



District of Columbia
International School

Middle Years Programme (MYP)



Grade 10 Personal Project Guide 2019–20
Student Edition



Student	PPD/ATL Advisory
Personal Project Supervisor	
Inquiry and Purpose (Topic)	
Projected Outcome (Goal)	

Meet DCI 2019-2020 Personal Project Team!

Kenya C. Ramey, Personal Project Coordinator

“She who learns, teaches.”

As a 4th generation educator, Kenya C. Ramey pedagogy is influenced by the historiography of indigenous cultures of the world and contemporary movements; Having received her formal education from Virginia State University (BA, History) and Temple University (MA & MEd, Africana Studies - Social Studies Teacher Education). For the past 15 years, Kenya has serviced as an educator for NYC Department of Education, School District of Philadelphia and several international communities: Ghana, Tanzania, Ethiopia, South Africa, Cuba, Brazil, India, Haiti and Puerto Rico. Currently, Kenya engages as Personal Project Coordinator at the District of Columbia International School, where she supports International Baccalaureate global context themed student development. As a public speaker, Kenya has facilitated more than 100 lectures, workshops and professional development seminars around diversity, equity and inclusion within education. She is furthering her scholarship, practice and leadership by pursuing her Doctorate of Education (EdD) degree in Educational Administration and Supervision at Virginia State University. In her walk, Kenya interconnects her paradigm, professional experiences and community engagement to be manifestations of her essential commitment to education, cultural advocacy and social/human rights.

Catherine Hendrix, 10th Grade English/PPD Teacher

As a daughter of diplomat parents and a traveler since my birth in Singapore, I’m fortunate enough to have learned about the interconnectedness of the world through travel. This is one of the reasons I am committed to the IB value of international-mindedness. Trained at the University of Maryland, College Park, and Johns Hopkins University, I previously worked in international development and had the privilege of living in Cote d’Ivoire and working in many other countries in sub-Saharan Africa. My love of reading, learning, and exploration forms the



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foundation of my teaching practice. After having taught at KIPP College Prep and Cesar Chavez Schools in DC, I am very excited to be teaching Personal Project Development and English Language and literature at DCI! Aside from an airplane ticket, there's no better way than reading and writing to get to know the world and ourselves.

Corbin Curtis, 10th Grade English/PPD Teacher

Hello! This is my second year at DCI. I am originally from a small rural town in Ohio, and I earned my BA in English at Ohio University before moving to DC. Soon after graduation, I joined the DCI English team as a resident co-teacher through my M.Ed. program at Johns Hopkins University, and I am thrilled to be back again this year as a lead classroom teacher. While I primarily teach English 10, I'm very excited to instruct a session of Personal Project and Development as well. It's a great opportunity to see the kids in a different academic setting where they are pursuing topics that truly interest and inspire them personally while growing as learners at the same time. I'm looking forward to a wonderful, productive year!

2019 - 2020 Personal Project Timeline

Week of	Phase	Benchmark	Complete?
9.9.19	<u>Introduction</u>	<ul style="list-style-type: none"> Personal Project is assigned Students investigate Personal Project resources and support materials Brainstorming and Planning for Personal Project 	
9.16.19	<u>Pre-Investigation</u>	<ul style="list-style-type: none"> Process Journals established 	
9.23.19		<ul style="list-style-type: none"> Global Context Theme Overview 	
9.30.19		<ul style="list-style-type: none"> Students begin research and evaluate(2-3) sources of information 1- 2 Journal entries 	
*TBA		<ul style="list-style-type: none"> Parent Information Meeting: The 4 Elements of the Personal Project 	
*TBA		<ul style="list-style-type: none"> Personal Project Dispatch letter home 	
10.7.19	<u>Investigating</u>	<ul style="list-style-type: none"> Students create a Calendar for Investigating Students begin working on report Students begin writing Goal Statement Students complete research (5-6) additional sources 	
10.14.19		<ul style="list-style-type: none"> Personal Project Draft Proposal 2018-19 Students evaluate(2-3) sources of information Academic Honesty reviewed in ATL Classes 1-2 Journal entries 	
10.21.19	<u>Planning</u>	<ul style="list-style-type: none"> Students create a Calendar for Planning 	

		<ul style="list-style-type: none"> ● Create an Annotated Bibliography with your sources that includes MLA bibliography entries and annotations ● Students evaluate (2-3) sources of information ● PP topics are matched with Supervisors ● 1- 2 Journal entries 	
10.28.19		<ul style="list-style-type: none"> ● Students evaluate (2-3) sources of information ● Managebac-meet with supervisor to check in with progress, evaluate sources, and to clarify the criteria ● Students schedule initial meeting with Supervisor ● Students continue working on rough draft of report ● 1- 2 Journal entries 	
11.4.19		<ul style="list-style-type: none"> ● Students evaluate (2-3) sources of information ● 1-2 Journal entries 	
11.11.19	Taking Action	<ul style="list-style-type: none"> ● Students create a Calendar for Taking Action ● Students begin working on product ● Students continue working on rough draft of report ● 1-2 Journal entries 	
11.18.19		<ul style="list-style-type: none"> ● Students continue working on product ● Students continue working on rough draft ● 1-2 Journal entries 	
11.25.19		<ul style="list-style-type: none"> ● Students finish rough draft of report ● Students continue working on product= ● 1-2 Journal entries 	
12.2.19		<ul style="list-style-type: none"> ● Students continue working on product ● Students continue working on report (a 'scaffold' to help you in this is attached below) ● 1-2 Journal entries 	
12.9.19 - 12.19.19	Reflecting	<ul style="list-style-type: none"> ● Students continue working on product ● 1-2 Journal entries ● Continued work towards final draft of the report, leading to a complete 1500 - 3500 word draft ● At least one meeting with your supervisor to check in with your progress 	
Winter Break		<ul style="list-style-type: none"> ● Catch up on anything that needs completing!!! 	
1.6.20 - 1.10.20	Work Completion	<ul style="list-style-type: none"> ● Completed draft of report, leading to a complete 1500 - 3500 word draft 	



