

2025 - 2026

IB MYP Personal Project



**Develop
Passions, Interests, and Talents**

INTRODUCTION

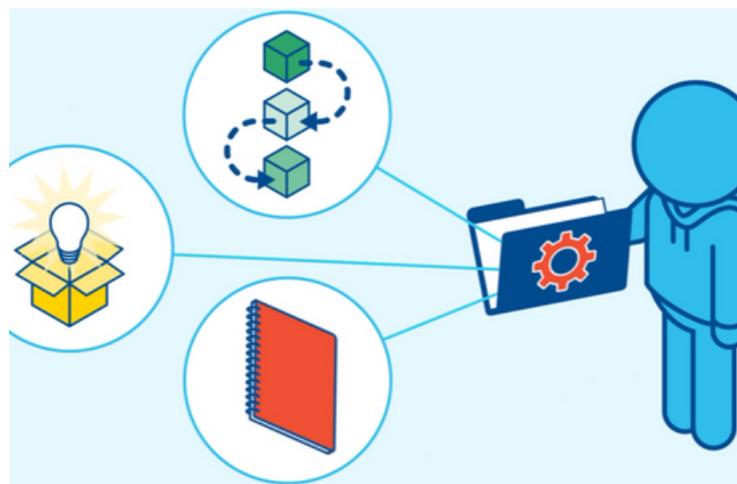


This handbook provides details concerning the procedures and standards of the Personal Project, a central and culminating undertaking within the IB MYP Programme. We urge both students and supervisors to utilize this handbook efficiently, as it offers comprehensive instructions on adhering to IB guidelines for project completion. We firmly believe that the Personal Project affords students the chance to delve into their own areas of interest, passion and talent thereby enhancing their ATL skills.

This handbook is crafted in accordance with the IB MYP Personal Project handbook 2024.

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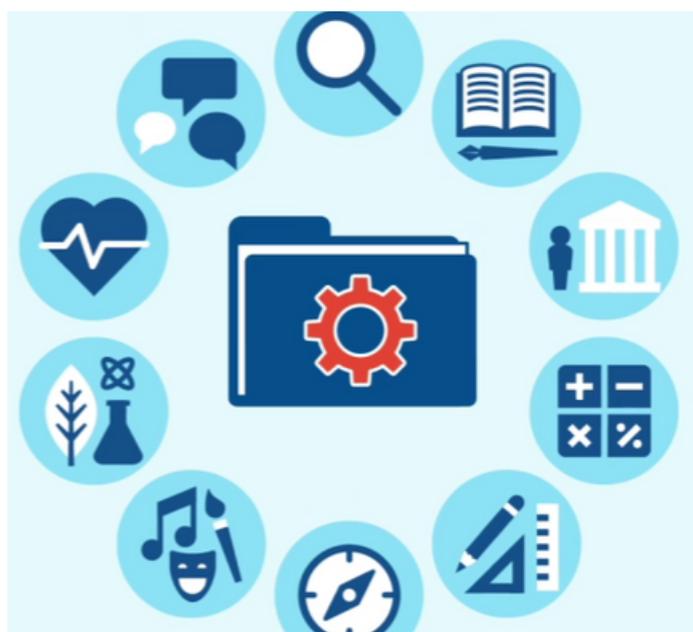
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NATURE OF THE PERSONAL PROJECT?

Personal Projects give students the chance to conduct independent research, take action, and reflect. Students are encouraged to show and develop their approaches to learning (ATL) skills. (IBO, 2021)

Here are some recommendations aimed at aiding students in grasping the essence of the personal project:

- What is your perception of a personal project?
- What motivates individuals to undertake a personal project?
- Who could potentially participate in your personal project?
- When do you anticipate completing your personal project?
- How much time are you planning to allocate to your personal project?

The aim of this document is to function as a manual for students as they navigate through the different stages of a self-directed venture.

Defining the Personal Project:

The personal project is deeply individualized as each student establishes their own objective based on personal interests. Drawing inspiration from prior experiences in the MYP, students may choose:

- A captivating global context
- A service as action endeavor they wish to expand upon
- An area of inquiry they wish to delve deeper into.

Furthermore, students can draw inspiration from extracurricular interests and even consider cultivating new ones. Comprising two interconnected components:

- A learning objective (what the student aims to discover)
- A product/ service (what the student intends to create or serve).

