strand descriptor	Task-specific clarification
5–6	**Define** a **clear and challenging** goal and global context for the project, based on personal interests	Based on personal interest, the student develops a clear goal that: • explains what make the goal personally challenging • details the goal's relationship to a relevant global context.
7–8	**Define** a **clear and highly challenging** goal and global context for the project, based on personal interest	Based on personal interest, the student develops a clear goal that: • justifies the goal as highly challenging • meaningfully relates to a global context.

State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Define	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Identify prior learning and subject-specific knowledge relevant to the project

Prior learning: Personal experience, subject-specific knowledge and understanding developed in school or in the world beyond the classroom.

Level	Strand descriptor	Task-specific clarification
1–2	Identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance	States some prior learning relevant to the project
3–4	Identify **basic** prior learning and subject-specific knowledge **relevant** to some areas of the project	Outlines prior learning relevant to some aspect of the project
5–6	Identify prior learning and subject-specific knowledge **generally relevant** to the project	Describes with appropriate detail prior learning relevant to the project
7–8	Identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project	Analyses the relevance and contribution of prior learning to the project

Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
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.
Analyse	Give the precise meaning of a word, phrase, concept or physical quantity

Strand iii: Demonstrate research skills

Academic honesty: Every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s).

Bibliography: An alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report.

Research skills: Information literacy and media literacy skills; for examples, see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** research skills	• Few or inappropriate sources have been researched and recorded. • There is little if any evaluation of sources' reliability or relevance. • The bibliography is inappropriate, inconsistent and/or not used in the project report. • There is little evidence of other appropriate research skills.
3–4	Demonstrate **adequate** research skills	• A range of sources has been researched and recorded. • Specific sources selected for the project are evaluated for reliability or relevance. • The bibliography is consistent and used in the project report. • There is some evidence of other appropriate research skills.
5–6	Demonstrate **substantial** research skills	• An appropriate range of sources and variety of source types have been researched. • Specific sources selected for the project are evaluated effectively for reliability and relevance. • The bibliography is appropriate, consistent, and used effectively in the project report. • There is consistent evidence of appropriate research skills.
7–8	Demonstrate **excellent** research skills	• An extensive range of sources and variety of source types have been researched. • Sources are consistently and effectively evaluated for their reliability and relevance. • The bibliography is appropriate, consistent and used with sophistication in the project. • There is extensive evidence of a broad range of research skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Criterion B—Planning

Strand i: Develop criteria for the product/outcome

Criteria: Standards of quality, developed by the student, which define the degree of excellence to which the product/outcome aspires; the terms under which the product/outcome can be judged to have been successful. Criteria should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have both qualitative and quantitative dimensions. These "indicators of success" may be explicitly stated in the report or included as an extract from the process journal referenced in the report.

Development: Changes or refinements in the student's criteria made during the process of planning and taking action; students need to explain the nature and purpose of changes they make in the criteria they use to describe the project's success.

Level	Strand descriptor	Task-specific clarification
1–2	Develop **limited** criteria for the product/outcome	Criteria that: • are basic and/or have some connection to the product/outcome.
3–4	Develop **adequate** criteria for the product/outcome	Criteria that: • start to consider the qualitative elements of the product/outcome • outline how their success might be observed.
5–6	Develop **substantial** and **appropriate** criteria for the product/outcome	Criteria that are: • realistic and relevant to the product/outcome • informed by research • qualitative and/or quantitative, as appropriate.
7–8	Develop **rigorous** criteria for the product/outcome	Criteria that: • clearly define the specific characteristics of a high-quality product/outcome • are explicitly informed by highly relevant research • are justified, specific and multidimensional.

Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Plan and record the development process of the project

Plan: A logical intended course of action that documents time and resources.

Record of the development process: Record of actions taken during the project as directed by the plan, reflecting any modifications to the original plan.

Students should submit a project plan (including any revisions, refinements or further development) and a record of actions taken during its execution as extracts from the process journal (as an appendix to the project report). The report should reference these extracts as evidence for achievement in this strand.

Level	Strand descriptor	Task-specific clarification
1–2	Present a **limited or partial** plan and record of the development process of the project	A brief plan that is not specific to the stated goal with a minimal outline of the development process.
3–4	Present an **adequate** plan and record of the development process of the project	A plan that includes: • long-term planning that is not broken down to specific steps • vague connections to the student's project • very general dates and deadlines. The record of the development process includes: • a general and/or fragmented explanation of the process that does not clearly correspond to the plan.
5–6	Present a **substantial** plan and record of the development process of the project	A plan that includes: • short- and long-term planning that has not been broken down into specific steps • clear connections to the student's project • specific dates and deadlines. The record of the development process includes: • an explanation of the process from start to finish that corresponds to the plan • changes that are stated but not justified.
7–8	Present a **detailed and accurate** plan and record of the development process of the project	A plan that includes: • short- and long-term planning broken down into detailed, logical steps • a strong focus to the student's project • specific dates, deadlines and clear records of adjustment to the project's timeline. The record of the development process includes: • a comprehensive account of the process from start to finish that corresponds closely to the plan • changes that are clearly described and justified.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Justify	Give valid reasons or evidence to support an answer or conclusion.

