

# The Personal Project



The MYP Personal Project encourages students in Year 5 (Grade 10) to practise 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. It could be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film, a proposal, a presentation, a digital book, a compilation of songs, a workshop, an event, a website, a documentary, or some other work.

Each student develops a personal project independently. The aims state what a student may expect to experience and learn and how the student may be changed by the learning experience.

**The aims of the MYP projects are to encourage and enable students 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.

Students are expected to spend a minimum of 25 hours on their personal project. This time includes:

- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project by meeting deadlines according to the timeline.

Students and their supervisors must use the academic honesty form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

## Components of the MYP Personal Project



Personal Project Components	How are the PP components assessed?
Process Journal	The process journal is used to record the student's engagement with his/her personal project. A maximum of 10 A4 individual extracts which represent the key developments of the project and address the four objectives must be included as appendices of the report.
Product/Outcome (Completion of the Topic & Goal)	Evidence of the product/outcome must be included in the report and will be presented at the MYP Personal Project Exhibition.
Report	The report is a distinct component of the MYP Personal Project. The length for a written report is between 1,500-3,500 words. However, the report can take an electronic, visual or oral format with differing word limits. The content of the report is assessed using all four personal project criteria.

## Action in the Personal Project

Both action (learning by doing and experiencing) and global engagement are central to IB philosophy and practice. Encouraging principled action is a key feature of the MYP and, when closely affiliated with sustained inquiry and critical reflection, it can result in students developing these attributes of the IB learner profile. Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience.

Principled action in the personal project, action involves individual choices that extend MYP learning beyond knowledge and understanding to include not only socially responsible attitudes but also thoughtful and appropriate action, initiated and applied by the student as a result of the learning process. While the principled action in the personal project may not result in a specific form of service with the community, the inquiry process remains the same. Students' learning process in the MYP personal project involves action in a wide range of forms, including:

- developing an area of personal interest beyond the subject-specific curriculum
- sharing their new understandings with their peers, teachers and family
- changing their behaviour in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do.

While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behaviour. The process of reflection should be carried out throughout the project, not just at the end. Students should be encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their project.

The guiding process with five stages of service learning, developed by Cathryn Berger Kaye in *The Complete Guide to Service Learning* (2010), is the foundation for MYP project objectives and assessment criteria. As well, these five stages provide a useful framework for students to develop the attributes of the IB learner profile. The report of the personal project is the demonstration of the first four stages of service learning: a summary of the students' processes of investigation, planning, actions and reflections. The personal project exhibition completes the final stage of demonstration.

The objectives of the personal project state the specific targets that are set for learning. They define what the student should be able to accomplish as a result of completing the personal project. These objectives relate directly to the assessment criteria for the personal project. Students are assessed on specific MYP Personal Project criteria.

## Personal Project Objectives and Criteria

### Criterion A: Investigating

#### Maximum: 8

In the personal project, students should be able to:

- 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.

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states</b> a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li><li>ii. identifies prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li><li>iii. demonstrates <b>limited</b> research skills.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> a <b>basic and appropriate</b> goal and context for the project, based on personal interests</li><li>ii. identifies <b>basic</b> prior learning and subject-specific knowledge <b>relevant</b> to <b>some</b> areas of the project</li><li>iii. demonstrates <b>adequate</b> research skills.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>develops</b> a <b>clear and challenging</b> goal and context for the project, based on personal interests</li><li>ii. identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li><li>iii. demonstrates <b>substantial</b> research skills.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>develops</b> a <b>clear and highly challenging</b> goal and context for the project, based on personal interests</li><li>ii. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li><li>iii. demonstrates <b>excellent</b> research skills.</li></ol>

## Criterion B: Planning

### Maximum: 8

In the personal project, students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. develops <b>limited</b> criteria for the product/outcome</li><li>ii. presents a <b>limited or partial</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>limited</b> self-management skills.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. develops <b>adequate</b> criteria for the product/outcome</li><li>ii. presents an <b>adequate</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>adequate</b> self-management skills.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. develops <b>substantial and appropriate</b> criteria for the product/outcome</li><li>ii. presents a <b>substantial</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>substantial</b> self-management skills.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. develops <b>rigorous</b> criteria for the product/outcome</li><li>ii. presents a <b>detailed and accurate</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>excellent</b> self-management skills.</li></ol>

## Criterion C: Taking action

### Maximum: 8

In the personal project, students should be able to:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. creates a <b>limited</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>limited</b> thinking skills</li><li>iii. demonstrates <b>limited</b> communication and social skills.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. creates a <b>basic</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>adequate</b> thinking skills</li><li>iii. demonstrates <b>adequate</b> communication and social skills.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. creates a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>substantial</b> thinking skills</li><li>iii. demonstrates <b>substantial</b> communication and social skills.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. creates an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>excellent</b> thinking skills</li><li>iii. demonstrates <b>excellent</b> communication and social skills.</li></ol>

## Criterion D: Reflecting

### Maximum: 8

In the personal project, students should be able to:

- 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.

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. presents a <b>limited</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li><li>ii. presents <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. presents <b>limited</b> reflection on his or her development as an IB learner through the project.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. presents a <b>basic</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li><li>ii. presents <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. presents <b>adequate</b> reflection on his or her development as an IB learner through the project.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. presents a <b>substantial</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li><li>ii. presents <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. presents <b>substantial</b> reflection on his or her development as an IB learner through the project.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. presents an <b>excellent</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li><li>ii. presents <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. presents <b>excellent</b> reflection on his or her development as an IB learner through the project.</li></ol>