Personal Project Handbook
2017 - 2018

Concord High School

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This is a *Living Document* and is subject to change

Concord High School is fully authorized to offer the Middle Years Programme for our 9th and 10th grade IB students and the Diploma Programme for our 11th and 12th grade IB students.

This will be our sixth year completing the MYP Programme. IB World Schools share a common philosophy—a commitment to a high-quality, challenging, international education—that we believe is important for our students.

Only schools authorized by the IB Organization can offer an IB Career-Related Certificate or any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (DP).

THE 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.

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WHAT IS THE PERSONAL PROJECT?

- The Personal Project is designed to demonstrate specific skills and abilities in the final year of MYP (Middle Years Programme). Those skills include the ATL skills, the IB learner profile, and global engagement.

- It is an INDEPENDENT project and can be on virtually anything, but MUST be of true personal interest, challenging, and motivating.

- The project will mainly consist of the **product/outcome**, the **process journal** that documents ideas and work throughout the project, and the **project report** which will summarize the overall experience.

- More specifically, students should use the assessment criteria to see the components of the project more clearly.

- Students are expected to spend approximately **25 hours** on their Personal Project. This time includes meeting with supervisors, independent learning through research, planning, development, and completion of the project, and reporting of the project.

- You MUST meet with your supervisor 3 times during your project—once near the beginning, once mid-point, and once near the end of your project.

- Students are required to attend a showcase evening of projects in the Spring of 2018 on Monday, April 16.

FAMILIARIZE YOURSELF WITH THE SKILLS

- Know the IB Learner Profile—you should be able to reflect on these characteristics in your Project Report.

- Know the ATL Skills—these are the skills you are trying to demonstrate!

- Know the Criteria—this is what will be used to assess your project.

- Know how to use ManageBac—this is where you will keep your Process Journal and other files. Remember that your journal entries should be consistently made periodically. Include lots of detail and references to the ATL skills.

♦ The Personal Project allows students to develop the characteristics of the IB learner, which are defined below. While the main focus of the project centers on the attribute of **"Inquirer"**, the project aims to help develop the inspiration for students to remain independent, life-long learners. When students participate in principled action and global engagement along with inquiry and reflection during the project, they can further develop the attributes of an IB learner. Their development should be evident throughout the project.

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.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

THE ATL SKILLS IN DETAIL

♦ Students must demonstrate their development in all 10 Approaches to Learning Skills. The following tables are available to help offer suggestions and ideas students can use to demonstrate the ATL Skills.

I. COMMUNICATION	
How can students communicate through interaction?	
*Exchanging thoughts, messages, and information effectively through interaction *	
Give and receive meaningful feedback	Interpret communication using cultural understanding
Use a variety of speaking techniques to communicate with a variety of audiences	Use variety of media to communicate with a range of audiences
Use appropriate forms of writing for different purposes and audiences	Interpret and use effectively modes of non-verbal communication
Negotiate ideas and knowledge with peers and teachers	Participate in, and contribute to, digital social media networks
Collaborate with peers and experts using a variety of digital media and environments	Share ideas with multiple audiences using a variety of digital media and environments
How can students demonstrate communication through language?	
Reading, writing, and using language to gather and communicate information	
Read critically and for comprehension	Make inferences and draw conclusions
Read a variety of sources for information and for pleasure	Use & interpret range of discipline-specific terms and symbols
Write for different purposes	Paraphrase accurately and concisely
Understand and use mathematical notation	Preview and skim texts to build understanding
Make effective summary notes for studying	Use a variety of organizers for academic writing tasks
Find information for disciplinary and interdisciplinary inquiries, using a variety of media	Take effective notes in class
Organize and depict information logically	Structure information in summaries, essays, and reports

II. COLLABORATION SOCIAL SKILLS	
How can students collaborate?	
Working effectively with others	
Practice empathy	Delegate and share responsibility for decision-making
Use social media networks appropriately to build and develop relationships	Exercise leadership and take on a variety of roles within groups
Help others to succeed	Negotiate effectively
Encourage others to contribute	Give and receive meaningful feedback
Advocate for one's own rights	Take responsibility for one's own actions
Manage and resolve conflict and work collaboratively in teams	Build consensus

III. ORGANIZATION SELF-MANAGEMENT SKILLS	
How can students demonstrate organization skills?	
Managing time & tasks effectively	
Plan short and long term assignments; meet deadlines	Create plans to prepare for summative assessments
Keep and use a weekly planner	Set goals that are challenging and realistic
Plan strategies & take action to achieve personal & academic goals	Keep an organized and logical system of information files
Bring necessary equipment/supplies to class	Use appropriate strategies or organizing complex information
Understand and use sensory learning preferences	Select & use technology effectively and productively

IV. AFFECTIVE SELF-MANAGEMENT SKILLS	
How can students manage their own state of mind?	
Mindfulness: Practice focus and concentration Practice strategies to develop mental focus Practice strategies to overcome distractions Practice being aware of body-mind connections	*Resilience*: Practice "bouncing back" after adversity, mistakes, failures Practice "failing well" Practice dealing with disappointment and unmet expectations Practice dealing with change
Perseverance: Demonstrate persistence and perseverance Practice delaying gratification	*Emotional Management*: Practice strategies to overcome impulsiveness and anger Practice strategies to prevent and eliminate bullying Practice strategies to reduce stress and anxiety
Self-motivation: Practicing analyzing and attributing causes for failure Practice managing self-talk Practice positive thinking	

V. REFLECTION SELF-MANAGEMENT SKILLS	
How can students be reflective?	
(Re)considering the process of learning; choosing and using ATL skills	
Develop new skills, techniques, strategies for effective learning	Try new ATL skills and evaluate their effectiveness
Identify strengths and weaknesses of personal learning strategies (self-assessment)	Demonstrate flexibility in the selection and use of learning strategies
Consider content: What did I learn about today? What don't I yet understand? What questions do I have now?	Consider ATL skills development: What can I already do? How can I share my skills? What will I work on next?
Consider personal learning strategies: What can I do to become a more effective/efficient learner? How can I become more flexible in learning strategies? What factors are important for helping me learn well?	Focus on the process of creating by imitating the work of others
Consider ethical, cultural, and environmental implications	Keep a journal to record reflections

VI. INFORMATION LITERACY RESEARCH SKILLS	
How can students demonstrate information literacy?	
Finding, interpreting, judging, and creating information	
Collect, record, and verify data	Access information to be informed and inform others
Make connections between various sources of information	Use memory techniques to develop long-term memory
Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information	Collect and analyze data to identify solutions and make informed decisions
Present information in a variety of formats and platforms	Process data and report results
Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	Use critical-literacy skills to analyze and interpret media communications
Understand and use technology systems	Understand and implement intellectual property rights
Create references and citations, construct a bibliography	Identify primary and secondary sources

VII. MEDIA LITERACY RESEARCH SKILLS	
How can students demonstrate media literacy?	
Interacting with media to use and create ideas and information	
Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media	Communicate information and ideas effectively to multiple audiences using a variety of media and formats
Demonstrate awareness of media interpretations of events/ ideas	Make informed choices about personal viewing experiences
Understand impact of media representations	Seek range of perspectives from multiple & varied sources and compare, contrast, and draw conclusions among resources

VIII. CRITICAL THINKING SKILLS	
How can students think critically?	
Analyzing and evaluating issues and ideas	
Practice observing carefully in order to recognize problems	Gather and organize relevant information to form arguments
Recognize unstated assumptions and bias	Interpret data
Evaluate evidence and arguments	Recognize and evaluate propositions
Draw and test reasonable conclusions and generalizations	Revise understanding based on new information and evidence
Evaluate and manage risk	Form factual, topical, conceptual, debatable questions
Consider ideas from multiple perspectives	Develop contrary or opposing arguments
Analyze complex concepts and projects and synthesize them to create new understanding	Use models and simulations to explore complex systems and issues
Propose and evaluate a variety of solutions	Identify obstacles and challenges
Identify trends and forecast possibilities	Troubleshoot systems and applications