Strand iii: Demonstrate self-management skills

Organization skills: Managing available time and resources, as evidenced by using the process journal effectively to plan, adjust the plan and record progress on the project; for other examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience; for examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** self-management skills	A brief account of: • basic or inconsistent time and/or task management • affective skills practised through the project.
3–4	Demonstrate **adequate** self-management skills	A description of: • appropriate time and task management which show some independence • affective skills practised through the project • use of another self-management skill.
5–6	Demonstrate **substantial** self-management skills	An explanation of: • effective and often independent time and task management • affective skills practised through the project • effective use of other self-management skills.
7–8	Demonstrate **excellent** self-management skills	A justification of: • strengths and limitations for effective and independent time and task management • affective skills practised through the project • highly effective use of other self-management skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion C—Taking action

Strand i: Create a product/outcome in response to the goal, global context and criteria

Examiners assess strand C(i) on the basis of the evidence of the product submitted (within the prescribed limits) as well as the product's analysis in the "Taking action" section of the report.

Level	Strand descriptor	Task-specific clarification
1–2	Create a **limited** product/outcome in response to the goal, global context and criteria	• A poorly rendered/largely unachieved product/outcome • An outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success
3–4	Create a **basic** product/outcome in response to the goal, global context and criteria	• A simple product/outcome • A description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success
5–6	Create a **substantial** product/outcome in response to the goal, global context and criteria	• A good-quality product/successful outcome • An explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success
7–8	Create an **excellent** product/outcome in response to the goal, global context and criteria	• A high-quality product/highly successful outcome • An analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success

Create	To evolve from one's own thought or imagination, as a work or an invention.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand ii: Demonstrate thinking skills

Thinking skills: Critical- thinking skills, creative- thinking skills, and transfer skills; for examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** thinking skills	Outline of: • critical- and/or creative-thinking skills relevant to the project.
3–4	Demonstrate **adequate** thinking skills	Description of: • critical- and creative-thinking skills appropriate to the project • transfer of some learning from the research that helps to achieve the project's goal.
5–6	Demonstrate **substantial** thinking skills	Explanation of: • critical and creative-thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.
7–8	Demonstrate **excellent** thinking skills	Analysis and evaluation of: • critical and creative-thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand iii: Demonstrate communication and social skills

Required structure: See *Projects guide* (2014, updated September 2017).

People relevant to the project: School staff (project coordinator, supervisor, librarian), specialists in the community, adult supporters, peers (as appropriate).

Appropriate modes of communication: Verbal, non-verbal and visual strategies that meet the needs of students and their audiences, that are suitable in the context of developing personal, practical and artistic exchanges of meaning that have structure and display emotional intelligence.

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** communication and social skills	Outline of: • limited or irrelevant interaction with people involved in the project • little collaboration with those relevant to the project (if appropriate to the project). A report that lacks clarity and coherence and/or does not follow the required structure.
3–4	Demonstrate **adequate** communication and social skills	Description of: • interaction with some people relevant to the project • working effectively with others (if appropriate to the project). A report that is occasionally clear and coherent and that partially follows the required structure.
5–6	Demonstrate **substantial** communication and social skills	Explanation of: • effective interaction with those relevant to the project using appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is mostly clear and coherent and that follows the required structure.
7–8	Demonstrate **excellent** communication and social skills	Analysis and evaluation of: • valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is consistently clear, coherent and effectively (or creatively) follows the required structure.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Criterion D—Reflecting

Strand i: Evaluate the quality of the product/success of the outcome against their criteria

Level	Strand descriptor	Task-specific clarification
1–2	Present a **limited** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **outlines** the quality of the product/success of the outcome against some of the stated criteria.
3–4	Present a **basic** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **describes** the quality of the product/success of the outcome against some of the stated criteria.
5–6	Present a **substantial** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **explains** the quality of the product/success of the outcome against most of the stated criteria.
7–8	Present an **excellent** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **analyses** the quality of the product/success of the outcome against all the stated criteria.

Present	Offer for display, observation, examination or consideration.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)

Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Level	Strand descriptor	Task-specific clarification
1–2	Present **limited** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **states** at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples.
3–4	Present **adequate** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **outlines** ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples.
5–6	Present **substantial** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **explains** how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples.
7–8	Present **excellent** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **evaluates** how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations.

Present	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.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand iii: Reflect on their development as IB learners through the project

IB learners: The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Level	Strand descriptor	Task-specific clarification
1–2	Presents **limited** reflection on their development as an IB learner through the project	The reflection **states** at least one way the student has developed as an IB learner, without using examples.
3–4	Presents **adequate** reflection on their development as an IB learner through the project	The reflection **outlines** ways the student has developed as an IB learner using some examples.
5–6	Presents **substantial** reflection on their development as an IB learner through the project	The reflection **explains** how the student has developed as an IB learner using specific, well-chosen examples.
7–8	Presents **excellent** reflection on their development as an IB learner through the project	The reflection **evaluates** the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations.

Present	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.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

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/presentation 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			

Student declaration

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

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Supervisor's signature	Date