

MYP Personal Project Student Handbook

City High School

2020-2021 Edition



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Special Note on Distance Learning

The IB Personal Project is designed for students to complete independently with occasional collaboration from a supervising teacher. In this respect, it is well suited for distance learning. However, our current environment of social distancing may have a profound effect on projects that would normally require social contact--such as creating a club or putting on a play. While it is our sincere intent to return to in-person school in October, it would be unwise to plan a project that requires in-person interaction. Any such projects will require a "Plan B" which allows completion in any social environment.

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. Some projects may lend themselves to short periods of progress every day while others may require long hours on weekends. Our expectation is that students work on their projects for approximately 60 minutes per week outside of class time.

Listed below are the due dates for major assignments related to the Personal Project. It is a good idea to work ahead and complete Criteria A and B before the due dates so you can start the project earlier than October 29

***During Distance Learning, all projects are due at 10:00PM of the Friday following the listed due date. The PP Student Handbook Quiz which is listed as September 2 can be turned in for full credit up until 9:59PM on Friday, September 4.

Marking Period	Assignment	Due Date	Category
1	PP Class Meeting (Zoom)	August 26	Classwork/Homework
1	PP Student Handbook Quiz	September 2	Participation/Engagement
1	Topic for Investigation Worksheet	September 16	Participation/Engagement
1	Project Choice Declared	September 23	Classwork/Homework
1	15 Sources	October 7	Teacher Created Assessments
1	Criterion A Components	October 14	District Assessments
2	Criterion B Components	October 29	District Assessments
2	Process Journal Checks	Rotating Nov 5–Dec 10	Participation/Engagement
2	Work in Progress	January 9	Teacher Created Assessments

3	Process Journal Checks	Rotating Jan 4–Feb 4	Participation/Engagement
3	Project Completed	February 11	Teacher Created Assessments
3	Final Report: Criteria A-D	February 25	District Assessments
3	PP Class Demonstration	March 4	Participation/Engagement
3	Personal Project Expos: 8 th /Evening	March 11	Classwork/Homework

Overview

The Personal Project is intended to be the capstone of the MYP Programme. You are expected to utilize the skills and abilities developed over the years and apply them to a challenging project of personal interest.

The following is from the *Middle Years Programme Projects Guide 2014-15*, Pages 4-6.

“The *personal project* encourages students to practise 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 excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to 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.

“MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP 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 learners.

“MYP projects prepare students for further education projects and presentations, such as those in the...DP. There are strong links between the MYP projects and subject-specific assessments in the DP, such as the global politics engagement activity, through the nature of the task and the presentation style of the report; however, MYP projects relate most directly to the cores of...the DP.

“While the personal project enables students to pursue their personal interests further in the MYP, the DP extended essay enables students to pursue an academic interest through a research essay. The personal project is not necessarily a research essay; however, personal projects always involve research, including the use and collection of information and sources.”
(International Baccalaureate Organization, 2014)

This project can be 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 which you think you will enjoy but have never attempted.

“Students should develop a goal that they can accomplish, but which challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Some proposed projects may require overly complex procedures or a process of learning that is too lengthy. Other projects may be too simplistic and present no

challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the student and the supervisor.

“The student’s individual strengths and weaknesses need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student’s own; he or she must have the capacity to complete the project without relying solely on the help of others. The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

(International Baccalaureate Organization, 2014)

In addition to challenging yourself, it is important 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 then you probably chose the wrong project. If you choose your project well, you will possess something of lasting value to you, your family and your friends.

Page 42 of the *Middle Years Programme Projects Guide 2014-15* displays the following:

Challenging goal	Highly challenging goal
A student documents his or her self-taught skills of photography.	A student documents his or her neighbourhood through a photography exhibition.
A student creates a durable bag using second-hand materials.	A student creates a range of bags using second-hand materials to exhibit at the local arts centre.
A student writes an article on a topic of interest for a journal (school/academic/special interest) and submits it to an audience.	A student writes and publishes an original book-length feature on a topic of interest.

In collaboration with your Personal Project instructor, you will develop a goal that is intriguing and appropriately challenging for you. While we want everyone to successfully achieve his/her project goals, 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 an easier project. In both cases, grades will be based upon the clear demonstration of planning, thought, effort and reflection in both the Process Journal and Final Report.

In setting the goal, you must also 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.** Further explanation and examples of these Global Contexts are listed on Pages 42-43 of the *Personal Project Guide 2014-15*. The purpose of choosing a Global Context is to help focus your efforts toward an overall goal.

The Personal Project **must** be an individual project. In cases of safety, it is acceptable to enlist the help and guidance of others. For example, an experienced woodworker may need to assist with (or independently operate) power tools on the project—but it is important that the design comes from you and you do as much of the work as possible. Like with any traditional source, you are encouraged to seek design advice from experts whenever possible. Be sure to credit them—they count as sources.

Another possibility is that you are creating a film for the Personal Project. While it is fine to employ others to operate the camera or act, you should be the writer, director and editor of the piece.

The Process Journal

Much like the Process Journal many of you wrote for your 7th and 8th grade IB Design projects in Business Tech, you must keep a Process Journal (PJ) of your work throughout the project from the time you establish your goal in Criterion B to the time you finish the final project. (The PJ does NOT include Criteria A or B) The PJ can be thought of as a record of your work. **There is no required format, but it must demonstrate your thought, time, actions, reflection and collaboration on the project.** Think of it as proof of the time you've spent on your project.

