

# H.I.S. Personal Project

2019–2020

## STUDENT GUIDE

*»By failing to prepare,  
you are preparing to fail«  
Benjamin Franklin*

Name:

Supervisor:

## Content

- Personal Project Timeline
- IB Learner Profile
- Approaches to Learning
- Global Contexts
- Determining a Project Goal
- Example Projects
- Goal, Topic and Product
- Documentary the process
- Process journal
- Selecting Extracts
- Action and Service
- Reporting the Project
- Roles and responsibilities

## Appendices

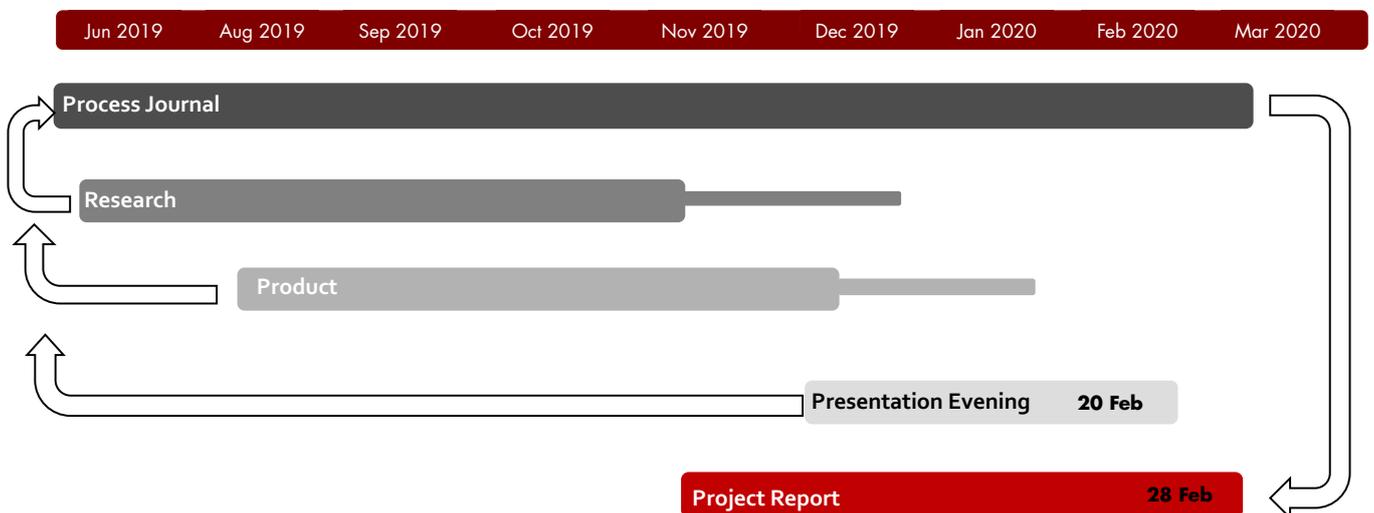
- Assessment Criteria
- Bibliography and Acknowledgments

*»If I'd known it was that much work,  
I would have started sooner«*

## Personal Project Timeline 2019–2020

May 2019	Project kick off
June 2019	Supervisors assigned
21st June 2019 End of September for new students	Planning deadline (project chosen)
8th November 2019	Research deadline
13th December 2019	Product creation deadline
24th January 2020	Project report draft deadline
20th February 2020	Personal project evening
24th February 2020	Final Deadline

It should be understood that some of these deadlines are “work in progress” deadlines. For example, research may continue throughout the project, but enough should be completed by the research deadline in order for work on the project itself to begin.



## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

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

### THINKERS

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

### COMMUNICATORS

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

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

### BALANCED

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

### REFLECTIVE

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

## What is a Personal Project?

The personal project is an individual project completed in your grade 10 year. It consists of these main actions:

1. Setting a project goal
2. Researching a topic
3. Creating a product
4. Documenting the process
5. Evaluating the project

The Personal Project is a chance for you to show the skills you have developed during your MYP years and to apply them to a topic you have chosen. In order to do this you need to make good use of your study skills (Approaches to Learning skills): These are directly linked to the objectives through the report at the end of the project. You will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

You also have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the personal project.

