



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Personal project guide

For use from September 2011 or January 2012





International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Personal project guide

For use from September 2011 or January 2012



Middle Years Programme

Personal project guide

Published January 2011

Updated May 2011

International Baccalaureate
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales GB CF23 8GL
United Kingdom
Phone: +44 29 2054 7777
Fax: +44 29 2054 7778
Website: <http://www.ibo.org>

© International Baccalaureate Organization 2011

The International Baccalaureate (IB) offers three high quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world.

The IB is grateful for permission to reproduce and/or translate any copyright material used in this publication. Acknowledgments are included, where appropriate, and, if notified, the IB will be pleased to rectify any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of the IB, or as expressly permitted by law or by the IB's own rules and policy. See <http://www.ibo.org/copyright>.

IB merchandise and publications can be purchased through the IB store at <http://store.ibo.org>. General ordering queries should be directed to the sales and marketing department in Cardiff.

Phone: +44 29 2054 7746

Fax: +44 29 2054 7779

Email: sales@ibo.org

International Baccalaureate, Baccalauréat International and Bachillerato Internacional
are registered trademarks of the International Baccalaureate Organization.

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Contents

Personal project in the MYP	1
How to use this guide	1
Introduction to the MYP personal project	2
Aims and objectives	4
Requirements	6
Organizing the personal project	7
Supervising the personal project	12
Completing the personal project	14
Addressing the areas of interaction	20
Reporting the personal project	30
Assessment	33
Assessment in the MYP	33
Personal project assessment criteria	35
Determining the final grade	43
Personal project: Moderation	45
Personal project: Monitoring of assessment	48
Appendices	50
MYP personal project glossary	50
Bibliography	51

How to use this guide

This guide is for use from September 2011 or January 2012, depending on the start of the school year, and for first use in final assessment in June 2012 (northern hemisphere) and December 2012 (southern hemisphere).

This document provides the framework for teaching and learning in personal project in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (August 2008).

The personal project teacher support material provides additional guidance and examples concerning all aspects of the personal project and is published on the online curriculum centre.

Acknowledgment

This guide has been produced in collaboration with MYP educators who have been involved in the following ways.

- Providing verbal and written participation at review meetings
- Providing verbal and written comments on draft versions of the guide
- Trialling sections of the guide

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

Introduction to MYP personal project

The personal project is a significant student-directed inquiry produced over an extended period, completed during **year 5** of the MYP. It holds an important place in the MYP and reflects the student's experience of the programme. It provides an excellent opportunity for students to produce a truly personal and creative work of their choice and to demonstrate the skills they have developed through approaches to learning. It offers students many opportunities for differentiation of learning and expression according to their individual needs. The **personal** nature of the project is important; the project should be based around a topic that motivates and interests the student. The process of completing the personal project contributes to the development of students in different ways. It is a student-centred, age-appropriate project that helps students construct their own conceptual understandings. It is a commitment to developing independent, lifelong learners as reflected in the IB learner profile.

Along with the eight subject groups, the five areas of interaction form the core of the programme. Addressed through the subject groups, the areas of interaction provide contexts for learning and contribute to the holistic learning of the student. They are central to the experience of the personal project: whatever form the personal project takes, it must allow the student to investigate and focus on a topic and/or issue through an area of interaction. The **outcome or product** of a personal project will vary depending on the nature of the goal of the project and the focus area of interaction.

The personal project includes a **process journal**, an **outcome or product** and a **report**, as detailed in the "Completing the personal project" section of this guide.

The characteristics of the personal project can make it an attractive, rewarding experience for all. Students may discover a sense of autonomy and confidence in their own learning and it can be very rewarding for supervisors to work with individual students and see their development.

The personal project in the IB continuum

The IB learner profile describes the attributes that students have been developing as they progress through the IB programmes and become autonomous, lifelong learners. Students completing the Primary Years Programme (PYP) will have experienced a broad and engaging curriculum, which, through transdisciplinary themes, encourages them to make connections with their learning inside and outside the classroom. "Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems" (PYP *Exhibition guidelines* 2008, "Introduction"). Students will have taken part in the exhibition and its process, which is a culminating project for the PYP, involving collaboration and inquiry.

The MYP has a disciplinary focus where learning is made relevant and meaningful to students through the areas of interaction. Students develop their disciplinary knowledge, while becoming aware of the connections between subjects and the world outside the classroom. The personal project is an opportunity for students to develop their known strengths and discover new ones. It allows them to explore the extent to which they are developing the attributes of the IB learner profile and becoming lifelong learners, as described in the IB mission statement. They have the possibility of drawing upon their disciplinary knowledge as well as the skills developed in approaches to learning. The personal project stands on its own as the culminating project for the MYP and is a prime opportunity for students to engage in self-directed inquiry.

As students move into the Diploma Programme (DP), the personal project provides preparation for this IB programme. Students have the opportunity to put into practice approaches to learning skills, which contribute to the students' engagement with all aspects of the DP and life beyond the IB programmes. The DP core is comprised of the extended essay, theory of knowledge and creativity, action, service (CAS). The personal project supports the DP core in varied ways. The personal project is not necessarily a research essay; however, research is an expectation of the project, as well as the use of sources and information collected. An emphasis of the personal project is experiential learning, which is developed further in CAS at the DP level. Students will have experienced the responsibility of a project completed over a period of time, as well as the need to reflect on their learning and the outcomes of the project.

Aims and objectives

Aims

The aims of the personal project state in a general way what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the MYP personal project are to allow students to:

- engage in personal inquiry on issues that are relevant to themselves, through an area of interaction as a context for learning
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- reflect on their learning and knowledge (on their own and with others)
- move towards thoughtful and positive action
- develop confidence as lifelong learners.

Objectives

The objectives of the personal project state the specific targets that are set for learning. They define what the student will accomplish as a result of completing the personal project.

These objectives relate directly to the assessment criteria found in the “Personal project assessment criteria” section.

Objective A Use the process journal

Students should:

- demonstrate organizational skills through time and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

Objective B Define the goal

Students should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project’s outcome/product.

Objective C Select sources

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Objective D Apply information

Students should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Objective E Achieve the goal

Students should:

- evaluate the outcome/product against their own specifications for success.

Students award a level that relates to the descriptors in criterion E in collaboration with their supervisor.

Objective F Reflect on learning

Students should:

- reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

Objective G Report the project

Students should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

Note: For objective G, students may be given choices in the mode of reporting their project. This is explained further in the section "Reporting the personal project" of this guide.

The way students **show evidence of achievement** in the objectives is detailed in the assessment criteria.

Requirements

The personal project is a requirement for **all** IB World Schools offering the MYP to year 5, whether or not they request IB-validated grades.

The school **must**:

- organize and support the completion of the personal project for all students in year 5 of the programme, whether or not they request IB-validated grades; the majority of the work must be completed in year 5 even if the project is begun in year 4
- ensure that the personal project does not form part of the curriculum for any subject, although subjects may support the completion of the project
- ensure that each student engaged in a personal project receives guidance and supervision during the completion of the personal project. This will generally be from a teacher or other professional in the school, known as the supervisor. There may, however, be specific school contexts where additional support may be received from members of the community. The supervisor does not need to be an expert in the area of study of the student
- ensure that all supervisors of the personal project are familiar with the guide and understand their role and responsibilities
- ensure that the personal project is assessed by teachers or other professionals in the school according to the criteria stated in this guide
- develop a system for internal standardization of assessment.