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1.13.20 - 2.28.20	<u>Product Implementing</u>	<ul style="list-style-type: none"> Finalizing implementation of the product Final supervisor check in including final ACADEMIC HONESTY meeting about final draft and product completion 	
1.27.20 - 1.31.20 2.3.20 2.10..20 2.17.20 2.24.20 3.2.20- 3.13.20	<u>Internal Moderation and Reflection</u>	<ul style="list-style-type: none"> Internal standardization and assessment of projects Supervisor feedback to students Weekly Check-Ins towards Showcase Continued Product implementation (*if necessary) Continued Report Finalizing (*if necessary) Students make final modifications and upload all items to Managebac (if this is not done already!) Showcase Preparation 	
March	<u>Submission to IB</u>	<ul style="list-style-type: none"> Supervisors upload evidence to IB 	
3.19.20	<u>PP Exhibition</u>	<ul style="list-style-type: none"> Parent and Peer Personal Project Showcase (DCI Theater) 	

***Dates are subject to change when necessary.**

What is the Personal Project?

The *personal project* encourages Grade 10 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 provides an 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 students' 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.

Personal Projects should be student-centered, age-appropriate, and enable students to engage in practical explorations through a cycle of inquiry, action and reflection. All Personal projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the



development of independent, lifelong learning skills.

The Purpose of the Personal Project

The **aims** of the Personal Projects is to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

The Personal Project should relate directly to a **Global Context**. These are:

Identities and relationships

An inquiry into identities and relationships explores the following areas:

- The nature of the self
- Beliefs and values
- Personal, physical, mental, social and spiritual health
- Human relationships including families, friends, communities and cultures
- Rights and responsibilities
- What it means to be human

Orientation in space and time

An inquiry into orientation in space and time explores the following areas:

- Where we are in place and time
- Personal histories
- Homes and journeys
- The discoveries, explorations and migrations of humankind
- The relationships between, and the interconnectedness of individuals and civilizations, from local and global perspectives

Personal and cultural expression

An inquiry into personal and cultural expression explores the following areas:

- How we express ourselves



- The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- The ways in which we reflect on, extend and enjoy our creativity
- Our appreciation of the aesthetic

Scientific and technical innovation

An inquiry into scientific and technical innovation explores the following areas:

- How the world works, the natural world and its laws
- The interaction between the natural world (physical and biological) and human societies
- How humans use their understanding of scientific principles
- The impact of scientific and technological advances on society and on the environment

Globalization and sustainability

An inquiry into globalization and sustainability explores the following areas:

- How we organize ourselves
- The interconnectedness of human-made systems and communities
- The structure and function of organizations
- Societal decision-making
- Economic activities and their impact on humankind and the environment

Fairness and development

An inquiry into fairness and development explores the following areas:

- Sharing the planet
- Rights and responsibilities in the struggle to share finite resources with other people and with other living things
- Communities and the relationships within and between them
- Access to equal opportunities
- Peace and conflict resolution.

They should also relate to our Mission Statement:

DC International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multilingual, culturally competent, and committed to proactively creating a socially just and sustainable world.



http://www.dwight.or.kr/uploaded/Academics/Images/MYP/IMG_0334.JPG

Objectives of the Personal Project

There are four academic objectives for the Personal Project. During the course of the Project, students will collect evidence of:

A Investigating

Students should be able to:

- define a clear goal and context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

B Planning

Students should be able to:

- develop criteria for the product/outcome
- plan and record the development process of the project
- demonstrate self-management skills

C Taking action

Students should be able to:

- create a product/outcome in response to the goal, context and criteria
- demonstrate thinking skills
- demonstrate communication and social skills

D Reflecting

Students should be able to:

- evaluate the quality of the product/outcome against their criteria

- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- reflect on their development as an IB learner through the project.



<http://www.royalgazette.com/storyimage/RG/20150223/NEWS05/150229906/AR/0/AR-150229906.jpg&Logo=/images/rglogo1.gif&LogoXPos=5&LogoYPos=5&maxw=630&maxh=350>

Deliverables for the Personal Project

There are three main deliverables for the Personal Project

1. The project itself

There are essentially two types of Personal Projects.

A. Those which research a topic and result in an **extended piece of writing**

These pieces should have a very clear purpose. The writing should not be a simple narrative recount or outline.

Students should:

- Decide on their topic
- Generate a clear purpose for their writing (to inform, educate, entertain, persuade, instruct, investigate etc.)
- Determine who their audience will be (this will shape their language)
- Decide on an appropriate form (this will give their writing a purposeful structure)

B. Those which involve creating something and result in a **product or event**

This option allows students to use their creative talents to build, design or make something. Their personal statement will be shorter but should follow the required format as set out in this document.

It is essential that **students discuss their ideas with their supervisor to determine whether or not they are realistic**. This may be the first time that students have undertaken a significant



piece of independent investigation so it is anticipated that students will require the support of their supervisor.

The key elements to any successful and meaningful Personal Project are: originality, individuality, personalization and having a genuine interest in the topic.

Some past examples of the type of thing students can achieve in a Personal Project are

- An original piece of art/music/drama/dance composition/playwriting etc.
- An original science experiment
- A written piece of work on a special topic
- An invention or specially designed object or system
- A carefully researched essay on a subject that interests students
- Research on an idea
- Creating a game/website/sport/book
- A musical production/CD/original recording /design/promotion

Some specific examples from the past in other schools include:

- How primary school students learn languages (extended writing)
- The importance of sports for disabled people (extended writing)
- How different types of music are used in advertising (extended writing)
- Producing a school play (event)
- Training/ coaching and organizing a tennis tournament (event)
- A painting about a theme: a grandfather's life story (product)

In all cases: The design, building, performing, writing and doing should not be rushed. A considerable amount of preparation needs to occur prior to actual product or event. There must be a strong purpose to their project and students should think about how students will meet their goals.

