



Personal Project Handbook

(For use from September 2017)



For

Students and Supervisors



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INTRODUCTION:

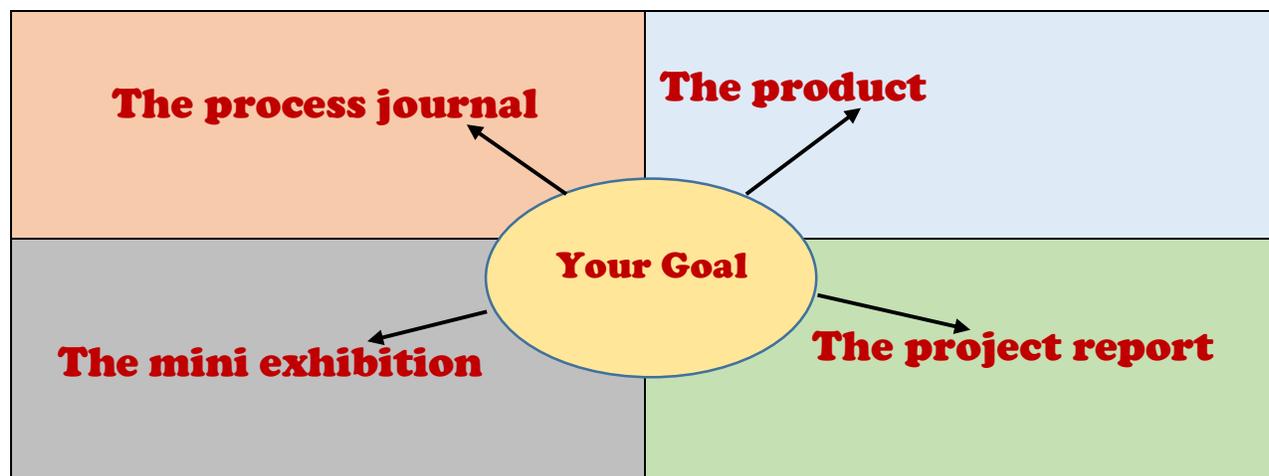
Dear 21st century Learner,

You are a thinker, you are caring in your own ways, you have your share of critical thoughts. Have you ever wondered and wandered away with thoughts like the ones listed below ?

- I think, I can make this better ...
- I really want to create a ...
- I know the solution for ...
- I want an opportunity to showcase...

The Personal Project is your launch pad to do something that you dream about – your personal interest that will reflect the passion demonstrating your understanding of subjects gained over the years, while you set a goal using the implications of one of the Global Context.

The Personal Project is one of the milestones in the culmination of your IB MYP. You will be working on this project through MYP 4 and MYP 5 and hence you need to apply all ATL skills which will help you organize you time and effort. It will essentially involve five pertinent aspects.



Personal project objectives

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 found in the “Personal project assessment criteria: Year 5” section of this guide.

A) <u>Investigating</u>	B) <u>Planning</u>	C) <u>Taking action</u>	D) <u>Reflecting</u>
Students should be able to:			
# define a clear goal and context for the project, based on personal interests	# develop criteria for the product/outcome	# create a product/outcome in response to the goal, context and criteria	# evaluate the quality of the product/outcome against their criteria



<p># identify prior learning and subject-specific knowledge relevant to the project</p> <p># demonstrate research skills.</p>	<p># plan and record the development process of the project</p> <p># demonstrate self-management skills</p>	<p># demonstrate thinking skills</p> <p>#demonstrate communication and social skills</p>	<p># reflect on how completing the project has extended their knowledge and understanding of the topic and the global context</p> <p># reflect on their development as an IB learner through the project</p>
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Within personal project objectives, many strands relate directly to completing part of the project, such as defining a goal or developing criteria for the product/outcome. Other strands relate to specific ATL skills, as presented in the following table.

