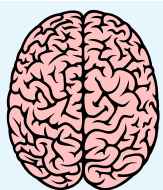


# THE MYP PERSONAL PROJECT


**THE PERSONAL PROJECT IS AN INDEPENDENT PROJECT AND FINAL STEP OF THE MYP THAT STUDENTS UNDERTAKE IN THEIR FINAL YEAR OF THE MIDDLE YEARS PROGRAMME (MYP). IT ALLOWS STUDENTS TO EXPLORE AN AREA OF PERSONAL INTEREST OVER AN EXTENDED PERIOD, CONSOLIDATING THEIR LEARNING AND DEVELOPING ESSENTIAL SKILLS FOR FURTHER EDUCATION AND LIFE BEYOND THE CLASSROOM. STUDENTS ARE ALSO ASSIGNED A MENTOR FOR THE DURATION OF THE PROJECT.**

## KEY CONCEPTS

### PROCESS




**PLANNING:** STUDENTS BEGIN BY IDENTIFYING A TOPIC OF PERSONAL INTEREST AND SETTING A CLEAR GOAL.

 **RESEARCH:** THEY CONDUCT THOROUGH RESEARCH TO GATHER INFORMATION AND INSIGHTS RELATED TO THEIR TOPIC.

**DEVELOPMENT:** STUDENTS CREATE A DETAILED PLAN, INCLUDING CRITERIA FOR SUCCESS, AND DOCUMENT THEIR PROGRESS, CHALLENGES, AND SOLUTIONS.

### PRODUCT/OUTCOME


**CREATION:** STUDENTS WORK TOWARDS CREATING A TANGIBLE OR INTANGIBLE PRODUCT OR OUTCOME THAT REFLECTS THEIR LEARNING AND EFFORTS.

 **EVIDENCE:** THEY PROVIDE EVIDENCE OF THEIR WORK, WHICH COULD INCLUDE PROTOTYPES, MODELS, PERFORMANCES, OR DIGITAL CREATIONS.

**PAST EXAMPLES:** CREATING A PROM DRESS, WRITING A CHILDREN'S BOOK, LEARNING A NEW LANGUAGE OR INSTRUMENT, DANCE PERFORMANCE ETC..

### REPORT

**DOCUMENTATION:** STUDENTS COMPILE A 15-PAGE REPORT THAT DESCRIBES THE PROCESS, THE PRODUCT, AND THE IMPACT OF THEIR PROJECT.

 **REFLECTION:** THE REPORT INCLUDES REFLECTIONS ON THEIR LEARNING JOURNEY, CHALLENGES FACED, AND SKILLS DEVELOPED.

**ASSESSMENT:** THE REPORT IS ASSESSED BY A GROUP OF SUPERVISORS AND EXTERNALLY MODERATED BY THE IB TO ENSURE A CONSISTENT GLOBAL STANDARD

## AIMS AND BENEFITS

**IN-DEPTH INQUIRY:** ENCOURAGES SUSTAINED, SELF-DIRECTED INQUIRY WITHIN A GLOBAL CONTEXT.

**SKILL DEVELOPMENT:** ENHANCES SKILLS, ATTITUDES, AND KNOWLEDGE REQUIRED FOR EXTENDED PROJECTS.

**EFFECTIVE COMMUNICATION:** PROMOTES EFFECTIVE COMMUNICATION IN VARIOUS SITUATIONS.

**RESPONSIBLE ACTION:** DEMONSTRATES RESPONSIBLE ACTION THROUGH LEARNING.

**PRIDE IN ACCOMPLISHMENTS:** HELPS STUDENTS APPRECIATE THE LEARNING PROCESS AND TAKE PRIDE IN THEIR ACHIEVEMENTS

## APPROACHES TO LEARNING SKILLS (ATL) DEVELOPED

THE PERSONAL PROJECT HELPS STUDENTS DEVELOP KEY APPROACHES TO LEARNING (ATL) SKILLS, INCLUDING:

**SELF-MANAGEMENT:** PLANNING, ORGANIZATION, AND TIME MANAGEMENT.

**RESEARCH:** INFORMATION LITERACY AND CRITICAL THINKING.

**COMMUNICATION:** EFFECTIVE WRITTEN AND ORAL COMMUNICATION.

**CRITICAL AND CREATIVE THINKING:** PROBLEM-SOLVING AND INNOVATION.

**COLLABORATION:** WORKING WITH OTHERS AND SEEKING FEEDBACK.

# THE MYP PERSONAL PROJECT

## GRADING RUBRIC

### CRITERIA

#### CRITERION A: PLANNING

0 THE STUDENT DOES NOT ACHIEVE A STANDARD DESCRIBED BY ANY OF THE DESCRIPTORS BELOW.

**1-2 THE STUDENT:**

- 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:**

- 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:**

- 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:**

- 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.

#### CRITERION B: APPLYING SKILLS

0 THE STUDENT DOES NOT ACHIEVE A STANDARD DESCRIBED BY ANY OF THE DESCRIPTORS BELOW.

**1-2 THE STUDENT:**

- 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:**

- 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:**

- 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:**

- 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.

#### CRITERION C: REFLECTING

0 THE STUDENT DOES NOT ACHIEVE A STANDARD DESCRIBED BY ANY OF THE DESCRIPTORS BELOW.

**1-2 THE STUDENT:**

- I. STATES THE IMPACT OF THE PROJECT ON THEMSELVES OR THEIR LEARNING
- II. STATES WHETHER THE PRODUCT WAS ACHIEVED.

**3-4 THE STUDENT:**

- I. OUTLINES THE IMPACT OF THE PROJECT ON THEMSELVES OR THEIR LEARNING
- II. STATES WHETHER THE PRODUCT WAS ACHIEVED, PARTIALLY SUPPORTED WITH EVIDENCE OR EXAMPLES.

**5-6 THE STUDENT:**

- I. DESCRIBES THE IMPACT OF THE PROJECT ON THEMSELVES OR THEIR LEARNING
- II. EVALUATES THE PRODUCT BASED ON THE SUCCESS CRITERIA, PARTIALLY SUPPORTED WITH EVIDENCE OR EXAMPLES.

**7-8 THE STUDENT:**

- I. EXPLAINS THE IMPACT OF THE PROJECT ON THEMSELVES OR THEIR LEARNING
- II. EVALUATES THE PRODUCT BASED ON THE SUCCESS CRITERIA, FULLY SUPPORTED WITH SPECIFIC EVIDENCE OR DETAILED EXAMPLES.