IB- MYP Personal Project Handbook for Students

Thomas Jefferson High School

2014-2015 Edition

Table of Contents

Timeline of Completion Dates

Date	Task
June 4, 2014	Abstract (page 33) due to coordinator
September 8, 2014	Supervisors assigned to students
Week of September 8-12, 2014	Initial meetings with supervisors
September 16, 2014	**Proposals due to coordinator (pages 35-40)**
September 30, 2014	Bibliography due to supervisor
October 2014	Implementation of Projects / Taking Action Continue regular meetings with supervisors
November 6, 2104	Product / outcome due to coordinator
November 2014	Reflection and Writing of Reports
December 8, 2014	**Report due to supervisor**
December 15-19, 2014	Student Presentations to peers in Design / Study Hall
December 15-19, 2014	Video Recording of Oral Reports / alternate formats
January 2015	Calibration and Scoring
February 2015	Personal Project Expo

<u>Overview</u>

Introduction

The personal project is a significant body of work produced over an extended period. It is a product of your own initiative and should reflect your experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for you to produce a truly creative piece of work of your choice and to demonstrate the skills you have learned in approaches to learning. **The personal project is made up of 1) a process journal, 2) an outcome or product, and 3) a report.**

It provides an opportunity for you to select a topic or theme about which you are enthusiastic, and to show commitment to the completion of your own project. It is designed to assess your ability to organize and create.

Aims
As described in the pre-publication Guide for MYP Projects, the aims of MYP projects, including personal project are for the student 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 take pride in their accomplishments." (Pre-publication Guide for MYP Projects, 9)

Objectives

Objective A: Investigating	i.	Define a clear goal and 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
Objective B: Planning	i.	Develop criteria for the product/outcome
	ii.	Plan and record the development process of the project
	iii.	Demonstrate self-management skills
Objective C: Taking Action	i.	Create a product/outcome in response to the goal, global context and criteria
	ii.	Demonstrate thinking skills
	iii.	Demonstrate communication and social skills
Objective D: Reflecting	i.	Evaluate the quality of the product/outcome against their criteria
	ii.	Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
	iii.	Reflect on their development as IB learners through the project
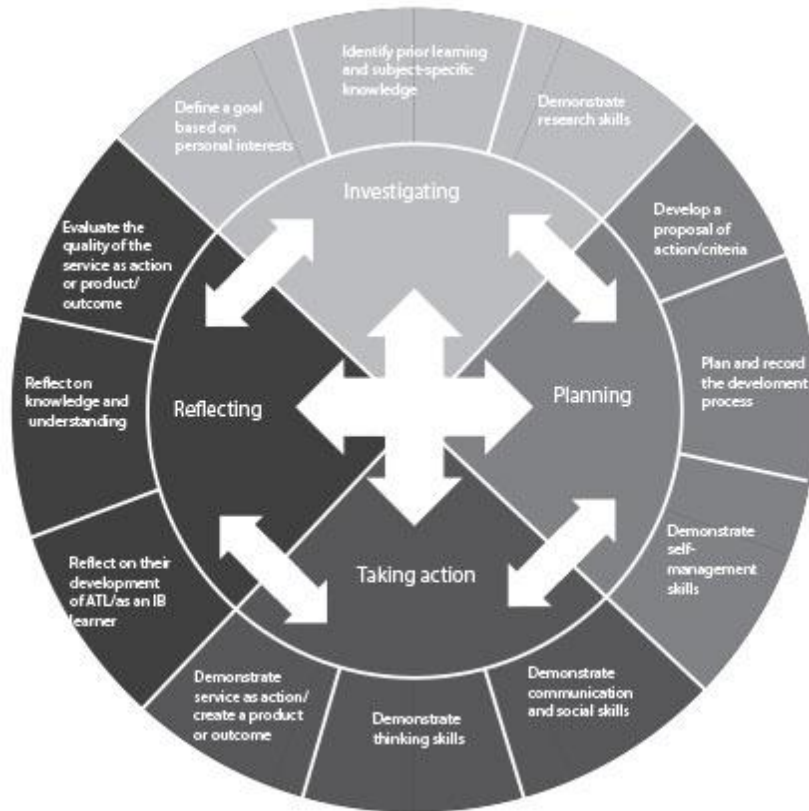
What is a Personal Project?

Have you ever wanted to build a guitar? Do you have a secret passion to write a play? Now is your chance! The personal project is **your** project to do what **you** want to do, to show the skills you have developed over the years in your subjects and through approaches to learning, and to apply them to an area or topic on which you decide.

Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do.

The personal project is your opportunity to **take action**. Students engage in inquiry which results in principled action because the student:

- Develops an area of personal interest beyond the subjects of the classroom
- Shares new understandings with their peers, teachers, and family

- Changes behavior in response to learning and recognizes that a difference is made through individual choices and actions (Pre-publication guide 21).

"Students must identify one of the global contexts for their MYP project, to establish the relevance of their inquiry (why it matters)" (Pre-publication Guide 22).

The personal project is an opportunity to develop a meaningful exploration of one of the global contexts.

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

The personal project is also your chance to show off your Approaches to Learning skills. You will use skills involving critical thinking, creative thinking, information literacy, organization, communication and reflection as you progress through the process.

