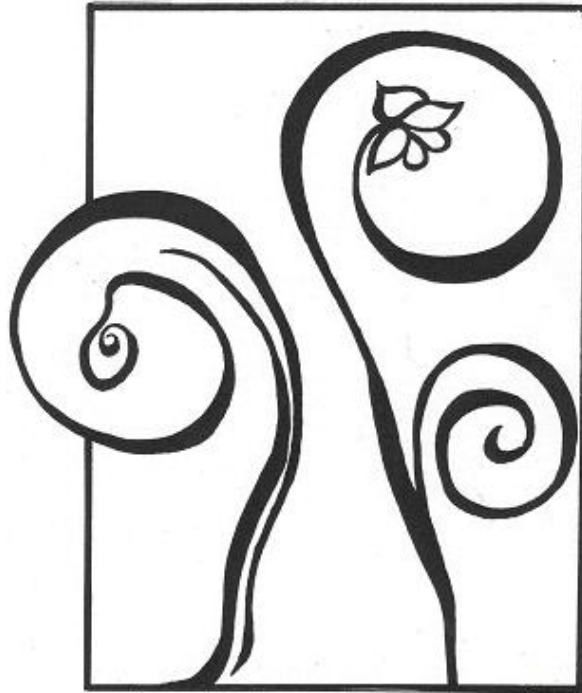


Student's Name: \_\_\_\_\_

Supervisor for 2009-2010: \_\_\_\_\_



Luanda International School

# **PERSONAL PROJECT BOOKLET**

## **Student Guide**

## ABOUT THIS BOOKLET

The purpose of this booklet is two-fold:

- to provide information needed through the process of the Personal Project
- to enable you, the student, to record your process journal entries

General comment:

The Personal Project is what it says, ‘your personal project’ and as such it is under your control and is your responsibility. Therefore, whilst the information provided in this booklet is essential for the development of a successful Personal Project, if you choose to create a different type of Process Journal that is your choice. It is important to remember:

- The information here is meant to be helpful, and is worth reading!
- **A Process Journal with dated entries is a ‘must’**

# Table of Contents

About this booklet .....	2
Table of Contents, Bibliography & Acknowledgements.....	3
Timeline.....	4
Introduction.....	5
• What is the Personal Project?	
• What are the AIMS of the Personal Project?	
• What are the OBJECTIVES of the Personal Project	
Process Journal.....	7
Role of your Supervisor and Guiding Questions.....	8
First Steps.....	9
• Product Ideas	
• Choosing a Topic and Product	
The Personal Project and the Areas of Interaction.....	12
The Phases:	
Phase 1: Orientation.....	13
Phase 4: Presentation .....	14
Personal Project Topic Notification Form.....	15
Your Supervisor.....	16
Student/Supervisor Contract.....	17
Phase 2: Guiding questions – Research .....	18
Phase 3: Guiding questions –Reflection and Product Development .....	18
Personal Statement information.....	19
Some additional points to remember when writing your Personal Statement .....	21
Reflection form for Personal Project Draft Essay .....	22
Appendix 1: MYP Personal Project Assessment Criteria and detailed description.....	23
Appendix 2: A sample Personal Statement.....	29

*N.B. The information for the Personal Project has been divided into 4 phases. The order of the phases in this booklet is organized in a ‘need to know’ order. It is important to be thinking about Phase 4 while you are still working on Phase 1.*

## Bibliography & Acknowledgements

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- IBO Personal Project Guide (2004 update)
- IBO Personal Project In-Service Training Resources
- IBO documentation provided on the online site [www.ibo.org](http://www.ibo.org) and the IBO online curriculum centre
- Extracts from Osaka International School and Sekolah Pelita Harapan

PERSONAL PROJECT TIMELINE  
2009-2010

- **Wednesday, April 15<sup>th</sup>** – Year 10 Students receive Personal Project Guide during Homeroom. It is expected that you read the Guide before the general orientation on April 29<sup>th</sup> and come with specific questions.
- **Wednesday, April 22<sup>nd</sup>** - Year 10 students assess Year 11 Personal Project Oral Presentations. This is an evening meeting and your parents are also asked to attend.
- **Wednesday, April 29<sup>th</sup> and Wednesday, May 6<sup>th</sup>** – General Orientation about Personal Project during homeroom. Students should have read the Guide and come with specific questions.
- **Monday, May 11<sup>th</sup>** – Turn in process journal to MYP Coordinator with answers to all questions on pages 12 and 13. (Step 1)
- **Wednesday, May 13<sup>th</sup>** – MYP Coordinator will return your journal with comments and/or follow up questions. Begin work on the outline (see page - 13 Step 2).
- **Monday, May 18<sup>th</sup>** – Turn in journal to MYP Coordinator. The outline should be completed.
- **Wednesday, May 20<sup>th</sup>** – MYP Coordinator will return your journal with comments and/or follow up questions. Begin work on Step 3 (page 13).
- **Friday, May 22<sup>nd</sup>** – MYP Coordinator will collect Personal Project Topic Notification Form. That will be returned to you on Tuesday, May 26<sup>th</sup> with your initial Supervisor indicated.
- **May 27<sup>th</sup> to June 3<sup>rd</sup>** – Meet with Supervisor to complete contract (page 17). Your supervisor may recommend changes/additions to the outline you did in Step 3. You need to begin research, recording and gathering potential sources.
- **June 4<sup>th</sup> to 9<sup>th</sup>** - Meet with Supervisor to have him/her check ant revisions to your outline, your research done to date, and finalize what you need to do during the summer vacation.

