

Name: _____

Supervisor: _____

Robbinsdale Cooper
High School
International Baccalaureate
Middle Years Programme
Personal Project Process Journal



Journal Prompts

The following pages are to guide you through the initial steps of creating your Personal Project. Three criteria (Planning, Applying Skills and Reflecting) must be covered in your final project report, and these journal prompts will ensure you're evaluating areas that should be addressed.

Criterion A: Planning

Journal Prompt #1:

Date:

From your list of interests, brainstorm a list of three things you want to learn more about. Why do you want to learn more about them?

Things I want to learn more about	Why I want to learn more about them

Journal Prompt #2:

Date:

Identify one of the ideas from Journal Prompt #1 that you most want to develop into a personal project.

The topic I will investigate for my personal project is: _____

What are some possible subtopics that could help you narrow down your idea?

What makes this project personal to me? I have chosen this topic because:

Journal Prompt #3:

Date:

Identify a realistic format of what you want to create for your project. Here are some possible examples:

- an original work of art
- a model
- a business plan
- a campaign
- a blueprint or architectural drawing
- an essay
- a novel
- a fundraiser
- a film or some other artistic work
- a sports clinic

For my final product, I want to create/develop/organize a _____.

Briefly describe your product/outcome. What is your vision? Why did you choose to express your learning through your chosen product/outcome. Note: This may change along the way, and that is okay.

Journal Prompt #4: Choosing a Supervisor

Date:

At this point, you will need to find a supervisor from Cooper, RMS or Lakeview to guide you during this process. Any teacher, administrator, counselor or staff member can be your supervisor. The supervisor you choose does not need to have expertise in the topic you've chosen, though they may. They just need to be willing to help you through the research and action process. You can select your own supervisor, but if you have difficulty doing so, feel free to contact the IB Office. Note: You **must** have a supervisor.

Make a list of three possible supervisors:

1. _____
2. _____
3. _____

After you have asked a supervisor and he/she has agreed to serve in this role, fill in their name on the bottom of the Personal Project Proposal form and ask them to sign the form. If your supervisor is at RMS or Lakeview, you may attach a copy of an email stating that they said they will be your supervisor.

If you do not find one, contact the IB staff for assistance.

You'll be required to have five meetings with your supervisor.

Journal Prompt #5:

Date:

Define your learning goal for this project. What do you hope to learn regarding your project? How does the product/outcome you've chosen align with your learning goal?

Journal Prompt #6:

Date:

What makes your learning goal a highly challenging one for you? Note: Keep your project manageable!

Journal Prompt #7:

Date:

How do your personal interests influence your learning goal?

Journal Prompt #8:

Date:

What relevant prior knowledge do you have that relates to your project, if any? How might this previous learning and the transfer of this learning impact your project?

Journal Prompt #9: Beginning Your Research

Date:

As you begin your project, prior knowledge will influence your work. However, you must show evidence of new learning throughout your project. Prior knowledge alone is not enough. Therefore, research will be necessary for your project's process.

What kind of research will you be doing in connection with your topic? Our media specialist might be of help.

Journal Prompt #10:

Date:

What are you hoping to learn as a result of your research?

Journal Prompt #11: Reflecting on your future steps

Date:

Evaluate the research that you did. Write a paragraph explaining your goal and action plan that you will implement in the next phase of your project based on the information that you found. Identify the materials you will need and the amount of time you anticipate it will take to reach your goal. Also, reflect on your performance so far. What has made you proud? What do you need to work harder on?

Write a paragraph explaining your goal and your action plan: _____

I will need the following materials: _____

I believe it will take _____ days/weeks/months to reach my goal.

I am most proud of the following: _____

I need to work on the following: _____

Journal Prompt #12: Steps to Completion

Date:

Make a list of steps you would need to take to achieve this. This can change as you move forward, and that is okay. *In order to create my project, I will need to...*

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

*Continue to add as many steps as you need to achieve your goal. You can add additional pages to your Process Journal, if necessary.