The project will be scored on your ability to demonstrate your ability to **investigate**, **plan**, **take action**, and **reflect**.

The project itself consists of three major components: a **product**, a **process journal**, and a **personal statement** (paper or other reporting method).

Process Journal

You must document your project through all of its stages in your project journal. Projects are not complete until the process journal has been submitted. Excerpts will be sent off for scoring.

This is a journal which you are required to use to record your progress as you work on the project. The process journal is a particularly useful tool because it helps in the organization of the personal statement.

- Your supervisor will use parts of this journal to assess the progress of your personal project. **You will turn in your process journal along with your product on December 8, 2014.**

- It should be updated regularly during the development of the project, and should be used to record progress honestly, containing thoughts, ideas, decisions, feelings and reflections.

- The process journal should not be redone as a "good copy" since it should reflect changes, doodles, notes in the margin, pictures, ideas, reminders, drawings material samples, etc.

- It need not be neat or well presented, but should be honestly filled in regularly to show you how your project is developing.

- You will use this in discussions with your supervisor to show the rate and direction of progress being made.

- **Organize your process journal to include mind maps, charts, etc.**

- Each time that you work on the personal project you should spend the last five or ten minutes writing up your journal.

- You should use it to reflect on what you have achieved, feelings of success or breakthroughs, any obstacles or problems encountered, how you might have overcome them and what you need to do next.

<u>A typical journal entry might look like this</u>:

6 July 2008

I went to the museum today and talked to the Director about Bronze Age settlements in Vietnam. She took me to the room with the Bronze Age exhibits and explained the significance of the Dong Son drums. She also lent me two books about Bronze Age cultures in south-east Asia. I then spent an hour sketching the two largest drums. This was a great afternoon and I was really able to get renewed inspiration for my project work.

Over the next week I need to read the books and take notes from them, before returning them to the museum. I also think it might be a good idea to write to the museum in Hoi An to see what Bronze Age exhibits they have.

The Process Journal Is . ..	The Process Journal Is NOT. . .
■ "Begun at the very start of the process and used throughout the process ■ A place for planning ■ A place for recording interactions with sources, for example, teachers, supervisors, external contributors ■ A place for storing useful information – quotes, pictures, ideas ■ A means of exploring ideas ■ A place for reflection on stages of the project ■ A place for evaluating work completed and a place for reflecting on learning ■ Devised by the student in a format that suits his or her needs ■ Useful for the student when receiving formative feedback ■ Used by the student to produce the project report	■ Used on a daily basis (unless this is useful for the student) ■ Written up after the process has been completed ■ Additional work on top of the project; it is part of and supports the project ■ A diary with detailed writing about what was done ■ A static document with only one format."

(Personal Project Guide 15)

Your process journal will be assessed using all four criteria. Evaluators will look for evidence in the process journal that shows:

■ Personal goal setting and a plan of action

■ Use of relevant materials

■ Meeting with supervisor

■ Productive use of meeting time

■ A record of sources consulted

■ Reflection of what you are learning and of your problem-solving

For projects sent to IB for scoring, up to ten extracts of the process journal will be submitted. Make sure that you have enough that a healthy sample can be sent!

You may choose the format of your process journal. It may be as simple as a spiral notebook with handwritten notes or you could choose to create your process journal as a word document. Keep up with your process journal. Lost journals, corrupted files, etc. will only mean more work for you in the long run.

The PRODUCT / OUTCOME

There are a wide variety of choices you could consider, such as:

- an original work of art (visual, dramatic, performance, etc.)
- a written piece of work on a special topic (literary, social, psychological, anthropological, etc.)
- a piece of literary fiction (creative writing)
- an original science experiment or career investigation (FBI training)
- an invention or specially-designed object or system (computer game)
- the presentation of a developed business, management, or organizational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organization.

Your product must allow you to demonstrate your knowledge and understanding of your topic and to show off your investigation skills. You must work with your supervisor to determine an appropriate product and to decide what it is that you will present for your product. The product will be kept in the IB office so you will not have access to it until the entire project is complete. Therefore, plan with this in mind. For example, if you create an outfit and turn it in as your product, you will not be able to wear it after the product deadline. You may want to turn in drawings of the outfit, pictures of you wearing the outfit, and sample material all included in a sketchbook instead.

Pay particular attention to how to store electronic products. If possible submit your product on a USB drive or disk. Do not rely on software that you only have at home as evidence of your product. We must be able to access your electronic product at school. This especially becomes an issue with large video files. Have a way to provide us a copy of your product that does not depend on how much storage we have on computers in the IB office or whether or not we have access to Google Drive. You must plan for and solve these storage issues. **Consult with your supervisor and the coordinator before the product is due!**

You must determine how your project will be measured by creating specifications for your particular project's outcome or product. Work with your supervisor to create a bulleted list of criteria for a high-quality product or outcome. Document these criteria in the process journal and use them to investigate and create action steps. Ultimately you will use the set of created specifications to measure your success.