NOTE: ANY NEW STUDENTS WILL HAVE TO ACCOMPLISH ALL OF THE ABOVE BETWEEN AUGUST 17<sup>th</sup> TO SEPTEMBER 30<sup>th</sup>. NEW STUDENTS BEGINNING AFTER SEPTEMBER 30<sup>th</sup> WILL NOT BE REQUIRED TO DO A PERSONAL PROJECT.

- **June 15<sup>th</sup> to August 14<sup>th</sup>** – Work during the summer as needed.
- **August** – Meet with Supervisor. You should have made significant progress on your project and have recorded many problems/comments/solutions.
- **September** – Further meetings with Supervisor according to plan. Substantial progress should be evident to Supervisor. Supervisor will let you know what you need to focus on.
- **October** - Further meetings with Supervisor according to plan. Substantial progress should be evident to Supervisor. Supervisor will let you know what you need to focus on.
- **November** - Further meetings with Supervisor according to plan. Substantial progress should be evident to Supervisor. Supervisor will let you know what you need to focus on.
- **December** - Further meetings with Supervisor according to plan. Substantial progress should be evident to Supervisor. Supervisor will let you know what you need to focus on. Your project should be close to completion, your Journal up-to-date and you should start planning you personal statement.
- **January 20<sup>th</sup>, 2010** – Completed project, or visual proof of its completion and Journal turned in to Supervisor.
- **February 1<sup>st</sup>, 2010** – First draft of Personal Statement turned in to Supervisor who will return it to you by February 8<sup>th</sup>.
- **February 15<sup>th</sup>, 2010** – Optional Revised Personal Statement turned in to Supervisor who will return it to you by February 22<sup>nd</sup>.
- **March 1<sup>st</sup>, 2010** - Final Personal Statement turned in to Supervisor
- **March 24<sup>th</sup>, 2010** – Presentations of Personal Projects to Year 10 students and your parents.

# *Introduction*

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## **What is the Personal Project?**

The personal project is an individual project completed in LIS Year 11. It consists of three main components: a process journal, the project itself, and a personal statement. It is an important part of the MYP program, giving you the opportunity to demonstrate the skills you have learned during the years leading up to your final year of the MYP, **especially regarding your reflection on the Areas of Interaction**. As it is an individualised project, you have the opportunity to choose your topic, and enjoy learning about it as you research and develop your chosen product. The skills you use will be helpful in your Extended Essay when you move into the IB Diploma course. The personal project is assessed with criteria like all your other MYP subjects.

## **What are the AIMS of the Personal Project?**

The aims of the personal project are, via a topic that you are already passionately involved in, or are intrigued to know more about, to:

- ◆ demonstrate your understandings of the **areas of interaction** and how you are making connections to them, showing thoughtful, in-depth observations
- ◆ demonstrate the personal abilities and skills required to produce and present an extended piece of work
- ◆ engage in personal inquiry, action and reflection on specific topics and issues
- ◆ reflect on learning and sharing knowledge, views and opinions.

## **What are the OBJECTIVES of the Personal Project?**

The **objectives** of the personal project listed below relate directly to the assessment criteria.

### **A. Planning and Development**

You should:

- ◆ identify a clear and achievable goal
- ◆ describe and justify a focus on the chosen area(s) of interaction
- ◆ describe the steps followed to achieve the stated goal
- ◆ adhere to the stated goal throughout the project.

### **B. Collection of Information/Resources**

You should:

- ◆ select and utilize adequate, varied resources
- ◆ identify and use relevant information critically
- ◆ acknowledge sources of information appropriately

### **C. Choice and Application of Techniques**

You should:

- ◆ choose techniques relevant to the project's goal
- ◆ justify this selection
- ◆ apply the chosen techniques consistently and effectively

### **D. Analysis of Information**

You should:

- ◆ analyze the information in terms of the goal and the focus of the project
- ◆ express personal thought
- ◆ support arguments with evidence
- ◆ respond thoughtfully to ideas and inspiration

### **E. Organization of the Written Work**

You should:

- ◆ organize their work in a coherent manner according to the required structure
- ◆ present information clearly
- ◆ present references, bibliography and symbolic representations appropriately

### **F. Analysis of the Process and Outcome**

You should:

- ◆ identify the strengths and weaknesses of the project at different stages of development
- ◆ where appropriate, suggest ways in which the project could have been tackled differently
- ◆ assess the achieved results in terms of the initial goal and the focus on the chosen area(s) of interaction
- ◆ show awareness of the overall perspectives related to the chosen topic or piece of work.

