

Mount Clemens High School

Personal Project Guide

2010 – 2011



Student Name: _____

English Teacher: _____

Period: _____

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This handbook has been adapted from the MYP *Personal Project* guide, the Gar-Field Personal Project Handbook 2009-2010, the BSGS Personal Project Handbook 2006-2007, the Suzhou Singapore International School Student Personal Project Guide Book 2007-2008, and the Personal Project Workbook of the International Community School in Zurich.

INTRODUCTION

WHAT IS A PERSONAL PROJECT?

The personal project is a culminating event of your time in the MYP. During this time you will have developed in many ways and learned about the areas of interaction. The personal project holds a place of special importance in the MYP, and so it should be clearly focused on an issue or theme closely related to the areas of interaction. Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do. If you choose the right personal project, it will give you the opportunity to share with others something that is of great interest to you as an individual but that also shows some of what you have learned as a result of being in the MYP.

The IBO places great importance on the expression of the student's personality and understanding as measured by means of the personal project. The personal project is a requirement for all MYP schools.

Have you ever wanted to build a musical instrument? Do you have a secret passion to write a play? Now is your chance! The personal project is **your** project to do what **you** want to do, to show the skills you have developed over the years in your subjects and through approaches to learning (ATL), and to apply them to the chosen goal that focuses on dimensions of the area(s) of interaction.

A Personal Project is just that, a project of your own choosing on a topic that is interesting to you that you would want to dedicate your own time and extra effort in order to produce something that you would be proud to present and share with the Mount Clemens school community. Not only will it allow you to demonstrate your interest and initiative in a topic about which you are passionate, but it will also help you to develop the independence necessary for the completion of your coursework in the eleventh and twelfth grades.

The personal project is an opportunity for you to:

- ✓ Do extended independent creative work in an area that you choose; that is of interest to you, that you care about deeply.
- ✓ Demonstrate your understanding of the **areas of interaction** and their relationship to the work you decide to do
- ✓ Apply your Approaches to Learning skills and strategies
 - Independent work
 - Organization for a long term project
 - Communication in writing, revision, research, and creativity
 - Critical thinking and reflection about yourself as a learner

Whatever type of personal project you decide on, it should:

- have a clear and achievable goal
- be focused on at least one area of interaction
- 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**:

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

You and your supervisor must agree that, whatever form the personal project takes, the finished product allows you to investigate and focus on a theme, topic and/or issue closely connected to at least one area of interaction of the MYP. You must carefully choose the type and goal of your project in terms of the skills and techniques that are required to bring it to a successful conclusion. Some projects may be too ambitious, require overly complex procedures or require a lengthy process of learning.

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.

WHAT ARE THE AIMS AND OBJECTIVES OF THE PERSONAL PROJECT?

Aims

The aims of the personal project are to allow students to:

- demonstrate the personal abilities and skills required to produce and present an extended piece of work
- engage in personal inquiry, action and reflection on specific topics and issues
- focus on, and demonstrate an understanding of the areas of interaction
- reflect on learning and share knowledge, views and opinions.

Objectives

The objectives of the personal project listed below relate directly to the assessment criteria.

A. Planning and Development

Students should:

- identify a clear and achievable goal
- describe and justify a focus on the chosen area(s) of interaction
- describe the steps followed to achieve the stated goal
- adhere to the stated goal throughout the project.

B. Collection of Information/Resources

Students should:

- select and utilize adequate, varied resources
- identify and use relevant information critically
- acknowledge sources of information appropriately.

C. Choice and Application of Techniques

Students should:

- choose techniques relevant to the project's goal
- justify this selection
- apply the chosen techniques consistently and effectively.

D. Analysis of Information

Students should:

- analyze the information in terms of the goal and the focus of the project
- express personal thought
- support arguments with evidence
- respond thoughtfully to ideas and inspiration.

E. Organization of the Written Work

Students should:

- organize their work in a coherent manner according to the required structure
- present information clearly
- present references, bibliography and symbolic representations appropriately.

F. Analysis of the Process and Outcome

Students should:

- identify the strengths and weaknesses of the project at different stages of development
- where appropriate, suggest ways in which the project could have been tackled differently
- assess the achieved results in terms of the initial goal and the focus on the chosen area(s) of interaction
- show awareness of the overall perspectives related to the chosen topic or piece of work.

G. Personal Engagement

Students should:

- meet deadlines
- follow agreed procedures and work plans
- make appropriate use of a process journal or log book
- show initiative, enthusiasm and commitment to the task.

FORM AND STRUCTURE OF THE PERSONAL PROJECT

The project can take many different creative forms. Depending upon your goal, you might choose one of the following types of projects:

- √ an original work of art--visual, dramatic, performing; painting, sculpture, movie, music, etc.
- √ an original science experiment, either in social sciences or “hard” sciences
- √ a piece of literary fiction, collection of short stories, poetry, novella, play
- √ an invention or specially-designed object or system
- √ the presentation of a developed business, management, or organizational plan (E.g. for an entrepreneurial business, a special event, or the development of a new student or community organization)
- √ A web-page, video or some other electronic presentation
- √ a written piece of work on a special topic (literary, social, psychological, anthropological etc.)

