**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 projectiii. 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 criteriaii. present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. 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/sourcesFind information specific to and surrounding the project, using variety of mediaConstruct a bibliography according to recognized conventions  |
| **Other Skills that you may want to include:** | Process data and resultsCollect, record, verify, and use a range of sources/dataIdentify primary and secondary sourcesUse proper in-text citations in reportMake connections between various sources of information, prior knowledge and subject specific knowledgeTake 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 conventionsUnderstand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling informationLocate, 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 informationUnderstand 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 goalsKeep a basic log or timeline planning for the projectManage time and effort for short periods of time  |
| **Other Skills that you may want to include:** | Set goals that are challenging and realisticPlan short- and long-term milestones; meet deadlinesKeep an organized and logical system of informationPractise strategies to overcome distractionsPractise dealing with disappointment and unmet expectations  |
| **Higher-level Skills - some of these you should consider including:**  | Keep and use a weekly planner for milestonesMake plans that are logically sequential and efficientDemonstrate persistence and perseveranceSelf-awareness of strengths and limitations when determining a challenging goal and planningPlan strategies and actions to achieve personal **and** project goalsUse appropriate strategies for organizing complex informationUnderstand and use sensory learning preferences (learning styles)Select and use technology effectively and productivelyPractise dealing with change throughout the projectPractise analysing and attributing causes for failurePractise strategies to overcome distractionsPractise being aware of body-mind connectionsPractise "bouncing back" after adversity, mistakes and failures  |

**Thinking Skills (ATL)**

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| **BASIC SKILLS YOU MUST INCLUDE:**  | Identify problemsConsider ideas and possible solutions Draw conclusions |
| **Other Skills that you may want to include:** | Practise observing carefully in order to recognize problemsGather information strictly relevant to the project Evaluate and manage riskConsider ideas from multiple perspectivesIdentify obstacles and challengesPractise visible thinking strategies and techniquesUse brainstorming and visual diagrams to generate new ideas and inquiriesInquire in different contexts to gain a different perspective  |
| **Higher-level Skills - some of these you should consider including:**  | Interpret data useful to the projectEvaluate evidence, arguments and propositionsTest generalizations, hypotheses and conclusionsRevise understanding based on new information and evidenceIdentify trends and forecast possibilities Generate metaphors and analogiesApply existing knowledge to generate new ideas, products or processesConsider multiple alternatives, including those that might be unlikely or impossibleMake connections between subject groups, prior- and experiential learningCombine knowledge, understanding and skills to create products or solutions Recognize unstated assumptions and bias Develop contrary or opposing argumentsAnalyse complex concepts and contexts into their constituent parts and synthesize them to create newunderstandingPropose and evaluate a variety of solutionsUse models and simulations to explore complex systems and issuesTroubleshoot systems and applicationsCreate original works and ideas; use existing works and ideas in new waysPractise flexible thinking—develop multiple opposing, contradictory and complementary arguments Create novel solutions to authentic problemsMake unexpected or unusual connections between objects and/or ideasUse effective learning strategiesApply 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 logicallyEstablish communication with supervisor Write in process journalStructure report following guidelinesPick 10 Process Journal Entries and Link them to report |
| **Other Skills that you may want to include:** | Maintain communication with people relevant to the projectWork with others within clear expectationsGive 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 formatsUse intercultural understanding to interpret communicationUse appropriate forms of writing and speaking for different purposes and audiencesUse a variety of media to communicate with a range of audiencesInterpret and use effectively modes of non-verbal communicationMake inferences and draw conclusionsUse and interpret a range of project-specific terms and symbolsPractise empathyDelegate and share responsibility for decision-makingHelp others to succeed Paraphrase accurately and conciselyPreview and skim texts to build understandingManage and resolve conflict, and work collaboratively Build consensus with peers, experts and/or supervisorMake fair and equitable decisionsListen actively to other perspectives and ideasNegotiate effectivelyEncourage others to contributeExercise leadership and take on a variety of roles within groups (if applicable) Clearly structured, detailed and carefully presented, compelling, reasoned report and appendices  |