### **G. Personal Engagement**

You should:

- ◆ meet deadlines
- ◆ follow agreed procedures and work plans
- ◆ make appropriate use of a process journal or log book
- ◆ show initiative, enthusiasm and commitment to the task.

## Process Journal

**You are required to maintain a process journal throughout the whole time you develop your personal project and put together your Personal Statement.** Your process journal should have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas etc. It is a practical workbook. Record your progress in the journal, and use your notes/drawings to **reflect** on your ideas, achievements, obstacles, etc. Here are some headings you could use to help provide a structure your journal, ensuring you make best use of the journaling process.

- ◆ **Work completed this week** – this section should detail all aspects of work completed on the personal project in the week. **Include thoughts and actions.**
- ◆ **Resources consulted** – you can record bibliographical details in this section. **Also include evaluations of resources.** You should also record details of any conversations that took place with sources relating to the project.
- ◆ **Challenges / difficulties faced** – you should detail obstacles and indicate how you did or intend to deal with them. **Evaluate and justify are two key words to keep in mind here.**
- ◆ **Evaluation of progress** – This is where you should refer to your **initial goals and AOIs** and indicate whether or not you are achieving them. **Evaluate and justify are two key words to keep in mind here.** You may also identify any areas that need improvement at this stage.

A typical journal entry might look like this:

**23 Sept. 2005**

*I discussed my essay plans again with my supervisor, as I am thinking I would like to adapt them to include more examples. Problem is, if I do that, it will become too long. After discussions and thinking it over, I have decided to cut one of my subtopics in order to leave space for more examples*

*Over the next week, I need to decide which sub topic to cut, and start researching for more examples. I will start with the library, and then search the internet. Next holidays, I plan to visit the museum and public library to get ideas and check for more resources.*



You will be given an A4 notebook to use for your Process Journal. If you want to use something different it is up to you to get it.

Your first entry should be today – what is your reaction facing this challenge that has just been set to you.....you may find it makes interesting reading when you have finished your Personal Project!

**Be sure to date every entry in your Process Journal.**

## *Role of your Supervisor*

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You will be allocated a faculty member to be your supervisor. The supervisor is not expected to be an expert in your chosen project, nor expected to do your project for you. They are there as facilitators, to guide you on your journey of learning.

During the final weeks of this school year 2008-2009 your supervisor who will help you get started and planning what you need to do over the holiday break June-August. On your return to school, you will again meet with your supervisor who will guide you through the rest of the Personal Project.

Your Supervisor's role includes:

- Providing guidance in the planning, research & completion of the PP
- Ensuring the work is authentic
- Meeting with you regularly, and check the completion of each phase within the deadlines set
- Making sure the topic is inspired by the AOI &/or ATL
- Making sure the topic is limited in scope, and "do-able"
- Ensuring you are able to define their goal clearly
- Ensuring you have formed key questions and a statement of intention
- Making positive, constructive comments at each stage
- Marking the personal project according to the criteria

**In other words, the Supervisor is there to help you. HOWEVER, it is you who need to be in control.....to take responsibility for knowing what the criteria are and then taking ACTION to meet the highest level descriptors that you can!!!**

## *Personal Project Planning – Guiding Questions*

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Throughout this booklet are Guiding Questions to help you develop your ideas, question your process and keep you on track. Use them, develop more of your own and record your responses. You may discover things work out differently from what you had planned; this is true for most projects, but it is how you cope with the change that counts. It is totally acceptable for you to adapt your planning to the new situations presented, however this must be done with your supervisor's knowledge.

The personal project must be completed by late January 2010 so you need to plan carefully to complete all phases. In your first meeting with your supervisor, identify major deadlines and make supervision appointments. Together, you may decide to meet more frequently; feel free to set more appointments if required. Provide your supervisor with any written material before the appointment, so as to give him/her time to read it beforehand.

# FIRST STEP

## to the

# PERSONAL PROJECT

### *Product Ideas to Get You Started*

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The Personal Project may take many different and you are free to choose, here are some possible ideas to help:

- an original piece of Art (visual, dramatic, or performance)
- a written piece of work on a special topic (literary, social, psychological, or anthropological)
- a piece of literary fiction (that is, creative writing)
- an original science experiment
- an invention or specially design object or system
- the presentation of a developed business, management or organization plant (that is , for an entrepreneurial business or project)....this could be a Community Service project you would like to get started
- the presentation of a special event (sports or a fundraising event)
- the development of a new student or community organization Invention

**Your Personal Project should be:**

personal, original, individual, something you have a genuine interest in and are enthusiastic about.....something you feel strongly about or are curious about and want to learn more.... **It also needs to have a strong connection to at least one of the areas of interaction.**

**Your Personal Project should not be:**

part of any assessed school course work, bound by any specific subject, or destroy your social or academic life!