IX. CREATIVE THINKING SKILLS	
How can students be creative?	
Generating novel ideas and considering new perspectives	
Use brainstorming and visual diagrams to generate new ideas and inquiries	Consider multiple alternatives, including those that might be unlikely or impossible
Create novel solutions to authentic problems	Design new machines, media, technologies
Make unexpected or unusual connections between objects and/or ideas	Design improvements to existing machines, media, technologies
Make guesses, ask "what if" questions and generate hypotheses	Apply existing knowledge to generate new ideas, products
Create original works and ideas; use existing works and ideas in new ways	Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments
Practice visible thinking strategies and techniques	Generate metaphors and analogies
X. TRANSFER THINKING SKILLS	
How can students transfer skills and knowledge across disciplines and subject groups?	
Using skills and knowledge in multiple contexts	
Use effective learning strategies in subject groups and disciplines	Apply skills and knowledge in unfamiliar situations
Inquire in different contexts to gain a different perspective	Change the context of an inquiry to gain different perspectives
Compare conceptual understanding and make connections across multiple subject groups and disciplines	Transfer current knowledge to learning of new technologies

THE PERSONAL PROJECT ASSESSMENT CRITERIA / RUBRIC

	0	1-2	3-4	5-6	7-8	TOTALS
Criterion A: Investigating i. Define a clear goal and global context for the project, based on personal interests ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills	The student does not achieve a standard described by any of the descriptors below.	The student is able to **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility; identify prior learning and subject-specific knowledge, **but this may be limited** in occurrence or relevance; and demonstrate **limited** research skills	The student is able to **outline** a **basic and appropriate** goal and context for the project, based on personal interests; identify **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project; and demonstrate **adequate** research skills	The student is able to **develop** a **clear and challenging** goal and context for the project, based on personal interests; identify prior learning and subject-specific knowledge **generally relevant** to some areas of the project; and demonstrate **substantial** research skills	The student is able to **develop a clear and highly challenging** goal and context for the project, based on personal interests; identify prior learning and subject-specific knowledge that is **consistently highly relevant** to some areas of the project; and demonstrate **excellent** research skills	**TOTALS:**
Criterion B: Planning i. Develop criteria for the product/outcome ii. Plan and record the development process of the project iii. Demonstrate self-management skills	The student does not achieve a standard described by any of the descriptors below.	The student is able to develop **limited** criteria for the product/outcome; present a **limited or partial** plan and record of the development process of the project; demonstrate **limited** self-management skills.	The student is able to develop **adequate** criteria for the product/outcome; present an **adequate** plan and record of the development process of the project; demonstrate **adequate** self-management skills.	The student is able to develop **substantial and appropriate** criteria for the product/outcome; present **a substantial** plan and record of the development process of the project; demonstrate **substantial** self-management skills.	The student is able to develop **rigorous** criteria for the product/outcome; present a **detailed and accurate** plan and record of the development process of the project; demonstrate **excellent** self-management skills.	**TOTALS:**
Criterion C: Taking Action i. Create a product/outcome in response to goal, global context, criteria ii. Demonstrate thinking skills iii. Demonstrate social and communication skills	The student does not achieve a standard described by any of the descriptors below.	The student is able to create a **limited** product/outcome in response to the goal, global context, and criteria; demonstrate **limited** thinking skills; demonstrate **limited** communication and social skills.	The student is able to create a **basic** product/outcome in response to the goal, global context, and criteria; demonstrate **adequate** thinking skills; demonstrate **adequate** communication and social skills.	The student is able to create a **substantial** product/outcome in response to the goal, global context, and criteria; demonstrate **substantial** thinking skills; demonstrate **substantial** communication and social skills.	The student is able to create **an excellent** product/outcome in response to the goal, global context, and criteria; demonstrate **excellent** thinking skills; demonstrate **excellent** communication and social skills.	**TOTALS:**
Criterion D: Reflecting i. Evaluate the quality of the product/outcome against their criteria ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context iii. Reflect on their development as IB learners through the project	The student does not achieve a standard described by any of the descriptors below	The student is able to present a **limited** evaluation of the quality of the product/outcome against his or her criteria; present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context; present **limited** reflection on his or her development as an IB learner through the project.	The student is able to present a **basic** evaluation of the quality of the product/outcome against his or her criteria; present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context; present **adequate** reflection on his or her development as an IB learner through the project.	The student is able to present a **substantial** evaluation of the quality of the product/outcome against his or her criteria; present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context; present **substantial** reflection on his or her development as an IB learner through the project.	The student is able to present **an excellent** evaluation of the quality of the product/outcome against his or her criteria; present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context; present **excellent** reflection on his or her development as an IB learner through the project.	**TOTALS:**

You will have until February 15th, 2018 to do all of this, and it should total around 25 hours of time

- FIRST, you will decide on a topic, goal, and global context—basically, what you will "do" for your Project. You will also meet your Project Supervisor.

- SECOND, you will begin your PROCESS JOURNALING. This is a VITAL part of your Project. You should periodically record REFLECTIONS on what you are doing, planning to do, how things are going, include sources, and Project-related information. FROM THIS PROCESS JOURNAL, YOU WILL WRITE YOUR REPORT! Time has a funny way of making us forget, so WRITE IT DOWN! Be sure you will get credit for EVERYTHING you do! The Process Journaling will be completed or uploaded to ManageBac.

- THIRD, you will create a Plan of Action (a calendar of sorts to help you plan and manage your time).

- FOURTH, you will begin your Research (you WILL need to do some).

- FIFTH, you will need to create YOUR OWN CRITERIA. After you have finalized your goal and completed your research, you will develop the measurements against which you will assess your own Product/ Outcome when it is completed.

- SIXTH, you will need to actually COMPLETE YOUR GOAL—this means "completing" your Product.

- SEVENTH, you will WRITE YOUR PROJECT REPORT. You should use the IB assessment criteria to write you reflective report. This is where you MUST be very specific about what you have accomplished in order to meet the requirements—you are stating HOW you have met the requirements. Don't leave anything out. The Process Journal entries will be invaluable at this phase.

- EIGHTH, attend a showcase evening in which you will "show off" your accomplishments and celebrate!

THE TOPIC

♦ Identify a topic or area in which you have an interest. Think of what you like to do, learn more about, and think is important. It could be ANYTHING!

♦ Record your topic choice in your Process Journal and ManageBac "Worksheet" tab.

THE GOAL AND PRODUCT/OUTCOME

♦ Create a GOAL that is **highly challenging** and **motivates** you to successfully complete the Project. It should be **measurable**! **How will you know if you completed your goal?**

♦ Your Project should involve <u>action</u>. It's "doing" something! This is where you decide what you want to do and what you might want your product/outcome to be.

♦ For example, if your goal relates to improving medical care in developing countries, your product/outcome will be "HOW" you plan to do it. **REMEMBER**, your goal and product/outcome should be something you care personally and very deeply about. It should motivate and inspire you to complete the Project, and it should be "highly challenging" but achievable. You may need to fine tune your goal and product/outcome as your Project progresses. Record your goal and product/outcome in your Process Journal and ManageBac "Worksheet" tab.

THE GLOBAL CONTEXT

♦ Identify ONE global context for the Project. This is NOT just something to "tack on" to your Project. The global context will guide your Project! You should only choose ONE! In most cases, your Project may address more than one context, but you should just CHOOSE ONE! In this case, more IS NOT better. CHOOSING ONE will allow you to focus the goal of your Project towards a specific product or outcome. **REMEMBER**, CHOOSE ONE! Write it in your Process Journal and the "Worksheet" tab in ManageBac.

♦ You should also choose ONE "Area of Exploration" for your global context. This will help narrow the focus for your Project. Be sure to list and explain your global context and area of exploration in ManageBac.

**A PLANNING SHEET TO HELP YOU ORGANIZE THE TOPIC, GOAL, AND GLOBAL CONTEXT IS FOUND ON PAGE 17 OF THIS HANDBOOK AND AVAILABLE ON MANAGEBAC UNDER "FILES". **

HELP WITH FORMING A GOAL

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*What's the difference between a "goal" and a "highly challenging goal"?

Basic Goal: What am I going to do or make?

Challenging Goal: What am I going to do and for what purpose?

Highly Challenging Goal: Multiple parts, leads to greater learning, consider using at least 3 verbs in your goal (underlined in examples above), engaging in an actual event.