It is recommended that the school:

- considers involving the librarian or resource specialist in the organization of the personal project
- encourages students to exhibit personal projects to celebrate their learning
- informs parents of the objectives and characteristics of the personal project
- communicates the personal project objectives to any external experts or community members
- consults the teacher support material for additional guidance and models.

Organizing the personal project

Preparing students for the personal project

Preparation for the personal project begins through the objectives of all subject groups from year 1 of the programme as well as approaches to learning (ATL). Students become familiar with inquiring into the subject groups through the areas of interaction and developing their knowledge and understanding of subject concepts and content. This understanding of both areas of interaction and subjects will assist students in the preparation for and completion of the personal project.

Students' experience of ATL should prepare them gradually for working more independently and developing a project over an extended period of time. Projects, essays and investigations carried out in the subject groups are important vehicles for helping students develop the skills and attitudes needed to complete the personal project. "It is the shared responsibility of a school's administrators and teachers, through appropriate structures and collaborative planning, to ensure that ATL is at the core of all curriculum development and of all teaching" (*MYP: From principles into practice* (August 2008), "The areas of interaction" section).

Through completing the project students will develop their ATL skills further and students might:

- make connections between previous learning and current learning
- conduct experiments
- make predictions and take action
- collect data and report findings
- clarify existing ideas and revise perceptions of events
- deepen understanding by applying a concept
- defend a position
- solve problems through innovation
- extend their understanding of academic honesty
- develop skills that may benefit them for the future.

When reflecting on how the subjects contribute to the personal project, schools should consider:

- how students use subject knowledge and understanding in their project and how can they go beyond that to consider divergent or creative ideas
- how ideas are generated in different subjects
- ATL tools that would be useful with the different stages of the project
- problem-solving skills students have developed
- how students generate initial ideas for a project: across all their subjects students will have been involved in the creation of projects, products, solutions, essays and extended pieces of work that will all contribute to them generating ideas and making decisions
- how reflection is encouraged through the different subject groups
- how students are encouraged to evaluate their work in the subject groups (for example designing task-specific clarifications, rubrics and self-assessment).

Roles of staff in supporting students

A structure needs to be in place that includes defined roles and responsibilities of staff involved with the personal project. All teachers contribute to the personal project and in addition further specific roles are needed to ensure effective implementation of the personal project; these include:

- personal project coordinator(s)
- supervisor(s).

The appointment of a personal project coordinator will depend on the size of the school and the number of students involved with the personal project. This person would have responsibility for organizing the systems that supervisors and students will need for the successful completion of the project, with the support and collaboration of the MYP coordinator and school leadership team.

The time commitment required to manage the organization of the personal project should not be underestimated and the role should not fall automatically to the MYP coordinator.

The purpose of the supervisor is to support the student during the completion of the project. Because of varying scheduling demands, MYP schools have developed many models for organizing the personal project. The systems that schools set in place for supervision of personal projects will also vary according to the size of the school and number of students in year 5 of the MYP. The ideal scenario is that each student is paired with a teacher or other professional in the school who takes on the supervisor role, which is to guide and advise the student throughout the project. In order to do this, many schools find it beneficial to both staff and students to involve all teaching and other professional staff in the supervision of personal projects, taking into consideration other responsibilities teachers may have, such as supervision of the Diploma Programme extended essay.

However, in some cases this is not practical. Where schools have very large numbers of students, the school administration may need to use creative ideas to address the supervision of a large number of personal projects as it is recognized that students need to be able to discuss the progress of their personal project at various stages and receive support. Some schools organize drop-in sessions for students or involve teachers from specific subject groups at different stages. Some very large schools rely on students working with members of the community who have a supportive role. In these cases the community member guides and supports the student through the process; however, he or she does 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 personal project objectives and assessment.

It is the responsibility of the school to determine the most appropriate way of supervising personal projects. Schools need to assess the safeguards that need to be in place according to local requirements when using any external supervisor.

Time frames for completing the personal project

Completion of the personal project will generally take place over a period of six to nine months depending on the time frame set by the school. Students should be given realistic dates that identify important stages in the development of the project. Towards the end of year 4 many schools provide specific orientation on the personal project so that students have sufficient time to think about a topic on which they would like to work. This helps to make the students more aware of what is expected of them, and gives them the opportunity to ask questions before they begin the preliminary stages of their project. The presence of some year 5 students who have just completed their own personal project, and of their supervisors, may provide support and inspiration. The school needs to consider the balance of time needed between researching and completing the project goal and producing the project report.

If schools are submitting personal projects as part of their moderation samples it is important that they have sufficient completed projects by the relevant moderation deadlines.

Library, media or resource centre

The library, media or resource centre is clearly a key resource for students and the role of the librarian in the process of completing the personal project is fundamental. The librarian will be able to assist students with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies. In addition to meetings with their supervisor, schools might arrange for students to be timetabled to work on their personal project in the library or information and communication technology rooms or arrange after-school sessions.

Academic honesty

Developing an academic honesty policy is a requirement for MYP schools. During the MYP, students will develop their understanding of the requirements for and practices of academic honesty, which is important in the process of completing the personal project. The essential aspect of academic honesty is that the student acknowledges the contributions of others in the completion of the personal project and does not misrepresent work as his or her own when it is not. Students will gather information and ideas from various sources and will select what is most relevant and reliable for the completion of the project. When reporting the project, students must acknowledge these sources.

Referencing conventions

There are various internationally recognized referencing conventions. Many of these are based on the Harvard author-date system, for example the American Psychological Association (APA) or Modern Language Association (MLA) referencing conventions. Others use an author-number system, such as the Vancouver referencing convention. It is left to schools to choose the convention that suits their context. Many schools produce referencing guides for their students specifying expectations and giving examples, such as how to paraphrase, quote and reference work by producing a list of references or a bibliography.

References must be given whenever someone else's work is quoted or summarized. References are appropriate for many different sources, including books, e-books, magazines, journals, newspapers, emails, internet sites and interviews.

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. The way sources are cited varies with the particular referencing convention that has been chosen. For example with the author-date system, page numbers should be given as well as the author-date when quoting printed material. If the material is paraphrased only the author-date will be given.

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 analysed in the report, he or she could include one or two completed questionnaires as examples in an appendix. It would not be necessary to include all completed questionnaires.

The language of the personal project

The personal project will normally be written in the school's language of instruction. However, students should have the opportunity to carry out research for their personal project in their best language or preferred language, which may or may not be their mother tongue or language of instruction of the school.

In the same way, students should have the opportunity to report their personal project in their best or preferred language, which may or may not be their mother tongue or language of instruction of the school, when the following conditions can be met. It is essential that the standards used in the assessment of such projects are the same as those applied to all personal projects in the school. Therefore, schools must only allow personal projects to be written in other languages when internal standardization can take place and uniformity of standards can be ensured.

This has implications for the supervision the student receives during the completion of the personal project. If no professional in the school is able to supervise the student in the language of his or her choice, the school can choose to involve a member of the community of appropriate professional ability to supervise the student. In such cases the supervisor must receive the same information that a supervisor based in the school would receive.

With regard to both opportunities mentioned above, final decisions should be made within a context of long-term planning that is informed by the expertise of school staff and the wishes of parents. Communication with parents on language planning and development should be part of ongoing school practice.

