

MYP Personal Project: a guide for parents

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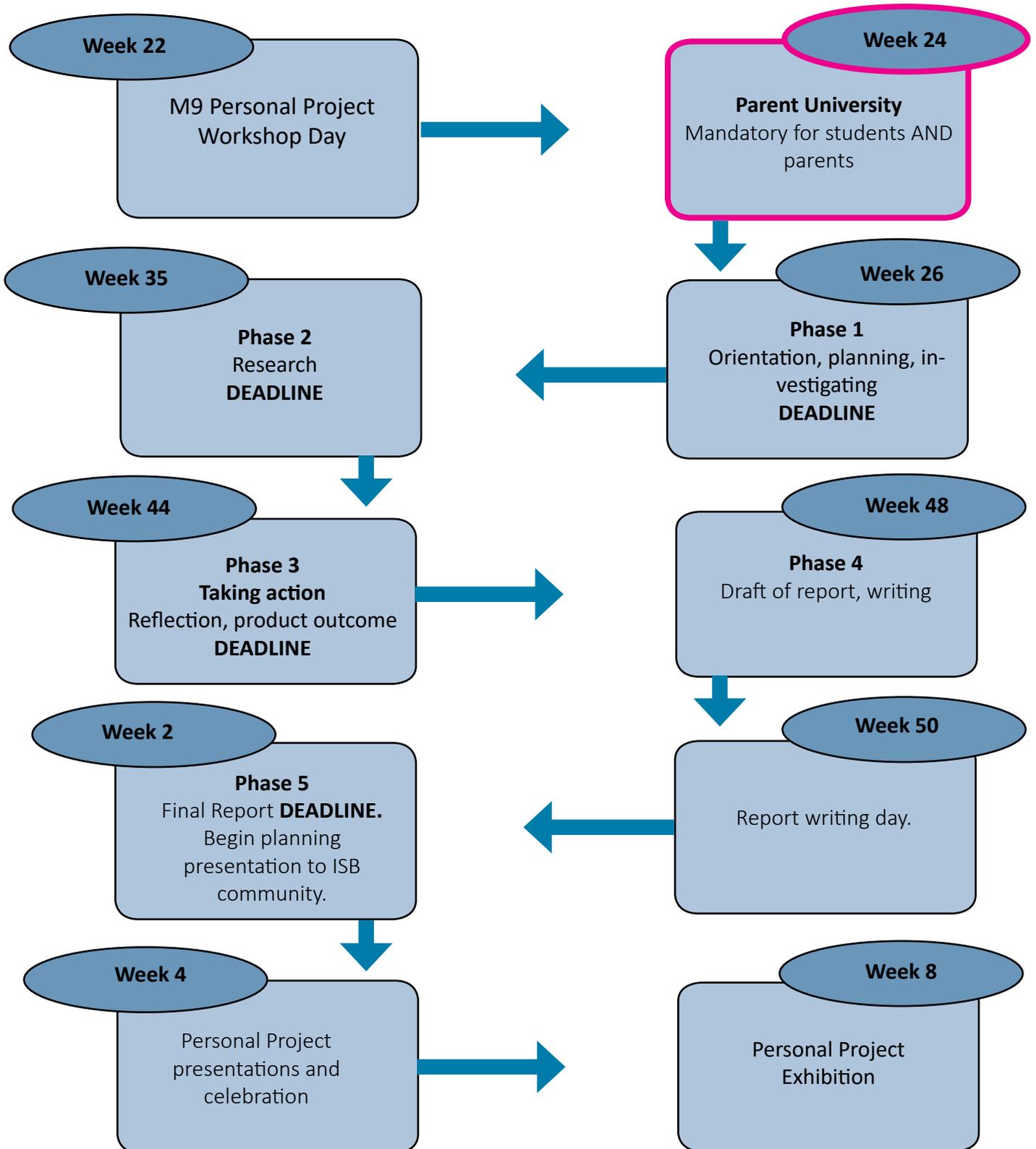
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This guide is made for the parents of the MYP students doing their Personal Projects and contains important deadlines and a brief description of the process.

M9 students get a more detailed student guide when they start their Personal Project in May/June of their M9 year.

Timeline and due dates

Dates might be subject to change due to a number of variables, but they're not likely to move more than a few days here or there. Students will be notified if a change is made.



*Dates are subject to change from year to year. Specific dates will be given to the students. Any meetings related to a given phase should be held *before* the relevant deadline.

Introduction

“The Personal Project encourages the students to practice 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”.

Source: IB MYP Projects Guide Sept 2014/Jan 2015

What is the Personal Project?