Journal Prompt #13: Develop Success Criteria

Date:

Knowing what you want to accomplish is a crucial step to achieving your goal. You must define realistic criteria to measure the quality of your project’s final outcome or product. Complete the following sentence starter at least three times (more is fine), to develop your initial success criteria. For example, if you were holding a fundraising event, one success criterion might be, “My fundraiser will be a success if I raise \$500.”

1. My project will be a success if _____

2. My project will be a success if _____

3. My project will be a success if _____

As you do more research on your topic, you may end up changing your success criteria. That is okay.

Journal Prompt #14:

Date:

Why did you select these success criteria?

Journal Prompt #15:

Date:

What makes your criteria challenging for you and your project?

Journal Prompt #16:

Date:

What do you think your biggest challenges will be? What are some strategies you can use to overcome these challenges?

skill area = Self-management (resilience)

Journal Prompt #17:

Date:

Approaches to Learning (AtL) skill area = Self-management (organization)

How are you going to organize your time to complete your project?

Journal Prompt #18: Developing a Plan for Action

Date:

Approaches to Learning (AtL) skill area = Self-management (organization)

Please note that this plan can change. The goal is to get an idea of the steps you need to accomplish your goal. Your timeline may be different depending on when you start your project.

Month	Week	Focus/Steps	Activities
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		

Journal Prompt #19:

Date:

Approaches to Learning (AtL) skill area = Self-management (organization)

What is your plan for meeting your deadlines?

Journal Prompt #20:

Date:

AtL skill area = Self-management (organization)

What is your plan for carving out time to work on the project? Consider using Personal Project Hawk Lunch & Learn to work on your project.

Journal Prompt #21:

Date:

Blend all the notes you wrote above into several paragraphs which will ultimately become the rough draft for the *Planning* section (criterion A) of your project report. In this section of your report, be sure to address all the questions listed in the *Writing the Project Report* section of the Personal Project Handbook (pages 11-12). As this will become part of your final report, you may want to complete this prompt in your GoogleDrive.

Your completed paragraphs:

Criterion B: Applying Skills - Throughout your project, you need to collect evidence of how you have applied the Approaches to Learning (AtL) skills to your project.

Journal Prompt #22: Planning for Research

Date:

The number and type of resources will vary depending upon the nature of your project; however, to reach the highest achievement level, you must select a range of sources and a variety of source types. Your ability to evaluate the reliability of sources should be developed through the AtL skills of Information and Media Literacy Skills. Again, see pages 27-30 for a thorough breakdown of the IB AtL skills.

Identify at least 5 different sources you will use to find information. These may include books, works of art, databases, magazine articles, audio, people, etc. Visit your local public library. The reference librarians there can help you. The Cooper media specialist can also support you.

1. _____
2. _____
3. _____
4. _____
5. _____

Journal Prompt #23:

Date:

At a minimum, you must find 5 **RELIABLE** sources of information during the research process. Identify each source in your Process Journal and write a few sentences explaining why this is a reliable source. You may use the table below as a template. The sources can be from a variety of places (websites, books, interviews, magazines, etc.). The media specialist at Cooper can help you. So can the reference librarians at your local public library.

Questions to guide your research:

- Is the information from this source reliable? Is the information accurate?
- Is the information current or still valuable if it is older?
- Does the information link to my goal?
- Will the information help me to develop my action plan?

Source #1			
Title:	Author:	Date Published:	Publisher Location:
Type of source: book website interview video other (list) _____			
Information learned from this source:			
Why is this source particularly useful?			
Why is this source reliable?			
Source #2			
Title:	Author:	Date Published:	Publisher Location:
Type of source: book website interview video other (list) _____			
Information learned from this source:			
Why is this source particularly useful?			
Why is this source reliable?			

Source #3			
Title:	Author:	Date Published:	Publisher Location:
Type of source: book website interview video other (list) _____			
Information learned from this source:			
Why is this source particularly useful?			
Why is this source reliable?			
Source #4			
Title:	Author:	Date Published:	Publisher Location:
Type of source: book website interview video other (list) _____			
Information learned from this source:			
Why is this source particularly useful?			
Why is this source reliable?			

