CHECKLIST-APPLYING SKILLS: Stage 2: Building and Applying Skills

Student Name_____ Things to do	Student Initials	Supervisor initials	Supervisor Name_____
Updating your process journal in your folders to include at least 5 more entries for Stage 2 (see page 13) Be sure you include reflections on the ATL skills on the back. Evidence of these skills is what you are graded upon at the end.			Supervisors should check student folders for at least 4 journal entries for Stage 2 (Students should have a total of 9 entries by now). There are Tasks in this package to help guide the students to have useful journal entries. Check these tasks on the package and their corresponding entries in the Journal.
Completing the **timeline** for your final product/goal • Must have personalized due dates to keep yourself on track • For each date, write what you hope to have done on that day and how you will accomplish that • This can be done on the attached worksheet or in your process journal as a list of dates and a "To-do" list			Supervisors should check that there is evidence of planning—a timeline, a "to-do" list or a calendar. (see attached planning worksheet-or process journal)
Creating your **Success Criteria,** which you will use to reflect upon your project at the end. What would make your goal an "A", "B", etc. This can be done on the attached worksheet or in your process journal.			Supervisors should check that students have reflected on how they would grade themselves on their specific product. (see attached worksheet or process journal)
Score yourself so far on the MYP Personal Project Rubrics for Stages 1 and 2 (A. PLANNING)			Supervisors should discuss how they would grade the student so far, according to the Personal Project Rubric for stages 1 and 2. Note there is plenty of time for the student to demonstrate growth in these scores
Making your 2nd appointment meeting date with your supervisor. Go over the grading rubric for the first 2 stages and discuss expectations and grade so far. (A. Planning)			Write the date of your 2nd meeting with your supervisor here _____
Go through checklist on p.25 and show it to your supervisor with evidence.			Supervisors should check the Planning checklist with the student

This Checklist is due:

October 24th to your Seminar Teacher

Grade	EXAMPLE: OF A PROJECT TO CREATE A WEBSITE TO GIVE ADVICE TO HIGH SCHOOL STUDENTS
Example!	• My website has 4 tabs for each of the different classes: Freshmen, sophomores, Juniors and Seniors • My website includes 5 links to helpful materials for each of the 4 classes • My website has short video interviews with members of different class groups • My website seemed visually appealing and organized to users (as seen in the feedback survey I will give to Wooster students who visit my website) • My website is helpful to all classes at Wooster (as seen in the feedback survey I will give to all class members)
B	• My website has 4 tabs for each of the different classes • My website has 5 useful links for each of the 4 classes • My website has video interviews but isn't as representative of all social groups at Wooster as I would have liked • My website surveys were not as positive as I would have liked
C	• My website has 4 tabs for each of the different classes • My website has less than 5 useful links for each of the 4 classes • My website doesn't have videos for all 4 of the classes at Wooster • My website surveys were not as positive as I would have liked
D	• My website is incomplete

MY PERSONAL PROJECT

HOW WOULD I EVALUATE MY PERSONAL PROJECT?

Name_____

Goal/Product:

_____

(This can be done here or in your process journal)

DIRECTIONS: Although your supervisors will be the ones who actually grade your product, you are required to reflect on how you would grade yourself. What criteria would you create for yourself? Explain how this project is challenging for you:

_____

HOW WILL I EVALUATE THE SUCCESS OF MY PROJECT?

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.

Below are **ideas of specific product features** that may help students establish success criteria to evaluate the quality of their products.

Product form:

- technique or materialused
- number of pages
- length
- resource people
- visual aspects
- colors
- size
- text type.

Product content:

- strand
    - target audience
    - organization
    - quality of the language
    - result achieved.

TASK 1: COMPLETE THE CHART BELOW BY REFERRING TO THE SUCCESS CRITERIA SECTION AND RUBRICS

Grade	**Description of Product (you can write this on this sheet and include it in your process journal).**
A	Include 3-5 requirements that would make the project worthy of an "A" (Be specific and measurable)
B	How would your same requirements look different to get a "B" (REMEMBER to be specific and measureable)
C	How would your same requirements look different to get a "C" (REMEMBER to be specific and measurable)

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.