In the Personal Project, each student is completely independent and responsible for coming up with a long-term project and seeing it to its logical end. The students will get support from their supervisors who will ensure that they are on track with the project. The students have to find and define their own learning goals, understand and plan their way through to achieving the goals, and be able to reflect along the way as well as at the end of the project. The Personal Project provides an opportunity for students to explore, research, and develop skills in a topic that they are passionate about, which is not directly related to their daily school work.

Aims and objectives of the Personal Project

The aims of the Personal Project as given in the IB MYP Projects guide are:

- To participate in a sustained, self-directed inquiry within a global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning.
- Appreciate the process of learning and take pride in their accomplishments.

Personal Project requirements:

- Students in MYP year 5 (M10) are expected to complete the Personal Project.
- Most of the Personal Project work must be done in M10.
- Students are expected to spend approximately 25 hours on their project.
- ISB has to register all students in M10 for external moderation of the Personal Project.
- Students who successfully complete the Personal Project are eligible for MYP results. Successful completion of the Personal Project is a requirement for awarding the MYP certificate.
- The Personal Project has to be done individually.

The Personal Project will be assessed internally and a grade will be given. Work will then be assessed by a second ISB teacher before being sent out to the IB to be officially moderated. The grade your child gets from the IB is the final grade for the Personal Project, which s/he will receive together with grades for the MYP eAssessments.

The nature of the MYP Personal Project

The Personal Project aims to:

- Encourage students to develop an area of personal interest.
- Provide an opportunity for students to produce a personal and creative product.
- Evolve around a challenge that motivates and interests the individual student.
- Encourage students to participate in a sustained, self-directed inquiry within a global context.
- Help the student demonstrate his/her skills and knowledge required to complete a project over an extended period of time.

The most important thing about the Personal Project is that it is the individual student's project, not the parents or the teacher's. It's the student's project, and it shows that he/she can use the thinking and learning skills learned in the MYP.

The work done in the Personal Project must be original and students are expected to prove this. Supervisors will work towards helping achieve this by ensuring all three parts of the Personal Project are completed and are accurate.

There are three important parts that make up the Personal Project.

Personal Project component	How it is assessed
The process journal	A selection of extracts in the appendices of the report
The product	Evident in the presentation/report
The report	The content of the report assessed using all four criteria

The process journal

The student must maintain a process journal of his/her Personal Project. The process journal will contain all of the student's rough ideas, brainstorming, sketches, detailed drawings/notes, references, ideas, etc. It is a practical space that lets the student record his/her progress. Even if the student changes his/her project idea, it is important to keep what has already been done. It is a tool that helps the student to reflect on and develop various ideas and deal with obstacles or difficulties that may come up during the process. The Process Journal should be kept as it is. The students should not re-type or re-write to make it look neat, as it is meant to be a working document and should be submitted as such. The supervisor will need this to assess the student's work. The Process journal is personal to the student, in the sense that s/he is exploring ways of recording his/her personal process.

A process journal **must** contain the following:

- Work done each week – whatever work has been done over the day or the week must be noted down, including plans, brainstorming, creating a schedule for the work, etc. The process journal is not a diary and therefore unless it is necessary due to the nature of the project, it should not be used to record daily details.
- Resources used – a bibliography in the MLA style, interviews, photographs, audio or video recordings made for use in the project.
- Challenges or difficulties faced – details of what the student found hard or was challenged by and how he/she found a way over, under, around or through the challenge. In short: the problems the student faced and the solutions he/she found.
- Evaluation of the student's progress – a regular look at the whole picture, initial goals, what has the student done to meet his/her goals?, have they (maybe) changed and if so, why? Does the student need to speed up? Slow down? Improve his/her organisation and planning?

It might be most convenient to maintain the records on Google docs and upload them as and when needed to ManageBac. A Google doc for each phase would include other linked docs or scanned and uploaded hand drawn diagrams, tables, mind maps and/or photographs, recordings, etc. All work done in books or on paper must be scanned or photographed and uploaded right away, before the book or paper is lost. ALL Google docs MUST be shared with permission to comment and/or edit with the supervisor and the Personal Project supervisor.

The product

The product or the outcome is the thing that is created from the personal project. It could be a piece of original art, music or creative writing. It could be a product created to make someone's life easier, a special bag or container for people with babies, or those who play a special sport, a toy that challenges and develops particular skills for a particular age group. It could be a brochure, booklet or film to help someone learn something new – a cook book, a travel guide, learning a new language, etc. It could be a plan to make the world around you more environmentally sustainable, food and waste systems in your house and around.