**Your Personal Project depending what you choose to do will either be:**

- a product with a written reflection  
or
- a written presentation with the written product (an essay) incorporated into a given structure. In this case the Personal Project may not exceed 4,000 words

**Your Personal Project must be:**

- supported by a dated, detailed **Process Journal**
- completed with reflection – the Personal Statement
- address the Personal Project criteria
- ready for assessment by the given deadline

## EXAMPLES

Some **successful** examples include...

- Designing a beach chair/trolley (see below for details)
- How 4th graders learn languages
- The importance of sports for handicapped people
- How different types of music are used in advertising

Some examples of **unsuccessful** projects include...

- Terrorism (copied from a book)
- Why not write a play from the point of view of the “freedom fighter”?
- How to solve Tanzania’s national debt (turned in at 40,000 words – much too long for a personal project!)
- A case study on Tanzania’s debt problems etc.?)

### *The BEACH TROLLEY/CHAIR design project.*

#### *The student...*

- found a supervisor he could work with.
- wanted to create extra characters and scenes for a role-play game he liked (but his supervisor said it would take 2000 words to explain the game!)
- Mother suggested something to help them carry everything to the beach.
- Father, a practical man, helped him – in other words showed him techniques, but didn’t actually do the work!
- researched: what are beach chairs are made of? How are they designed? How much would people carry to the beach? How heavy are people? How would it fit in their car? How heavy should the chair be? What materials are environmentally friendly? (He used a questionnaire)
- linked this to the *Areas of Interaction*
  - *Approaches to Learning* (he learned about making things, using tools)
  - *Community Service* (helping old people carry things, preventing litter)
  - *Human Ingenuity* (how to design a strong, light chair, inventive idea a solution to problems)
- received a grade of 7!

## *Choosing a Topic and Product*

---

Perhaps one of the most difficult aspects of a self-designed project is choosing an appropriate topic both the right level and breadth. Planning, research and reflection are all to be carried out during the process, and it should demonstrate your understanding of, and skills related to, the Areas of Interaction (AOI).

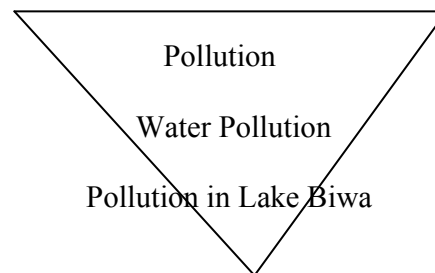
There are different ways of choosing and narrowing down a topic. One suggestion is to discuss an idea with your friends and family, and then consider a variety of options. You should then list the topics coming from the options you have a genuine interest in, and brainstorm further ideas or sub topics, which might help you identify feasible possibilities. Try using a huge piece of paper and lots of coloured felt-tipped pens! Discuss the brainstorming with your friends to help clarify your ideas, then share them with your supervisor.

While you are going through such a process, you need to **‘multi-task’**. **Brainstorm holding onto Areas of Interaction that intrigue you** – if you can tie your ideas to natural connections to one or more Areas of Interaction you are more likely to find these connections sustainable throughout the process of developing your Personal Project, and that will make your reflections linked to the AOIs more thoughtful and useful.

Example:      Topic:

                  Focus down...

Narrowed down topic...



When you choose a product, you should consider your learning styles and even your different intelligences (“Multiple Intelligences” *Howard Gardner*). Consider your weaknesses – should you choose a product to help develop these? For example, if you are not so good at writing, you could choose to do an essay (and so help develop this skill for your Extended Essay in Grade 11/12!). On the other hand, you may really enjoy art, and decide you would prefer to create a picture book. Another thought, you always been fascinated by sports played at the sea and are living at the seaside and think you’d like to learn to surf!

## *The Personal Project and Areas of Interaction*

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The form and topic of the project is chosen by you and should be inspired by issues or experiences directly linked to the areas of interaction. So you need to refresh yourself as to what the areas of interaction are. This is the moment to consider how and why the areas of interaction are so useful to connect ideas and thinking to.....AND it is the chance to develop that thinking to demonstrate how you are looking at situations beyond your familiar surroundings.

- **Approaches to Learning (ATL)**
  - **Community and Service**
    - **Human Ingenuity**
      - **Environment**
  - **Health and Social Education**

**You need to define what each of your chosen AOI really means to you and then how that connects with the Goal of your project.**

**You should regularly reflect on your chosen AOIs in your Process Journal and in most every part of your Personal Statement.**

## The Phases:

### **Phase 1: Orientation**

Choosing the topic area, define the project outline you want to investigate

### **Phase 2: Research**

Collecting the necessary information and/or materials and experimenting

### **Phase 3: Reflection & Product Development**

Processing and analyzing the information, and developing your product

### **Phase 4: Presentation**

Finalizing your product and communicating your results

## *Phase 1: Orientation* (conducted by MYP Coordinator)

### **Choosing the topic you want to investigate and planning your project**

## **Step 1**

*Consider these questions, then record and detail your responses in your journal...*