Whatever form the completed Personal Project takes, you must submit:

1. **A process journal**, which records your thoughts, decisions, plans, and actions throughout the time you work on this project. It is a record of your progress as you work on the project, a project “diary” of sorts. Much of the work you do on the other parts will come from the notes you take in your process journal. Detailed information about the requirements is included in this handbook.

2. **A Personal Statement**, which describes the process you underwent and an analysis of your inspiration, findings, and conclusions. A significant part of the assessment is based on the Personal Statement and thus, on a description of your process. The Personal Statement must be thorough.
3. **The project itself.** This could be a video, a website, an event, a product, etc.

Length

The length of the written work within a personal project varies, given the variety of types of projects that is acceptable. The IBO expects students to express reflective thinking in a concise and precise manner. Where students write an essay to analyze an issue that they have investigated, the essay must be incorporated into the required structure. Even in that case the written work must not exceed 4,000 words (minimum 1500 words excluding the Table of Contents and References). However, where a student chooses creative writing (for example, a set of short stories) as a project, the length of the work will be agreed between the student and the supervisor, and the written presentation of the project (following the required structure) will be shorter, as will other projects of a creative nature (minimum 1000 words excluding the Table of Contents and References).

GROUP PROJECTS

Group projects are not allowed. Students may ask peers for assistance with their projects, but this assistance cannot be used as the basis for that student's project. 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.

WHEN WILL YOU WORK ON THE PROJECT?

Personal Project work will be **independently completed outside of school time.**

ROLE OF THE SUPERVISOR AND MENTOR

Your teachers are your supervisors. They will guide you through the steps in completing your personal project in class and outside of class as needed throughout the year. You will also select a mentor, a teacher from Mount Clemens High School or Mount Clemens Junior High staffs to support you through the process. You must have regular meetings with your mentor. You **MUST** bring your process journal to every meeting with your mentor and write in it before and after the meeting. Also, bring this guide to the meetings with you. Your mentor will make time available to meet with you, but **it is your responsibility to take the initiative in arranging, organizing, and attending the meeting. Meetings will be arranged during mentor's prep hour. *Students are responsible for notifying their teacher of a mentor meeting date and completing any work missed during mentoring session.* (Tentative date for Mentor selection: April, 2011.)**

Your supervisor will follow your progress and will help you figure out how to answer any questions that come up. Your mentor does not have to be an expert on your topic and is not expected to provide topic-related information but can point you in the right direction to find needed materials, resources, or information. You may seek guidance from experts in the field. Although your supervisor may be able to help, it is your job to seek out these experts if you need them.

Some Examples of Students' Projects

Personal Project Goal	Body of work	AOI
Bringing a smile to the children	Puppet theatre for the sick children in McClaren Hospital	Community and Service
Explore challenges freshmen experience in high school	Creative Writing—short story Tales of a freshman something	Human Ingenuity
Teach elementary grade students science concepts in a genre they enjoy	Comic Science--comics based on science concepts for the primary students	Approaches to Learning Human Ingenuity
Provide literacy opportunities for children in another country	Organized a book drive in the community and send the books collected to Palestine	Community and Service
Explore what is it like for Marines stationed in Afghanistan	A book on the marine life in Afghanistan	Environments
Develop a healthy vegetarian cook book	Healthy interesting recipes for preparing vegetarian dishes	Health and Social Education
To recycle materials to create glitter jewelry	Jewelry from recycled materials	Environments
To teach others about the history of aviation	Aviation Above Us—interactive website with online quiz	Approaches to Learning

Examples of Development of Personal Projects

These examples are based on the topic “Poverty in my city”.