Important note: All projects submitted to the IB for moderation or monitoring of assessment must be written in one of the MYP working languages. See the *MYP Coordinator's handbook* for details.

Group work

While some personal projects will undoubtedly involve group work (for example, the organization of a play) the individual student's contribution must be clearly evident in all stages of the development of the personal project, and the report must be produced by the student alone. The personal project is always assessed individually for each student. A project that allows students in a group to take responsibility for different aspects of the project is ideal. Each student must independently maintain a process journal and must produce a separate report.

Standardizing the personal project

A system must be in place to ensure that there is standardization of assessment across the personal projects in the school.

Systems that schools use vary according to the size of the school. The following are examples of the way some schools organize their standardization process.

- Organize standardization sessions during the completion of the personal project in order to provide training for supervisors using previously completed projects.
- Arrange for teams of supervisors to standardize all personal projects, dividing the teams according to types of project, for example, events, artworks, literary texts, presentations and so on. Not all supervisors are necessarily involved.
- Involve all supervisors by scheduling time outside of classes so that teams can meet and standardize a number of projects. Due to large numbers of projects to standardize, random sampling is used to select projects. Supervisors then review the projects they have assessed.

Exhibiting the personal project

Some personal projects will be of a public nature (for example, a play, concert, musical piece or visual arts display, an event). However, other types of personal project could also be displayed and shared. The presentation of personal projects to the school community or wider community can be a positive experience for those involved. While an exhibition or presentation is not prescribed by the IB, it is recommended, because it can give an opportunity for others in the school to become aware of the richness and the diversity of talents of its students as well as gaining a better understanding of the MYP.

Summary

When organizing the personal project, schools must consider the following items.

- The number of supervisors required
- The selection of supervisors
- The training of supervisors
- Informing students about the personal project
- Timelines for supervisors and students
- Time for supervisors to meet with students
- Documentation for managing the personal project
- Library or technological resources for the personal project
- Internal standardization of the personal project
- Informing parents of the objectives and characteristics of the personal project
- The presentation or exhibition of projects

Supervising the personal project

The role of supervisors

Schools must ensure that each student engaged in a personal project receives guidance and supervision, usually from a teacher or other professional in the school, known as a supervisor.

The supervisors' responsibilities are to:

- ensure the chosen personal project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the planning, research and completion of the personal project
- confirm the authenticity of the work submitted
- assess the personal project according to the criteria
- take part in the internal standardization of assessment process established by the school.

Support given to students during the personal project

Students should receive the following information and guidance:

- guidelines about the personal project
- a timetable with deadlines
- the assessment criteria
- advice on how to keep and use a process journal
- the importance of personal reflection and analysis
- formative feedback
- the importance of positive attitudes such as initiative, willingness to correct or perfect their work, responsibility and a sense of organization
- the requirement for academic honesty.

Although the choice of project is ultimately theirs, students need guidance and advice when making their selection. The supervisor has to balance providing support with objectivity and must not take over the project from the student. Ownership of the project must stay in the student's hands. The supervisor can discuss options with the student but the final decisions must be the student's.

Personal project supervisors will work more effectively with students if they are available to communicate with each student throughout the project. Both supervisor and student need to acknowledge this and agree on appropriate forms and frequency of communication.

Different projects will require different contact times between the individual student and the supervisor. The frequency of these meetings may change according to the type of project, the topic, the characteristics of the individual student or the stages of the project.

A key responsibility during the initial stages is to help the student focus on the goal of the personal project.

Supervisors will continue to support students during the project and the next section, “Completing the personal project”, provides specific information for both supervisors and students.

Examples of documentation are provided in the *Personal project teacher support material*.

Depending on the supervision model that they devise, schools use a variety of methods for choosing supervisors for specific students.

- Students approach a supervisor of their own choosing.
- Supervisors choose from a list of projects and are informed of the corresponding student names afterwards.
- Supervisors are assigned to students by the school at random or based on specific scheduling demands.

In addition to the supervisor, a student may choose to seek advice from an expert outside the school structure, who would be considered as a source of information. The supervisors remain responsible for guiding and supporting students, giving information, and for the final assessment of the project. It is important to remember that the supervisor need not be an expert in the topic the student chooses for the personal project.

Completing the personal project

Introduction

The student **is expected to:**

- document his or her process
- select a topic of personal interest
- focus the personal project through an area of interaction
- structure the personal project report according to the information provided in this guide
- respect word or time limits for the report
- fulfill ethical and academic honesty requirements established by the school.

This section contains guidance for supervisors and students on defining the goal, developing the focus area of interaction, and completing the project.

Using the process journal

All ATL skills, as defined in *MYP: From principles into practice* (August 2008), will be required in completing the personal project and documenting process and in this way students show working behaviours and academic honesty.

The “process journal” is a generic term used to refer to the documentation that students develop. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these and might include both paper and electronic formats.

Students will be familiar with the practice of documenting process in the arts and technology subject groups, for example, and can draw on techniques used in these and other subjects. Students may develop their own format and design, although schools can provide templates or examples in order to support students’ work.

Students must show evidence of regular use of the process journal, though not necessarily weekly. Though legibility is important, quality of thinking is more important than neatness and presentation.

The process journal is ...	The process journal isn't ...
<ul style="list-style-type: none"> • begun at the very start of the process and used throughout the process • a place for planning • a place for recording interactions with sources, for example, teachers, supervisors, external contributors • a place for storing useful information—quotes, pictures, ideas • a means of exploring ideas • a place for reflection on stages of the project • a place for evaluating work completed a place for reflecting on learning • devised by the student in a format that suits his or her needs • useful for the student when receiving formative feedback • used by the student to produce the project report. 	<ul style="list-style-type: none"> • used 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 • a static document with only one format.

Documenting the process might include:

- Mind Maps®
- bullet lists
- charts
- short paragraphs
- notes
- timelines
- annotated illustrations
- pictures.

Assessment of the process journal

This documentation of the process is assessed using criterion A.

In assessing the process journal, supervisors will need to consider how students have demonstrated the use of ATL skills, including responsibility for their own learning in achieving their personal project goal and completing their personal project.

When assessing the use of the process journal the following questions can be considered.

- Has the student included evidence of personal goal setting and planning, such as a plan of action?
- Does the student have the relevant materials during meetings with the supervisor and during work periods?
- Does the student follow meeting arrangements with the supervisor? Does the student initiate meeting arrangements?
- Does the student use the meeting time productively to ask questions and seek information?

- Is there dialogue between the student and supervisor?
- Does the student record sources consulted?
- Does the student include extracts of relevant information?
- Does the student shows evidence of brainstorming ideas and use of organizational tools such as flow charts, diagrams or lists?
- Does the student anticipate and identify problems as they emerge?
- Does the student create solutions?
- Does the student include reflections at various stages of the process?
- Does the student include feedback from the meetings with the supervisor?

It is important to remember that the process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. There is no one single model that a student must use and there must be flexibility with the way students record their process. However, the student does have a responsibility to be able to produce evidence of use of the process journal in order for a level to be awarded for criterion A.

Defining the goal

Identifying the topic

Students begin by identifying areas or topics of interest to themselves. Having the opportunity to think and brainstorm ideas is useful for students, as well as discussing ideas with other people; for example, other students, friends outside the school, relatives and teachers. Students should begin to document their process at this stage, including ideas discussed and their thinking.