MYP projects objective	Strand	Students should be able to:	Relevant ATL skill clusters
A: Investigating	iii	demonstrate research skills.	Information literacy skills Media literacy skills
B: Planning	iii	demonstrate self- management skills.	Organization skills Affective skills
C: Taking action	ii	demonstrate thinking skills.	Critical thinking skills Creative thinking skills Transfer skills
	iii	demonstrate communication and social skills.	Communication (interaction and language) skills Collaboration skills
Criterion D: Reflecting focuses on reflection skills that are part of the self-management skills category			



Goal Setting

S.M.A.R.T. GOALS

SPECIFIC- A specific goal has a much greater chance of being accomplished than a general goal.

Who will eat together? What do we want to accomplish? (healthier eating, social time, both or something else?) Where will we eat? Who will plan and prepare the meal?

MEASURABLE- Keeping track of progress gives incentives to keep going.

How many times will we eat together? How will we track our meals together? (Mark on a calendar, make a list, etc?)

ATTAINABLE- Goals are realistic and attainable. While an attainable goal may stretch a group to achieve it, the goal is not extreme.

How often it is reasonable for you to have family meals depends on your unique situation and past practice. If you are newer to eating together, a goal of once a week would be a place to start.

RELEVANT- When you identify goals that are most important to you, you begin to figure out ways you can make them come true.

If you are searching for a way to improve the health, academic performance or bonds in your family, mealtimes are one way to make it happen.

TIME-BOUND- A time-bound goal is intended to establish a sense of urgency and prevent goals from being overtaken by the day-to-day crises that invariably arise.

Setting a day or time of the week for your meals together makes it more likely that they will happen because you can write it on a calendar, set aside time, etc. Saying you will eat together on Saturday morning, Sunday noon, or Wednesday night is more powerful than saying you plan to eat together.

Identifying Global Context

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

1. identities and relationships
2. orientation in space and time
3. personal and cultural expression



- 4. scientific and technical innovation
- 5. globalization and sustainability
- 6. fairness and development.

Students may consider the following questions as they choose a global context through which to focus their project.

- ✓ What do I want to achieve through my personal project?
- ✓ What do I want others to understand through my work?
- ✓ What impact do I want my project to have?
- ✓ How can a specific context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, students will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause

	Global context	Examples of personal projects
1.	Students will explore identity, beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures and it means to be human	<ul style="list-style-type: none"> ▪ Two sides of social networking; an awareness ▪ campaign about digital citizenship and cyber bullying ▪ How online identities impact offline relationships; a research essay ▪ Keeping culinary traditions; a video series following family recipes with historical relevance ▪ The effect of mass media on teenage identity; a short film ▪
2.	Orientation in space and time: Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives	<ul style="list-style-type: none"> ▪ The Euclidean space perspective of the universe; a 3D model ▪ Explorers in search of a new world; immigration over the ages through visual texts ▪ The Mayflower and the dream of religious freedom; a personal family history ▪ Charting a family history through archives and a representational statue
3.	Personal and cultural expression: Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<ul style="list-style-type: none"> ▪ Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture. ▪ The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers. ▪ Culture and self-expression through dance at the local community arts center; a performance



<p>4. Scientific and technical innovation: Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none">▪ Nano fibers build stronger bikes; a prototype bike with nano fibers.▪ What's the matter with the anti-matter? an informational talk.▪ Why are genetics and genomics important to my health? a media presentation.▪ Can stem cells replace organ transplants? an investigative report.
<p>5. Globalization and sustainability: Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none">▪ The struggle for water in developing countries; an awareness campaign.▪ The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation.▪ Education as the tool to change the future of Peru; a workshop for adults.
<p>6. Fairness and development: Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none">▪ Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade.▪ Open-market economies and their role in fair trade; a talk for students.▪ Exploring the intersections of race and inequality; a radio broadcast.▪ Asylum seekers and their right to live like us; a painting.