CHALLENGING goal	HIGHLY CHALLENGING GOAL
A student documents his or her self-taught skills of photography.	A student documents his or her neighborhood through a photography exhibition.
A student creates a durable bag using secondhand materials.	A student creates a range of bags using secondhand materials to exhibit at the local arts center.
A student writes an article on a topic of interest for a journal (school/academic/special interest) and submits it to an audience.	A student writes and publishes an original piece of writing on a topic of interest

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Outline a BASIC & appropriate goal	Define a clear and CHALLENGING goal	Define a clear and HIGHLY CHALLENGING GOAL
To design my own electric violin	To research violin design and making, and then design my own electric violin	To research violin design and making, then design and produce my own 4 or 5 stringed electric violin
To design my own summer clothing collection	To research current fashion trends and then design my own summer clothing collection	To research current fashion trends and how to design patterns. Then design and create a summer clothing collection and then learn how to create a "template website" to market my designs
To raise $400 for the education of an Indonesian child	To sponsor an Indonesian child to university for 4 years by raising $1500	To volunteer at the International Humanities Foundation over the Christmas holidays and then raise $1500 to sponsor an Indonesian child to university for 4 years
To donate money to a school in Bali	To raise money for a school in Bali and then donate the money raised for the school	To research schools in Bali and then raise money to purchase stationery for the school to support student education

♦ Global contexts are designed to steer your investigation into our common humanity and shared guardianship of the planet. You are to choose ONE to establish the relevance of your investigation, explaining why the investigation of your goal matters.

♦ You may want to consider the following questions as you decide to identify a global context for your goal:
  - What do I want to achieve through my Personal Project?
  - What do I want others to understand through my work?
  - What impact do I want my Project to have?
  - How can a specific context give greater purpose to my Project?

♦ For example, if you want to organize an event as a fund raiser for an organization, you will explore challenges that the organization addresses, such as pollution, endangered species, health, education, human rights, etc. Therefore, the global context for the Project will often be determined by the organization's cause.

♦ For example, if you want to remodel a bathroom and choose the global context of "Personal and Cultural Expression", then the focus of your product will be about how humans express themselves—perhaps how to "bring nature into the bathroom" by choosing neutral tones, colors, and products that are trending. It will focus on the aesthetics of the Project. However, if you want to choose the global context of "Globalization and Sustainability", for the same remodel, the focus of your product will be about environmentally friendly products—perhaps use of bamboo since it's a sustainable product and researching where products you use come from and how they are made in various countries. Maybe you decide to use only American-made products.

♦ Other examples can be found in the tables below:

Global Context	Examples – *Rap as a music genre*
Identity and relationships	Examine the question, "Why does rap speak to me?"
Orientation in space and time	Explore the development of rap as a style of music across continents
Personal and cultural expression	Perform a rap song for peers and have a question-and-answer session

Global Context	Examples – *Solar Energy Devices*
Scientific and technical innovation	Design a 3D model of a solar device with instructions for construction
Globalization and sustainability	Investigate how, in history, different cultures have made use of energy for different needs
Fairness and development	Debate Hervé Kempf's ideas about "how the rich are destroying the Earth"

♦ Use the following tables and examples to help you choose ONE of the SIX global contexts to guide your Project and ONE area of exploration. Be sure to record them in your Process Journal:

Global Context	Examples of Personal Projects
Identities and relationships Explorations: identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	● Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying ● How online identities impact offline relationships; a research essay ● Keeping culinary traditions; a video series following family recipes with historical relevance ● The effect of mass media on teenage identity; a short film
Orientation in space and time Explorations: personal histories; homes and journeys; turning points in humankind; discoveries; explorations & migrations of humankind; relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	● The Euclidean space perspective of the universe; a 3D model ● Explorers in search of a new world; immigration over the ages through visual texts ● The Mayflower and the dream of religious freedom; a personal family history ● Charting a family history through archives and a representational statue
Personal and cultural expression Explorations: the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	● Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture ● The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers ● Culture and self-expression through dance at the local community arts center; a performance
Scientific and technical innovation Explorations: the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	● Nano fibers build stronger bikes; a prototype bike with nano fibers ● What's the matter with the anti-matter?; an informational talk ● Why are genetics and genomics important to my health?; a media presentation ● Can stem cells replace organ transplants?; an investigative report

Global Context	Examples of Personal Projects
Globalization and sustainability Explorations: the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	● The struggle for water in developing countries; an awareness campaign ● The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation ● Education as the tool to change the future of Peru; a workshop for adults ● The role of the developing countries in protecting the tropical rain forest; a collection of slides
Fairness and development Explorations: rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	● Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade ● Open-market economies and their role in fair trade; a talk for students ● Exploring the intersections of race and inequality; a radio broadcast ● Asylum seekers

**AGAIN, THE GLOBAL CONTEXT WILL PROVIDE

THE FOCUS OF YOUR PROJECT!**

♦ The question sheet below may be useful for planning your topic, goal, and global context. Please use it to help you organize the beginning of your Project.

THE PERSONAL PROJECT: Developing a topic, goal, and product/outcome

Directions: In the space below, record and explain your topic, goal, and product/outcome.

TOPIC: Explain the topic of your Project:

GOAL: Formulate a statement that clearly defines a highly challenging goal, based on your personal interests:

Explain your **PRODUCT/OUTCOME**: What do you hope to achieve with your goal?

GLOBAL CONTEXT: Choose ONE global context for your Project:

AREA OF EXPLORATION: Which area of exploration of the global context will you focus on?

Explain **WHY** you have chosen this Global Context and Area of Exploration, which will justify the relevance of your inquiry.

MANAGEBAC (for Process Journaling and Everything Else)

♦ Students will create an account and use ManageBac to store *__EVERYTHING__* they do for their Projects.

♦ Students will write Process Journal Entries in order catalogue and reflect on various stages of the Project.

♦ Students will also add and/or upload other components of the Project, including: Research, a Plan of Action, their Criteria, Evidence of Completion of the Project, the final Project Report (with Bibliography), and the Academic Honesty Form.

♦ Adding the items described above is a REQUIREMENT, as these items must be uploaded to the IB.

♦ To demonstrate development in all Criteria, students will select a maximum of 10 extracts from ManageBac to include as appendices of the Project Report after the completion of the Product/Outcome. The extracts may be Process Journal Entries, written notes, charts, bulleted lists, diagrams, timelines/ action plans, annotated illustrations, annotated research, artifacts from your experiences, trips, research, screenshots, up to 30 seconds of visual or audio material, self and peer assessment feedback, and short paragraphs. You should annotate your excerpts to explain how they address the ATL Skills AND Criteria.

THE PROCESS JOURNAL

♦ Students will be using ManageBac to make Process Journal Entries, upload parts of the Project (such as Plan of Action, Criteria, and Research), and upload the final Project Report components.

♦ Process Journal Entries should be made consistently as students complete major parts of the Project. For example, students may wish to journal about the first supervisor meeting and choosing a goal and global context in one Journal Entry. Another Entry might be written when students complete some research. Yet another Entry might be completed when students draft their plan of action and criteria. Perhaps another Entries can be written while working on the Product.

♦ These Entries should be __REFLECTIVE__ and address the __ATL SKILLS__. You will use these Entries later to write the Project Report. You will also select some of the Entries to include as Appendices to the Report (remember, you can include up to 10 Appendices).

IDEAS FOR PROCESS JOURNAL ENTRIES FOR CRITERION A:

♦ When writing your Process Journal Entry in ManageBac about choosing a Topic, Goal, & Global Context and Meeting With Your Supervisor, be sure to explain your prior learning. For this phase, you should explain what you knew about your topic/goal before you began the Project. BE DETAILED!

♦ Explain when you first heard of your topic, where you were, if it became a hobby to you, etc. You will be including prior and acquired learning in your Process Journal for each phase – be sure to include it to reach the 7-8 level for Criterion A ii (identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project).

♦ Read over some sample Process Journal Entries supplied by IB and have your Supervisor read over your first Process Journal Entry and discuss how thoroughly you covered items in Criterion A.

Process Journal - Sample

> This is a sample of what your process journal could look like. You can come up with your own format, but below shows you the details you MUST include and those we think are useful options. You are free to come up with your own look and feel, provided you include the essential details about the ATL's.

