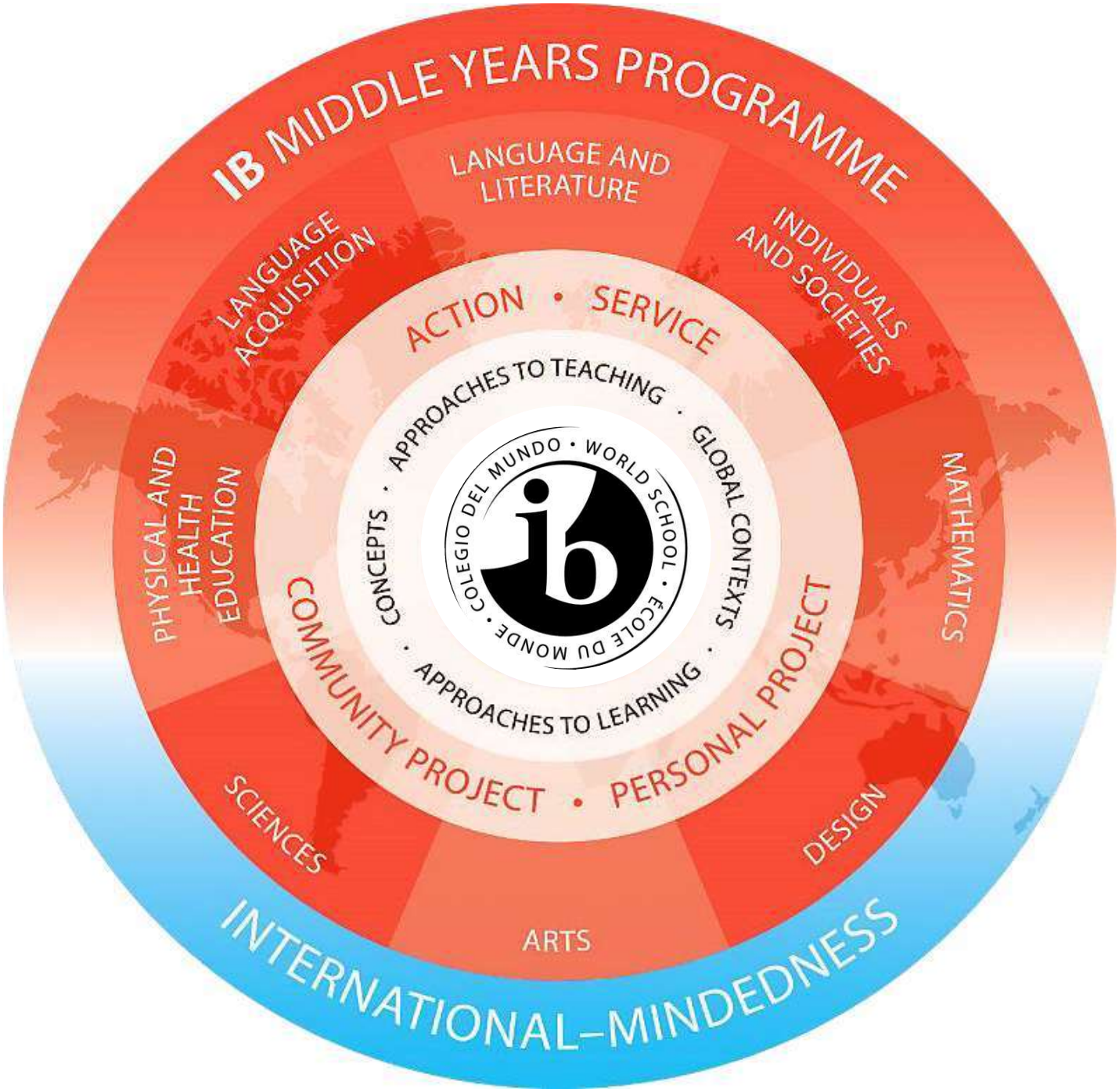
MYP Personal Project

Barry Goldwater High School



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Nature of the personal project

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 approaches to learning (ATL) skills.

Below are **ideas** to help students understand the nature of the personal project.



