

Personal Project



01 What it is



02 Steps Involved



03 FAQs



An **Inclusive**
Learning
Community



Inspiring

International Mindedness
Personal Excellence
Creative Thinking

Student Guide

This guide book, and its accompanying website, will serve as a valuable tool for you as you complete your project. It has been compiled using the IB Official Guide, the Overseas School of Colombo's assistance, and the writings of your NIS teachers who want to help you to succeed and grow as a learner through this project.

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What is my Timeline?

September	PP blog goes live; check for updates / news
September	PP meeting in MYP LGR during advisory time
September	PP All day session. Location TBD
November	PP meeting in MYP LGR during advisory time
January	PP draft report and process journal to your supervisor
February	Final due date for product, report and process journal
March	PP Exhibition - Evidence of product

What is the Personal Process Project?

The Personal Process is just that – a process to create a project about something personal – something that you are interested in. This process is produced over 6-8 months.

The personal project aims to allow you to explore a personal interest and demonstrate action through learning. You will be working on this project for ten months, so choose a project to which you can commit.

There are a wide variety of forms your personal project could take; below are some options:

- A written analysis or essay on a specific topic
- A piece of creative writing
- An original science experiment
- A developed business, management, or organizational plan
- An original work of visual, dramatic, or performance art
- Action to support your community
- A personal fitness plan
- A music composition

You are free to create your project in any way that best expresses your interests and talents and takes advantage of your learning styles. Choose the best fit for you so you can reach your full potential.

Which language should I use?

At NIS, most students are able to write their Personal Project in English. Some students may apply to write their Personal Project in their first language. You may be eligible if:

- you are in **English B Standard**;
- the school has a teacher who is able to read in the students' first language;
- the teacher supervisor is not overloaded, simply because they speak that language;

You must apply to do your Personal Project in your home language by the end of the 2nd week of September.

If permission is granted, your parent must meet with the MYP Coordinator and the supervisor. Once you have been granted permission to do your Personal Project in your home language, you may not change your mind after the 3rd week of September.

Your Personal Process Project should...

- Allow you to explore a personal interest
- Generate new ideas and deeper level thinking about an idea or topic
- Be an open-ended question that allows for self-directed investigation
- Include a process journal, a product, and a report
- Be defined through the context of **one** Global Context
- Demonstrate your mastery of the ATL skills

- Allow you to communicate in a variety of situations
- Connect to subject-specific knowledge

What's in a PP?

A student's personal project consists of **three components**:

- The process journal
- The report
- The product/outcome

The Process Journal

What should I keep in my Journal?

Your journal is primarily to make regular and detailed **reflections** on your ideas, progress and challenges. Record your responses to other people's feedback, your good experiences and your disappointments.

Your journal is **also** a complete record of **everything** you do for your Personal Project, from **start to finish**. You should use your journal to store:

- Notes and ideas on your project area of interaction
- Concepts for your project
- Drawings, pictures, clippings, photographs
- Information gathered from your investigations
- Copies of interviews and discussions with people
- Plans for your project
- Timelines, data collected, photos, videos

Your journal is the most important document in your Personal Project experience. You will use it to write your report.

What should my journal look like?

You choose your journal format. Choose a format that allows you to be organised and chaotic, tidy and messy, because you will be putting scraps as well as good documents into it. You therefore can choose from a number of formats:

- A web site
- An iBook /a video
- A booklet
- A scrapbook

Choose the one you feel will be the most effective for your style of learning

The Product/Outcome

The product or outcome *may be, but is not limited to:*

Performances

play, dance, song, speech

Static visual displays

photographs, art, model,
artifact, drawings
blueprint/architectural
drawing, experiment

Published writing

creative prose, collection of
animation, film, poetry,
extended article

Interactive displays

website, video, audio-visual,

Events

service in action, celebration, major event, successful
completion of an competition

You must develop and define a set of realistic specifications in order to measure the final product or outcome. This must be documented in your process journal.