PROCESS JOURNAL
DATE: November 11, 2012

Here you record your Journal Entry. This can be as long or as short as you wish, but remember it must show your research, your reflections and thinking as you progress with your project. It is good to attach photos, tables, graphs, research notes, etc anything that represents the learning journey you are part of.

ATL skill categories addressed in planning

☐ Thinking ☐ Social ☒ Communication ☒ Self-management ☒ Research

Here you can acknowledge the ATL skill categories that your journal entry addresses.

Notes:

Today I met with XX a well recognized Architect in XX he has 30 Years experience in the industry and specializes in Eco-friendly homes. He has been helpful by providing me with a list of authors and websites of architects who build and design eco-friendly homes. (see attached list)

XX viewed my first designs and made the observation that I need to research a little more about the materials available in WA and to make decisions as to the rules of Eco-building that I am going to follow. He mentioned that every design project requires compromise and that I need to be clear on what aspects of Eco-design are most important to me.

I am going to do a literature review on the sources he has given me and make modifications to my design based on my findings.

Explain why this reflects the ATL skill category you identified:

Research: I have identified Primary and secondary resources, have accessed information.
Communication: I have received feedback on my designs and practiced active listening whilst meeting with XX.
Self Management: From my meeting I have made a plan to move forward with my project.

Here you explain how the entry addresses the ATL's.

Arising action(s):	Conduct Literature review of sources and modify design accordingly
Questions to follow up on:	What Eco-design features am I willing to compromise on? Where will I source my materials?
Global context reflection:	Sustainability is more than thinking 'green'.
Evaluating sources:	XX is a qualified architect and has a degree in Eco-design

This section is optional. You don't have to complete it, but we have included the headings as options as they are good to stimulate your thinking/reflection and to plan ahead and keep moving your project forward.

*While students can create their own format for their Process Journals, entries must be made in ManageBac.

*If students would like to use a format like or similar to the format to the left, they are welcomed to!

*Entries should DIRECTLY address the ATL Skills.

REMEMBER, entries are used to support development of ATL Skills as appendices of the Project Report. Do not leave the people who assess your Project any room for doubt! DIRECTLY state how you are demonstrating development of the ATL Skills!

*You will be able to include up to 10 specific extracts to include with your Report to support your claims in the development of your skills.

HELP WITH PROCESS JOURNAL ENTRIES

A DIRECT QUOTE FROM THE IB PERSONAL PROJECT GUIDE ABOUT PROCESS JOURNALS: "Students show their supervisors evidence of their process documented in their journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation."

The process journal IS:	The process journal IS NOT:
• Used throughout the process	• Used on a daily basis (unless this is useful for the student)
• A place for planning	
• A place to record a bibliography	• Written up after the process has been completed
• A place for recording interactions with sources: -Teachers -Supervisors -People on the outside -Research	• Additional work on top of the project; it is a part of and supports the project
•A means of exploring ideas	
•A place for storing useful information: -Quotes -Pictures -Ideas -Videos	• A diary with detailed writing about what was done
•A place for evaluating work completed	• A static document with few entries
•A place for reflecting on learning	
•Devised by the student in a format on ManageBac that suits his or her needs	
•Useful for the student with feedback	
•Updated weekly throughout MYP Year 5	

THE SUPERVISOR

◆ Your Personal Project Supervisor is a faculty or staff member who has agreed to guide you through the Personal Project process. In addition to providing you with guidance and feedback, your Supervisor will evaluate your progress, product/outcome, and Report.   Your Supervisor must be able to contact you through ManageBac via email.

What are my responsibilities to my Supervisor?

1. It is your responsibility to schedule and attend AT LEAST THREE meetings—one at the beginning of the process, one near mid-point of your project, and one near the end before submitting your project.

2. Keep in mind that you will need to defer to the Supervisor's schedule/commitments and be respectful. PLAN AHEAD—DON'T WAIT UNTIL THE LAST MINUTE!

3. You should ask your Supervisor for advice and feedback about your project goal and process for completion, and take the Supervisor's comments seriously.

4. You are responsible for documenting meetings on your Academic Honesty Form, getting the necessary signatures, and completing assigned tasks before the next scheduled meeting.

What are my Supervisor's responsibilities to me?

1. Your Supervisor is one to ASSIST and CHECK your work and offer FEEDBACK; NOT like a mentor who teaches you how to complete the Project. That is because the project is your chance to demonstrate your own skills.

2. Your Supervisor should keep scheduled appointments with you and contact you in advance when unable to keep a scheduled appointment.

3. Your Supervisor will contact your parents and/or your Personal Project coordinator via e-mail or telephone if you do not initiate or keep scheduled appointments.

4. Your Supervisor should help you to establish and maintain the focus of your Personal Project and maintain that it is proceeding as planned as well as confirm the authenticity of the work submitted.

5. Your Supervisor should ensure the chosen MYP Project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues.

6. Your Supervisor should provide feedback on your progress and assist you with your reflections and report.

7. Supervisors are invited and encouraged to attend the MYP Personal Project Exhibition in the Spring of 2017 when Personal Projects are exhibited and which students also attend.

Please check off that you have completed the following assignments by the due date:

_____ Familiarize yourself with the IB Learner Profile, ATL Skills, and IB Criteria. These are the characteristics, skills, and objectives you must demonstrate in your goal and Project Report.

_____ Meet your supervisor; have a first official meeting. Document that meeting on the Academic Honesty Form. Upload the form to ManageBac.

_____ Form a topic, highly challenging goal, and select a global context that will drive the focus of your Project. Be sure the information is in the "worksheet" tab on ManageBac.   Share this with your supervisor; get feedback. Ask questions.

_____ Make Process Journal Entries in ManageBac. This is where you should reflect on your feelings beginning the Project, meeting your supervisor, planning, identify prior learning/knowledge, questions, research, and reflection. BE SURE that you also add which ATL skills your entry meets.

_____ Plan to attend any Phase 1 workshops and note any future workshop dates.

Before beginning these components of the Project, be sure to include a reflection in your PROCESS JOURNAL about the development of your topic, goal, and global context!

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THE PLAN OF ACTION

- The purpose of creating a Plan of Action is to demonstrate your abilities to manage your time, adapt to changes, and plan accordingly. According to the IB Rubric, your Plan should be "detailed" and "accurate".

- Your Plan of Action can be in any format! You can hand write it, put it in a Google Calendar, make a chart, etc.

- The Plan is an ONGOING PROCESS—you will be adding to and making notes on your calendar. It does not need to be pristine, just readable. You might scratch out things and make arrows to place them somewhere else.

- Your Plan of Action should begin with the dates you initiated work on your project and end with Exhibition Night.

- Brainstorm all things that need to be done to complete the Project: interviews, appointments, book/internet research, rehearsals, phone calls, film editing, anything and everything that will go into completing the Project.

- Fill in your Plan with action items for each week. Obviously, some items need to take place before others, but you might also have to start some activities earlier since they have multiple steps.

- Be sure to note on your calendar:
  - The days you have set aside to work on your Process Journal
  - Dates you meet with your Supervisor
  - Workshops you've attended
  - Dates you plan to work on your Research, Criteria, Product, and Report

- CHECK, USE, AND REVISE YOUR CALENDAR AS NEEDED!

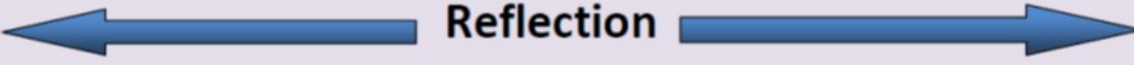****NOTE: THE PLAN OF ACTION IS NOT A STEP COMPLETED "AFTER THE FACT"!**
THE PLAN OF ACTION SHOULD REFLECT TRUE PLANNING
AND CHANGES TO THOSE PLANDS!

