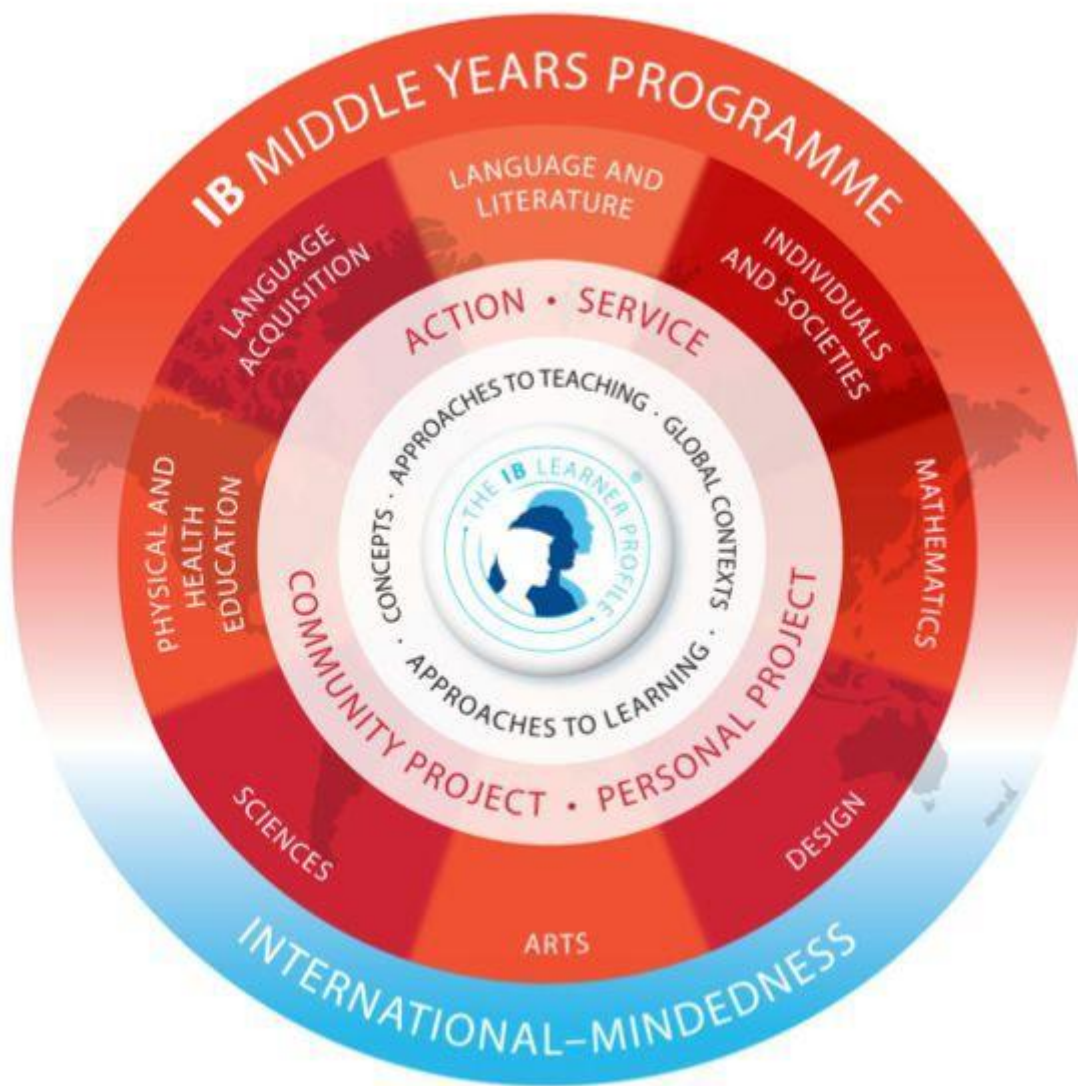


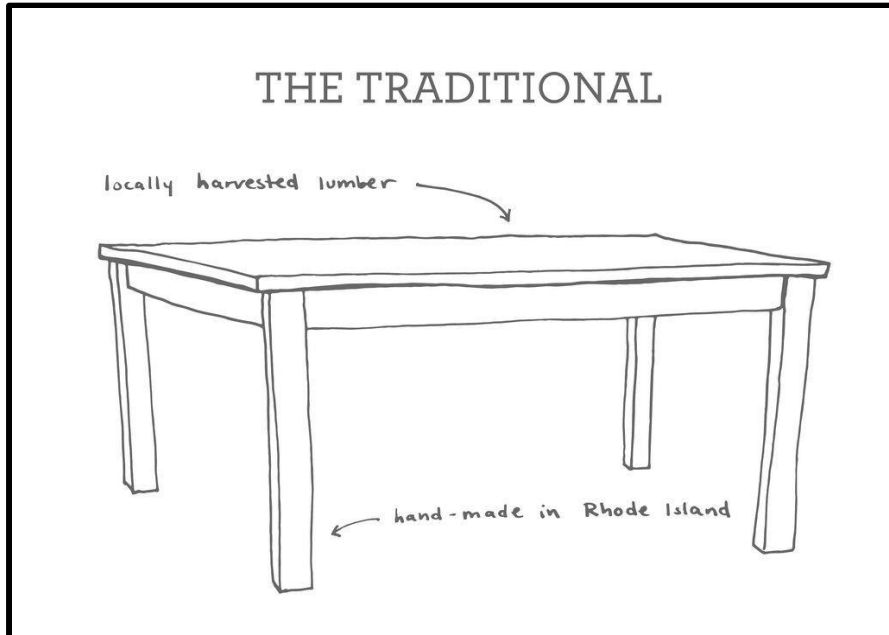
# Harrison Preparatory School

## Personal Project Review/Overview

Updated 2017-2018



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## What is the Personal Project?

### The 4 P's...

There are four main components to the personal project:



The personal project is a student-driven, inquiry-based project that takes place over an extended period of time. Students will use specific IB systems like Global Context, Learner Profiles and ATL skills to help guide the direction of their personal learning. When it is complete, it should represent a significant body of work and should showcase the skills students have developed over the past several years.

### So, what does that mean?

**Student Driven:** students get to choose the topic of their personal project, and they get to decide what they want the outcome to be. This project should be 100% based on their interests. Teachers may guide students in narrowing the focus of their projects, but students are the ones responsible for their own progress.

**Inquiry-based:** there is a research requirement to the personal project. Students must select a variety of sources and evaluate them to ensure their validity. Teachers may help direct students toward certain resources, and may help students understand what makes a source appropriate or not, but the research is ultimately student driven.

**Extended Period of Time:** this project stretches across students' entire sophomore year. There will be grades associated with it (applied to the advisory class) in each semester. Teachers may remind students of deadlines; however, students are responsible for managing their time.

**Significant Body of Work:** because so much time is devoted to the personal project, the expectation is that the outcome will be ambitious, and of superior quality. Teachers should encourage students to push their boundaries, though the students themselves must take the initiative on this project.

## **People involved in MYP Projects**

### **Personal Project Coordinator - Grade 10 Advisor**

The role of the project coordinator(s):

Project coordinators are responsible for organizing the systems that supervisors and students need for the successful completion of the project, with the support and collaboration of the MYP coordinator and school leadership team.

### **Personal Project Supervisor(s) - Harrison Preparatory School Teachers and Staff**

The role of the supervisor(s):