Required Structure	Essay	Mural	Fund-raising
Title Page	Poverty in my City: How Can it Be Explained?	Creating a Mural about Poverty in my City	Fighting Poverty in my City
Table of Contents	Titles of sections and sub-sections of the project	Titles of sections and sub-Sections of the project	Titles of sections and sub-sections of the project
Introduction	<p>Areas of interaction: health and social education, environments</p> <p>Goal: understanding the causes and effects of poverty in my city</p> <p>Outline: general review of poverty through local statistics; main aspects of poverty and its causes or consequences in terms of health, education and local environments</p>	<p>Areas of interaction: environments, community and service</p> <p>Goal: sensitization of people in my school to the conditions of poverty in my city</p> <p>Outline: general review of poverty in my city; consideration of ways of conveying a feeling and a message; drawing my way of perceiving it; seeking feedback from others; completion of the mural</p>	<p>Areas of interaction: community and service, human ingenuity</p> <p>Goal: finding ways in which different groups of people can take action to fight poverty in my city</p> <p>Outline: general review of poverty in my city; finding out about people and organizations fighting poverty; evaluating ways of contributing; deciding on processes and procedures, beneficiaries; organizing the fund drive</p>
Description of Process	Research through reading various documents, statistics; interviewing of social workers, sociologist, psychologist, poor people in different parts of the city, police; analysis of data and information	Investigation of different sources (about art and the topic at hand); choice of aspects of poverty to be reflected in the mural; choice of techniques, sketches; feedback on stages of completion and final product	Investigation into poverty in the city and organizations that already work with poor people; interviewing and gathering of data about needs and possible action; choice of strategy to organize and publicize the fund drive; organizing and completing the activity; follow-up with beneficiaries
Analysis of the inspiration, research and influences guiding the work	Showing the contrast between what different sources say about the main causes and consequences of poverty in the city; analysis of how the consequences of poverty affect health and education of the poor people of the city; analysis of how poverty affects the environments where people live (may be related to housing, pollution and other factors); review of the process in terms of difficulties encountered and ways in which the student solved them	Showing how the symbols of poverty are used and explaining how to produce the impact you want to create in the community; justifying the use of different techniques and colors in the mural; showing the contrast between own interpretation of symbols, techniques and colors used, with the feedback received by others; evaluating the changes introduced into the mural; analysis of the characteristics of the audience; analysis of the best location for the mural, to create the greatest social awareness	Short analytical description of the different ways in which institutions are working to raise money to fight poverty and how their actions have made a difference; analysis of the way in which the fund-raising will be carried out to make it appealing and effective; review of the process in terms of difficulties encountered and how these were overcome

Required Structure	Essay	Mural	Fund-raising
Conclusion	Identification of the main causes and consequences of poverty in the city that affect health, education and environments, according to the findings of the research. A new approach to the question could be to consider how changes in the surrounding environments improve the quality of life of poor people	Evaluation of whether the mural has been able to reflect the environmental problems linked to poverty in the city; reflecting on the impact the mural has had on the community; reflecting on the impact the mural has had on the student's own perception; formulating a new question that could arise in the mind of the student: is a mural a good way to sensitize people about a specific problem? Or what other means could have been used?	Reflection on Human Ingenuity through the impact that this type of activity may have on the ones who benefit from fund-raising; assessment of the impact of the project on people who benefited from the fund- raising; review of the outcome (money raised versus expectations), involvement of others, responses; indication of other ways to help to fight poverty in terms of community and service; overall perspective on how the project changed the student
Bibliography	Books, newspapers, magazines, interviews, Internet sites	Books, newspapers, magazines, interviews, Internet sites	Books, newspapers, magazines, interviews, Internet sites
Appendices, where appropriate	Statistics, graphics, histograms, questionnaire used for interviews, other material	Pictures, photos, list of artists, art movements that inspired the student	Questionnaire used for the interviews, and supporting statistics

A Note Regarding Fundraising

Fundraising done through Mount Clemens Community Schools and their facilities must follow strict regulations and procedures including pre-approval processes and faculty supervision. If you are considering fund-raising as a personal project, you must consult with the Principal before making any commitments.

2009-2010 Personal Project Time Line

Each student will refine this time line with his/her supervisor. Completion of the Personal Project will include the following stages:

- Choice of topic or theme closely related to an Area of Interaction
- Decision on the form of the project
- Use of a process journal
- Consultation with mentor
- Development of a plan
- Research and recording of resource data
- Reflection and self-assessment on both process and the product
- Drafting and revision of the structured writing
- Presentation of the final product

<u>Scheduled Events</u>	<u>Timeline</u>
Introduction to the Personal Project	Humanities dept., 8 th gr., fourth quarter
Introduction of Personal Project Handbook	Science dept., 9 th gr., Dec. 2010
Personal Project brainstorming	Math dept., 9 th gr., Jan./Feb. 2011
Design Cycle review	Technology dept., 9 th gr., Jan./Feb. 2011
Mentor selection, proposal & signature page due by March 30, 2011	Humanities dept., 9 th gr., Mar. 2011
Narrow topic/General research begins	Instruction by English dept. & Librarian; additional research sessions scheduled by other departments. 9 th gr., Apr.-June 2011
Continue initial research (note cards, etc.); Initial meeting with mentor	English, Humanities & Library depts., 10 th gr., Sept. 2011
Complete initial research, outline, rough draft of personal statement	Instruction by English dept. on outline & rough draft requirements; research time provided in other core subjects; Spanish dept. provides rough draft word processing time. 10 th gr., October 2011
Meet with mentor; begin process journal	10 th gr., November, 2011 by appt. with mentor; Instruction by Technology & Science depts. on process journal format
Product creation begins; complete (on own time!) & peer edit 2nd draft of personal statement	10 th gr., Product time/discussions held by Fine Arts dept. early Dec. 2011; Peer editing time provided by English dept. mid January, 2012.
Meet monthly with mentor. Complete all portions of personal project.	10 th gr., Feb.-Mar. 2012 by appt. with mentor; Remaining work on personal project is expected to be completed by student outside of school hours.
Project, Process Journal and Personal Statement	April, 2012 (specific date TBD)

due	
Personal Project Presentation & Expo	TBD/May, 2012

AREAS OF INTERACTION

Whatever you choose to do, the work must connect to one of the areas of interaction. Sometimes you might find that your project connects to more than one area of interaction. Use the brainstorming worksheet to bring out the focus on one area of interaction in addition to approaches to learning.