Who is responsible for what

Student

- Decide what they want to learn about, identify what they already know and discover what they will need to know to complete the project
- create a goal and complete a proposal with criteria for their project, planning their time and materials
- record development of the project in an electronic Process Journal via managebac
- make decisions, develop understandings and solve problems
- communicate with supervisor (and any other mentors)
- create a product or develop an outcome
- evaluate the product/outcome and reflect on project and learning
- communicate learning to others (peers, teacher, possible community)

Supervisor

- provide content specific skill practice necessary for students to successfully transfer to their Personal Project
- Provide guidance to the students in the process and completion of the project
- confirm the authenticity of the work submitted
- Assess the project using the established IB criteria
- Participate in the standardization of assessment process established by the school
- Provide PP grades to the PP coordinator to enter in IBIS

PPC

- organize resources staff and students need for the successful implementation of the project
- establish timeline for PP benchmarks
- Collaborate with advisors about the monthly focus and necessary discussion topics for advisory
- ensure that VG is meeting IB's requirements including selection and submission to IB of appropriate student PP samples.



Time line for personal project

Sr.No	Month	Activity	Due date
01	September	Induction –Purpose of PP and associated Videos	13 th September 2017
02	September	Reading of the PP handbook and reflection	27 th September 2017
03	October	Academic Honesty session and pledge Essential Agreements	11 th October 2017
04	November	Guest Parent speaker	15 th November 2017
05	November	Defining a goal /global context explanation. Goal setting	22 nd November 2017
06	December	Sharing of goals Brainstorming on issues	6 th December 2017
07	December	PP session for parents	13 th December 2017
08	December	Supervisor declaration	20 th December 2017
09	January	<p style="text-align: center;">Meeting 1:</p> <p>Before this meeting the students will:</p> <ul style="list-style-type: none"> o Make a list of your interest, skills and talents. o Research and brainstorm what needs exist within the local, regional and global community. o Consider in what way you might want to take Principled Action. For example, what will you make, construct or demonstrate through completing your Personal Project? o Think about a Global Context to focus your Personal Project. o Think about how you will research and collect information to prepare for Step 3 – Taking Action. o Make sure all this information is recorded in your Process Journal before the meeting. <p>During the meeting, you will:</p> <ul style="list-style-type: none"> o Discuss everything above, which should be in your Process Journal. o Explain what Global Context you think is relevant and how this links in with your plans (see Global Context section). o Make a list of tasks you need to do so you can collect the necessary materials. You will also need to consider the order in which these tasks will have to be undertaken. o Make sure all this information is recorded in your Process Journal (on Managebac) during the meeting. 	10 th January 2018



		<ul style="list-style-type: none"> o Schedule your next meeting with your supervisor. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> o Write a reflective piece in your Process Journal. Write down things, which you discussed, decisions that were made and your thoughts about your project as soon as the meeting is done. o Move on to completing the tasks in Step 2: Planning. o Begin to work on your bibliography. o Make sure all this information is recorded in your Process Journal. <p>Your supervisor will check the notes you took during the meeting and place a message in Managebac of approval or correction.</p>	
10	February	<p style="text-align: center;"><i>Meeting 2:</i></p> <p>Before the meeting, the student will:</p> <ul style="list-style-type: none"> o Know how you are going to take a Principled Action. For example, decide exactly on what you will make, construct or demonstrate at the end of your Personal Project. <p>o Select a Global Context you will focus on and list the reasons why this is appropriate.</p> <ul style="list-style-type: none"> o Begin to collect research and collect information in order to guide you. o Make sure all this information is recorded in your Process Journal. <p>During the meeting, you will:</p> <ul style="list-style-type: none"> o Discuss the Global Context and justify it. o Agree on the expectations of your product or outcome. o Develop some specifications, which you will use to evaluate your product or outcome. o Discuss how the product or outcome can be evaluated (and by who). o Agree on the specifications regarding the evaluation of your product/outcome. o Discuss your bibliography. o Make sure all this information is recorded in your Process Journal (on Managebac) during the meeting. o Schedule your next meeting with your supervisor. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> o Write a reflective piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is completed. o Complete all tasks in Step 2: Planning in your Process Journal. 	08 th February 2018