How will my product be assessed?

The product is assessed by applying the specifications for Criterion C: Taking Action in strand 1:

- i.create a product/outcome in response to the goal, global context and criteria

Your supervisor will assess your work against the four criteria outlined. Your work will then be reassessed by a group of supervisors to confirm the levels. Students' work will also be sent to be externally moderated.

The Report

The formats for the “report” may be one of the following:

- Written report in the format of an academic report
- Recorded oral report that includes visual support
- Multimedia presentation such as a short film or a website that includes both written text and an audio-visual component

Written Report

The report must include: Title page; Table of contents; Body of the report; Bibliography; Appendices.

Recorded oral report / multimedia presentation

If you choose one of these formats, you must communicate your choice to the Personal Project Coordinator.

Must include: Title page; Summary of the project (no more than 150 words); Reference list.

Length of the report

- English, Korean: 1500-3500 words, not including appendices and reference list.
- French, Spanish, Chinese: 1800 - 4200 words/characters.
- or 15-minute oral presentation or audio-visual recording.

Responsibilities

A supervisor advises you throughout the personal project. This will be a teacher at NIS, and it is vital that you maintain strong lines of communication with him or her. You will meet with your supervisor at least **three times**.

Supervisor's Responsibilities

You will be assigned a supervisor. Your supervisor will:

- meet with you on a regular basis and support you throughout the process
- not necessarily be an expert in what you want to do but may be able to guide you in the right direction; If you need additional expertise or advice you are encouraged to interview experts in the field.
- discuss your ideas and goals
- provide feedback on developing success specifications for your final product/outcome
- check the development of your process journal and provide feedback
- look at drafts of your report and suggest ways you might improve
- assess your report with other supervisors

Your Responsibilities

- Arranging meetings & updating with your progress
- Asking for help when needed
- Being prepared for the meetings with your supervisor
- Keeping your process journal up to date
- Sharing your process journal with your supervisor
- Having your supervisor sign your "Academic Honesty" form at your initial meeting, one meeting during the process and the final meeting

What are the Global Contexts?

The **Global Contexts** are the perspectives through which your project is explored. Choosing a Global Context to fit your goal is important as it provides a context for exploration into a topic through **investigating, planning, taking action** and **reflecting**.

Your **Global Context is at the heart of your personal project**. You must provide continuous reflection on the connection between your project and your chosen Global Context. Select a Global Context that is appropriate for your topic and allows for insightful connections and deep reflection. When choosing a Global Context, ask yourself:

- 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?



Global Contexts: Identities and Relationships



Who are we?

What does it mean to be human?

Through this context, you will explore your personal identity, beliefs, your relationship with others and your role in your community/culture.

This context is a good fit for projects that explore:

- Personal identity, beliefs and values
- Personal health including physical, mental, social or spiritual aspects
- Interpersonal relationships

Projects that may be a good fit for Identities and Relationships could relate to health and well being, psychology, personal identity, role models, competition, morals and ethics.

Global Contexts: Orientation in Space and Time



What is the meaning of "where" and "when"?

This context is appropriate when exploring key events in personal or human history as well as the interconnectedness of civilizations and individuals.

This includes:

- Personal or family histories
- Key events in humankind such as discoveries, explorations and migrations
- The interconnectedness of individuals and civilizations from personal, local and/or global perspectives

Orientation in Space and Time may be appropriate for projects which explore civilizations, history, evolution, geography, migration, trade and major turning points in human civilization.

Personal and Cultural Expression



What is the nature and purpose of creative expression?

Creative expression is at the heart of this Global Context.

Through Personal and Cultural Expression, you will focus on:

- Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- Ways in which we reflect on, extend and enjoy our creativity
- Appreciation of the aesthetic

This context is appropriate for those who want to undertake an artistic or craft based product, as well as individuals who want to inquire about systems, philosophy, thinking, entrepreneurship, and languages.