You **must** develop a strong link to one of the following areas of interaction in their project:

Community and Service in the MYP will have opened your eyes to different realities. Awareness of community needs and first-hand experience should have created an interest in finding out more about the issues and problems the student has witnessed and been involved in. You can use your own personal strengths to develop a project that can benefit the community and thus be an active contributor to the community.

Key Questions:

- How do we live in relation to each other?
- How can I contribute to the community?
- How can I help others?

Environments mean the totality of conditions surrounding us. This AOI focuses on the place of human beings within a wide range of environments including natural, built and virtual.

- The natural environment includes all living and non-living things that occur naturally on Earth along with its systems, landscapes and resources.
- The built environment includes the settings for human activity, ranging from the large-scale civic surroundings to personal places, such as homes.
- The virtual environment includes electronic environments, internet environments and the concept of personal space.

Students are confronted every day with environmental issues. In the Personal Project students can explore issues such as:

- The interdependence of human and other forms of life
- The consequences of human impact on the environment
- Pollution and population growth
- The links between health and changes in environment
- Local, regional, national and international responsibilities
- The political responsibility of each individual

Key Questions:

- What are our Environments?
- What resources do we have or need?
- What are my responsibilities?

Health and Social Education aims to educate the whole person and should prepare students for a physically and mentally healthy life. Students can explore topics such as:

- Nutrition and exercise
- Consumer issues, peer influences
- Interpersonal relations
- Health and legal services, social issues

Key Questions:

How do I think and act?

How am I changing?

How can I look after myself and others?

Human Ingenuity: The purpose of Human Ingenuity is for students to appreciate the human ability to create and adapt socially, politically, artistically, and scientifically, intellectually and ethically.

Key Questions:

Why and how do we create?

What are the consequences?

Approaches to Learning is the key area of interaction in relation to the personal project. This area is concerned with the development of effective study skills, of critical, coherent and independent thought, and the capacity for solving problems and making decisions.

Key Questions:

How do I learn best?

How do I know?

How do I communicate my understanding?

STEPS IN THE PERSONAL PROJECT

Your study of the Approaches to Learning (ATL) in 7th-10th grade has prepared you for your personal project. The stages in the development of your personal project will include the following:

- exploring and choosing themes and topics with a clear focus on the dimensions of at least one area of interaction
- planning the project
- gathering the necessary material
- working on the project
- using a process journal or log book effectively
- presenting the outcome (the product and the structured writing).

1. Investigating and Choosing the Goal and Topic

Any project will involve an important phase of investigation or research. When you are choosing your topic or theme, and the goal of your project and your approach, you must remember that the personal project is your way of demonstrating your understanding of the areas of interaction. You must therefore choose a goal and focus on one or more areas of interaction 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 or mentor 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 mentor 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, the methods you are using, and your ability to describe and justify a focus on your chosen areas of interaction.

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.

Writing a Statement of Purpose - Goal

A Statement of Purpose is a sentence that you write which states 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 statement of purpose will do 3 things to help 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.
- It will help you develop a thesis statement, which comes later on in the research process.
- It saves you valuable time and effort.

To write the statement of purpose, 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 you hope to acquire by doing this project?
3. What skills do you 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 Statement of Purpose with words like "I want to learn about..."

Make sure your Statement of Purpose is specific enough.

A Bit Too General	Much Better, More Specific
"I want to learn about Wu Tang Clan."	"I want to learn about what has influenced the music of Wu Tang Clan."
"I want to find out about teen gangs."	"I want to find out some ways to stop teen gang activity."
"I want to learn about AIDS."	"I want to know how close we are to a cure for AIDS."
"I want to know about pro basketball."	"I want to know what it takes to be a professional basketball (or other sport) player."
"I want to find out about the Marshall Plan"	"I want to know if the Marshall Plan still has any effect on the world's economy."
"I want to find out about the juvenile criminal justice system."	"I want to know what juveniles experience when they get put in legal detention for committing a serious crime."
"I want to learn about the Crusades."	"I want to know why Christians and Muslims fought so hard against each other during the Middle Ages."
"I want to learn about the Dalai Lama."	"I want to know how the Pope is different from the Dalai Lama."

2. Planning the Project

The next part of the process is to plan the steps towards completing your personal project. You should write an outline of your main ideas, guided by a statement of your goal, as discussed with your supervisor. The purpose of the outline is to:

- define the investigation
- assist in the choice of appropriate sources and material.

Ask yourself the following questions, which are neither definitive nor exhaustive.

- Where do I find the necessary material?
- Who has information about my topic?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit museums?
- Do I need to interview individuals?

In your process journal, you should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness.

After checking with your supervisor or mentor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order of the tasks. Once your list of sources is complete, you should start gathering the materials.