For example, let's say you have a goal to create a personal fitness program to prepare for a half-marathon. Your product might be a training schedule that you could follow over several months. Appropriate specifications may look like this:

- Create a proposed running schedule with projected running times
- A prediction of the final running time achieved by the student
- Documentation of daily fitness charts, diary entries, and daily running times
- A series of photographs of the actual marathon

Working to make these measurable and realistic is your next step. How much detail will you include in your running schedule? How many diary entries should you include? How long will your entries be? How many photos will you include to document your progress? Determining your responses to these questions helps to make your project realistic and high quality. For example, you may initially decide that 300 photos will be good proof, but after consulting with your supervisor, you agree that 30 photos seems more manageable, gives a good indication of your progress, and will be achievable for your budget and time.

In most cases, you will need to do some preliminary research first in order to have a realistic idea of how to create your specifications. These must be set before you begin implementing your outcome.

The Report

Your report will be your means of presenting your personal project to others. You will use entries from your process journal to create this report. However, it is much more than just a listing of process journals entries. Your report must be in identified sections labeled: **Investigating**, **Planning**, **Taking Action**, and **Reflecting**. These sections follow the MYP objectives for the personal project and must include evidence for all the strands of the criteria in the rubrics.

You have a choice of formats for the reporting of your project:

Format	Length
Written	1,500 -3,500 words
Electronic(website, blog, slideshow)	1,500 -3,500 words
Oral (podcast, radio broadcast, recorded)	13 – 15 minutes
Visual (film)	13 – 15 minutes

Whatever format you choose, you must still include all of the evidence included in all strands of the criteria contained on the rubrics. For the written report, you must submit a hard copy. The oral report must be recorded for scoring and possible submission to the IB for moderation. For all other formats, you must save your work to a USB drive, or a disc that will be kept in the IB office. The report does not replace the product or outcome and should be separate from the product.

In addition to the necessary information to address all strands of the assessment criteria, reports must include:

- A personal project cover sheet

- The completed academic honesty form

- Process journal extracts

- Any supporting visual aids used during the presentation (if applicable)

- Bibliography/sources

Without these, reports are incomplete and will not be accepted.

Cover sheets and academic honesty forms are located in the Apendix section of this guide. Extra copies are also available in the IB Office.

INVESTIGATING

Personal Project Introductory Questionnaire

The personal project requires you to take charge of your learning by research &/or investigation which leads to the creation of a project of your choice. The following questionnaire is designed to help you work out what areas you might be interested in pursuing.

1. What do you enjoy doing in your spare time?

2. What are some of your hobbies or interests?

3. What are some if the things you do really well?

4. What would you like to be better at?

5. When it comes to writing, what types of writing do you most enjoy and why? What types of assignments to you least enjoy and why?

6. Think about your school and wider community. Is there any aspect of your community (or even your country or a specific part of the world) that really infuriates you or makes you question how things are done? Is there anything specific in your life which has made a great impact on you or your life? Could you do anything to change or help this? Is there some way of linking this to a project for which you could do some investigation and then take action? This could be the beginning of your personal project journey.

Areas of Strength

Try to define your relative strengths and weaknesses and think of your areas of strength in the Multiple Intelligences. Mark on the scales below how you think you rate for each characteristic, with 1 being relatively poor and 5 relatively good:

Written work
(journaling, narrative,
essays, letters)

I_____I_____I_____I_____I
1   2   3   4   5

Mathematical (number
smarts, prefer reasoning,
like logic or math
problems)

I_____I_____I_____I_____I
1   2   3   4   5

Practical tasks (being
realistic, keeping on task,
thinking ahead,
organizing materials &
space)

I_____I_____I_____I_____I
1   2   3   4   5

Artistic Expression
(crafts, drawing,
designing, creating)

I_____I_____I_____I_____I
1   2   3   4   5

Physical tasks (working
with hands,
athletic/dance activities)

I_____I_____I_____I_____I
1   2   3   4   5

Dramatic Expression

I_____I_____I_____I_____I
1   2   3   4   5

Organization (being
orderly, methodical,
neat, systematic,
efficient, logical)

I_____I_____I_____I_____I
1   2   3   4   5

Oral Presentations
& Public speaking

I_____I_____I_____I_____I
1   2   3   4   5

Favorite subject

_____

_____

Once you have identified a couple of possible topics, you will need to narrow the focus to something more manageable. Two basic ways of doing this might be:

