

MYP Personal Project Student Handbook

City High School

2024-2025 Edition



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Table of Contents

Due Dates.....	3
Overview.....	4
Setting the Project Goal.....	5
Setting the Learning Goal.....	5
Documenting Your Progress.....	6
Creating an Action Plan.....	7
ATL Skills.....	7
The Final Report.....	8
Presentation of the Final Product.....	8
Personal Project Final Report Rubrics	
Criterion A: Planning.....	10
Criterion B: Applying Skills.....	11
Criterion C: Reflecting.....	12

Hyperlinked Resources

[Personal Project Curriculum Development Report June 2020](#)

[Middle Years Programme Personal project guide](#)

[Rubrics for Criteria A, B, and C](#)

[IB Academic Honesty Form](#)

Schedule & Due Dates

It is understood that with the wide variety and differing nature of projects, as well as the wide variety and differing nature of student work habits, there is no work schedule that will be appropriate for everyone. The expectation is that students work on their projects for a total of 25 hours, or an average of one hour per week, from September 5 through February 27 (not counting the week of Thanksgiving and the two weeks of Winter Break).

Marking Period	Assignment	Due Date	Category
1	Personal Project Kickoff Meeting & Discussion Board	August 29	Participation & Engagement
1	PP Student Handbook Quiz	September 5	Classwork & Homework
1	Topic for Investigation WS	September 12	Participation & Engagement
1	Personal Project Declaration: Product Goal & Learning Goal	September 19	Teacher Created Assessments
1	Create Rubric of Success Criteria	September 26	Classwork & Homework
1	Rotating Portfolio Checks	October	Classwork & Homework
1-2	Criterion A	October 17	District Assessment
2	Research: 7+ Reliable Sources	November 7	Classwork & Homework
2	Rotating Portfolio Checks	November - December	Classwork & Homework
2	Work in Progress	January 16	Classwork & Homework
3	Criterion B	January 23	District Assessment
3	Rotating Portfolio Checks	January - February	Classwork & Homework
3	Project Completion	February 6	Teacher Created Assessment
3	Criterion C	February 13	District Assessment
3	Final Personal Project Report	February 27	District Assessment
3	In-Class Demonstrations	March 6	Participation & Engagement
3	Personal Project Expo (Core Advisory & 5:00-7:30 pm)	March 20	Teacher Created Assessment

Overview

The Personal Project is intended to be the capstone of the Middle Years Programme. You are expected to utilize your skills and knowledge to create a challenging project of personal interest.

The following is from the *Middle Years Programme Personal project guide*.

The inquiry process in MYP projects 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
- evaluating the product and reflecting on their project and their learning.

In other words, the Personal Project requires you to formulate, do, and evaluate a project. Throughout the process, you must clearly articulate your product goal and learning goal, develop and detail your project's criteria for success, record your thoughts and actions, and then evaluate the final product and your efforts.

This project is an opportunity for you to improve and refine your skills in an area where you already have experience, or it could be the impetus for you to try something you think you will enjoy but have never attempted. Setting the goal is explained on page 25 of the *Middle Years Programme Personal project guide*:

The overall goal for the personal project consists of two interrelated parts: a product and a learning goal. The product is what students will create, and the learning goal is what they want to learn. While some students might begin the goal-setting process with a product in mind, other students will begin with a learning goal from which they will decide what kind of product to pursue. The learning goal that students begin with could lead to a variety of different products, just as a product could relate to a variety of learning goals.

[Personal Project Curriculum Development Report June 2020](#)

Setting a Project Goal

In addition to challenging yourself, it is essential that you choose a project that you find engaging and rewarding. While it may not be fun at every stage, if you do not enjoy working on and completing different portions of your project, you probably chose the wrong one. If you select your project well, you will possess something of lasting value to you, your family, and your friends.

In collaboration with your Personal Project instructor, you will develop a project goal that is both intriguing and appropriately challenging for you. While we want everyone to achieve their project goals successfully, you are encouraged to reach for something that may be beyond your current capabilities. Falling short on an ambitious project can be more valuable than completing a more manageable project. Just as important as the final product itself is the clear demonstration of planning, thought, effort, and reflection in both the documentation of your work and your Final Report.