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.*

PLANNING TIMELINE FOR MY PERSONAL PROJECT

TASK 2: List 10 specific tasks that need to be done to accomplish your goal

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

IB MYP PERSONAL PROJECT 2024-2025

PROJECT PHASE	STARTING	ENDING
PLANNING: STAGE 1	8/25/2025	9/19/2025
APPLYING SKILLS: STAGE 2	9/22/2025	10/24/2025
REFLECTING: STAGE 3	10/27/2025	11/25/2025
WRITING THE REPORT: STAGE 4	12/1/2025	2/13/2026
PROJECTS DUE	2/13/2026	2/13/2026
EXHIBITION PRESENTATION PREPARATION	2/17/2026	4/16/2026
SHOWCASE	4/16/2026	4/16/2026

TASK 3: Use the calendar above to create a timeline to help you plan your goal. Remember that this plan can change over time and that you can revisit this to apply the changes later. You can use this as evidence in your report to show how you have used the following ATL skill: **Atl skill area = Self-management (organization)**

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

The Process Journal Tracker: What should you be writing in your Process Journal?

The process journal is where you record your learning process and any planning you do toward achieving your goal. It is where you record your ideas, thoughts and an action plan for the project. The journal notes are used to write your report. If you keep detailed notes on your process, then the report will be easier to write at the end. You will have **10 journal entries** to use as evidence to write and use in your report. The journal can also include artifacts and photographs from your process. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor.
- Notes from various sources (like a documentary you watched, book your read, etc.)
- Examples of other similar goals or products where you gathered ideas.
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process.

ATTENTION!!! Anything you put in your process journal should be evidence of your ATL skills. Your final score is based on how well you reflect on these skills.

APPLYING THE ATL SKILLS TO YOUR REPORT

To complete the project, students must work through different steps to explore the learning goal andachieve the product. One of the best ways to do this is to write down things in a Process Journal and use the entries as evidence later when writing their Reports.

Below are some **ideas** of how to do this. (These might be entries in the journal and can be used as evidence)

- Planning resources (financial, human, and material) and constraints
- Producing drafts, sketches, prototypes, plans, etc.
- Choosing information, techniques and materials based on theresearch.
- 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; thiscould be a self-assessment or an assessment by another person.
- Making necessary improvements
- Presenting the product

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.

TASK 4: Which ATL skills will be useful for your project? Answer the following questions and write your answers in your Process Journal.

- Review the ATL guides below and above.
- 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.
- Which pieces of evidence (listed above) do you already have? Write down your answer in your Journal.

ATL skill	Example Entries from your Process Journal
Social Skills	• How did you delegate responsibility, build consensus and make fair decisions? (If in a group) • How did you listen to many perspectives or pieces of advice? • How did you negotiate with others? • How did you take responsibility for your actions? How did you build relationships?
Communication skills	• How did you communicate with a variety of audiences? • How did you interpret and use non-verbal communication? • How did you include intercultural understandings? How did you use a variety of forms of writing or speaking?
Thinking skills	• How did you forecast possibilities and troubleshoot problems? • Develop opposing arguments? • Create original ideas and make unexpected connections. • Design new improvements or solutions • Consider multiple alternatives. Make connections between various subject groups and disciplines
Research skills	• How did you collect, record and verify your information? • How did you evaluate and select information?

	• How did you understand and use technology systems effectively? • Use a variety of sources and media networks? Compare, contrast and draw connections between many sources?
Self-Management skills	• How did you keep an organized and logical system for recording your progress? • Set goals that were both challenging and realistic? • Bring necessary materials and supplies? • Plan strategies and plans to prepare for success and minimize obstacles. • Meet deadlines? Persevere over obstacles? Reduce stress? • How did you motivate yourself to get it done? How did you reflect on your learning and reflect on your mistakes to learn from them?

Approaches to learning

Thinking

Critical thinking skills

- Identify problems and develop aims, goals and objectives
- Make inferences and draw conclusions
- Identify gaps in knowledge and formulate key questions
- Consider ideas from other perspectives and points of view
- Develop contrary arguments
- Break down large concepts and projects into component parts and combine parts logically as appropriate
- Formulate provocative and relevant questions and goals
- Plan to achieve goals, including identifying targets and outlining steps
- Consider consequences of events
- Identify obstacles and challenges
- Make logical, reasonable judgments and create arguments to support them
- Design improvement to existing machines, media and technologies
- Identify and define authentic problems and significant questions for investigation
- Use multiple processes and diverse perspectives to explore alternative solutions
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

Creative thinking skills

- Generate impossible ideas
- Brainstorm and map thoughts to create ideas and questions
- Consider all alternatives
- Consider the seemingly impossible
- Create novel solutions to a problem
- Evaluate solutions to problems
- Make connections between random things
- Consider opposites to renew perspective
- Apply strategies of guesswork
- Generate "what if?" questions
- Transfer and apply existing knowledge to generate new ideas, products or processes
- Utilize old ideas in new ways and combine parts in new ways
- Make intuitive judgments
- Create original works and ideas and visualize alternatives
- Practise imitation of works with a focus on the creative process
- Practise flexible thinking—arguing both sides of an idea or issue
- Practise metaphorical thinking, generating questions and challenging conventions
- Challenge one's own and others' assumptions
- Seeing possibilities, problems and challenges positively
- Playing with ideas and experimenting
- Recognizing when an original idea has value and pursuing it

