**MYP Personal Project Student Guide**

**2021 – 2022**



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## Introduction- Personal Project

**The Personal Project is a required culminating project for the IB Middle Years Programme (IB MYP)**. The IB MYP starts in the 6th grade (year 1) and ends in the 10th grade (year 5). The personal project provides an opportunity for students to undertake an **independent and age-appropriate exploration into an area of personal interest.** Through **the process of inquiry, action, and reflection**, students are encouraged to demonstrate and strengthen their approaches to learning (ATL) skills.

 The personal nature of the project is important; **the project allows students to explore an area that motivates and interests them**. Students will **choose what they want to focus on**, which can be an existing or a new interest, **choose how to achieve a goal**, and **create their own success criteria for the product**. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

The personal project provides students with an essential **opportunity to demonstrate ATL skills** developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education, and the workplace.

Overall, the personal project is an opportunity for students to:

**INQUIRE**

* Explore an interest that is **personally meaningful**
* Take ownership of their learning by undertaking **self-directed inquiry**

**ACT**

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

**REFLECT**

* Recognize and evidence **personal growth and development**

This document is a guide for students to help them complete the various steps of their Personal Project **independently.**

### Personal Project Components

**The Product**: The product is what the student will create. It is interrelated to the learning goal.s

Insert your desired text here.

**Learning Goal**: The learning goal is what the student wants to learn. It is interrelated to the product.

**Approaches to Learning Skills (ATL)**: Throughout the personal project, students should collect evidence of how they applied the ATL skills.

**Action Plan**: This is a detailed plan outlining the actions needed to complete the product and learning goal. The action plan must develop success criteria.

Insert your desired text here.

**Reflection:** Students will explain why they did their project and the impact of the project on themselves or their learning.

**The Personal Project Report**: The report represents a structured reflection on the process and the product. The report will include the other components. The format may be written or multi-media.

### Assessment

The Personal Project is a journey which is reflected in the 3 Assessment Criteria on a scale of 0-8. The **Personal Project report will make up your final grade for the Personal Project during 2nd semester for all core classes**. Your project report will act as proof of the process. **Your project is graded holistically, meaning your supervisor will look at all components together, and will rate your project according to the IB Personal Project rubric.** It is important that you refer to these criteria throughout the year **(See Appendix B)**.

|  |  |  |
| --- | --- | --- |
| **Criteria A**(Scale 0-8) | **Planning** | i. state a **learning goal** for the project and explain how a personal interest led to that goalii. state an **intended product** and develop appropriate **success criteria** for the productiii. present a clear, **detailed plan** for achieving the product and its associated **success criteria**. |
| **Criteria B**(Scale 0-8) | **Applying Skills** | i. explain how the **ATL skill(s)** was/were applied to help achieve their learning goalii. explain how the **ATL skill(s)** was/were applied to help achieve their product. |
| **Criteria C**(Scale 0-8) | **Reflecting** | i. explain the **impact of the project** on themselves or their learningii. **evaluate the product** based on the **success criteria.** |

The Personal Project raw total score will be converted into an IB MYP grade using the IB Boundary Scales. The IB MYP grade will then be converted into a traditional numerical grade and recorded as a Summative grade for all core courses during 2nd semester for traditional 10th grade courses. Non-traditional courses will use scores at the discretion of the course teacher. See **Appendix A** for list of traditional 10th grade Core courses.

|  |  |  |
| --- | --- | --- |
| **Raw Score** **(IB Boundaries)** | **IB MYP grade** | **Traditional Numerical Grade** |
| 22-24 | 7 | 100 |
| 19-21 | 6 | 95 |
| 15-18 | 5 | 90 |
| 12-14 | 4 | 85 |
| 8-11 | 3 | 80 |
| 5-7 | 2 | 75 |
| 1-4 | 1 | 70 |
| 0 | 0 | 0 |

Below is the breakdown by semester.

|  |  |
| --- | --- |
| **1st semester grade** | **2nd semester** |
| **-100 points possible****-Formative grade in CORE classes** | **-MYP grade converted to numerical grade****-Summative grade in CORE classes** |
| Learning Goal and Intended Product (25 points) | 1 conference with advisor (not assessed) |
| Action Plan and Success Criteria(25 points) | Final report and product |
| ATL skills (25 points) | **\*No report will be accepted after the Grace Period.****\*Students who submit after the due date are ineligible for DP/ CP courses.**  |
| 2 conferences with advisors (25 points) |

Below is a chart explaining how each personal project component is assessed.

