

CHEKCLIST: STAGE 3- REFLECTING

Your name_____	Student Initials	Supervisor initials	Supervisor _____
Taking appropriate actions toward your goal. Review your planning calendar worksheet from Stage 2 and reflect in your journal about the tasks you've accomplished. Are you on track? Do you need to do more research? Additional planning?			
You have at least 9 journal entries so far? You should have a total of 12 entries by the time you finish this Stage 3 pack.			Supervisors should check that students have 12 Journal entries in the Process journal. These entries are going to help with writing the rough draft if properly entered previously. They are aligned with the rubrics to help with the report.
Writing a rough draft or outline for stages 1, 2, & 3 of your report. Use the questions in the outline to help you with what to write about.			
Submit a copy of your rough draft or outline to your supervisor to look at			Supervisors should have students submit the typed rough draft on Teams/Canvas with Turnitin check for plagiarism. Students will need their outlines to write their final report in February.
Discuss with your supervisor an agreed upon date for them to return your rough draft or outline to you with written feedback.			Supervisors, please agree on a date to return written feedback on the outline/rough draft to the student. This can be done via Teams or Turnitin or Canvas. Write that date here.

This checklist is
Due November 24th to your Seminar teacher

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.

Answer the following questions in your Process Journal.

Journal Entry 10:

1. How does your product/outcome reflect new ideas or different perspectives?
2. What new understandings did you gain from your research?
3. Do you have to make any changes to your goal? If so, what changes will you make? Why?

Journal Entry 11:

1. How have you met your goals? Use the success criteria you created and write about whether or not you meet the criteria you chose for your project.
2. What was your biggest challenge?
3. What happened that you did not anticipate?
4. Compare your original action plan (check back on what you wrote under criterion A - prompt # on page?) was to what really happened as you progressed in your Personal Project journey.

Journal Entry 12:

1. My plan was (what you planned to do, not whathappened)
Step 1:
Step 2:
Step 3:
Step 4:
*include as many steps as you needed.
2. What decisions did you make throughout your Personal Project journey? Were your decisions appropriate for your chosen project? Why or why not?
3. What did you learn about yourself during the personal project journey?

4. One of the areas you're evaluated on for Criterion D is your reflections on your development as an IB learner. How did your IB Learner Profile attributes (see below for a list) develop as a result of this project? You probably won't talk about all ten attributes. Just select those that apply.

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 analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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

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

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

STAGE 3 ASSIGNMENT: OUTLINE or ROUGH DRAFT OF YOUR REPORT

Name _____ Supervisor _____

You can use the lines provided below or begin typing the report (like a rough draft). It is recommended to type the report and then attach the document on your WCSD OneDrive. Answer these questions in as much detail as you have so far. Your Process Journal entries (12 entries) are aligned with the following outline. Go back to your journal and see what you have there to transfer that information to the outline here. This will be very helpful when you begin writing your report. Be sure to get feedback from your supervisor on your progress so far.

OBJECTIVE A. PLANNING (Aligned with Criterion A rubric strands)

A. 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:*

(About 500+ words of your report)

State a learning goal a learning goal (what you want to learn) for the project **and explain** how a personal interest led to that goal. [strand Ai]

Describe prior learning and subject-specific knowledge that is relevant to your goal.

What skills or content or classes have helped prepare you to be successful in this project?

How? [strand Ai]

Answer the following questions to create the **Planning** part of your draft.

- What was your learning goal for the project? [strand Ai]
- What made your goal a highly challenging goal? [strand Ai]
- How did your personal interests influence the selection of your goal? [strand Ai]
- What relevant prior knowledge did you have? [strand Ai]
- How has subject-specific learning and the transfer of this learning impacted your project? [strand Ai]

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

B. PRODUCT GOAL & SUCCESS CRITERIA

Criterion A Strand ii.