1. Briefly research the topic and write down the major features, then order them in terms of size of focus or hierarchy.

POLLUTION

Water Pollution

Pollution in River

Toxic household waste in water
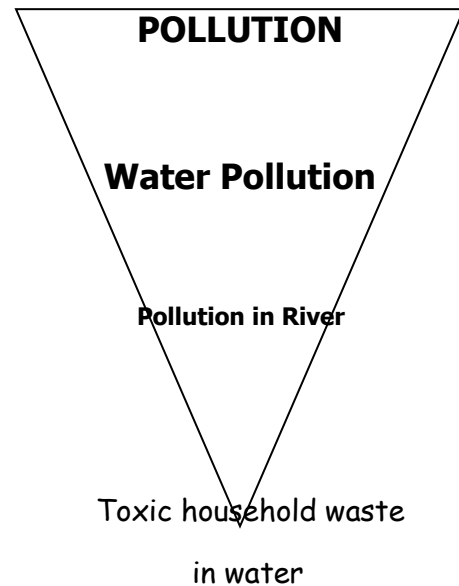
2. Brainstorm using the 'mapping' or 'web' technique. You might use *Inspiration* software or complete a chart like this:
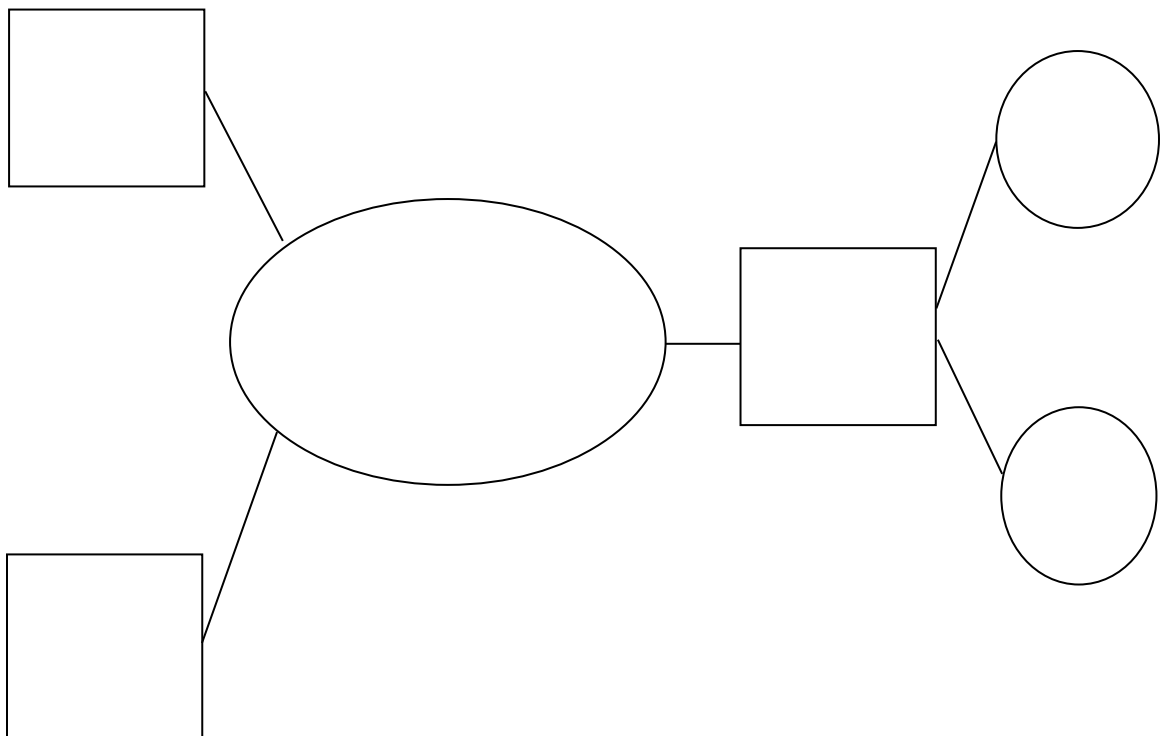
Complete a mind map like the one below to brainstorm possible areas of interest, global contexts, and potential products:

Identities and Relationships

Personal and Cultural Expression

Orientation in Space and Time

Fairness and Development

Scientific and Technical Innovation

Globalization and Sustainability
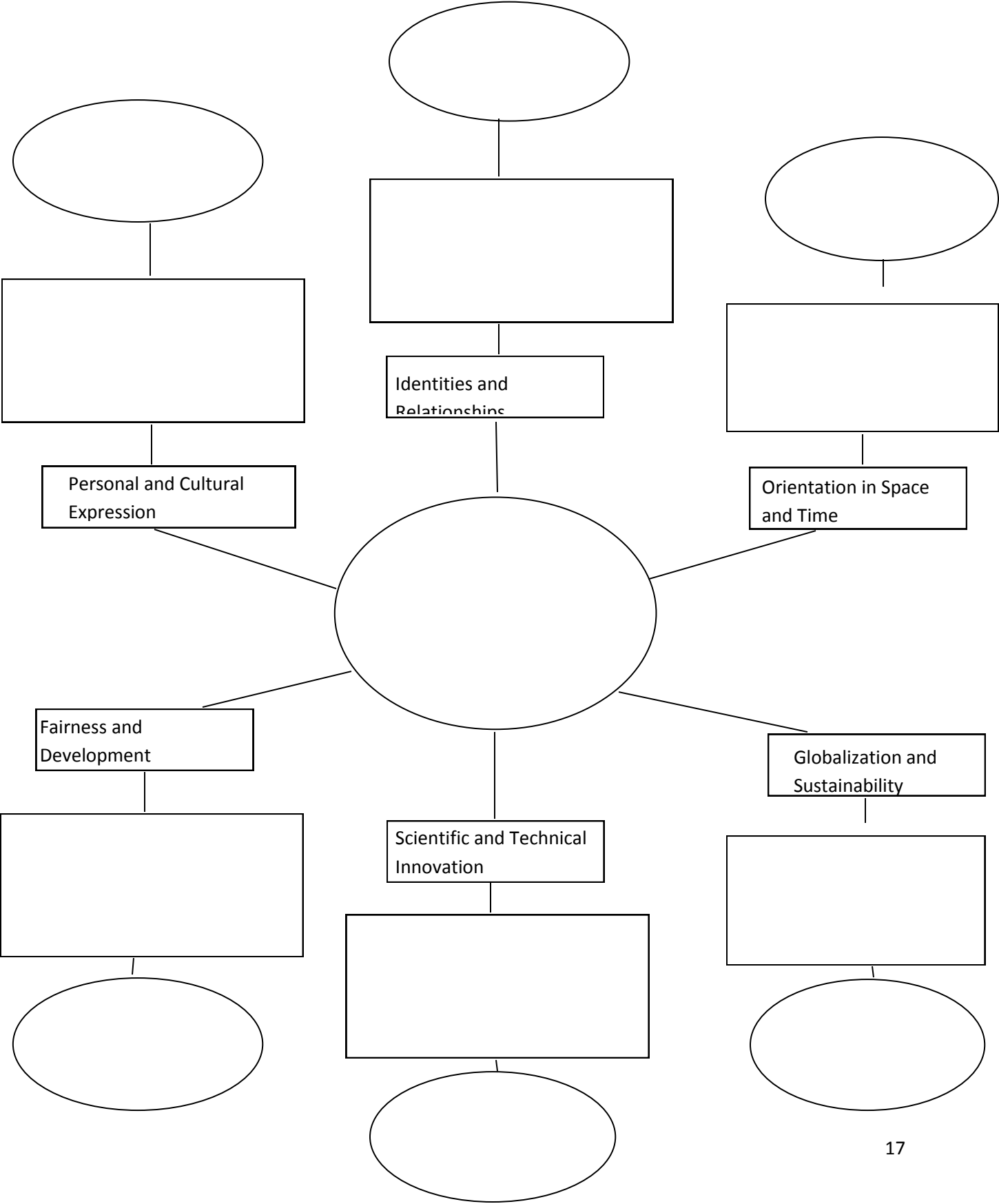
Project Goal

Once you have decided upon yout topic and your focus you must write out the goal of your project and articulate the context of your project.

Create a stong clear sentence to express the goal of your project and choose a global context for your project. Fill in the chart below:

Goal	(One clear strong sentence)
Global Context (1 of 6)	(A detailed rationale of your reasons for your choice of global context)

Conducting Research

You will you will need to start locating and selecting information related to your project. You will need to research for both your product and for your report. **For students making a product, they will need to conduct research to provide background information and a context for their project.** Locating and selecting materials will be two of the major tasks listed in your time plan. Once your list of sources is complete, start gathering the material. Remember that producing any type of project is not usually a neat process; it may be messy and involve changes in your plans, especially in the developmental stages.

When you have found a source of information and/or inspiration, you will have to decide how useful it is. <u>The list of sources in your report should only include those you have actually used.</u> **Remember, people who are experts in their field can prove to be a wealth of information and an invaluable resource for you during this project.** You can include interviews or questionnaires from these people as corroboration to your other research.

> **Reminder:** Keep the aim of your project in mind. This will help you to select what is useful and relevant.

Always write down the source of your material. This information will vary according to the type of source consulted.

- a book: record the author(s), title, edition, series, bibliographical address (city, editor, date).
- an interview: record the name, address, function of the person, etc.
- an experiment: record the set-up, circumstances, etc.
- a work of art: record the name, artist, reference (museum, recording, etc.).

The school library also has a very useful handout on compiling a bibliography or list of sources. It is good idea to start doing this properly. Use MLA format for your bibliography. A good source of information about this format is http://owl.english.purdue.edu/owl/search.php This online resource has examples to show you how the necessary formatting looks.

Reminder: The failure to properly acknowledge sources of information is considered to be plagiarism and is a form of cheating. Students proven to have cheated in their work, risk not having it graded. If in any doubt about what to do, speak to your supervisor.

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

Good researchers keep meticulous records. Use your grammar text books for information on creating source cards and note cards. Your grammar text contains entire chapters on this process, and you need to use the wisdom from that book. You have several deadlines pertaining to research. First, you need to conduct some preliminary research once you have chosen your topic. Work with your supervisor to determine appropriate sources of information and then seek out those resources. WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE FOR SCHOLARLY RESEARCH.

Make a resource card for each source and make note cards to keep your information organized. You will use these later on when you write your personal statement.

Write down all pertinent information including basic bibliographic information, page numbers, and be sure to label each note card with the corresponding number from the source card. You must show these source cards to your supervisor. You will use these sources to document your research in the body of your personal statement.

Then, you can begin to compile your bibliography in MLA format. You may use *The Handbook for Writers of Research Papers* (7th ed.) and the *MLA Style Manual and Guide for Scholarly Publishing* (3rd ed.) The Purdue OWL website is updated to include this format. Your bibliography of sources is due to your supervisor by September 30, 2014. It is a vital part of your personal statement. You may change your bibliography after this date, but you must have it formatted to show to your supervisor by then.