Remember that students will learn from their mistakes; ensure that students seek the advice of their supervisor on a regular basis.

2. A process journal

Students are required to keep a process journal for their Personal Project. Their process journal should have all their rough ideas (even if their ideas change over the duration of the project),

rough drawings, etc. It is a practical workbook. Student should record their progress in the journal, and use their notes/drawings to reflect on their ideas, achievements, obstacles, etc.



Here are some headings students could use to help provide a structure to their journal, ensuring students make best use of the journaling process.

Work completed this week – this section should detail all aspects of work completed on the community project in the week.

Resources consulted – students can record bibliographical details in this section. Students should also record details of any conversations that took place with sources relating to the project.

Challenges / difficulties faced – students should detail obstacles and indicate how students did or intend to deal with them.

Evaluation of progress – This is where students should refer to their initial goals and indicate whether or not students are achieving them. Students may also identify any areas that need improvement at this stage.

A typical journal entry might look like this:

January 23, 2016

I discussed my essay plans again with my supervisor, as I am thinking I would like to adapt them to include more examples. Problem is, if I do that, it will become too long. After discussions and thinking it over, I have decided to cut one of my subtopics in order to leave space for more examples. Over the next week, I need to decide which sub topic to cut, and start researching for more examples. I will start with the library, and then search the internet. Next holidays, I plan to visit the museum and public library to get ideas and check for more resources.

ATL lessons will give students scaffolds to use to shape their writing. These will be included in the Google Classrooms for the students' ATL classes.

Their Process Journal is provided online and accessed through ManageBac.

3. A Project Report

This can be a formal written piece which will explain what students did and how and why students did it. It must be well structured and organized. Students are expected to express their reflective thinking in a concise manner. The personal statement is handed in for assessment along with the Project itself. It can also look different: possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.



Format	Length		
	English, French, Spanish and Arabic	Chinese	Japanese
Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

However, there are some essential elements that their report **MUST** have!

Structure of the Personal Project report

The report must include:

- Title page
- Table of contents
- Body of the report
- Bibliography
- Appendices

The Title page must include:

- Student name
- Title of the project
- Length (word count)
- School name
- Year

The **body** of the report is structured around the objectives and assessment criteria and it must include these sections.

- **An introduction:** What is their personal project about and why should anyone take interest in it? Define the goal of their project. Include an explicit focus on the chosen area(s) of interaction. Identify any specific ATL skills that were of particular importance. If one or two of their sources were particularly relevant students may choose to mention them. The introduction should finish with a guiding statement that identifies the most significant learning that went on for students. (Hint: many authors write the introduction ***last!***)

- Provide a **detailed outline** of how students intended to achieve the project and what changes students may have made. This may be done as a separate section still within the introduction if students more or less followed their initial planning. However, if students made regular adjustments to their initial plans, this should be a section on its own.
- Regardless of whether students include their planning in the introductory section or as a section or sections apart, be sure to **use their GC and Mission Statement focus and ATL skills to explain all the steps** students went through. Refer to the GC, Mission Statement and ATL in sentences regularly. Include what went well, what went wrong and how students overcame difficulties. Specific reference should be made to:

Criterion A: Investigating

How did you:

- define a clear goal and global context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

Criterion B: Planning

How did you:

- develop criteria for the product/outcome
- plan and record the development process of the project
- demonstrate self-management skills.

Criterion C: Taking action

How did you

- create a product/outcome in response to the goal, global context and criteria
- demonstrate thinking skills
- demonstrate communication and social skills.

Criterion D: Reflecting

How did you:

- evaluate the quality of the product/outcome against their criteria
- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- reflect on their development as IB learners through the project.

You are strongly advised to consider separating them out and using the criteria heading as headings in your report.

- Include all other helpful **main headings and subheadings** within the report as fit with their PP experience and process.
- The main body of their report should include detailed, **reflective analysis**. Use **their Global Context (GC) and Mission Statement (MS) focus** to do their analysis. When students discuss their inspiration, bring in the MS and GC. When students discuss their research, bring in ATL and critical thinking skills in order to justify their sources. Every project must bring in research and include referenced examples. Any influences guiding the work, the findings and decisions made should be discussed as well as the resulting product.
- A **conclusion**: Reflect on the impact of their personal project and any new perspectives that could be considered. If students were to do the project again what changes/modifications would students make? Explain why students believe that the personal project has been a valuable learning experience and how it has helped to develop their understanding of IBMYP, the GCs and ATL, especially in response to working independently and meeting deadlines. If students feel it is appropriate, elaborate how much pride students feel in their work. In order to reflect deeply, a student must go back to the initial challenge and goals, then trace through the process. The GC, MS focus and ATL will be an essential part of this process. Students should be able to come to new conclusions about their GC and MS and ATL skills compared to the beginning outline of the project given at the start of the essay. It is helpful to place the process and project in context and to discuss the impact it will have on students or their community in the future.

Length of the report

- The length of the written report consists of a minimum of 1,500 and a maximum of 3,500 words. All written projects whether they be guides or research papers are separate from the report, but students are encouraged to quote and discuss sections of their product within the report. These references may count as examples. Students may also quote a section or sections of their written project in order to justify their use of quotation, varied sources, IT skills, tables, statistics, artistic technique and beyond.
- Remember, a PP report ***should be able to stand alone and meet all criteria for assessment independent of the project***. For example, just because students have a

bibliography for a Tour Guide of Korea, does not mean that students won't need a bibliography for their report, too!