The initiation of the project can stem from either the learning objective or the envisioned product. A single learning goal can lead to diverse products, just as one product can align with various learning goals.



Below are prompts to aid students in delineating their projects:

- Which global context captures your interest?
- Which interdisciplinary or design project intrigued you?
- Which service as action experience left a significant impact on you?
- What community issue concerns you deeply?
- Which academic discipline do you enjoy the most?
- What research project would you like to undertake?
- What have you always aspired to accomplish?
- How do you typically spend your leisure time?
- What leisure activities would you like to pursue?
- Which IB learner profile trait resonates with you the most?
- Which IB learner profile trait do you aspire to develop?

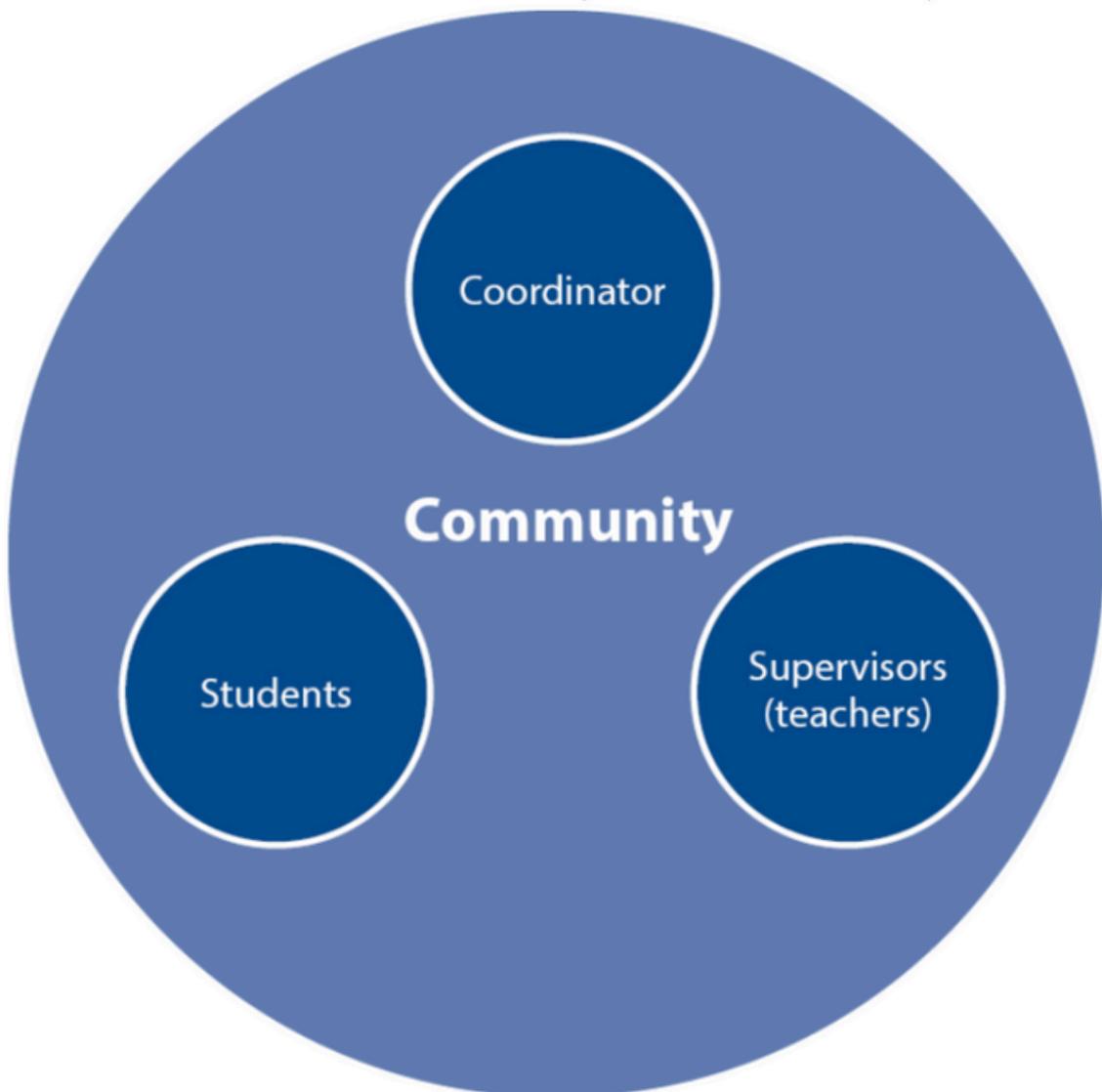


SCHOOL'S PROCESS/ STRUCTURE

Personal Project Coordinator along with MYP Coordinator appoint school teachers as personal project supervisors and ensure that every MYP5 student is guided by a supervisor. Supervisors are assigned to students as per their projects. Personal project coordinator takes frequent sessions of students as well as supervisors to brief them about the Personal Project criteria, practices and also make them aware of IB requirements. PP coordinators along with MYPC also take an orientation session for parents to help them understand the personal project requirements and process. Supervisors meet with students on a regular basis to guide them through the personal project journey. Personal project timeline is shared with students as well as supervisors in the beginning of the academic year. PP coordinator and supervisor keep a track of the submission of student's work and ensure the timely completion of the project. In case any student faces challenges, supervisor and PP coordinator try to identify the challenge and provide the required support keeping academic integrity in place.

Personal project reports are internally standardized by the team of supervisors and coordinators.

The role of the school community in the broader community



THE ROLE OF THE SUPERVISOR



The purpose of the supervisor is to support the student during the personal project. Each student has his or her own supervisor. (IBO,2021) Supervisors will support students throughout the personal project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved or the stages of the project.