|  |  |
| --- | --- |
| **Personal Project Components** | **How they assessed** |
| **Learning Goal and Intended Product/Outcome** | Evident in the final report and assessed with **Criteria A: Planning** |
| **Action Plan and Success Criteria**  | Evident within the final report and assessed with **Criteria A: Planning** |
|  **ATL skills**  | Evident in the final report and assessed with **Criteria B: Applying skills**  |
| **Reflection** | Evident in the final report and assessed with **Criteria C: Reflecting** |

##

## The Role of the Advisor

Your advisement teacher will guide you through all the stages of your project. This teacher is going to be there to support you and offer you advice. **However, ultimately, you will decide the goal and product for your project.** You will meet with your advisor during most advisements; however, you should email and/ or meet with your advisor outside of advisement (when necessary)**. Remember, the majority of your project will/must be completed outside of school by you.**

Specifically, your supervisor will provide the following support as you work on your personal project:

* helping the student to 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
	+ working with the guidelines the students have been given for the MYP project
	+ helping student to adhere to the provided timetable with deadlines
	+ giving advice on how to keep and curate evidence of the process
	+ emphasizing the importance of personal analysis and reflection
	+ providing formative feedback
	+ ensuring requirements for academic integrity are met (3 conferences)
	+ confirming the authenticity of the work submitted
* Communicate via email, ManageBac, and/or Zoom to discuss your personal project
* Assess completed report according to MYP Personal Projects Criteria

**If you need additional help or have questions, make sure you let your advisor know. If you need additional support, contact Ms. Ross or Ms. Galloway (Room 6153; nikia.showers@apsk12.org).**

## The Role of the Community

Many members of the community, both within and beyond the school, can support the personal project. You may ask experts related to your topic, family members, and/or other teachers to help you complete your project. Community members can be useful during the research process and/or when completing the product.

|  |  |
| --- | --- |
| Within the school  | Beyond the school  |
| For example: • librarian • specialist teacher • technician (special education, recreation, etc) • administrator • MYP coordinator  | For example: • pharmacist • artist • athlete • YouTuber • psychologist • mechanic  |

## The Role of the Student

**Remember, the majority of your project will be completed outside of school by you.** Your project should be completed individually and contain originally work. **Expect to spend approximately 25 hours over 7 months on your personal project.** It is your responsibility to:

|  |  |
| --- | --- |
| * utilize Managebac and weebly site
 | * refer to the Personal Project Guide often
 |
| * establish your learning goal
 | * create a product or outcome
 |
| * apply ATL skills throughout the project process
 | * gather evidence of how you applied ATL skills throughout your personal project
 |
| * create Success Criteria
 | * evaluate the product based on Success Criteria
 |
| * maintain your timeline and stay organized
 | * complete conferences and Academic Honesty form
 |
| * complete your final project
 | * reflect on the impact of your project select evidence to add to your report
 |
| * communicate with advisor
 | * prepare for presentation
 |
| * ask for help and support
 | * extend your knowledge
 |

## Technology and Online Support

You will have access to several important sites to support your success with your project: **ManageBac, the MYP weebly website (www.maynardjacksonmyp.weebly.com), and your advisor’s Google classroom (optional).** Please use the online support in the following ways:

|  |  |
| --- | --- |
| **ManageBac** | **Weebly site** |
| * Process Journal
 | * Videos and documents
 |
| * Student guide
 | * Student guide
 |
| * Workshop dates
 | * Sample reports and rubrics
 |
| * Due dates (Calendar)
 | * Due dates
 |
| * Resources/ Documents
 | * 10th grade Advisement Google Form
 |
| * Personal Project proposal
 | * Resources/ Documents
 |
| * Complete the Academic Honesty Form by recording conferences
 | * Personal Project ideas
* Request Appointment w/ Ms. Ross or Ms. Galloway
 |
|  |  |

## MYP Final Report Format

Your final report must address all strands of all three assessment criteria; you must communicate **clearly and concisely** to reach the highest assessment score possible. There are two possible formats for the MYP Personal Project report: **written or multi-media**. You can submit your report in written format only or a written and recorded format (multimedia). The table below shows the possible maximum lengths for written and multimedia reports as well as possible languages.

|  |
| --- |
| **Format**  |
| **Document *File types: .doc, .docx, .pdf (non- editable), .rtf*** |  | **Recording *File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v*** |
| 15 pages | and | No recording |
| 14 pages | and | 1 minute |
| 13 pages | and | 2 minutes |
| 12 pages | and | 3 minutes |
| 11 pages | and | 4 minutes |
| 10 pages | and | 5 minutes |
| 9 pages | and | 6 minutes |
| 8 pages | and | 7 minutes |
| 7 pages | and | 8 minutes |
| 6 pages | and | 9 minutes |
| **Possible Languages\*** |
| English | Spanish | French |