Scientific and Technical Innovation



How do we understand the world in which we live?

Science and technology are tools through which to interact with our natural world and community.

Through the context of Scientific and Technical Innovation, you will explore:

- The natural world and its laws
- The interaction between humans and the natural world
- Scientific principles
- Impact of science and technology on the environment as well as communities
- Human manipulation of environments

This may be suitable for projects that relate to science, engineering, virtual environments, mathematics and adaptation.

Globalization and Sustainability



How is everything connected?

The connection between local actions and global impact is the lens through which this Global Context is explored.

This context relates to:

- Interconnectedness of human systems and communities
- Opportunities and tensions arising out of internationalism and interculturalism
- Impact of decisions on the global community and environment

This context may be appropriate for projects related to economics, geography, urban planning/infrastructure, conservation and human impact on the environment.

Fairness and Development



What are the consequences of our common humanity?

Fairness and Development focuses on rights and responsibilities of individuals within a community.

Also related to this context are:

- Distribution of finite resources with other communities and living things
- Equality
- Peace and conflict resolution
- Relationships between communities

This context may be appropriate for students with an interest in law, political science, governments, rights, peace and security.

What are the Approaches to Learning?

How do I learn best? How do I know? How do I communicate my understanding?

ATLs are important skills that are necessary to develop and produce your personal project. Use of the ATLs is reflected in the criteria, so record and **provide evidence of application of each ATL in your process journal.**

ATL	Sub-Skill	What is it?
Communication	Communication	Written, oral, and visual communication
Self Management	Organization	Time management, structure of ideas and information
	Affective	Goal setting, empathy, resilience
	Reflection	Learning through your experiences and clear connections to Global Contexts
Research	Information Literacy	Research Skills
	Media Literacy	Selection, interpretation, and documentation of sources
Thinking	Critical Thinking	Analysis and application of information
	Creative Thinking	Creation, innovation, and new perspectives
	Transfer	Applying knowledge and understanding to other contexts/situations
Social	Collaboration	Working with others, demonstrating leadership

How do I complete my PP?

Step 1: Create a process journal

Criteria assessed: Criterion A Investigating, Criterion B Planning, Criterion C Taking Action, and Criterion D Reflecting

Process journals are used to document the development and process of your project. This is to be used regularly as a place for **planning, investigating, exploring ideas, and reflecting**. You can choose to include the following elements depending on your project, interests and learning style:

- Text, audio and/or videos
- Diagrams, charts and graph graphs
- Photographs, sketches or pictures
- Written/audio/video excerpts of interviews
- Written/audio/Video reflection

Your process journal can be on paper, a website, via social media, a slideshow, etc.. Regardless of the format, you will be asked to select 15 excerpts from your process journal to demonstrate your progression through your project. These **excerpts will be sent to the International Baccalaureate programme** to be marked as part of your final project.

Here are some ideas for how you can use your process journal:

- Recording your investigation process and researched information
- Planning; Recording formative feedback
- Reflecting on different stages of your project
- Evaluating your completed work; producing your project report
- Reflecting on your learning; Exploring ideas

Step 2: Brainstorm Ideas

Criteria assessed: Criterion A: Investigating

Before you can define a clear goal, brainstorm all of the ideas that interest you. Use your **process journal to document** your thinking, and follow the steps below to efficiently conduct your initial research.

- What are you interested in?
- What topics can connect to subject-specific knowledge?
- What will maintain your interest for the next 10 months?
- What will expand your learning beyond the school walls?
- Brainstorm ideas for potential projects. Talk to friends, family, and teachers to help generate viable ideas for your project

Step 3: Identify Prior Learning

Criteria assessed: Criterion A: Investigating

Now that you have an idea for your project, think about what you already know so you can best focus your research. You need to identify prior learning and subject-specific knowledge that relates to your project.