- What do you think a personal project is?
- What is a personal project for?
- Who could be involved in your personal project?
- When do you complete your personal project?
- How much time will you spend on your personal project?

This document is a guide for students to help them complete the various steps of their personal project **independently**.



When used in the guide, this symbol means that students have to complete a task, reflect and/or gather evidence.

The role of the student

To complete a personal project, **students must undertake independent learning**. They are expected to spend time outside of class on their personal project.

Through the personal project, students:

- ❖ explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc.)
- ❖ take ownership of their learning by undertaking a self-directed inquiry
- ❖ transfer and apply skills in pursuit of a learning goal and the creation of a product
- ❖ recognize and evidence personal growth and development

Specifically, students must:

- **establish** a **goal**, an **action plan** and **success criteria**
- **apply ATL skills** throughout the project process
- **gather evidence** of how they have **applied** ATL skills throughout the personal project



- **evaluate** the project based on the success criteria
- **select** evidence to add to the **report ● reflect** on the **impact of the project**
- **write** a **report**.

The role of the supervisor

The purpose of the supervisor is to **support the student** during the personal project. Each student has his or her own supervisor.

The supervisor's responsibilities are to:
• provide guidance to students in the process and completion of the project. This includes: • ensuring 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 • giving guidelines about the MYP project • providing a timetable with deadlines • providing the assessment criteria for the project • giving advice on how to keep and curate evidence of the process • emphasizing the importance of personal analysis and reflection • providing formative feedback • ensuring requirements for academic integrity are met • confirming the authenticity of the work submitted • assessing the MYP project using the criteria in this guide • participating in the standardization of the assessment process • providing personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (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.

Supervisors will support students throughout the personal project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved or the stages of the project.

The role of the community

Many members of the community, both within and beyond the school, can support the personal project.

Within the school	Beyond the school
For example: • librarian • specialist teacher • technician (special education, recreation, etc) • administrator • MYP coordinator	For example: • pharmacist • artist • athlete • YouTuber • psychologist • mechanic