1. Which of the areas of interaction intrigue me the most?
2. Do I have interests that intrigue me or I feel passionately about that come from one of the areas of interaction?
3. What do you enjoy doing in your spare time?
4. What are some things you do really well (horse riding, cricket, drawing)? What would you like to be better at?
5. Think about your school and the wider community of Luanda. Is there any aspect of your community that really infuriates you or should be organized differently or that is missing?
6. How can you combine your favorite area(s) of interaction with your hobbies and interests? What might the final result be?
7. When it comes to writing, what types of writing assignments do you most enjoy and why? What types of writing assignments do you least enjoy and why?
8. What is my topic/field of interest (narrow it down as much as possible)?
9. What (personal) goals do I want to achieve doing this project?
10. Are there other areas of interaction that might have a strong connection to my topic area?
11. What kind of research would I have to do to find out more about this topic/field?
12. What could be a guiding question for this project?
13. What do I think might be the answer to that question? In other words: what is my hypothesis (or thesis statement)?
14. What do I have to do (find out) to check if my hypothesis is correct?
15. Are the resources to do this project available locally and is there a cost involved?
16. How much time do I expect to need to do the following:
  - a. To complete my analysis?
  - b. To present my analysis?
17. What do I expect of my supervisor and when are we going to meet?
18. Have I set realistic deadlines for each phase?

## Step 2

Following your answers to the above questions write an outline of your proposed personal project in your journal. Be sure you understand how the Areas of Interaction, and ATL in particular, should be used during this process. If you have any questions please see the MYP Coordinator.

## Step 3

Fill in the Personal Project Topic Notification Form in the clear pocket at the end of this booklet and hand it and your journal in to the MYP Coordinator no later than Monday, May 22<sup>nd</sup>.

*Phase 4: Presentation – This is a phase you need to be aware of when you are still thinking about Phase 1 - it will help your planning.*

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### Communicating your research results

At the final stage;

You have to present your work, your conclusions and your information.

Your challenge is to ask yourself ‘how am I going to best present my work?’

***In all cases the following issues need to be addressed.***

I need to communicate the goals of the project? How?

I need to communicate the research process? How?

How can I show/present the results?

How can I display my conclusions convincingly?

How can I make my recommendations for improvement?

How can I explain what I have learned from this project?

If you have chosen to present your Personal Project as an essay, ensure essay guidelines on presentation and formatting (as for your English classes) are followed closely. Make sure you see your supervisor for advice at draft stages, before you complete your main product.

Your Product should be submitted together with your completed/up-to-date **process journal**, and your Personal Statement. A well thought-out process journal will describe your reflections on the process and will support your personal statement.

**Personal Project Topic Notification Form** (Complete & hand in to MYP Coordinator)  
**Please use the duplicate copy of this form in the clear pocket at the end of this handbook.**

Student's name (first and last) \_\_\_\_\_

Proposed topic area or subject:

Specific links with the Areas of Interaction:

What is the goal of your proposed project?

Why have you chosen this proposed project?

What form of presentation do you have in mind at this point? (e.g. essay, report of experiment, work of art, etc.) Please give a brief description.

What kind of material do you require for your proposed project?

What expertise will you require for your project and do you have an idea of whom you would like to consult and/or be your supervisor?

In what way do you imagine sharing your personal project with the public and/or for use by the public?

**MYP Coordinator's comments:**

**Your Supervisor**

Please use the duplicate copy of this form in the clear pocket at the end of this handbook.

To be filled in by MYP Coordinator:

Your Supervising teacher will be \_\_\_\_\_.

You must meet with him/her no later than May 27<sup>th</sup> to June 3<sup>rd</sup>. Please make an appointment in a timely manner and be sure to bring this Guide with you.

MYP Coordinator Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Student/Supervisor Contract**  
(Complete & hand in to MYP Coordinator)

**Contract between MYP student \_\_\_\_\_ and supervising teacher \_\_\_\_\_**

**Please use the duplicate copy of this form in the clear pocket at the end of this handbook.**

**Mutual agreements:**

- We agree to meet at a minimum of once every two weeks as indicated below:

**Student agreements:**

- I will spend sufficient time (5-10 hours) during the summer to continue research and planning.
- I will bring my updated Personal Project log to all meetings.
- I will contact my supervising teacher by e-mail at least once during the summer to keep him/her informed of my progress and to ask any questions.

**Supervisor agreements:**

- I will give the student my LIS e-mail address and will respond to his/her email during the summer.
- If the student seems to be falling behind in his/her work or does not show up for more than two scheduled meetings I will inform the student's parents and the MYP Coordinator.

**Schedule of Meetings starting in May 2009** (to be filled out by student & supervisor)

- May to June
  
- August
  
- September
  
- October
  
- November
  
- December
  
- January (2010)
  
- February
  
- March

\_\_\_\_\_  
**Signature of student**

\_\_\_\_\_  
**Signature of Supervisor**

Date \_\_\_\_\_

## *Phase 2: Research*

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Collecting the necessary and/or materials

***Throughout your research, continue to ask yourself (and document in your journal):***

- What results do I expect and how do my results relate to my topic?
- Am I developing an insight in my field of study?
- Limit yourself to your research questions and ask yourself the following:
  - Do I need to organize events (when/where/invitations)?
  - Do I need to carry out experiments (set-up, material, equipment, lab)?
  - Do I need to make a questionnaire (why, how, for whom, when, where)?
  - Do I need to interview experts in the field (who, how, when, where)?
  - How will I record and order my information (cards/tape/photo)?.....