- If students choose creative writing (for example a set of short stories) as a project, the length will need to be agreed upon between students and their supervisor. Students will be expected to analyze quotes from their own stories within the report. The report can still not exceed the 3,500 word limit.

Students will largely write their reports in their PPD/ATL classes.

Can anyone help me to edit my project report?

The project report should be as error-free as possible so it is essential that students seek other people to edit their drafts. In publishing, the editing process is essential so it is essential students apply it in their PP report. Students can approach family, friends and teachers for assistance with grammar, punctuation and spelling matters. However, while they can help students with editing, they can't WRITE the written statement for students. It must ultimately be their own work.

All of these elements will be displayed in a Personal Project showcase on March 19, 2020.



The role of their PPD/ATL Teacher

During the year students will be guided by a PPD or ATL teacher and a Supervisor. Their PPD/ATL teacher will act as the their Project Manager, and meet with students every week for approximately 2 classes to help students to plan, carry out, present and reflect on their project. They and their peers will also give students feedback.

The role of the Personal Project Supervisor

Students will meet with you at least three times during the project. In your role as Project Supervisor you should:

- ensure 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
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in the guide
- provide personal project grades to the MYP coordinator to enter in IBIS
- participate in the standardization of assessment process established by the school



<https://www.sts.ab.ca/image/MYP-exhibition-May-8-2015.jpg>

Using Managebac to Log Student Process and Progress

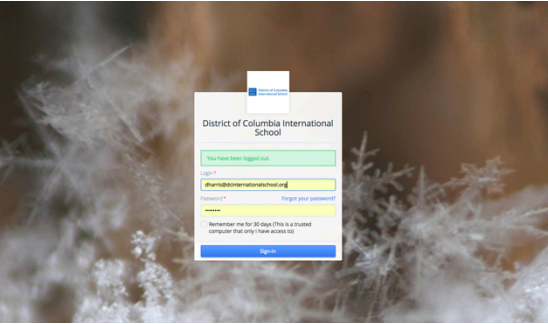
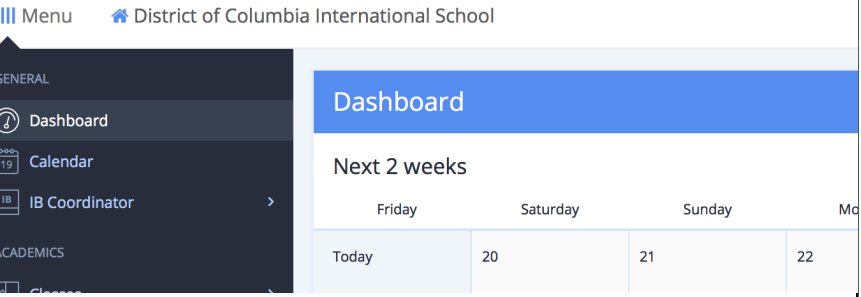
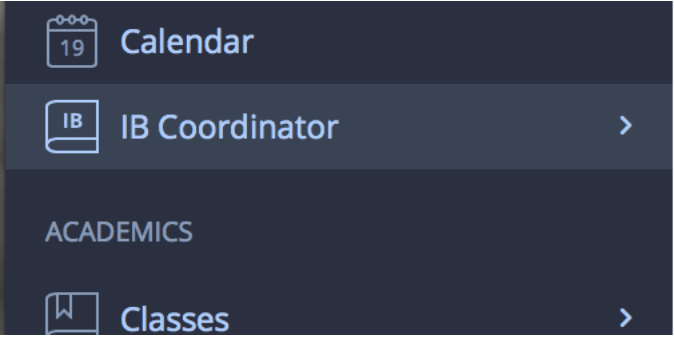
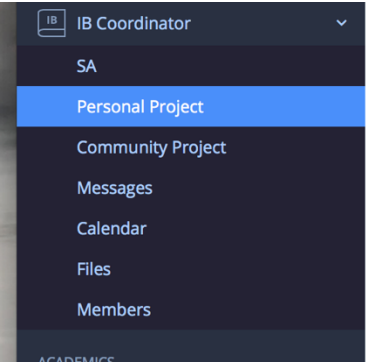
Accessing students' Process Journals

To access, add new entries to and eventually download the Student Personal Project Process Journals, students should...