** A resource person can be useful during the research process or when completing the product.*

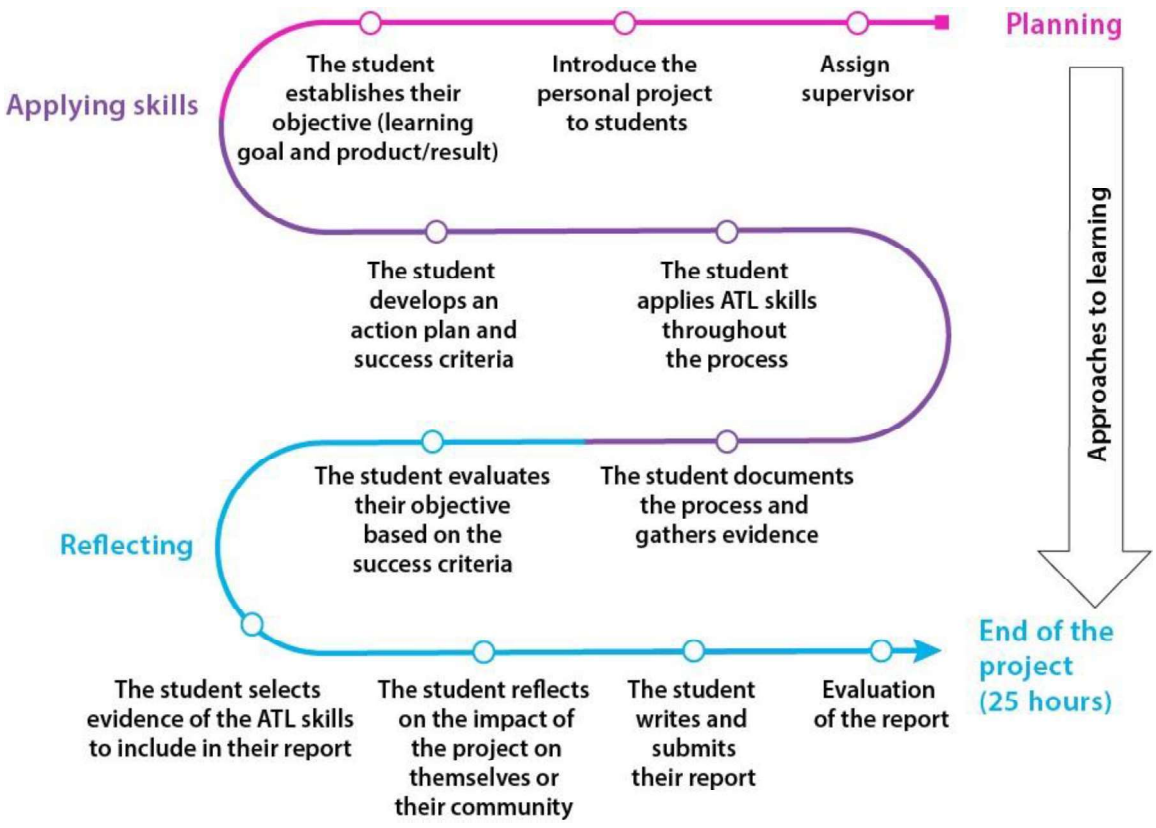
Objectives

- Three objectives underpin a valid and reliable evaluation of the project.
- Each objective corresponds to a section of the report.

Objectives / Project	Planning	Applying skills	Reflecting
Learning goal	**State** a learning goal for the project and **explain** how a personal interest led to that goal	**Explain** how the ATL skill(s) was/were applied to help achieve their learning goal	**Explain** the impact of the project on themselves or their learning
Product	**State** an intended product and **develop** appropriate success criteria for the product **Present** a clear, detailed plan for achieving the product and its associated success criteria	**Explain** how the ATL skill(s) was/were applied to help achieve their product	**Evaluate** the product based on the success criteria

Time frames

To complete the personal project, students must follow the following steps.



Evidence of the process

Gathering evidence for the project

Students are expected to document the process they followed to complete their project. In this way, they can demonstrate how they developed ATL skills and their academic honesty. Students must master different techniques for gathering evidence using portfolios, design projects, interdisciplinary projects or any other activity carried out during the project.

Students are not restricted to any single model for gathering evidence; however, they are responsible for producing evidence that shows they have fulfilled the personal project's objectives. To foster their independence, students must develop their own ways of gathering evidence and of using media of their choosing, which can be written, visual, audio, digital or a combination of these.

Possible evidence may include:



- visual thinking diagrams (mind maps)
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self- and peer-assessment feedback

Evidence of the process is:	Evidence of the process is not:
• gathered throughout the project to document its development • an evolving record of intents, processes, accomplishments • a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a record of interactions with sources, for example, teachers, supervisors, external contributors	• collected 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 (unless this is useful for the student)

• a record of selected, annotated and/or edited research and to maintain a bibliography • a collection of useful information, for example, quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • reflection on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received	• a single, static document with only one format (unless this is useful for the student).

Defining the project

The personal project is truly personal because each student sets their own goal based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP, such as:

- a service as action experience that they would like to build on
- a unit of inquiry that they would like to explore further
- a global context that they find particularly compelling

Similarly, students may draw inspiration from their interests and hobbies outside school. They may also consider developing new ones.

The project consists of two interrelated parts:

- a learning goal (what the student wants to learn)
- a product (what the student wants to create)