**\*If your report is completed in French or Spanish, you must seek approval from Ms. Ross or Ms. Galloway before you submit your personal project proposal.**

## Approaches to Learning

As an IB student, you are developing the following skills: Research, Self- Management, Social, Communication, and Thinking, as you become an independent thinker. Throughout your project process, you will use these skills, document them, and reflect on them in the report. You are responsible for identifying evidence that demonstrates the development of specific skills. **For the Personal Project, you must explain how the ATL skills were applied to help you achieve your learning goal and achieve your product.** You will refer to Approaches to Learning skills Chart on the weebly website to choose your ATL skills.

## Reflection

To produce a successful final report, you really need to reflect in a meaningful way. Your reflection needs to be on-going throughout your project. Use reflection to:

* Better understand your learning journey
* Recognize how your research as impacted your work
* Demonstrate how you have used and developed the ATL skills learned through the project

Your process journal is the best way to be sure you are reflecting throughout the personal project process. There are journal entries in this guide that will help you reflect; however, you must add more reflections to your journal.

## Academic Honesty

This is YOUR Personal Project. All work must be original. Any outside research needs to be cited in MLA format. You will submit an academic honesty form from ManageBac with your project paper **(Appendix E)**. To complete the form, you must record of a summary of 3 conferences with your advisor in ManageBac as new meetings under the Academic Honesty tab. If you have any questions about how to properly cite information, see your supervisor, English teacher, Ms. Ross or Ms. Galloway (6153), media specialist, or public librarian. Please avoid plagiarism!

## Diploma and Career-Related Programme Courses

To be eligible for the Diploma (DP) or the Career-related (CP) Programme or Courses, students must submit the Personal Project by the due date and successfully complete the Personal Project with a MYP grade of 5 and above. The Personal Project is one of the requirements and strong indicator of success of both the DP and CP.

## Grace Period

A two-week grace period may be provided to students who are not interested in enrolling in DP or CP level courses at the discretion of the Personal Project Coordinator. Students interested in enrolling in DP or CP level courses may be provided a one-week grace period at the discretion of the Personal Project Coordinator. If a grace period is provided, no projects will be accepted after 11:59pm of the last day of the given grace period.

## 2nd Reads of Personal Project Reports

Students who earn a MYP 4 and submits the project by the due date (and/or end of the grace period) may request a 2nd read by the MYP Personal Project Coordinator. Students who earn MYP 1- 3 are ineligible for a 2nd read by the coordinator.

## Getting Started

Now that you have a general overview of the MYP Personal Project, please follow the steps and timeline below in order to complete a successful project. **Most steps have a corresponding journal entry you must address in your journal in ManageBac or in a Google folder.** Remember, you must document throughout your process so you may successfully create your report at the end of the process.

### Step 1: Student Acknowledgement Google Form, Introduction Video, and Preview General Timeline

Review the **10th grade Introduction video** found on the weebly or ManageBac site with your parent or guardian. Also, preview the general timeline **(Appendix D)**. You must electronically sign the student acknowledgement google form using the link provided by your advisement teacher. Your parent will receive a different form during the Parent Meeting.

### Step 2: Understanding the Rubric and Sample Reports

To be successful, it is important to review the rubric and sample reports. This will give you an idea of what your finished product may look like and to give you clear expectations of how you will be assessed. On the weebly site, you will find the rubric. **Complete the Rubric Activity and then assess the sample reports.** With your advisement class, describe the three criteria in your own words. Which parts of the criteria are you unclear or unsure about? Which parts are you looking forward to completing?

### Step 3: Understanding Your Process Journal for Gathering Evidence

**The process journal is to document the process and to gather evidence for your final report.** Your process journal will allow you to demonstrate how you developed your ATL skills and academic honesty. **You should keep your journal in ManageBac under the Journal tab or in a Google folder.**

Possible evidence may include:

|  |  |
| --- | --- |
| * visual thinking diagrams (mind maps)
 | * screenshots of a blog or website
 |
| * bulleted lists
 | * annotated illustrations and pictures
 |
| * charts and diagrams
 | * annotated research
 |
| * short paragraphs
 | * pictures, photographs, sketches
 |
| * notes
 | * visual or audio material
 |
| * timelines, action plans
 | * self- and peer-assessment feedback
 |
| * artifacts from inspirational visits to museums, performances, galleries
 |

|  |  |
| --- | --- |
| **The process journal is:** | **The process journal is not:** |
| * 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 your needs
* a record of reflections and formative feedback received.
 | * used on a daily basis (unless this is useful for you)
* 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.
 |

### Step 4: Determine your Learning Goal and Product (& Journal Entry)

**One of the most important components of your Personal Project is your learning goal and product.** Your learning goal and your product are interrelated components. In other words, they are connected to one another. The product is what you will create, and the learning goal is what you will learn.