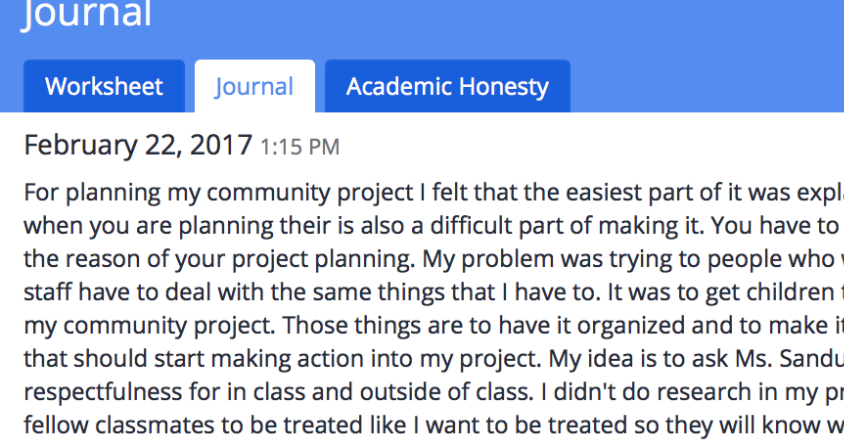
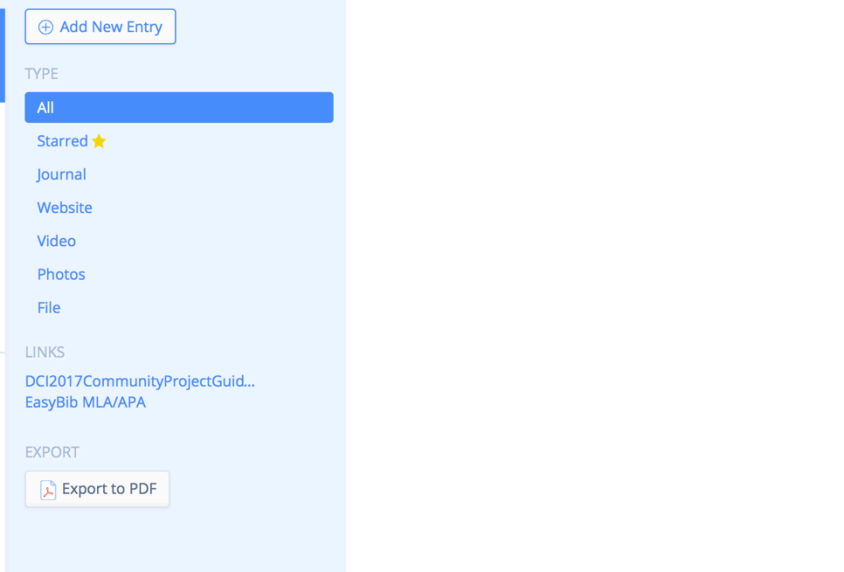
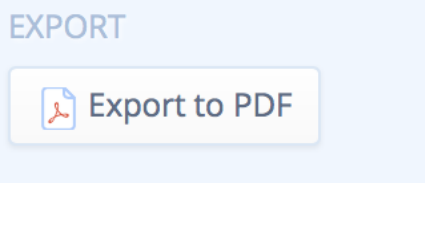


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Log on to dcinternationalschool.magebac.com	
Your 'landing page' should be your 'dashboard'.	
In the left hand menu, click on 'IB Coordinator'	
In the menu that drops down from this select 'Personal Project'.	



<p>Three tabs should appear at the top of the page. The middle tab is the Process Journal. Click to open it...</p>	
<p>... and at the top right hand side of the page there is a button for adding a new entry. Click on this and then add your entry to the field that opens. Don't forget to 'submit' at the end.</p>	
<p>At the very end of the project, you will probably want to export your whole journal to a pdf. This is also done in this menu – the Export button is at the bottom!</p>	

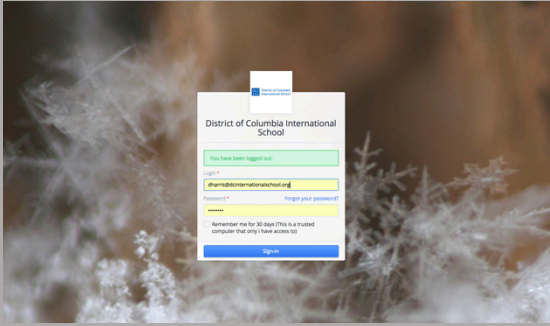
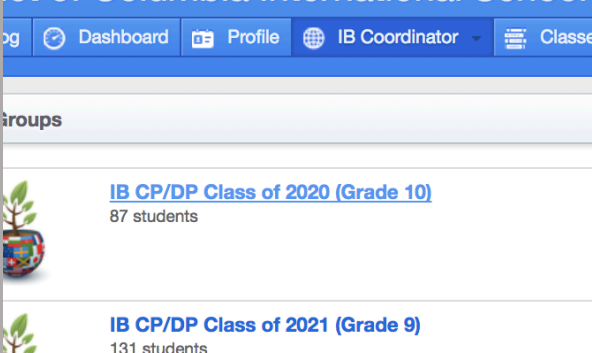
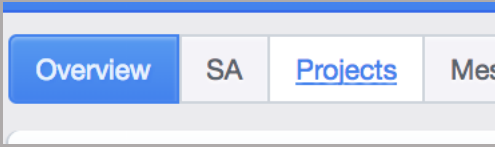
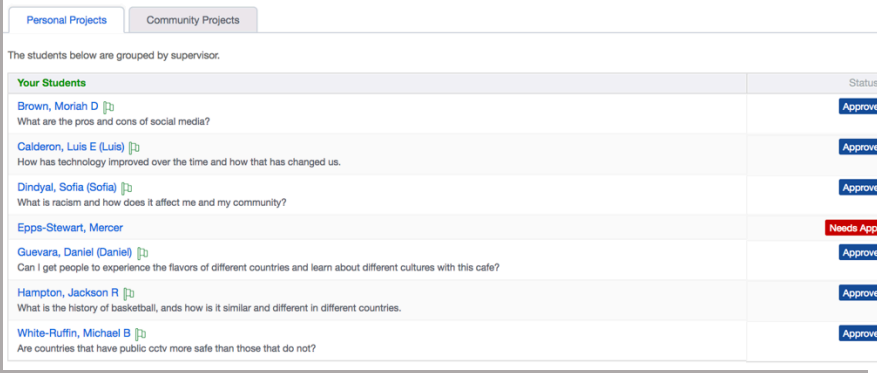
Recording interview notes and logging your meetings.