Example: You may choose to create a calendar to help manage your time: (Note the general AND specific dates)

Time Line

November - December	January - February	March – April	May
INQUIRING	**PLANNING**	**EVALUATING THE PRODUCT**	**COMMUNICATING**
➢ Outline of Topic - Formulate a goal and context ➢ Research period: Select relevant resources ➢ Transfer and apply the results of inquiry	➢ Assigned supervisor ➢ Analysis of information and design or product/outcome ➢ Evaluate and select sources of information ➢ Demonstration of: Critical thinking, communication and self-management skills	➢ Design of product ➢ Develop criteria ➢ Evaluate the quality of the product against the developed criteria ➢ Evaluate the impact of the product ➢ Explain how the project works	➢ Consider the extension of the topic and context ➢ Reflect on the personal learning and experiences ➢ Explain the opportunity for action ➢ Communicate clearly and accurately

⬅ **Reflection** ➡

MAY 30 2013
Presentation of Personal project:
Process journal, product and report to the community

Calendar

Month/Week Number	November	December	January	February	March	April	May
1		**Thursday 7th**: New topic: Sustainable Transport in ▮	NY	**Wednesday 6th**: First Meeting with Supervisor		**Monday 1st**: Must begin the sketches of the Eco Friendly Bus	
2	**Friday 9th**: Meeting with Supervisor Started Process Journal	Cumulative Exams Week	**Saturday 9th**: Interview with Owner of ▮	Juegos Mundiales Training week	Model of United Nations Week	**Wednesday 10th**: Sketches must be shown to supervisors- Make changes	**Wednesday 8th**: Brochure must be shown to supervisors- Make changes
3	**Tuesday 12th**: Outline must be uploaded to the wiki	**Friday 21st**: Make Survey interview questions		Juegos Mundiales Training week	Plan of the Eco-Bus must be clear	**Sunday 14th**: Must begin model of the Eco-Bus	**Wed 15th**: Final brochure must be finished
4	Guajira Week	NY		**Wednesday 6th**: 2nd meeting with supervisor	Semana Santa	Continue working on the model	**Wed 22nd**: Everything must be finished
5	Model of United Nations Week + Orientacion Professional	NY				**Tuesday 30th**: First Outline of the brochure must be finished	**May 30th**: Final Presentation of the Personal Project

♦ **Your research should be driven by your GLOBAL CONTEXT!**

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♦ <u>PRIOR KNOWLEDGE</u>: You probably are familiar with your topic because the Personal Project is based on personal interests. You should certainly include what you already know about your topic, what piqued your interest in the topic, and/or memories about your topic in your Process Journal entries and Project Report. That information offers a starting point for your research.

♦ Although you may already know basic information about your topic/goal, you **WILL** need to do further research, mainly because of your GLOBAL CONTEXT and PRODUCT. For example, you might need to research a charity that is involved in your product. Also, another example might be that if you are designing a bathroom remodel, and your global context is "Globalization and Sustainability", you might need to research which products are truly sustainable.

♦ It is possible that you might be conducting research and gathering sources throughout the entire project.

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♦ <u>HOW MANY SOURCES SHOULD YOU HAVE?</u> The number of sources is dependent on YOUR Project. To have "excellent" research skills, YOUR goal/product must be thoroughly researched.

♦ You should include a "<u>WIDE RANGE AND VARIETY</u>" of sources. Avoid having all of your sources from online newspapers, for example. Examples for a variety of sources include: published data, videos, audio recordings, primary sources, secondary sources, interviews, experts that you can interview, images, and news articles.

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♦ <u>SOURCE VALIDITY:</u> You MUST consider the validity of your sources in order to demonstrate "excellent" research skills. However you want to do this is up to you, but you MUST include this in your Process Journal entries AND in your Project Report.

♦ Wikipedia is not considered a reliable source. It can be a helpful starting place, but the content material is not guaranteed because it is a "wiki". Search for other sources to corroborate Wikipedia information and cite that instead.

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♦ <u>CONTINUOUS RESEARCH DRIVING YOUR PRODUCT:</u> Most likely, you will be conducting research even as you are creating your Plan of Action and creating your Criteria. THAT IS WHAT YOU SHOULD BE DOING.   As you research, re-examine your Goal, Product, Plan of Action, and Criteria.   MAKE ADJUSTMENTS TO THEM AS NEEDED.

ANNOTATED BIBLIOGRAPHY

(The information below is adapted from: http://www.lwsd.org/school/jhs/SiteCollectionDocuments/Library/Writing%20an%20Annotated%20Bibliography.pdf):

- **What is an annotated bibliography?**
  -An annotated bibliography contains the citation of the source and a descriptive, critical, and analytical paragraph. The paragraph should include the following:
  - (1) briefly summarize the information in your source,
  - (2) evaluate the source, and
  - (3) explain how it applies to your project.

- **How do I prepare an annotated bibliography?**
  1. **Citation** - Create a standard format citation for the source. Indent every line except the first line. Double space between the citation and annotation, but single space the source and annotated information. Your citations should be in alphabetical order and follow a standard format (MLA, APA, Chicago, for example). For websites, you will need to search the website and home page for information about the author; publication, copyright or last update; and the sponsor of the site. Some websites may not provide an author, and you will then alphabetize by title.
  2. **Summary** - Write 2-4 sentences summarizing the content of the material. Be sure to include all the main points but add detailed information as you critically examine the entire source.
  3. **Evaluation** – Add 2-5 sentences evaluating the information and author. The information should be detailed and specific and reflect your critical reading and analysis of the source. The chart of questions on reliability on page 29 of this guide should help you. Ask: Is the author a respected authority on the subject? Can you trust the facts provided? What type of audience was this source written for? Is the author biased in his/her point of view? Does this information from this source corroborate with information from other sources?
  4. **Reflection** - Add 1-3 sentences reflecting on the usefulness of this source. Did this source provide you with a major portion of information about your topic or miniscule amounts? Did the source contain interesting information? Did the source enlighten you on an aspect of your topic you weren't aware of?

- Double space between and alphabetize the citations. (Note: Some MLA styles of annotated bibliographies will double space the citation and annotation as well. This seems to be an acceptable format.)

- For further help, please see   https://owl.english.purdue.edu/owl/resource/614/01/   and example on the following page.

Sample MLA Annotation

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

Summary

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

Evaluation of source

Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

How it can be used

♦   In the sample annotation above, the writer includes three parts: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively.

Note: The sample formats are in MLA only because students have familiarity with this style. You are encouraged to use any style, consistently, that suits your Project. For example, if your Project is history-based, you can use Chicago. If your Project is psychology-based, you can use APA. MLA is standard for all subjects.

(The above example is from: https://owl.english.purdue.edu/owl/resource/614/03/)

AUTHOR, ACCURACY, BIAS CHART

♦ As a way to demonstrate "excellent" research skills, you can construct a chart similar to the one below, and answer the questions regarding each of your resources.

AUTHORITY	ACCURACY	BIAS
Who is responsible for presenting the information?	Is the information precise? Can it be proven and verified?	Is the information based on facts, things we can observe, or based more on opinions / emotions? Is it from just one point-of-view?
Who has written the information, and can we check their qualifications?	Is the information correct and up to date?	Who has written the information, and can we check their qualifications?
Is the information from an "expert" in this field?	Can we check the accuracy of information through links, footnotes, bibliography?	Is the information from an "expert" in this field?

♦ You may want to create a NOTECARD for each source with the citation, then examine the validity of the source answering some of the questions above.

GROUPING AND EVALUATING SOURCES

♦ You might consider grouping and ranking/listing the validity of sources if you have a large number of resources for your Project. For example, if you a variety of newspaper articles, interviews, encyclopedias, and survey data, you might want to group them by types of sources and examine the accuracy and bias of the sources as a group. Consider how reliable all of your newspaper articles are. What about the reliability of your interviews? Is the survey data accurate?

♦ In this example, a student has addressed criteria components very specifically. This example also includes feedback from an assessor.

Objective A: Investigating

EXAMPLE: Using the Scaffold

Name:

Global Context:

Goal:

Objective A: Investigating
Students should:
- define a clear goal and context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

Area of Research: Welding processes

Explain how you identified prior learning and subject-specific knowledge relevant to your project.

Stick/arc welding uses a welding power supply to create an electric arc between an electrode and the base material to melt the metals at the welding point. Requires minimal training and inexpensive equipment.

