

International Baccalaureate Middle Years Programme (IBMYP)

Your IBMYP Personal Project

Student Guide 2012 - 2013
Level 5 (10th Grade)



Mirabeau B. Lamar High School
An International Baccalaureate World School

3325 Westheimer · Houston, Texas 77098-1003

713-522-5960 · Fax: 713-535-3769

Personal Project Timeline

2012-2013 School Year Anticipated Timetable for Completion

10th Grade (YEAR 5)

DUE
DATE

SUMMER	Activity: students begin planning phase/brainstorming for Personal Project Outcome: develop a basic plan for creating their project	
SEPTEMBER	Meet with Advanced Academics Office	9/20-21
OCTOBER	Activity: meet PP supervisor, set up Moodle account *1st meeting: review topic w/supervisor, begin process journal Outcome: define goal, success standards by next meeting, begin work on process journal	10/1-2
	Activity: plan out project—supervisor will assess (B) next meeting *2nd meeting: discuss goals, resources for project Outcome: <i>develop project resource list for next meeting, work on process journal</i>	10/30-31
NOVEMBER	Activity: choosing, collecting, and documenting resources—supervisor will assess (C) next meeting *3rd meeting: check resource list, check on research and project progress Outcome: <i>complete resource list, continue work on process journal</i> Supervisor assesses criterion B today	11/19-20
DECEMBER	Activity: students will work on project—supervisor will assess (D) next meeting *4th meeting: check on research and project progress Outcome: <i>students continue to gather picture evidence of progress, continue to work on process journal</i> Supervisor assesses criterion C today	12/10-11
JANUARY	Activity: students complete project/outcome by end of month and reflect—supervisor will formatively assess (E) and (F) by end of month *5th meeting: encourage progress towards project/outcome completion, reflect on learning; discuss expectations for project report Outcome: <i>project finished; project report started</i>	1/14-15
	*6th Meeting: discuss construction of report, (G) expectations Outcome: <i>Presentation and paper due this month</i> Supervisor assesses Criterion D 1/14-15. Supervisor assesses Criterion E & F 1/29-29	1/29-30
FEBRUARY	Final check Activity: Project Presented in class	2/18-19
MARCH	Personal Project Showcase	3/5



The IB

Learner Profile

provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

**IB Learners
strive to be:**

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Reflective
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

MIRABEAU B. LAMAR HIGH SCHOOL

International Baccalaureate World School

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Dear Students:

At Lamar High School we take pride in the fact that all students participate in one of the most rigorous courses of study available anywhere in the world. We are an International Baccalaureate World School. It is a designation that is earned through hard work and dedication to the development of students and the pursuit of life-long learning. Learning to write and communicate fluently with others is a primary foundation in that developmental process. This writing guide will assist you in achieving that goal as a student here at Lamar. It will help you refine your ability to think and reflect, as well as, help you develop organizational and learning skills that will remain with you for life. With any such endeavor, the amount of effort expended by you, the student, will directly influence the benefit you receive. I want to encourage you to work as hard as you possibly can to understand the concepts being taught by your teachers and put your very best effort into creating a product that exemplifies your talent and ability.

It is also our intent to provide you with the support you need to achieve more than you may have believed possible. This guide will help you through your journey. Please read it carefully and ask questions. In the weeks after the start of school, a new advanced academic support program will be launched. It will be available after school in the library and will feature special topic tutorials and seminars designed to give in depth assistance to you as you work with this and other academic projects throughout the year. I am proud that you have chosen to attend school at Lamar and that you have accepted the challenge of an IB World School. Work hard, ask for help, and leave here with an education that will serve as your foundation for a prosperous future.

Sincerely,

A handwritten signature in black ink, reading 'James A. McSwain'. The signature is written in a cursive style and is positioned above the printed name of the principal.

James A. McSwain, Ed.D.

