Amundsen High School

Student Name:

Supervisor:

International Baccalaureate

MYP Personal Project

Digital Journal

2025-2026

Personal Project Timeline (Suggested)

	Meeting Agendas	Independent Work: To be completed by the next meeting
D E C E M B E R	**Phase 1: Investigating** ● Meet your supervisor. Exchange contact information. ● Choose the format of the Process Journal (Hardcopy or Digital Format) ● Discuss Digital Process Journal Entries 1-6 with the Supervisor ● Discuss Topic ● Update your Academic Honesty Form to your supervisor **Phase 2: Planning** ● Discuss process journal entries 7-12 with your supervisor. ● Develop criteria for your project. ● Update and return your Academic honesty form to your Supervisor. PERSONAL PROJECT SUPPORT M-F @ 3pm (Office 124) & DURING LUNCH PERIODS (PLEASE EMAIL MR. LIM IN ADVANCE ILIM@CPS.EDU)	Complete journal entries 1-6. Complete journal entries 7-12. Complete your product/outcome. Collect evidence that you have finished your product/outcome.
J A N U A R Y	**Phase 3: Taking Action and Phase 4: Reflecting** ● Discuss evidence of your completed product/outcome ● Discuss process journal entries 13-16 ● Discuss process journal entries to include with the personal project final report ● Review the personal project final report requirements ● Update your Academic Honesty Form to your supervisor **Phase 5: The Report and Exhibition** ● Conference with your supervisor regarding your Personal Project Final Report ● Complete the MYP Personal Project Cover Sheet ● Update and your Academic Honesty Form ● PERSONAL PROJECT SUPPORT M-F @ 3pm (Office 124) & DURING LUNCH PERIODS (PLEASE EMAIL MR. LIM IN ADVANCE ILIM@CPS.EDU)	Complete journal entries 13-16. Draft the personal project final report. Complete the Personal Project Final Report. Prepare for the presentation of your Final Product to your Supervisor.

	Presenting your Personal Project	To be scheduled with your Supervisor.
F E B / M A R	- At the time of presentation to your Supervisor, you will: **Submit your Personal Project Final Report and your Final Product** **Discuss with your Supervisor whether you will present (optional) or just submit/share your Final Report, Final Product and Digital Process Journal** **PERSONAL PROJECT SUPPORT M-F @ 3pm (Office 124) & DURING LUNCH PERIODS (PLEASE EMAIL MR. LIM IN ADVANCE ILIM@CPS.EDU)**	**Digital Journal, Final Report and Final Product due to your Supervisor March 2, 2026** **Supervisor Scores are to be submitted to Mr. Lim on March 5, 2026**

- Format, Planning Presentation, Criteria, Glossary

Personal Project Welcome

Over the next several months, you will embark on a journey to investigate, plan, design, and create a project of your own. This is your opportunity to explore things that are interesting to you.

Personal Project Process

The contents of this digital journal will help you complete the project, so be sure to keep it updated before your supervisor meetings. You'll be assigned a teacher who will be your supervisor. Your supervisor will help you with your personal project.

If you need more help beyond your supervisor, there are lots of people at AHS who can help. If you are still having difficulty please see Mr. Lim in 124.

Personal Project Requirements

There are three things you have to do for your Personal Project.

1. Product/ Outcome: First, you have to do or create something. That's your product/ outcome. It can be anything from building a musical instrument to writing a cookbook to designing a business.

2. Process Journal (optional): While you are creating your product/outcome, it is recommended that you record your progress in some kind of process journal. If you want, you can do it right here in this handbook. The goal is to have some documentation of your voyage. The point is that you keep track of your work.

3. Project Report: The last thing you have to do is complete the **Final Report.** It can be a written documentation of an audio or visual recording. Your supervisor will assess your final report using the personal project criteria: Planning, Applying Skills, and Reflecting. The personal project criteria and rubrics can be found in the appendix of this handbook.

Personal Project Aims

By undertaking a sustained, self-directed inquiry, students will:

• Explore a personally meaningful interest

• Take ownership of their learning by undertaking

a self-directed inquiry

• Transfer and apply skills in pursuit of a learning goal and the creation of a product

• Recognize and evidence personal growth and development

Examples of Personal Projects:

Awareness campaigning about digital citizenship and cyber bullying

Research paper on how online identities affect offline relationships

Video series on family recipes

Personal health plan

Awareness campaign on global access to clean drinking water

Oral history and genealogy research

Video of volunteer work with La Plaza

3d Model of the universe

Display of primary source documents related to immigration of primary source documents related to immigration

Short film showing how video games are an expression of our culture

Display of original artwork

Process Journal Topics

The digital journal can be done in this handbook, or another format of your choice, such as audio or visual. No matter what format you pick, you must address these process journal topics.

