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# ACKNOWLEDGEMENT

- IBO Personal Project Guide (2009 update)
- Guide to the Personal Project - Branksome Hall, Toronto, Ontario, Canada
- Guide to MYP Personal Project - The Gandhi Memorial International School, Jakarta
- Guide to the Personal Project - Osaka International School, Osaka, Japan
Introduction

1. What is the Personal Project?

The personal project is an individual project completed in 10th grade. It is an important part of the Middle Years Program and provides you an opportunity to demonstrate the skills you have learned during all of your MYP years. You have the opportunity to choose your own topic and to enjoy learning about it as you conduct research and develop your project.

It consists of three main components:

   a. A Process Journal
   b. A Product
   c. A Written Report

The assessment is based on the “Written Report” also known as the paper.

Successful completion of the Personal Project is required for all 10th grade students, especially for those students who wish to continue into the Diploma Program.

2. What are the aims of the Personal Project?

The aims of the personal project are:

   a. for the student to demonstrate his or her personal abilities and skills required to produce and extended piece of work
   b. for the student to be engaged in personal inquiry, action, and reflection on a specific topic or issue of their choice
   c. for the student to focus on and be able to demonstrate an understanding of the Areas of Interaction (AOIs)
   d. for the student to reflect on learning and share his or her knowledge, views, and opinions based on all the above
3. What are the “objectives” of the Personal Project?

The objectives of the personal project are related to the Assessment Criteria established by the IBO. The assessment criteria rubrics can be found in Appendix 3, pages 14-21 and are as follows:

A. Planning and Development
Students should:
- identify a clear and achievable goal
- describe and justify a focus on a chosen area of interaction
- describe the steps followed to achieve the stated goal
- adhere to the stated goal throughout the project

B. Collection of Information/Resources
Students should:
- select and utilize adequate, varied, and reliable sources
- identify and use relevant information
- acknowledge sources of information appropriately

C. Choice and Application of Techniques
Students should:
- choose techniques relevant to the project’s goal
- justify his or her selection
- apply the chosen techniques consistently and effectively

D. Analysis of Information
Students should:
- analyze the information in terms of the goal and focus of the project
- express personal thought
- support arguments with evidence
- respond thoughtfully to ideas and inspiration

E. Organization of the Written Work (Paper)
Students should:
- organize his or her work in a coherent manner according to the required structure
- present information clearly
- present references, bibliography, and symbolic representations appropriately

F. Analysis of the Process and Outcome
Students should:
- identify the strengths and weaknesses of the project at different stages
- suggest ways in which the project could have been approached differently
- assess the achieved results in terms of the initial goal and the focus of the chosen AoI
- display awareness of the overall perspective related to the chosen topic

G. Personal Engagement
Students should:
- meet deadlines and follow agreed procedures and work plans
- make appropriate use of his or her Process Journal
- show initiative, enthusiasm, and commitment to the task
Brainstorming Project Ideas

Your Personal Project should be:
- personal, original, individual
- something in which you have a personal interest
- guided by an Area of Interaction (AoI)

Your Personal Project should **not** be:
- part of any assessed school course of work
- too big that it impedes on your academic or social life

The Product can be:
- a creative product, a community project, an experiment, or a composition

A Few Product Ideas to Get You Started:
- An original work of art, music, or drama
- A written piece of literary fiction
- Planning and organizing a special event
- Presentation of a new student or community organization
- Presentation of a developed business venture, management, or organizational plan
- Invention or specifically designed object or system
- Original science experiment (“Science Fair” projects excluded)

Previous Successful Examples:
- Designing a beach chair or trolley
- Designing a program to teach 4th graders a special skill
- Creating an audio library depicting how different types of music are used in advertising
- Designing a website for Habitat for Humanity
- Creating a mural about poverty in your Toronto
- Organizing a fundraiser to support a breakfast club in Scarborough
- Organizing an art show to raise awareness of a community issue

Previous **Unsuccessful** Examples:
- Terrorism: The project should not be a research essay; however, it can be written as a play that depicts the point of view of the “freedom fighter.”
- How to solve Tanzania’s National Debt: Much too large and lacks a personal connection. A plan or solution to help the city’s homeless or poor would be more suitable.
- Redecorating your Room: This does not allow for sufficient higher order thinking.
Choosing a Topic and Product

One of the most difficult aspects of a self-directed project is choosing an appropriate topic of the right level and breadth. Planning, research, and reflection are all to be carried out on your topic and should demonstrate your understanding of the Areas of Interaction (AoI).