Principal

M.B. Lamar Senior High School

An IB World School

Houston Independent School District

Houston Independent School District



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www.lamarhs.org

Dear members of the M.B. Lamar High School Family

It is that time again. The Personal Projects for our tenth graders are upon us. This event signifies the end of the International Baccalaureate Middle Years Programme. It is time for our tenth graders through this culminating exercise, to demonstrate how much knowledge they have gained. It is time to release them so they can stretch their wings and allow their minds to soar to unimaginable heights. We want to encourage them to create, develop, or design something that has meaning and substance; something their parents and grandparents can be proud to witness, and something they can be so proud of, that one day they show it to their kids and say, "I did this."

In order to accomplish this, everyone needs to be involved:

Parents – Please read carefully through this guide, so you are well informed about what the Personal Project is and what steps will be involved in its planning, creation and evaluation. Also, please show your interest in what your sons and daughters are working on. Ask about his and or her ideas, ask how it is going and share their points of highs and lows. In short, be their biggest cheerleader.

Students – Please familiarize yourself with the entire guide, in particular the "Expectation" and "Developing" sections, so you know exactly what you need to do and how to work your way through such a monumental undertaking in the right way. Also, make sure to utilize the resources we have made available to you such as your supervisor. We are here to help. We believe in you and have no doubt that you will do a superb job.

We will like everyone to please continue to recognize all the hard work being put in by the students, faculty, and staff of Lamar High School as we all work together to bring our students' Middle Years Programme experience to a successful and rewarding conclusion.

If you have any question about the Personal Project that you do not find answered in the guide, please feel free to contact our office.

Kind Regards,

A handwritten signature in black ink, appearing to read 'Dennis Gillespie'.

Advanced Academics Office
Mr. Dennis Gillespie
Middle Years Coordinator



Table Of Contents

Welcome to your Personal Project!

What is the personal project?	6
Aims and Objectives of the Personal Project.....	7

Requirements

Your Supervisor	8
Structure of the Project	9
Using The Process Journal	10

Completing the Personal Project

Approaches to learning	11
The AOs and their role in the Personal Project	12
Writing a Goal Statement	13
Collecting necessary material.....	14

Selecting Sources

Applying Information and Achieving the Goal.....	15
Creating the Project Report	16

MYP Personal Project Glossary.....	17
Criterion A-G.....	18-24
References.....	25



Welcome to the Personal Project!

A Forward...

What is the Personal Project?

Have you ever wanted to build a musical instrument, explore your passion for writing a play, or more? Well, now is your chance! The International Baccalaureate Middle Years Programme (IBMYP) Personal Project is **your** opportunity to express yourself, while at the same time demonstrating the skills and understanding you have developed during your time in the Programme, and to apply these skills to a goal that you set that is focused through one of the Areas of Interaction.

Your Personal Project may take many forms. Some examples include:

- an original work of art,
- a written piece of work on a social or cultural issue,
- a piece of creative writing, an invention,
- the presentation of a developed business, management, or organizational plan, a special event, or the development of a new student or community organization.



No matter what form the project takes, the finished product must allow you to **investigate and focus on a theme**, topic and/or issue closely connected to at least one Area of Interaction of the IBMYP.

Some additional considerations for the project include the concern that it **must**:

- Have a clear and achievable goal
- Allow you to express a truly personal message
- Be the result of your initiative, creativity, and ability to organize and plan
- Reflect your special interests, hobbies, special abilities, or concerns about particular issues
- Deal with a topic or area to which you are committed
- Be entirely your own work—authenticity is very important!



Your project **must not**:

- be part of any class work,
- take over your whole personal and social life, nor interfere with your studies (even though it will involve many hours of work), or
- be too closely linked to any specific subject.

It must also include a **report**, as detailed in a later section of this guide.

The Personal Project represents the culmination of your IBMYP experience, and so it should be clearly focused on an issue or theme closely related to the Areas of Interaction. Since you will be working on this project for an extended period of time, make sure that it is about something you **really** want to do. The experience you gain in completing

your project is some of the best preparation you can get for the challenges of the Diploma Programme.