Source #5			
Title:	Author:	Date Published:	Publisher Location:
Type of source: book website interview video other (list) _____			
Information learned from this source:			
Why is this source particularly useful?			
Why is this source reliable?			

Journal Prompt #24: Information and Media Literacy

Date:

One of the areas you're evaluated on in Criterion B is *Research Skills* (Information and Media Literacy). Write a paragraph about how you've collected information and used the information to further your project or increase your understanding of your topic. Each project is different, so don't be concerned if all skills don't pertain to your project. You might want to review the individual AtL research skills on pages 29.

Journal Prompt #27: Communication skills

Date:

One of the areas you're evaluated on for Criterion B is Communication (through interaction and through language). Write a paragraph for each about how you've demonstrated these skill areas. Each project is different, so don't be concerned if all skills don't pertain to your project. Use the AtL chart on page 27 to help you.

Journal Prompt #28: Social skills

Date:

One of the areas you're evaluated on for Criterion B is Social Skills (i.e. collaboration). Write a paragraph about how you've demonstrated this skill area. Each project is different, so don't be concerned if all skills don't pertain to your project. Use the AtL chart on page 27 to help you. Also, you'll need to provide evidence of this AtL area. Select and list at least three pieces of evidence for the AtL area "Social Skills" from your process journal.

Journal Prompt #29: Thinking skills

Date:

One of the areas you're evaluated on for Criterion B is Thinking (critical, creative and transfer). Write a paragraph for each about how you've demonstrated these skill areas. Each project is different, so don't be concerned if all skills don't pertain to your project. Use the AtL chart on page 30 to help you. Also, you'll need to provide evidence of this AtL area. Select and list at least three pieces of evidence for the AtL area "Thinking Skills" from your Process Journal (page 30).

Journal Prompt #30: Process Reflection

Date:

How did you use your thinking skills when meeting with your supervisor?

Jo

Journal Prompt #31:**Date:**

Blend all the notes you wrote above into several paragraphs which will ultimately become the *Applying Skill* section of your project report. In this section of your report, be sure to address all the questions listed in the *Writing the Project Report* section of the Personal Project Handbook (pages 11-12).

As this will become part of your final report, you may want to complete this prompt in your GoogleDrive.

Your completed paragraphs:

Criterion C: Reflecting

Now that you have completed your product/outcome, it is time to reflect on the impact of your project on you and on your learning and to evaluate your project and your journey.

Journal Prompt #32: New learnings/ideas

Date:

How does your product/outcome reflect new ideas or different perspectives?

Journal Prompt #33:

Date:

What new understandings or learnings did you gain from your research?

Journal Prompt #34: Process Reflection

Date:

Did you have to make any changes to your goal? If so, what changes did you make? Why?

Journal Prompt #35:

Date:

How have you met your goals? Use the success criteria you created (see prompt #13 on page 6) and write about whether or not you met the criteria you chose for your project. It's okay if you didn't meet all of your success criteria. This is all about reflection.

Journal Prompt #36:

Date:

What was your biggest challenge?

Journal Prompt #37:

Date:

What happened that you did not anticipate?

Journal Prompt #38:

Date:

Compare what your original action plan (check back on what you wrote under criterion A - prompt # 12 on page 5) was to what really happened as you progressed in your Personal Project journey.

My plan was (what you planned to do, not what actually happened)

Step 1:

Step 2:

Step 3:

Step 4:

*include as many steps as you need.

Description of the Process

This is what really happened, not necessarily what you planned to do.

Step 1	What I did: My reason for doing this:	Date:
Step 2	What I did: My reason for doing this:	Date:
Step 3	What I did: My reason for doing this:	Date:
Step 4	What I did: My reason for doing this:	Date:
Step 5	What I did: My reason for doing this:	Date:

This was the best way to achieve my goal because...