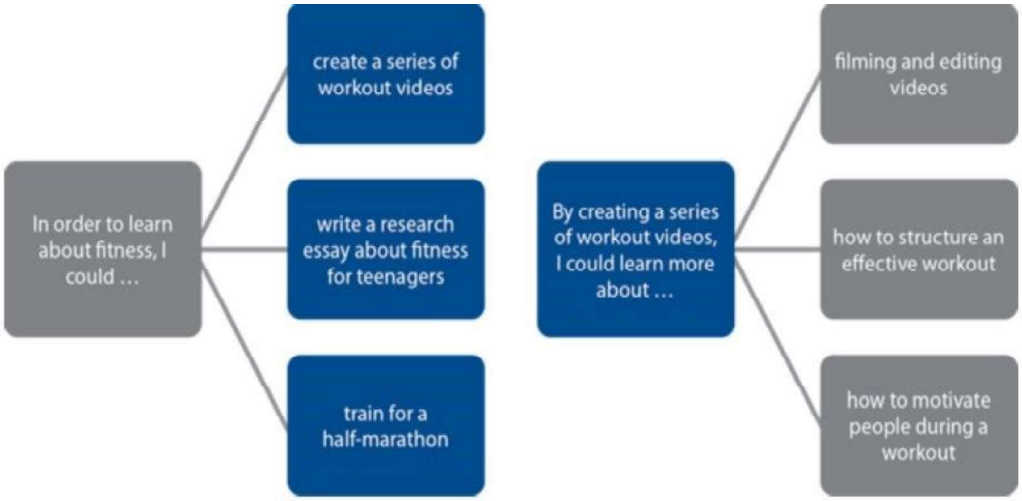
The project can change, if necessary, during the process.

The project's starting point may be either the learning goal or the product. One learning goal can lead to different products, just as one product can relate to a variety of learning goals.

Below are **ideas** to help students define their projects.



- What have you always wanted to do?
- What do you do in your free time?
- What would you like to do in your free time?
- What IB learner profile attribute best describes you?
- What IB learner profile attribute would you like to develop?
- Which global context interests you the most?
- Which interdisciplinary or design project interested you the most?
- Which experience of service as action did you find the most satisfying?
- What problem within your community most affects you?
- Which is your favorite academic discipline?
- Which research project would you like to develop?



Learning goal

Product

An example of starting with a learning goal to guide the creation of the project:

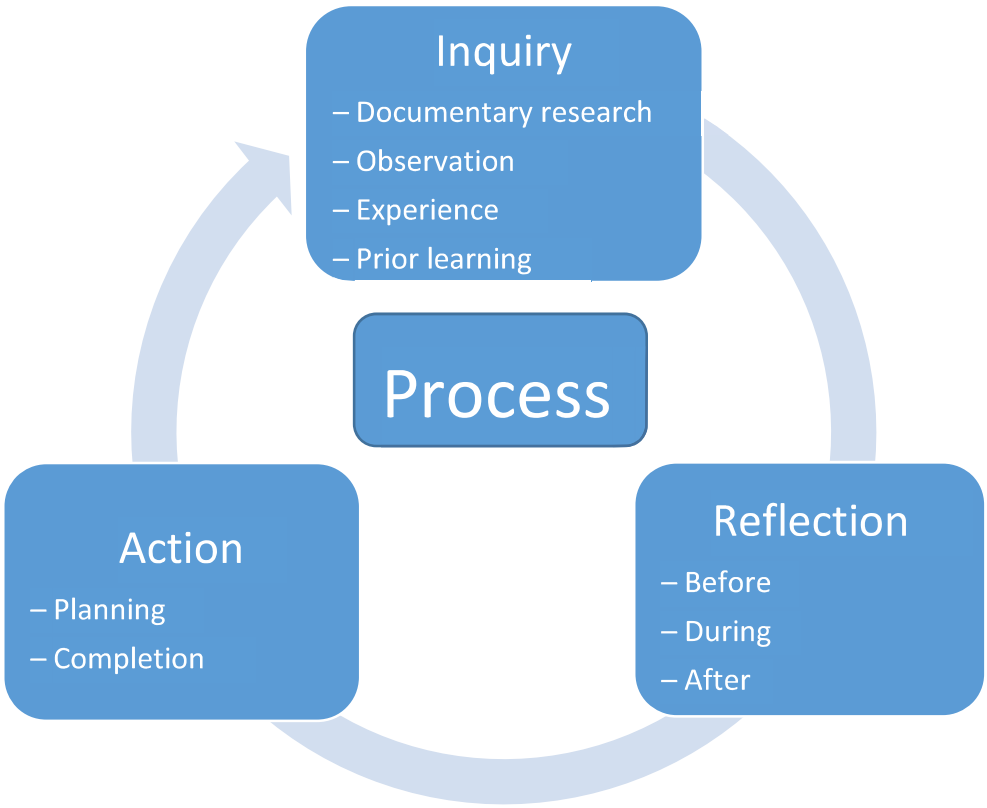
- I want to learn about fitness by training for a half-marathon.