Welcome to the Personal Project!

Your Supervisor

This is probably the first time that you need to plan a project of this magnitude, but you are not in this alone! Lamar High School will provide each student with an adult faculty or staff member supervisor. This process will begin in September and provide you with an opportunity to visit with your supervisor regularly in order to keep on track, plan ahead and get helpful hints when needed. This person will not necessarily be an expert in what you want to do, but will be able to monitor your progress and provide general advice throughout the completion of your project. Your supervisor however is not a “helper” who will do some of the work for you. The work will be yours!



Early on in the process you should definitely read and discuss the assessment criteria for the project. These will be useful as a basis for discussion at different stages of development of the project (this is known as “formative assessment”) and will state clearly what is expected of you in the final assessment of the project. Also, it is critical that you are fully prepared for EVERY meeting with your supervisor, including having the required documentation/evidence that they are expecting from you—they are there not only to assist you but also to provide you with accountability as you move through the various stages of the project.



You may also find an additional person who can mentor you outside of class, someone who has experience with or expertise in your subject area who can serve as an additional guide in the completion of your project.



Requirements

Structure of the Project

Your Personal Project will consist of three parts: the process journal, the product/outcome, and the report.

1. The Process Journal

You are required to maintain a process journal which should be updated regularly during the development of the project, and should be used to record progress honestly, containing thoughts, ideas, decisions, feelings, reactions, successes, and failures. It does not need to be well presented, but you should use it in discussions with supervisors.

2. The Product/Outcome

By the end of this adventure you need to create something. What that is exactly is up to you! In the spring semester, you will present your project to a panel of people who will listen to the journey you took to produce this work. This panel may consist of your teacher, parents, and/or other Lamar students.

In your Technology classes you used the Design Cycle to help you complete your projects—you should follow the same principles here:

3. The Project Report

Part of this quest is showing us that you know how to do research. The paper that you will be required to write will allow us to see how effectively you conducted the research for your project. The traditional method of research is to “go to the library”; you may be surprised at what your research looks like for this project. There will be four parts to this paper that are described in detail below. In general you will need to describe your goal, the Area of Interaction you chose, your planning, the process of making the project, an analysis of what you did, and a reflection on what you achieved and learned. However, because we cannot check on the actual project, your written work will serve as our only means of checking up on your project. There will be due dates for each component of your written work. You have been asked to keep a journal of each step you take along this venture. This journal will help you write your paper.

Your project may involve others (for example, if you are directing a play, organizing an exhibition, or starting a new student/community organization). Remember, however, that your own contribution must be central to the event, and clearly visible. It is your work that will be assessed.





Requirements

Using the Process Journal

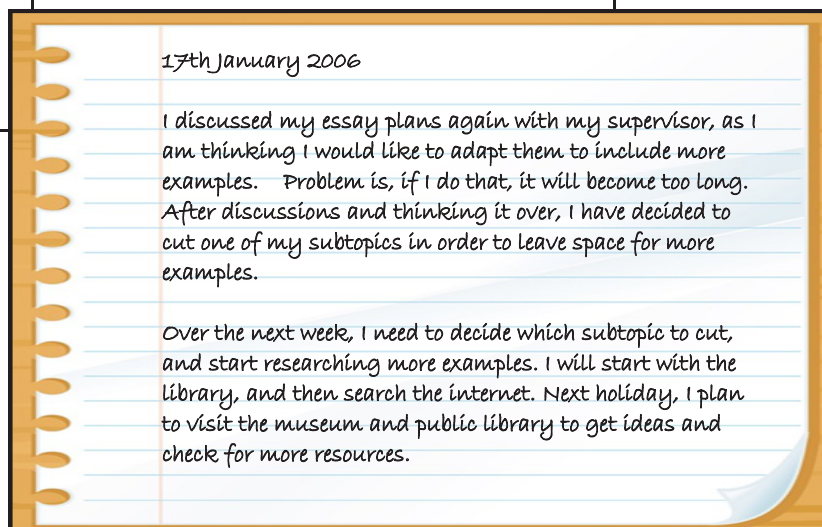
All ATL skills, as defined in MYP: From “Principles Into Practice” (August 2008), will be required in completing the personal project and documenting process and in this way you can show working behaviors and academic honesty.