Phase 1 Topics	Phase 2 Topics	Phase 3 Topics	Phase 4 Topics
1. Picking a Personal Project Topic/Outcome (7)	7. Developing Criteria for the Product/Outcome (18)	10. Updating your Project Status (25)	13. Reflecting on Knowledge and Understanding (31)
2. Developing ATL Skills (8)	8. Planning and Recording the Process (19)	11. Demonstrating Thinking Skills (26)	14. Reflecting on your Planning (32)
3. Identifying a Global Context and Exploration (9)	9. Demonstrating Self-Management Skills (22)	12. Demonstrating communication and Social Skills (27)	15. Reflecting on the Quality of the Product/Outcome (33)
4. Identifying Prior Knowledge (10)			16. Reflecting on the Learner Profile Attributes (34)
5. Developing Research Skills (11)			
6. Documenting, Collecting and Evaluating Information (12)			

Phase 1: Planning Checklist

My Process Journal will be… (Circle one)

- Audio recording
- In the handbook
- Visual recording
- Another format: _____

In Phase 1, you need to complete the following:

Process Journal Entries	***Complete*** *(place checkmark)*
Picking a Personal Project Topic and Product/Outcome	
Developing Approaches to Learning Skills	
Identifying Prior Knowledge	
Developing Research Skills	
Documenting, Collecting, and Evaluating Information	

Digital Journal Entry #1:

Picking a Personal Project Topic and Product/Outcome

List things that are interesting to you:

List things you like to do:

List things you want to learn more about:

Pick one thing you listed that will keep you interested and motivated over the next several months:

Do you need to narrow your topic?
What specific topic are you interested in learning?

Digital Journal Entry #2:

Developing Approaches to Learning Skills

Throughout the MYP, you have been working to develop your Approaches to Learning (ATL) Skills. ATL Skills help you "learn how to learn" and are improved with practice. The personal project is your chance to show off the ATL Skills you have developed.

ATL Skill Categories	ATL Skill Clusters
Communication	● Communication: Exchanging thoughts, messages, and information with your friends, family, teachers, and others
Social	● Collaboration: Working with others
Self-Management	● Organization: Managing time and tasks ● Affective: Staying motivated, working hard, working through problems ● Reflection: Thinking about how you learn
Research	● Information Literacy: Finding, interpreting, evaluating, and using information ● Media Literacy: Interacting with media to use information and develop ideas
Thinking	● Critical Thinking: Analyzing and evaluating issues and ideas ● Creative Thinking: Generating new ideas and considering ● Transfer: Using skills and knowledge in multiple situations

Pick two ATL Skills that you would like to improve over the course of the project. Explain **why** you need to improve these skills and how you will improve these skills.

ATL Skill #1 to improve
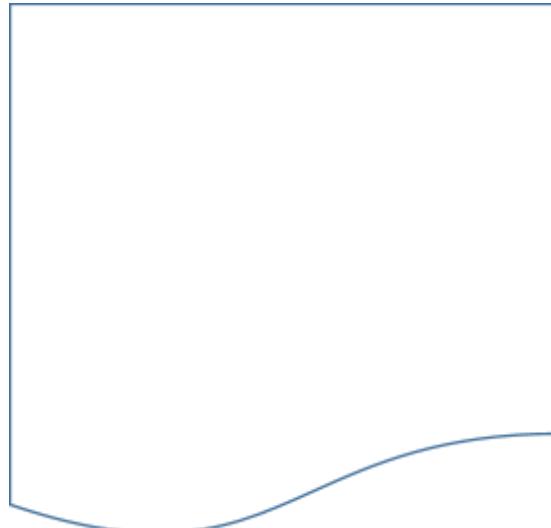
ATL Skill #2 to improve
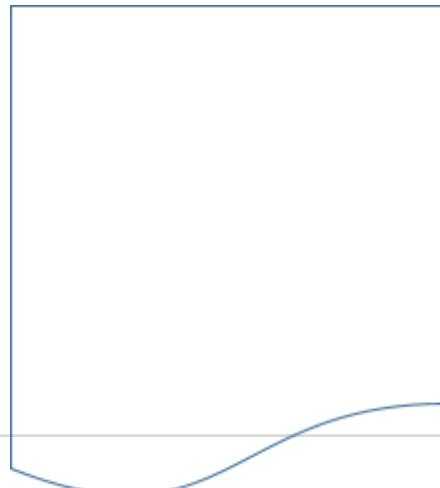
Digital Journal Entry #3:

Identifying Prior Knowledge

What school subjects relate to my project?

What skills do I already have that will be useful to my project?