Completing any type of project is not usually a simple process; it may be messy and involve changes in your plans, especially in the developmental stages.

3. 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. See the section entitled “COLLECTION OF INFORMATION AND RESEARCH: MLA FORMAT” for details about documentation of source materials.

4. Working on the Project

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 supervisors and mentor regularly.**

You must keep a process journal or log book containing all your 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. ***You must bring your process journal to each meeting you have with your mentor.*** It will also guide you as you write your project report. See the section entitled “GUIDELINES FOR PROCESS JOURNAL” for detailed information about the process journal.

You will also want to document the process of carrying out the project. For many projects, photographic evidence is the best way to do this. These photographs can be included in your personal statement as an appendix.

Some notes about the product:

- You must spend a minimum of 15 hours on creating the product. Most products will require more than 15 hours. You should document the time that you spend on the product in your process journal or a log you create.
- A POWER POINT IS NOT A PRODUCT!
- A POWER POINT IS A PRESENTATION TOOL
- A BROCHURE OR A PAMPHLET IS NOT A PRODUCT!
- A BROCHURE OR A PAMPHLET WILL NOT MEET THE 15 HOUR MINIMUM REQUIREMENT FOR THE PRODUCT. (You may however, create a brochure that highlights your work as part of your presentation.)

5. Presenting the Outcome

Towards the end of the personal project you will need to think carefully about how you should present it. You must always consider your presentation from other people's perspectives: perhaps you and your school will want to exhibit the outcome. The nature of the presentation will vary depending on the type of personal project. However, all personal projects must include a personal statement. Please refer to the structure described above to guide you in the organization of your content.

Remember that if you have decided to explore a particular issue for your personal project, your personal statement will include a description of your process and your findings as well as your analysis of the issue and your observations and reactions. In that case, the piece of writing will be much longer than the presentation of a creative product or an event, for example. The personal project must not be longer than 4,000 words.

MYP ASSESSMENT CRITERIA

The following assessment criteria have been established by the International Baccalaureate Organization.

Criterion A	Planning and Development	Maximum 4
Criterion B	Collection of Information/Resources	Maximum 4
Criterion C	Choice and Application of Techniques	Maximum 4
Criterion D	Analysis of information	Maximum 4
Criterion E	Organization of the Written Work	Maximum 4
Criterion F	Analysis of Process and Outcome	Maximum 4
Criterion G	Personal Engagement	Maximum 4
	TOTAL	28

The total will be converted to a 1-7 scale. Along with meeting all other program requirements, students must earn an acceptable score in order to earn the Mt. Clemens IB MYP Certificate. (See pg. 23)

Criterion A: Planning and Development

Maximum 4

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal.

Evidence of the students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student identifies the goal of his/her personal project but does not provide an outline of how he/she aims to achieve this goal.
2	The student identifies and describes the goal of his/her personal project, states the focus on the chosen areas(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.
3	The student identifies and clearly describes the goal of his/her personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.
4	The student identifies and clearly describes the goal of his/her personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.

Criterion B: Collection of Information/Resources*Maximum 4*

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography , where many elements are missing. Few references are made in the text to sources of information used.
2	The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented . Some references are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.
4	The personal project contains excellent , relevant information and resources, from a wide variety of appropriate sources. The bibliography is complete and well presented , with clear references to sources in the body of the text and appendices, where appropriate.

Criterion C: Choice and Application of Techniques*Maximum 4*

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions or statement of intent of the personal project. Students should justify the selection and apply the chosen techniques consistently and effectively. Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Large parts of the project are not relevant in terms of the goal that had been identified by the student. The techniques used are largely inappropriate and inadequately applied .
2	The techniques chosen vary in their appropriateness with some being applied to an acceptable standard in order to contribute to the achievement of the goal. The student begins to provide justification for the use of the chosen techniques
3	The techniques chosen are generally appropriate and well applied to contribute to the achievement of the goal. The student provides some justification for the use of the chosen techniques.
4	The student has chosen absolutely appropriate techniques, provided specific justification for their choice and applied them effectively to achieve the stated goal.

Criterion D: Analysis of Information*Maximum 4*

This criterion measures the students' abilities to analyze information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains little reflection in terms of the goal and focuses on the chosen area(s) of interaction, and is largely narrative/descriptive . The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.
3	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued .
4	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision . The student consistently supports a truly personal response to the topic with arguments and evidence.

Criterion E: Organization of the Written Work*Maximum 4*

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate)(i.e. the report on a creative project, or the essay and the personal statement), and its internal structure and coherence.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The written work is poorly organized , lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is lacking in several respects.
2	The student has made some attempt at logical organization , and an attempt to respect the required structure of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is often appropriate .
3	The student has made a good attempt at logical organization, respecting the required structure of the personal project. There are some good links between parts of the personal project, and the presentation of the work is almost always appropriate .
4	The organization of the work is completely coherent with the required structure. Ideas are sequenced in a consistently logical manner with appropriate transitions. Overall presentation and neatness of the work are excellent .