Most Personal Projects are done independently, but working on a group project is acceptable. If your project involves other people, it is essential that you clearly define your portion of the project. When documenting your work and writing the Final Report, you will focus on your contributions and your use of social skills in working with your partner(s).

Setting a Learning Goal

You are required to establish a Learning Goal which you will focus on throughout the project. Some students may start with a Product Goal, while others might start with the Learning Goal.

For example, if you have already decided on a Product Goal of “building a skateboard,” you could choose from a variety of Learning Goals such as refining your woodworking skills, understanding the effects of different materials on durability and flexibility, or investigating artistry in skateboard design and decoration.

Perhaps you start with the Learning Goal of “creating and running a club.” You might then develop a Product Goal to start a poetry club, a gaming club or a scrapbooking club. You could instead decide that your product will be to produce a series of instructional videos teaching others how to start their own club.

In developing your Learning Goal, you may find it helpful to choose a **Global Context** in one of the following areas: Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, or Fairness and Development. While selecting A Global Context is *not* required for your report, choosing a Global Context can help focus your efforts toward an overall goal. Your advisor will present further clarification and supporting materials on the Global Contexts in class.

Research is a crucial component in addressing your Learning Goal. You should use the experiences and advice of others to create a more successful project while avoiding difficulties where possible. Much of your learning can come from a variety of research.

Existing Sources: Someone else has created something similar to the project you are considering.

Example: You plan to create a series of cooking videos for the project. “Existing Sources” could include other people’s cooking videos and demonstration videos.

Primary Sources: You create your own data through your own experimentation and practice.

Example: You apply different types of stain on different types of wood and document the similarities and differences.

Secondary Sources: Any information from websites, books/magazines, interviews, etc...

Examples: You read/watch and take notes from textbooks, journals, databases, magazines, online videos, etc...

Documenting Your Progress

Throughout your project, you are required to document your thinking, research, action, collaboration, problem-solving, etc... For most students, keeping a portfolio is the most efficient way to do this (Process Journal). There is no required format for this documentation (writing in a spiral notebook, making entries in a Google Doc, entering data in a spreadsheet, making audio or video recordings, etc...). While this documentation serves as proof of the time you’ve spent on your project, it should also be helpful as a means to collect your thoughts, problem-solve, and

formulate new possibilities for your project.

You are required to make regular documentation submissions to your teacher, and you must turn in all of your documentation at the end of the project.

In addition to keeping accurate records of your thoughts and actions, it is crucial that you document all collaboration with your instructor throughout the process.

Creating an Action Plan

Before you begin work on your chosen project, you need to create success criteria for your project. This needs to be a comprehensive device that you can use to evaluate how successful your project was.

You also need to generate a comprehensive list of the materials needed and plan out any components of your project for which you will need the cooperation or permission of others. It is crucial that you give potential volunteers or businesses/institutions plenty of notice regarding what you need them to do for you.

Finally, you will need to organize a schedule for working on your project. The recommendation is 25 hours (one hour per week)--which includes the completion of your Final Report. That said, every project is different in terms of when it can be worked on and for how long during each session. Most people will not realistically follow a long-term schedule perfectly, but having it as a guide can be helpful in motivating you to stay on top of your project.

ATL Skills

The five Approaches to Learning (ATL) skills are: Research, Thinking, Communication, Social and Self-Management. These skills will continue to be stressed in Core Advisory class throughout the year. The application of them to your project is so significant that $\frac{1}{3}$ of the grading criteria for the Final Report is devoted to them. As you will see in the Criterion B rubric, you need to discuss in depth how at least one of the ATLs informed your Product Goal and how at least one of the ATLs informed your Learning Goal. While it would be impossible to develop, complete, and evaluate a project without using most (if not all) of the ATL skills, it is important that you purposefully consider and apply them throughout your project.

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION



INTERACTION

I can exchange thoughts, messages and information effectively through interaction.



LANGUAGE

I can read, write and use languages to communicate information effectively.

SOCIAL



COLLABORATION

I can work effectively with others.