State an intended product and develop appropriate success criteria for the product:

- Explain what you want to **do** or **make** in this project, what is your product going to be at the end? [strand Aii]
- What were your success criteria? [strand Aii]
- Why did you select your criteria? [strand Aii]
- What made your criteria rigorous? [strand Aii]
- Are your criteria **specific, rigorous, realistic, testable**?
- Are your criteria directly **related to the product goal** and **research**?
- Do the success criteria measure the **quality** of the goal?
- Can you show evidence of your success criteria in the form of a table, charts, pictures etc.
Insert your evidence here

[illegible]

C. PLAN

- Use your notes from the Process Journal and/or Stage 1 and Stage 2 packages.
- 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.
- Explain the step-by-step process and timeline you used as you worked to complete your project. [strand Aiii]-(insert evidence if you have a timetable (a screenshot of your timetable or a chart) that you have used to plan
- How did you manage your time and resources effectively? [strand Aiii]
- 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)

6

OBJECTIVE B: APPLYING SKILLS (Aligned with Criterion B rubric strands)

A. ATL SKILLS & LEARNING GOAL **(About 500+ words of your report)**

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

Think about the following questions and answer them when applicable to your process.
Insert evidence from your process journals and/or other pieces of evidence that you have from your research or interviews etc. Possible evidence ideas:

- 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.
 - 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 (communication skills)
- Check ATL Skills list in Stage 1 and Stage 2 packages and at the end of this package:
Research Skills
 - What sources did you use? [strand Bi and Bii]
 - How did you know they were credible? Accurate? Relevant? Objective? [Bi and Bii]

Communication Skills

- How did you use your communication skills when meeting with your supervisor or others? [B iii]

Social Skills

- How did you collaborate throughout your project?
- 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 build relationships?

Thinking Skills

- Why did you choose to express your learning through your chosen product/outcome? [Bi]

Self-management Skills

- How did you set goals that were both challenging and realistic?
- How did you plan strategies and plans to prepare for success and minimize obstacles?
- How did you 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?
- How have you developed as a learner, specifically your awareness and development of ATL skills

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

B. 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 **product**.
- Explain how the AtL Skill(s) were applied to help achieve the **product**.
- Justify **strengths and limitations** of chosen AtL Skill(s)
- How did you forecast possibilities and troubleshoot problems?
- How did you develop opposing arguments?
- How did you create original ideas and make unexpected connections?
- How did you design new improvements or solutions?
- How did you consider multiple alternatives/perspectives?
- How did you make connections between various subject groups and disciplines?
- Describe your process of creating the product in general. What were your successes? (If you aren't finished with the product yet...that's okay this is just a rough draft/outline, but you need to show evidence (a screenshot or a picture of the product) of the finished product in your final report due February)
- Include evidence of a broad range of chosen AtL Skill Category
- Check ATL Skills list in Stage 1 and Stage 2 packages and insert any tables, charts, or notes as evidence.

Types of journal entries that you created and how they vary (depending on the goal). Reflect on your self-management and planning skills. Refer to them as your ATL skills and explain how you have applied these skills to your goal. Is this a strength of yours? A weakness? Refer to your journal entries and describe your planning process. It is common in the report to refer to specific journals as evidence of your planning and your process so reflect on the types of journals you have (pictures, links, sketches, diagrams, etc.). Do you have enough evidence to refer to so far? Possible evidence ideas:

- 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.
- a series of inquiry questions (research skills)
- sample correspondence with the project supervisor (communication skills)

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A. IMPACT OF PRODUCT

- Demonstrate a deeper knowledge and understanding of the topic.
- Use evidence to justify new knowledge of topic gained Identify & explain how the student has developed as a learner, using the learner profile attributes, which can be found in your Student Introduction package.
- Discuss strengths & weaknesses (academic & personal) in reference to the process of completing the Personal Project Identify challenges faced and solutions developed to meet those challenges.
- Consider the possible impact the project could have on future learning, e.g., in the IB DP, college or work.
- Discuss the lasting impact of this project by reflecting on how completing the project has extended your knowledge and understanding of the topic and the world.

-
- This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a document template. There are no margins, text, or other markings present.

