



# PERSONAL PROJECT

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SEPTEMBER 2021

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SZKOŁA PODSTAWOWA NR 53 Z  
ODDZIAŁAMI DWUJĘZYCZNYMI  
W BIAŁYSTOKU

II LICEUM OGÓLNOKSZTAŁCĄCE  
IM. KSIĘŻNEJ ANNY Z SAPIEHÓW  
JABŁONOWSKIEJ W BIAŁYMSTOKU

# LEARNER PROFILE

**THE AIM OF THE 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.



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## **IB MISSION STATEMENT**

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The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

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## **SCHOOL'S MISSION STATEMENT**

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The major educational objective within the scope of the school's actions is the pursuit of versatile students' development achieved through a harmonious realization of teachers' tasks concerning the curriculum, skills training and pedagogical activity. Striving for universal growth of the students, the school undertakes many educational and pedagogical programs which:

1. strengthen open-mindedness and tolerance but at the same time underline student's own identity based on the cultural heritage of their motherland;
2. develop general knowledge and practical skills as well as the capability of understanding and defining the changing reality;
3. foster the bold search for the new and unknown but also the loyalty to the ethical principles.

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## WHAT IS IT?

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1. Personal Project is an activity undertaken by students individually in their IB MYP year 5 (that is 2nd grade of our high school section). The personal project enable students to engage in practical explorations through a cycle of inquiry, action and reflection. It help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners. The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.



The personal project is an opportunity for students to:

inquire

§ explore an interest that is personally meaningful  
§ take ownership of their learning by undertaking a self-directed inquiry

act  
§ transfer and apply skills in pursuit of a learning goal and the creation of a product

reflect  
§ recognize and evidence personal growth and development.

The personal project consists of a process, a product and a report. Through the process of creating a product, students explore an area that is personally meaningful, take ownership of their learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. The product provides a focus for exploring an interest that is personally meaningful, and a basis for recognizing and evidencing personal growth. Finally, preparing the report is an opportunity for students to engage in a structured reflection on the process and the product, allowing them to recognize and evidence their growth and development. While the report is the only component that is assessed, the report reflects both the process and the product.

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## AIMS

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Students are expected to spend approximately 25 hours on their MYP personal project. This time includes:

- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project.

Supporting time

You are not alone with the project – there is a team of people to support you.

IB MYP Projects Coordinator :  
Kamila Fidler

Your supervisor:  
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School Librarian:  
Mrs. Sylwia Łapińska

School Psychologist:  
Mrs. Anna Czerniakiewicz and Mrs. Julia Wilczewska

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## TIME FRAMES

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# PERSONAL PROJECT OBJECTIVES

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**THE OBJECTIVES STATE THE SPECIFIC TARGETS THAT ARE SET FOR LEARNING. THEY DEFINE WHAT STUDENTS WILL BE ABLE TO ACCOMPLISH AS A RESULT OF THEIR STUDIES.**

**LISTED BELOW ARE THE OBJECTIVES OF THE PERSONAL PROJECT SPECIFICALLY.**

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## **OBJECTIVE A: PLANNING**

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

## **OBJECTIVE B: APPLYING SKILLS**

Students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

## **OBJECTIVE C: REFLECTING**

Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.



# HOW TO START?

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**YOU WILL BE ASSIGNED A SUPERVISOR IN MANAGEBAG AND YOU NEED TO MEET WITH YOUR SUPERVISOR ON A REGULAR BASIS. THEY WILL HELP YOU COMPLETE THE STEPS ACCORDING TO THE DEADLINES SET BY THE SCHOOL. IT IS YOUR RESPONSIBILITY TO INITIATE THESE MEETINGS AND TO SHOW UP ON TIME.**

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## Step 1: Investigation

During the investigation Step, you will need to:

Choose a topic you truly want to explore, which will allow you to reflect on ideas that are outlined in the Global Contexts. Your topic needs to be specific and not too general.

Discuss your idea(s) with different people, in and out of school. This is to help you focus on what you are going to do. It is important to discuss your ideas with subject teachers to see whether or not your intentions are realistic. Discuss the approach you want to take, the methods you plan to use, and your ability to link your project to the Global Context you have chosen. What ATL skills you will need to implement yours Personal Project.

Some questions you might want to think about are:

Where do I find the necessary materials?

Who has information on my topic?

Do I have to carry out my own experiments?

Do I need to prepare, circulate, and analyse a questionnaire or a survey?

Do I need to go to libraries other than the school library?

Do I need to visit museums?

Do I need to interview people?

Think about how you will research and collect information to help you with Step 3: Taking Action.

Think about how you might be able to use knowledge from your MYP subjects to help you complete the Personal Project.

Think about how you might be able to use ATL skills to complete the Personal Project.

All the above information needs to be recorded in your Process Journal (ManageBac platform) and submitted to your supervisor and remember to reflect in your Process Journal.