Supervisors are advised not to become project experts. (IBO, 2021)



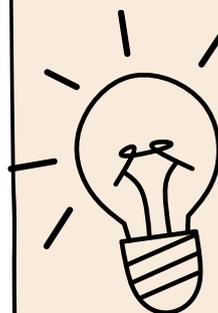
THE SUPERVISOR'S RESPONSIBILITIES

Supervisors advise students on project process and completion. This includes:

- Ensure that her MYP project theme of choice meets appropriate legal and ethical standards related to health and safety, confidentiality, human rights, animal welfare and environmental issues.
- Provide guidelines for MYP projects
- Provide a timetable with deadlines
- Provide project evaluation criteria
- Provide advice on storing and maintaining process evidence
- Emphasize the importance of personal analysis and reflection give formative feedback
- Ensuring that academic integrity requirements are met
- Verification of authenticity of submissions
- Evaluation of the MYP project against the criteria of this guide;
- Participate in standardizing the evaluation process
- Submit the project teacher-assessed total to her MYP coordinator for enrollment in the International Baccalaureate Information System (IBIS).

STUDENTS SHOULD RECEIVE INFORMATION AND GUIDANCE THAT INCLUDES:

- guidelines on the MYP project
- a calendar with deadlines
- the project evaluation criteria
- advice on how to keep and use a process diary
- the importance of analysis and personal reflection
- formative feedback requirements for academic integrity.



THE ROLE OF THE STUDENT

To complete a personal project, students must undertake independent learning. They are expected to spend approximately 25 hours on their personal project. This time covers the whole process, including meetings with their supervisor. (IBO, 2021)

Through the personal project, students:

- explore an interest that is personally significant (intellectual curiosity; family bond; social, cultural or geographical relevance; individual passion; etc.)
- take responsibility for their learning process by doing self-directed research
- transfer and apply skills in the pursuit of a learning objective and in the creation of a product
- recognize and demonstrate personal growth and development.

SPECIFICALLY, STUDENTS MUST:



- establish a goal, an action plan and success criteria
- apply ATL skills throughout the project process
- gather evidence of how they have applied ATL skills throughout the personal project
- evaluate the project based on the success criteria
- select evidence to add to the report
- reflect on the impact of the project
- write a report.