There are different ways of choosing your topic and narrowing it down. A suggestion might be to discuss the project with your family and friends and consider some options. You should then list the topics in which you have some genuine interest in and “brainstorm” ideas or sub-topics you may have relating to the topic of choice. Discuss the results of your brainstorm with family and friends to get more ideas and share them with your supervisor. Always remember to keep the AoI and product in mind.

Here is an example of narrowing down a topic:

**TOPIC:** POLLUTION

**FOCUS DOWN:** WATER POLLUTION

**NARROWED DOWN:** POLLUTION IN INDIAN RIVER LAGOON

**SPECIFIC PROJECT:** AN EXPERIMENT ON THE EFFECTS OF WATER POLLUTION ON ALGAE GROWTH

The initial topic was on pollution. Although broad, it needed to be a bit more focused and narrowed down. Through “brainstorming,” the topic was focused on “water pollution” and narrowed down to a specific area, in this case, the “Indian River Lagoon.” Finally, the specific project was arrived at “an experiment on the effects of water pollution on algae growth within the Indian River Lagoon.” See how that works?

Now you try...

**Step 1. TOPIC:**

**Step 2. FOCUS DOWN:**

**Step 3. NARROWED DOWN:**

**Step 4. SPECIFIC PROJECT:**
The Areas of Interaction

1. Approaches to Learning

As you plan, execute, and reflect on your project, your work will provide your teachers with evidence of your “Approaches to Learning” including:

- organizational skills
- attitude toward work
- communication skills
- literacy skills
- critical thinking skills
- problem solving
- reflection

In addition to Approaches to Learning, your Personal Project should be inspired and guided by one of the following Areas of Interaction:

2. Community and Service
- How do we live in relation to each other?
- How can I contribute to my community?
- How can I help others?

3. Health and Social Education
- How do I think and act?
- How am I changing?
- How does what I do affect society?

4. Environments
- What resources do we have or need?
- What are my responsibilities regarding the environment?
- Where do we live?

5. Human Ingenuity
- Why and how do we create?
- What are the consequences?
Components of the Personal Project

1. Product

The product should be a creative or technological product or a service action. It should not be an essay. Examples of products will be provided.

2. Process Journal

You will need to maintain a detailed account and record of your progress, reflections, and plans in your Process Journal. The journal can be a artist’s sketchbook, a notebook, or an electronic file. The choice of the type of journal will depend on the nature of the product you have chosen to create. Your process journal will be reviewed and assessed by your project supervisor periodically. At the end of the project, you will be asked to summarize your notes from your journal into a written report. In order to ensure you achieve the maximum amount of points on your project, you need to have good notes on your research and design process in your process journal.

3. Written Report

The written report will follow a prescribed structure and will include the following elements:

- Title Page
- Table of Contents
- Introduction defining the goal of the project, the focus of the chosen AoI, and an outline of how the goal is to be achieved
- Description of the Process, including production steps, the characteristics, different aspects or components of the project
- Analysis of the inspiration, research and influences that guided the work, and the findings and decisions made that resulted in the finished product.
- Conclusion, in which you reflect on the impact of your project and what you learned throughout the duration of the entire process
- Bibliography and Appendices

NOTE: The assessment of your Personal Project is based on your written report

Length of Written Report

The length of the written report will vary depending on the topic and final outcome. It is expected that all students will express “reflective” thinking in a clear and concise manner. The written report should be 1500-2000 words in length and will follow the structure outlined above.
You are required to maintain a Process Journal for your Personal Project. Your Process Journal should contain all the rough ideas, rough drawings, sketches, questions, answers, etc..., even if these things change over the course of the project. It should not be considered a “diary” although everything related to the project should be annotated within the Process Journal.