Transfer skills

- Use your knowledge, understanding and skills across subjects to create products or solutions
- Make connections between learning gained in different subject areas
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a diverse perspective
- Create projects and products using knowledge and skills gained across different subject areas
- Use familiar learning skills with unfamiliar content
- Transfer current knowledge to learning of new technologies
- Demonstrate personal responsibility for lifelong learning
- Change the context of your project to gain different perspectives
- Make decisions

Approaches to learning

Self-management

Organization skills

- Keep to class schedules and project deadlines
- Set appropriate management goals and plan strengths to achieve them
- Structure information appropriately in written, oral and visual work
- Arrive to class with the appropriate equipment
- Keep an organized and logical system of information files/notebooks
- Find and select information via different media
- Use different information organizers for different purposes
- Plan strategies to guide your personal project inquiry
- Plan and manage activities to develop a solution or complete a project
- Select and use applications effectively and productively
- Make informed choices to achieve a balance in nutrient, rest, relaxation and exercise

Affective skills

- Demonstrate persistence and perseverance
- Practise focus and concentration to overcome distractions
- Make informed choices on behaviours and course of action
- Seek out criticism and feedback from others and make informed choices about including it in one's work
- Practise being aware of mind–body connection
- Practise positive thinking
- Practise dealing with disappointment and unmet expectations
- Practise dealing with change
- Practise strategies to prevent and eliminate bullying
- Practise strategies to reduce stress and anxiety

Reflection skills

- Consider ethical, cultural and environmental implications of issues
- Consider personal relationships to people, ideas and concepts
- Build understanding of personal learning strengths and weaknesses
- Be aware of areas of perceived limitation
- Develop awareness of the process of effective learning
- Analyse one's own and others' thought processes to think about how one thinks and how one learns
- Pause to reflect at different stages in the learning process
- Implement and measure the effectiveness of different learning strategies
- Demonstrate a preparedness to make changes to ineffective learning strategies
- Seek out constructive criticism
- Keep a reflective journal/portfolio of personal learning experiences focused on both process and content
- Create a record of personal learning change and improvement

Approaches to learning

Research

Information literacy skills

- Access information to be informed and inform others
- Find information in different media
- Read critically and for comprehension
- Read a variety of source for information and for pleasure
- Collect research from a variety of print and digital sources
- Collect and verify data
- Make connections between a variety of sources
- Utilize different media to obtain different perspectives
- Utilize appropriate multimedia technology to create effective presentation and representation
- Reference accurately and construct a bibliography according to recognized conventions
- Understand and implement intellectual property rights and the value of academic honesty
- Identify primary and secondary sources
- Demonstrate awareness of the effects of different modes of information representation and presentation
- Collect and analyse data to identify solutions and/or make informed decisions
- Process data and report results

Media literacy skills

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Locate, organize, analyse, evaluate, synthesize and efficiently use information from a variety of sources and media
- Use and interpret a range of content-specific terminology
- Underline ways in which images and language interact to convey ideas, values and beliefs
- Identify different points of view
- Demonstrate awareness of different media interpretations of events and ideas, including social media
- Critically analyse various text forms for underlying meaning
- Use a variety of technologies and media platforms to source information including social media and online networks
- Utilize different media to obtain perspectives
- Communicate ideas effectively to multiple audiences using a variety of media and formats
- Actively make connections between different media resources in presentations
- Advocate and practise safe, legal and responsible use of information technology

Approaches to learning

Social

Collaboration skills

- Respect and accept sociocultural difference
- Consider, respect and analyse different opinions, points of view, ideas and preferences
- Be empathetic
- Respect different opinions and the points of view of others
- Delegate and take responsibility as appropriate
- Help others: facilitate the success of others
- Take responsibility for own actions
- Resolve conflicts and work collaboratively with appropriate roles in a team
- Understand when and how to build consensus
- Make decisions based on fairness and equality
- Negotiate goals and limitations with peers and teachers
- Help others when appropriate and encourage contribution from others
- Drive change through an understanding of others and especially of group dynamics

Communication

Communication skills

- Use active listening techniques to understand others
- Give and receive appropriate feedback
- Interpret meaning through cultural understanding
- Use a variety of speaking techniques to make meaning clear for different audiences and purposes
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to present to an audience
- Interpret non-verbal communication techniques and use them purposefully
- Negotiate ideas and knowledge with peers and teachers
- Interact, collaborate and publish media with peers, experts or others employing a variety of digital environments and media
- Develop cultural understanding and global awareness by engaging with learner of other cultures
- Write for different purposes
- Make effective notes, in class and for studying
- Summarize and transform information
- Use structural writing planners for different academic tasks
- Organize information logically
- Structure information correctly in summaries, essays, reports and presentations

TASK 5: APPLYING ATL SKILLS

Journal Entry 5: Answer the following questions in your journal. Remember to put the date.