Journal Prompt #39:

Date:

Who influenced the ways in which you researched and created the final action plan? How did they help you?

Journal Prompt #40:

Date:

How successful was your action plan? How do you know? What are you proud of?

Journal Prompt #41:

Date:

What decisions did you make throughout your personal project journey? Were your decisions appropriate for your chosen project? Why or why not?

Journal Prompt #42:

Date:

What did you do to ensure you would achieve your goals?

Journal Prompt #43:

Date:

Choose your three best sources of information and identify what you learned as you researched your project.

<i>What did you learn from source #1? How did this help you create your final product?</i>
<i>What did you learn from source #2? How did this help you create your final product?</i>
<i>What did you learn from source #3? How did this help you create your final product?</i>

Journal Prompt #44:

Date:

What did you learn about yourself during the personal project journey?

Journal Prompt #45:

Date:

How did what you have learned in school inspire you to create this particular project?

Journal Prompt #46:**Date:**

Blend all the notes you wrote above into several paragraphs which will ultimately become the *Reflecting* section of your project report. In this section of your report, be sure to address all the questions listed in the *Writing the Project Report* section of the Personal Project Handbook (pages 11-12).

As this will become part of your final report, you may want to complete this prompt in your GoogleDrive.

Your completed paragraphs:

Personal Project Assessment Criteria

Please see Command Term Definitions on lower chart for clarification of required work. Command terms are bolded.

	7-8	5-6	3-4	0-2
Criterion A: Planning	You are able to: i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.	You are able to: i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.	You are able to: i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.	You are able to: i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
Criterion B: Applying Skills	You are able to: i. explains how the AtL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the AtL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.	You are able to: i. describes how the AtL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the AtL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.	You are able to: i. outlines which AtL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which AtL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.	You are able to: i. states which AtL skill were applied to help achieve their learning goal ii. states which AtL skill(s) was/were applied to help achieve their product.
Criterion C: Reflecting	You are able to: i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.	You are able to: i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.	You are able to: i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.	You are able to: i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.

Command Term Definitions

Command terms	MYP definitions
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Outline	Give a brief account or summary.
Present(s)	To offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

IB MYP PERSONAL PROJECT ACADEMIC HONESTY FORM

Student name	
Student IB number (IB Office use only)	
School name	Robbinsdale Cooper High School
School number	1061
Supervisor name	
<p>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.</p> <p>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.</p>	
Date	Main points discussed
Meeting 1	<p>Student:</p> <p>Supervisor:</p>
Meeting 2	<p>Student:</p> <p>Supervisor:</p>
Meeting 3	<p>Student:</p> <p>Supervisor:</p>
Supervisor comment	
<p>Student declaration</p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p>Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>	
Student's signature	Date
Supervisor's signature	Date

APPROACHES TO LEARNING SKILLS

The utilization of these skills is part of your final rubric scores.

All of the individual skills may not relate to your project. You're only going to reflect on those that do.

Category	Key Question	Individual Skills
Communication	<i>How did you communicate through interaction?</i>	<p>Exchanging thoughts, messages and information effectively through interaction .</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use intercultural understanding to interpret communication ● Use a variety of speaking techniques to communicate with a variety of audiences ● Use appropriate forms of writing for different purposes and audiences ● Use a variety of media to communicate with a range of audiences ● Interpret and use effectively modes of non-verbal communication ● Participate in, and contribute to, digital social media networks ● Collaborate with peers and share ideas with multiple audiences using a variety of digital environments and media
	<i>How did you demonstrate communication through language?</i>	<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> ● Read critically and for comprehension ● Read a variety of sources for information and for pleasure ● Make inferences and draw conclusions ● Use and interpret a range of discipline-specific terms and symbols ● Write for different purposes ● Understand and use mathematical notation ● Paraphrase accurately and concisely ● Preview and skim texts to build understanding ● Take effective notes in class ● Make effective summary notes for studying ● Use a variety of organizers for academic writing tasks ● Organize and depict information logically ● Structure information in essays and reports
Social Skills	<i>How did you collaborate?</i>	<p>Working effectively with others</p> <ul style="list-style-type: none"> ● Use social media networks appropriately to build and develop relationships ● Practice empathy ● Delegate and share responsibility for decision-making ● Help others to succeed ● Take responsibility for one's own actions ● Advocate for one's own rights and needs ● Manage and resolve conflict and work collaboratively in teams ● Build consensus ● Make fair and equitable decisions ● Listen actively to other perspectives and ideas / Give and receive meaningful feedback ● Negotiate effectively ● Encourage others to contribute ● Exercise leadership and take on a variety of roles within groups