MIG Welding is when an electric arc forms between a consumable wire electrode and the work piece metal(s), this heats the work piece metal(s) causing it/them to melt and join along the wire electrode. MIG welding is easy to Learn, but can only be used on thin to medium thick metals. Sloppier than TIG.

TIG Welding is a precise process, a lot harder to do than others. It can be used to weld copper, titanium, even two dissimilar metals, and is handy for making tricky welds (e.g. s-curves, or welds on round things). TIG generates heat via an arc of electricity jumping from a (tungsten metal) electrode to metal surfaces.

This knowledge was instrumental in directing my project. I choose MIG Welding due to cost, time, skill level and available equipment.

It also allowed me to choose thin to medium thickness metals, thus allowing for diversity in my design.

This knowledge led me to seek out training in the MIG welding process. This research had to precede my selection of material and ultimately led to my final design.

List the sources of information you based your research on.

http://www.arcwelding.com.au/)

http://www.gowelding.org/Basic_Welding.html

Welding for Dummies by Steven Robert - pages 15-18

B. J., Interview 15 January, 2013

Highlight the sources that provided the most useful information and evaluate only these sources.

Evaluation of Key Sources

- **http://www.gowelding.org/Basic_Welding.html:** This site was a credible source. It contained a lot of information from the history of welding to the skills required to weld and from my broader reading the information appeared accurate. The site linked to Australian TAFE courses, which gave me confidence in its authority and authenticity.

- **B. J., Interview 15 January, 2013:** B. J. is an experienced and well known WA artist and sculptor. He currently uses welding techniques in his sculpture. Ben is therefore a valid and credible source of information.

Points to Note...

Research skills:
Here the student has included two websites, a book and a primary source. This demonstrates a variety in terms of number and type of sources. The second box demonstrates the evaluation and justification for using these sources.

Points to Note...

The student demonstrates consistent and effective transfer and application of learning to make decisions, create solutions and develop understandings. These two boxes work together to meet this criterion. The first box summarizes the learning and the second box demonstrates how this learning was applied or transferred to your project.

- Students must define <u>realistic </u>Criteria to measure the quality of the Project's final product or outcome, and this has always been a tough step for students, especially if they have not had much practice creating or defining Criteria for assessment.

- YOU are in charge of determining what constitutes a high-quality product/outcome. (**REMEMBER**, it must be challenging but achievable.) Some appropriate tools for setting standards and assessing quality include checklists or rubrics. You should ***work with your supervisor*** to decide what a "high-quality" product/ outcome will look like and how to assess it.
  You will be documenting the Criteria in your Process Journal AND using it to assess the final product/ outcome.

- As you continue to research and work to complete your product/outcome, your Assessment Criteria may change. Criteria should be re-evaluated after you have completed some research in the next phase and have a clearer understanding of what you want to achieve and the proposed product/outcome of your Project. Completing this step now is a rough draft of your Criteria.

- KEEP IN MIND: You will be evaluating your product against this Criteria, so it is imperative that you include only the Criteria that YOU WILL USE!

- Upload your Criteria to ManageBac. You can type it or write it (if you handwrite it, upload a picture).

- **REMEMBER**, to achieve the highest level of 7-8 for Criterion B, your Criteria must be "rigorous", which means that your Criteria must be very challenging, detailed, and explicit – no ambiguity!

- <u>**SO, WHAT IF YOU DON'T MEET YOUR CRITERIA?**</u> The point of developing rigorous Criteria is that you will know what you will be able to do in this phase or by the end of the next phase. This should be a moot question!

- <u>Example</u>: The goal may be to design a personal fitness program to prepare for a half-marathon. The goal is to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The Criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times, and a series of photos of the actual marathon.

- **REMEMBER** that this can often be a difficult step to think about, so you should revisit your Criteria often, since you will be assessing your own product/outcome using your Criteria.

- **REMEMBER** to ask for help! See your supervisor or project coordinator for help.

♦ See the following example of Criteria developed for a cookbook: (Keep in mind that you must create Criteria that is SPECIFIC TO YOUR GOAL AND PRODUCT/OUTCOME. You **SHOULD NOT** use the following example as a *model*; it's only an example of how detailed this Criteria should be.)

Criteria template

Students complete the rubric for their product/outcome. They should select the criteria that are appropriate – they are not expected to include them all. They may also include other criteria that fit their product/outcome.

Your goal:								
Your global context:								
	Aesthetics Appearance, style, colour, shape, pattern, form, texture, finish, layout	**Cost** Is there a maximum cost? Is this a material cost / time cost?	**User/Audience** Who it is for? Consider age, gender, socioeconomic background	**Environmental considerations** How will the design directly or indirectly affect the environment?	**Function** What is its purpose? What will it do? How easily can it be used / maintained?	**Materials** What materials will be used? What properties do the materials need to have?	**Size / Content** Are there any specific sizes that need to be considered? Is there a particular amount of content required?	**Impact** What impact do I want my product / outcome to have?
1 – 2 Limited								
3 – 4 Adequate								
5 – 6 Substantial								
7 – 8 Rigorous								

Example of a completed specification rubric for a cookbook

Your goal:	*To create either a vegetarian or vegan cookbook that provides educational information and easy to create recipes suitable for all ages.*				
Your global context:	*An inquiry into identities and relationships*				
	Aesthetics Appearance, style, colour, shape, pattern, form, texture, finish, layout	**Cost** Is there a maximum cost? Is this a material cost / time cost?	**User/Audience** Who it is for? Consider age, gender, socioeconomic background	**Function** What is its purpose? What will it do? How easily can it be used / maintained?	**Size / Content** Are there any specific sizes that need to be considered? Is there a particular amount of content required?
1 – 2 Limited	Loose pages of different recipes A few pictures	Not sure if each book would cost anything	Anybody	Create a cookbook of a couple of snacks	Less than five recipes No particular size
3 – 4 Adequate	A booklet containing the recipes A few colour photos	Each book to cost between $5 - $25	People who already know how to cook	Create a vegetarian / vegan cookbook of different snacks and treats The recipes have different levels	At least five recipes The size of a regular cookbook
5 – 6 Substantial	A booklet with gloss pages Colour photos to accompany most of the recipes	Each book to cost between $5 - $15	Teenagers and up	Create a vegetarian / vegan cookbook of numerous amounts of snacks and treats The recipes have levels of easy to medium	At least ten recipes The size of a medium-sized cookbook
7 – 8 Rigorous	A hardback book with gloss pages Colour photos to accompany each recipe	Each book to cost no more than $10	Teenagers and up They need to have some experience of cooking	Create a vegetarian / vegan cookbook with a wide variety of healthy snacks and treats The recipes have levels of easy, medium and hard	At least fifteen recipes 30cm by 20cm in size

♦ See the following example of Criteria developed for building a rocket. There are multiple questions under "category", targets or goals the student wishes to achieve, and most significantly, a way to test or measure the process! BE SURE YOUR CRITERIA IS MEASURABLE!

Category	Target Description	Test
What should it do?	Take off and land safely	Launch the rocket and see if it performs correctly
How high should it fly?	Minimum of 500ft to about a maximum of 1500ft	Place and altimeter on the rocket
Size? (Height)	Minimum size should be 100 cm and maximum size should be my height (175cm)	Measure how tall the rocket is
Maximum width?	The diameter of the rocket's body should be no longer than 20cm	Measure the diameter of the rocket's body
Maximum weight?	Maximum weight is 1kg	Weigh the rocket
What type of engine should it use?	D, E, or F class motor	Cannot test
Type of nose cone?	Uses ogive nose cone	Cannot test
Maximum amount of money spent on the rocket?	No more than £100 should be spent on the rocket	Check total amount spent at end of project
Materials used?	Only materials listed in the research section	Cannot test
How will it be recovered?	The rocket will have a parachute attached to it	Make sure the parachute is on and works correctly
Aesthetics?	Paint the exterior of the rocket to make it look nicer	Ask friends about the looks of the rocket

REMEMBER TO WRITE PROCESS JOURNAL ENTRIES IN MANAGEBAC ON A REGULAR BASIS!

- For example, write a reflection every week, every week and a half, or every two weeks.

- For example, write a reflection after you finish each piece. Write after choosing a Topic, after developing a Goal and Global Context, after attending workshops, after creating your Plan of Action, after beginning your Research, after you find really useful sources, after meeting with your supervisor, after creating your Criteria, etc.

