**MYP Personal Project Outline**

**Section 1: INVESTIGATING (Outline)**

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| **Define a clear goal and context for the project, based on personal interests** | In my report:  I give the precise meaning of the goal of my project; I explain exactly the ‘what I wanted to achieve, when, where, how I wanted to achieve it and why’ of my project.  I define the global context which applied best to my project.  I tell a little about myself and the relevant interests I have.  If I made changes to my goal during the project, I explain the changes made openly and honestly. |
| **Identify prior learning and subject-specific knowledge relevant to the project** | I identify what I already knew about this topic/project and the sources of my knowledge, before I started.  I identify what I learned from MYP subjects before the project started, and how this was helpful. |
| **Demonstrate research skills** | I outline the research skills I had when I started the project.  I discuss the research skills I developed through the project.  I explain how I may have shared my skills to help peers who needed more practice.  I identify my skill progress, checked against the ATL skill chart (Appendix B). |

**Section 2: PLANNING (Outline)**

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| **Develop criteria for the product/outcome** | In my report:  I refer to the criteria I designed to evaluate the project product/outcome.  If I made changes to the criteria during the project, I have explained the changes openly and honestly. |
| **Plan and record the development process of the project** | I provide evidence of my planning through timelines, milestones or other.  I present a record of how the project progressed from start to finish. |
| **Demonstrate self-management skills** | I outline the self-management skills I had when I started the project.  I discuss the self-management skills I developed through the project.  I explain how I may have shared my skills to help peers who needed more practice.  I identify my skill progress, checked against the ATL skill chart (Appendix B) |

**Section 3: TAKING ACTION (Outline)**

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| **Create a product/outcome in response to the goal, context and criteria** | In my report:  I discuss the product/outcome as the result of the process I undertook during the project.  I check that I have included evidence of my product to be submitted with my report. |
| **Demonstrate thinking skills** | I outline the thinking skills I had when I started the project. I discuss the thinking skills I developed through the project. I identify new skills I learned through the project.  I discuss the thinking skills I developed through the project.  I explain how I may have shared my skills to help peers who needed more practice.  I identify my skill progress, checked against the ATL skill chart (Appendix B). |
| **Demonstrate communication and**  **social skills** | I outline the communication and social skills I had when I started the project.  I discuss the communication and social skills I developed through the project.  I explain how I may have shared my skills to help peers who needed more practice.  I identify my skill progress, checked against the ATL skill chart (Appendix B). |

**Section 4: REFLECTING (Outline)**

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| **Evaluate the quality of the**  **product/outcome against their**  **criteria** | In my report:  I evaluate the product/outcome against the criteria I designed.  I identify the strengths, weaknesses and possible improvements of the product/outcome. |
| **Reflect on how completing the**  **project has extended their**  **knowledge and understanding of the topic and the global context** | I identify challenges and the solutions I developed to meet them.  I demonstrate a deeper knowledge and understanding of my topic and my identified global context.  I base my reflection on evidence, including my process journal. |
| **Reflect on their development as an IB learner through the project** | I identify how I have developed as a learner (using the IB learner profile as appropriate).  I discuss my strengths and weaknesses in completing the project.  I summarize the impact the project could have on my future learning. |

**MYP Personal Project Rubric**

**Criterion A: Investigating (Maximum: 8)**

In the personal project students should achieve the following:

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

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student has not achieved a standard described by any of the descriptors given below. |
| 1-2 | 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 | 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 | 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 | 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 achieve the following:

i. develop criteria for the product/outcome

ii. plan and record the development process of the project

iii. demonstrate self-management skills

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not achieve a standard described by any of the descriptors given below. |
| 1-2 | i. develop **limited** criteria for the product/outcome  ii.present a **limited or partial** plan and record of the development process of the project  iii. demonstrate **limited** self-management skills. |
| 3-4 | i. develop **adequate** criteria for the product/outcome  ii. present an **adequate** plan and record of the development process of the project  iii. demonstrate **adequate** self-management skills. |
| 5-6 | i. develop **substantial and appropriate** criteria for the product/outcome  ii. present a **substantial** plan and record of the development process of the project  iii. demonstrate **substantial** self-management skills. |
| 7-8 | i. create an excellentcriteria for the product/outcome  ii. present a **detailed and accurate** plan and record of the development process of the project  iii. demonstrate **excellent** self-management skills. |

**Criterion C: Taking Action (Maximum: 8)**

In the personal project students should achieve the following:

i. create a product/outcome in response to the goal, global context and criteria

ii. demonstrate thinking skills

iii. demonstrate communication and social skills

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not achieve a standard described by any of the descriptors given below. |
| 1-2 | i. create a **limited** product/outcome in response to the goal, global context and criteria  ii. demonstrate **limited** thinking skills  iii. demonstrate **limited** communication and social skills. |
| 3-4 | i. create a **basic** product/outcome in response to the goal, global context, and criteria  ii. demonstrate **adequate** thinking skills  iii. demonstrate **adequate** communication and social skills. |
| 5-6 | i. create a **substantial** product/outcome in response to the goal, global context, and criteria  ii. demonstrate **substantial** thinking skills  iii. demonstrate **substantial** communication and social skills. |
| 7-8 | i. create an **excellent** product/outcome in response to the goal, global context and criteria  ii. demonstrate **excellent** thinking skills  iii. demonstrate **excellent** communication and social skills. |