Record your progress in your journal frequently. Use your notes and drawings to reflect on your ideas, achievements, obstacles, and milestones. Below are some example headings that you can use to help structure your journal and make the best of the process:

- Date
- Work completed this week
- Resources consulted
- Successes
- Challenges or difficulties
- Evaluation of progress
- Next steps

Here are some examples of previous Process Journal entries:

**Sept. 23, 2008**
I discussed my project plans again with my supervisor as I am thinking that I would like to adapt them to include more examples. The problem is, if I do that, my written report will become too long. After discussing this with my supervisor and thinking it over, I have decided to cut one of my smaller ideas in order to leave space for more examples.

Over the next week, I need to decide which idea to cut and start researching for more examples. I will start in the school library asking the media specialist for help in finding resources of good examples like from online magazines, articles and maybe journals.

**Nov. 15, 2008**
Visited the Bay at Yonge and Steeles to look at yarn that might be suitable for the baby blankets. I explained my project to Janice, who works in the department. She was very helpful in showing me cotton, acrylic, and wool yarn. She also showed me three other types of yarn that included a mixture of materials. She explained the advantages of using each type of yarn. The information she provided was consistent with the information I found online at www.knit-o-rama.com/yarn.html and at the yarn store. I am now convinced that I should use acrylic yarn because it is more suitable for longevity of use.

Janice also showed me the different weights of yarn and I will now have to do some more research on the weights of yarn that would be best so that the blanket I make is warm, but not too heavy for a baby. This will also affect the thickness of the crocheting hook I will need to use. I will go back to the Yarn Store on Saturday to look at the different hooks and the different weights of yarn since they have the best selection there.
Stages of Work

You are encouraged to use the Design Cycle that is consistent with MYP Technology as depicted below:

What Steps Should I Follow?

The Design Cycle is familiar from both use if the cycle during your Science and History Fair projects. Therefore, it is recommended that you use this cycle to guide you in your work on your Personal Project.
The suggested timeframe and components for completing each stage are shown below:

**Stage 1: Prepare (February)**
- Explore and choose possible topics with a clear focus on a specific AoI
- Identify a clear and achievable goal for your project
- Describe and justify an AoI as the focus
- Formulate an appropriate guiding question that will help with your investigation and research
- Describe the steps to be followed to achieve your goal
- List criteria that must be met by the successful product
- Use a Process Journal effectively to record your research, analysis, and reflections

**Stage 2: Investigate (March-May) – continues throughout the process**
- Select and utilize a range of different types of resources
- Identify and use relevant resources critically
- Acknowledge information sources appropriately in a bibliography
- Use a Process Journal effectively to record your research, analysis, and reflections

**Stage 3: Design and Plan (June-July)**
- Generate and assess feasible designs against your criteria for success
- Evaluate and choose techniques relevant to the project’s goal and focus
- Evaluate and choose materials relevant to the project’s goal and focus
- Create and evaluate a detailed plan for achieving your project’s goal and for fulfilling the selected AoI focus
- Use a Process Journal effectively to record your research, analysis, and reflections

**Stage 4: Create (August-December)**
- Follow your plans and create the product
- Record and justify any modifications to your plan
- Test and evaluate your product
- Use a Process Journal effectively to record your research, analysis, and reflections

**Stage 5: Evaluate, Communicate, and Present (January-March)**
- Analyze the project in terms of the goal and AoI focus you set at the start
- Analyze the strengths and weaknesses of your work at each stage
- Where appropriate, suggest ways in which the product could have accomplished and explain how it would have improved the product
- Demonstrate an awareness of the overall perspectives related to the topic or piece of work
- Organize the written report according to the required structure
- Include a bibliography in the proper format
- Present your information “clearly and concisely”
- Present your final “Written Report” and showcase your product
**Role of your Supervisor**

You will be assigned a faculty member to be your supervisor. The supervisor is not expected to be an expert in your chosen topic or project, nor is he or she expected to do your project for you. Your supervisor will act as a facilitator in order to guide you on your journey of learning. The supervisor’s responsibilities include:

- Providing guidance in the planning, research, and completion of the Personal Project
- Ensuring the work is authentic
- Meeting with you periodically and ensuring that deadlines are met for each of the required stages
- Ensuring the topic is inspired by an Area of Interaction
- Ensuring the project is **Do-able**
- Ensuring you have formed a guiding question and a plan
- Providing constructive comments and formative feedback
- Assessing the project based on the criteria

**Role of your Mentor**

Your mentor is someone outside of school who may be an expert in the area of your chosen topic. Although he or she does not asses your project, your mentor can provide you with critical feedback and comments that will aid you in completing your project in a less formal way.
APPENDIX 1

Lincoln Park Academy
Personal Project Proposal
Please complete in ink and complete sentences.