Role of Librarian

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the personal project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

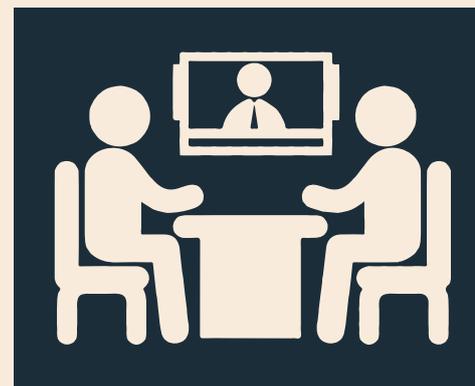
THE ROLE OF THE COMMUNITY

Within the school:

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies

Beyond the school:

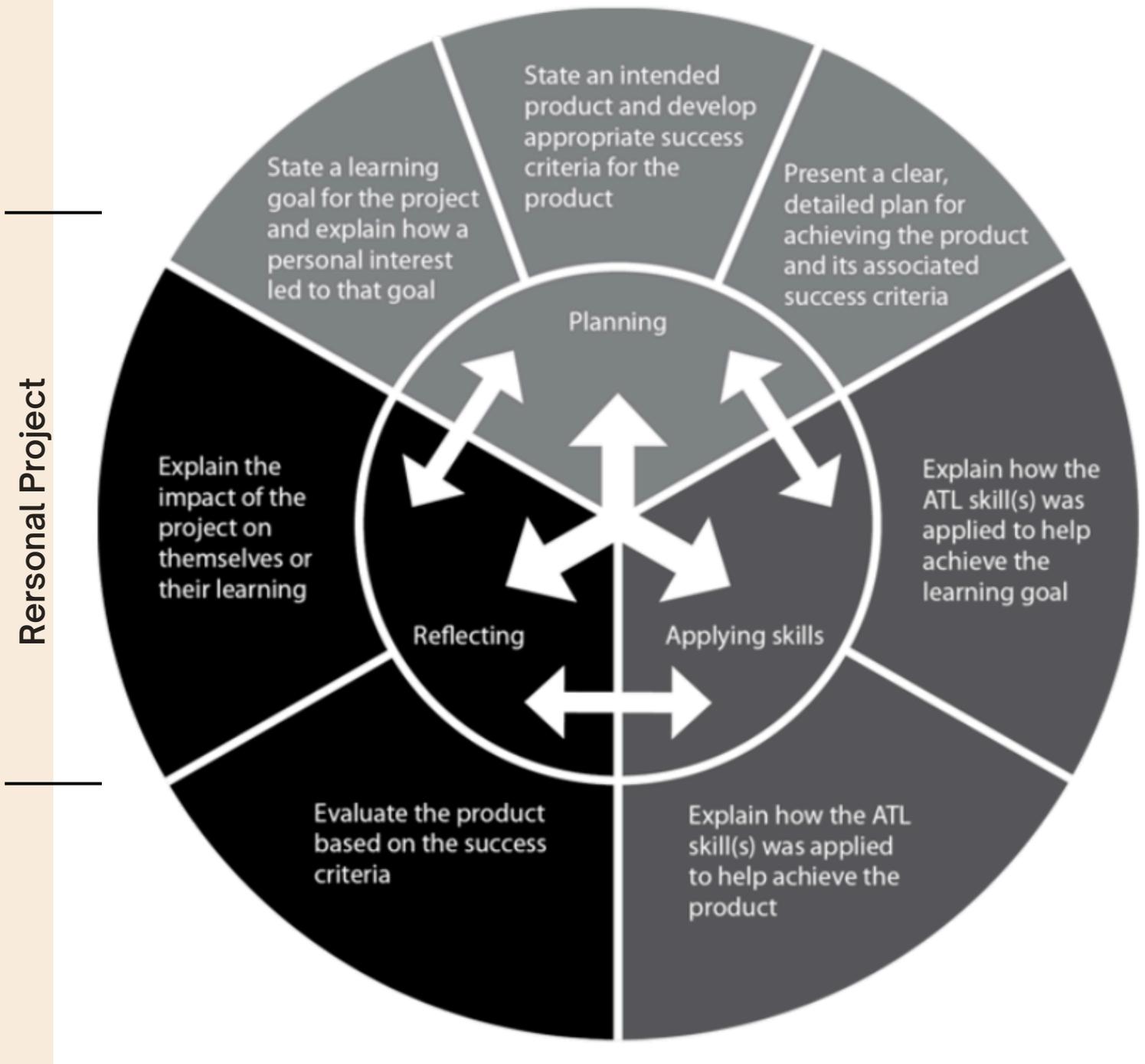
Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, they do not assess the project. If schools use such a role, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment. Schools should refer to school policies and any legal requirements when using an external specialist, in the interest of student safety.



