



Personal Project

MYP 5 Handbook



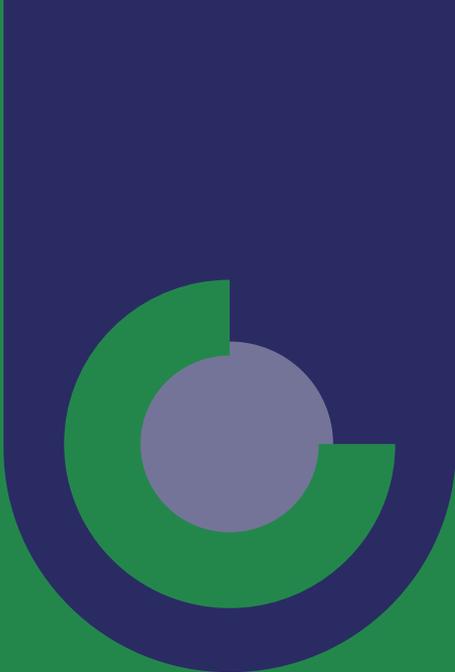


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What is the Personal Project?

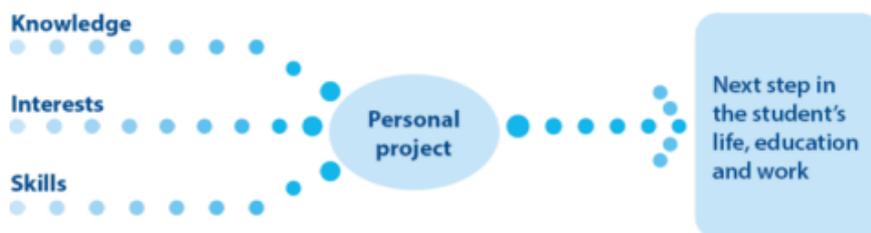
The Personal Project is a requirement of all students in MYP 5 at The Codrington School. This project helps students develop approach to learning skills, enhance learner profiles, reflect, and develop strategies to be lifelong learners.

Students undertake an individual, and age-appropriate exploration within an area of personal interest. With motivation, agency, and lifelong learning cultivated in this project, it allows students to create a meaningful and creative product.

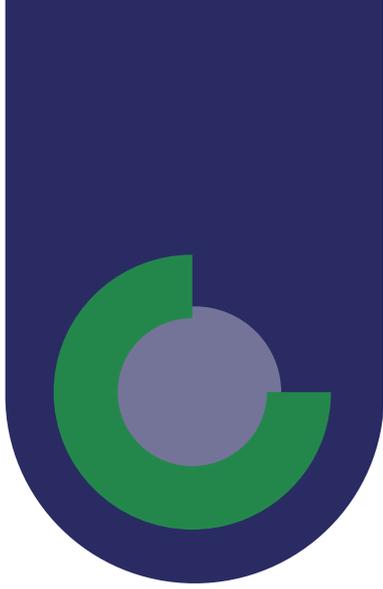


Figure 2

The elements that make up the MYP personal project



The personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.