Name: ___________________________  Project Supervisor: ___________________________
Home phone: _______________________  Cell phone: __________________________
Email address: _____________________

1. Project description
   a. Provide a short, descriptive title for your project.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   b. Briefly describe your proposed project.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   c. What inspired you to choose this topic?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   d. What is your primary goal for this project?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Area of Interaction
   a. Which area of interaction will you use as your focus, and how do you plan to use it? Choose only one area of interaction.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Resources
   a. What is the big question that you aim to answer? State this using “How” or “What” to start your question.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
b. List the Primary and Secondary resources you will need to consult to complete your research (people, community services, electronic and print resources etc). Note: Your list will grow when you do your research!

__________________________________________________________________________________
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List and number the steps you will undertake to achieve your goal. Be as specific as you can when detailing the tasks you will need to complete in order to achieve your final results. (This list will grow later!)

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Briefly describe the format of your Process Journal

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Describe your final product.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Presentation
How will you present your product in the Personal Project Showcase?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Student's Printed Name: ________________________________

Parent's/Guardian's Printed Name: ________________________________

Student's signature: ________________________________ Date: __________

Parent's/Guardian's signature: ________________________________ Date: __________
# APPENDIX 2

## GUIDELINES AND DEADLINES

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Action</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Stage 1 completed, show to your supervisor:</td>
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<tr>
<td></td>
<td>□ Identify a clear and achievable goal</td>
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<td></td>
<td>□ Describe and justify an AoI as the focus</td>
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<td></td>
<td>□ Formulate an appropriate guiding question</td>
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</tr>
<tr>
<td></td>
<td>□ A detailed plan on how you aim to achieve your goal</td>
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<tr>
<td>March - May</td>
<td>Stage 2 completed, show to your supervisor:</td>
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<tr>
<td></td>
<td>□ Select an utilize a range of resources</td>
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<tr>
<td></td>
<td>□ Acknowledge information sources appropriately in a bibliography</td>
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<tr>
<td>June - July</td>
<td>Stage 3 completed, show to your supervisor:</td>
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<tr>
<td></td>
<td>□ Generate and assess feasible designs</td>
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<tr>
<td></td>
<td>□ Evaluate and choose techniques relevant to your project goal and focus</td>
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<tr>
<td></td>
<td>□ Evaluate and choose materials relevant to the project goal and focus</td>
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<tr>
<td>August - December</td>
<td>Stage 4 completed, show to your supervisor:</td>
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<td></td>
<td>□ Follow plans and create the product</td>
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<td></td>
<td>□ Record and justify any modifications to your plan</td>
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<tr>
<td></td>
<td>□ Analysis of the whole process</td>
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<td></td>
<td>□ Test and evaluate product</td>
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<tr>
<td>January</td>
<td>Stage 5 completed, show to your supervisor:</td>
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<tr>
<td></td>
<td>□ Analyze the project in terms of the goal an AoI focus</td>
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<tr>
<td></td>
<td>□ Analyze strengths and weaknesses of your work</td>
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<td></td>
<td>□ Suggest ways in which the product could have been accomplished and explain improvements in the product</td>
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<tr>
<td></td>
<td>□ Organize the written report; turn in first draft</td>
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<tr>
<td>January</td>
<td>Turn in final “Written Report” and Product</td>
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<td></td>
<td>Final Deadline:</td>
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<tr>
<td>March</td>
<td>Internal Standardization</td>
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<td></td>
<td>MYP Personal Project Exhibition</td>
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<td></td>
<td>To follow MYP guidelines regarding assessment</td>
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<tr>
<td></td>
<td>To celebrate the completion of Personal Projects</td>
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</tbody>
</table>
APPENDIX 3