For detailed information on how to format your paper, complete parenthetical citation, and compile a bibliography, consult the Purdue OWL website at

http://owl.english.purdue.edu/owl/owlprint/747/

PLANNING

After determining your goal and conducting some preliminary research, you must next create a set of specifications that you will use to measure the success of your product or outcome. Your proposal must include your specifications. **No projects will be approved with a list of specifications.** Specifications relate to your particular project's

product and must be measurable. For example, if your goal is to raise awareness through social media about the plight of hostages in another country, then a specification might be to write 50 posts concerning the situation on your blog or to gain 100 followers.

My project will be successful if:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Use your specifications to plan your implementation. What needs to be done first? How long will each step take? Whose permission will you need? How can you get the steps for your project done before deadlines set by the school? What materials do you need and do you have access to them? Use a chart like the one on the next page to plan your action and to communicate your project to others as you implement it:

Goal: (one clear sentence that you can share with others)	**Materials needed**: (What do you need to complete this project?)
Action Steps: (Order the steps to complete your project)	**Pitfalls:** (What could go wrong? Build safeguards into your action steps)

Continue to write in your process journal and to manage your time and resources as you plan your implementation. Consult with your supervisor so that your supervisor can help you think of things you may have missed.

Once you have thought thorough your project, you will need to complete and submit the **proposal** sheet to your supervisor and the coordinator. (Blank copies are available in the IB office or you may print them from the website.) **See the appendix**.

Taking Action

Once you have completed your proposal and submitted it, you are ready to take action and implement your project. Continue to write in your process journal as you follow through on your plan. Make note of how you make decisions, the information you use to inform your choices and how you improvised for your project.

Document your action with photographs and other means of evidence that fit with your specifications and time line. Keep in mind that you should continue to meet with your supervisor and that your product is due on November 6, 2014.

Refer to the rubrics to make sure that you are completing everything that needs to be done. Your project will be measured by these four assessment criteria:

Objective A: Investigating
Students should:
  i.   Define a clear goal and context for the project based on personal interests
  ii.   Identify prior learning and subject-specific knowledge relevant to the project
  iii. Demonstrate research skills

Objective B: Planning
Students should:
  i.   Develop criteria for the product/outcome
  ii.   Plan and record the development process of the project
  iii. Demonstrate self-management skills

Objective C: Taking Action
Students should:
  i.   Create a product/outcome in response to the goal, context, and criteria
  ii.   Demonstrate thinking skills
  iii. Demonstrate communication and social skills

Objective D: Reflecting
Students should:
    i.   Evaluate the quality of the product/ outcome against their criteria
    ii.   Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
    iii.   Reflect on their development as an IB learner through the project.

MYP personal projects must address all strands of all four assessment criteria!

<u>Reflecting</u>

You will show what you have learned by creating your report. Formats can reflect your personality but must include information that addresses all strands of each assessment criteria. Use the rubrics on the following pages and the Writing the Report Guide in the appendix to organize your reflections.

Objective A: Investigating

Students should:

    i. Define a clear goal and context for the project based on personal interests

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

    iii. Demonstrate research skills

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

Objective B: Planning
Students should:

i.   Develop criteria for the product/outcome
ii. Plan and record the development process of the project
iii. Demonstrate self-management skills

Achievement Level	Level Descriptor
O	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: i. **Develop limited** criteria for the product/outcome ii. **Present** a **limited or partial** plan and record of the development process of the project iii. **Demonstrate limited** self-management skills
3-4	The student is able to: i. **Develop adequate** criteria for the product/outcome ii. **Present** an **adequate** plan and record of the development process of the project iii. **Demonstrate adequate** self-management skills
5-6	The student is able to: i. **Develop substantial** and **appropriate** criteria for the product/outcome ii. **Present** a **substantial** plan and record of the development process of the project iii. **Demonstrate substantial** self-management skills
7-8	The student is able to: i. **Develop rigorous** criteria for the product/outcome ii. **Present** a **detailed and accurate** plan and record of the development process of the project iii. **Demonstrate excellent** self-management skill

Objective C: Taking Action

Students should:

      i.   Create a product/outcome in response to the goal, global context and criteria
     ii.   Demonstrate thinking skills
    iii.   Demonstrate communication skills

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of thed descriptors below.
1-2	The student is able to: i. **Create** a **limited** product/outcome in response to the goal, global context, and criteria ii. **Demonstrate limited** thinking skills iii. **Demonstrate limited** communication and social skills
3-4	The student is able to: i. **Create** a **basic** product/outcome in response to the goal, global context, and criteria ii. **Demonstrate adequate** thinking skills iii. **Demonstrate adequate** communication and social skills.
5-6	The student is able to: i. **Create** a **substantial** product/ outcome in response to the goal, global context, and criteria ii. **Demonstrate substantial** thinking skills iii. **Demonstrate substantial** communication and social skills.
7-8	The student is able to: i. **Create** an **excellent** product/outcome in response to the goal, global context, and criteria ii. **Demonstrate excellent** thinking skills iii. **Demonstrate excellent** communication and social skills