- Identify prior learning/knowledge relates to your topic
- Identify and list knowledge gathered from specific subjects that relate to your topic
- Generate a list of general questions you have about this topic
- Research answers to your general questions and identify a clear, focused, topic
- Create specific questions to guide you through your research phase; you may add questions as you research and create

Step 4: Define your Goal

Criteria assessed: Criterion A: Investigating

Once you identify your focused topic, turn it into a clearly defined, achievable goal. Your goal should be something of personal interest that you can complete independently. Your defined goal should be **accomplished within the ten months** allotted for this project, and allow time to meet all of your **academic requirements, extra-curricular activities and maintain a balanced lifestyle**. A highly challenging goal will give you access the highest bands in the investigating criterion, but also requires more commitment. You may achieve a highly challenging goal in the end, but only through sacrifice of responsibilities to your school and yourself. Goals should be personally challenging, but also something you can accomplish.

Below are some examples (IBO, 2014):

Challenging Goal	Highly Challenging Goal
Document your self-taught skills of photography	Document your neighborhood through a photography exhibition
Create a durable bag using second hand materials	Create a range of bags using second hand materials to exhibit at the local arts center
Write an article on a topic of interest for a journal and submit it to an audience	Write and publish an original book length feature on a topic of interest

Table 1: Types of Challenging Goals

Step 5: Select your Global Context

Criteria assessed: Criterion A: Investigating, Criterion C: Taking Action & Criterion D: Reflecting

Centering your goal on **one** Global Context will help you to bring your project from **awareness into action**. The Global Context you choose for your personal project will be the perspective from which you approach your project. **Select only one Global Context** and reflect through this context at every step of the process. Your planning, techniques, and analysis should be directly related to your Global Context.

In your report, you will need to justify how and why this Context is most appropriate for your project and provides the perspective through which your project is undertaken.

- What do I want to achieve through my personal project?
- What impact do I want my project to have?
- From what perspective do I want to approach my project?

Refer back to the Global Context page for more specific information on choosing the best context.

Step 6: Investigate your Defined Goal

Criteria assessed: Criterion A: Investigating

Now that you have defined your goal and created focused questions to guide your research, it is time to investigate. When researching, you should select a **range and a variety** of reliable sources. Use as many of the sources below for your research:

1. Interviews; survey data
2. Published works
3. Videos, music, and images
4. Internet resources

Your research must be **recorded in your process journal**. As you develop your product, you should continue to create new questions and conduct research.

In order to demonstrate "excellent research skills", as defined in the Investigating Criterion, record in your process journal and report on the following factors of each source:

Origin: Addresses the who, what, where and when of a given source.

Purpose: Addresses the "why" of a source. Why did the author create this source? What was his/her intent when he/she created this piece? What is the **bias** of the piece?

Value: How does this source help me achieve my goal? Is the author/publisher **credible**? How is this **relevant** to achieving my goal?

Limitation: Is the source **current**? Is the source **accurate**? Is the information in the source supported by evidence? Is the source objective or subjective?

Step 7: Create Specifications

Criteria assessed: Criterion B: Planning, Criterion D: Reflecting

After you have spent time researching and have a clear understanding of what you want to achieve, determine how you will measure and test your success. The **Taking Action Criterion** assesses your ability to create a product reflecting your specifications. The **Reflecting Criterion** assesses you on your ability to evaluate the quality of your product against your specifications.

With the **help of your supervisor and an expert**, determine the **factors which make your product successful, and of a high-quality**. Also determine how you will test your product to see if it meets these specifications. Use your process journal to record your initial specifications, and any refinements or minor

changes you have made. Using rubrics or checklists, such as the ones teachers use to evaluate your class work, may help you determine the quality of your product.

- When developing your specifications, ask yourself:
- What do I want my outcome to be?
- How will I demonstrate a "high quality" product?
- How am I going to test my product?
- What is the difference between a successful outcome and an unsuccessful outcome?
- What specific vocabulary needs to be included?
- How do these specifications allow me to test and evaluate my product within my chosen global context?