After this brainstorming, the process of refining and developing ideas begins. Through this process, students should develop an outline of the goal they wish to pursue, which will often form the basis of the first meeting between the student and the supervisor.

Students should develop a goal which they can accomplish but challenges their knowledge, skills or techniques in an appropriate way. Some projects may require overly complex procedures or a too lengthy process of learning. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the student and the supervisor. Goals should be achievable based on the time and resources available.

Determining whether a project is appropriately challenging is a highly individual decision. What is labelled as too ambitious or limited for one student will be accessible or challenging for another. The student's individual strengths and limitations need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student's own; he or she must have the capacity to complete the project without relying solely on the help of others. The student can involve teachers and other appropriate adults as resources but the project must be completed by the student.

Documentation of process continues here in the early stages when defining the goal and during the research phase.

Here are some examples of challenging and highly challenging projects.

Challenging project	Highly challenging project
A student wants to raise political awareness among his or her peers through an information-giving campaign.	A student wants to influence an external political system and get a bill passed through a national government.
A student wants to create a durable bag using second-hand materials.	A student wants to create a range of bags using second-hand materials to sell and raise money for charity.
A student decides to create a puppet-show to take to a primary school to contribute to their end of year celebrations.	A student decides to create a puppet-show to entertain children and to tour several schools and hospitals.
A student decides to write an article on a topic of interest for a journal (school/academic/special interest) and submit to an audience.	A student decides to write and publish an original book-length feature on a topic of interest.

Identifying the focus area of interaction

The area of interaction chosen by the student should provide a context for inquiry and research for the project as well as informing the goal. It is strongly recommended that students choose one area of interaction in order to define their goal, as this will give a much more specific focus to the project.

The area of interaction helps the student engage in a cycle of inquiry (understanding/awareness, reflection and action) and a process that leads them from academic knowledge to thoughtful action.

Here are some questions students might consider as they choose an area of interaction 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 area of interaction enrich my project?

Illustrations of the impact of the area of interaction on student projects are included in the section “Addressing the areas of interaction”.

It must be noted that all students will use ATL skills in the completion of their projects but only some students will use ATL as a focus for their project, as seen in the illustrations referred to in the section “Addressing the areas of interaction”. A personal project with a specific ATL focus must address a specific aspect of learning in some way.

Creating specifications to evaluate the outcome or product

As part of the goal students must determine a final outcome or product for their project.

The outcome or product might 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 or some other work. Students must define realistic specifications to measure the quality for the project’s final outcome/product. Working with their supervisor, students must define what constitutes a high-quality outcome or product. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Students document the specifications in their process journal and use them to assess the final outcome/product.

For example, the goal may be to raise awareness of some issue through a poster campaign. The product is the exhibition of a series of posters created by the student that require a response from the audience. In this case the product has two parts: the posters themselves and the exhibition.

It is most likely that students will not be able to define the specifications until they have spent some time researching the goal and this aspect is determined once students have begun their investigations. Once students are clear on what they want to achieve and the outcome or product of their project, they will be in a position to determine the specifications. Students will use these specifications to evaluate the quality of the outcome or product as assessed in criterion E.

Note: Where the student decides to write an essay as their product, this is separate to the project report.

Following this initial research stage and deciding on the goal and area of interaction focus, students will need to plan for the project. They will need to decide on the specific tasks or activities they will complete in order to reach certain milestones or interim stages.

Selecting sources

Students should select relevant and reliable information from a variety of sources to develop the personal project. The number and type of resources will vary depending upon the nature of the project; however, in order to reach the highest levels of achievement, students must select a range of sources and a variety of types. Evaluating the reliability of sources will be developed through ATL, particularly information literacy skills. Students will consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include students' prior knowledge, and primary and secondary sources such as: subject area content, significant people, survey data, published media, internet resources (which may provide a variety of resources), video or audio recordings, images. Access to these may be virtual.

Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the personal project.

Students will have selected sources during the initial stage of their project but research will continue during the process of completing the project. They should record information collected from these sources in their process journal.

The focus area of interaction will influence the selection of sources.

Applying information

Application of information takes place throughout the project as students decide what actions to take and when, and as they keep records in their process journal. Students need to be aware of recording their decision-making which has been based on information from sources. They will make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions.

When they come to report the project their records will be particularly important. As mentioned in "Using the process journal", these records do not need to be lengthy but appropriate to the needs of the student and a reminder of what they have achieved along the way.

Achieving the goal

This is the stage when students complete their goal and produce the outcome or product. They will evaluate the outcome or product using the specifications created earlier during the process.

Reflecting on learning

Students will reach a stage of the project when they are able to begin preparing their project report. They will need to reflect on what they have learned through completing the project. This learning relates to the subject-specific learning of the topic itself and what they have discovered in relation to the project goal and the area of interaction. It also relates to themselves as learners and their awareness or development of approaches to learning skills.

Reporting the project

During the whole process, students will have kept a record of their decisions and should use this in order to help them produce the project report and reflect specifically on their learning and achievement. This is addressed in the “Reporting the personal project” section.

Addressing the areas of interaction

The examples that follow provide illustrations of goals focused through specific areas of interaction, as well as the specifications for the outcome or product. Please note that this information is illustrative only and does not reflect specific levels of achievement. Some of the information hereafter is based on personal projects that were completed by students.

Approaches to learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Topic	Goal of personal project	Specifications	Process	Outcome or product
Learning how to motivate others	Inspire children to become responsible for their local environment through a workshop.	The workshop: <ul style="list-style-type: none"> • has clear and measurable objectives • is of the right length for the targeted students • includes a suitable number of activities for the purpose of the objectives • includes a post-workshop evaluation questionnaire. 	The student uses the focus of approaches to learning to research how a workshop environment can motivate others to take action. She decides that the focus of the workshop will be environmental issues. The student researches how to plan a workshop. The student plans, delivers and evaluates the workshop. She reflects on what she has learned about how others learn and the planning of learning for others.	Workshop pack produced containing plan and materials. Delivery of workshop to children on the topic.

Topic	Goal of personal project	Specifications	Process	Outcome or product
Learning how interactive technology can help people learn	Produce an article for student/parent magazine that evaluates popular computer games to learn mathematics content.	<p>The article:</p> <ul style="list-style-type: none"> • is of the length agreed with the magazine editor • includes the review of five computer games • includes references from research • includes two visuals • is written in an appropriate language register. 	<p>The student uses the focus of approaches to learning to consider how computer games can help learning. She researches varied computer games; surveys users and tests games.</p> <p>The student produces an article that reports her findings.</p> <p>The student reflects on her knowledge of how computer games help with learning and their limitations.</p>	Article on computer games published in student/parent magazine.