## Step 2: Preparation

During this Step, you need to make decisions about:

The goal of the Personal Project and choose one Global Context as a focus for your project.

The specific way in which you will take Principled Action.

What will you actually make as a demonstration of your learning and skills?

What information you need and where that information will come from?

What resources you will need?

What ATL skills you already have and what skills you will need to develop in order to complete your project?

The specifications, which will be used to assess the quality of your project.

How you will manage your time so you can achieve the goal?

All the above information needs to be recorded in your Process Journal (ManageBac platform) and submitted to your supervisor and remember to reflect in your Process Journal.

## Step 3: Action

This is where you have to implement your plan. This means you need to:

Create a product/outcome in response to the goal, context and criteria.

Demonstrate thinking skills.

Demonstrate yours ATL communication and social skills.

Reflect on how the project is going (see step 4) and record these reflections in your Process Journal (ManageBac platform).

## Step 4: Reflection

Reflection is something you are supposed to do at every Step of the Personal Project. The Process Journal is where you are required to keep all of your reflections. The following questions will help you reflect:

What questions have come up?

How best can I answer these questions?

Who can answer these questions for me, or help me find the answers?

What problems have I encountered?

How have I used what I have learned to make decisions and solve problems?

How has my subject knowledge and learning shaped the direction of my project?

## Step 5: Demonstration

There are two things:

### Report:

All students are required to produce a report of their Personal Project. For more information, please see the sections on Personal Project format and the report checklist. Your supervisor will also give you more information on how your final report must look.

### Exhibition:

You will show your entire project in an exhibition, which your parents, IB MYP 4 students and IB DP 1 will be invited. This is an opportunity for you to share your work with the school community. It also provides an opportunity for you to further develop your presentation skills.

For this evening, you can expect questions, such as:

Why did you choose this project?

What was the main goal?

Which ATL skills you used? And why did you choose those?

Which global context is this related to? And why did you choose it?

What subjects helped you to complete your product/outcome?

Did you complete your product/outcome?

Did you have to scale your product/outcome down so you could complete it?

Did you find it difficult to acquire all the materials you needed to complete your product/outcome?

Did you receive help to complete your project? How did this person help you?

What was the most challenging part?

What did you enjoy the most?

What would you do differently?

Will you take this project further?

Are you interested in doing this for a career? Study in University.

# TIMELINE

<b>The date</b>	<b>Action taken</b>
September – October	the coordinator introduces students to the rules of functioning in the Service and Action school
October	selecting the area of operation within the S&A
November – April	implementation of all activities and keeping documentation in ManageBac
Aprile – May	control of the implementation of activities
May – June	Exhibition

# THE ROLE OF THE SUPERVISOR



Each student has his or her own supervisor assigned by the IB MYP Coordinator. The purpose of the supervisor is to support the student during the project process.

The supervisors' responsibilities are to:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical | standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment processes established by the school
- provide personal project grades to the MYP coordinator to enter in IBIS.

Students should receive information and guidance that includes:

- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback
- requirements for academic honesty.

The language of the personal projects, process journal and the final presentation must be in English.

Academic Honesty for Personal Project, students and their supervisors must use the academic honesty form provided by the IB (ManageBac platform) to note their meeting dates and the main points discussed and to declare the academic honesty of work.

Only three meeting dates need to be entered. In most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be signed by the student and the supervisor on submission of the final report or presentation.

## ATL SKILLS TO BE DEVELOPED THROUGH THE PERSONAL PROJECT:

Student should choose from 3 to 5 ATL skills that will be used and developed during the implementation of their Personal Project.

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

## 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

#### 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



## 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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# GLOBAL CONTEXT

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## Identities and relationships

Who we are: an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

## Orientation in space and time

Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

## Personal and cultural expression

How we express ourselves: an inquiry into 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.

## Scientific and technical innovation

How the world works: an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## Globalization and sustainability

How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

## Fairness and development

Sharing the planet: an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

You can identify one of the above global context for your personal project in order to establish the relevance of your inquire (Why it matters?).

# ATL

MYP projects are culminating activities through which students present, in a truly individual way, their development of ATL skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing a MYP project over an extended period of time. ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts.

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

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

Throughout the personal project, students should collect evidence of how they have applied the ATL skills. This evidence may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- pictures, photographs, sketches
- screenshots of a blog or website
- self- and peer-assessment feedback.

At the end of the personal project, students will select pieces of evidence to demonstrate the ATL skills that have had the most impact on their project. One piece of evidence must support their analysis of how ATL skill(s) were applied to extend their learning goal, and another must support their analysis of how ATL skill(s) were applied to achieve their product.

Students may find it helpful to evaluate their product before selecting the examples of the ATL skills to include in their report.