Step 8: Develop a Plan

Criteria assessed: Criterion B: Planning

Your plan needs to define not only the starting and ending points of your process, but describe the significant steps in between. You need to **record your plan**, as well as how you **applied your research and information** to your plan, in your process journal. Your plan will be assessed in the **Planning Criterion**, so it is essential you include a plan.

- Things to consider when developing your plan:
- What resources do I need to develop my product?
- What major steps do I need to take to complete my product?
- What is the timeframe for completing each step of my product?
- Is my plan logical and feasible?
- Which research did I use to create my plan and why?
- Does my plan allow me to meet my evaluation criteria?
- How does this plan allow me to develop my understanding of my Global Context?

Step 9: Taking Action

Criteria assessed: Criterion C: Taking Action

You have finally completed the groundwork necessary to start creating your product. As you create, you need to **think** about the **application** of your information, make **connections** to your Global Context and **reflect on the successes and obstacles of your creation process**. Demonstrating application of your researched information, and reflection on the process of creation is an integral part of the personal project. As you work on your product, note in your process journal the following things:

- Which research was applied, and how was it applied to your product?
- What decisions were made based on which resources?
- **What were the solutions to problems you encountered, and how did you develop each solution?**
- What were the results of trial and error, and how did you use this information in the development of your product?
- How did the research and development of your product fit your chosen Global Context?

As you develop your product, it is vital you regularly record your ideas, challenges and solutions in your process journal. This information will be needed to demonstrate thinking, communication and social skills for the Taking Action criterion.

Step 10: Evaluate the Outcome of Your Product

Criteria assessed: Criterion D: Reflecting

Once your product is completed, test your product against your specifications and evaluate the outcome of your product. After testing your product, record the following information in your process journal as you will need to include it in your report:

- How did my product rate against my specifications?
- Was my testing method the most appropriate method for my product?
- If I were to complete my product again, what specific changes would I make and why?

Step 11: Reflect on your learning

Criteria assessed: Criterion D: Reflecting

Now that you have completed your product, **reflect** on what you have learned. Make connections between your topic, your Global Context and the IB Learner Profile. Explain how you can **transfer** this learning to a new situation. It is necessary to **communicate** this **thinking** in your report if you are to achieve the highest possible marks.

- How has completing this project extended my knowledge and understanding of the topic and Global Context?
- How can I take what I learned and transfer it to new situations?
- How does my Global Context apply to what I learned from this project?
- How can I turn my new awareness into action?
- How has this project developed my as an IB learner?

As you reflect on your learning, think of **specific examples** of how you can transfer this learning to other contexts. Don't just identify your learning, explain your learning.

Step 12: Reporting on Your Project

Criteria assessed: Criterion A: Investigating, Criterion C:

Taking Action, and Criterion D: Reflecting

The report is a significant component of your project. It is through your report that you **communicate** your **information, reflection, thinking**, and **transfer** skills. Since the report is a major

component of the personal project, it requires as much **organization**, preparation, and focus as your product. The following section fully details the process of reporting on your personal project.

When writing your report, the following tips can help you to maximize your time and clearly **communicate** your learning.

- **Outline** your report and have it checked by your supervisor. This will allow you to make edits to content and organization before you write.
- When writing your report, write it in chunks by focusing on one section of the report at a time. Then, have your supervisor edit each chunk before you move on. This will allow you to receive feedback and advice before you tackle the entire report.

Nanjing International School is principled through the practice of academic honesty. Therefore, it is essential that you cite your sources using **APA Formatting**. Please refer to the section titled "How do I cite my sources?" for further clarification on how to properly reference your sources. If you choose to conduct an interview, you need to place a transcript of this interview in your **appendices**.