(You)

What do I already know about my topic?
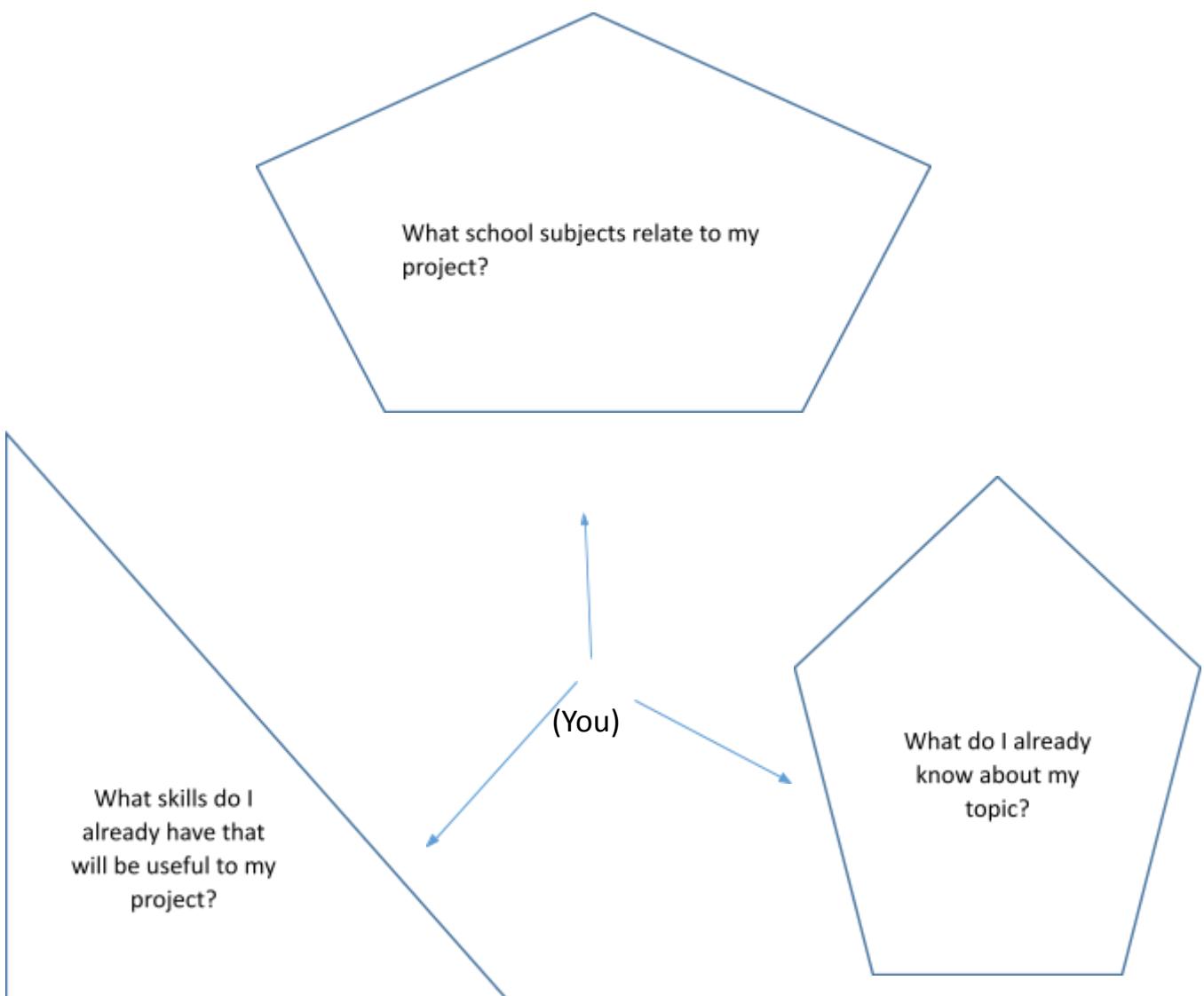
Digital Journal Entry # 4:

Developing Research Skills

Through the personal project process, you will develop research skills. This means you will need to find, interpret, and evaluate information from different types of sources to develop ideas for your project.

List possible websites, databases, or keywords you could use to search for information.
List experts you could contact by email, phone, or in person.
List helpful places you could visit.
List other places you could find information for your project.

Digital Journal Entry # 5:

Documenting, Collecting, and Evaluating

Source #1: Citation
Information from Source:
What makes this source reliable? How might I use this source for my project?

Source #2: Citation
Information from Source:

Digital Journal Entry #5 Continued:

Documenting, Collecting, and Evaluating Information

Source #1: Citation
Information from Source:
What makes this source reliable? How might I use this source for my project?