ASSESSMENT CRITERIA AND DESCRIPTORS

General

The following assessment criteria have been established by the International Baccalaureate Organization for the personal project in the Middle Years Program. The final assessment required for IB-validated grades and IBO certification at the end of the MYP must be based on these assessment criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Planning and Development</td>
<td>4</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Collection of Information/Resources</td>
<td>4</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Choice and Application of Techniques</td>
<td>4</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Analysis of Information</td>
<td>4</td>
</tr>
<tr>
<td>Criterion E</td>
<td>Organization of the Written Work</td>
<td>4</td>
</tr>
<tr>
<td>Criterion F</td>
<td>Analysis of Process and Outcome</td>
<td>4</td>
</tr>
<tr>
<td>Criterion G</td>
<td>Personal Engagement</td>
<td>4</td>
</tr>
</tbody>
</table>

The assessment criteria and band descriptors appear on the following pages.

- For each assessment criterion, a number of band descriptors, describing a range of achievement levels, are defined. The lowest level of achievement is represented as 0.
- The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

The process by which a student’s total level of achievement in terms of the assessment criteria is finally converted to a single grade can be found later in this document.
**Criterion A: Planning and Development**

Maximum 4

*Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal.*

*Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.*

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The student identifies the goal of his/her personal project but does not provide an outline of how he/she aims to achieve this goal.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student identifies and describes the goal of the personal project, states the focus on the chosen area(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The student identifies and clearly describes the goal of the personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The student identifies and clearly describes the goal of the personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.</td>
<td></td>
</tr>
</tbody>
</table>

Self-assessed level of achievement

(mark in pencil only)
**Criterion B: Collection of Information/Resources**

**Maximum 4**

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography, where many elements are missing. Few references are made in the text to sources of information used.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented. Some references are made in the body of the text and appendices, where appropriate.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The personal project contains excellent, relevant information and resources from a wide variety of appropriate sources. The bibliography is complete and well presented, with clear references to sources in the body of the text and appendices, where appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

**Self-assessed level of achievement**

(mark in pencil only)
**Criterion C: Choice and Application of Techniques**

**Maximum 4**

This criterion assesses students’ abilities to choose techniques relevant to the personal project’s goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively.

Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Large parts of the project are <strong>not relevant</strong> in terms of the goal that had been identified by the student. The techniques used are largely <strong>inappropriate</strong> and <strong>inadequately applied</strong>.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The techniques chosen <strong>vary in their appropriateness with some being applied to an acceptable standard</strong> in order to contribute to the achievement of the goal. The student <strong>begins to provide justification</strong> for the use of the chosen techniques.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The techniques chosen are <strong>generally appropriate and well applied</strong> to contribute to the achievement of the goal. The student provides <strong>some justification</strong> for the use of the chosen techniques.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The student has chosen <strong>absolutely appropriate</strong> techniques, provided <strong>specific justification</strong> for their choice and applied them <strong>effectively</strong> to achieve the stated goal.</td>
<td></td>
</tr>
</tbody>
</table>

Self-assessed level of achievement

(mark in pencil only)
**Criterion D: Analysis of Information**

**Maximum 4**

This criterion measures students’ abilities to analyze information in terms of the personal project’s goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The personal project is an unimaginative treatment of the topic/theme and contains no reflection.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The personal project contains little reflection in terms of the goal and focus on the chosen area(s) of interaction, and is largely narrative/descriptive. The student misses many opportunities for personal treatment of the topic/theme.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The personal project clearly shows the depth of reflection and vitality of the student’s own ideas and vision. The student consistently supports a truly personal response to the topic with arguments and evidence.</td>
<td></td>
</tr>
</tbody>
</table>

Self-assessed level of achievement

(mark in pencil only)
**Criterion E: Organization of the Written Work**

Maximum 4

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The written work is poorly organized, lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is lacking in several respects.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student has made some attempt at logical organization and an attempt to respect the required structure of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is often appropriate.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The student has made a good attempt at logical organization, respecting the required structure of the personal project. There are some good links between parts of the personal project, and the presentation of the work is almost always appropriate.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The organization of the work is completely coherent with the required structure. Ideas are sequenced in a consistently logical manner with appropriate transitions. Overall presentation and neatness of the work are excellent.</td>
<td></td>
</tr>
</tbody>
</table>

Self-assessed level of achievement

(mark in pencil only)
**Criterion F: Analysis of Process and Outcome**

**Maximum 4**

Evidence of students’ achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- What have been the strengths and the weaknesses of the personal project at different stages of development?
- What would the student do differently next time?