The purpose of the supervisor is to support the student or group of students during the project. In the case of community projects, it is important for supervisors to use their best judgment in allowing for changes to group situations, should the need arise.

### **MYP Year 4/5 Student(s)**

The role of the student(s):

The purpose of the student is to choose the topic of their personal project, to decide what they want the outcome of their project to be, and ultimately ensure that their personal project(s) get completed. Personal projects are developed and completed individually. Students need to identify a goal, based on areas or topics of interest to them. Students should document their thinking, their research process and the refining and development of their initial ideas through their Process Journal. Students will develop an outline of the goal they wish to pursue, which will often form the basis of the meetings between the student and the supervisor. Students should develop a goal and a Product that they can accomplish, but which challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Students must create a Product which showcases their achievements and Present it to the school community. Students will combine all of these requirements into a 1,500 word Paper, reflecting upon their successes and missteps along the way.

## **Global Contexts and how do they impact the Personal Project?**

You must choose one of the six Global Contexts to provide a real-life context for, and a focus to your work. The six Global Contexts are:

→ **Identities and Relationships:** This Global Context explores 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. It asks students to consider – who am I? Who are we?

→ **Orientation of Space and Time:** This Global Context explores 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. It asks students to consider the meaning and importance of “where” and “when.”

→ **Personal and cultural expression:** This Global Context explores the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetic. It asks students to think about the nature and purpose of creative expression.

→ **Scientific and technical innovation:** This Global Context explores the natural world and its laws; the 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. It asks students to consider how they understand the world in which they live.

→ **Globalization and Sustainability:** This Global Context explores 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. It asks you to ask yourself how everything is connected.

→ **Fairness and Development:** This Global Context explores 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. It asks you to ask what the consequences of our common humanity are.