Criterion D: Reflecting

Students should:

    i.   Evaluate the quality of the product/product against their criteria

    ii.   Reflect on how completing the project has extended their knowledge of the topic and 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 is able to:
	  i. **Present** a **limited** evaluation of the quality of the product/outcome against his or her criteria
	  ii. Present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context
	  iii. Present **limited** reflection on his or her development as an IB learner through the project

3-4	The student is able to:
	  i. **Present** a **basic** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **Present adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context
	  iii. **Present adequate** reflection on his or her development as an IB learner through the project

5-6	The student is able to:
	  i. **Present** a **substantial** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **Present substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context
	  iii. **Present substantial** reflection on his or her development as an IB learner through the project

7-8	The student is able to:
	  i. **Present** a **limited** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **Present limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context
	  iii. **Present limited** reflection on his or her development as an IB learner through the project

Assessment and Grades

Students will receive an extra completion grade for completing their personal project proposals by September 16, 2014. (100 percent quiz grade if on time in Language and Literature, Sciences, Math, and Individuals and Societies for first nine weeks)

Students will also receive an extra completion grade for turning in their personal project product by November 6, 2014 (100 percent quiz grade if on time in Language and Literature, Sciences, Math, and Individuals and Societies for second nine weeks).

Students are encouraged to meet their deadlines and be on time for the proposal and the product. If a student missed a deadline, the student must participate in mandatory sessions with the coordinator and/or the supervisor until the work is complete. Reports are due to the supervisors by December 8, 2014. **Points will be deducted from the final score for late reports!** You will present to your peers in your design class or your study hall class during the week of December 15-19.

Parent's Signature _____

Student's Signature _____

The final assessment of your personal project report will be determined by a panel of calibrated teacher scorers who are directed by your supervisor. The panel will assess your report based on the four rubrics (criteria A-D) and the information contained in your

process journal. The maximum amount of points for each rubric is 8 for a total of 32

possible points. Scores will be tallied and then will be converted to an IB 1-7 grading scale:

Grade Boundaries (from rubrics)	IB Grade	RPS Conversion for personal project scores
28-32	7	100
24-27	6	94
19-23	5	88
15-18	4	82
10-14	3	76
6-9	2	70
1-5	1	64

The RPS grade for the report will be recorded as a test grade for the second nine weeks

in all MYP year 5 classes. After the project is scored according to IB criteria and

converted to the RPS score, points will be deducted from the RPS score for late reports.

Please be on time with this significant body of work.

Appendix

Abstract

Name _____   Date _____

Phone _____   Email _____

An abstract provides a broad overview of the type of project you are considering. You will use these ideas to do some preliminary investigation about potential topics for your project. Projects are not approved until you submit your proposal in September.

What broad topic(s) are you considering for your personal project?

Why is this topic of interest to you personally and to what global context do you connect it?

What product/outcome will you create?

What research do you need to conduct in order to create the product and to understand the context?

What experts in the community may be able to assist you?

Student's Signature _____ Parent's Signature _____

*THIS MUST BE RETURNED WITH A THREE-RING BINDER CONTAINING YOUR PROCESS JOURNAL BY JUNE 4, 2014.The binder should contain the handbook and your process journal (either a spiral notebook, blank paper, or a printout of your entries.

Supervisor Contract

You will be assigned a supervisor to assist you with the completion of your project.

Student Name _____ Supervisor _____

Supervisors and students have separate responsibilities related to personal project.

It is the STUDENT's responsibility to:

1. Meet with your supervisor and maintain good contact.
2. Keep a detailed process journal.
3. Do his or her own thinking and take ownership of the project
4. Turn in assignments on time (abstract, proposal, product and report)
5. Make an appointment to rehearse your presentation

It is the SUPERVISOR's responsibility to:

1. Meet with you and help you clarify your ideas
2. Offer strategies to help with research and community resources
3. Answer your email and be available for appointments
4. Contact your parents and the coordinator when you miss appointments and/or deadlines
5. Check to make sure that your work complies with IB's requirements for academic honesty
6. Check to make sure that your report (whatever format) meets IB requirements and the requirements of the school

Your supervisor will NOT:

*   Do your thinking (or project) for you!
*   Take over your project.
*   Be happy when you miss deadlines and/or appointments
*   Accept less than your best efforts!

Student's Signature _____ Supervisor's Signature _____

Email _____ Email _____
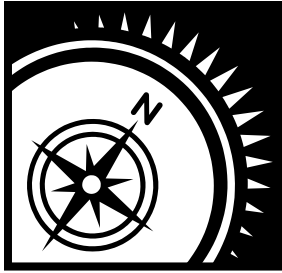
Find

Your

Direction!

Personal Project Proposal

Name: _____ Personal Project Supervisor:_____

Home phone: _____ Cell phone: _____

1. **Project description**
   a) **Provide a short, descriptive title for your project.**

_____

_____
_____
_____

   b) **Briefly describe your proposed project.**

_____
_____

_____
_____

_____
_____
_____
_____

c) What inspired you to choose this topic?

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2. What is your main goal for this project?

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_____
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How will you measure the success of your project?

My project will be successful if:

- _____

- _____

- _____

- _____

- _____

- _____

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- _____

- _____

Global Context

Which global context will you use as your focus, and how do you plan to use it? Choose *only one* global context.