Category	Key Question	Individual Skills
Self- Management	<p style="text-align: center;">Organization</p> <p style="text-align: center;"><i>How did you demonstrate organizational skills?</i></p>	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> ▪ Plan short- and long-term assignments; meet deadlines ▪ Keep and use a weekly planner ▪ Create plans to prepare for summative assessments (examinations and performances) ▪ Set goals that are challenging and realistic ▪ Plan strategies and take action to achieve personal and academic goals ▪ Bring necessary equipment and supplies to class ▪ Keep an organized and logical system of information files/notebooks ▪ Use appropriate strategies for organizing complex information ▪ Select and use technology effectively and productively
	<p style="text-align: center;">Affective</p> <p style="text-align: center;"><i>How did you manage your own state of mind?</i></p>	<p>Managing state of mind</p> <ul style="list-style-type: none"> ▪ Mindfulness: Practice focus and concentration, strategies to develop mental focus and to overcome distractions, being aware of body–mind connections ▪ Perseverance Demonstrate persistence and perseverance and delaying gratification ▪ Emotional management Practice strategies to overcome impulsiveness and anger, prevent and eliminate bullying, and reduce stress and anxiety ▪ Self-motivation Practice analyzing and attributing causes for failure, managing self-talk, and positive thinking ▪ Resilience Practise: “bouncing back” after adversity, mistakes and failures; “failing well”; dealing with disappointment and unmet expectations; dealing with change
	<p style="text-align: center;">Reflection</p> <p style="text-align: center;"><i>How did you demonstrate being reflective?</i></p>	<p>(Re)considering the process of learning; choosing and using AtL skills</p> <ul style="list-style-type: none"> ▪ 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 understand yet? ▪ 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

Category	Key Question	Individual Skills
Research	<p>Information Literacy</p> <p><i>How did you demonstrate information literacy?</i></p>	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> ▪ Collect, record and verify data ▪ Access information to be informed and inform others ▪ Make connections between various sources of information ▪ Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information ▪ Use memory techniques to develop long-term memory ▪ Present information in a variety of formats and platforms ▪ Collect and analyze 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 analyze 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
	<p>Media Literacy Skills</p> <p><i>How did you demonstrate media literacy?</i></p>	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> ▪ Locate, organize, analyze, 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

Category	Key Question	Individual Skills
Thinking	<p>Critical Thinking</p> <p><i>How did you think critically?</i></p>	<p>Analyzing and evaluating issues and ideas</p> <ul style="list-style-type: none"> ▪ Practice observing carefully in order to recognize problems ▪ Gather and organize relevant information to formulate an argument ▪ Recognize unstated assumptions and bias ▪ Interpret data ▪ Evaluate evidence, arguments and propositions ▪ Draw reasonable conclusions and generalizations; Test generalizations and conclusions ▪ Revise understanding based on new information and evidence ▪ Evaluate and manage risk ▪ Formulate factual, topical, conceptual and debatable questions ▪ Consider ideas from multiple perspectives ▪ Develop contrary or opposing arguments ▪ Analyze 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
	<p>Creative Thinking</p> <p><i>How did you demonstrate creativity?</i></p>	<p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> ▪ Use brainstorming and visual diagrams to generate new ideas and inquiries ▪ Consider multiple alternatives, including those that might be unlikely or impossible ▪ Create novel solutions to authentic problems ▪ Make unexpected or unusual connections between objects and/or ideas ▪ Design new machines or improvements to existing machines, media and technologies ▪ Apply existing knowledge to generate new ideas, products or processes ▪ Make guesses, ask “what if” questions and generate testable hypotheses ▪ Create original works and ideas; use existing works and ideas in new ways ▪ Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments ▪ Practice visible thinking strategies and techniques ▪ Generate metaphors and analogies
	<p>Transfer</p> <p><i>How did you transfer skills and knowledge across disciplines and subject groups?</i></p>	<p>Using skills and knowledge in multiple contexts</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding (make connections) across multiple subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