Community and service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Topic	Goal of personal project	Specifications	Process	Outcome or product
Social action	Raise money/resources for a charity supporting a specific cause.	<p>Specifications for the campaign will be defined depending on the research carried out by the student about the most suitable method. For example, the campaign:</p> <ul style="list-style-type: none"> • is communicated clearly to the school community • gives information to the community about how the money or resources will be used • is of a clear duration and has an event where the money or resources are donated • is appropriate to the target audience. 	<p>The student uses the focus of community and service to research activism, how charities work and their methods of raising funds. He is interested in why people get involved in community activities and considers his experiences as well as the experiences of his peers.</p> <p>The student decides to focus on a particular charity of personal interest and organize a fundraising campaign.</p> <p>The student runs the campaign itself and reflects on what he achieved and learned in relation to why people get involved in their community.</p>	<p>Fundraising campaign is completed.</p> <p>Donation and presentation of funds/resources to chosen charity.</p>

Topic	Goal of personal project	Specifications	Process	Outcome or product
Building community	Bring members of the community together through an event, for example, music performance.	<p>Specifications are based on the student's decision to hold a music performance.</p> <p>The event:</p> <ul style="list-style-type: none"> • includes countries represented in the school— France; Germany; India; Iran; Poland; USA • provides seating for 50 people • uses four spotlights; four microphones • provides refreshments: a suitable drink and snack (50 people) • includes volunteers: four on doors and seating; four on refreshments; six behind the scenes. 	<p>The student uses the focus of community and service to research how communities can be strengthened. She considers current opportunities that exist in the school that bring members of community together and researches types of local events.</p> <p>The student identifies a new event for the school community and produces a plan for the event, which is approved by the school leadership.</p> <p>The student identifies support for the event and recruits volunteers.</p> <p>The student advertises the event, holds the event and evaluates its success.</p> <p>The student reflects on her new understandings of community and factors that impact on communities.</p>	Specific event held at a pre-arranged time during the school year.

Health and social education

How do I think and act?

How am I changing?

How can I look after myself and others?

Topic	Goal of personal project	Specifications	Process	Outcome or product
Well-being	Create a welcome system for students new to the school.	<p>The proposal:</p> <ul style="list-style-type: none"> • is communicated orally, with written support—slides and written summary • is clear and well-defined • provides evidence of research • shows that the system is sustainable and cost-effective to the school • shows that the pack is relevant for the recipient • shows that there would be support from other students. 	<p>The student uses the focus of health and social education to research the effects of moving to a new location on a person's sense of identity. She is particularly interested in how relationships develop and how people can be helped to settle into a new environment.</p> <p>The student decides to propose a volunteer buddy system and a welcome pack for new students.</p> <p>The student identifies potential materials to include in the pack and devises these.</p> <p>The student produces a proposal to be put to the leadership or administration team of the school.</p> <p>The student reflects on new understandings of how people change based on individuals' experiences gathered from her research.</p>	<p>Welcome pack and proposal for volunteer buddy.</p> <p>For example, bag or folder containing useful information about the school and area; invitations to events and so on.</p>

Topic	Goal of personal project	Specifications	Process	Outcome or product
Fighting prejudice	Create a short play to raise awareness of impact of prejudice on individuals; work with social studies teacher to use as part of unit of work.	<p>The play:</p> <ul style="list-style-type: none"> • must be 20 minutes long • must be appropriate for students aged 11 (defined further after research) • must include the main theme of the impact of prejudice (defined further after research). <p>There must be a tool to evaluate the play such as a questionnaire.</p>	<p>The student uses the focus of health and social education to research prejudice from the perspective of how people think and act. He is interested in the definition and impact of prejudice and how people might be influenced to change their thinking.</p> <p>The student looks at ways of communicating with others and through research decides that a play is an appropriate media for his message.</p> <p>The student identifies his target audience, writes the play, organizes rehearsals and stages the play.</p> <p>The student evaluates the impact with the help of the social studies teacher who issues a questionnaire in class. He reflects on new understandings of how people act and how an individual can have an impact.</p>	The play.

Environments

What are our environments?

What resources do we have or need?

What are my responsibilities?

Topic	Goal of personal project	Specifications	Process	Outcome or product
Fishing and the environment	To produce a proposal for a local fishing club to help fishers protect environment while enjoying the sport.	<p>The proposal:</p> <ul style="list-style-type: none"> • is clear and well-defined • provides evidence of research • shows the benefits to the club in strengthening the environmental policy • meets time available for the presentation • is communicated orally, with written support—slides and written summary. 	<p>The student uses the focus of environments to research the effects of fishing on the local environment and the types of environmental policies that fishing clubs use.</p> <p>The student researches the needs of his own club.</p> <p>The student plans and prepares a proposal (text and visuals).</p> <p>The student presents the proposal.</p> <p>The student reflects on new understandings about the complex relationship between humans and their environments and how they meet or ignore their responsibilities.</p>	Proposal presented to the fishing club committee.

Topic	Goal of personal project	Specifications	Process	Outcome or product
Working environment and health	To improve the school environment in a simple, cost-effective way.	<p>The location of the plants take into account health and safety policies of the school.</p> <p>The plants are easy to maintain.</p> <p>There is a range of plants that provides a mix of foliage and colour.</p> <p>There is a system for ensuring the plants are cared for.</p>	<p>The student is interested in the effect of environment on health and how she can make a difference in her own school environment. Through the focus of environments, she researches findings relating to health and environment in public buildings.</p> <p>The student identifies a way that she can benefit the school environment, which is providing specific plants for certain classrooms and public areas. She discusses this with her school administration.</p> <p>The student organizes a variety of ways of receiving plants and pots from parents and local organizations.</p> <p>The student organizes the planting and arrangement of plants in rooms. She seeks feedback from peers and teachers.</p> <p>The student reflects on her learning both in relation to how human-made environments can be manipulated as well as her own learning in managing such a project.</p>	Arrangement of plants in areas of the school.

Human ingenuity

Why and how do we create?

What are the consequences?

Topic	Goal of personal project	Specifications	Process	Outcome or product
The value of bamboo	To show the value of bamboo in Vietnamese daily life.	<p>The painting:</p> <ul style="list-style-type: none"> includes images of how bamboo is used in daily life is acrylic on canvas in observational style is mixed media and realism—bamboo products attached to the canvas is on a canvas size 1m x 1m. 	<p>Through the focus of human ingenuity, the student decides to explore the uses of bamboo in her local community and in daily life.</p> <p>The student identifies how the material is used in many different ways and decides to produce an artwork to communicate her findings.</p> <p>The student experiments with ideas and plans her artwork to reflect how the material is used in ingenious ways.</p> <p>On completing the project, the student reflects on her own learning about the uses of bamboo and new discoveries, as well as how she developed her artistic skills.</p>	Three-dimensional painting.

Topic	Goal of personal project	Specifications	Process	Outcome or product
Experiments on humans and animals	To understand more about the origins of vivisection and current practices and communicate findings.	<p>The display:</p> <ul style="list-style-type: none"> • includes a summary of past, present and future in practices of vivisection • includes mainly visual information with some text and audio • includes prompt questions that challenge viewers to think about own stance • includes findings from his survey • includes a method of collecting feedback from viewers. 	<p>Through the focus of human ingenuity, the student researches the origins and implications of vivisection and experimentation on humans and animals alike. He is interested in how thinking and practices in this area have changed over time. He wants to educate his peers in some way about his findings.</p> <p>The student surveys people about their beliefs and thoughts about vivisection.</p> <p>The student researches how to communicate information and chooses an appropriate method.</p> <p>The student creates a display that is placed in an appropriate location of the school.</p> <p>The student arranges for the display to be visited by students during agreed periods and feedback is collected.</p> <p>The student is interested in recording responses from his audience in some way and then reflects on this.</p> <p>The student's reflection includes his learning about how ideas change over time and how people are influenced by the knowledge of their era. He also reflects on his development as a learner during the project.</p>	Interactive display.