## *Phase 3: Reflection and Product Development*

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Analyzing the Information, and working on the project:

In this phase, you are developing your conclusions. You are interpreting your results, and showing that these results support your conclusions. If your results lead towards other conclusions than the one you were anticipating that is fine. Also, recognize the importance of negative results.

***You must continually ask yourself the following questions (and document your responses in your journal)...***

- Which information relates to my project question?
- Can I come to an answer of my project question now?
- What answers can I get?
- **Do I have enough information/data? Is it convincing? Do I need more?**
- **Can I leave out any unnecessary information?**
- **Am I addressing the areas of interaction appropriately?**
- **Have I achieved the goals that I had set for myself?**
- **Are there any flaws in my reasoning?**
- How would I modify my planning/research to improve my results?
- Am I satisfied with what I have achieved? If not, what am I going to do about it?

*Personal Statement* — As you reach completion of the ‘product’ of the Personal Project, your Supervisor will begin discussing the written presentation of the Personal Project – the Personal Statement with you. Meanwhile this is useful information to explain why you need to collect material and record your reflections.

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**Before starting on your Personal Statement return to all the criteria and make sure you are clear about the domains and descriptors used – this will help you in your planning.**

Your Personal Project MUST include a written personal statement (whether the project itself is written or not) explaining how, why, and what you did, in a well-structured and organized manner. It is up to you when you write the personal statement, however it is suggested that it should precede an essay or any written report, as it provides a clear outline of what the project will be about and how it has been organized.

Content:

1. Explain why you chose your topic.
2. Identify the goal of your project and describe how you achieved your objective.  
This plan should to be consistent with the project.
3. Describe the connections the project has with the areas of interaction.
4. Describe the strengths and weaknesses of your project, what difficulties were encountered and how they were solved or overcome.
5. Explore what you learnt, and what you would do differently if you were to do the project again.

Structure & Form:

The written presentation of all types of personal projects (Personal Statement) will include the following elements:

- It must be typed.
- Title page
- Table of contents
- Introduction, defining the goal of the project and an explicit focus on the chosen area(s) of interaction, and providing an outline and time line of how the student intends to achieve the goal
- Description of the process, including production steps, the characteristics, aspects or components of the work
- Analysis of the inspiration, research and influences guiding the work, the findings and decisions made, the resulting product and the process in terms of the goal and its focus on the area(s) of interaction chosen
- Conclusion, where you reflect on the impact of your project, and on new perspectives that could be considered
- Bibliography following MLA format exactly
- Appendices, where appropriate (and they usually are)

## **Personal Statement Structure suggestion:**

- **TITLE PAGE: Include a focus question – topic title – name – supervisor – statement of Authenticity** Criterion A
- **TABLE OF CONTENTS: List titles and subtitles of sections with page references** Criterion E
- **INTRODUCTION:**
  - **Identify the GOAL of your personal project. This goal is to be linked to at least one area of interaction, for example: is it addressing a social issue; raising community awareness about an issue; investigating an environmental issue; etc.?** Criterion A
  - **Given an outline/plan/timeline of how you intend to achieve your goal for the project.** Criteria A, C
- **DESCRIPTION OF PROCESS: Describe the process, production steps, project components, materials used and why, how information was gathered and why.** Criteria A, B
- **ANALYSIS OF THE INSPIRATION RESEARCH AND INFLUENCES GUIDING THE WORK:**
  - **Analyze the inspiration, influences behind the project. Which area(s) of interaction is the focus of your personal project?** Criteria A, D
  - **What information was needed and how has this information influenced decisions about the process used to compile your personal project and the final outcome, for example, how has the information collected affected the goal?** Criteria B, D
  - **Were you able to choose the subject for your personal project with an area of interaction mind? As you were working on your project where, how and why were you making connections with the areas of interaction? Your personal project needs to demonstrate how you are reflecting on an (or some) area(s) of interaction.** Criteria A, F
  - **What problem(s) did you meet, and how did you cope with them?** Criteria D, F
- **CONCLUSION**
  - **Reflect on the effectiveness of the project by addressing the original goal.** Criteria A, F
  - **What are the benefits of the project, to you and the wider community?** Criteria A, D
  - **Consider strengths and weaknesses of the projects and the techniques used, and what would you like to do differently if you started it again.** Criterion F
- **BIBLIOGRAPHY: List any books, newspapers, magazines, internet sites, experts, interviews used to help gain the necessary information to undertake your project.** Criteria B, E
- **APPENDICES: Evidence of supporting data (reference to this should be made in the report, for example: see appendix no.?), such as photographs, tables, sketches, notes from interviews / lectures, statement of authenticity, etc.** Criteria B,D