ATL skills	ATL learning expectations
 <p><u>COMMUNICATION</u> Communication Skills</p>	<ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>• Reading, writing and using language to gather and communicate information</li> <li>• Using a variety of media to communicate with a range of audiences</li> </ul>
 <p><u>SOCIAL</u> Collaboration Skills</p>	<ul style="list-style-type: none"> <li>• Working effectively with others</li> <li>• Taking responsibility for one's own actions</li> <li>• Listening actively to other perspectives and ideas</li> </ul>
 <p><u>SELF-MANAGEMENT</u> Organization skills Affective skills Reflection skills</p>	<ul style="list-style-type: none"> <li>• Managing time and tasks effectively</li> <li>• Managing state of mind: mindfulness, perseverance, emotional management, self-motivation, resilience</li> <li>• (Re-)considering the process of learning</li> </ul>
 <p><u>RESEARCH</u> Information literacy skills Media literacy skills</p>	<ul style="list-style-type: none"> <li>• Finding, interpreting, judging and creating information</li> <li>• Interacting with media to use and create ideas and information</li> <li>• Communicating information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>
 <p><u>THINKING</u> Critical thinking skills Creative thinking skills Transfer</p>	<ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>• Generating novel ideas and considering new perspectives</li> <li>• Utilizing skills and knowledge in multiple contexts</li> </ul>

## MYP Global Contexts

The personal project should be linked to one Global context:



## Determining a Project Goal

Teaching and learning in the MYP involves understanding concepts in context. Global Contexts help you to set the goal for your project. Keep asking yourself the following questions:

- Why am I engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

### Fairness and development

What are the consequences of our common humanity?

Rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution

### Identities and relationships

Who am I? Who are we?

Identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human

### Globalization and sustainability

How is everything connected?

The interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment

### Orientation in space and time

What is the meaning of where and when?

Personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives

### Scientific and technical innovation

How do we understand the world in which we live?

The natural world and its laws; interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs

### Personal and cultural expression

What is the nature and purpose of creative expression?

The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflection, extend and enjoy our creativity; our appreciation of the aesthetic

## Example projects

### Example 1

Project topic	The effect of mass media on teenagers
Product	Short film
Global context	Identities and relationships

### Example 2

Project topic	Explorers in search of a new world: a history of immigration
Product	Slideshow
Global context	Orientation in space and time

### Example 3

Project topic	Supporting fair trade: Cocoa trade in Ghana
Product	Awareness campaign
Global context	Fairness and development

### Example 4

Project topic	The role of developing countries in protecting the rain forest
Product	Collection of photos or slides
Global context	Globalization and sustainability

### Example 5

Project topic	Culture and self-expression through dance at a local community centre
Product	A performance
Global context	Personal and cultural expression

### Example 6

Project topic	Nano fibres build stronger bikes
Product	Prototype bike
Global context	Scientific and technical innovation

## Goal, Topic and Product

When you start your inquiry and research of a topic you are interested in, you need to determine the overall goal of your project. Your goal will determine everything else.

Ask yourself the following questions as you choose a global context through which to focus your project:

- 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?

As you start to collect information about your topic, you might have several ideas of what your product could be. Remember that you can choose from a wide variety of options.

Your product can be a written essay, a model, an action, a piece of art, a survey, a campaign, etc. When you have made your choice, contact your supervisor and share your idea to get feedback.

When you have decided on a product, think of criteria that your product/outcome needs to meet in order for you to reach your overall project goal.

**Example:**

Example 4	
Project topic	The role of developing countries in protecting the rain forest
Product	Collection of photos or slides
Global context	Globalization and sustainability

What is the overall goal of this project? What does the student aim to achieve?