Your project’s starting point may be either the learning goal or the product. One learning goal can led to different products, just as one product can relate to a variety of learning goals. You may start with a product you want to create and then determine the learning goal, or vice versa. **Review the chart below to see the how the learning goal and the product are interrelated**:

Review the chart below for more examples. **Remember, you can start with the product/outcome and then determine the learning goal or you may start with a learning goal and then determine your product.**

|  |  |  |
| --- | --- | --- |
| **TOPIC** | **LEARNING GOAL** | **PRODUCT/OUTCOME** |
| Health & Physical Education | Learning about the best way for me to get fit | Completing half-marathon |
| Gardening | Learning about the effects of food deserts in urban settings | Essay on the effects of food deserts |
| Technology | Learning about app development | Creating a game app |
| Photography | Learning about new photography techniques  | Creating a photo essay |
| Sports | Exploring my abilities hitting with non-dominate hand during baseball season | Improving throwing accuracy |
| Visual Arts | Exploring my abilities with art by using different materials | Composing an original painting using recyclable material |

Now it is time for you to brainstorm to determine your learning goal and product/outcome. **Complete the Brainstorming sheet on the weebly website.** The brainstorming sheet will help you narrow down your learning goal and product. **Upload the Brainstorming sheet to ManageBac under the Process Journal tab or save in your google drive.**

**In your process journal, record the answer the following questions based on your learning goal and product:**

1. Explain what you want to ***learn*** by completing this project
2. Identify what initially sparked your interest in this topic & explain its connection to the learning goal and product
3. Describe what makes your goal **personal** through your experiences & interests
4. Discuss what knowledge & skills you had before you begin this process

 *You could:*

Identify what you **already knew** about this topic from your **subjects/classes** (similar projects/units you completed in school)

Identify what you **skills you already had** that will help achieve your goal

Identify what you already knew or could do **outside of a school subject**

### Step 5: Creating Success Criteria (& Journal Entry)

Once you know learning goal and intended product, it is time to determine your Success Criteria. The Success Criteria are the measure the degree of excellence to which the product aspires or the terms under which the product can be judged to have been successful. **Think of ‘criteria’ as statements that describe the attributes you want your completed project to have. These attributes are specifications or exactly what you want your project to include.**

* The success criteria must be testable, measurable, and observable.
* The success criteria must evaluate the product.
* The success criteria must evaluate the impact of the student and/or the community.
* The success criteria must measure the quality of your product.

At this step, you will view video/presentation for more details and examples and complete the success criteria template. Remember, your success criteria may be revised due to what you learn through your research. In other words, your final success criteria may be different from your first draft of your success criteria. **Complete the Success Criteria sheet and upload to your Process Journal in ManageBac or your Google drive.** **You must have 8-10 success criteria for your product.** The Success Criteria Sheet can be found on the weebly site under the Planning Resource Section.

### Step 6: Completing your Personal Project Proposal in ManageBac

Complete the Learning Goal, Product Goal, and Success Criteria in ManageBac. Review the presentation for using ManageBac on the weebly website.

### Step 7: Conference with Advisor #1 (& Journal Entry)

After you complete your personal project proposal, you must have your first conference. **During your first conference, your advisor will be able to approve your project and/or give you advice to make changes.** Your first conference will be recorded by **you or your advisor** on your Academic Honesty form in ManageBac by adding a new meeting. (Review the video for using ManageBac found on the weebly site.) **Please record a 1-2 sentence summary of the discussion**.

**Record the answers in Managebac under the Academic Honesty tab and be prepared to discuss the following questions with your advisor during your conference**:

1. Why did you choose your learning goal and product? What was your inspiration?
2. What part of your project excites you the most? What are you the most hesitate about?

### Step 8: Developing the Action Plan (& Journal Entry)

Determine the steps you will take to complete goal. Be very specific. These steps may change, but you should reveal those changes as you reflect in your journal. Create your own project timeline, action plan or chart to show:

* The order in which tasks need to be done
* The time needed to complete a particular task
* Events that will affect your ability to complete a task (assessments, holidays, exams, etc.)
* Specific steps you will need to take to finish that task.