**Criterion D: Reflecting (Maximum: 8)**

In the personal project students should achieve the following:

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.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not achieve a standard described by any of the descriptors given below. |
| 1-2 | 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 global context  iii. present **limited** reflection on his or her development as an IB learner through the project. |
| 3-4 | 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 | 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 | 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. |

**Approaches to Learning**

**Research Skills (ATL)**

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| **BASIC SKILLS YOU MUST INCLUDE:** | Collect, record and verify data/sources  Find information specific to and surrounding the project, using variety of media  Construct a bibliography according to recognized conventions |
| **Other Skills that you may want to include:** | Process data and results  Collect, record, verify, and use a range of sources/data  Identify primary and secondary sources  Use proper in-text citations in report  Make connections between various sources of information, prior knowledge and subject specific knowledge  Take effective notes during project development  Evaluate your sources |
| **Higher-level Skills - some of these you should consider including:** | Collect and analyse data to identify solutions and make informed decisions to further the project  Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions  Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information  Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)  Use critical-literacy skills to analyse and interpret information  Understand the impact of media representations and modes of presentation when analysing information  Demonstrate awareness of media interpretations of events and ideas (including digital social media)  Understand and implement intellectual property rights |

**Self-Management Skills (ATL)**

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| **BASIC SKILLS YOU MUST INCLUDE:** | Set goals  Keep a basic log or timeline planning for the project  Manage time and effort for short periods of time |
| **Other Skills that you may want to include:** | Set goals that are challenging and realistic  Plan short- and long-term milestones; meet deadlines  Keep an organized and logical system of information  Practise strategies to overcome distractions  Practise dealing with disappointment and unmet expectations |
| **Higher-level Skills - some of these you should consider including:** | Keep and use a weekly planner for milestones  Make plans that are logically sequential and efficient  Demonstrate persistence and perseverance  Self-awareness of strengths and limitations when determining a challenging goal and planning  Plan strategies and actions to achieve personal **and** project goals  Use appropriate strategies for organizing complex information  Understand and use sensory learning preferences (learning styles)  Select and use technology effectively and productively  Practise dealing with change throughout the project  Practise analysing and attributing causes for failure  Practise strategies to overcome distractions  Practise being aware of body-mind connections  Practise "bouncing back" after adversity, mistakes and failures |

**Thinking Skills (ATL)**

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| **BASIC SKILLS YOU MUST INCLUDE:** | Identify problems  Consider ideas and possible solutions  Draw conclusions |
| **Other Skills that you may want to include:** | Practise observing carefully in order to recognize problems  Gather information strictly relevant to the project  Evaluate and manage risk  Consider ideas from multiple perspectives  Identify obstacles and challenges  Practise visible thinking strategies and techniques  Use brainstorming and visual diagrams to generate new ideas and inquiries  Inquire in different contexts to gain a different perspective |
| **Higher-level Skills - some of these you should consider including:** | Interpret data useful to the project  Evaluate evidence, arguments and propositions  Test generalizations, hypotheses and conclusions  Revise understanding based on new information and evidence  Identify trends and forecast possibilities  Generate metaphors and analogies  Apply existing knowledge to generate new ideas, products or processes  Consider multiple alternatives, including those that might be unlikely or impossible  Make connections between subject groups, prior- and experiential learning  Combine knowledge, understanding and skills to create products or solutions  Recognize unstated assumptions and bias  Develop contrary or opposing arguments  Analyse complex concepts and contexts into their constituent parts and synthesize them to create new  understanding  Propose and evaluate a variety of solutions  Use models and simulations to explore complex systems and issues  Troubleshoot systems and applications  Create original works and ideas; use existing works and ideas in new ways  Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments  Create novel solutions to authentic problems  Make unexpected or unusual connections between objects and/or ideas  Use effective learning strategies  Apply skills and knowledge in unfamiliar situations  Change the context of an inquiry to gain different perspective |

**Communication and Social (Collaboration) Skills (ATL)**

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| **BASIC SKILLS YOU MUST INCLUDE:** | Organize and depict information logically  Establish communication with supervisor  Write in process journal  Structure report following guidelines  Pick 10 Process Journal Entries and Link them to report |
| **Other Skills that you may want to include:** | Maintain communication with people relevant to the project  Work with others within clear expectations  Give and receive feedback  Use Appendices appropriately |
| **Higher-level Skills - some of these you should consider including:** | Communicate information and ideas effectively to audiences using a variety of media and formats  Use intercultural understanding to interpret communication  Use appropriate forms of writing and speaking for different purposes and audiences  Use a variety of media to communicate with a range of audiences  Interpret and use effectively modes of non-verbal communication  Make inferences and draw conclusions  Use and interpret a range of project-specific terms and symbols  Practise empathy  Delegate and share responsibility for decision-making  Help others to succeed  Paraphrase accurately and concisely  Preview and skim texts to build understanding  Manage and resolve conflict, and work collaboratively  Build consensus with peers, experts and/or supervisor  Make fair and equitable decisions  Listen actively to other perspectives and ideas  Negotiate effectively  Encourage others to contribute  Exercise leadership and take on a variety of roles within groups (if applicable)  Clearly structured, detailed and carefully presented, compelling, reasoned report and appendices |