---



---



---

In the example, the chosen product is a collection of photos. Can you think of other types of products that may be suitable for this project?

---



---



---

Now think of 3–5 criteria the product has to meet in order to show it is driven by the chosen global context and the overall project goal:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## Try again

Example 1	
Project topic	The effect of mass media on teenagers
Product	Short film
Global context	Identities and relationships

What is the overall goal of this project? What does the student aim to achieve?

---

---

---

In the example, the chosen product is a collection of photos. Can you think of other types of products that may be suitable for this project?

---

---

---

Now think of 3–5 criteria the product has to meet in order to show it is driven by the chosen global context and the overall project goal:

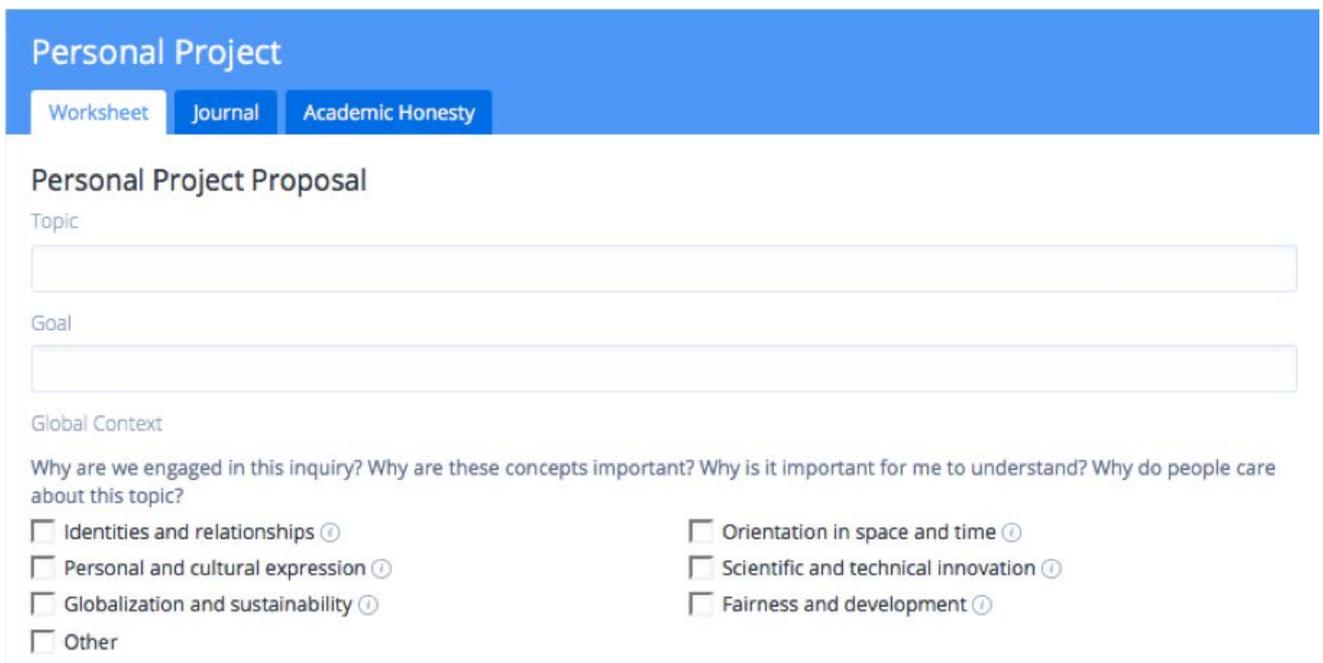
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## Documenting the process



ManageBac is an online platform, which you will use to record all your data. This includes your project goal, process journal entries and meeting notes. You will upload your project report and evidence of your product in ManageBac when you are finished with your personal project. [www.hischool.managebac.com](http://www.hischool.managebac.com)

Once you are in MB, you can go to the section on Personal Project and should see the image below:



The screenshot shows the 'Personal Project' section of the ManageBac interface. It features a blue header with the title 'Personal Project' and three tabs: 'Worksheet', 'Journal', and 'Academic Honesty'. Below the header is a section titled 'Personal Project Proposal' with three main input areas: 'Topic', 'Goal', and 'Global Context'. The 'Global Context' section includes a question: 'Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand? Why do people care about this topic?' and a list of six checkboxes with corresponding icons: 'Identities and relationships', 'Personal and cultural expression', 'Globalization and sustainability', 'Other', 'Orientation in space and time', and 'Scientific and technical innovation', and 'Fairness and development'.