The “process journal” is a generic term used to refer to the documentation that you develop. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these and might include both paper and electronic formats. You will be familiar with the practice of documenting process in the arts and technology subject groups, for example, and can draw on techniques used in these and other subjects. You may develop your own format and design, or use one developed elsewhere.

You **must** show evidence of regular use of the process journal, though not necessarily weekly. Though legibility is important, quality of thinking is more important than neatness and presentation.

The Process Journal is...	The Process Journal isn't...
<ul style="list-style-type: none">• begun at the very start of the process and used throughout the process• a place for planning• a place for recording interactions with sources, for example, teachers, supervisors, external contributors• a place for storing useful information—quotes, pictures, ideas• a means of exploring ideas• a place for reflection on stages of the project• a place for evaluating work completed a place for reflecting on learning• devised by the student in a format that suits his or her needs• useful for the student when receiving formative feedback• used by the student to produce the project report.	<ul style="list-style-type: none">• 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.

A typical journal entry might look like this:





Completing the Personal Project

Defining the Goal

Picking a Topic

Any project will involve an important phase of investigation or research. When you are choosing your topic or theme, the goal of your project and your approach, you must remember that the Personal Project is your way of demonstrating your understanding of the AOIs. You must therefore choose a goal and focus on one or more of the AOIs that will allow you to do this. You should discuss ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do.

It is also important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic. This may be the first time you have been asked to do a significant independent investigation. You should realize that your supervisor is not looking for work of university standard. Instead, this is an opportunity for you to demonstrate such things as the approach you are taking, methods you are using, and your ability to describe and justify a focus on your chosen AOI(s).

Realistic Project	Unrealistic Project
A student who has studied the piano for a number of years decides to write and interpret a musical score for parts of a school play.	A student decides to learn to play the piano as a Personal Project. (<i>this is too ambitious</i>)
A student decides to design a playground for young children and produce a model.	A student decides to design a playground for young children, produce a model, raise finance, and arrange for the playground to be built. (<i>again, too ambitious</i>)
A student decides to create teaching materials for primary students for a unit of work on Maori culture.	A student decides to create a poster showing Maori culture (<i>this is too limited</i>)

Your topic or theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopedia, or on the internet. It should be a topic or theme that you really want to explore, and that will allow you to reflect on and analyze ideas to express a personal point of view. It is important that you keep the goal of your Personal Project in mind continuously, although the goal could be modified in the light of experience gained during the process.

Focus Your Topic

Your topic should be focused in such a way that it can be adequately addressed in your project and report (recall that the word limit for your report is 4,000 words). Generally, there are four ways that you can focus your project:

- Narrow the Topic to a Problem or Question
 - Ask a question
 - Examine a problem
 - Evaluate a situation or solution
 - Propose a solution
- Narrow Topically
 - Select a sub topic of the original topic
- Narrow the Topic Chronologically
 - Select a limited time period for your topic
- Narrow the Topic Geographically
 - Select a geographical area to focus on within your topic



Completing the Personal Project

Approaches to Learning

Approaches to Learning (ATL)

How do I learn best?

How do I know?

How do I communicate?

ATL is the key AOI for the Personal Project and must in some form or another be a part of your project. Through ATL, teachers provide you with the tools to take responsibility for your own learning. This involves articulating, organizing, and teaching the skills, attitudes, and practices that you need to become successful learners. As this area is concerned with the development of effective study skills, or critical, coherent, and independent thought, and of the capacity for solving problems and making decisions, it prepares you for the completion of independent work in the last year of the MYP, in the form of the Personal Project.

