

PERSONAL PROJECT OBJECTIVE A: PLANNING

Objective A: Planning	REPORT CHECKLIST	EVIDENCE (examples only)
<p>LEARNING GOAL & PERSONAL INTEREST</p> <p>Criterion A Strand i. <i>State a learning goal for the project and explain how a personal interest led to that goal</i></p>	<p><input type="checkbox"/> LEARNING GOAL: Explain what you want to learn by completing this project</p> <p><input type="checkbox"/> Identify what initially sparked your interest in this topic & explain its connection to the learning goal</p> <p><input type="checkbox"/> Describe what makes your goal personal through your experiences & interests <input type="checkbox"/> Discuss what knowledge & skills you had before you begin this process <i>you could:</i></p> <ul style="list-style-type: none"> Identify what you already knew about this topic from your subjects/classes (similar projects/units you completed in school) • Identify your skills you already had that will help achieve your goal • Identify what you already knew or could do outside of a school subject <p><input type="checkbox"/> OPTIONAL: Connect the goal & Global Context to the real world through research: why does your project matter? In what ways is it significant and worthy of study?</p>	<ul style="list-style-type: none"> Brainstorms Planning sheets Proposal Panel A list and/or diagram of interests and related learning goals A list of possible strategies to achieve personal and academic goals A diagram showing the connections between the learning goal and the product
<p>PRODUCT GOAL & SUCCESS CRITERIA</p> <p>Criterion A Strand ii. <i>State an intended product and develop appropriate success criteria for the product</i></p>	<p><input type="checkbox"/> PRODUCT GOAL: Explain what you want to do or make by completing this project</p> <p><input type="checkbox"/> Develop criteria that are specific, rigorous, realistic, testable <input type="checkbox"/> Develop criteria that are directly related to the product goal, GC (optional) and research</p> <p><input type="checkbox"/> Develop criteria that measure the quality of the goal</p> <p><input type="checkbox"/> Explain & justify criteria based on the transfer of research to product (optional: learning goal and GC)</p>	<ul style="list-style-type: none"> Brainstorms Planning sheets Proposal Panel Success Criteria (final) Drafts and plans of success criteria Research notes that support success criteria

<p>PLAN</p> <p>Criterion A Strand iii. <i>Present a clear, detailed plan for achieving the product and its associated success criteria.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies <input type="checkbox"/> Include details, specifics, and personal examples on planning tool <input type="checkbox"/> Include both short and long-term planning broken down by steps <input type="checkbox"/> Uses DIA 2021-2022 timeline as a guide <input type="checkbox"/> Include success criteria & their targeted completion as one aspect of plan <input type="checkbox"/> Reference a range of sources in a properly MLA formatted Works Cited (and Works Consulted) 	<ul style="list-style-type: none"> ● A series of steps leading to the completion of the product ● A timeline for completing short and long-term tasks ● To-do lists ● GANTT Charts ● Long-term plan (personal) ● PP Timeline (from Mr. Kelly) ● Short-term plans with details
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PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

Objective B: Applying Skills	REPORT CHECKLIST	EVIDENCE (examples only)
<p>AtL SKILLS & LEARNING GOAL</p> <p>Criterion B Strand i. <i>explain how the ATL skill(s) was/were applied to help achieve their learning goal</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the chosen AtL Skill(s) developed throughout the process of achieving the learning goal <input type="checkbox"/> Explain how the AtL Skill(s) were applied to help achieve the learning goal <input type="checkbox"/> Justify strengths and limitations of chosen AtL Skill(s) <input type="checkbox"/> Include evidence of a broad range of chosen AtL Skill Category <input type="checkbox"/> Comprehensive list of AtL Skills 	<ul style="list-style-type: none"> ● a series of inquiry questions (research skills) ● sample correspondence with the project supervisor (communication skills) ● screenshot of daily reminders or alerts to complete personal project tasks (self-management) ● reflection about resolving a conflict (social skills) ● summary of prior learning that is relevant to the project (thinking skills) ● interview with a professional on the topic chosen

AtL SKILLS & PRODUCT GOAL Criterion B Strand ii. <i>explain how the ATL skill(s) was/were applied to help achieve their product.</i>	<input type="checkbox"/> Identify the chosen AtL Skill(s) developed throughout the process of achieving the learning goal <input type="checkbox"/> Explain how the AtL Skill(s) were applied to help achieve the learning goal <input type="checkbox"/> Justify strengths and limitations of chosen AtL Skill(s) <input type="checkbox"/> Include evidence of a broad range of chosen AtL Skill Category <input type="checkbox"/> Comprehensive list of AtL Skills	<ul style="list-style-type: none"> • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills) • interview with a professional on the topic chosen
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PERSONAL PROJECT OBJECTIVE C: REFLECTING

Objective C: Reflecting	REPORT CHECKLIST	PROCESS JOURNAL ENTRIES & EXTRACTS
IMPACT OF PRODUCT Criterion C Strand i. <i>Explain the impact of the project on themselves or their learning</i>	<input type="checkbox"/> Demonstrate a deeper knowledge and understanding of the topic <input type="checkbox"/> Use evidence to justify new knowledge of topic gained <input type="checkbox"/> Identify & explain how the student has developed as a learner, using the IB Learner Profile Traits <input type="checkbox"/> Discuss strengths & weaknesses (academic & personal) in reference to the process of completing the Personal Project <input type="checkbox"/> Identify challenges faced and solutions developed to meet those challenges <input type="checkbox"/> Consider the possible impact the project could have on future learning, e.g., in DP <input type="checkbox"/> Discuss the lasting impact of this project (<i>see below</i>) OPTIONAL <input type="checkbox"/> Demonstrate a deeper knowledge and understanding of the Global Context <input type="checkbox"/> Use evidence to justify new knowledge of global context gained	<ul style="list-style-type: none"> • summary of new knowledge or insights related to the learning goal • Surveys of audience (impact)

<p>EVALUATION OF PRODUCT</p> <p>Criterion C Strand ii. <i>Evaluate the product based on the success criteria.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use the student's product/outcome success criteria (specifications) to assess the product and to what extent the goal was achieved; mark the checklist & rubric to determine a final level <input type="checkbox"/> Evaluate the quality of the product/outcome by justifying the reasons for the final level awarded with specific examples used <p>OPTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain any changes made to the product/outcome during the process and why changes were made <input type="checkbox"/> Identify possible improvements to the product/outcome 	<ul style="list-style-type: none"> ● evaluation of the product against the success criteria ● images showing key features of the product <ul style="list-style-type: none"> ● analysis of the causes for success and/or failure ● Audience reviews & survey ● Meeting with supervisor notes
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***For structural purposes, it may make sense for the order of this section to be first Cii, then Ci, as a natural conclusion to the report could be a reflection of the project's impact on your learning.**