RESEARCH



INFORMATION LITERACY

I can find, interpret, judge and create information.



MEDIA LITERACY

I can interact with media to use and create ideas and information.

ATL Skill clusters from MYP:FPIP (2014) @sjtylr [Icons by Freepik on Flaticon]

SELF-MANAGEMENT



AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.



CRITICAL THINKING

I can analyse and evaluate issues and ideas.

THINKING



CREATIVE THINKING

I can generate new ideas and perspectives.



TRANSFER

I can use knowledge and skills in new contexts.

The Final Report

The personal project itself is the thing you should enjoy and take pride in, but your work and its documentation that will ultimately make up the Final Report is where the bulk of your grade comes from over the course of this project.

Your Final Report will be scored using the [rubrics for Criteria A, B, and C](#), located at the end of this document. A useful overview of what is expected for each Criteria and examples of how that might look can be found on pages 28 and 29 of the [Middle Years Programme Personal project guide](#). Please note the expectation that each criterion will be supported by specific evidence and detailed examples. It is crucial that you document and save this material throughout the project.

In addition to the essay, you have been given a variety of audio and video options for the final report. While your Final Report may be entirely in essay format, you

do have the option of submitting audio and/or video materials as part of the report. For many students, submitting a recording that displays and discusses the features of your Final Product may be more effective than discussing them in essay form. These options will be explored in class over the course of the project.

The final pages of this handbook show the Personal Project Criteria rubrics. They can also be found in the *Middle Years Programme Personal project guide*.

All students are required to complete the [IB Academic Honesty Form](#). The form will accompany the report when uploaded to IB.

Presentation of the Final Product

The final grade for your Personal Project is displayed and presented to City students during Core Advisory and again in the evening during the **Personal Project Expo**. This will allow City students, friends, and family to see all the projects. All students are required to stay with their projects to discuss how they were completed, what they are proud of, what the challenges were, and what advice they would give to someone who thinks they want to create something similar. During the after-school Expo, students will be given a scheduled 10 minute break. Otherwise, all should be with their projects the entire time.

Two mediums of presentation are **highly encouraged** to bring to the Expo. This may include any combination of: the actual product, associated items, a trifold board, a computer, speakers or headphones, physical portfolio. For example, a student who builds a chair, should also bring a trifold board or photo collection with photos of their progress. A student who has a slideshow of photos showing them planting a garden, should also bring some sample plants or other associated items.

Students who do not present their project during Core Advisory AND the evening event will have to write a 500-word, 3-source minimum research paper about the Personal Project Expo they missed. Any student who misses EITHER Core Advisory or the Evening presentations (but is present for one of them) will also write a research paper—but with 250-word and 2-source minimum requirements. The research paper assignment is NOT a punishment. It is a make-up assignment designed to take as much time and effort as presenting at the Expo. Be sure to notify your teacher if you can't attend either presentation event.

APPENDIX A | Criterion rubrics

Criterion A: Planning

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 for achieving its associated success criteria

Level	Descriptor
1-2	The student: <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	The student: <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 for achieving some of its associated success criteria
5-6	The student: <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 for achieving most of its associated success criteria
7-8	The student: <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 for achieving 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
Explain	Give a detailed account including reasons or causes.
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.
Presents	Offer for display, observation, examination or consideration.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Criterion B: Applying skills

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

Level	Descriptor
1-2	The student: <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	The student: <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	The student: <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 applied ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence
7-8	The student: <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

Definitions	
ATL Skill(s) clusters	One or more of: Communication, Collaboration, Organization, Affective, Reflection, Information literacy, Media literacy, Critical thinking, Creative thinking, Transfer
Learning goal	What students want to learn as a result of doing the personal project
Product	What students will create for their personal project
Example	Description
Evidence	An artefact from the process
States	Give a specific name, value or other brief answer without explanation or calculation. (in this case, give the name of one or more of the 10 ATL skills clusters).
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: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. **Explains** the impact of the project on themselves or their learning
- ii. **Evaluates** the product based on the success criteria

Level	Descriptor
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	
Project	The project includes the process, product, learning goal and report.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
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.