Objectives

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their studies.

Visualizing the MYP personal project objectives



MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.



**OBJECTIVE A:
PLANNING**

**OBJECTIVE B:
APPLYING SKILLS**

**OBJECTIVE C:
REFLECTING**

Objective A: Planning

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Objective B: Applying skills

Students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Objective C: Reflecting

Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

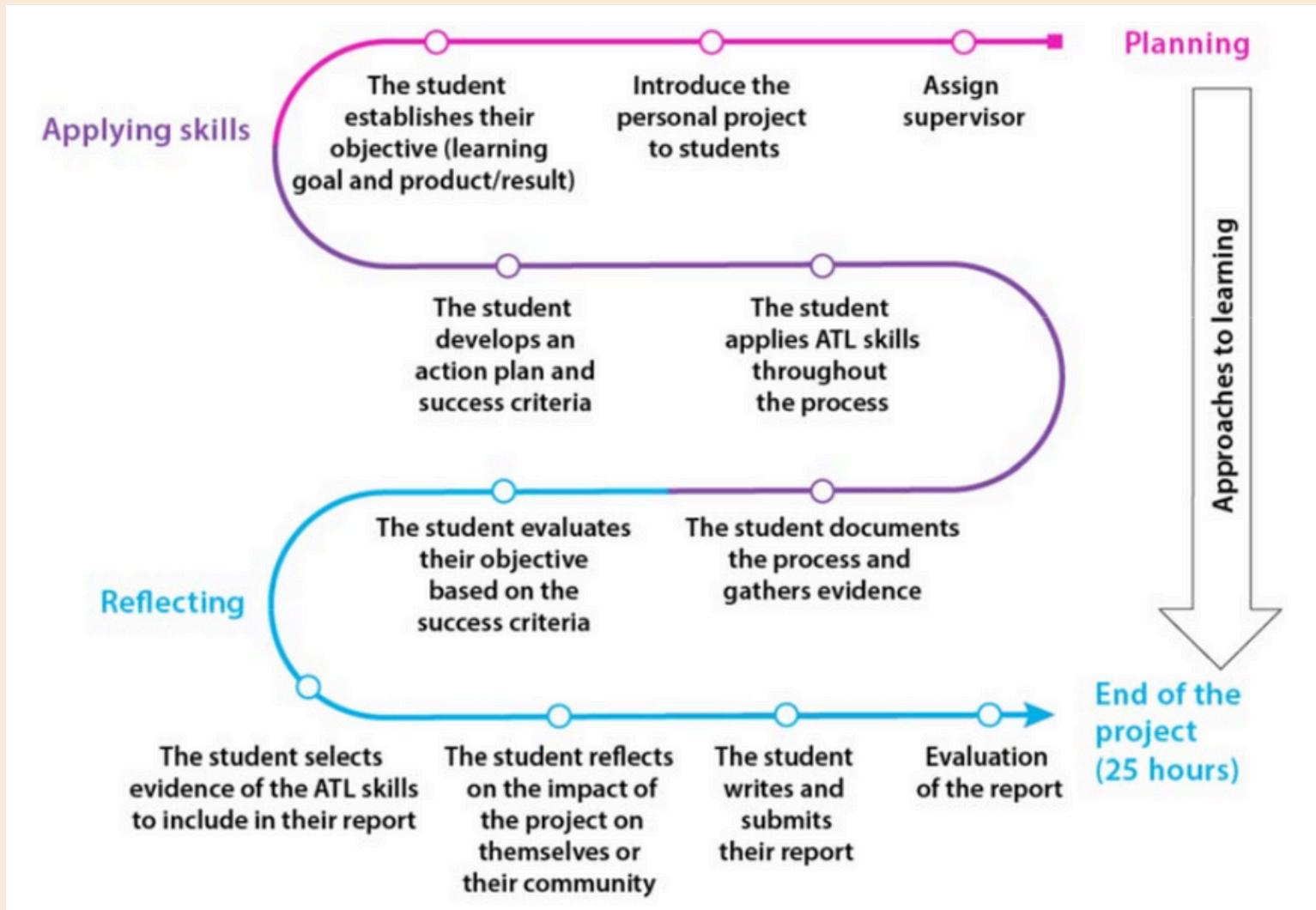
MYP personal project components

This overview describes the components of a complete personal project that is ready to be submitted to the student's supervisor for assessment or to the IB for moderation.