- When writing your Process Journal entries, have a copy of the IB Learner profile, ATL Skills list, and the IB rubric with you. After your reflection, list and explain how your entry demonstrates excellence in certain ATL Skills. Include how you are developing as an IB learner—use the specific characteristics, such as "Caring" or "Inquirer". Give yourself a score from the IB rubric at certain intervals. Once you've developed your Goal and Global Context, write about where you think it would score on the rubric regarding Criterion A: Investigating, Objective i (Define a clear goal and global context for the project, based on personal interests). Are you at a 3-4 level or 7-8 level? Explain why. Ask your supervisor to evaluate it, too!

Please check off that you have completed the following assignments by the due date:

_____ Upload your Plan of Action into ManageBac. You may continue to tweak the Plan, but it should be detailed and accurate.

_____ Begin to upload your Research Sources into ManageBac. Remember, you must demonstrate "excellent" research skills, so choose a format (MLA, APA, Chicago) and be consistent. You should also have a "wide variety and range" of resources—make sure they are varied for your project. Remember that you may need to continue research on your topic; adding to your research is fine.

_____ Upload your Criteria to ManageBac. At some point, perhaps during your second official meeting, you and your supervisor need to discuss if your own Criteria is "rigorous" for your project. You may need to revise it.

_____ By now, you should have multiple entries into ManageBac. They should be consistently entered—not all on one day. They do not need to all be the same length, and they can address various things such as: reflections, thoughts, events, ideas, successes, complications of this phase as well as prior knowledge, learned content, sources, and criteria. Be sure to include which ATL Skills your entries address.

_____ By the end of this phase, your topic and goal should be finalized. Changing it even after November would result in great difficulty getting back on track. If you believe you cannot accomplish your goal and need to change it now, please talk with your supervisor and Mrs. Drake.

_____ Plan to attend any Phase 2 workshops and note any future workshop dates.

_____ You may need to have another meeting with your Supervisor. This could count as your second meeting. If it is your second meeting, be sure to record it on the Academic Honesty Form (along with documentation of your first official meeting), and upload this form to ManageBac.

**PLEASE NOTE: As you make CHANGES to your project, as you inevitably will, RECORD those changes! Don't just scrap them! Understanding and reflecting on those changes are part of the IB RUBRIC and CRITERIA!!

THE PRODUCT / OUTCOME

- Information for this step is not intended to help you create something new, but it is to remind you of what the goal of your Project is and that you should "take action"! Now is the time to actually DO what is highly challenging and motivating to you and achieve your GOAL!
  This should be a truly exciting and challenging time for you. **REMEMBER** that this is an opportunity for you to demonstrate the ATL skills of Self-Management (Organization, Affective Skills, Reflection) among others.

- **FIRST**, you should refer often to your **PLAN OF ACTION** or calendar to stay on task to complete or accomplish your product/outcome. You should be CONSISTENTLY updating your Plan of Action by adding "detailed" and "accurate" entries.

- **SECOND**, you should refer often to the **RIGOROUS CRITERIA** you have created to assess your product/ outcome to keep you focused. BE SURE YOU WILL BE ABLE TO ADDRESS ALL OF THE COMPONENTS YOU HAVE ESTABLISHED AS YOUR CRITERIA! Adjust as necessary before beginning the Product.

- **THIRD**, you should meet with your supervisor, who will help guide you and offer advice.

- **FOURTH**, you should plan to attend any scheduled workshops that will discuss previous examples of products/ outcomes so that you can see what qualifies at the highest levels of achievement.

- IF ANY UNFORESEEN PROBLEM ARISES, AND YOU FEEL THAT YOU CANNOT BRING YOUR PROJECT BACK UNDER CONTROL OR THE CIRCUMSTANCES ARE TRULY OUT OF YOUR HANDS, PLEASE SEE YOUR SUPERVISOR, MR. NATOLI, MRS. DRAKE, OR MRS. DEAL AS SOON AS POSSIBLE FOR ASSISTANCE!

ASSESS YOUR PRODUCT WITH YOUR OWN CRITERIA

- **FIRST**, be sure to meet with your supervisor BEFORE completing your product / outcome in order to ensure that you have created a "rigorous" Criteria. BE SURE YOUR PRODUCT/OUTCOME IS MEASURABLE!

- **SECOND**, determine HOW you will assess each component in your Criteria. For example, if you are creating a cookbook, and your Criteria includes a specific "audience" that can use your cookbook, what can you do to MEASURE it? For example, refer to the criteria samples again on pages 31 and 32. The criteria on page 31 is for a cookbook that, at the most rigorous level, allows anyone who is a teenager or older with experience of cooking to find the cookbook useful. What kinds of things could you do to measure this part? Will you ask certain age groups/people to take a survey? Will you have a small group to try to replicate and cook your recipe? Can you conduct video interviews for feedback? In other words, if you intend your cookbook to be accessible to a certain age group, you need to ensure that you collect feedback from that age group.

- **THIRD**, SELF-ASSESS your product / outcome using the Criteria YOU have created. You should actually score it on your Criteria/Rubric. Be honest and fair to yourself!

- **FOURTH**, reflect upon your assessment of your product/outcome & Criteria. Explain how you were able to meet your Criteria. Or, consider the reasons why you did or did not do as well as you had hoped or expected. What challenges did you face and overcome? What situations were out of your control? How do you feel you handled adversity and achievement? Consider what you have learned about yourself as an IB Learner. Upload and/or document your self-assessment in ManageBac.   If you didn't meet the highest bands, explain why (it should be something that is out of your control, not because you kept putting off completing the project).

- **FIFTH**, it is strongly recommended that you meet with your supervisor after your assessment and reflection. Ask them to read it and discuss its accuracy, based on their expertise as a teacher.

THE PROJECT REPORT

- ♦ THE REPORT IS A SPECIFIC, REFLECTIVE STYLE OF WRITING.

- ♦ WHEN WRITING THE REPORT, ADDRESS EACH IB OBJECTIVE IN THE FOUR CRITERIA!
  (The IB criteria/rubric used for assessment is found on page 10 of the Handbook.)

- ♦ The Report for the Personal Project allows students to demonstrate development in the ATL Skills and summarize their experiences as a learner and IB learner, which are recorded in **PROCESS JOURNAL ENTRIES** This is why the Process Journal Entries are EXTREMELY IMPORTANT!

- ♦ REMEMBER that the Report DOES NOT replace the product/outcome of the Project. If the product/outcome is in written form, such as a novel, it does not replace the Report. The Report is intended to allow you to explain and provide evidence for meeting the IB Criteria.

- ♦ **WHAT ARE THE REQUIREMENTS FOR THE REPORT?**
  1. The Personal Project Cover Sheet (provided to you; completed before submission)

  2. The completed Academic Honesty Form (provided to you; finalized before submission)

  3. The Project Report should be presented in identifiable sections, addressing EACH IB CRITERIA OBJECTIVE:
     - Investigating
     - Planning
     - Taking Action
     - Reflecting

  4. Bibliography / Works Cited in a consistent, accepted format.

  5. Evidence of the completed Product/Outcome. This can be a copy of the product, excerpts of the product, 5 still images or 30 seconds of video.

  6. Process Journal Extracts (attach them as an appendix) (total of 10 excerpts, which should be annotated)

THE ITEMS LISTED ABOVE MUST BE UPLOADED INTO MANAGEBAC
BY 2:30 PM ON THURSDAY, FEBRUARY 15

♦ The LENGTH of the Report is:

Format	Length		
	English, French, Spanish and Arabic	Chinese	Japanese
Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

♦ The format of your Report can vary, and it will depend on the resources, your interests, learning styles, and personal strengths. **REMEMBER** that your ability to communicate clearly and concisely is essential to demonstrate the elements of the Report and reach the highest achievement levels of performance. Be sure to meet with your supervisor to determine the best format for your Report.
The possible report formats are: written, electronic, oral, and visual.