Aims & Objectives

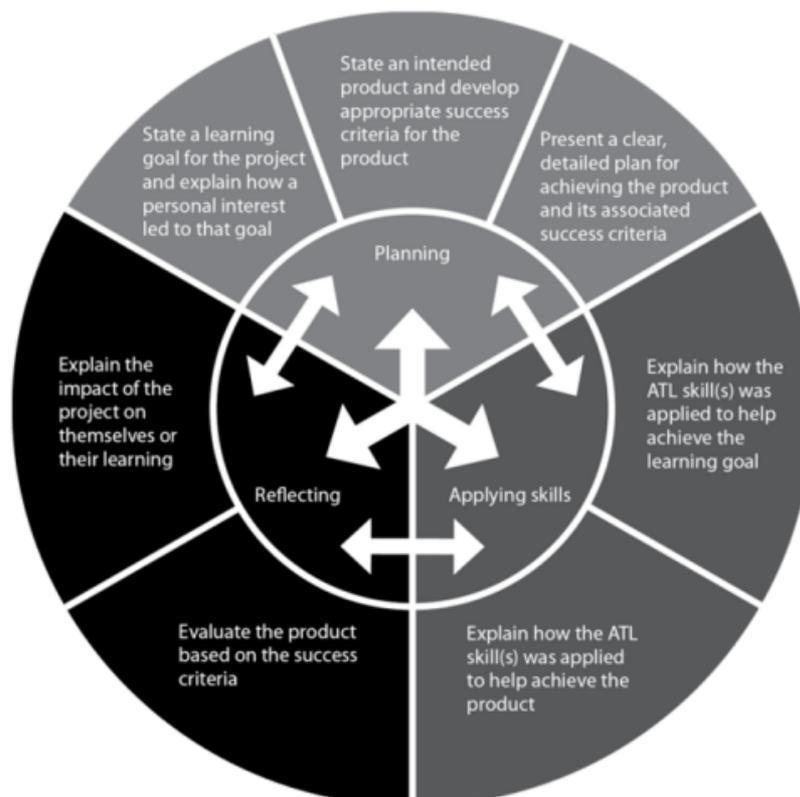
Aims

The aims state what a student may expect to learn and experience. The personal project is an opportunity to:

- *inquire*
 - explore an interest that is personally meaningful
 - take ownership of their learning by undertaking a self-directed inquiry
- *act*
 - transfer and apply skills in pursuit of a learning goal and the creation of a product
- *reflect*
 - recognize and evidence personal growth and development.

Objectives

The objectives encompass the factual, conceptual, and procedural knowledge that students will experience. Visualized below:



Role of the Supervisor



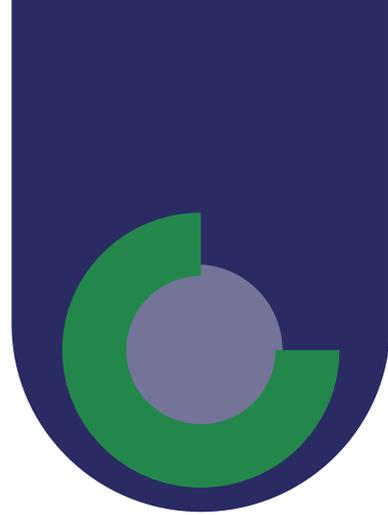
Overview

Each student will be assigned a Personal Project Supervisor. This supervisor is there to guide and support the student from the brainstorming and start of the project, through to the final submission of their report. A supervisor may be allocated to a student(s) based on topic, availability, or student request.

The supervisor's responsibilities are to:
<ul style="list-style-type: none">• provide guidance to students in the process and completion of the project. <p>This includes:</p> <ul style="list-style-type: none">• ensuring 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• giving guidelines about the MYP project• providing a timetable with deadlines• providing the assessment criteria for the project• giving advice on how to keep and curate evidence of the process• emphasizing the importance of personal analysis and reflection• providing formative feedback• ensuring requirements for academic integrity are met• confirming the authenticity of the work submitted• assessing the MYP project using the criteria in this guide• participating in the standardization of the assessment process• providing personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (IBIS).
Students should receive information and guidance that includes:
<ul style="list-style-type: none">• guidelines about the MYP project• a timetable with deadlines• the assessment criteria for the project• advice on how to keep and use a process journal• the importance of personal analysis and reflection• formative feedback• requirements for academic honesty.



Projects Timeline



1	Students watch MYP 5 Personal Project presentations and start brainstorming their interests.	MYP 4 (June)
2	Students state a learning goal and product goal that is linked and based on personal interests.	September
3	Students are assigned a supervisor and start consistent meetings. Meeting #1 Note is recorded.	October
4	Students work on personal project. Completing product and learning goal. Gathering evidence.	October - January
5	Students complete Product and learning goal. Meeting #2 Notes is completed on Managebac	End of January
6	Personal Project Report Writing Begins	Beginning of February
7	Rough Draft Due	Beginning of March
8	Final Personal Project Report Submitted. Meeting #3 Notes on Managebac and Academic Honesty Form Signed	Late March
9	Personal Projects are assessed and uploaded to IBIS	Mid April

Managebac & Evidence



Managebac as a journal:

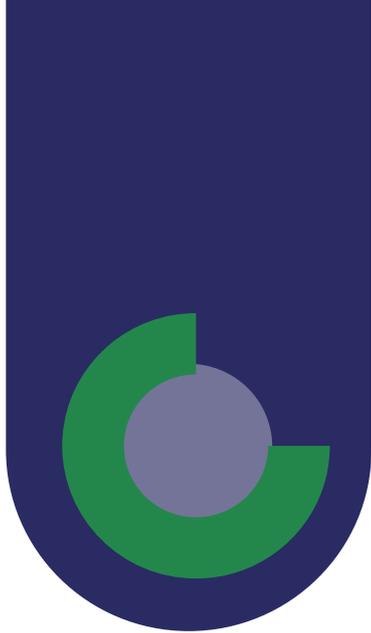
Students will use the Personal Project section on Managebac to compile evidence and learning, share information with their supervisor, and track their progress toward meeting deadlines. From day 1 of the personal project process, students will upload all relevant research, communication, and information to meet assessment criteria strand expectations. Supervisors will have access to their student's project on Managebac, being able to keep tabs on progress and ensure documents are completed to an acceptable standard.