To include	Prompts
MYP personal project cover sheet	Complete the cover sheet at the very end of the project.
MYP projects academic honesty form	You will need this form from the beginning of your project since you must complete three sections during meetings with your supervisor.
Evidence of your product	You need to include evidence of the product. You can include (a copy of) the product itself, or extracts of the product, or up to five still images or 30 seconds of video of the product.
Project report	Your report can be written, or oral. The report is distinct from your process journal and product. In the report, you discuss the process you carried out and what you learned from completing the personal project. Your report should be structured in identifiable sections, following the MYP projects objectives.
Bibliography/sources	You must include a bibliography that follows a recognized convention, as used by your school. You may use in-text citations, footnotes/endnotes or other recognized systems to credit the ideas of others in your work.

TIME FRAMES FOR COMPLETING THE PERSONAL PROJECT



Students are expected to spend approximately 25 hours on their MYP personal project. This time includes:

- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project.

Schools should develop realistic dates that identify important stages in the development of a personal project. Schools need to consider the balance of time needed for planning, completing the product and producing the report.



Evidence of the process

Students are supposed to record the interaction they followed to finish their task. They can exhibit how they created ATL abilities and their scholastic genuiness. Students should use various strategies for gathering proofs and should not be limited to any single method. They can plan projects, interdisciplinary ventures or some other action did during the task.



Evidence of the process is

- gathered throughout the project to document its development
- an evolving record of intents, processes, accomplishments
- a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- a record of interactions with sources, for example, teachers, supervisors, external contributors
- a record of selected, annotated and/or edited research and to maintain a bibliography
- a collection of useful information, for example, quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work completed
- reflection on learning
- devised by the student in a format that suits his or her needs
- a record of reflections and formative feedback received.

Evidence of the process is not

- collected on a daily basis (unless this is useful for the student)
- written up after the process has been completed
- additional work on top of the project; it is part of and supports the project
- a diary with detailed writing about what was done (unless this is useful for the student)
- a single, static document with only one format (unless this is useful for the student).

Example of Learning goal and Product goal



- An example of starting with a learning goal to guide the creation of the project: I want to learn about fitness by training for a half-marathon.
- An example of starting with a product to guide the creation of the project: I want to create a series of workout videos to learn more about filming and editing videos.

Inquiry Cycle

Personal projects for the MYP focus on the student and are age-appropriate. Through a cycle of inquiry, action, and reflection, they allow children to participate in hands-on investigations.



Success criteria

Success criteria, developed by students, measure the degree of excellence desired by the product or the conditions under which the product can be judged to have been successful. (IBO, 2021)

- Success criteria must be **specific, measurable, achievable, relevant and Time bound (SMART)**.
- Success criteria must **evaluate the product**.
- Criteria for success must **assess the impact** on the student or the community.

Here are ideas for specific product features that can help students

Product form:	Product content:
- technique or material used	- strand
- number of pages	- target audience
- length	- organization
- resource people	- quality of the language
- visual aspects	- result achieved.
- colors	
- size	
- text type.	

Action plan

"A detailed plan outlining the actions required to achieve one or more goals."
(Wikipedia)

Using the schedule provided by the school, students plan the time they need to spend on their personal projects by creating an action plan outlining everything they need to accomplish. They can add daily or weekly details to show all that needs to be done. The action plan should show how the student will create the product and meet the success criteria

Project is divided into three main steps.

Planning

Defining the project (learning goal and product)

Developing the success criteria

Presenting a plan

Applying skills

Achieving the learning goal

Completing the product

Reflecting

Explaining the impact of the project on themselves or their learning

Evaluating the product based on the success criteria

*Students must regularly revisit this plan to document and explain any changes to the expected deadlines.

Applying the ATL skills

In order to achieve the set goals student must explore and apply a certain set of skills.