Page 24 of the *Middle Years Programme Projects Guide 2014-15* explains:

“The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, students are strongly advised to make digital copies of their journals or to transmit copies of their journals to an online storage site.

“The process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. Students are not restricted to any single model of recording their process journals. However, the student is responsible, through his or her use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.” (International Baccalaureate Organization, 2014)

The process journal is:	The process journal isn't:
<ul style="list-style-type: none"> • used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received. 	<ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.

(International Baccalaureate Organization, 2014)

Many students will find the easiest way to write and maintain a PJ is to keep it in a digital format (MS Word, Google Doc, etc..) which allows entries to be saved anywhere there is computer access. You are welcome to keep a spiral notebook, audio/video recordings, or any other media which works for you, but you must be able to make regular PJ submissions to your teacher, and you must turn in the entire PJ at the end of the project.

In addition to keeping accurate records of your thoughts and actions, it is crucial that you also make entries demonstrating all collaboration with your instructor throughout the process. A PJ that shows no collaboration will result in a drastic score reduction.

The Report

The personal project itself is the thing you should enjoy and take pride in, but the report is where the bulk of your grade comes from in the first three Marking Periods.

Your 1500-3500 word final report, which chronicles the planning, research, creation, refinement and evaluation of your project, is practice for your Diploma Programme Extended Essay. Unlike that purely academic essay, this project challenges you to create something you will be proud of, which is the subject of your report.

Rather than wait until after the final due date to get any feedback on your report, Components of Criteria A and B are due in October. This gives you an opportunity to get feedback on what you are setting out to do before it's too late to change it. For the **final**

report, which is due February 25, 2021, each criterion will be graded using the final report rubrics, located at the end of this document. Depending on how well written your PJ is, you may be able to use portions of your entries in Criteria C and D. The final report will conclude with a complete Works Cited Page and images of any relevant material that were not included in the report.

In addition to the essay, IB gives a variety of audio and video options for the final report. While you may choose one, be advised that they require considerably more work than writing a report. Be sure to consult with your teacher before choosing an alternative.

The final pages of this handbook show the Personal Project Criteria rubrics. They can also be found in the Personal Project Guide 2014-15

Presentation of the Final Product

The Final Product is due on February 11, 2021. On that day, you are required to show your Personal Project to your teacher. Most students will be able to bring it to school and leave it for one month (all projects will be locked up) until Personal Project Expo Night, after which all students are expected to take their projects home. Others will be able to bring it in on Feb 11, but will want to take it back until it is needed to present to the class, and then again for the PP Expo. There are some exceptions to this, such as the student who built a greenhouse in her backyard. Be sure to talk to your teacher if you cannot bring your physical project to school. The preferred alternative is to shoot a comprehensive video of the project and bring that to school. It is also acceptable to take an array of pictures of the project and bring those in. All pictures and videos should be clear, and students are expected to explain what they have done and point out the important parts of their project.

Although some projects may not be “done” in the view of the creator, February 11 is the day that they will receive a grade using the Criterion C rubric (Page 10).

The final grade for your PP is displaying and presenting it to City students during 8th Block and again in the evening during the Personal Project Expo on March 21. This will give 7th-11th graders, friends and family a chance to see all the projects. All students are required to stay with their projects and be able 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. Students who do not present their project during 8th Block AND during 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 8th-Block 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 which is 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.

Final Report Requirements

- Signed Academic Honesty Sheet
- Title Page including title, student name, school and date submitted
- Table of Contents
- 1500-3500 words, NOT counting the Title Page, Works Cited page, or Appendices.
- A section for each criterion with headings identifying Criterion A: Investigating, Criterion B: Planning, Criterion C: Taking Action, and Criterion D: Reflecting
- Sub-heading addressing each item on each rubric
- Use of and in-text citations for a minimum of 10 sources within the essay
- All citations must be in APA Sixth Edition format
- Works Cited Page in APA Sixth Edition format

Criterion A: Investigating

Maximum: 8

In the personal project, students should:

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol 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.
3–4	The student is able to: <ol 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.
5–6	The student is able to: <ol 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.
7–8	The student is able to: <ol 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.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. 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	The student is able to: <ol style="list-style-type: none">i. develop limited criteria for the product/outcomeii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	The student is able to: <ol style="list-style-type: none">i. develop adequate criteria for the product/outcomeii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5-6	The student is able to: <ol style="list-style-type: none">i. develop substantial and appropriate criteria for the product/outcomeii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	The student is able to: <ol style="list-style-type: none">i. develop rigorous criteria for the product/outcomeii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. 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 is able to: <ol style="list-style-type: none">i. create a limited product/outcome in response to the goal, global context and criteriaii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3-4	The student is able to: <ol style="list-style-type: none">i. create a basic product/outcome in response to the goal, global context and criteriaii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5-6	The student is able to: <ol style="list-style-type: none">i. create a substantial product/outcome in response to the goal, global context and criteriaii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7-8	The student is able to: <ol style="list-style-type: none">i. create an excellent product/outcome in response to the goal, global context and criteriaii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. 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	The student is able to: <ol 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.
3–4	The student is able to: <ol 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.
5–6	The student is able to: <ol 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.
7–8	The student is able to: <ol 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.

Works Cited

International Baccalaureate Organization. (2014). *Middle Years Programme Projects Guide*. Cardiff:
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