**Review the Action Plan templates provided for you on the weebly site and determine which one you will use for your action plan. Record your action plan for your product in your journal.** Write a list of steps you need to take in order to make your vision a reality. Include any materials or other resources you may need. Remember, your final action plan may include more steps so it appropriate to revise your action plan.

### Step 9: Determine your Approaches to Learning Skill (& Journal Entry)

For the Personal Project, you should focus on **1-2 skills from each category** of the Approaches to Learning Skills that are useful to reach your learning and product goal. The categories are Communication, Social, Self-Management, Research, and Thinking. **Review the ATL Skills presentation/video, Appendix C for sample skills and possible evidence to support the skill, and the ATL skills Chart.** Complete the **ATL skills for my Project chart** found on the weebly site and upload it to your process journal in ManageBac or in your google folder. **You will record why you chose the skills and the possible artifacts you can gather as your evidence of those skills.** In this chart, you will also determine:

* which of those skills will be useful as you work towards your learning goal.
* which of those skills will be useful as you work towards your product goal.

### Step 10: Planning Research (& Journal Entry)

**Prior knowledge will influence your work; however, you must show evidence of new learning throughout your project.** **Prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.** Therefore, research will be a necessary component of your project’s process.

The number and type of resources will vary depending upon the nature of your project. You must have **at least 3** **sources cited correctly on you bibliography page-** **MLA format**.

Available sources may include: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

**Record the following in your journal**: Identify the central focus of your research. What exactly are you hoping to learn/prove through collecting this information? Identify 3 different sources you will use to find information. These can be credible websites, books, databases, interviews, works of art, etc. Identify any places you will need to go in order to find information, such as the library or museum. **Complete the CRAAP test chart and upload to your process journal in ManageBac or in your Google drive.**

### Step 11: Applying your Approaches to Learning Skills

As you learn more about your learning goal and create your product, make sure you are applying your chosen Approaches to Learning (ATL) skills. Make sure you are recording and gathering evidence that shows how you are using your skills to meet your learning goal and creating your product based on your success criteria. Think about the strengths and limitation of your chosen ATL skills. **Record your thoughts in your process journal in Managebac or your google drive.**

### Step 12: Conference with your Advisor #2 (& Journal Entry)

At this point, you should be applying your ATL skills in order to meet your learning goal and to create your product. Your 2nd conference will be recorded by **you or your advisor** on your Academic Honesty form in ManageBac. This document records your progress and the nature of your discussions with your supervisor. **Please record a 1-2 sentence summary of the discussion.**

**Record the answers in ManageBac and be prepared to discuss the following questions with your advisor during your conference:**

1. Which ATL skill has been the most useful so far?
2. Which ATL skill are has been the most difficult so far?

### Step 13: Evaluating your Product (& Journal Entry)

When you have completed your product, you will use the success criteria that you developed to evaluate the extent to which you achieved your product/outcome goal. This evaluation will help you to determine the impact of your product and help you to select evidence of the ATL skills.

**Create a rubric using your success criteria by copying your criteria into the Success Criteria-Rubric template and assessing your product. Record your evaluation in your process journal. Also, address the following:**

* To what extent was the goal achieved
* Evaluate the quality of the product/outcome by justifying the reasons for the final level awarded with specific examples used
* Explain any changes made to the product/outcome during the process and why changes were made
* Identify possible improvements to the product/outcome

### Step 14: Select Evidence of the Applying ATL skills

At the end of the personal project, you will need to select pieces of evidence to demonstrate the ATL skills that have had the most impact on your project. One piece of evidence must support your analysis of **how ATL skills were applied to extend your learning goal** and the another must support your analysis of **how ATL skills were applied to achieve your product**. You should present the skills with the strongest evidence.

### Step 15: Reflect on Impact of Personal Project

Impact is both the negative and positive planned and unplanned consequences of a completed project. For the personal project, you must **explain the impact of your learning goal and product on yourself and/or your community. Be sure to provide evidence to support the impact of your learning goal and/or product.**

Review the chart below for possible impacts of the learning goal and product:

|  |  |
| --- | --- |
| Possible impacts of the learning goal | Possible impacts of the product |
| * Develops specific ATL skills
* Extends knowledge about an area of interest
* Gains confidence by completing an independent project
 | * Meets a need in the community
* Showcases the students’ skills or abilities
 |

Record in your process journal the answer to the following questions**:**

* 1. What have I learned about the subject?
	2. What have learned about myself?
	3. How has the project prepared me for the future? (DP/CP, Dual Enrollment, future job)
	4. How has my point of view changed due to completing this project?
	5. What am I most proud of?
	6. What skills I have acquired? What skills have I improved?
	7. What challenges did I face and how did I solve them?
	8. How have you developed as an IB learner?
	9. What evidence can I present as evidence of impact?