		<ul style="list-style-type: none"> o Move onto Step 3: Taking Action. This is where you will work on the Product/Outcome BUT remember to reflect on this work in your Process Journal. <p>Your supervisor will check the notes you took during the meeting and place a message in Managebac of approval or correction.</p>	
11	March	<p style="text-align: center;">Meeting 3:</p> <p>Before the meeting, The student will:</p> <ul style="list-style-type: none"> o Have made good progress on completing your product or outcome. o Have collected enough research to help you create your product or outcome. (All of these sources should be in your bibliography.) o Decide on the final specifications for your product or outcome. o Have a log, in your Process Journal, of all your thoughts, interviews, research, questions and decisions. <p>During the meeting, you will:</p> <ul style="list-style-type: none"> o Discuss the progress you have made on completing your product or outcome. o Discuss any problems or issues you had come across. o Talk about any changes you have made to your project, which should also be noted in your Process Journal. o Talk about any changes you have made to the specifications of your product or outcome, which should also be noted in your Process Journal. o Discuss your bibliography. o Make sure all this information is recorded in your Process Journal (on Managebac) during the meeting. o Schedule your next meeting with your supervisor. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> o Write a reflective piece in your Process Journal. Write down the 	07 th march 2018
12	April	<p style="text-align: center;">Meeting 4:</p> <p>Before the meeting, you will:</p> <ul style="list-style-type: none"> o Have finished your product or outcome or be very close to finishing. o Know how you want to present your final report (see personal project formats). o Finish collecting all your resources and your bibliography should be done. o Keep on recording information in your Process Journal. <p>During the meeting, you will:</p> <ul style="list-style-type: none"> o Submit your product or outcome to your supervisor, finished or not. o Compare your product to the design specifications you identified 	04 th April 2018



		<p>earlier.</p> <ul style="list-style-type: none">o Discuss the report:<ul style="list-style-type: none">o how you will present your final report.o bibliography.o any other requirements for the report.o Make sure all this information is recorded in your Process Journal (on Managebac) during the meeting. <p>After the meeting, you will:</p> <ul style="list-style-type: none">o Write a reflective piece about the project in your Process Journal.o Finish your draft version of your report. <p>Your supervisor will check the notes you took during the meeting and place a message in Managebac of approval or correction.</p>	
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The 5 parts of Personal Project

The Goal :

This is the direction you are taking with your project.

It needs to be S.M.A.R.T.

It needs to prove the inclusion of Global Context in your project

The process journal :

This will include all your notings, information, brainstorming sessions, citations, feedback, your solutions etc.

It basically records everything that you do for your Personal Project

The product :

This is what you actually do or create. It is the manifestation of your thought process, your planning and your attainment of you set goal.

The Project Report :

This report will highlight all that you have done towards attaining your goal and include your reflections on what could have been done better

The Mini Exhibition :

This will be chance to share with the school community details about what, how, why of your personal project journey

Picking a topic

You need to brainstorm for different ideas. Talk to different people in school, outside school, within family and friends circle. Focus on your Global Context and think of making your goals SMART. Share and discuss in detail with your Advisor about practicality of your project.

Your topic or goal should not be too general. Your originality of thought should make your project one that helps you to avoid paraphrasing or summarizing what you have read on various medias. It should have scope for reflection and stating your point of view. Your goal should drive your planning, execution and if need be to modify the goal as a result of your insights during the process.



Realistic Projects	Unrealistic Project
A student decides to design a playground for young children and produces a model	A student decides to design a playground for children, produce a model, raise funds and arrange for the playground to be built (this is far too ambitious)
A student decides to create teaching aids for a particular class on a mathematical concept	A student decides to create a poster showing the details of these aids. (this is too limited)

Ensure that you focus on the topic by:

Narrowing the topic to a problem or a question

Narrow the topic by selecting and examining the possibilities of sub category

Narrow further by selecting a limited time period for your topic

Narrow the topic by selecting the geographical area to focus on within the topic.