The student is responsible for defining realistic criteria to measure the quality of the product or outcome. With the supervisor's support, the student will decide what a high- quality outcome/product is along with appropriate tools for setting standards, including checklists and/or rubrics to help the student assess the outcome/product. Usually the student will need to have spent time researching the goal and getting a clear idea of what it is they hope to achieve before being able to define these criteria.

The report

The report is an account of the work on the project, and should be as clear as possible. The Personal Project report has to be submitted in identifiable sections, so it should be well organised. It should follow all the MYP Personal Project objectives – investigating, planning, taking action, and reflecting. The report also ensures that all strands in all criteria are addressed. The students are responsible for the format of the Personal Project and should consider learning preferences, personal strengths, and available resources while deciding on the format for the report.

The report can be in any one of the four accepted possible formats:

Format	Length
Written	1,500 - 3,500 words
Electronic (blog, website, slideshow)	1,500 - 3,500 words
Oral (podcast, radio broadcast, recorded)	13-15 minutes
Visual (film)	13-15 minutes

The report does not replace the product/outcome of the Personal Project. Even when the Personal Project is in written form e.g. a play, a novel, essay, etc., it is considered distinct from the Personal Project report. The student may make use of notes, cue cards and visual support aids for oral presentations which must be recorded for internal standardization and for possible IB moderation submission.

In case of a visual report which would be a film, the student must address the key moments of his/her involvement in the Personal Project as informed by the Process Journal. Planning for the filming process, editing, etc. must be taken into account at the beginning of the process.

A complete report must contain:

- The Personal Project coversheet
- The completed academic honesty form
- Process Journal extracts
- Any supporting visual aids used during the presentation, if applicable
- Any graphs/charts you may have used/created
- Bibliography/sources (MLA Style)

In addition it must also have:

- Explanations as to why this topic was chosen
- The clear goal of the project and whether or not the student achieved it
- Well-articulated planning, research, links to the Global Context
- Reflection showing an understanding of the student's strengths, weaknesses, difficulties and strategies for overcoming them. It should also reflect upon what the student learned and what he/she would change/improve.

Supervision of the Personal Project

All of the students will work with a supervisor. The supervisor will be an ISB teacher or a member of the non-teaching staff. Once the student has chosen a topic, the supervisor will choose a topic they are interested in supervising. This way both the students, the teachers and other staff will find out who they are working with on the same day.

The supervisor will act more as a guide and supervisor than as a mentor or teacher. Both the student and the supervisor are responsible for scheduling meetings. The student is responsible for ensuring that s/he shows up for the meetings well prepared and on time.

The supervisor will help:

- Guide the student on how to work through the project successfully
- Make written or oral comments to help the student proceed
- Ensure students take notes of comments given during formal or informal meetings
- Make a final assessment of the Personal Project and cross-mark it with a colleague
- Ensure the Personal Project is authentic and completely your own work
- Ensure you have referenced all information correctly

Almost there!

FINAL STEP! The students need to plan how to present their Personal Project at the Personal Project Exhibition and Celebration. Get creative!

Levels of Achievement

The MYP bases its assessments on the four criteria and their descriptors. This means that the level of achievement is indicated by a descriptor that shows us where the student is on a competency continuum. The level or the words in the descriptor are the focus, not the numbers. The descriptors show us what the student is capable of achieving through their submitted work.

These criteria and descriptors indicate the continuum of the student's ability and the students are responsible for understanding and knowing what these stand for and how they can improve. They are to ensure they have read and understood them and discussed them at least once in the Personal Project process in the time from May 2019 – December 2019.

The Personal Project will be assessed using all four criteria and then a grade will be given based on the total points. Work will then be assessed by a cross-marker and internally moderated before being sent out to the IB to be officially moderated. The grade you get from the IB is your final grade for your Personal Project.

Criterion A: Investigating Maximum points: 8

In the Personal Project the students should:

- i. Define a clear goal and global context for the project, based on personal interest.
- ii. Identify prior learning and subject-specific knowledge relevant to the project.
- iii. Demonstrate research skills.

Criterion B: Planning Maximum points: 8

In the Personal Project the students should:

- i. Develop criteria for the product/outcome.
- ii. Plan and record the development process of the project.
- iii. Demonstrate self-management skills.

Criterion C: Taking action Maximum points: 8

In the Personal Project the 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.

Criterion D: Reflecting Maximum points: 8

In the Personal Project the students should:

- i. Evaluate the quality of the product/outcome against the 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.