Step 13: PP Exhibition Evening

Your display for Personal Project Presentation Night is your public face, so it needs to look professional. The following items should be included in your display:

- Your name
- The title of your project
- Your focus Global Context
- Visuals that explain significant steps from inception to completion

- Photos of the process of creation or the finished product
- A display of the finished product or photos of product
- Other relevant visual aids

Remember, your job on presentation night is to inform others of your product, process of creation and learning. Include in your display items that will help you to convey this message. Keep in mind these aspects that create a good display:

- Visually appealing - colorful and full of images
- Tidy
- Big enough font so your display can be read from a distance

Don't forget, you are also part of your display. You should strive to be polite, articulate and engaging to all those who visit your display. Wear professional clothing.

Frequently Asked Questions: FAQ!

What is reflection?

When you are reflecting, you are describing what happened, are expressing your feelings, are generating ideas and are asking questions. This happens throughout the whole process. It also happens at the very end, when you reflect on your learning and when you pull together all you've learned. Reflection helps you to revise and rethink your plans. It helps you to internalise your learning process.

How do I cite using APA Formatting?

This is a quick reference to the APA (American Psychological Association) referencing system. For a comprehensive guide refer to:

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.) Washington DC: APA

http://wiki.nanjing-school.com/groups/library/wiki/11323/APA_Formatting.html

Reference List

Notes: Unlike a bibliography all items in a reference list need to be referred to. If a source is in your reference list, then it's cited in your paper; if it's cited in your paper, then it's in your reference list!

For books: author/ editor (Ed. (year of publishing), *title*, edition, volume number, place of publication and publisher (Not all these details will necessarily be applicable. Leave blank any information which is not applicable except for date of publishing which is replaced by (n.d.)

For journal articles: author of the article (year of publication) title of the article, *title of the journal*, volume and issue number of the journal and page numbers

In-Text Citations

All types of resources including blogs, images, etc. Full references needs to be given in the Reference List. When making a direct quote the page numbers need to be given after the date, for example, (Smith, 2007, p.14).

What should be in my report?

- **Title Page** - Title, Name, Supervisor, Date
- **Table of Contents Page** - Title "Table of Contents." Use your word processor's styles function to automatically build the table of contents.
- **Paper Title** - Centred on the top of the first page of the body of your paper
- **Headings and Subheadings** - Left justified with no indenting
- **Paragraphs** - Times New Roman 12, 1.5X or 2X spaced, with 4 spaces or a .25" indent.
- **Images and Tables** - Centred, as close to their descriptions as possible, and labeled chronologically numerically underneath
- **Appendices** referenced in-text chronologically alphabetically. The first appendix is (See Appendix A) and the second is (See Appendix B). This is regardless of what order you'd like in the appendices.
- **In-text Citations** - (Lastname, FirstInitial, Year, p.No). The period comes AFTER the citation, not before.
- **Reference List** - Title is centred. Reference list is ordered alphabetically and not sorted by media type. It is hanging indented. Only include sources used (this is NOT a bibliography) and do not include personal communications or anything that cannot be tracked by a reader.
- **Appendices Page** - A new page. The first title is Appendices, centred. Each subsequent appendix is on a new page and is labelled as shown in the body of the paper (e.g. Appendix A, Appendix B, etc.)

How do I setup my report?

Title Page

Table of Contents

Body with these headers:

- Introduction

 - Context

 - Global Context

 - Product Specifications

- Criterion A: Investigating

 - Prior Learning

 - Literature Review

- Criterion B: Planning

- Criterion B: Taking Action

- Criterion C: Reflecting

 - Evaluation of Product

 - Reflections on Knowledge & Understanding

 - Reflections on Skills as a Learner

Reference List

Appendices

- Appendix A: Title

- Appendix B: Title

How am I assessed?

Criterion A: Investigating

Maximum: 8

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

The student is able to...

Levels	Descriptors
0	The student does not achieve a standard described by any of descriptors below.
1 - 2	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.
3 - 4	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.
5 - 6	define a clear and challenging goal and context for the project, based on personal interests; identify prior learning and subject-specific knowledge generally relevant to the project; and demonstrate substantial research skills.
7 - 8	define 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 the project; and demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

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

The student is able to...