IB Learner Profile Attributes

Note: Use these attributes as you reflect on criterion C in your Process Journal and in your final project report!
Only reflect on the attributes that you feel fit your project best.

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

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

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

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

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

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

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

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

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

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

MYP Personal Project Self-Evaluation

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. These sections should be in your report, along with an introduction and conclusion (see pages 11 - 12 in your project handbook for further guidance).

Section 1—Objective A: Planning: You started the project by investigating and planning. You may have naturally followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your investigating and planning.		
How do you feel you did on this section of your report? Did you include all of these pieces? Some of them? Do you need to make any changes? You should use the prompts in your process journal to help you write your report.		Write your thoughts here.
Define a clear learning goal, based on personal interests	<p>In my report:</p> <ul style="list-style-type: none"> • 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 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. • I identify what I already knew about this topic/project and the sources of my knowledge. • I identify what I learned in my MYP classes before the project started, and how this learning was helpful to my project. 	
Identify the success criteria for your product/outcome	<ul style="list-style-type: none"> • I identify my success criteria in detail. I refer to the criteria I developed to evaluate my project. • If my product/outcome changed, I adapted my success criteria as needed. • 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 (i.e. planning) of your project	<ul style="list-style-type: none"> • 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. 	

Section 2: Objective B: Applying Skills: This includes all the work you did for your project where you used your AtL skills (Communication, Social, Research, Thinking and Self-management). See pages 27 - 30 if you need to review the AtL skills.		
How do you feel you did on this section of your report? Did you include all of these pieces? Some of them? Do you need to make any changes? You should use the prompts in your process journal to help you write your report.		Write your thoughts here.
Demonstrate research skills (information and media literacy)	<p>In my report:</p> <ul style="list-style-type: none"> • I outline the research skills I had when I started the project. • I discuss the research skills I developed through the project. 	

Demonstrate thinking skills (critical, creative and transfer)	<ul style="list-style-type: none"> • I outline the thinking skills I had when I started the project. • I discuss the thinking skills I developed through the project. 	
Demonstrate self-management skills (organization, affective and reflection)	<ul style="list-style-type: none"> • I outline the self-management skills I had when I started my project. • I discuss the self-management skills I developed through my project. 	
Demonstrate communication skills (through interaction and through language)	<ul style="list-style-type: none"> • I outline the communication I had when I started the project. • I discuss the communication I developed through the project. 	
Demonstrate social skills (i.e. collaboration)	<ul style="list-style-type: none"> • I outline the social skills I had when I started the project. • I discuss the social skills I developed through the project. 	

Section 3—Objective C: 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 that here, too.

How do you feel you did on this section of your report? Did you include all of these pieces? Some of them? Do you need to make any changes? You should use the prompts in your process journal to help you write your report.	Write your thoughts here.
Evaluate the quality of the product/success of the outcome against their criteria	<p>In my report:</p> <ul style="list-style-type: none"> • I explain any changes to the goal of my project and why I made them. • I evaluate the product/outcome against the criteria I developed. • I identify the possible improvements to my product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	<ul style="list-style-type: none"> • I demonstrate a deeper knowledge and understanding of my topic and my learning goal. • I base my reflection on evidence, including my Process Journal.
Reflect on their development as IB learners through the project	<ul style="list-style-type: none"> • 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 attributes as appropriate.. • I consider the possible impact the project could have on my future learning.