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3. Resources
    a)   What is the big question that you aim to answer?

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b)   List the *Primary and Secondary* resources you will need to consult to complete your research (people, community services, electronic and print resources, etc). Note: Your list will grow when you do your research!

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4. Process.

List and *number* the steps you will undertake to achieve your goal. Be as specific as you can when detailing the tasks you will need to complete in order to achieve your final results. (This list will grow later!)

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5. Briefly describe the format of your Process Journal

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_____

6. Describe your final product.

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_____
_____

7. Presentation

   How will you present your product? (Written report, oral presentation, or multi-media presentation)

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_____
_____
_____
_____

What resources do you have to report in this chosen format?

8. Additional comments:

_____

_____

_____

_____

Student's signature:_____ Date: _____

Parent's/Guardian's signature: _____ Date: _____

Supervisor's signature _____ Date : _____

Tips for Success

- The emphasis of the Personal Project is on the PROCESS you go through to complete your project
- You are graded on your ability to inquire, plan, implement, and reflect throughout this process
- Your product is important but the biggest part of your grade comes from the report
- Keeping a detailed process journal will make you successful. Record and document everything in your process journal. That will make your report much easier!
- Create a list of SPECIFICATIONS! If you don't create this, there is no way to be successful! Specifications must relate directly to your product/outcome. Make them measureable!
- Use your specifications to drive your action plan!
- Wikipedia is not great for scholarly research!
- Use the guide to writing the report to make sure you include all the necessary information, regardless of your chosen format.
- Score your report with the grading rubrics with your supervisor.
- Work ahead not late!
- Take pictures to document your progress and include them in an appendix
- Include a bibliography/works cited page. Do this early so you are not stuck trying to get it done at the last minute.
- Back up electronic copies of your files. Your teachers are tired of the excuse, "My hard drive crashed," or "My files are corrupted" or "I lost my flashdrive." These are rotten excuses and even worse when they really happen to you. Plan ahead!
- Keep a positive attitude!
- Meet with your supervisor even when you don't feel like it! Do it!
- **Read your handbook!**
- Stop Whining! You can do this!

How do I write my report?

The report can be written in the first person. However, you must follow the structure outlined, which is designed to help you address each strand of the criteria. You must organize your report under the subheadings provided. Reports can be written, done orally and recorded, be contained in a multi-media presentation. Do not use bullet points as headings! You must use complete sentences and well-ordered paragraphs. It is okay to "speak from the heart" and let your personal engagement come through in your report. Just make sure that you are following the structure and not getting lost in a tangent.

Format for a Written Report

The report must include these items: **title page**, **table of contents**, body of report with the headings (**Investigating**, **Planning**, **Taking Action**, and **Reflecting**) a **bibliography**, and an **appendices**. Appendices must include the **academic honesty form**, the **cover sheet**, and the **process journal**. All should be in MLA format.

The title page must include:

- Student name
- Title of the Project (Make it snappy! "Report" or "Personal Project" is boring.)
- Word Count (Reports must be a minimum of 1,500 words and a maximum of 3,500 words. Other forms are between 13- 15 minutes of material.
- School Name
- Date

The body of the report must use the following headings:

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

To help with gathering the content for each of the sections, answer the questions below in paragraph form.

Investigating

What is your topic and why does it interest you?

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What personal connections do you have with the topic and your project?

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What one global context did you chose? Why was that particular global context appropriate for your project?

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What prior learning and subject-specific knowledge did you have when you started the project?

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What did you need to know before you could begin your project? What background information did you gain? (Use parenthetical citations to include information from your research!)

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What information did you learn as you worked through the project? How did you gain the necessary information and use it to make decisions for your project? (Again – cite the specific information and be sure to include it in your bibliography)

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What is the goal of your project? What did you set out to accomplish?

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Planning

What product/outcome did you set out to create?

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What specifications did you create for your product /outcome?

- _____
- _____
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What plan of action did you create to complete your project? (List out your steps!)

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How did you record your progress and stay on track?

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What self-management skills did you use? How did you organize your project? Your research?

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How did you monitor your progress according to your timeline and meet your deadlines?

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Taking Action

What product/ outcome did you actually accomplish?

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How does your product/ outcome relate to your goal, the global context, and your interests?

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How did you demonstrate thinking skills?

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What problems or challenges did you encounter and how did you solve them?

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How did you use and develop communication and social skills?

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How did you communicate with your supervisor?

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How did you work with others (i.e. the school, your parents, community resources, your friends, etc.) to accomplish your goal?

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Reflecting

Describe how you met each of the specifications you designed for your project.

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How do you evaluate the quality of the product/outcome against each of the criteria you created?

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How could you have improved your product/ outcome?

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How has completing the project extended your knowledge and understanding of the topic and of the global context?

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How have you developed as an IB learner by completing the project?

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How has completing the project changed you?

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Include your bibliography in MLA format.

Include **parenthetical citations** within the body of your paper.

Include any items for your appendix.

What additional information is useful for your reader to know and gives support to your project?

The next three pages come from the Personal Project Guide supplied by IB and must be completed and turned in with your report. Reports will not be accepted without the completed forms and necessary signatures.