## **Breaking down the 4 P's**

There are four main components to the personal project:



### **The Process Journal:**

The process journal is where students document their work as they do it. In their process journal, they should record their ideas, planning, discussions, clippings of readings and concepts, photographs, diary excerpts, meeting schedules and outcomes with their supervisor – whatever they do that is part of the process should be kept in this document. Your process journal is located in ManageBac.

### **The Product:**

As part of the goal, students must determine a final product/outcome of their project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work. Students must define realistic criteria to measure the quality of the project's final outcome or product. Working with their supervisor, students decide what constitutes a high-quality product/outcome. Students document the criteria in their process journal and use them to assess the final outcome or product.

### **The Paper:**

The paper is a technical report students produce following the completion of their project. It is a detailed analysis of their entire project and the process of development. It explains how, why, and what they did, in a well-structured and organized manner. The paper must be at least 1,500 words in length.

What should the paper look like?

The paper students will complete for the personal project takes the form of a report. It is broken up into sections in which they will explain the process they undertook in setting their goals, conducting their research, and executing their project. In the paper, there are also sections where students will evaluate their own work and reflect on their accomplishments.

Students will begin drafting the early sections of this paper as early as September. Students have deadlines in their project handbooks that outline specific dates for completing parts of the paper—so the bulk of the work should be completed--however, the compilation of the entire report, as well as the revision and editing of their work, will take place by the **first advisory day in March of the 10th Grade year.**

There are formatting and length requirements for the personal project paper:

The report must include: **Title page, Table of contents, Body of the paper** (broken up into sections measured by criterion B-F), **Bibliography**, and **Appendices**.

**The Title page must include the following:**

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

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

- Proposal Due: October 5th of 10th Grade Year
- Annotated Bibliography Due: November 24th of 10th Grade Year
- The goal (criterion B) Due: January 25th of 10th Grade Year
- Selection of sources (criterion C) Due: December 8th of 10th Grade Year
- Application of information (criterion D) Due: February 2nd of 10th Grade Year
- Achieving the goal (criterion E) Due: February 9th of 10th Grade Year
- Reflection on learning (criterion F) Due: February 16th of 10th Grade Year

**The Bibliography is an alphabetical list of sources used to research the personal project. It must be on its own page, and it must be in correct MLA format. The Bibliography does not count toward students' overall word count.**

**The Appendices are additional materials that students want to include at the end of the paper. These could include secondary information that may be of interest such as: a sample of a questionnaire a student used, a segment from the process journal, a graph or chart that the student produced, a transcript from an interview, a photograph or other work samples, etc. There need to be 10 Journal Extracts in the Appendices. The materials included in the Appendices do NOT count toward the overall word count.**

**The Length of the report must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography.**

### **The Presentation:**

The presentation is a display of students' projects, along with a 3-4 minute oral explanation. Students must come up with a way of visually presenting their project (think about tri-folds, photographs, models, etc.) and students must prepare a brief talk about their goals and process. The presentation will happen shortly after Spring Break, during an exhibition in front of different advisory classes.

## **Personal Project Timeline**

**Person Project Intro Day:** Completed **Second Week of School of 10th grade year**

**Personal Project Proposal:** Due (on ManageBac) by **Oct. 12th of 10th grade year**

### **5 Supervisor Meetings**

**Meeting #1:** Completed and written about in Process Journal by the 4th Advisory in September

**Meeting #2:** Completed and written about in Process Journal by the 4th Advisory in October

**Meeting #3:** Completed and written about in Process Journal by the 4th Advisory in November

**Meeting #4:** Completed and written about in Process Journal by the 4th Advisory in January

**Meeting #5:** Completed and written about in Process Journal by the 4th Advisory in February

**Personal Project Paper:** Due **March 1st of 10th Grade year**

**Advisory Class Presentations:** **TBD March of 10th Grade year**

## **Assessment Overview**

Assessment for the MYP personal project is criterion-related, based on four equally weighted assessment criteria. MYP personal projects must assess all strands of all four assessment criteria. In the MYP Personal Project, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels.



Criterion A Investigating      Maximum 8

Criterion B Planning      Max. 8

Criterion C Taking action      Max. 8

Criterion D Reflecting      Max. 8

MYP personal projects must assess all strands of all four assessment criteria.

### **How do the criterion work?**

In the MYP, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

### **A Investigating**

Students should be able to:

- i. define a clear goal and a global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

### **B Planning**

Students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

### **C Taking action**

Students should be able to:

- i. create a product/outcome in response to the goal, context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

## **D Reflecting**

Students should be able to:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic  
and the global context
- iii. reflect on their development as an IB learner through the project.