Levels	Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
1 - 2	develop limited criteria for the product/outcome; present a limited or partial plan and record of the development process of the project; and demonstrate limited self-management skills.
3 - 4	develop adequate criteria for the product/outcome; present an adequate plan and record of the development process of the project; and demonstrate adequate self-management skills.
5 - 6	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.
7 - 8	develop rigorous criteria for the product/outcome; present a detailed and accurate plan and record of the development process of the project; and demonstrate excellent self-management skills.

Criterion C: Taking Action

Maximum: 8

In the personal project, students should:

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

The student is able to...

Levels	Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
1 - 2	create a limited product/outcome in response to the goal, global context and criteria; demonstrate limited thinking skills; and demonstrate limited communication and social skills.
3 - 4	create a basic product/outcome in response to the goal, global context and criteria; demonstrate adequate thinking skills; and demonstrate adequate communication and social skills.
5 - 6	create a substantial product/outcome in response to the goal, global context and criteria; and demonstrate substantial thinking skills; and demonstrate substantial communication and social skills.
7 - 8	create an excellent product/outcome in response to the goal, global context and criteria; demonstrate excellent thinking skills; and demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

- evaluate the quality of the product/outcome against their criteria
- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- reflect on their development as IB learners through the project.

The student is able to...

Levels	Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
1 - 2	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 the global context; and present limited reflection on his or her development as an IB learner through the project.
3 - 4	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 the global context; and present adequate reflection on his or her development as an IB learner through the project.
5 - 6	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 the global context; and present substantial reflection on his or her development as an IB learner through the project.
7 - 8	present a 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 the global context; and present excellent reflection on his or her development as an IB learner through the project.

Your personal project grade is based on a “criterion related” assessment system. This means that you are assessed using a set of criteria that are used in all IB MYP schools to assess all personal projects. In order to achieve your full potential, refer to the following level descriptors to determine what elements need to be incorporated into your personal project.

Assessing the personal projects is a multistep process. Initially, the project will be assessed by your supervisor. Next, a moderating team of 4 - 5 teachers will assess your project and return their results to your supervisor and to the PP Coordinator. If there are any major discrepancies, your supervisor will discuss these with the moderating team before coming up with a final result. A selection of PPs will then be sent to the International Baccalaureate Organisation for a final moderation. All this ensures that you have the most fair assessment possible for all your hard work. Is there a checklist for handing in my PP?

Use this checklist to see if you are ready to turn in your report.

My **title page** contains:

My full name

Title of my project and my focus Global Context

School name

Year

Word count

I have a **table of contents** that lists subheadings and page numbers

My report includes all of the **information** listed under "How do I organize my personal project"

I used **subheadings** through out the body of my report

I typed my project using **Times New Roman 12pt.**

I used standard **margins** and **indented** the first line of each paragraph

I used **Insert Page Number** to automatically number all my pages.

I **spell checked** my report

I **revised** and **edited** my report

I put extra information in an **appendix**

If I used appendices:

I **labeled** each one clearly (Appendix A: Title, Appendix B: Title)

I **referred** to each one in the body of my report

The appendices are after the reference list

I selected 15 extracts from my process journal

I have evidence of my product to submit and/or show during the PP Exhibition

I followed the PP Coordinator's instructions for uploading my work

I filled out and submitted my cover page and academic honesty page

Credits and Acknowledgements

International Baccalaureate Organization. (2014). *Projects guide*. Retrieved from Online Curriculum Centre, International Baccalaureate Organization website: <http://occ.ibo.org>.

Overseas School of Colombo. (2008). *Student projects guide*. Unpublished manuscript, Overseas School of Colombo, Colombo, Sri Lanka.

Perth, PLC (n.d.). *Global Contexts*. Retrieved from Online Curriculum Centre, International Baccalaureate Organization website: <http://occ.ibo.org>.

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