To add a note to the student's Personal Project 'worksheet'



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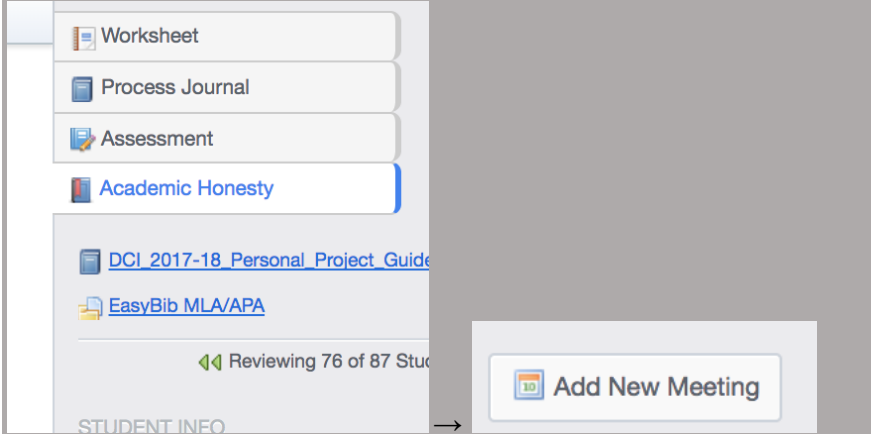
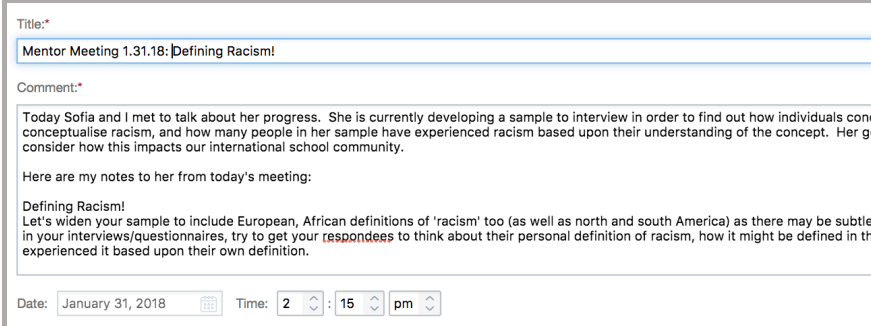
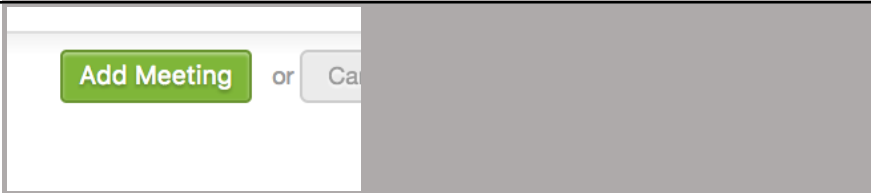
<p>Log on to the teacher version of dcinternationalschool.manager.com</p>	
<p>Your landing page should be the teacher dashboard. Either ...click on 'IB Coordinator' > IB DP/CP Class of 2020 (Grade 10)</p>	
<p>... 'Projects'</p>	
<p>... and then 'Personal Project' and search for your student.</p>	
<p>OR</p>	



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Search the student's name	
And on their summary page click on 'Personal Project'	
... and you will be taken to their Personal Project "Worksheet".	
At the bottom of the page is a section labelled 'Notes and Interviews'. Here you can give suggestions to your supervisee!	
Three meetings should be more formally documented. Together with your supervisee you can decide which, but it is best to space them out!	

<p>To do this, click on 'academic honesty' (yes – I know, it's not intuitive!!) and then 'Add New Meeting'.</p>	
<p>Record together a summary of the meeting in the field that open up...</p>	
<p>... and then click on 'add meeting'.</p>	



At the end of the process we can export these notes into a single document which we attach to the report for assessment/moderation.

Personal Project Academic Honesty

Student Name: Sofia (Sofia) Dindyal

Student Number:

School Name: District of Columbia International School

School Number: 051074

Supervisor Name: Dean Harris

Student: This document records your progress and the nature of your discussion with your supervisor. You should aim to see your supervisor at least three times: at the start of the process, to discuss your initial ideas, then once you have completed a significant amount of work, and finally once your completed report has been submitted.

Supervisor: You are asked to have at least three supervision sessions with your supervisor during the process, an interim meeting and then the final meeting. Other sessions need to be recorded on this sheet. After each session, students should make comments on the progress discussed and you should sign and date these comments.

Date	Main points discussed	Signature
Jan 31, 2018 🕒 2:15 PM	<p>Mentor Meeting 1.31.18: Defining Racism!</p> <p>Today Sofia and I met to talk about her progress. She is currently developing a sample to interview in order to find out how individuals conceptualize racism, how different cultures may conceptualise racism, and how many people in her sample have experienced racism based upon their understanding of the concept. Her goal is to compare and contrast different definitions and consider how this impacts our international school community.</p> <p>Here are my notes to her from today's meeting:</p> <p>Defining Racism!</p> <p>Let's widen your sample to include European, African definitions of 'racism' too (as well as north and south America) as there may be subtle differences in how it is defined in different</p>	<p>Student:</p> <p>Supervisor:</p>



How will students be assessed?

The Personal Project is assessed by criteria in the same manner as the other 8 MYP subjects.

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

- define a clear goal and global context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

Achievement Level	Level Descriptor
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 goal and context for the project, based on personal interests, but this may be limited in depth or accessibility • identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance • demonstrates limited research skills.
3–4	<p>The student:</p> <ul style="list-style-type: none"> • outlines a basic and appropriate goal and context for the project, based on personal interests • identifies basic prior learning and subject-specific knowledge relevant to some areas of the project • demonstrates adequate research skills.
5–6	<p>The student:</p> <ul style="list-style-type: none"> • defines a clear and challenging goal and context for the project, based on personal interests • identifies prior learning and subject-specific knowledge generally relevant to the project • demonstrates substantial research skills.
7–8	<p>The student:</p> <ul style="list-style-type: none"> • defines a clear and highly challenging goal and context for the project, based



	<p>on personal interests</p> <ul style="list-style-type: none"> identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project demonstrates excellent research skills.
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Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

- develop criteria for the product/outcome
- plan and record the development process of the project
- demonstrate self-management skills.