Reporting the personal project

Introduction

A student's personal project consists of three components: the process journal, the product/outcome and the report.

This section describes the format of the report and the information the report must include. The report must include evidence for all criteria B to F. Criterion A is used to assess the process journal. Criterion G is used to assess the report itself as a means of communication.

The formats for reporting the personal project are:

- a written report in the format of an academic report, a website, blog or similar
- an oral report that includes visual support
- a multimedia presentation such as a short film or a website that includes both written text and an audio-visual component
- any other format that is appropriate to the student and approved by the school and supervisor.

Although these formats vary, the information communicated through the report must be based on the same structure, as detailed in this section.

Note: The format of the report for the personal project can vary and it is left to the school's discretion whether or not to allow students to select alternative formats of reporting. Although schools are recommended to allow students to report the project in formats other than a written report, logistics and resources will need to be considered during the organization of the project stage.

The report, however creatively it may be developed and presented, does not replace the outcome or product of the personal project.

The student needs to think about the best way that he or she will be able to communicate the project taking into consideration learning preferences, personal strengths and the resources that are available. Producing the report is part of the process of completing the personal project and in planning their time students need to include this component. The supervisor is responsible for providing guidance to the student about the format of the report based on school decisions. However, the student must ensure that the format he or she chooses is not overly ambitious.

The oral report may suit a student who is able to communicate his or her ideas in spoken form, with visual support. Like the written report, an oral presentation requires careful planning, preparation and revision. The student should not underestimate the amount of preparation time, which will be equivalent to the preparation time needed for the written report. Planning, drafting, rehearsing and preparing materials will all be necessary for an oral report.

In a similar way, students considering a multimedia presentation for their report must not underestimate the work involved. For example, a student creating a 15-minute film about his or her personal project would need to communicate all aspects of the criteria and give a structure to the report similar to that required

for the oral or written report. He or she would also need to think about when to begin any filming during the process. Students attempting this would need to be highly motivated and have a strong desire to communicate their project in a format other than the typical written report.

Structure of the personal project report

Written format

The report must include: **title page; table of contents; body of the report; bibliography or reference list; appendices.**

The **title page** must include the following.

- Student name
- Title of the project
- Length (word count)
- School name
- Year

The **body of the report** is structured around the objectives and assessment criteria and it must include these sections.

- The goal (see criterion B)
- Selection of sources (see criterion C)
- Application of information (see criterion D)
- Achieving the goal (see criterion E)
- Reflection on learning (see criterion F)

Length of the report

The length of the personal project report in English, French, Spanish and Arabic must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography or reference list. In Chinese, the minimum character limit is 1,800 characters and the maximum is 4,200 characters. In Japanese the minimum limit is 3,000 kana/kanji and the maximum is 7,000 kana/kanji. Where a student completes a report in another language, the school must advise the student on appropriate word limits for that language.

Other formats

All other formats of reports must include: **title page; summary of the project** (no more than 150 words); **bibliography or reference list.**

The **title page** must include the following.

- Student name
- Title of the project
- Format of the report
- Length (word count/time)
- School name
- Year

The **report** itself must be clear and have a structure that follows the objectives and the assessment criteria.

- The goal (see criterion B)
- Selection of sources (see criterion C)
- Application of information (see criterion D)
- Achieving the goal (see criterion E)
- Reflection on learning (see criterion F)

Length of the report

The report must not exceed 3,500 words in English, French, Spanish and Arabic, 4,200 characters in Chinese and 7,000 kana/kanji in Japanese, or 15-minute oral presentation or audio-visual recording.

Additional guidance

- Students should review the report with their supervisors to receive formative feedback before they submit it for summative assessment.
- Students may use any form of visual support.
- Students must acknowledge their sources regardless of their format of presentation.
- The school and the student should determine whether or not an appropriate audience would be effective for this report.
- Neither written nor other formats of reports should include question and answer sessions or formal interviews that are used to further assess students' reports or adjust levels of achievement met by the report itself.
- The report can be assessed as a live performance or as a recording.
- For monitoring or moderation of assessment, schools must include an audio (and visual) recording of non-written report.
- It is recommended that any oral reports should be recorded for internal standardization purposes.

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The IB moderation and monitoring of assessment procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

It is expected that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this personal project guide.

All schools **must** use the assessment criteria published in this guide for final assessment.

The “best-fit” approach

The descriptors for each criterion are hierarchical. When assessing a student's work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student's work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed.

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not used in MYP assessment.

The levels attributed to the descriptors must not be considered as fixed percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students in year 5 of the programme. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section “Assessment”.

Assessing the personal project

There are three distinct components that are assessed.

- The process journal (criterion A)
- The personal project report (criteria B–G)
- The final outcome or product (criterion E) assessed by the student in collaboration with the supervisor, based on the agreed specifications created in the planning stage.

Personal project assessment criteria

Please note that the assessment criteria in this guide are for first use in **final assessment** in June 2012 for northern hemisphere schools and December 2012 for southern hemisphere schools.

The following assessment criteria have been established by the IB for the personal project in the MYP. All assessment of the personal project in year 5 of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification. Schools must not add or remove assessment criteria or alter descriptors.

The third column in the table below indicates where the evidence will be found.

Criterion A	Use the process journal	Process journal	Maximum 4
Criterion B	Define the goal	Report	Maximum 4
Criterion C	Select sources	Report	Maximum 4
Criterion D	Apply information	Report	Maximum 4
Criterion E (non-moderated)	Achieve the goal	Product and report	Maximum 4
Criterion F	Reflect on learning	Report	Maximum 4
Criterion G	Report the project	Report	Maximum 4
			Total 28

For each assessment criterion, a number of level descriptors are defined. These describe a range of achievement levels with the lowest level represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Criterion A: Use the process journal

Maximum: 4

Students should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

The section “Completing the personal project” in this guide has guidance concerning the type of evidence that students should include in the process journal. Supervisors should also refer to the areas of interaction section in the guide *MYP: From principles into practice* (August 2008), for specific guidance concerning ATL.

Extracts from the process journal must be submitted in samples of work for external moderation to support the level awarded for criterion A. The student must take responsibility for making the appropriate extracts available to the supervisor.

The extracts chosen to support the level awarded for criterion A should reflect each of the strands in the criterion. It is anticipated that the complete process journal will be more extensive. However, between 10 and 20 individual entries are sufficient to represent the student’s work. An individual entry does not need to be extensive and includes any of the examples that students might use to document the process, referred to in the subsection “Using the process journal”.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
2	The student demonstrates some : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.

Criterion B: Define the goal

Maximum: 4

Students should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

The specifications for the product/outcome created by the student, in consultation with the project supervisor, are used to evaluate the success of the project.

These student-created specifications for their product/outcome link to criterion E, in which the student evaluates his or her outcome/product.

The *Personal project teacher support material* provides guidance concerning the specifications that students create to evaluate their product or outcome.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none"> • identifies the topic of interest, a focus area of interaction and a limited goal • creates minimal specifications to evaluate the project's outcome/product or none at all.
2	The student: <ul style="list-style-type: none"> • outlines superficially the topic of interest, the focus area of interaction and an achievable goal • creates specifications for evaluating the project's outcome/product, however they lack definition.
3	The student: <ul style="list-style-type: none"> • describes clearly the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates satisfactory specifications for evaluating the project's outcome/product.
4	The student: <ul style="list-style-type: none"> • justifies effectively the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates appropriately rigorous specifications for evaluating the project's outcome/product.