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptors</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The student’s review is simply a <strong>narrative summary</strong> or a <strong>superficial review</strong> of the development of the personal project in terms of the goal set at its start. There is <strong>little understanding</strong> of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student <strong>adequately</strong> reviews his/her personal project in terms of the goal set at its start. The student’s review shows <strong>some reflection</strong> on different stages of the process including an <strong>adequate analysis</strong> of the quality of the product. The student’s review shows <strong>some understanding</strong> of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The student <strong>consistently</strong> reviews his/her personal project in terms of the goal set at its start. The student’s review shows <strong>significant reflection</strong> on different stages of the process. The evaluation includes a <strong>good analysis</strong> of the quality of the product, and shows a <strong>clear understanding</strong> of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The student consistently and <strong>thoroughly</strong> reviews his/her personal project in terms of the goal set at its start. The student’s review shows <strong>excellent reflection</strong> on different stages of the process. The evaluation includes an <strong>excellent analysis</strong> of the quality of the product and reveals a <strong>thorough understanding</strong> of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents <strong>new perspectives</strong> emerging from the chosen topic.</td>
<td></td>
</tr>
</tbody>
</table>

Self-assessed level of achievement

(mark in pencil only)
**Criterion G: Personal Engagement**

**Maximum 4**

This criterion focuses on an overall assessment of students’ engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviors such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals. The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviors are evident in the personal project.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Descriptors</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student has not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>The personal project shows little evidence of any of the required qualities and working behaviors.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviors.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The personal project is judged to be good in terms of most of the required qualities and working behaviors.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The personal project is judged to be outstanding in terms of the required qualities and working behaviors.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self-assessed level of achievement

(mark in pencil only)
Peer Assessment of Personal Project Ideas

Peer assessor: ______________________________________________________

Whose project: ____________________________________________________

Project title: ______________________________________________________

Level: 1- not yet; 2- progressing; 3- succeeded; 4- surpassed expectations

<table>
<thead>
<tr>
<th>Item</th>
<th>Level</th>
<th>Comments/ Justification for Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Idea has an informative title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The short description provides a good summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspiration for project has been stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal of project has been described clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One AOI has been selected and specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of AOI has been justified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps for accomplishing project have been described</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief comment:
APPENDIX 5

Interim Assessment of Process Journal

Student: ____________________________  Date: ______________
Assessor: ___________________________

Achievement Scale: 1= Not Yet   2= Progressing   3= Successful   4= Surpassed Expectations

<table>
<thead>
<tr>
<th>DESCRIPTORS</th>
<th>ACHIEVEMENT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains rough ideas (written or drawn)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Records progress</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Records resources consulted or reviewed</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Details challenges and difficulties encountered</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Outlines how to deal with challenges and difficulties</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Evaluates progress based on goal(s)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Contains reflective writing</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Strengths:

Areas Requiring Improvement:
Student Self-Assessment Checklist

Name: _______________________       Supervisor: ______________________

Project Title/Topic: _________________________________________________

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Not Yet</th>
<th>Progressing</th>
<th>Successful</th>
<th>Surpassed Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has contact supervisor on a regular basis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sought help when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed effort through use of organizers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MYP Assessment Criteria**

<table>
<thead>
<tr>
<th>MYP Assessment Criteria (Refer to MYP Assessment Criteria Rubric)</th>
<th>Maximum Achievement Level</th>
<th>Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A Planning and Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion B Collection of Information and Resources</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion C Choice and Application of Technique</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion D Analysis of Information</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion E Organization of the Written Work</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion F Review of Process and Outcome</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion G Personal Engagement</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

1. What do you feel your level of achievement is on a scale of 1-7? __________

2. How much time did you spend completing your project (estimate)? _________ hours.

3. What do you feel are the strengths of your project? __________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. What is the most important thing you learned from the project? _________________
   __________________________________________________________________________
   __________________________________________________________________________

5. What was the greatest challenge with completing your project? _________________
   __________________________________________________________________________
   __________________________________________________________________________