Source #1: Citation
Information from Source:
What makes this source reliable? How might I use this source for my project?

Phase 2: Planning Checklist

In Phase 2, you need to complete the following:

Process Journal Entries	Complete Y/N
Developing Criteria for the Product/Outcome	
Planning and Recording the Process	
Demonstrating Self-Management Skills	

Creating Criteria for Your Personal Project

Now that you have chosen your personal project topic and the product/outcome, you must decide how you will measure the quality of your project. Your criteria should be realistic but challenging. Don't be afraid to stretch yourself: be a **risk-taker**. To get started, think about the different ways your teachers evaluate your class work, such as rubrics and checklists.

Below is an example:

Product/Outcome and Goal: A vegetarian cookbook that provides educational information and easy-to-create recipes suitable for teenagers.

Criteria (Example)	Met Criteria <u>Yes</u> or <u>No</u>
Cookbook contains 15+ recipes	
Cookbook contains vegetarian snacks and main entrees	
Recipes are written for experienced, novice, and beginner cooks	
Each book costs less than $10 to produce	
Hardback book with glossy pages	
Color photographs accompany each recipe	

*Create your **own** Criteria below:*

| Your Criteria	Met Criteria Yes or No

Digital Journal Entry #7:

Developing Criteria for the Product/Outcome

Now figure out how you will measure the success of your product/outcome. You need to develop the criteria and decide if you want to use a rubric, checklist, or some other format.

Deciding your criteria will help you plan a successful product/outcome. You will use your criteria to evaluate your finished product/outcome.

Having trouble thinking of criteria? These questions might help you decide what you want to evaluate.

- How will you measure if you have successfully met your goal?
- What will an excellent product/outcome include?
- What materials will be used?
- What size will the product/outcome be?
- How does your product/outcome relate to your global context exploration?
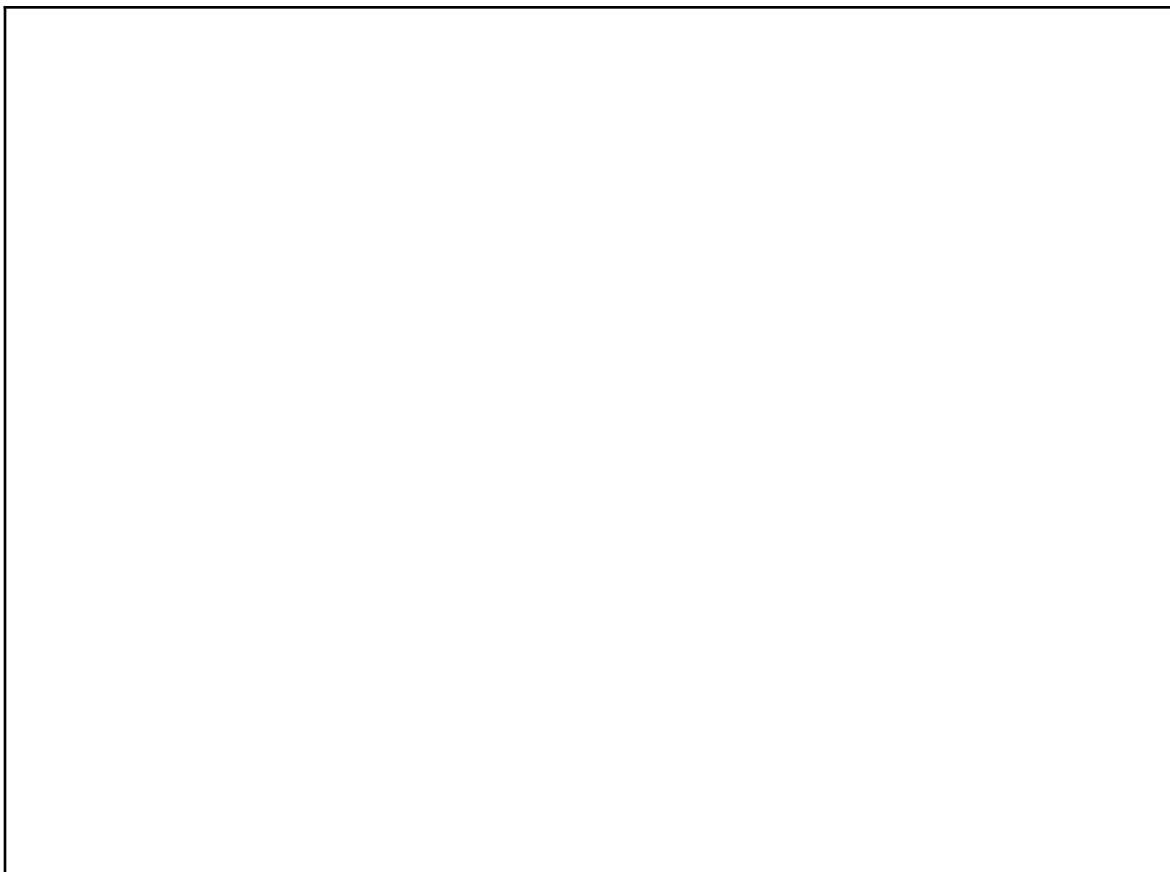
Digital Journal Entry #8:
Planning and Recording the Process

Every big project needs a plan. Take the criteria you have created and use them to plan the tasks needed to complete your project.