**When you reflect on the personal project, it is important to remember that the process can have a positive impact even if your product is not successful.**

### Step 16: Writing your Rough Draft

The report should be presented with the following heading: **Planning, Applying Skills, and Reflecting.** Use the following questions to guide you as you create your rough draft. Remember to be specific and clear but avoid wordiness and redundancy**. If you are choosing multi-media, decide how you will address these questions in your written and/or recorded portions of your report.**

***Planning***

* Explain what you want to ***learn*** by completing this project
* Identify what initially sparked your interest in this topic & explain its connection to the learning goal
* Describe what makes your goal **personal** through your experiences & interests
* Discuss what knowledge & skills you had before you begin this process
* Explain what you want to ***do*** or ***make*** by completing this project
* Develop criteria that are directly **related to the product goal** and **research**
* Develop criteria that measure the **quality** of the goal
* Explain & justify criteria based on the transfer of research to product
* Include evidence of planning through timelines, calendars, other tools/strategies
* Include both short and long-term planning broken down by steps
* Include success criteria & their targeted completion as one aspect of plan
* Reference a range of sources in a properly MLA formatted **Works Cited**

***Applying Skills***

* Identify the chosen **ATL Skill(s)** developed throughout the process of achieving the **learning goal**
* Explain how the **ATL Skill(s)** were applied to help achieve the learning goal
* Justify strengths and limitations of chosen ATL Skill(s) for the learning goal
* Identify the chosen **ATL Skill(s)** developed throughout the process of achieving the **product**
* Explain how the ATL Skill(s) were applied to help achieve the product
* Justify **strengths and limitations** of chosen ATL Skill(s) for the product
* Include evidence of a broad range of chosen ATL Skill Category used for the learning goal and product

***Reflecting***

* Demonstrate a deeper knowledge and understanding of the topic
* Use evidence to justify new knowledge of topic gained
* Identify & explain how the student has developed as a learner, using the IB Learner Profile Traits
* Discuss strengths & weaknesses (academic & personal) in reference to the process of completing the Personal Project
* Identify challenges faced and solutions developed to meet those challenges
* Consider the possible impact the project could have on future learning, e.g. in the DP
* Discuss the lasting impact of this project
* Use the product/outcome success criteria (specifications) to assess the product and to what extent the goal was achieved
* Evaluate the quality of the product/outcome by justifying the reasons
* Explain any changes made to the product/outcome during the process and why changes were made (optional)
* Identify possible improvements to the product/outcome (optional)

### Step 17: Rough Draft Review and Conference with your Advisor #3

After you complete your first rough draft, you must have your 3rd conference. Your 3rd conference will be recorded by **you or your advisor** on your Academic Honesty form in ManageBac. This document records your progress and the nature of your discussions with your supervisor. You should discuss and record a 1-2 sentence summary of the answer to the following questions:

Record the answers in ManageBac and be prepared to discuss the following questions with your advisor during your conference:

1. What have you learned about yourself during this process?
2. What successes or difficulties are you having with your paper?

Your advisor is **not required** to read your rough draft; however, you can request that your advisor, Ms. Ross or Ms. Galloway, or any teacher to provide a o**ne-time review of your rough draft by requesting an additional meeting/ conference**. During this review, your advisor may give you feedback, but it is **ultimately up to you make sure you have all the components and evidence needed for your Personal Project.** Please ask for the review in a timely manner so you can make any necessary changes before the due date.

### Step 18: Writing or Creating your Final Report

The MYP personal project report demonstrates your learning throughout your project. Your final report must address all strands of all three assessment criteria; you must communicate **clearly and concisely** to reach the highest assessment score possible. There are two possible formats for the MYP Personal Project report: **written or multi-media**. You can submit your report in written format only or a written and recorded format (multimedia). The table below shows the possible maximum lengths for written and multimedia reports as well as possible languages.