Keep this outline/rough draft to
help you write your report

Be sure you are demonstrating and reflecting in your draft about your use of all of the ATL skills below. Which ones were challenges for you and at what stage?

AtL skill	Examples from your process journal	Do you have evidence of all of these? <u>Describe</u> journals that demonstrate this skill
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?	☐ Notes from supervisor meetings? Surveys from others about how to improve on what you have done so far. ☐ _____ ☐ _____
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?	☐ Notes on interviews with experts? How are you seeking to spread your knowledge to others? How are you building an audience? ☐ _____ ☐ _____ ☐ _____
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	☐ Brainstorms? Design sketches? ☐ _____ ☐ _____
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?	☐ Research sources worksheet? Descriptions and evaluating the quality of links/sources? ☐ _____ ☐ _____ ☐ _____

	• 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?	☐ Planning timeline/calendar (Stage 2 “to do” list)? “How would I evaluate my project” (Stage 2) or description of criteria you would use to evaluate yourself? Lists of deadlines. ☐ _____ ☐ _____ ☐ _____

SECTION 4: 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”.

Supervisors should pay attention to these criteria as this is the criteria that you will grade the Report with and you need to make sure students have clearly provided evidence for each command term below.

PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

Objective B: Applying Skills	REPORT CHECKLIST	EVIDENCE (examples only)
AtL SKILLS & 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	• 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)
Criterion B Strand i. <i>explain how the ATL skill(s) was/were applied to help achieve their learning goal</i>	☐ Justify strengths and limitations of chosen AtL Skill(s) ☐ Include evidence of a broad range of chosen AtL Skill Category	

		• summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen
AtL SKILLS & PRODUCT GOAL	☐ Identify the chosen AtL Skill(s) developed throughout the process of achieving the learning goal	• 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
Criterion B Strand ii. <i>explain how the ATL skill(s) was/were applied to help achieve their product.</i>	☐ 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	

Created by Amber J. Rhinehart MYP Coordinator Lincoln Community School, Accra Ghana

SECTION 5: 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”.

Supervisors should pay attention to these criteria as this is the criteria that you will grade the Report with, and you need to make sure students have clearly provided evidence for each command term below.

PERSONAL PROJECT OBJECTIVE C: REFLECTING

Objective C: Reflecting	REPORT CHECKLIST	PROCESS JOURNAL ENTRIES & EXTRACTS
IMPACT OF PRODUCT	☐ Demonstrate a deeper knowledge and understanding of the topic ☐ Use evidence to justify new knowledge of topic gained	• summary of new knowledge or insights related to the learning goal • Surveys of audience (impact)
Criterion C Strand i. <i>Explain the impact of the project on themselves or their learning</i>	☐ Identify & explain how the student has developed as a learner, using the IB Learner Profile Traits ☐ Discuss strengths & weaknesses (academic & personal) in reference to the process of completing the Personal Project ☐ Identify challenges faced and solutions developed to meet those challenges ☐ Consider the possible impact the project could have on future learning, e.g. in the DP ☐ Discuss the lasting impact of this project (<i>see below</i>)	
	OPTIONAL ☐ Demonstrate a deeper knowledge and understanding of the global context ☐ Use evidence to justify new knowledge of global context gained	
EVALUATION OF PRODUCT	☐ Use the student's product/outcome success criteria (specifications) to assess the product and to what extent the goal was achieved; mark the checklist & rubric to determine a final level ☐ Evaluate the quality of the product/outcome by justifying the reasons for the final level awarded with specific examples used	• evaluation of the product against the success criteria • images showing key features of the product • analysis of the causes for success and/or failure • Audience reviews & survey • Meeting with supervisor notes
Criterion C Strand ii. <i>Evaluate the product based on the success criteria.</i>	OPTIONAL ☐ Explain any changes made to the product/outcome during the process and why changes were made ☐ Identify possible improvements to the product/outcome	

Created by Amber J. Rhinehart MYP Coordinator Lincoln Community School, Accra Ghana