### Topic, Goal and Global Context

You will see three tabs, as shown in the above image.

Once you have selected your topic, determined a goal and decided on your Global Context for your personal project, your first task will be to enter these into ManageBac in the "Personal Project Worksheet"

### Inquiry Question & Developing Criteria for your product



The screenshot shows a form with three main input areas: 'Inquiry Question', 'Criteria', and 'Supervisor'. The 'Inquiry Question' and 'Criteria' fields are large text boxes. The 'Supervisor' field is a dropdown menu. At the bottom right of the form, there are two buttons: 'Save Changes' and 'or Cancel'.

For your product, you will need to determine **4–5 criteria** that allow you to reflect on the outcome of your product once it is finished. These are criteria that you develop yourself, and once determined your supervisor will give you feedback. They should be **achievable** and **measurable** criteria.

## The Process Journal

You are required to maintain a process journal throughout the development of your personal project. Start from the very first minute that you begin brainstorming your ideas. Your process journal is a practical workbook. Record your progress and use it to reflect on your ideas and achievement or any obstacles that you faced on the journey.

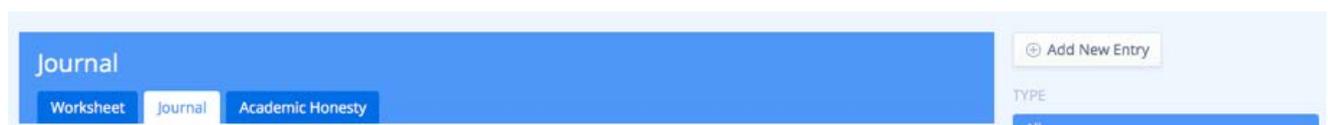
The media for documenting the process can vary depending on your preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals onto managebac.

You should be familiar with the practice of documenting the development of your project in the process journal and you can draw on techniques used to document the arts process journal, the design folder or similar workbooks in other subject groups. You may develop your own format and design.

The process journal is personal to you, in the sense that you are also exploring ways of recording your process.

You are not restricted to any single model of recording your process journals. However, you are responsible, through your use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

This is where ManageBac can help. In Managebac there is a tab for "journal", in this section you are allowed to upload photos, files and links to websites into your process journal. Be thorough and update your process journal regularly. You will write your project report based on the information that you collect in your process journal.



## The process journal is

- To be used throughout the project to document its development
- An evolving record of intents, processes, accomplishments
- A place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- A place for recording interactions with sources, for example teachers, supervisors, external contributors
- A place to record selected, annotated and/or edited research and to maintain a bibliography
- A place for storing useful information, for example quotations, pictures, ideas, photographs
- A means of exploring ideas and solutions
- A place for evaluating work completed
- A place for reflecting on learning
- Devised by you in a format that suits your needs
- A record of reflections and formative feedback received.

## What the process journal is not:

- To be used on a daily basis (unless this is useful for the student)
- Written up after the process has been completed
- Additional work on top of the project; it is part of and supports the project
- A diary with detailed writing about what was done
- A static document with only one format.

You will show your supervisor evidence of your process documented in your journal at meetings or by providing access digitally via ManageBac. The recording of critical and creative thinking and reflection is more important than neatness and presentation.

## Selecting process journal extracts for the final report

What is a process journal extract and why do we need them?