In your individual work, you should develop:

- Organizational skills, study practices, and positive attitudes towards work
- Collaborative skills, that is, learning to take advantage of each others' strengths and to consider different points of view
- Communication skills of essay, analytical, and creative writing, as well as other appropriate forms of expression to suit various contexts
- Information literacy, that is, knowing how to access information and use it wisely, and understanding the research process (from finding and selecting information to judging it critically)
- Problem solving and thinking skills, building a higher thought process using convergent and divergent thinking, making a point of view coherent, creatively generating new ideas and considering issues from multiple viewpoints
- Reflection and meta-cognition, developing the ability to appraise work and evaluate performance realistically, and using this evaluation to adapt behavior and learning strategies

The Personal Project provides many opportunities to demonstrate the skills and approaches developed in ATL over the years of the MYP, and to develop these further as part of the project. In addition, the opportunity to conduct inquiry into the AOIs can include ATL as an object of study in itself. For example, a Personal Project which involves organizing educational activities with young hearing-impaired children would involve a study of how this disability affects learning.

Identifying the focus AOI

The AOI chosen by you should provide a context for inquiry and research for the project as well as informing the goal. It is strongly recommended that you choose one area of interaction in order to define your goal, as this will give a much more specific focus to the project. The area of interaction helps you engage in a cycle of inquiry (understanding/awareness, reflection and action) and a process that leads you from academic knowledge to thoughtful action.

Here are some questions you might consider as you choose an AOI 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 AOI enrich my project?



Completing the Personal Project

Defining the Goal

Writing a Goal Statement

A goal statement is a sentence that you write which states the topic or theme of your Personal Project. It acts as a guide so that you will read and take notes only on what's needed for your project.

Writing a goal statement will do some things for you:

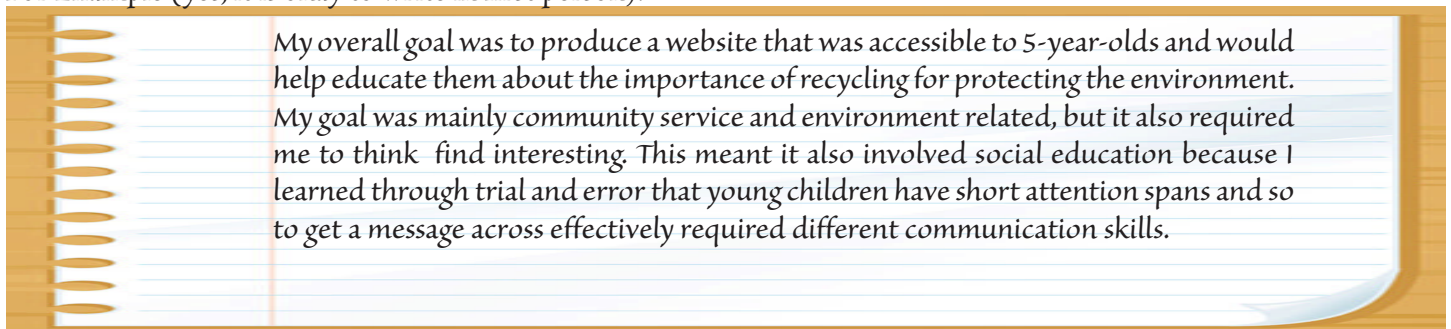
- You will get more interested in your project
- It will keep you from getting overwhelmed and panicky about all the information you may find

To write the goal statement, first answer these questions for yourself as best as you can:

1. What is my real personal interest in the topic? (There will always be something that can interest you)
2. What knowledge do I hope to acquire by doing this project?
3. What skills do I want to develop?
4. What do I specifically want to learn about my topic? (Don't overwhelm yourself with too many things. Two or three are plenty).