Criterion F: Analysis of Process and Outcome*Maximum 4*

Evidence of the students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- *What have been the strengths and weaknesses of the personal project at different stages of development?*
- *What would the student do differently next time?*

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student's review is simply a narrative summary or a superficial review of the development of the personal project in terms of the goal set at its start. There is little understanding of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
2	The student adequately reviews his/her personal project in terms of the goal set at its start. The student's review shows some reflection on different stages of the process including an adequate analysis of the quality of the product. The student's review shows some understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
3	The student consistently reviews his/her personal project in terms of the goal set at its start. The student's review shows significant reflection on different stages of the process including a good analysis of the quality of the product and shows a clear understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
4	The student consistently and thoroughly reviews his/her personal project in terms of the goal set at its start. The student's review shows excellent reflection on different stages of the process. The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents new perspectives emerging from the chosen topic.

Criterion G: Personal Engagement

Maximum 4

This criterion focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project.

Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviors such as the amount of encouragement required by students, the interaction between students, supervisors and mentors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviors are evident in the personal project.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project shows little evidence of any of the required qualities and working behaviors.
2	The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviors.
3	The personal project is judged to be good in terms of most of the required qualities and working behaviors.
4	The personal project is judged to be outstanding in terms of the required qualities and working behaviors.

Personal Project Grade Boundaries

1	0-5
2	6-9
3	10-13
4	14-16
5	17-21
6	22-24
7	25-28

F1.7 General Grade descriptors

The generic grade descriptors that illustrate the MYP 1–7 grade scale are stated below. They should be considered as broad descriptions: simpler, more generalized statements about the skills and knowledge mastered by the student. They are not specific to any particular subject group assessment criteria. The assessment philosophy established for the MYP requires a criterion-referenced approach rather than one that is norm-referenced. Therefore, the inclusion of normative type statements such as “above average” has been avoided. The approach relies on teachers’ professional expertise in making qualitative judgments similar to those that they make every day in the classroom.

IB uses these descriptors to determine grade boundaries for subject groups and the personal project. Grade boundaries are published in the *MYP Coordinator’s Handbook*.

Overall project score of 1-7 is determined by totaling all of the points from each criterion.

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

GUIDELINES FOR PROCESS JOURNAL

The process journal is an organized work “diary” in which you keep an ongoing written record of the following:

- Goals and Planning
- Resources and Information Collection
- Works in Progress
- Reflection

It is recommended that you make at least one entry each week. There must be no fewer than 5 entries of each of the four types. For all entries, **you must document the date.**

**You must bring your process journal to each meeting you have with your mentor.*

TYPES OF PROCESS JOURNAL ENTRIES

No matter how you choose to organize your process journal, you must enter in a variety of information into the journal. These entries fall into four general categories:

1. Goals and Planning entries

Some of your entries may include, but are not limited by:

- √ Inspiration and topic brainstorms, both in class responses and personal notes, webs, lists, thoughts and reflections.
- √ A copy of your Personal Project proposal
- √ By which **area(s) of interaction** is my goal / project inspired? (at least two areas, but not approaches to learning, which is applied in all projects)
- √ Short List of possible topics with commentary about reasons for choosing.
- √ Plan of Action. How will I get this done? What materials will I need? What resources? Interviews? Books? Where will I find the materials and resources I need?
- √ Statement of Goals: What do I envision my finished project to look like? What are the options to present my work? What materials and resources will I need?
- √ Calendars; Timelines; Schedules; Planners;
- √ Weekly to-do lists, Weekly goals, Weekly Questions to Supervisor; Check lists;
- √ Proof of plan: Did I follow my plan? Did I stick with my plan? Do I have proof that I followed my plan? How can I prove that I set goals and planned my project over time?

2. Collection of information and research entries

- √ Research notes (identified properly with page numbers)
- √ Interview notes (identified properly with date, time, etc)
- √ Highlighted information specifically used in project.
- √ Works Cited page in MLA style (See Appendix.)

3. Work in progress entries

These entries should include any and all pieces of the final project that you work on throughout the process. These entries should include, but are not limited by:

- √ Sketches, Outlines, Storyboards, Models, Schematics, Blueprints, etc.
- √ Two or more drafts of the Personal Statement
- √ All Project revisions and edits, peer edits, supervisor edits, parent edits, etc.

4. Reflection entries

Your entries will focus on:

- √ Reflections on the process and goals: Some things that went well this week were.... Some things that did not go well this week were.... In order to fix what went wrong, I need to ...);
- √ Reflections on the information discovered: I was surprised by... because...;
- √ Reflections on self discovery & change: I am starting to think differently about ...; this project is causing me to change as a person, citizen, and /or student because....;
- √ Reflections on the choices made throughout the project: I have decided to but some alternatives I considered are....
- √ Reflections on meetings with Supervisor: Today's meeting was useful because...; my work with my supervisor could improve if I/he/ she...
- √ Reflections on self as researcher, writer, creator and learner: What am I learning about myself as a student? How do I learn best? How do I write best? What have I found to be the best ways to edit and revise my writing and project? Am I organized? Am I committed? Am I independent? Why or why not? How can I become more organized, committed, and independent?
- √ Reflections on the Areas of Interaction. How are the Areas of Interaction present throughout my project? Have I kept the Areas of Interaction "alive" throughout this process? Why or why not?