Achievement Level	Level Descriptor
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"> develops limited criteria for the product/outcome presents a limited or partial plan and record of the development process of the project demonstrates limited self-management skills.
3–4	<p>The student:</p> <ul style="list-style-type: none"> develops adequate criteria for the product/outcome presents an adequate plan and record of the development process of the project demonstrates adequate self-management skills.
5–6	<p>The student:</p> <ul style="list-style-type: none"> develops substantial and appropriate criteria for the product/outcome presents a substantial plan and record of the development process of the project demonstrates substantial self-management skills.
7–8	<p>The student:</p> <ul style="list-style-type: none"> develops rigorous criteria for the product/outcome



	<ul style="list-style-type: none"> presents a detailed and accurate plan and record of the development process of the project demonstrates excellent self-management skills.
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Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

- create a product/outcome in response to the goal, global context and criteria
- demonstrate thinking skills
- demonstrate communication and social skills.

Achievement Level	Level Descriptor
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"> creates a limited product/outcome in response to the goal, global context and criteria demonstrates limited thinking skills demonstrates limited communication and social skills.
3–4	The student: <ul style="list-style-type: none"> creates a basic product/outcome in response to the goal, global context and criteria demonstrates adequate thinking skills demonstrates adequate communication and social skills.
5–6	The student: <ul style="list-style-type: none"> creates a substantial product/outcome in response to the goal, global context and criteria demonstrates substantial thinking skills demonstrates substantial communication and social skills.
7–8	The student: <ul style="list-style-type: none"> creates an excellent product/outcome in response to the goal, global context and criteria



	<ul style="list-style-type: none"> demonstrates excellent thinking skills demonstrates excellent communication and social skills.
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Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

- evaluate the quality of the product/outcome against their criteria
- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- reflect on their development as IB learners through the project.

Achievement Level	Level Descriptor
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"> presents a limited evaluation of the quality of the product/outcome against his or her criteria presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents limited reflection on his or her development as an IB learner through the project.
3–4	<p>The student:</p> <ul style="list-style-type: none"> presents a basic evaluation of the quality of the product/outcome against his or her criteria presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents adequate reflection on his or her development as an IB learner through the project.
5–6	<p>The student</p> <ul style="list-style-type: none"> presents a substantial evaluation of the quality of the product/outcome against his or her criteria presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents substantial reflection on his or her development as an IB learner



	through the project.
7–8	<p>The student:</p> <ul style="list-style-type: none">• presents an excellent evaluation of the quality of the product/outcome against his or her criteria• presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context• presents excellent reflection on his or her development as an IB learner through the project.



<https://www.yis.ac.jp/data/news/thumbs/1268.512.jpg>

Assessment Criteria

Personal Project	7-8	5-6	3-4	1-2
Criterion A: Investigating	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
Criterion B: Planning	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
Criterion C: Taking Action	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
Criterion D: Reflecting	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project.

Please see command term definitions in the appendix for clarification of required work.



Advice for you supervisees!!!

Experienced Personal Project students DON'T

1. Panic!
2. Wait until the last minute (procrastinate)
3. Switch their idea during the process
4. Feel embarrassed about asking questions from their supervisor, ATL teacher or the MYP coordinator
5. Rush the process or the report
6. Use more than one Global Context
7. Use the internet as their only source of research
8. Plagiarize (see their supervisor for help)
9. Expect their supervisor or ATL teacher to bind their report (!)

Experienced Personal Project students DO

1. Actively enlist a supervisor you'd like
2. Keep up with their process journal so students can clearly document ATL
3. Refer to former projects in library
4. Decide on a goal they will enjoy and compare this to the GC and MS they've chosen and how this will affect the project as a whole
5. Assign clear work times to organize yourself by making a timeline with clear deadlines
6. Ask questions in their journal and seriously endeavor to answer them
7. Get feedback from friends and discuss their projects with them
8. Consider the type of research students should undertake and include it
9. Define their final goal
10. Get started on their report as early as possible
11. Allow time for multiple drafts of the paper to be discussed with their supervisor
12. Read the assessment criteria regularly
13. Get information from their ATL teacher, Supervisor or Ms. Welsh on correct documentation of sources

Remember that the PP experience is their own! Enjoy the process and think about the positive outcomes along the way. Take the time to give them credit within their process journal along the way. It's not about knowing how to do it before students begin, but about



recognizing their own strengths and weaknesses within the demands of the goal set. The PP is a time to gain confidence and respect for themselves and their ideas. Remaining organized is a great way to keep up optimism, create a positive environment and bring themselves a rewarding outcome. The PP showcase goal is to celebrate this experience. Lastly, don't forget that students are learning in a community. Students are not alone. Other students, ATL teacher, subject teachers, parents and the MYP coordinators are here to help students along the way. Discuss what is difficult or curious with all of us!



http://westvancouver.schools.ca/rockridge-secondary/wp-content/uploads/sites/20/2017/09/IMG_2580.jpg



Personal Project Draft Proposal

Use this page to sketch out a formal proposal for their project. Students may draw on their process journal entries to help students with this draft proposal. Please enter the final draft proposal into Managebac!

1. Introduction

Define the goal of the project and the explicit focus on the chosen Global Context and Mission Statement, and provide an outline of how students intend to achieve the goal)

What is the goal of their project

What is their Goal:
What will students create, analyze, stage, make, and/or do?

Is their goal a **SMART** one? How is it:

Specific: Specific is the What, Why and How of the SMART model <ul style="list-style-type: none">• <i>What are you going to do: direct, organise, lead, plan, build, etc</i>• <i>Why is this important?</i>• <i>How are you going to do it?</i>	
Measurable: If you can't measure it, you can't manage it! Basically, your goal needs to be able to be measured so you know if it is a success.	