Managebac and Academic Honesty

Throughout the personal project, students will use Managebac to record notes for three supervisor meetings. The content will be checked for accuracy by the supervisor. Upon the completion of the final report, students will complete the Academic Honesty form linked on Managebac and have it signed by their supervisor.

Types of Evidence

Students will compile a range of evidence on Managebac that demonstrates the progress of their learning goal and product goals. The focus will be on evidence organized to achieve the assessment criteria. This will include (but not be limited to) a visualization of brainstorming, product success criteria, a long-term plan, and ATL reflections on specific usage of skills. Students will be encouraged to share product goal progress to help keep their supervisor informed and on track.



Objective A: Planning

Overview

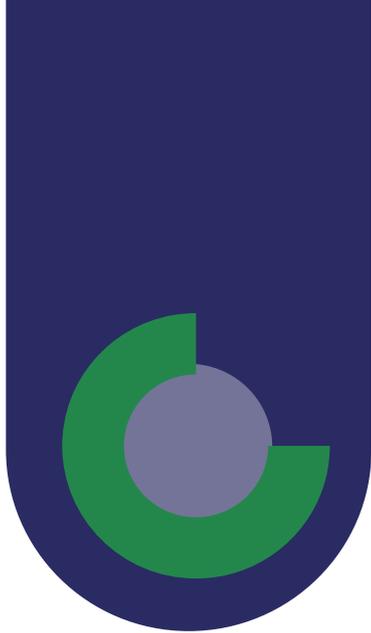
To achieve the strands of Criterion A: Planning, students should focus on deciding a personally relevant product and learning goal. Evidence to achieve this section will include brainstorming visuals, a product success criteria, and a long-term plan.

Maximum: 8

In the personal project, students should be able to:

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

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



Objective B: Applying Skills

Overview

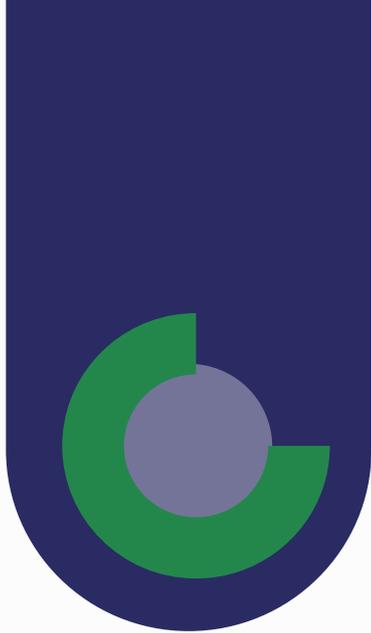
In this section, students focus on explaining how they used the Approaches to Learning in this project. They will provide multiple pieces of evidence and explain how these were applied to the learning goal, and then the product goal.

Maximum: 8

In the personal project, students should be able to:

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

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



Objective C: Reflecting

Overview

Criterion C: Reflecting focuses on students looking back after the completion of the product and learning goal deadline. Students will assess their product against their created success criteria for Objective A, and explain how the entire process shaped themselves and/or their learning.

Maximum: 8

In the personal project, students should be able to:

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

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

The Final Report



Purpose

The report aims to be succinct and inform the reader about their personal project. The report brings together all of the student's learning and experiences with an explicit connection to each of the assessment criteria strands. This report is internally assessed by the school, reported on to the IB, and possibly externally assessed.



Specifications

The final personal project report should include:

- 11 size font, 2 cm margins (normal)
- No more than 15 pages, single space (this includes pictures inserted)
- Separate bibliography
- Make sure you cite your sources
- For proper structure, use each strand as a sub-heading when drafting report



Command Terms

Students will understand the following terms, and be encouraged to work within the 7-8 criteria, focusing on explaining and evaluating.

Describe	Give a detailed account or picture of a situation, event, pattern or process.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.