|  |
| --- |
| **Format**  |
| **Document *File types: .doc, .docx, .pdf (non- editable)*** |  | **Recording *File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v*** |
| 15 pages | and | No recording |
| 14 pages | and | 1 minute |
| 13 pages | and | 2 minutes |
| 12 pages | and | 3 minutes |
| 11 pages | and | 4 minutes |
| 10 pages | and | 5 minutes |
| 9 pages | and | 6 minutes |
| 8 pages | and | 7 minutes |
| 7 pages | and | 8 minutes |
| 6 pages | and | 9 minutes |
| **Possible Languages\*** |
| English | Spanish | French |

**\*If your report is completed in French or Spanish, you must seek approval from Ms. Ross or Ms. Galloway before you submit your personal project proposal.**

|  |
| --- |
| **Formatting Checklist** |
| **Font** | Minimum 11-point font size |
| **Margins** | Minimum 2 cm margins. |
| **Headings** | The report should contain 3 major headings: Planning, Applying Skills, Reflecting |
| **Evidence** | Evidence presented in images must be clearly visible at the size submitted |
| **Audio/Video Recording** | Audio and video must be recorded and submitted in real time. |
| **Audio Visual Aids** | 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. |
| **Product** | Clear images of the product are required for both written and multi-media reports. |
| **Bibliography** | The bibliography is uploaded separately and is not included in the page limit. |
| **No Title Page** | Students should not include a title page; if included, it will count towards the page limit. |
| **Academic Integrity** | Students must upload a separate academic honesty form to ManageBac. This is not included in the word limit. |

### Step 19: Self- Assessment and Final Report Submission

At this point, you are completing the finishing touches to your final report and product. Take the time to complete the self- assessment by using the Personal Project Rubric. What score would you give yourself for each criterion? Do you need to make changes before you submit?

**You will submit your written or multimedia report to ManageBac by following the Uploading Project to ManageBac directions. Be sure to let your advisor know if your report is written or multi-media.**

### Step 20: Personal Project class presentation

All students must present their products in class. You will utilize **Appendix F** as a guide for this presentation. **You will not present your whole report, but a summary of your report and your completed product.**

## Appendices

### Appendix A- Traditional 10th grade Core Courses

|  |
| --- |
| Traditional 10th Grade Courses |
| **9th Grade Literature** | **AP Language** |
| **Geometry** | **Chemistry** |
| **World History** | **AP World History** |

### Appendix B- Assessment Criteria

### 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 its associated success criteria.

|  |  |
| --- | --- |
| **Achievement 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 productiii. **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 goalii**. states** their intended product and presents **basic** success criteria for the productiii. **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 goalii. **states** their intended product and presents **multiple appropriate** success criteria for the productiii. **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 goalii. **states** their intended product and presents multiple appropriate, **detailed** success criteria for the productiii. **presents** a detailed plan for achieving the product and **all** of its associated success criteria. |

|  |
| --- |
| **Definitions** |
| **Learning Goals** | 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**.** |
| **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: 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.

|  |  |
| --- | --- |
| **Achievement 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 goalii. **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 evidenceii. **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 evidenceii. **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 evidenceii. **explains** how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence. |

|  |
| --- |
| **Definitions** |
| **Learning Goals** | 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) clusters** | One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer. |
| **Presents** | Offer for display, observation, examination or consideration**.** |
| **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: Reflecting

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** | **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 learningii. **states** whether the product was achieved. |
| **3-4** | The student:i. **outlines** the impact of the project on themselves or their learningii. 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 learningii. **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 learningii. **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** |
| **Product** | What students will create for their personal project. |
| **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. |

### Appendix C- Sample ATL skills and Evidence

|  |  |  |
| --- | --- | --- |
| ATL Category |  A**TL skill cluster** | **Possible evidence** |
| **Communication** | Communication skills | Correspondence with supervisor, social media posts |
| **Social** | Collaboration skills | Essential agreement for group work, feedback to (or from) peers |
| **Self- Management** | Organization | Action plan, calendar reminders, lists, timelines |
| Affective skills | Lessons learned from setbacks, routines to enhance focus |
| Reflection skills | Self-evaluations, status updates |
| **Research** | Information literacy skills | Lines of inquiry, annotated bibliography |
| Media literacy skills | Annotated research, Venn diagrams to compare and contrast sources |
| **Thinking** | Critical thinking skills | Pro/con lists, data analysis |
| Creative thinking skills | Prototypes, concept sketches, visible thinking diagrams |
| Transfer skills | List of relevant prior learning, graphic organizer that connects ideas |