Below are some ideas of how to do this. (IBO, 2021)

- Planning resources (financial, human and material) and constraints
- Producing drafts, sketches, prototypes, plans, etc
- Choosing information, techniques and materials supported on the research
- Testing techniques and materials
- Compiling a listing of purchases
- Predicting other possibilities
- Planning the documents to supply (survey, letter, poster, visual aids, etc)
- Preparing meetings (interviews, surveys, presentations, orators, etc)
- Practising a presentation
- Creating
- Regularly assessing their work to work out if the product helps achieve the learning goal; this might be a self-assessment or an assessment by another person
- Making necessary improvements
- Presenting the product.

WHICH ATL SKILLS WILL BE USEFUL FOR YOUR PROJECT?

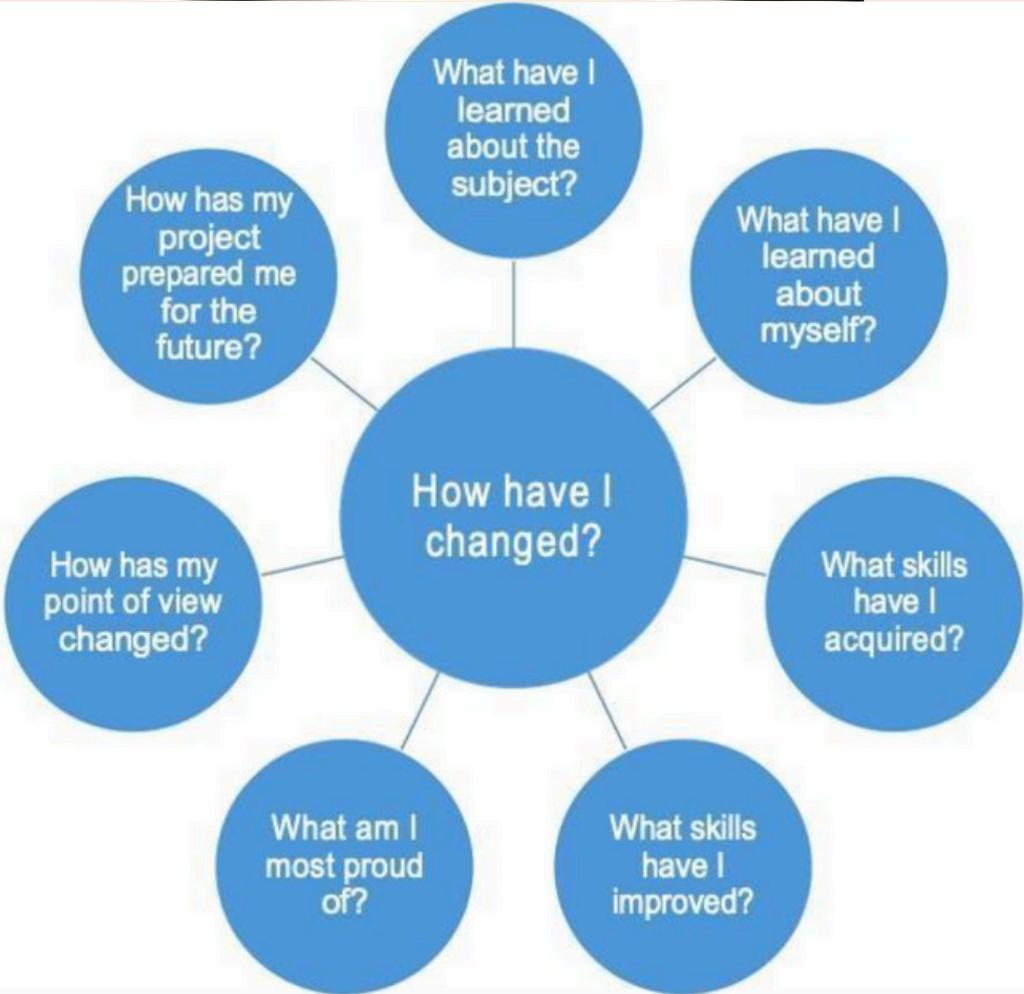
- Review the ATL guide.
- Define the particular skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you just need.
- Identify how you will gather your evidence.

REFLECTING ON THE JOURNEY AND THE PROJECT



Impact: "all intended and unintended repercussions of a finished project, including those that do not become apparent until after the project is completed, both negative and positive."

Below are ideas to help students assess the impact of their projects.