## Criterion A: Investigating

In the personal project, students should be able to:

- i. define a clear goal and a global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. <b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrate <b>limited</b> research skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. <b>outline</b> an <b>adequate</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project</li> <li>iii. demonstrate <b>adequate</b> research skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. <b>define</b> a <b>clear and challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrate <b>substantial</b> research skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. <b>define</b> a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrate <b>excellent</b> research skills.</li> </ol>

## Criterion B: Planning

In the personal project, students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"><li>i. develop a <b>limited</b> proposal for action to serve the need in the community</li><li>ii. present a <b>limited or partial</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>limited</b> self-management skills.</li></ol>
3–4	Students: <ol style="list-style-type: none"><li>i. develop an <b>adequate</b> proposal for action to serve the need in the community</li><li>ii. present an <b>adequate</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>adequate</b> self-management skills.</li></ol>
5–6	Students: <ol style="list-style-type: none"><li>i. develop a <b>suitable</b> proposal for action to serve the need in the community</li><li>ii. present a <b>substantial</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>substantial</b> self-management skills.</li></ol>
7–8	Students: <ol style="list-style-type: none"><li>i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community</li><li>ii. present a <b>detailed and accurate</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>excellent</b> self-management skills.</li></ol>

## Criterion C: Taking action

In the personal project, students should be able to:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"><li>i. demonstrate <b>limited</b> service as action as a result of the project</li><li>ii. demonstrate <b>limited</b> thinking skills</li><li>iii. demonstrate <b>limited</b> communication and social skills.</li></ul>
3–4	Students: <ul style="list-style-type: none"><li>i. demonstrate <b>adequate</b> service as action as a result of the project</li><li>ii. demonstrate <b>adequate</b> thinking skills</li><li>iii. demonstrate <b>adequate</b> communication and social skills.</li></ul>
5–6	Students: <ul style="list-style-type: none"><li>i. demonstrate <b>substantial</b> service as action as a result of the project</li><li>ii. demonstrate <b>substantial</b> thinking skills</li><li>iii. demonstrate <b>substantial</b> communication and social skills.</li></ul>
7–8	Students: <ul style="list-style-type: none"><li>i. demonstrate <b>excellent</b> service as action as a result of the project</li><li>ii. demonstrate <b>excellent</b> thinking skills</li><li>iii. demonstrate <b>excellent</b> communication and social skills.</li></ul>

## Criterion D: Reflecting

In the personal project, students should be able to:

- i. evaluate the quality of the product/success of the outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"><li>i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal</li><li>ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li><li>iii. present <b>limited</b> reflections on their development of ATL skills.</li></ul>
3–4	Students: <ul style="list-style-type: none"><li>i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal</li><li>ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li><li>iii. present <b>adequate</b> reflections on their development of ATL skills.</li></ul>
5–6	Students: <ul style="list-style-type: none"><li>i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal</li><li>ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li><li>iii. present <b>substantial</b> reflections on their development of ATL skills.</li></ul>
7–8	Students: <ul style="list-style-type: none"><li>i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal</li><li>ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li><li>iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.</li></ul>

## **Supervisor Meeting Appendix**

### **Meeting #1**

#### **First Meeting with Supervisor**

- You need to meet with your PP Supervisor.
  - In this meeting, you should be prepared to discuss ideas that you have for completing your Personal Project (you *should not* walk into this meeting without having considered interests, issues, or activities you might like to pursue).
  - You need to walk out of this meeting having selected a specific topic, and having discussed some goals you might want to achieve over the course of this process
  - Reflect in ManageBac in your process journal on the meeting with your supervisor. What went well? Have you created criteria to measure your success yet? What is your next step?

### **Meeting #2**

#### **Second Meeting with Supervisor**

- You need to meet for the second time with your MYP PP Supervisor.
  - In this meeting, you should be prepared to discuss possible sources for the research component of your project.
  - You need to discuss the validity and variation of these sources with your supervisor to Reflect in ManageBac in the process journal.

### **Meeting #3**

#### **Third Meeting with Supervisor**

- You need to meet for the third time with your MYP PP Supervisor.
  - In this meeting, you should be prepared to discuss how you will (or have already) applied your research to the product portion of your personal project
  - You need to discuss how your research has helped you develop or improve your product to Reflect in ManageBac using the process journal.

#### **Meeting #4**

##### **Fourth Meeting with Supervisor**

- You need to meet for the fourth time with your MYP PP Supervisor.
- In this meeting, you should be prepared to discuss how you will plan your presentation for Advisory (2-4 minute presentation) as well as the exposition event.
- Reflect in ManageBac using the process journal.

#### **Meeting #5**

##### **Last Meeting with Supervisor**

- You need to meet for the final time with your MYP PP Supervisor.
- In this meeting, you should be prepared to discuss your completed (or almost completed) product.
- You need to spend some time evaluating your product in light of the specifications you originally created when setting your goal.