6. What would you do differently if you had the opportunity to do the project over?  
   __________________________________________________________________________
   __________________________________________________________________________
APPENDIX 7

Supervisor’s Final Assessment Checklist

Supervisor’s Name: ______________________  Student: ______________________

Project Title/Topic: ____________________________________________________________

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Not Yet</th>
<th>Progressing</th>
<th>Successful</th>
<th>Surpassed Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has contact supervisor on a regular basis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sought help when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed effort through use of organizers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Criteria Domains (Refer to MYP Assessment Criteria Rubric)</th>
<th>Maximum Achievement Level</th>
<th>Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Planning and Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion B</td>
<td>Collection of Information and Resources</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion C</td>
<td>Choice and Application of Technique</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion D</td>
<td>Analysis of Information</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion E</td>
<td>Organization of the Written Work</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion F</td>
<td>Review of Process and Outcome</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Criterion G</td>
<td>Personal Engagement</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Comments on:

Process Journal: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Product: _________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Written Report: __________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Choosing the topic you want to investigate and planning your project:

1. Area(s) of Interest
2. Brainstorm the possible topics/themes
3. Choose One
Topic/Theme

Your goal / Research question(s) / Hypothesis
Which A.O.I best relate to your project?

(Put a tick mark against the AoI(s) best related to your project.

- Approaches to Learning
- Community and Service
- Health & Social Education
- Environments
- Human Ingenuity

This AOI is important to my project because of these reasons:

Does your project relate to any school subject, if any?

Does your project relate to any profession? Briefly explain how?
Connecting to the Areas of Interaction!
Final Topic/Theme

- Approaches to Learning
- Community & Service
- Health & Social Education
- Human Ingenuity

Environments
Planning the Personal Project!
Collection of Information and sources

Where can you look for information?

Range of possible sources
- Books
- Magazine Articles
- Newspaper Articles
- Maps or Atlases
- Expert people
- Site visits (to museums, etc.)
- Television Shows
- Radio Shows
- Sound Recordings
- Video Recordings
- Electronic Databases
- Web Sites

Best sources to fit your assignment needs and who has them.....

What are the best sources and who has them?
Collecting Information about Sources!

Note: Refer to Noodle Tools or the MLA Style Crib Sheet (http://www.docstyles.com/mlacrib.htm) or any other similar web sites where you will know what all details are necessary for citing resources.

Always write down the source of your material. This information will vary according to the type of source consulted.

- A book: record the author(s), title, edition, series, bibliographical address (city, editor and date of publication)
- An interview: record, for example, the name, address and function of the person
- An experiment: record for example, the apparatus and the circumstances
- A work of art: record, for example, the name, artist or other reference (such as the location of a gallery or museum)
- An Internet site: record, for example, the address, the name of author and the date of publication, date of access etc..
Setting Priorities!

*It is a good idea to set out a time plan. You should make a list of tasks so that you can collect the necessary material. You will need to consider the order of the tasks. Once your list of sources is complete, you can start gathering the material.*

<table>
<thead>
<tr>
<th>Task (s) to be completed, meetings etc.</th>
<th>By when (Date)</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Choosing appropriate techniques and acquiring materials!

What techniques will you require in order to work on your project and why?

What materials will you require and where will you find it?

Material required and its source
Aspects of your Personal Project which you would like to ANALYZE

Aspects worth Analyzing
Journal Entries

Your journal entries should contain all your thoughts, decisions and actions. This is a document that allows you to record your progress as you work on the project. It should be relatively neat and well presented and should be completed honestly and regularly to show you how your project is developing.

<table>
<thead>
<tr>
<th>Date</th>
<th>What I Did Today</th>
<th>Difficulties I Faced</th>
<th>How I Solved Challenges</th>
<th>What Did I Learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Lincoln Park Academy Personal Project Handbook

Analyzing the Process

Choosing the topic / theme / approach

Planning the project / Gathering the necessary Information & material

Working on the project

Presenting the outcome

Strengths:

Weaknesses:

Strengths:

Weaknesses:

Strengths:

Weaknesses:

Strengths:

Weaknesses:
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Analyzing the Outcome

Things you liked about the outcome

Reflect on the achieved result in terms of the initial goal/research question

Things you did not like about the outcome