### Appendix D- General Timeline

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Advisement Date\*** | **Action Steps and Items Due** |  |
| **September 2021**  |  | Step 1:Student Acknowledgment Google Form and Introduction VideoStep 2: Understanding the Rubric with Sample Reports Step 3: Understanding your Process Journal for Gathering EvidenceStep 4: Determine Learning Goal and Product | **PLANNING** |
|  |
| **October 2021** |  | Step 5: Creating Success CriteriaStep 6: Completing Personal Project ProposalStep 7: Conference with Advisor #1Step 8: Developing the Action Plan |
|  |
| **November 2021** |  | Step 9: Determine your Approaches to Learning (ATL) skills Step 10: Planning ResearchStep 11: Applying your ATL Skills | **APPLYING SKILLS** |
|  |
| **December 2021** |  | Step 12: Conference with Advisor #2  |
| **January 2022** |  | Step 13: Evaluating the Product Step 14: Select Evidence of ATL skills | **REFLECTING** |
| **February 2022** |  | Step 15: Reflect on Impact of ProjectStep 16: Rough DraftStep 17: Conference with Advisor #3 |
|  |
| **March 2022** |  | Step 18: Writing and/or Creating your Final ReportStep 19: Self-Assessment and Final Report Submission | **PRESENTATIONS** |
| **April 2022** |  | Step 20: Personal Project Presentation (in-class)Step 21: IB Showcase (selected students only- TBD) |

\*Advisement dates are subject to change.

### Appendix E- *MJJ’s MYP Personal Project Academic Honesty* *Form*

|  |  |
| --- | --- |
| Student Name |  |
| Student Number |  |
| School Name | Maynard Holbrook Jackson High School |
| School Number | 0186 |
| Supervisor Name |  |

**Student**: This document records your progress and the nature of your discussions with your supervisor. You will meet with your supervisor at least 3 times throughout the process.

**Supervisor:** You are asked to have three supervision sessions/ conferences with students. After each conference, students should make a summary of what was discussed; you should sign and date these comments.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date | Main points discussed | Signature/initials |
| Meeting 1 |  |  | Student:Supervisor: |
| Meeting 2 |  |  | Student:Supervisor: |
| Meeting 3 |  |  | Student:Supervisor: |

|  |
| --- |
| **Student declaration**I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).  |
| Student’s Signature: Date: |
| **Supervisor declaration**I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.  |
| Supervisor’s Signature: Date: |

### Appendix F- MYP Personal Project Presentation

Now it’s time to present your MYP Personal Project! You have completed a lot of work independently and it’s time to present your work to your peers and advisor. Please follow the outline below during your presentation.

1. **Introduction (1 min max)**
	1. State your name, goal of your project, and product
	2. Briefly describe why you chose this project
2. **Presentation of Product (5 min max)**
	1. Briefly describe the success criteria you designed to evaluate your product
	2. Present your product
3. **Approaches to Learning (2 min max)**
	1. Choose 2 ATL skill and tell how you used it to complete your learning goal and product
4. **Final Reflection (2 min max)**
	1. Briefly tell what you are most proud of or what you would change/ do differently
	2. Describe your learning goal and/or product on yourself and/or your community.
5. **Closing (30 sec max)**
	1. Thank your audience (peers) for their attention.

**Example**

*Good morning, my name is Ima Student. The goal for my project was to design a fitness program for teens. I chose this project because I wanted to learn more about making healthy choices and fitness and helping my friends improve their personal health.*

*Now I am going to show you the fitness program that I created. My criteria were my program needed to be founded in research, included 7 days of healthy meals, included a 30 day training schedule, and was interesting to teens. The most interesting feature is the meal plan. I was able to create 7 days of healthy breakfasts, lunches, dinners, and even snacks. Also, the exercises were easy to do anywhere and anytime because you don’t need equipment, like weights.*

*Throughout this project, I had to use several Approaches to Learning Skills. For this project, I had to really use my self- management skills to finish on time. I used ManageBac/Google Classroom to keep up with due dates, but I also used a wall calendar at home to determine when I was going to work on my project and other school work.*

*I am most proud of my fitness plan. I really think it can help teens feel better about their health. I thought that my fitness plan would only help teens, but now my family uses some of the meals and we exercise together. Changing to more healthy eating habits has impacted my health. We all feel great!*

*I hope you enjoyed my presentation. Thank you!*

**Other things to remember:**

1. Practice your presentation at home- your presentation must be between **8-11 minutes**.

2. Write out what you are going to say during your presentation on notecards.

3. Speak clearly during your presentation.

4. Make sure your product is finished and bring it on your presentation day.

5. Check on technology (If you need a computer, talk with your advisor.)

6. This is your time to share your research, your product, and your growth with your peers.

7. Be Proud of your hard work!