<ul style="list-style-type: none"> • Choose goals that you can see the change occur e.g. “I want to read 100 pages a night” not “I want to be a good reader”. • Establish how you will measure your progress 	
<p>Attainable/Achievable:</p> <ul style="list-style-type: none"> • How can you make your goals come true? • Think about all your commitments and your work habits and set your goals so that you can reach them. • If your goals are too far out of reach, you won’t commit to them. • You want to feel SUCCESS! 	
<p>Relevant/Realistic/Results driven:</p> <p>This doesn’t mean “easy” – it means “do-able”. It should push your skills and knowledge but it shouldn’t break you.</p> <ul style="list-style-type: none"> • Your goal has to be realistic: never eating sweets or cakes again may not be realistic if you like these foods. Setting a goal of eating one piece of fruit a day instead of a sweet is realistic. • Be sure to set goals you can attain with effort. <p>Set the bar high enough for a satisfying achievement!</p>	
<p>Time-Bound/Timely:</p> <ul style="list-style-type: none"> • Set a time frame for the goal: for next week, in three months. Putting an end point on your goal gives you a target. • If you don’t set a time, the commitment is too vague. There is no urgency. • Time must be measurable, attainable, realistic. 	



What is your guiding question?	What is the central focus of your project? Why are you focusing on this? Why do you want to do this project?
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(c) What Global Context are students choosing?	
Why?	

(d) How does their project relate to the school's Mission Statement?

(e) What do students need to investigate and research for this project?

2. Description of the process, including production steps, the characteristics, aspects or components of the work.

What are the steps students will need to take to complete this project?



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What are the materials, resources or facilities that students need to complete this project?

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What access do students have to these materials, resources or facilities?

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What costs are involved in this project? (Please note that you are to provide the materials for the completion of the project).

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What is an anticipated timeline for the Project?

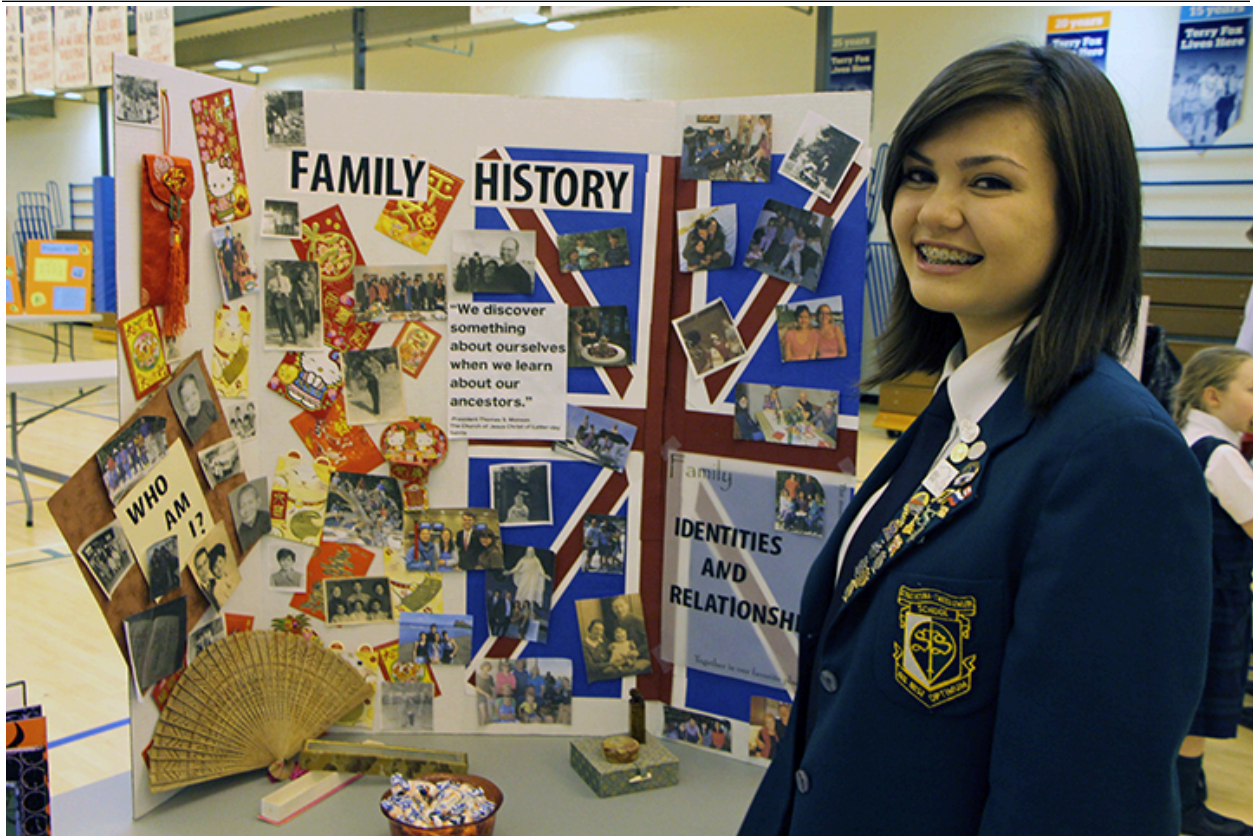
Week	In-school Tasks/Activities	Out-of-school Tasks/Activities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
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16		
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25		

3. Conclusion

What is the importance of your proposed project?	What is the potential impact of your project? What new perspectives might be considered?
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Process Journal Personal Project Approval

Student

Name..... I will undertake to complete my personal project (see attached) I will work regularly on this project. I will meet with my supervisor regularly to discuss my progress My project will be submitted on ...

Student's Signature Date

Parent/Guardian/Family

Name.....



DCI MYP Personal Project, SY 2019-20



I have read the attached personal project proposal. I will support in this project and will fund extra costs involved in the project.

Parent / Guardian's Signature Date

Supervisor

Name..... I have approved this Personal Project

Supervisor's Signature Date

..... Nzinga Ayo-Mamadi, MYP Project Coordinator

Once this form is signed off by student, parent/guardian and supervisor the project is approved and work on the project may begin.