Extracts are simply supporting evidence of the process. They provide evidence of Approaches to learning Skills (ATL's) for development of every stage of the personal project and for every criterion

**Where extracts are selected from the process journal they provide evidence for the following ATL skills for each criterion:**

Criterion Strand	A Investigating	B Planning	C Taking Action	D Reflecting
(i)	Defining a goal	Criteria for success	Thinking skills	Performance against criteria for success
(ii)	Prior learning	Plan and record of the development process	Communication skills	Development of IB Learner profiles
(iii)	Research skills	Self-management skills	collaboration	

You are required to carefully select evidence from your process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. You should take responsibility for making the appropriate extracts available to the supervisor.

You should select a **maximum of 10 individual extracts** to represent the key developments of the project.

You should select extracts that demonstrate how you have addressed each of the objectives, or annotate extracts to highlight this information.

For example. When you discuss your planning and development of the project in the report, you can justify your discussion with evidence from your chosen process journal extract in the appendix. The evidence might include a copy of a timeline that they developed as an entry in the process journal

## Examples of extracts may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if you have produced a questionnaire or survey that has been described and analysed in the report, you could include a segment of that completed survey.

### **Action and Service**

As part of the MYP action and service component you will be presenting your personal project to the school community twice:

#### **Presentation Evening (20 February 2020)**

On this evening you are presenting your project to the H.I.S. community (parents, students, staff). Carefully plan how you present your project and discuss your ideas with your supervisor.

#### **Presentation Morning (21 February 2020)**

On the morning after the Presentation Evening you will present your project to Primary students (Grade 3–5). Think about how to present your project in an appropriate way to a younger audience.

## Reporting the Project

You must present your personal project with a report. The report demonstrates your engagement with your personal project by summarizing the experiences and skills recorded in your process journal.

The report must be presented in identifiable sections, following the MYP project objectives – investigating, planning, taking action and reflecting. The report must include evidence for all strands of the all criteria.

The report can be in written, electronic, oral or visual format:

Format	Length
Written	1,500–3,500 words
Electronic (website, blog, slideshow)	1,500–3,500 words
Oral (podcast, radio, broadcast, recorded)	13–15 minutes
Visual (film)	13–15 minutes

For multimedia reports, that consist of both written and audio/visual formats:

Time of audio or visual recording		Word limit
3 minutes	and	1,200–2,800 words
6 minutes	and	900–2,100 words
9 minutes	and	600–1,400 words
12 minutes	and	300–700 words

Reports should be anonymous and must include:

- Cover sheet
- Table of contents
- Investigating (Criterion A)
- Planning (Criterion B)
- Taking Action (Criterion C)
- Reflecting (Criterion D)
- Bibliography – In MLA format with a variety of sources meaning that you may include multiple sources from the internet, which can include a variety of formats and materials (for example books, reports, archives interviews, films, data sets, journals, infographics articles and presentations) A range of sources can also encompass variety in origin, purpose, value and limitations (bias)
- Appendices –including a maximum of 10 A4 pages of extracts from your process journal
- Additional appendix that includes evidence of your product up to a maximum of 5 clear images in pdf, 30 seconds of audio/video or 1 A4 page of text