Consider these questions:

- What tasks do you need to be successful?

- What materials or equipment do you need?

- How will you get the materials or equipment you need for your project?

- When will you work on your project?

- Where will you work on your project?

- Will you need to get help from someone besides your supervisor?

Task	What will you do to complete that task?	Deadline?	Done?

Digital Journal Entry #9:

Demonstrating Self-Management Skills

How will I
meet my
deadlines?

How will I stay
motivated to
complete my
project?

What will I do when I
have a problem?

Phase 3: Taking Action Checklist

In Phase 3, you need to complete the following:

Process Journal Entries	Complete
Updating your Project Status	
Demonstrating Thinking Skills	
Demonstrating Communication and Social Skills	

In Phase 3, you should finish your product/outcome. You will need to provide evidence to your supervisor to show you have completed the project.

Product/Outcome Completion Checklist	Complete
My product/outcome is complete.	
I have evidence to show my supervisor that my product/outcome is complete.	
My product/outcome accomplished my goal.	
My product/outcome relates to my global context exploration.	
My product/outcome meets my criteria.	

If you cannot check complete for all of the above statements, consider how you will revise your project.

Digital Journal Entry #10:

Updating your Project Status

Use the tasks that you planned in process journal entry # 8 to give an update on where you are now in the process of completing your project.

- Having trouble getting started? Consider these questions.
- How is my product/outcome coming along?
- What challenges have I had?
- What are my next steps?
- How has my product/outcome changed over time?

Digital Journal Entry #11:

Demonstrating Thinking Skills

Using the chart below, explain how working on your project has developed your thinking skills.

Critical Thinking How did I decide what was important to my project?	
Creative Thinking What are some examples of new ideas I developed during my project? Did I consider ideas from other people? Why or why not?	
Transfer How did I use the information and skills I already had in completing my project?	

Digital Journal Entry 12:

Demonstrating Communication and Social Skills

Using the chart below, explain how working on your project has developed your communication and social skills.

Communication In what ways did I share information and ideas? How did I improve my communication skills?	
Social In what ways did I work with other people while completing this project? How did I improve my social skills?	

Phase 4: Reflecting

Phase 4: Reflecting Checklist

In Phase 4, you need to complete the following:

Process Journal Entries	Complete Y/N
Reflecting on Knowledge and Understanding	
Reflecting on Planning	
Reflecting on the Quality of the Product/Outcome	
Reflecting on the Learner Profile	

Digital Journal Entry #13:

Reflecting on Knowledge and Understanding

Reflection is an important part of doing your project.

What are the three most important or surprising things you learned by doing your project?

1.