♦ If you are submitting a report in a multimedia format, refer to the following table for length requirements:

Time (audio or audio-visual recording)		Word limit
3 minutes	And	1,200–2,800 words 2,688–3,360 characters 2,400–5,600 kana/kanji
6 minutes	And	900–2,100 words 2,016–2,520 characters 1,800–4,200 kana/kanji
9 minutes	And	600–1,400 words 1,344–1,680 characters 1,200–2,800 kana/kanji
12 minutes	And	300–700 words 672–840 characters 600–1,400 kana/kanji

TIPS FOR THE PROJECT REPORT

♦ Use the IB Project Report Rubric on page 10 of this handbook as a guide to write your Project Report. Use the 4 Criterion with the 12 Objectives to structure your Report.

For example, in the section you will label "Criterion D: Reflecting", the objective states "The student is able present **excellent** reflection on his or her development as an IB learner through the project."
Students can use IB "terminology", such as the characteristics of the IB Learner profile, in their reflection in the Project Report. For example, explain how the project has impacted you as a "risk-taker" and "inquirer", how you've improved as a "knowledgeable" learner, and/or expanded your definition of what it means to be a "caring" individual and wanted to encourage others to be more "caring".

♦ The Report IS NOT:
-Your product/outcome.
-A collection of Process Journal entries (your Process Journal entries will provide supporting evidence to what is in your Report).
-A style of writing where your Report must look exactly like someone else's (including examples of reports).

♦ More Tips and Examples to Complete Your Report:
-Plan and organize your time to submit it by the due date!
-Meet with your supervisor to check over your completed Report. Ask questions for clarity.
-Proof-read! Get others to proofread!
-Attend a peer-editing session.
-Attend workshops for helpful tips.

♦ You will have access to various samples/examples of Project Reports. Please use them as examples only. Do not think your Report must sound like the samples/examples.

Take the time to plan, draft, proofread, rehearse, and prepare materials necessary to complete the Report.
There is no reason to not have a Report submitted on the due date!

♦ The Cover Sheet and Academic Honesty Forms can be found on the following pages.

MYP Personal project coversheet

Personal project

Student name	
Student number	
School name	
School number	
Supervisor name	

Title of the project:

Goal of the project:

Length (word count and/or presentation time):

Included when submitting the project

A completed academic honesty form ☐

Process journal extracts ☐

Any supporting visual aids used during the presentation, if applicable ☐

Bibliography/sources ☐

MYP   PERSONAL   PROJECT

Student name	
Student number	
School name	
School number	
Supervisor name	

Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:

Meeting 3			Student:
			Supervisor:

Supervisor comment

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Supervisor's signature	Date

Please check off that you have completed the following assignments by the due date:

_____ Chronicle the completion of your product/outcome in your Process Journal in ManageBac. Be sure to upload and include ANYTHING AND EVERYTHING you do to complete your Project. Again, all entries do not need to be the same length or even a specific length. You can address such things as: reflections, thoughts, changes, successes, struggles, learned knowledge, sources, pictures, interviews, etc. Be sure to include which ATL Skills your entries address.

_____ Upload the Assessment of your Project by your own Criteria to ManageBac.

_____ Finalize the Academic Honesty Form. You should have your second and third meetings with your supervisor. Please take the time to meet with your supervisor at this point and/or as you work on your Project Report to get valuable feedback. Your supervisor can even assess your Project; please consider his/her advice.

_____ Ensure you have uploaded all of your Resources, Plan of Action, Criteria, and anything else you've completed for your Project.

_____ FINALIZE YOUR PROJECT REPORT. The due date is THURSDAY, FEBRUARY 15. THERE WILL BE NO EXCEPTIONS! The Project Report Checklist is below:
    _____ Personal Project Coversheet
    _____ Academic Honesty Form
    _____ Project Report
    _____ Bibliography / Works Cited
    _____ Evidence of Completion of Your Product
    _____ 10 Annotated Process Journal Entries

_____ Plan and prepare for submission and Exhibition Night; obtain and send/deliver invitations.

_____ DON'T FORGET TO BE THANKFUL! Please send a note of thanks to those who mentored you during your Project. You might want to thank your supervisor, parents, friends, mentors. If you need cards, see Mrs. Drake.

_____ Know that Mrs. Drake is PROUD of your accomplishments and was honored to have the chance to work with you all again this year. You are encouraged to continue in the Diploma Programme!

♦The deadline to upload Project Reports to ManageBac is Thursday, FEBRUARY 15. Students will also need to submit ONE HARDCOPY of their Project Report to Mrs. Drake by 2:30 that day. Again, **THERE WILL BE NO EXCEPTIONS TO THIS DUE DATE**!   We MUST have time to assess the Projects!

♦Project Supervisors will then
* ***** "Internally standardize" the Project Assessment, which means that teachers will discuss and agree upon what is acceptable at each level of achievement for the four Criteria.
* *****Assess your Project Report according to the Assessment Criteria in the MYP Projects Guide.

♦Soon after Projects are internally standardized and assessed, students will be informed of their results from the MYP Coordinator (Mrs. Rotan) and the Personal Project Coordinator (Mrs. Drake). Students will have the opportunity to not only see their specific scores for each Criteria, but also gain valuable feedback on areas of strength and needed improvement, which should help students who wish to continue into DP.

♦Students can score anywhere from a "0" for not submitting a project to a "32", which would meet the highest level of achievement (an "8") in all four Criteria. Please see the table below for the IB grade descriptor associated with potential scores:

♦STUDENTS SHOULD FOCUS ON THE FINAL GRADE OF 1-7 AND *NOT* THE 0-32 BOUNDARY GUIDELINES!

MYP General Grade Descriptors		
To arrive at a criterion levels total for each student, teachers add together student's final achievement levels in all criteria.		
Grade	Boundary Guide-lines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates crucial or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

****CONGRATULATIONS!!****

♦ Making it to this phase means that the only thing left for you to complete is showing off your product!

♦ Since completing the Project meant dedicating and organizing your time for the better part of a school year to complete, you should feel very proud of yourself (and very relieved)!
Now it is time to show your vision to your parents, school, and community!

♦ Please be sure to invite
  -Your parents and other family members
  -Your mentor, coach, experts, or anyone else who contributed to the success of your Project
  -Your friends (it may be especially helpful for anyone in MYP to attend to see what the Project is about)

♦ On Exhibition Night, YOU are the expert, so there is no need to feel nervous. You should take the time to explain to our guests what you have been working so hard on and why it is important to you. Share with them your passion for your Goal!

♦ Again, completing the MYP Personal Project is certainly an accomplishment!
♦ Take the time to celebrate!

♦ **The Personal Project Exhibition Night will be held on Monday, April 16 at 6:30 pm at Concord High School**

Friday, September 1	◆ Managebac fee paid ($12.00) (bring money to Critical Thinking class)
Friday, September 8	◆ Topic added to Google Sheet (located on Mrs. Drake's webpage). This will be used to pair you with a supervisor
Friday, October 6	◆ Topic, Goal, Global Context entered into ManageBac ◆ First Meeting with Supervisor Recorded, signed ◆ At least one entry in Process Journal entered into ManageBac
Friday, December 1	◆ Plan of Action entered into ManageBac ◆ Research entered into ManageBac ◆ Criteria entered into ManageBac ◆ Multiple Process Journal entries in ManageBac ◆ Second Meeting with Supervisor Recorded, signed
Thursday, February 15	◆ Product/Outcome Completed ◆ Project Report Completed and Uploaded into ManageBac with all necessary Paperwork ◆ Hard Copy submitted to Mr. Natoli by 2:30 pm ◆ Additional Process Journal entries into ManageBac ◆ Third Meeting with Supervisor Recorded, signed ◆ Assessment by your supervisor is scheduled to occur on Friday, February 16
Thursday, March 29	◆ Meeting with Supervisor to discuss comments and resubmission documented ◆ Resubmissions of Personal Project Reports are due. Hard copy submitted to Mr. Natoli by 11:00 am (end of school day) (this is a half day) ◆ Resubmission Report must be uploaded to Managebac by 11:00 am (end of school day) ◆ Re-assessment by your supervisor is scheduled to occur on Thursday, March 29 after school
Monday, April 16	◆ EXHIBITION NIGHT! 6:30 in the CHS Media Center
NOTE: All dates are tentative and subject to change. Please listen for announcements!	