1. What do you think is the biggest challenge in completing this project for you? How do you plan to overcome this challenge? **AtL skill area = Self-management (resilience)**
2. How are you going to organize your time to complete the project? Look at the timeline you created on p.5 and reflect on how you will stay on track and what strategies you will use if your timeline changes for any reasons that you can't foresee now. **AtL skill area = Self-management (organization)**

3. 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 or our school library for help. **ATL Skill area= Research (Media Literacy skills, information literacy skills)**
   1. _____

   2. _____

   3._____

   4._____

   5._____

Journal Entry 6: Answer the following questions in your journal. Remember to put the date.

For your report, you must find **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.). **ATL Skill area= Research (Media Literacy skills, information literacy skills)**

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 connect clearly with the global context I chose?
- 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?			

Journal Entry 7: Answer the following questions in your journal. Remember to put the date.

1. 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. **(ATL Skill area=Communication Skills)**
2. How did you use your communication skills when meeting with your supervisor?

Journal Entry 8: Answer the following questions in your journal. Remember to put the date.

One of the areas you're evaluated on for Criterion B is Social Skills (i.e., collaboration). Write a paragraph for each about how you've demonstrated these skill areas. 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 "in your process journal. **(ATL Skill area=Social Skills-Collaboration Skills)**

Journal Entry 9: Answer the following questions in your journal. Remember to put the 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. Select and list at least three pieces of evidence for the ATL area Thinking Skills" in your process journal. **(ATL Skill area=Thinking Skills-Critical, Creative or Transfer)**

SELF REFLECTION: HOW WILL MY SUPERVISOR EVALUATE MY PROJECT?

TASK 4: Answer the following two questions a) and b) based on the Planning Rubric provided below:

a) There are 3 strands on the rubric for "Planning"—Please circle the statements that describe your progress and write the score out of 8 points that you would give yourself so far:

i. ____ ii. ____ iii. _____

b) Write a reflection in your journal about your progress so far according to the rubric. What grade based on the Planning Rubric below you would give yourself so far? Explain why and how each of the descriptors on the rubric applies to what you have done, or you haven't done so far.

Example Journal Entry: In the rubric, in order to get a 7-8 band, I need to do the following things:

i. states a learning goal and **explains** the connection between personalinterest(s) and that goal
ii. states their intended product and presents multiple appropriate, **detailed** success criteria for the product

presents a detailed plan for achieving the product and **all** of itsassociated success criteria.

This means, I need to state a learning goal and explain the connection between my personal interest and my goal. I have done this during Stage 1. Here is how I stated my goal: "My goal is to learn about fishing and the personal connection I have for choosing this goal is that as a child, I always went fishing with my grandfather. He always found the best and the biggest fish. I never quite understood how he did that and always wanted to know how but he passed away two years ago and I could never ask him this question. This is why I would like to do learn more about how to catch the biggest and the best fish".

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:

	iii. states a learning goal and **explains** the connection between personal interest(s) and that goal iv. states their intended product and presents multiple appropriate, **detailed** success criteria for the product v. presents a detailed plan for achieving the product and **all** of its associated success criteria.

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.

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.

TASK 6: Thinking About Success Criteria

Complete the chart by responding to each direction on the left column and writing your answers into the right column.

State Your Goal and Your Product:	Your Responses
Describe exactly the steps you will need to do to accomplish your goal:	
What items must be present to know you have accomplished your goal? For example, if your goal is to make a website, how will you know you have accomplished that? You might create a list of requirements that list what sections will be in the website, how many visuals you want to have, how many videos or links you will have, etc.	
If you had to give yourself a grade, what grade would you give yourself and why? How would you differentiate from an A, B, C, or D project?	

Success Criteria: **Form** What will it look like? What materials will I use? What tools will I use? What size will it be? How will it be assembled? What will it look like?	
Function What is its purpose? Who is it for? What will it do? How easily can it be used/maintained?	
User/Audience Who is it for? Consider age, gender, socioeconomic background.	
Cost Is there a maximum cost? Is this a material or time cost?	