# ASSESSMENT CRITERIA

THE OBJECTIVES OF THE PERSONAL PROJECT LISTED IN PART 4 STATE THE SPECIFIC TARGETS THAT ARE SET FOR LEARNING. THEY DEFINE WHAT YOU WILL ACCOMPLISH AS A RESULT OF COMPLETING OF THE PERSONAL PROJECT. THOSE OBJECTIVES RELATE DIRECTLY TO THE PROJECT ASSESSMENT CRITERIA. THE IB MYP PERSONAL PROJECT MUST ADDRESS ALL STANDS OF ALL FOUR ASSESSMENT CRITERIA.

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Achievement level	Descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states a learning goal</b></li> <li>ii. <b>states their intended product</b></li> <li>iii. <b>presents a plan that is superficial or that is not focused on a product.</b></li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>outlines</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents <b>basic</b> success criteria for the product</li> <li>iii. <b>presents a plan for achieving the product and some</b> of its associated success criteria.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>describes</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents <b>multiple appropriate</b> success criteria for the product</li> <li>iii. <b>presents a detailed</b> plan for achieving the product and <b>most</b> of its associated success criteria.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>explains</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents multiple appropriate, <b>detailed</b> success criteria for the product</li> <li>iii. <b>presents a detailed</b> plan for achieving the product and <b>all</b> of its associated success criteria.</li> </ol>

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Achievement level	Descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states</b> which ATL skill(s) was/were applied to help achieve their learning goal</li><li>ii. <b>states</b> which ATL skill(s) was/were applied to help achieve their product.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence</li><li>ii. <b>outlines</b> which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>describes</b> how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence</li><li>ii. <b>describes</b> how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>explains</b> how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence</li><li>ii. <b>explains</b> how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.</li></ol>

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

<b>Achievement level</b>	<b>Descriptor</b>
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. <b>states</b> the impact of the project on themselves or their learning</li><li>ii. <b>states</b> whether the product was achieved.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. <b>outlines</b> the impact of the project on themselves or their learning</li><li>ii. states whether the product was achieved, <b>partially supported</b> with evidence or examples.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. <b>describes</b> the impact of the project on themselves or their learning</li><li>ii. <b>evaluates</b> the product based on the success criteria, partially supported with evidence or examples.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>explains</b> the impact of the project on themselves or their learning</li><li>ii. <b>evaluates</b> the product based on the success criteria, fully supported with specific evidence or detailed examples.</li></ul>

# DEFINITIONS

Definitions	
ATL <u>skill(s) clusters</u>	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
<u>Describe</u>	Give a detailed account or picture of a situation, event, pattern or process.
<u>Evaluate</u>	Make an appraisal by weighing up the strengths and limitations.
<u>Explain</u>	Give a detailed account including reasons or causes.
Learning <u>goal</u>	What students want to learn as a result of doing the personal project.
<u>Outline</u>	Give a brief account or summary.
Presents	Offer for display, observation, examination or consideration.
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.



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# REPORTING THE PERSONAL PROJECT

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A report is a spoken or written account of something observed, heard, done or investigated. A report aims to inform as clearly and succinctly as possible. The MYP personal project report demonstrates a student's engagement with his or her personal project by summarizing the experiences and skills recorded throughout the process.

The report should be presented in identifiable sections following the MYP personal project objectives— planning, applying skills, and reflecting, as shown in table 9. The report must include evidence for all the strands of all criteria.

The format of the report for the personal project can vary depending on the resources available and the interests of the students. Students should take into consideration learning preferences, personal strengths and available resources when deciding on the best format for the report. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria. The student's supervisor is responsible for providing guidance on the format of the report.

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

All documents required for the personal project process, the journal and the proof for presentation are to be recorded on the ManageBac platform.

Each student is required to keep the process journal in ManageBac that will include his comments and reflections concerning the actions taken. The entries in the journal should be systematic and at least one in two weeks' time. The entries may take the form of written journal, photos, films or blog or websites.

## THE MAXIMUM LENGTH OF STUDENT SUBMISSIONS

<b>Document</b> <b>File types: .doc, .docx, .pdf (non-editable), .rtf</b>		<b>Recording</b> <b>File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v</b>
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes
5 pages	and	10 minutes

When preparing documents and recordings, the following specifications should be noted:

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
  - 11-point font size
  - 2 cm margins.

Where a spoken report is submitted, the only evidence that will be considered for assessment is the audio itself, plus any supporting pages of documents. Visual aids (such as PowerPoint slides) may be used to support a spoken presentation, but these will not be considered as a constituent part of the submission for assessment purposes.

Evidence presented in images must be clearly visible at the size submitted.

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

Please do not include a title page; if included, it will count towards the page limit.

Students should be able to achieve the goal, including the learning goal and the product, and prepare the report in 25 hours. Planning, drafting, rehearsing and preparing materials are all necessary steps, and students should be aware of the amount of time required to complete the report. Students should be careful to ensure that their report is a distinct component of the MYP personal project and is not simply a collection of evidence.

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

When submitting the report for assessment, students must also include the completed academic integrity form. This is not included in the page limit.