## Personal Project Report Checklist

A – INVESTIGATING	
Define a clear goal and global context for the project, based on personal interests	<ul style="list-style-type: none"> <li>• I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”.</li> <li>• I name the global context that I chose and explain its connection to my project.</li> <li>• I describe what makes my project personal: the experiences, interests and ideas that make it important to me.</li> <li>• If I made changes to my goal during the project, I explain the changes and why I made them.</li> </ul>
Identify prior learning and subject specific knowledge relevant to the project	<ul style="list-style-type: none"> <li>• I identify what I already knew about my topic/project and the sources of my knowledge.</li> <li>• I identify what I learned in MYP subject groups before the project started, and how this was helpful.</li> </ul>
Demonstrate research skills	<ul style="list-style-type: none"> <li>• I outline the research skills I had when I started the project.</li> <li>• I discuss the research skills I developed through the project.</li> <li>• I explain how I may have shared my research skills to help peers who needed more practice.</li> </ul>
B – PLANNING	
Develop criteria for the product / outcome	<ul style="list-style-type: none"> <li>• I refer to the criteria I developed to evaluate the project product/ outcome.</li> <li>• If I made changes to my criteria during the project, I explain the changes and why I made them.</li> </ul>
Plan and record the development process of the project	<ul style="list-style-type: none"> <li>• I provide evidence of my planning through timelines, milestones or other tools/strategies.</li> <li>• I present a record of how the project progressed from start to finish.</li> </ul>
Demonstrate selfmanagement skills	<ul style="list-style-type: none"> <li>• I outline the self-management skills I had when I started the project.</li> <li>• I discuss the self-management skills I developed through the project.</li> <li>• I explain how I may have shared my self-management skills to help peers who needed more practice.</li> </ul>

## Personal Project Report Checklist

C – TAKING ACTION	
Create a product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> <li>• I discuss the product/outcome as the result of the process undertaken during the project.</li> <li>• I check that I have included evidence of my product to be submitted with my report.</li> </ul>
Demonstrate thinking skills	<ul style="list-style-type: none"> <li>• I outline the thinking skills I had when I started the project.</li> <li>• I discuss the thinking skills I developed through the project.</li> <li>• I explain how I may have shared my thinking skills to help peers who needed more practice.</li> </ul>
Demonstrate communication and social skills	<ul style="list-style-type: none"> <li>• I outline the communication and social skills I had when I started the project.</li> <li>• I discuss the communication and social skills I developed through the project.</li> <li>• I explain how I may have shared my communication and social skills to help peers who needed more practice.</li> </ul>
D – REFLECTING	
Evaluate the quality of the product/outcome against their criteria	<ul style="list-style-type: none"> <li>• I evaluate the product/outcome against the criteria I designed.</li> <li>• I identify the strengths, weaknesses and possible improvements of the product/outcome.</li> </ul>
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	<ul style="list-style-type: none"> <li>• I identify challenges and the solutions I developed to meet them.</li> <li>• I demonstrate a deeper knowledge and understanding of my topic and my identified global context.</li> <li>• I base my reflection on evidence, including my process journal</li> </ul>
Reflect on their development as IB learners through the project	<ul style="list-style-type: none"> <li>• I identify how I have developed as a learner (using the IB learner profile as appropriate).</li> <li>• I discuss my strengths and weaknesses in completing the project.</li> <li>• I summarize the impact the project could have on my future learning.</li> </ul>

## Roles and Responsibilities

When you have your idea, you ask a faculty member from the school to be your supervisor. Your supervisor's role is to advise you throughout the project, meet you on a regular basis and encourage you to complete the various stages of the project according to the deadlines. Your supervisor need not necessarily be an expert on your topic but will be able to guide and help you as needed. You may decide to consult another person inside or outside the school community who can give you more expert help.

### Your supervisor will:

- Make time to meet with you throughout the process and to keep a record of such meetings to obtain an overall perspective on your progress
- Make sure that you understand the guidelines and the assessment criteria for the personal project
- Carry out formative assessment by offering positive, constructive oral and written comments at each stage, using the personal project assessment criteria as a basis for discussion
- Ensure that the project is authentic and entirely your own work, and that the material is adequately referenced
- Assess the project according to the assessment criteria

## Role of the school librarian

### Ask the school librarian for support, if you have questions about:

- How to do effective research?
- How to handle citations, footnotes and quotes
- How to write a bibliography in MLA style

## Your responsibilities

You are in charge! Organising meetings is your responsibility

Find out when your supervisor is generally available to meet you

Set dates for meetings and inform your supervisor if you cannot make a set meeting

Bring your process journal and other appropriate materials to each meeting

Turn in work before or on the appropriate deadlines – your supervisor will not “chase” you for late or missing work

Keep in touch – keep your supervisor informed about your progress (it is advisable to exchange email addresses).