EVALUATING THE PRODUCT

TASK 7: Below are **ideas** to help students evaluate their products based on their chosen success criteria. Answer each question as best as you can based on your progress so far. Use the space provided below for your answers. Some questions may not be applicable yet.

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

TASK 8: Look at the following criteria with your supervisor. Make sure for each item under "Report Checklist", you have completed the tasks that are stated with command terms in the middle. Provide your supervisor with the evidence that is listed on the far-right column under "Evidence". Put a checkmark inside the boxes for each item that you have already completed. This checklist is to ensure you have the highest score on the report.
Supervisors should pay attention to these criteria as this is the criteria that you will grade the Report and you need to make sure students have clearly provided evidence for each command term below.

PERSONAL PROJECT OBJECTIVE A: PLANNING

Objective A: Planning	REPORT CHECKLIST	EVIDENCE (examples only)
LEARNING GOAL & PERSONAL INTEREST **Criterion A** **Strand i.** *State a learning goal for the project and explain how a personal interest led to that goal*	❑ **LEARNING GOAL:** Explain what you want to ***learn*** by completing this project ❑ Identify what initially sparked your interest in this topic & explain its connection to the learning goal ❑ Describe what makes your goal **personal** through your experiences & interests ❑ Discuss what knowledge & skills you had before you begin this process *you could:* • Identify what you **already knew** about this topic from your **subjects/classes** (similar projects/units you completed in school) • Identify what you **skills you already had** that will help achieve your goal • Identify what you already knew or could do **outside of a school subject**	• Brainstorms • Planning sheets • Proposal Panel • A list and/or diagram of interests and related learning goals • A list of possible strategies to achieve personal and academic goals • A diagram showing the connections between the learning goal and the product
	❑ **OPTIONAL**: Connect the goal & Global Context to the real world through research: why does your project matter? In what ways is it significant and worthy of study?	
PRODUCT GOAL & SUCCESS CRITERIA **Criterion A** **Strand ii.** *State an intended product and develop appropriate success criteria for the product*	❑ **PRODUCT GOAL:** Explain what you want to ***do*** or ***make*** by completing this project ❑ Develop criteria that are **specific, rigorous, realistic, testable** ❑ Develop criteria that are directly **related to the product goal, GC (optional)** and **research** ❑ Develop criteria that measure the **quality** of the goal ❑ Explain & justify criteria based on the transfer of research to product (**optional**: learning goal and GC)	• Brainstorms • Planning sheets • Proposal Panel • Success Criteria (final) • Drafts and plans of success criteria • Research notes that support success criteria

PLAN **Criterion A** **Strand iii.** *Present a clear, detailed plan for achieving the product and its associated success criteria.*	❑ Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies ❑ Include details, specifics and personal examples on planning tool ❑ Include both short and long-term planning broken down by steps ❑ Uses the MYP PP PLANNER 2023-2024 as a guide; https://www.woostercolts.com/cms/lib/NV02000980/Centricity/Domain/27/MYP%20PP%20Planner%202021-22%20Student%20Copy.pdf ❑ Include success criteria & their targeted completion as one aspect of plan ❑ Reference a range of sources in a properly MLA formatted **Works Cited** (and Works Consulted)	• A series of steps leading to the completion of the product • A timeline for completing short- and long-term tasks • To-do lists • GANTT Charts • Long-term plan (personal) • Short-term plans with details • Stage 2 Package Planning Timeline Task

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PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

Objective B: Applying Skills	REPORT CHECKLIST	EVIDENCE (examples only)
AtL SKILLS & LEARNING GOAL **Criterion B** **Strand i.** *explain how the ATL skill(s) was/were applied to help achieve their learning goal*	❑ Identify the chosen AtL Skill(s) **developed** throughout the process of achieving the learning goal ❑ Explain how the AtL Skill(s) were applied to help achieve the learning goal ❑ Justify **strengths and limitations** of chosen AtL Skill(s) ❑ Include evidence of a broad range of chosen AtL Skill Category	• a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen

AtL SKILLS & PRODUCT GOAL **Criterion B** **Strand ii.** *explain how the ATL skill(s) was/were applied to help achieve their product.*	❑ Identify the chosen AtL Skill(s) **developed** throughout the process of achieving the learning goal ❑ Explain how the AtL Skill(s) were applied to help achieve the learning goal ❑ Justify **strengths and limitations** of chosen AtL Skill(s) ❑ Include evidence of a broad range of chosen AtL Skill Category	• a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen

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