Evaluating the Product

Here are some suggestions to assist students in assessing their product in light of their desired success criteria:

- How far did I finish my product in accordance with the success criteria?
- How can I prove that I finished my project in accordance with my success criteria?
- What are the advantages of my project?
- What could I have changed to better reflect my success criteria in my product?

Assessment Rubrics

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to: (IBO,2021)

- state a learning goal for the project and explain how a personal interest led to that goal
- state an intended product and develop appropriate success criteria for the product
- present a clear, detailed plan for achieving the product and its associated success criteria.

ASSESSMENT RUBRICS

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3–4	The student: <ol style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5–6	The student: <ol style="list-style-type: none"> i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7–8	The student: <ol style="list-style-type: none"> i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to: (IBO,2021)

- explain how the ATL skill(s) was/were applied to help achieve their learning goal
- explain how the ATL skill(s) was/were applied to help achieve their product.

ASSESSMENT RUBRICS

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: <ul style="list-style-type: none"> i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: <ul style="list-style-type: none"> i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7–8	The student: <ul style="list-style-type: none"> i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to: (IBO,2021)

- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

ASSESSMENT RUBRICS

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3–4	The student: <ul style="list-style-type: none"> i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.
5–6	The student: <ul style="list-style-type: none"> i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.
7–8	The student: <ul style="list-style-type: none"> i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

Notes about Impact of the project:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Writing the Project Report

There are two possible formats for the MYP personal project report: written and/or oral. Students can combine these formats in a multimedia report.

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the utmost length of students' submissions.

To make sure that the written part of the report is clearly legible, each page must have a minimum:

11-point font size

2 cm margins.

Evidence presented in images must be clearly visible at the size submitted.

Real-time audio and video recordings and submissions are required.

Students might also utilize visual aids to supplement verbal reports. However, the documentation should include the proof and illustrations offered in the visual aids. Visual aids that are exclusively offered in video format will not be evaluated.

The bibliography is uploaded separately and is not included in the page limit.

Please do not include a title page; if included it will count towards the page limit.

REPORT WRITING

Document File types: .doc, .docx, .pdf (non- editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

Assessment Criteria

Objectives	1-2	3-4	5-6	7-8
Objective A: Planning	States a learning goal.	States a learning goal and outlines the connection between personal interest(s) and that goal.	States a learning goal and describes the connection between personal interest(s) and that goal.	States a learning goal and explains the connection between personal interest(s) and that goal.
	States their intended product.	States their intended product and presents basic success criteria for the product.	States their intended product and presents multiple appropriate success criteria for the product.	States their intended product and presents multiple appropriate, detailed success criteria for the product.
Objective B: Applying Skills	Presents a plan that is superficial or that is not focused on a product.	Presents a plan for achieving the product and some of its associated success criteria.	Presents a detailed plan for achieving the product and most of its associated success criteria.	Presents a detailed plan for achieving the product and all of its associated success criteria.
	States which ATL skills were applied to help achieve their learning goal.	Outlines which ATL skills were applied to help achieve their learning goal, with superficial examples or evidence.	Describes how the ATL skills were applied to help achieve their learning goal, with reference to examples or evidence.	Explains how the ATL skills were applied to help achieve their learning goal, supported with detailed examples or evidence.
Objective C: Reflecting	States which ATL skills were applied to help achieve their product.	Outlines which ATL skills were applied to help achieve their product, with superficial examples or evidence.	Describes how the ATL skills were applied to help achieve their product, with reference to examples or evidence.	Explains how the ATL skills were applied to help achieve their product, supported with detailed examples or evidence.
	States the impact of the project on themselves or their learning.	Outlines the impact of the project on themselves or their learning.	Describes the impact of the project on themselves or their learning.	Explains the impact of the project on themselves or their learning.
	States whether the product was achieved.	States whether the product was achieved, partially supported with evidence or examples.	Evaluates the product based on the success criteria, partially supported with evidence or examples.	Evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

References

1. International Baccalaureate Organization. (2021). MYP personal project Handbook for students and supervisors. Retrieved August 24, 2022, from https://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_2102_1/Guide_for_students_and_their_supervisors_e.pdf
2. Wikipedia (n.d.). Action plan. Wikipedia, Retrieved August 24, 2022 from https://en.wikipedia.org/wiki/Action_plan