Hand in the required documents in time! (see below)

\*If your product is a website or a clip you wish to publish, please discuss this with your supervisor first.

There might be data protection issues you will need to consider.

### Required documents to be uploaded In ManageBac by the final deadline:

- project report including all required components in pdf form
  - cover page
  - report
  - bibliography
  - appendices
  - evidence of product/outcome
- completed academic honesty form

## Assesement

Your Personal Project will be assessed by your supervisor who determines a final level for each of the 4 assessment criteria.

## Appendices

### Assessment Criteria

This first page summarizes the assessment criteria. The full version of the IB assessment criteria, available to students and supervisors throughout the project, is listed on the following pages.

Criterion	Summary of Requirements
A Investigating	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
B Planning	Develop criteria for the product/outcome
	Plan and record the development process of the project
	Demonstrate self-management skills
C Taking action	Create a product/outcome in response to the goal, global context and criteria
	Demonstrate thinking skills
	Demonstrate communication and social skills
D Reflecting	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

## Criterion A: Investigating

Maximum: 8

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

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1–2	The student is able to: state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance demonstrate limited research skills
3–4	The student is able to: outline a basic and appropriate goal and context for the project, based on personal interests identify basic prior learning and subject-specific knowledge relevant to some areas of the project demonstrate adequate research skills.
5–6	The student is able to: 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 demonstrate substantial research skills.
7–8	The student is able to: 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 demonstrate excellent research skills.

## Criterion B: Planning

Maximum: 8

Students should:

- Develop criteria for the product/outcome
- Plan and record the development process of the project
- Demonstrate self-management skills

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1–2	The student is able to:
	develop limited criteria for the product/outcome
	present a limited or partial plan and record of the development process of the project demonstrate limited self-management skills.
3–4	The student is able to:
	develop adequate criteria for the product /outcome
	present and adequate plan and record of the development process of the project
	demonstrate adequate self-management skills.
5–6	The student is able to:
	develop substantial and appropriate criteria for the product/outcome
	present a substantial plan and record of the development process of the project
	demonstrate substantial self-management skills.
7–8	The student is able to:
	develop rigorous criteria for the product/outcome
	present a detailed and accurate plan and record of the development process of the project
	demonstrate excellent self-management skills.

## Criterion C: Taking action

Maximum: 8

Students should:

- Create a product/outcome in response to the goal, global context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1–2	The student is able to:
	create a limited product/outcome in response to the goal, global context and criteria
	demonstrate limited thinking skills
3–4	The student is able to:
	create a basic product/outcome in response to the goal, global context and criteria
	demonstrate adequate thinking skills
5–6	The student is able to:
	create a substantial product/outcome in response to the goal, global context and criteria
	demonstrate substantial thinking skills
7–8	The student is able to:
	create an excellent product/outcome in response to the goal, global context and criteria
	demonstrate excellent thinking skills

## Criterion D: Reflecting

**Maximum: 8**

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

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1–2	The student is able to:
	present a limited evaluation of the quality of the product/outcome against his or her criteria
	present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
3–4	present limited reflection on his or her development as an IB learner through the project.
	The student is able to:
	present a basic evaluation of the quality of the product /outcome against his or her criteria
5–6	present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
	present adequate reflection on his or her development as an IB learner through the project.
	The student is able to:
7–8	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
	present substantial reflection on his or her development as an IB learner through the project.
7–8	The student is able to:
	present an excellent evaluation of the quality of the product/outcome against his or her criteria
	present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
7–8	present excellent reflection on his or her development as an IB learner through the project.

## Bibliography and acknowledgements for this guide

IB Projects Guide 2014

Further Guidance for MYP projects 2016

Documentation amended by Sarah Al-Benna, Heidelberg International School

**Sarah Al-Benna**

MYP Co-ordinator

April 2019

sarah.albenna@hischool.de