Also:

Reflection Questions relevant to the Goals and Planning aspect of the project:

- √ Do I have to carry out my own experiments? How will I accomplish this?
- √ Do I need to prepare, circulate and analyze a questionnaire or survey? How will I go about doing this?
- √ Do I need to visit museums? When? Where? How do I take notes?
- √ Do I need to refine my goals each week? How do I reflect on my goals regularly?

Reflection Questions relevant to Collection of Information & Research

- √ Could I have gathered my information in a more organized manner? How?
- √ What are my sources? People? Books? Primary? Secondary? Which do I find more valuable in this project? Why?
- √ What choices do I make in incorporating the information, skills, or expertise I gained in this project? What could I improve on?
- √ What did I learn about myself as a researcher?

PROCESS JOURNAL ORGANIZATION

It is recommended that you use a five-subject notebook, three ring binder with dividers or, if your project is art based, an art sketchbook to organize your process journal.

The process journal **MUST** have a system of organization that is easily understood, not only to yourself, but allows any person browsing through your journal to find information easily, follow your train of thought, and/or see the planning and follow-through of that planning. Some organization suggestions:

- √ Chronological (recommended)
 - Entries into journal are organized by the date they were entered, performed, created, and reflected upon. Entries are then color-coded/highlighted by "type" of entries above (e.g. blue=Planning entry; red=Research/Collection of information, etc.)
- √ Sectional

- Entries placed into correct journal “sections” delineated with section dividers and labeled tabs. (E.g. you have a “Planning” section; “Goal” Section; “Research” section; “Draft” section, etc.)
- √ Hybrid (Please make sure that the structure is clear to supervisor!)
 - Entries organized around a combination of Chronological & Sectional or around some specialized characteristics your project entails.

GUIDELINES FOR PERSONAL STATEMENT

Many of the assessment criteria are based on the Personal Statement, which describes the process you underwent and an analysis of your inspiration, findings, and conclusions. You might find that the project itself fails. This could happen, for example, if you invent a machine that does not work, or plan an experiment that you are not able to conduct fully. You could still get a very high mark on the personal project if you are able to analyze the problems well in your Personal Statement.

The information you need for a good Personal Statement will come from your process journal so the first step in starting is to read over your process journal and mark the places where you have written something that you can use.

The Personal Statement must include the following:

- √ Title page
- √ Table of contents
- √ Introduction, defining the goal of the project and an explicit focus on the chosen area(s) of interaction, and providing an outline of how you intend to achieve the goal
- √ Description of the process, including production steps , the characteristics, aspects or components of the work
- √ Analysis of the inspiration, research and influences guiding the work, the findings and decisions made, the resulting product and the process in terms of the goal and its focus on the area(s) of interaction chosen
- √ Conclusion, where you reflect on the impact of your project and new perspectives that could be considered
- √ Bibliography (Works cited page)
- √ Appendices, if necessary

FORMAT

The written portion of the Personal Project should follow MLA format.

Remember the MLA rules of basic page layout:

- a. One-inch margins on top, bottom, left, and right.
- b. Use 12 point Times New Roman or Courier New font throughout (including the header).
- c. Header—right margin aligned; containing your last name, space, page number; one half inch from top margin.
- d. Double-space the ENTIRE document, including the Works Cited page. NO extra returns.
- e. Use a hanging indent for the Works Cited page.

Consult your supervisor and/or librarian for additional guidance.

COLLECTION OF INFORMATION AND RESEARCH: MLA FORMAT

The Personal Project requires you to collect and use a variety of outside resources. When you first begin to think about the project, you it is likely that use a number of resources that will turn out to not be useful later on, perhaps because you change the focus of your project or because you find more relevant resources. You must, however, ensure that by the time you get to your second draft, you have used a variety of resources that relate to the areas you explore in your project. Criterion B scores rest entirely on your ability to collect, use and correctly cite relevant sources. You should use a variety of sources including books, databases, Internet, teachers who may also be interested in your topic or may guide you to someone else who is, your parents, other people, magazines and journals, etc. A search on Google or some other general search engine is appropriate only at the very first stages of your research.

Keep track of all sources by completing one MLA formatted source card for each source and through your entries in the Collection of Information and Research section of your process journal. When you have found a source of information and/ or inspiration, you will have to decide how useful it is. The list of sources in your report should only include those you have actually used, but your process journal should include all sources you have consulted.

Use MLA style to keep your records. You will receive guidance from your English teacher and/or the librarians on how to correctly cite sources, both parenthetically within your personal statement as well as on your Works Cited page.