Criterion C: Select sources

Maximum: 4

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none"> • selects very few relevant sources to achieve the goal • demonstrates minimal evaluation of sources.
2	The student: <ul style="list-style-type: none"> • selects some relevant sources to achieve the goal • demonstrates some evaluation of sources.
3	The student: <ul style="list-style-type: none"> • selects a satisfactory variety of relevant sources to achieve the goal • demonstrates satisfactory evaluation of sources.
4	The student: <ul style="list-style-type: none"> • selects a wide variety of relevant sources to achieve the goal • demonstrates well-developed evaluation of sources.

Criterion D: Apply information

Maximum: 4

Students should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Students interpret the information from sources they have researched and selected. By thinking about the information, students develop a broader context for their inquiry; identify questions and issues for their project and solve problems.

Students may have researched information relating to techniques, which can be discussed in the context of this objective.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
2	The student demonstrates some : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.

Criterion E: Achieve the goal

Maximum: 4

Students should:

- evaluate the outcome/product against their own specifications for success.

The final level awarded is decided in collaboration with the supervisor.

It is crucial that the specifications are developed by the student before completing the project (see criterion B). The student must discuss any changes in the specifications that took place during the process in his or her report. Where a student does not complete the outcome/product because of factors outside of his or her control, criterion E applies to the stage that the project reached.

This criterion is not adjusted in the external moderation process.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student evaluates the quality of the outcome/product. The outcome/product is of very limited quality and meets few of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of limited quality and meets some of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of satisfactory quality and meets many of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of high quality and meets most or all of the specifications.

Criterion F: Reflect on learning

Maximum: 4

Students should:

- reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

This criterion addresses the quality of ideas expressed not the quality of language used.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates some : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.

Criterion G: Report the project

Maximum: 4

Students should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates: <ul style="list-style-type: none"> • minimal organization of the project report according to the required structure • communication, which is rarely clear, coherent and concise and may not meet required limits • inaccurate use of recognized conventions to acknowledge sources or no acknowledgement of sources.
2	The student demonstrates: <ul style="list-style-type: none"> • some organization of the project report according to the required structure • communication, which is sometimes clear, coherent and concise and is within required limits • some accurate use of recognized conventions to acknowledge sources.
3	The student demonstrates: <ul style="list-style-type: none"> • satisfactory organization of the project report according to the required structure • communication, which is generally clear, coherent and concise and is within required limits • generally accurate use of recognized conventions to acknowledge sources.
4	The student demonstrates: <ul style="list-style-type: none"> • consistent organization of the project report according to the required structure • communication, which is clear, coherent and concise and is within required limits • accurate use of recognized conventions to acknowledge sources, possibly with minor errors.

Determining the final grade

This section explains the process by which a student's overall achievement level (in terms of the assessment criteria) is converted to a single grade.

1. Collecting the information and making a final judgment for each criterion

Where several teachers are involved in the supervision and assessment of the personal project, they must carry out their own process of **internal standardization** to ensure that similar standards have been applied to all students.

Supervisors will then be in a position to establish a profile of achievement for each student by determining the single most appropriate level for each criterion.

In some schools, students may be grouped according to ability. In such cases, the supervisors' final assessment of students' performance across all groups must be based on a **consistent application of the assessment criteria to all students**. A different standard should not be applied to different groups.

Assessment of the personal project should reflect achievement against the criteria and provide equal opportunities to all students, regardless of gender, culture and special needs.

2. Determining the criterion levels total

The levels for each criterion must then be added together to give a criterion levels total for the personal project for each student. In the personal project, students have the opportunity to gain a maximum level of 4 for each criterion A–G. Therefore the maximum final criterion levels total for the personal project is 28.

The criterion levels total is the total that will be submitted to the IB via IBIS (IB information system) for those schools that have registered students to receive IB-validated grades.

3. Determining the grade for the personal project

Grade boundaries must be applied to the criterion levels totals to decide the grade for each student.

Please see the MYP *Coordinator's handbook* for the table of grade boundaries for the personal project.

All MYP subjects and the personal project receive final grades in the range from 1 (lowest) to 7 (highest) on the IB record of achievement, where students have been registered for IB-validated grades. The general MYP grade descriptors describe the achievement required for the award of the personal project grade. After using the conversion table to determine a student's personal project grade, supervisors should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.

Schools requiring **IB-validated grades** are required to use only the published MYP personal project criteria as a basis for the results that they submit to the IB (both for moderation and as assessment for certification).

Those schools not requiring IB-validated grades are also required to use the published criteria and report internally to students and parents.

Personal project: Moderation

The following details apply **only** to schools that request **IB-validated grades**.

Please ensure that you also refer to the section “Assessment in the MYP”.

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students’ own teachers (or by the supervisors in the case of the personal project). The IB moderation procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to the IB **must** be assessed using the assessment criteria and achievement levels listed in this guide.

The submission date for moderation samples is before the end of a school’s academic year.

For general information on moderation, please see *MYP: From principles into practice (August 2008)*, section “Moderation”.

Teachers should note that there are three distinct phases to the moderation process.

Phase 1: Submission of moderation samples

Phase 2: Submission of criterion levels totals

Phase 3: Award of MYP grades

Phase 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the *MYP Coordinator’s handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

Each moderation sample must include **eight folders of students’ work** with each folder representing the work of a single student. The selection of student work should be representative of a range of abilities within the final year group, comprising two comparatively good folders, four folders showing average ability and two comparatively weak folders. Only the work of students registered for IB-validated grades should be

submitted. If there are fewer than eight students registered, the sample will therefore have fewer than eight folders. Any work submitted for moderation must be in one of the MYP working languages (English, French or Spanish). Moderation will normally take place in only one language.

Since June 2006, schools that have had minimal adjustments to their results over a two-year period have been instructed to send only four folders of student work instead of eight in the relevant subjects or personal project. "Minimal adjustments" means differences between teachers' and moderators' totals of within plus or minus 3. This does not mean that there will be no changes to final grades, as some students' totals will still cross grade boundaries even though the differences, and therefore the moderation factors applied, are small. Schools are advised via the moderation reports whether they can send four folders the following year. The situation is monitored annually and applies only to the subjects that have been identified in the moderation reports. For further information, please see your MYP coordinator.

Submitting electronic samples for moderation

Schools are encouraged to consider alternatives to paper-based moderation samples. Many are already submitting samples on CD-ROM; it is hoped that more schools will adopt this format in the interests of reducing courier costs and environmental impact. Schools are also asked to consider uploading samples onto websites such as Basecamp in order to avoid sending any physical materials at all. Schools that are interested in pursuing this option are asked to contact myp@ibo.org for further information.

Prescribed information to be included in the sample

Samples submitted for moderation must include the following information.

In the background information folder:

- a summary of the internal standardization process undertaken for personal projects in the school
- any other information thought relevant by the school to the organization of the personal project in the school, such as referencing conventions used by the schools
- any school-generated guides for students.