Start your goal statement with words like "I want to learn about..."

For Example (yes, it is okay to write in first person):



Another example:

Another girl was very concerned about air pollution and wanted to know if the government is doing anything to stop it. Her Statement of Purpose was this: **"I want to learn about what is being done by our government to stop air pollution. I also want to compare that with what some other countries are doing."** This Statement of Purpose will lead her to eventually write a report in which she will be able to make an assertion (a positive statement) and support it with the evidence she has gathered in her research. Her report may start with something like this: **"In developed countries, government regulation plays an important role in the fight against air pollution."** or **"Government regulation has little effect in the fight against air pollution anywhere in the world."** Whichever the case, she will use the evidence she has gathered to prove her thesis statement.

A word of caution: Make sure your Statement of Purpose (and thus your thesis statement) is specific enough

A Bit Too General

"I want to learn about teen gangs."

"I want to learn about AIDS."

"I want to know about pro basketball."

"I want to find out about Porsches and Trans Ams." "I want to compare the performance of a Porsche and a Pontiac Trans Am to determine the best investment."

Much Better, More Specific

"I want to find out some ways to stop teen gang activity."

"I want to know how close we are to a cure for AIDS."

"I want to know what it takes to become a pro basketball player"



Developing Your Personal Project

Selecting Sources

Collecting the Necessary Material

When you have found a source of information or inspiration, you will need to decide how useful it is. The list of sources in your report should only include those you have actually used.

Remember to keep the goal of your project in mind. This will help you to select what is useful and relevant.

Always write down the source of your material. This information will vary according to the type of source consulted.

Examples:

- A book: record the author(s), title, edition, series, and bibliographical address (city, editor, and date of publication)
- An interview: record, for example, the name, address, and function of the person, when the interview took place, and where it took place
- An experiment: record, for example, the apparatus, and the circumstances (such as time and location of experiment)
- A work of art: record, for example, the name, artist, or other reference (such as the location of a gallery or museum and when it was visited)
- An internet site: record the address, the name of author, date of publication, and when the site was accessed

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

Referencing Conventions

There are various internationally recognized referencing conventions. Many of these are based on the Harvard author-date system, for example the American Psychological Association (APA) or Modern Language Association (MLA) referencing conventions. Others use an author-number system, such as the Vancouver referencing convention. It is left to you to choose the convention that suits you best. References must be given whenever someone else's work is quoted or summarized. References are appropriate for many different sources, including books, e-books, magazines, journals, newspapers, e-mails, internet sites and interviews. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that have been presented.

What is a bibliography?

A bibliography is an alphabetical list of every source used to research the personal project.

What is a list of references?

A list of references is an alphabetical list of only those sources that are cited in the project report.

What is a citation?

A citation is an indication of where information has been obtained and has a full reference at the end of the project report. The way sources are cited varies with the particular referencing convention that has been chosen.

What are appendices?

Appendices are additional materials that students include at the end of their report in order to support the completion of their project. The appendices could include secondary information that may be of interest. For example, if the student has produced a questionnaire, which has been described and analyzed in the report, he or she could include one or two completed questionnaires as examples in an appendix. It would not be necessary to include all completed questionnaires.



Completing the Personal Project

Applying Information and Achieving the Goal/Reflecting on Learning

Applying Information

Depending on the nature of your project, you will need to reflect on, analyze, criticize, and synthesize the material in a constructive way. You may also have to change your original plans in the light of circumstances or new information. Consult your supervisor regularly.

You must keep a process journal containing relevant thoughts, decisions, and actions. This is a document that allows you to record your progress as you work on the project. It need not be neat or well presented, but should be completed honestly and regularly to show you how your project is developing. It can be used to show your supervisor the rate and direction of progress being made. It will also guide you as you write your project report.



Achieving the Goal

This is the stage when you complete your goal and produce the outcome or product. You will evaluate the outcome or product using the specifications created earlier during the process.