**Some additional points to remember when writing your Personal Statement:**

- You **must have footnotes** within the text of your Personal Statement. They may be in the Introduction, Main Body (DESCRIPTION OF PROCESS and ANALYSIS OF THE INSPIRATION RESEARCH AND INFLUENCES GUIDING THE WORK) and/or the Conclusion.
- Having an Appendix **is almost always necessary**. Ask your supervisor if he/she thinks you can exclude this.
- The **maximum length** of your Personal Statement is 4,000 words. You must include the total word count on the last page of the Conclusion. This maximum does not include the Table of Contents, Bibliography, or Appendix.
- There are **no extensions** of deadlines.
- Criterion G can only be marked by your Supervisor. To get any less than 4 points on this means you have not kept appointments, not kept your Journal updated regularly, not acted on recommendation from your Supervisor, or otherwise did not give this project your very best.
- Read, re-read, and then read again the descriptors for each Criterion. Be sure to also read the italicized blurb at the top of each criterion.

<b>Reflection form for the Personal Project draft essay</b>		Poor	Satisfactory	Good	Very Good
Name: .....					
Supervisor: .....					
<b>Criterion A: Planning and Development</b>	I have given reasons for my AOI focus				
	I have defined my goal and product				
	I have a clear plan for creating my product				
<b>Criterion B: Collection of Information / Resources</b>	I have used a variety of information for my project				
	I have used this information in the report to justify my product and project				
	I have acknowledged these sources in the text and bibliography				
<b>Criterion C: Choice and Application of Technique</b>	I have given clear reasons for creating my product in the way I did				
	I have explained why my technique is the best way to achieve my goal				
	I have quoted from my research to support why I chose a particular technique				
<b>Criterion D: Analysis of Information</b>	I have shown how the information I have found through my research has helped me				
	I have shown how the information I have founded supported or changed my ideas				
	I have shown how the information I found helped me to develop my understandings of the Areas of Interaction				
<b>Criterion E: Organization of Written Work</b>	I have strictly followed the required structure for the project				
	I have arranged my ideas and findings so that they are easy to understand and are in a logical order				
	I have labelled all drawings, photos and diagrams				
	My work is neat and carefully presented				
<b>Criterion F: Analysis of Process and the Outcome</b>	I have explained how creating my product has helped me achieve my goal				
	I have maintained a focus on my chosen AOI focus throughout the project				
	I have described how my project has taught me more about my chosen AOI				
	I have reviewed the whole process and the product				
<b>Criterion G: Personal Engagement</b>	I have kept my process journal up to date				
	I have kept all my appointments with my supervisor				
	I have produced an excellent project				
	I have submitted all the required documents on time				

# Appendix 1

## MYP Personal Project assessment criteria and detailed descriptors

IBO 2004

### Criterion A: Planning and development – maximum 4 points

<p><i>Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal.</i></p> <p><i>Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.</i></p>	
Level of achievement	Descriptor
<b>0</b>	The student has not reached a standard described by any of the descriptors given below.
<b>1</b>	The student <b>identifies the goal</b> of the personal project but <b>does not provide an outline</b> of how he/she aims to achieve this goal.
<b>2</b>	The student identifies and <b>describes</b> the goal of the personal project, <b>states the focus on the chosen area(s) of interaction</b> and <b>provides a simple outline</b> of how he/she aims to achieve this goal.
<b>3</b>	The student identifies and <b>clearly</b> describes the goal of the personal project, <b>describes</b> the focus on the chosen area(s) of interaction and <b>provides a coherent account</b> of how he/she aims to achieve this goal. The development of the personal project is <b>generally consistent</b> with this description.
<b>4</b>	The student identifies and clearly describes the goal of the personal project <b>within a context</b> , <b>develops and justifies</b> the focus on the area(s) of interaction and provides a coherent <b>and thorough</b> description of how he/she aims to achieve this goal. The development of the personal project is <b>totally</b> consistent with this description.

## Criterion B: Collection of information/resources – maximum 4 points

*This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.*

Level of achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<b>Few</b> sources of information and resources have been collected, or the majority is <b>irrelevant</b> to the goal of the personal project. The student has provided a <b>summary bibliography</b> , where many elements are missing. <b>Few references</b> are made in the text to sources of information used
2	The student has chosen and used a <b>limited amount of relevant</b> information and resources, from a <b>limited number</b> of appropriate sources. A bibliography has been compiled with <b>most elements present and/or appropriately presented</b> . <b>Some references</b> are made in the body of the text and appendices, where appropriate
3	The student has chosen and used a <b>good</b> amount of relevant information and resources, from a <b>fairly extensive number</b> of appropriate sources. A bibliography has been compiled with <b>all important</b> elements present and/or appropriately presented. <b>Detailed references</b> are made in the body of the text and appendices, where appropriate.
4	The personal project contains <b>excellent</b> , relevant information and resources from a <b>wide variety</b> of appropriate sources. The bibliography is <b>complete and well presented</b> , with <b>clear references</b> to sources in the body of the text and appendices, where appropriate.