2.   3.
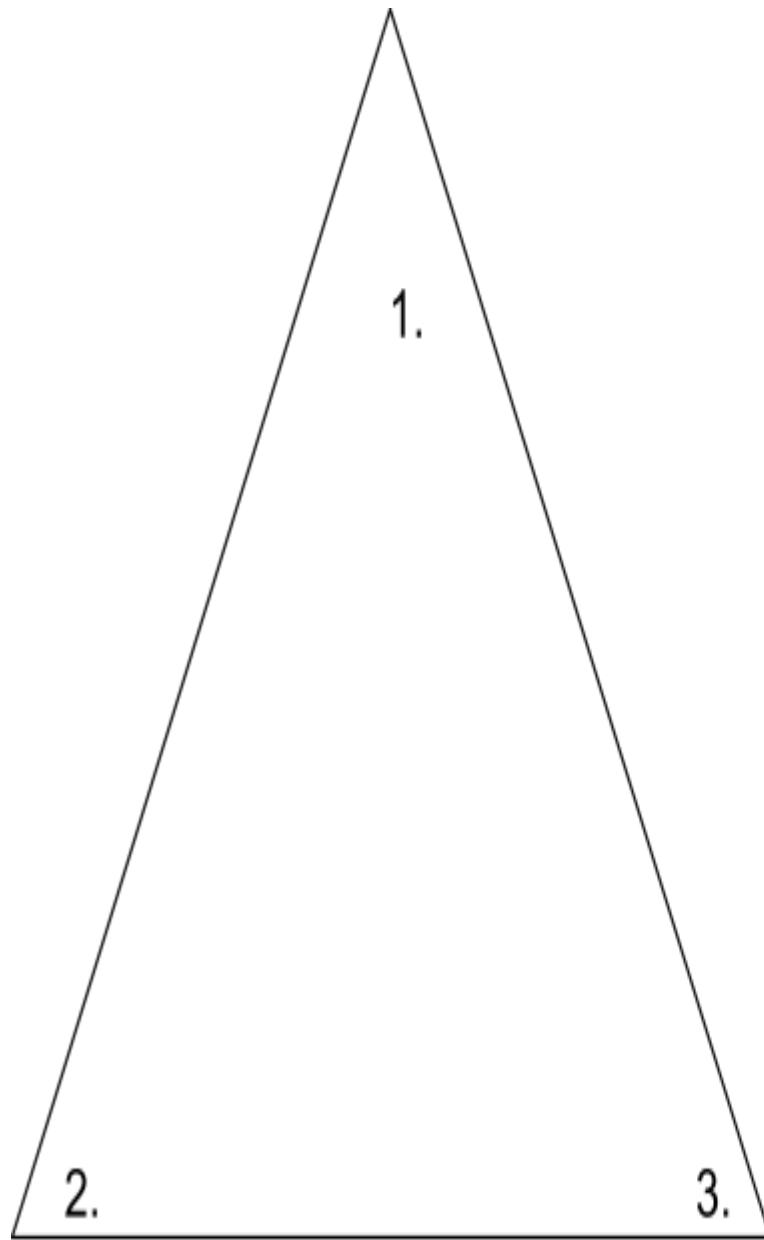
Digital Journal #14:

Reflecting and Planning

Using the chart below, reflect on your self-management skills.

How did my plan stay the same? How did my plan change over time?	How did I remain motivated? Explain.
What challenges did I overcome? Explain.	

Digital Journal 15:

Reflecting on the Quality of the Product/Outcome

Using your criteria (your rubric or checklist), evaluate the quality of your product/outcome. Be sure to explain your evaluation.

Consider these sentence starters:

- My product/outcome met my criteria because…
- My product/outcome did not meet my criteria because…
- If I had to do it again, I would change…

Digital Journal Entry 16:

Reflecting on the Learner Profile Attributes

Circle the two attributes of the learner profile you developed most throughout the project.