Reflecting on Learning

You will reach a stage of the project when you are able to begin preparing their project report. You will need to reflect on what you have learned through completing the project. This learning relates to the subject specific learning of the topic itself and what you have discovered in relation to the project goal and the AOI. It also relates to yourself as a learner and your awareness or development of ATL skills.

During the whole process, you will have kept a record of your decisions and should use this in order to help produce the project report and reflect specifically on your learning and achievement.



Completing the Personal Project

Applying Information and Achieving the Goal/Reflecting on Learning

Creating the Project Report

This section describes the format of the report and the information the report must include. The report must include evidence for all criteria B to F. Criterion A is used to assess the process journal. Criterion G is used to assess the report itself as a means of communication.

Structure of the personal project report

The report MUST include the following: title page; table of contents; body of the report; bibliography or reference list; appendices.

The title page must include the following:

- Student name
- Title of the project
- Length (word count)
- School name
- Year
-

The body of the report is structured around the objectives and assessment criteria and it must include these sections:

- Introduction
- The goal (see criterion B)
 - identify and explain a topic based on personal interest
 - justify one focus area of interaction as a context for the project
 - outline a clear, achievable, challenging goal
 - create specifications that will be used to evaluate the project's outcome/product.

Selection of sources (see criterion C)

- select varied, relevant sources to achieve the goal
- evaluate sources.

Application of information (see criterion D)

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Achieving the goal (see criterion E)

- evaluate the outcome/product against their own specifications for success.

Reflection on learning (see criterion F)

- reflect on how completing the project has extended their knowledge and understanding of the topic and the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

Conclusion

The length of the personal project report must be **a minimum of 1,500 words and a maximum of 3,500 words**, not including appendices and bibliography or reference list.



APPENDIX

MYP Personal Project Glossary

Apply	Use knowledge and understanding in response to a given situation or real circumstances.
Bibliography	An alphabetical list of every source used to research the personal project.
Create	Bring something into existence.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Evaluate	To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
List of references	An alphabetical list of only those sources that are cited in the project report.
Outcome	The end result of the student's project used particularly where the project has resulted in a non-tangible result or result that has various aspects to it. For example, an awareness-raising campaign.
Outline	Give a brief account or summary.
Process journal	A generic term to refer to the documentation that students develop during the process of completing the personal project.
Product	The end result of the student's project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model.
Reflect	To think deeply about; to consider.
Select	Choose as being the most suitable from a number of options.
Specifications the	Specific elements the project outcome or product must meet to be a quality outcome, as defined by student.
State	Give a specific name, value or other brief answer without explanation or calculation.
Transfer	Make connections—including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations.



APPENDIX

Criterion A: Use the process journal

Criterion A: Use the process journal

Maximum: 4

Students should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

The section “Completing the personal project” in this guide has guidance concerning the type of evidence that students should include in the process journal. Supervisors should also refer to the areas of interaction section in the guide *MYP: From principles into practice* (August 2008), for specific guidance concerning ATL.

Extracts from the process journal must be submitted in samples of work for external moderation to support the level awarded for criterion A. The student must take responsibility for making the appropriate extracts available to the supervisor.

The extracts chosen to support the level awarded for criterion A should reflect each of the strands in the criterion. It is anticipated that the complete process journal will be more extensive. However, between 10 and 20 individual entries are sufficient to represent the student’s work. An individual entry does not need to be extensive and includes any of the examples that students might use to document the process, referred to in the subsection “Using the process journal”.

Achievement	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
2	The student demonstrates some : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.



APPENDIX

Criterion B: Define the goal

Criterion B: Define the goal

Maximum: 4

Students should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

The specifications for the product/outcome created by the student, in consultation with the project supervisor, are used to evaluate the success of the project.

These student-created specifications for their product/outcome link to criterion E, in which the student evaluates his or her outcome/product.