### Criterion C: Choice and application of techniques – maximum 4 points

*This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively. Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.*

Level of achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<b>Large parts</b> of the project are <b>not relevant</b> in terms of the goal that had been identified by the student. The techniques used are <b>largely inappropriate</b> and <b>inadequately applied</b> .
2	The techniques chosen <b>vary in their appropriateness with some being applied to an acceptable standard</b> in order to contribute to the achievement of the goal. The student <b>begins to provide justification</b> for the use of the chosen techniques.
3	The techniques chosen are <b>generally appropriate and well applied</b> to contribute to the achievement of the goal. The student provides <b>some justification</b> for the use of the chosen techniques.
4	The student has chosen <b>absolutely appropriate</b> techniques, provided <b>specific justification</b> for their choice and applied them <b>effectively</b> to achieve the stated goal.

### Criterion D: Analysis of Information – maximum 4 points

*This criterion measures students' abilities to analyse information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.*

Level of achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains <b>little reflection</b> in terms of the goal and focus on the chosen area(s) of interaction, and is <b>largely narrative/descriptive</b> . The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains <b>some</b> reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is <b>mostly supported</b> with arguments and evidence.
3	The personal project contains <b>significant</b> reflection in terms of the goal and focus on the chosen area(s) of interaction. The student <b>generally</b> supports personal thought with arguments and evidence. However, some opportunities for analysis are <b>not pursued</b> .
4	The personal project <b>clearly shows</b> the depth of reflection and vitality of the student's own <b>ideas and vision</b> . The student consistently supports a <b>truly personal response</b> to the topic with arguments and evidence.

### Criterion E: Organization of the Written Work – maximum 4 points

*This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.*

<b>Level of achievement</b>	<b>Descriptor</b>
<b>0</b>	The student has not reached a standard described by any of the descriptors given below.
<b>1</b>	The written work is <b>poorly organized</b> , lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is <b>lacking</b> in several respects.
<b>2</b>	The student has made <b>some attempt at logical organization</b> and an attempt to respect the <b>required structure</b> of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is <b>often appropriate</b> .
<b>3</b>	The student has made a <b>good</b> attempt at logical organization, respecting the <b>required structure</b> of the personal project. There are some good links between parts of the personal project, and the presentation of the work is <b>almost always appropriate</b> .
<b>4</b>	The organization of the work is <b>completely coherent</b> with the required structure. Ideas are sequenced in a <b>consistently</b> logical manner with appropriate transitions. Overall presentation and neatness of the work are <b>excellent</b> .

## Criterion F: Analysis of the process and outcome – maximum 4 points

*Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe and reflect, the states of development of the personal project and the thought process followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimension of the areas(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as:*

- *What have been the strengths and the weaknesses of the personal project at different stages of development?*
- *What would the student do differently next time?*

Level of achievement	Descriptor
<b>0</b>	The student has not reached a standard described by any of the descriptors given below.
<b>1</b>	The student's review is simply a <b>narrative summary</b> or a <b>superficial review</b> of the development of the personal project in terms of the goal set at its start. There is <b>little understanding</b> of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
<b>2</b>	The student <b>adequately</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>some reflection</b> on different stages of the process including an <b>adequate analysis</b> of the quality of the product. The student's review shows <b>some</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project
<b>3</b>	The student <b>consistently</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>significant reflection</b> on different stages of the process. The evaluation includes a <b>good analysis</b> of the quality of the product, and shows a <b>clear</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
<b>4</b>	The student consistently and <b>thoroughly</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>excellent reflection</b> on different stages of the process. The evaluation includes an <b>excellent</b> analysis of the quality of the product and reveals a <b>thorough</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents <b>new perspectives</b> emerging from the chosen topic.

## Criterion G: Personal Engagement – maximum 4 points

*This criterion focuses on an overall assessment of students' engagement and application of approaches to earning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.*

*The assessment should also take account of working behaviours such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.*

*The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours are evident in the personal project.*

<b>Level of achievement</b>	<b>Descriptor</b>
<b>0</b>	The student has not reached a standard described by any of the descriptors given below.
<b>1</b>	The personal project shows <b>little evidence</b> of any of the required qualities and working behaviours.
<b>2</b>	The personal project is judged to be <b>satisfactory</b> in terms of most of the required qualities and working behaviours.
<b>3</b>	The personal project is judged to be <b>good</b> in terms of most of the required qualities and working behaviours.
<b>4</b>	The personal project is judged to be <b>outstanding</b> in terms of the required qualities and working behaviours.

### Grade Boundaries for Personal Project:

<b>Grade</b>	<b>Boundaries</b>
1	0-5
2	6-9
3	10-13
4	14-16
5	17-21
6	22-24
7	25-28

**Your Supervisor and two other teachers will mark/grade your final Statement. All three of them must agree on the final number of points for Criteria A-F and final grade.**

## *Appendix 2*

### **A Personal Statement followed by its grade**