Principled	Caring	Thinkers	Inquirers	Open-minded
Knowledgeable	Risk-takers	Reflective	Communication	Balanced
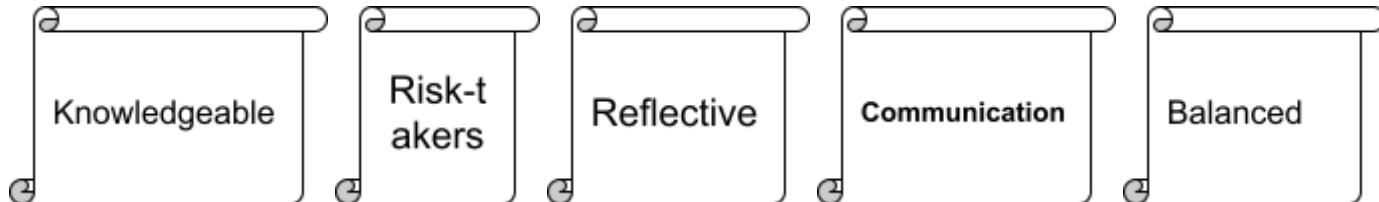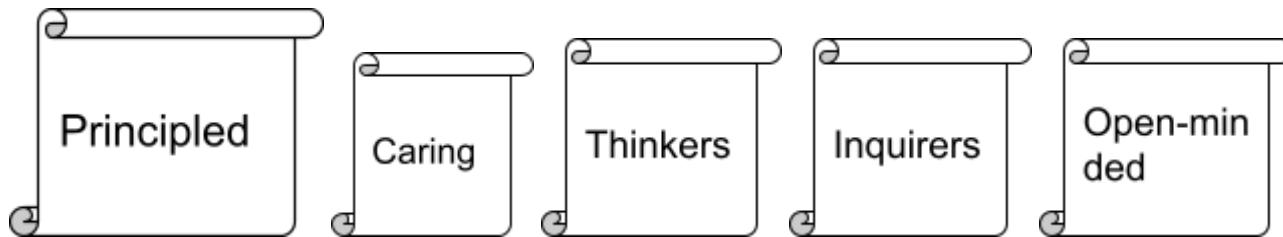
In the scrolls below, note how you developed these two attributes throughout your project.
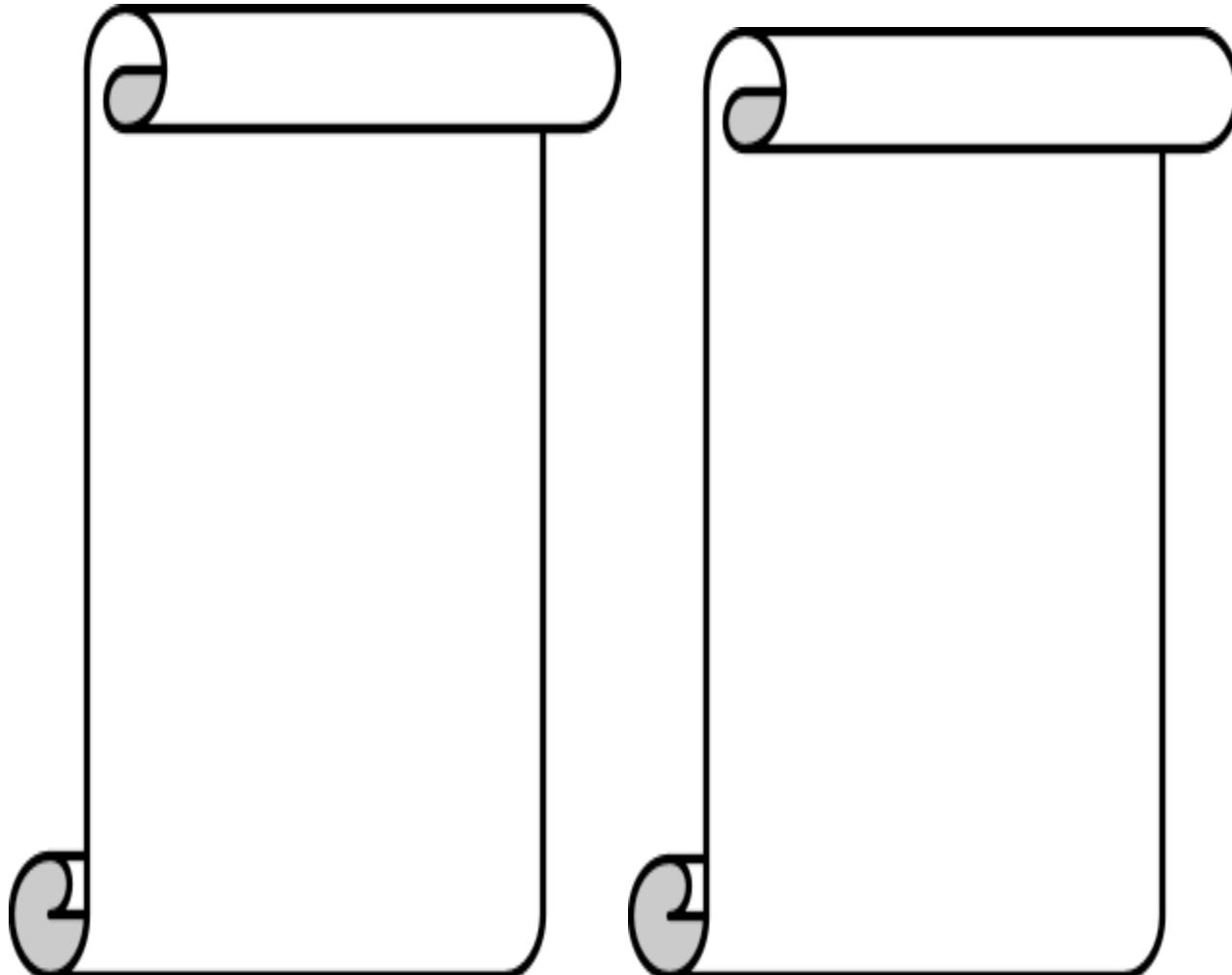
Phase 5: The Report and Exhibition Checklist

In Phase 5, you need to complete the following:

Tasks	Complete
Create your Final Report	
Works Cited Page	
Complete your Academic Honesty Form	
Plan how you will Present your Project to your Supervisor	

Creating the Personal Project Report

Now it's time to create your final report. Your report should explain the process of your personal project. If you have completed all your journal entries, the report will be easy to create.

Report

There are two possible formats for the MYP personal project report: written and/or oral.

Students can combine these formats in a multimedia report.

Students may submit their report in written or recorded format, or a combination of the two.

The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a

minimum of:

• 12-point font size

2. Evidence presented in images must be clearly visible at the size submitted.

3. Audio and video must be recorded and submitted in real-time.

4. Visual aids may be used to support spoken reports. However, evidence and examples

presented in the visual aids should be submitted as documents. Visual aids presented only

in video format will not be considered for assessment.