The *Personal project teacher support material* provides guidance concerning the specifications that students create to evaluate their product or outcome.

Achievement	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none"> • identifies the topic of interest, a focus area of interaction and a limited goal • creates minimal specifications to evaluate the project's outcome/product or none at all.
2	The student: <ul style="list-style-type: none"> • outlines superficially the topic of interest, the focus area of interaction and an achievable goal • creates specifications for evaluating the project's outcome/product, however they lack definition.
3	The student: <ul style="list-style-type: none"> • describes clearly the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates satisfactory specifications for evaluating the project's outcome/product.
4	The student: <ul style="list-style-type: none"> • justifies effectively the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates appropriately rigorous specifications for evaluating the project's outcome/product.



APPENDIX

Criterion C: Select sources

Criterion C: Select sources

Maximum: 4

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none">• selects very few relevant sources to achieve the goal• demonstrates minimal evaluation of sources.
2	The student: <ul style="list-style-type: none">• selects some relevant sources to achieve the goal• demonstrates some evaluation of sources.
3	The student: <ul style="list-style-type: none">• selects a satisfactory variety of relevant sources to achieve the goal• demonstrates satisfactory evaluation of sources.
4	The student: <ul style="list-style-type: none">• selects a wide variety of relevant sources to achieve the goal• demonstrates well-developed evaluation of sources.



APPENDIX

Criterion D: Apply information

Criterion D: Apply information

Maximum: 4

Students should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Students interpret the information from sources they have researched and selected. By thinking about the information, students develop a broader context for their inquiry; identify questions and issues for their project and solve problems.

Students may have researched information relating to techniques, which can be discussed in the context of this objective.

Achievement	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
2	The student demonstrates some : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
3	The student demonstrates satisfactory : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
4	The student demonstrates well-developed : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.



APPENDIX

Criterion E: Achieve the goal

Criterion E: Achieve the goal

Maximum: 4

Students should:

- evaluate the outcome/product against their own specifications for success.

The final level awarded is decided in collaboration with the supervisor.

It is crucial that the specifications are developed by the student before completing the project (see criterion B). The student must discuss any changes in the specifications that took place during the process in his or her report.

Where a student does not complete the outcome/product because of factors outside of his or her control, criterion E applies to the stage that the project reached.

This criterion is not adjusted in the external moderation process.

Achieve-	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student evaluates the quality of the outcome/product. The outcome/product is of very limited quality and meets few of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of limited quality and meets some of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of satisfactory quality and meets many of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of high quality and meets most or all of the specifications.



APPENDIX

Criterion F: Reflect on learning

Criterion F: Reflect on learning

Maximum: 4

Students should:

- reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

This criterion addresses the quality of ideas expressed not the quality of language used.

Achievement	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates some : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates satisfactory : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates well-developed : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.



APPENDIX

Criterion G: Report the project

Criterion G: Report the project

Maximum: 4

Students should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

Achievement	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates: <ul style="list-style-type: none"> • minimal organization of the project report according to the required structure • communication, which is rarely clear, coherent and concise and may not meet required limits • inaccurate use of recognized conventions to acknowledge sources or no acknowledgement of sources.
2	The student demonstrates: <ul style="list-style-type: none"> • some organization of the project report according to the required structure • communication, which is sometimes clear, coherent and concise and is within required limits • some accurate use of recognized conventions to acknowledge sources.
3	The student demonstrates: <ul style="list-style-type: none"> • satisfactory organization of the project report according to the required structure • communication, which is generally clear, coherent and concise and is within required limits • generally accurate use of recognized conventions to acknowledge sources.
4	The student demonstrates: <ul style="list-style-type: none"> • consistent organization of the project report according to the required structure • communication, which is clear, coherent and concise and is within required limits • accurate use of recognized conventions to acknowledge sources, possibly with minor errors.



APPENDIX

List of references

List of References

(resources used in developing the Student Guide and Workbook)

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