Using a process journal

You must maintain a Process Journal which includes each stage, all your thoughts, discussions, actions. It must maintain the chronology of events that define the development of your project. Depending on the nature of your project you will need to reflect on, analyze, synthesize your information and material in a constructive way. You may also record the process how your original plan or idea has subsequently changed due to process of reflection and evaluation of actions.

Ensure that through this process, your meetings are regular and outcome of the discussion with the supervisor is documented. The details included in your process journal will guide you substantially while drafting and finalizing your Project Report.

The Process Journal is...	The Process Journal isnt...
<ul style="list-style-type: none"> - Begun at the very start of the process and used all through - a place for planning - a place for recording interactions - a place for storing useful information - a place to track sequence of events and detect any diversion - a place for reflection - useful resource to produce the Project Report. 	<ul style="list-style-type: none"> - Written up after the process has been completed - Additional work, it's an integral part and supports the project - a diary with detailed writing of day's events - a static document with only one format



Selecting Sources

Collecting the necessary material

When you have found a source of information or inspiration, you will need to decide how useful it is. The list of sources in your report should only include those you have actually used. You must always keep the goal of your project in mind, this will help you to select what is useful and relevant.

Examples:

- A book: record the author(s), title, edition, series, and bibliographical address (city, editor, and date of publication)
- An interview: record, for example, the name, address, and function of the person, when the interview took place, and where it took place
- An experiment: record, for example, the apparatus, and the circumstances (such as the time and location of an experiment)
- An internet site: record the address, the name of author, date of publication, and when the site was accessed

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

Referencing Conventions

There are various internationally recognized referencing conventions. We at Vishwashanti Gurukul use the Modern Language Association (MLA) referencing conventions. References must be given whenever someone else's work is quoted or summarized. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that have been presented.

What is a bibliography?

A bibliography is an alphabetical list of every source used to research the personal project.

What is a list of references?

A list of references is an alphabetical list of only those sources that are cited in the project report.

What is a citation?

A citation is an indication of where information has been obtained and has a full reference at the end of the project report.



What are appendices?

Appendices are additional materials that students include at the end of their report in order to support the completion of their project. The appendices could include secondary information that may be of interest. For example, if the student has produced a questionnaire, which has been described and analyzed in the report.

The Product

The Product is the final visibility of all your thought process, planning and execution taking into consideration the Global Context. It could be in any form. It could be a model, it could be a performance, it could be a campaign etc. It is a showcase of what you have learned.

Examples	Specifics
A hand-made construction	A paper product, an assembled utility item, a bird shelter...
An instructional video	- How to escape an attacker using Ju-Jitsu, - how to use cookie cutters and the proper recipe to ensure your cookies don't lose their shape in the oven
Fundraisers to benefit a cause	Performances / initiatives undertaken
The result of your self-improvement goal	If you set out to run a faster mile, for example, your new time is the outcome of your goal

Completing the Project Report

Your report must include-

- Title page *
- Table of contents
- Body of the report
- Bibliography
- Appendices [with 10 excerpts of your Process Journal)

* The title page should include – student's name, title of the project, word count , school name , year

The report should be presented in identifiable sections, following the MYP project's objectives. The report must include evidence for all strands of each criterion.

Section 1- Criterion A: Investigating

This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry

- Define a clear goal and context for the project, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills



Section 2- Criterion B: Planning

This includes all the work you did to plan and organize your project towards a product/outcome.

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

Section 3 – Criterion C: Taking action

This is the main “doing” part of the project—the action part of the inquiry cycle—where the product/outcome is developed and completed.

- Create a product/outcome in response to the goal, context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

Section 4- Criterion D: Reflecting

This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.

- Evaluate the quality of the product/outcome against your criteria
- Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
- Reflect on your development as IB learners through the project

The length of the Personal Project Report must **be a minimum of 1,500 words and a maximum of 3,500 words**, not including title page, bibliography, and appendices

The Mini Exhibition

At the end of the Semester you will present your project to the school community and invited audiences who will listen to the journey you took to produce this work.