5. The bibliography is uploaded separately and is not included in the page limit.

6. Please do not include a title page; if included it will count towards the page limit.

Document

<u>Appendix</u>

Your report must include the following:

Cover Sheet (Provided by Mr. Lim after your project is shared with your Supervisor)

Table of contents

Report:

- ❖ Label the body of your report using the MYP Project phases (**Planning, Applying Skills,** and **Reflecting**). Explain how you met the criterion of each phase. Use the personal project rubrics in the appendix for guidance. If you need more help, use the following bullet points for guidance.
  - ➢ Introduction
    - ■ Provide the reasons for your choice of topic.
    - ■ What was the goal of your product/outcome?
  - ➢ Planning
    - ■ Provide information about your topic.
    - ■ What was the global context exploration for your project?
    - ■ What information did you already know that you used for your project?
    - ■ Describe your research process.
    - ■ What criteria did you use to evaluate your product/outcome?
    - ■ How did you choose the criteria or specifications?
    - ■ How did you manage your time during your work on the personal project?
    - ■ How did you plan and record the development of the process?
  - ➢ Applying Skills
    - ■ Explain how your product/outcome met your goal.
    - ■ In working with and getting information from others, which forms of communication did you use the most?
    - ■ How did you use thinking strategies/skills from other subject areas while creating your project?
  - ➢ Reflecting
    - ■ Based on the criteria that you developed, explain how your product/outcome was successful or not successful.
    - ■ What did you learn about your global context exploration and your topic while you were creating your product/outcome?
    - ■ How did you develop as an IB Learner? Consider the IB learner profile attributes.

Planning for the Presentation to Your Supervisor

You will be required to present your Personal Project in February to your Supervisor.

Required Components:

- Project title
- Your name
- Personal project report
- Product/outcome or photo/video evidence

Possible presentation styles:

- Tri-fold presentation
- PowerPoint presentation
- Slide Show
- Video
- Poster
- Performance

Possible items to include:

- Flyers/handouts/brochures
- Pictures with captions
- Letters
- Anything YOU created to help you complete your project
- Process journal

Possible questions about your project:

- What did you do?
- How did you do the project?
- Why did you choose this project?
- What effects do you think your project has had or will have?
- What obstacles did you need to overcome?
- What did you enjoy the most about working on the project?
- Will you continue to pursue working on any ideas from this project?

Personal Project Assessment Criteria:

Criterion A: <u>Planning</u>

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	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3-4	The student: i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5-6	The student: i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7-8	The student:

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

Definitions

Learning goal: What students want to learn as a result of doing the personal project.

Product: What students will create for their personal project.

Presents: Offer for display, observation, examination, or consideration.

Completing the MYP personal project

State: Give a specific name, value, or other brief answer without explanation or calculation.

Outline: Give a brief account or summary.

Describe: Give a detailed account or picture of a situation, event, pattern, or process.

Explain: Give a detailed account including reasons or causes.

Criterion B: <u>Applying skills</u>

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	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.

3-4	The student: i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5-6	The student: i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7-8	The student: i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

Definitions

Learning goal: What students want to learn as a result of doing the personal project.

Product: What students will create for their personal project.

ATL skill(s) cluster: One or more of communication, collaboration, organization, affective, reflection,

information literacy, media literacy, critical thinking, creative thinking, and transfer.

State: Give a specific name, value, or other brief answer without explanation or calculation.

Outline: Give a brief account or summary.

Describe: Give a detailed account or picture of a situation, event, pattern, or process.

Explain: Give a detailed account including reasons or causes.

Criterion C: <u>Reflecting</u>

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	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. Evaluate the product based on the success criteria, fully supported with specific evidence or detailed examples.

Notes about the 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

Product: What students will create for their personal project.

State: Give a specific name, value, or other brief answer without explanation or calculation.

Outline: Give a brief account or summary.

Describe: Give a detailed account or picture of a situation, event, pattern, or process.

Explain: Give a detailed account including reasons or causes.

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

Glossary of terms

Terms	Definitions
Bibliography	An alphabetical list of every source used to research the project
Criteria	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student
List of references	An alphabetical list of only those sources that are cited in the project presentation or report
Outcome	The end result of the student's personal project used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign
Process journal	A generic term to refer to the documentation that students develop during the process of completing the MYP project
Product	The end result of the student's personal project used particularly where the

	project has resulted in a tangible artifact such as a sculpture, film, story, or model
Report	A spoken or written account of something that one has observed, heard, done, or investigated, which aims to inform, as clearly and succinctly as possible