In **each** student folder:

- the personal project, which includes the report and the outcome/product or photographs of outcome/product
- extracts from the process journal to support the level awarded for criterion A
- the completed coversheet *Form F3.2* (each supervisor of a personal project must write comments about the award of levels for each individual criterion on the form sent with each personal project).

Important notes

- Supervisors' assessments of students' work must be based entirely on the criteria published in this guide.
- It is standard MYP policy that work submitted for moderation will not be returned to schools. Schools are advised to send photocopies and photographs rather than original projects.
- If it is neither possible nor appropriate to send the outcome of a personal project (for example, if it is a work of art), representation of the product by means of a photograph or a series of photographs is necessary. In such cases, it is particularly important for the supervisor to provide relevant comments about the quality of the product to support the choice of levels of achievement for the criteria, where the product itself forms part of the assessment.
- The level awarded by the school for criterion E will **not** be affected by moderation.
- In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the *MYP Coordinator's handbook*, sections F1 and F3 for further information on how this work may be used and section F4 for the *Student claim of exclusive copyright* form if needed.
- If students use third-party material as stimuli and/or as part of their personal project, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites and so on.

Phase 2: Submission of criterion levels totals

After final assessment, supervisors should use the procedure described in "Determining the final grade" to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS**, and submit this to the IB.

Phase 3: Award of MYP grades

Following moderation in each subject and the personal project, the IB may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and the IB will also provide a general and a school-specific moderation report for each subject in which students were registered and the personal project.

The *MYP Coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject and the personal project.

Personal project: Monitoring of assessment

The following details apply to schools **not** requesting IB-validated grades.

Please ensure that you also refer to the sections “Assessment in the MYP” and “Personal project: Moderation”.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB to receive feedback from an experienced MYP moderator in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. It is not linked to validation of students’ grades, and therefore differs from the process of external moderation.

Samples for monitoring of assessment in the personal project must be submitted in English, French or Spanish, although these may be translations into one of these languages.

Details on registering for monitoring of assessment and fees, as well as the latest updated version of the coversheets, are available in the MYP *Coordinator’s handbook*.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice (August 2008)*, in the section “Monitoring of assessment”, as well as in the *MYP Coordinator’s handbook*, section F. Brief information follows here.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school’s programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Information to be sent for monitoring of assessment

As the personal project is completed in year 5 of the programme, the information schools will submit for monitoring of assessment will be based on the prescribed information detailed in the “Personal project: Moderation” section. This will apply to any of the three reasons for monitoring of assessment.

Prescribed information to be included in the sample

Samples submitted for monitoring of assessment must include the following information. This is the prescribed information listed in the “Personal project: Moderation” section.

In the background information folder:

- a summary of the internal standardization process undertaken for personal projects in the school
- any other information thought relevant by the school to the organization of the personal project in the school, such as referencing conventions used by the schools
- any school-generated guides for students.

In **each** student folder:

- the personal project, which includes the report and the outcome/product or photographs of outcome/product
- extracts from the process journal to support the level awarded for criterion A
- the completed coversheet *Form F4.3* or *Form F4.5* (each supervisor of a personal project must write comments about the award of levels for individual criteria on the form sent with each personal project).

MYP 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.

Bibliography

American Association of School Librarians. 1998. *Information Literacy Standards for Student Learning: Standards and Indicators*. American Library Association and the Association for Educational Communications and Technology. http://www.ala.org/ala/mgrps/divs/aasl/aaslarchive/pubsarchive/informationpower/InformationLiteracyStandards_final.pdf.

American Library Association. 2010. *Information Literacy and Self Regulation: A Convergence of Disciplines*. http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/wolf_informationliteracy_graphics.cfm.

Anderson, L and Krathwohl, D. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, USA. David McKay Company, Inc.

Anstey, M and Bull, G. 2006. *Teaching and Learning Multiliteracies: Changing Times, Changing Literacies*. Kensington Gardens, South Australia. Australian Literacy Educators' Association.

Badke, W. March 2009. "Stepping Beyond Wikipedia". *Educational Leadership*. Vol 66, number 6. Pp 54–58.

Beetlestone, F. 1998. *Creative children, imaginative teaching: Enriching the primary curriculum*. Oxford, UK. Oxford University Press.

Costa, A. 2001. *Developing Minds: A resource book for teaching thinking*. Virginia, USA. Association for Supervision and Curriculum Development.

Cottrell, S. 2008. *The study skills handbook*. Hampshire, UK. Palgrave Macmillan.

Dykes, M. August 2005. Dawson D. August 2009 (revised). *How to evaluate information sources*. University of Saskatchewan, Canada. <http://library.usask.ca/howto/evaluate>.

Fisher, R. 1995. *Teaching children to learn*. Cheltenham, UK. Nelson Thornes Ltd.

Freestone, M. 2007. *Thinking for Understanding: A Practical Resource for Teaching and Learning and Curriculum Development*. Tasmania. DesignShare Inc.

Hayes Jacobs, H. 2010. *Curriculum 21: Essential Education for a Changing World*. Virginia, USA. Association for Supervision and Curriculum Development.

Herman, JL, Aschbacher, PR, and Winters, L. 1992. *A Practical Guide to Alternative Assessment*. Virginia, USA. Association for Supervision and Curriculum Development.

Marzano, R and Kendall, J. 2006. *The New Taxonomy of Educational Objectives*. Second edition. Thousand Oaks, CA, USA. Corwin Press.

Marzano, R, Pickering, D, and McTighe, J. 1993. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Virginia, USA. Association for Supervision and Curriculum Development.

Ohler, J. March 2009. "Orchestrating the media collage". *Educational Leadership*. Vol 66, number 6. Pp 9–13.

Richardson, W. 2009. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Second edition. CA, USA. Corwin Press.

Sternberg, W, and Williams, W. 1996. *How to Develop Student Creativity*. Virginia, USA. Association for Supervision and Curriculum Development.

Thoman, E, and Jolls, T. 2001. Jolls, T. 2008 (revised and expanded). *Literacy for the 21st Century: An Overview & Orientation Guide To Media Literacy Education*. Center for Media Literacy. http://www.medialit.org/bp_mlk.html.

Tokuhama-Espinosa, T. 2009. *The New Science of Teaching and Learning: Using the Best of Mind, Brain, and Education Science in the Classroom*. New York, USA. Teachers' College Press.

Wiggins, G. 1998. *Educative Assessment—Designing Assessments to Inform and Improve Student Performance*. San Francisco, CA, USA. Jossey-Bass Publishers.

Wiggins, G, and McTighe, J. 2005. *Understanding by Design*. Expanded second edition. Association for Supervision and Curriculum Development.

<http://www.21learn.org> (The 21st century learning initiative).

<http://dictionary.cambridge.org>

<http://oxforddictionaries.com>

<http://www.p21.org> (Partnership for 21st century skills).

IB publications

Academic honesty. July 2009. Cardiff, UK. International Baccalaureate.

Creativity, action, service guide. March 2008. Cardiff, UK. International Baccalaureate.

Extended essay guide. February 2009. Cardiff, UK. International Baccalaureate.

Learning in a language other than mother tongue in IB programmes. April 2008. Cardiff, UK. International Baccalaureate.

MYP: From principles into practice. August 2008. Cardiff, UK. International Baccalaureate.

Theory of Knowledge guide. November 2008. Cardiff, UK. International Baccalaureate.

Towards a continuum of international education. September 2008. Cardiff, UK. International Baccalaureate.