



Signal Mountain Middle/High School

MYP Personal Project

PARENT HANDBOOK



SMMHS strives to develop socially responsible and engaged scholars who will positively impact their community, country, and world.

Personal Project Coordinators:

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What is the Personal Project?

The *Personal Project* encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project enables students to pursue their personal interests further in the MYP.

Students are expected to spend approximately 25 hours on their personal project. This time includes meeting with supervisors; independent learning through research, planning, development and completion of the project; and reporting of the project. Students who successfully complete the personal project are eligible for IB MYP course results. Successful completion of the personal project is a requirement for awarding the IB MYP certificate and a prerequisite for students wishing to take any Diploma Program classes.

The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP.

The project offers many opportunities for differentiation of learning and expression according to each student's individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

Aims of the Personal Project

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The personal project is an opportunity for students to:

- *inquire*
 - explore an interest that is personally meaningful
 - take ownership of their learning by undertaking a self-directed inquiry
- *act*
 - transfer and apply skills in pursuit of a learning goal and the creation of a product
- *reflect*
 - recognize and evidence personal growth and development.

Objectives of the Personal Project

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.



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| Objective A: Planning | <p>Define a clear goal and global context for the project, based on personal interests.</p> <p>Develop criteria for the product/outcome.</p> |
| Objective B: Applying Skills | <p>Explain how Approaches to Learning Skills were applied to achieve a learning goal and product.</p> |
| Objective C: Reflecting | <p>Evaluate the quality of the product/outcome against their criteria.</p> |
| | <p>Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context.</p> |
| | <p>Reflect on their development as IB learners through the project.</p> |

The Personal Project Supervisor

The Personal Project supervisor's responsibilities are to:

- guide the student on how to complete the process successfully;
 - provide constructive feedback during each stage of the project;
 - communicate with students throughout the process;
 - ensure that the student's project is guided by a global context;
 - assess the completed project according to the criteria; and
 - ensure that the project is authentic & entirely the student's own work.
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Inquiry in the Personal Project

The personal project is a culminating example of inquiry because it reflects students' ability to initiate, manage and direct their own inquiry. The inquiry process in the personal project involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome
- evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic as well as to develop an understanding of themselves as learners.

Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters). Students may consider the following questions as they choose a global context through which to focus their project.

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

| Global context | Examples |
|-------------------------------------|--|
| Scientific and technical innovation | Design a 3D model of a solar device with instructions for construction. |
| Orientation in space and time | Investigate how, in history, different cultures have made use of energy for different needs. |
| Globalization and sustainability | Debate Hervé Kempf's ideas about "how the rich are destroying the Earth". |

| Global context | Examples |
|----------------------------------|---|
| Identity and relationships | Examine the question, "Why does rap speak to me?". |
| Orientation in space and time | Explore the development of rap as a style of music across continents. |
| Personal and cultural expression | Perform a rap song for peers and have a question-and-answer session. |

Personal Project Assessment Rubrics

Criteria A: Planning

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

Criteria B: Applying skills

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

Criteria C: Reflecting

| Achievement Level | Descriptors |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none"> • states the impact of the project on themselves or their learning • states whether the product was achieved. |
| 3-4 | The student: <ul style="list-style-type: none"> • outlines the impact of the project on themselves or their learning • states whether the product was achieved, partially supported with evidence or examples. |
| 5-6 | The student: <ul style="list-style-type: none"> • describes the impact of the project on themselves or their learning • evaluates the product based on the success criteria, partially supported with evidence or examples. |
| 7-8 | The student: <ul style="list-style-type: none"> • explains the impact of the project on themselves or their learning • 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
- could include ways in which the student has grown or changed as a result of the project.

Definitions

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| 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. |
| Evaluate | Make an appraisal by weighing up the strengths and limitations. |

PERSONAL PROJECT

DEADLINES

OCTOBER 27, 2021

goal, inquiry question, and global context added to your worksheet in ManageBac
at least one supervisor meeting recorded on the Academic Honesty Form
a minimum of three substantive entries in the Process Journal
Specific criteria added to your project proposal, a timeline AND
report draft of Criterion A uploaded to “Project Documents”

DECEMBER 8, 2021

at least two supervisor meetings recorded on the Academic Honesty Form
a minimum of six substantive entries in the Process Journal,
evidence of your product in the intermediate stage in the Process Journal
report draft of Criterion A & B uploaded to “Project Documents”

FEBRUARY 16, 2022

at least three supervisor meetings recorded on the Academic Honesty Form
a minimum of nine substantive entries in the Process Journal, works cited, &
evidence of your product in the final stage in the Process Journal &
Final rough draft of Criterion A-C uploaded to “Project Documents”

MARCH 2, 2022

final report with supervisor-suggested revisions uploaded to “Project Documents”

MARCH 21, 2022

supervisor assessment of project and final report

APRIL 1, 2022

report revisions due for students who wish to earn a better score for personal benefit or DP eligibility

*Spring 2022

attendance at Signal Showcase is mandatory for project completion
be prepared to present for 30 minutes with a laptop/tablet