The purpose of the Personal Project Mini Exhibition is to provide you an opportunity to:

- Explain your work as it relates to the Global Context you chose and the four exit outcomes (Critical Thinking, Communication, Life Skills, and Habits of Mind)
- Explain the learning you did over the course of the project
- Explain the product
- Explain the process you used to complete the work

The group will provide you feedback for both substance and style.



Assessment Criterion

CRITERION A: INVESTIGATING

Evidence located in Process Journal, Report and Exhibition

Achievement Level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	The student is able to: 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	The student is able to: 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	The student is able to: 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	The student is able to: 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.

CRITERIA B: PLANNING

Evidence located in Process Journal, Report and Exhibition

Achievement Level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	The student is able to: i. develop limited criteria for the product ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3-4	The student is able to: i. develop adequate criteria for the product ii. present an adequate plan and record of the development process of the project



	iii. demonstrate adequate self-management skills.
5-6	The student is able to: i. develop substantial and appropriate criteria for the product ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7-8	The student is able to: i. develop rigorous criteria for the product ii. present a detailed and accurate plan and record of the development process of the project. iii. demonstrate excellent self-management skills.

CRITERIA C: TAKING ACTION

Evidence located in Product/ Outcome, Report and Exhibition

Achievement Level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	The student is able to: i. created a limited product in response to the goal, global context and criteria ii. demonstrate limited thinking skills. iii. demonstrate limited communication and social skills.
3-4	The student is able to: i. create a basic product in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5-6	The student is able to: i. create a substantial product in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.'
7-8	The student is able to: i. create and excellent product in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.

CRITERION D: REFLECTING

Evidence located in Process Journal, Report and Exhibition

Achievement Level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	The student is able to: 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 the global context iii. present limited reflection on his or her development as an IB learner through the project
3-4	The student is able to: i. present a basic evaluation of the quality of the product/outcome against his or her criteria



	<ul style="list-style-type: none"> 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	<p>The student is able to:</p> <ul style="list-style-type: none"> 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	<p>The student is able to:</p> <ul style="list-style-type: none"> 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

What are the grade boundaries?

Four criteria, with 32 points in total:

Grade	Points Needed:
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32



Marking and When You Will Receive Your Grades?

Your supervisor, another teaching staff member and the personal project coordinator will mark the project. The three teachers will mark your project individually. Then they will meet to discuss your final scores. This process is called standardisation and it is used to assure your grade is fair and appropriate. Please see the schedule for when you will receive your marks.

In addition to this, selected personal projects will be sent to the IB MYP for external moderation. This is necessary to receive the IB MYP certificate. The external moderation gives all of us (teachers and you) a better understanding of how our students 'fit' in the IB global standard. The external moderation enhances teaching practices and your educational programme.



My personal project glossary

Apply : Use knowledge and understanding in response to a given situation or real circumstances.

Bibliography : An alphabetical list of every source used to research the personal project.

Create : Bring something into existence.

Describe : Give a detailed account or picture of a situation, event, pattern or process.

Evaluate: To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Justify : Give valid reasons or evidence to support an answer or conclusion.

List of references : An alphabetical list of only those sources that are cited in the project report.

Outcome: The end result of the student's project used particularly where the project has resulted in a non-tangible result or result that has various aspects to it. For example, an awareness-raising campaign.

Outline: Give a brief account or summary.

Process journal: A generic term to refer to the documentation that students develop during the process of completing the personal project.

Product: The end result of the student's project used particularly where the project has resulted in a tangible artefact such as a sculpture, film, story or model.

Reflect: To think deeply about; to consider.

Select: Choose as being the most suitable from a number of options.

Specifications: **Specific** elements the project outcome or product must meet to be a quality outcome, as defined by the student.

State: Give a specific name, value or other brief answer without explanation or calculation.

Transfer: Make connections—including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations



Acknowledgements –

- ✓ Projects Guide (September 2014)
- ✓ Further Guidance for Projects (May 2016)
- ✓ The Personal Project @BGHS
- ✓ Guide_to_the_Personal_Project_2014_Old_Mill_HS.pdf
- ✓ Personal project guide ISUtrecht (2016-2017)