An example of starting with a product to guide the creation of the project:

- I want to create a series of workout videos to learn more about filming and editing videos.

Cycle of inquiry

MYP personal projects are student-centred and age-appropriate. They enable students to engage in practical explorations through a cycle of inquiry, action and reflection.



Success criteria

The **success criteria**, developed by the student, measure the degree of excellence to which the **product** aspires or the terms under which the product can be judged to have been successful.

- The success criteria must be testable, measurable and observable.
- The success criteria must evaluate the product
- The success criteria must evaluate the impact on the student or the community



Action plan

Working with the timeline provided by the school, students plan the time they need to spend on their personal projects by drawing up a timetable that gives them an overall view of everything they have to achieve. They can then add daily or weekly details showing everything they have to do.

The action plan must show how students will create the product and fulfill the success criteria.

For this step of the project, students may draw inspiration from similar action plans created for the individuals and societies subject.

The project is split into three main steps that correspond to the objectives.

Planning

- Defining the project (learning goal and product)
- Developing the success criteria
- Presenting a plan

Applying skills

- Achieving the learning goal
- Completing the product



Reflecting

- Explaining the impact of the project on themselves or their learning
- Evaluating the product based on the success criteria

**Students must regularly revisit this plan to document and explain any changes to the expected deadlines.*

Applying the ATL skills

To complete the project, students must work through different steps to explore the learning goal and achieve the product.

Below are some **ideas** of how to do this.

- Planning resources (financial, human and material) and constraints
- Producing drafts, sketches, prototypes, plans, etc
- Choosing information, techniques and materials based on the research

- Testing techniques and materials
- Compiling a list of purchases
- Predicting other possibilities
- Planning the documents to produce (survey, letter, poster, visual aids, etc.)
- Preparing meetings (interviews, surveys, presentations, resource people, etc.)
- Practicing a presentation
- Creating
- Regularly assessing their work to see if the product helps achieve the learning goal; this could be a self-assessment or an assessment by another person
- Making necessary improvements
- Presenting the product



Which ATL skills will be useful for your project?

- Review the ATL guide.
- Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need.
- Identify how you will gather your evidence.

Reflecting

Impact: “both negative and positive planned and unplanned consequences of a completed project, including those that only emerge sometime after the project ends”.

Below are **ideas** to help students assess the impact of their projects.

- What have I learned about the subject?
- What have I learned about myself?
- What skills have I acquired or improved?
- What am I most proud of?
- How has my point of view changed?
- How has my project prepared me for the future?

Evaluating the product

Below are **ideas** to help students evaluate their products based on their chosen success criteria.

- To what extent did I complete my product based on the success criteria?
- How can I demonstrate that I completed my product based on my success criteria?
- What are my project's strengths?
- What could I have done differently to make my product better reflect my success criteria?



Assessment rubric

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 **does not** achieve a standard described by any of the descriptors below.
1–2	The student: 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.
3–4	The student: 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.

5–6	The student: 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.
7–8	The student: 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.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

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 **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** which ATL skill(s) was/were applied to help achieve their learning goal ii. **states** which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: 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.
5–6	The student: 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.
7–8	The student: 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.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

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.

Achievement level	Descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** the impact of the project on themselves or their learning ii. **states** whether the product was achieved.

3–4	The student: 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.
5–6	The student: 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.
7–8	The student: 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.

Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Report

There are two possible formats for the MYP personal project report: written and/or oral. Students can combine these formats in a multimedia report.

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum 11-point font size and 2 cm margins.
2. Evidence presented in images must be clearly visible at the size submitted.
3. Audio and video must be recorded and submitted in real time.
4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
5. The bibliography is uploaded separately and is not included in the page limit.
6. Please do not include a title page; if included it will count towards the page limit.

Document **File types: .doc, .docx, .pdf (noneditable), .rtf**		**Recording** **File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v**
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