SELF-ASSESSMENT CHART

This form is to be used by the mentor (or supervisor as needed) and student at different stages of the process of completion. It should especially be used to review and reflect upon the first draft of the Personal Statement.

Complete this chart using the IB MYP Personal Project Assessment Criteria. This visual guide can show you which areas have improved since the last formative assessment and which ones still need work. You should refer to the detailed level descriptors for expectations for each criterion.

Criterion	Self-Assess.	Areas I Need to Improve
A: Planning and Development	/4	
B: Collection of Information/Resources	/4	
C: Choice and Application of Techniques	/4	
D: Analysis of information	/4	
E: Organization of the Written Work	/4	
F: Analysis of Process and Outcome	/4	
G: Personal Engagement	/4	
TOTAL	28	

PERSONAL PROJECT ASSESSMENT CRITERIA CHECKLIST	
Criterion A: Planning and Development	<input type="checkbox"/> I have given the reasons for my AOI focus <input type="checkbox"/> I have defined my goal and my product <input type="checkbox"/> I have a clear plan for creating the product
Criterion B: Collection of Information/ resources	<input type="checkbox"/> I have at least five different kinds of information for my project <input type="checkbox"/> I have used this information in the text to justify my product and my project <input type="checkbox"/> I have acknowledged these sources in the text and in the bibliography
Criterion C: Choice and Application of Techniques	<input type="checkbox"/> I have given clear reasons for creating my product in this way <input type="checkbox"/> I have explained why this technique is the best way to achieve my goal <input type="checkbox"/> I have quoted my research to support my reasons for my chosen techniques
Criterion D: Analysis of Information	<input type="checkbox"/> I have shown how the information I found through research has helped me create my product <input type="checkbox"/> I have shown how the information I found supported or changed my own ideas <input type="checkbox"/> I have shown how the information I found helped develop my understanding of my focus Area of Interaction
Criterion E: Organization of the Written Work	<input type="checkbox"/> I have strictly followed the REQUIRED structure for the project <input type="checkbox"/> I have arranged my ideas and findings so that they are easy and logical to read <input type="checkbox"/> I have labeled all drawings, photos and diagrams <input type="checkbox"/> My work neat and carefully presented
Criterion F: Analysis of Process and the Outcome	<input type="checkbox"/> I have explained how creating my product has helped me achieve my goal <input type="checkbox"/> I have maintained a focus on my area of interaction throughout the project <input type="checkbox"/> I have described how this project has taught me more about my area of interaction <input type="checkbox"/> I have reviewed the whole process and the product
Criterion G: Personal Engagement	<input type="checkbox"/> I kept my process journal up to date <input type="checkbox"/> I kept all appointments with my mentor <input type="checkbox"/> I produced an excellent project

ORGANIZATION OF THE WRITTEN WORK CHECKLIST

I have completed the following: (check the boxes to show you have done the work.)

Title page

- My name is on the cover page
- The title of my project is on the cover page

Table of contents

- The pages of my project are numbered.
- My table of contents is in the same order as my project.

Introduction

- I have defined the goal of my project.
- I have identified the AOI focus.
- I have provided an outline of how I plan to achieve the goal.

Description of the process

- I have described exactly how I made my product.
- I have described how I used my research to make my product.

Analysis of the inspiration, research and influences guiding the work

- I have analyzed *where* I got my idea, *the effectiveness* of my research.
- I have analyzed my *decisions*.
- I have analyzed the *success* of my product.
- I have explained how I solved problems at every stage of the project.
- I have analyzed how the *process* helped me achieve my *goal*.
- I have analyzed how the *process* helped me understand my *AOI* better.

Conclusion

- I have included my personal thoughts about my project.
- I have explained what I would differently next time.

Bibliography

- I have included a *complete* and *accurate* Works Cited page.
- I have cited my sources within the writing using proper parenthetical citation.

Appendices

- My attachments (graphs, drawings, photographs etc.) are labeled and help explain my process and product.

Authenticity

- I have submitted my Personal Statement through TurnItIn.com. (use of TurnItIn.com TBD by staff)
- I have signed the statement of Authorship.

*Adapted from 2004-2005 International School Basel Region PP Guide for students



IB MYP Personal Project Statement of Authorship

For the Student

By my signature below, I certify that I am the original author of the Personal Project entitled:

This Personal Project is submitted for evaluation as part of the requirements to earn the IB MYP Certificate.

I do hereby affirm on my honor the following:

1. I have researched the topic on my own and have not plagiarized any part of the project.
2. I have given credit to all sources used.
3. I understand that failure to comply with the stated conditions of the Statement of Authorship will result in a malpractice, will jeopardize my ability to earn the Mt. Clemens IB MYP Certificate, and will result in disciplinary action.

Print Name: _____ Date: _____

Student Signature: _____

For the Mentor

By my signature below, I certify that I have monitored this student through each step of the process. To the best of my knowledge, this is only the work of this student. I submit this paper for evaluation as part of the requirements to earn the Mt. Clemens IB MYP Certificate.

Print Name: _____ Date: _____

Mentor Signature: _____