Name:________________________________________
Homeroom:________________________________________
Supervisor:________________________________________

This guide has been prepared for the 10th grade students to facilitate the completion of the personal project. I hope you find it useful.
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Dear Students,

Welcome to the once in a lifetime adventure of your Personal Project! While this quest is a culminating activity that is necessary to obtain your MYP Certificate – more importantly it is your opportunity to change the world. So, quoting a professor of mine from university, change the world, and please do it quickly so that I can enjoy it!

Your Personal Project can be a challenging, fun, life-changing experience. You are holding one of the keys to success in your hands. Everything in this guide is here because you will need it. Use it!

“Your Personal Project begins and ends with the Areas of Interaction. Your project must be inspired by the Areas of Interaction and this must be clear all the way through your project.” (Personal Project Guide) The Areas of Interaction are central to your Personal Project.

This guide is one key to success. Another is your Approaches to Learning skills gained in all the subject areas. You will notice your Personal Project is framed using the MYP Technology Design Cycle. Follow this closely! Consistently use the Process Journal! Be sure to keep track of all your sources and reference them properly!

Stick closely to the timeline! This is not a project you can do the night before the due date. Do yourself a favor and do not fall behind!

Did I mention to use this guide? This is based on the MYP Personal Project Guide and only given to every student in the world who is doing a Personal Project. Think it might be helpful?

Last, have fun! (Did I mention this is a requirement?) To sustain you through the work this project will entail, be sure you choose a project that is special and meaningful to you and that you will enjoy! After all, this is YOUR Personal Project!

Best wishes on your quest!

MYP Coordinator
City Honors School
Introduction

What is the Personal Project?

The Personal project is the culminating event of your MYP years. This project reflects all the ATL skills you have developed from the lower levels and a good understanding of the Areas of Interaction. It provides an excellent opportunity for you to produce a truly personal and creative work. The personal nature of the project is important as it should be based around a topic which motivates and inspires you, the student.

This project is a very valuable experience as it enables you to develop approaches to learning skills which will help you for the demands of the Diploma Program.

The Personal project consists of a Process Journal, an outcome or product and a report.

This is indeed a very valuable experience which you should really enjoy.

What are the aims of the Personal Project?

According to the Personal Project guide, the aims of this project are:

- To allow you to inquire into topics of interest and using an area of interaction as the main focus.
- To enable you to demonstrate knowledge, skills and attitudes required to complete a project over an extended period of time.
- To give you the opportunity to reflect on your own and or with others.
- To allow you to move towards thoughtful and positive action.
- To enable you to develop confidence as a lifelong learner.

Take time to really reflect and make the right choice about your project. Choose something that really inspires you and more importantly choose an achievable goal. This guide is going to offer you all the information you need in order to make this task a very interesting one. At the end of this project, you will feel you have grown and been able to take your learning in your own hands.

Below are the main and objectives and characteristics of the Personal Project and details about the Areas of Interaction.
The objectives of the PP relate directly to the assessment criteria:

A- Use the process journal

You should:
- Demonstrate organizational skills through time and self-management.
- Communicate and collaborate with the supervisor.
- Demonstrate information literacy, thinking, and reflection.

B- Define the goal

You 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.

C- Select sources

You should:
- Select varied, relevant sources to achieve the goal.
- Evaluate sources.

D- Apply information

You should
- Transfer and apply information to make decisions, create solutions and develop understandings in connection with the project’s goal.

E- Achieve the goal

You should
- Evaluate the product/outcome against your own specifications for success.
  (You should award a level that relates to the descriptors in Criterion E in collaboration with the supervisor.)
F- Reflect on learning
You should:
- Reflect on how completing the project has extended your knowledge and understanding of the topic and the area of interaction.
- Reflect on how you have developed as a learner by completing the project.

G- Report the project
You should:
- Organize the project report according the required structure.
- Communicate clearly, coherently and concisely within required limits.
- Acknowledge sources according to recognized conventions.
What type of Personal project can I do?

Depending on your goal, you may choose one of the following types of projects. This list is not finite; you could choose another type that will completely inspire you.

- an original work of art (for example, visual, dramatic or performance)

- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)

- a piece of literary fiction (for example, creative writing)

- an original science experiment

- an invention or specially designed object or system

- the presentation of a developed business, management, or organizational plan, that is, for an entrepreneurial business or project, a special event, or the development of a new student or community organization.
What steps should I follow?

Step 1- Choosing the topic, identifying the goal and focus area of interaction
• Choose a topic or theme that interests you and one area of interaction that can provide a context for your project and goal. 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 that will allow you to focus on one area of interaction.

Remember that all projects will use ATL skills, but only some projects will have ATL as the focus of the project. Here are some questions you might consider as you choose an area of interaction 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 area of interaction enrich my project?

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. Discuss your ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do. You should discuss whether your ideas are realistic and how you will link your project to an Area of Interaction.

Complete the Proposal Form and submit to your History teacher.

Step 2 – Creating specifications to evaluate the outcome or product

The outcome or product 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. You must define realistic specifications to measure the quality for the project’s final outcome/product.
Working with your supervisor, you must define what constitutes a high-quality outcome or product. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. You should document the specifications in your Process Journal and use them to assess the final outcome/product.

For example, the goal may be to raise awareness of some issue through a poster campaign. The product is the exhibition of a series of posters created by the student that require a response from the audience. In this case the product has two parts: the posters themselves and the exhibition. It is most likely that you will not be able to define the specifications until you have spent some time researching the goal and this aspect is determined once you have begun your investigations. Once you are clear on what you want to achieve and the outcome or product of your project, you will be in a position to determine the specifications. You will use these specifications to evaluate the quality of the outcome or product as assessed in criterion E.

Step 3 - Planning the Project
Following this initial research stage and deciding on the goal and area of interaction focus, you will need to plan for the project. You will need to decide on the specific tasks or activities you will complete in order to reach certain milestones or interim stages.

Write an outline of your main ideas, guided by a statement of your goal, as discussed with your History teacher. The purpose of the outline is to:
• define the investigation
• help in the choice of appropriate sources and material

Ask yourself the following questions:
• 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 analyse 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?
• And many more questions ……

Use your Process Journal to write down your questions 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 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, start gathering the material.

Write a detailed plan for your project.

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. It is very important that you record and reflect on the different activities, any changes to your plans, difficulties you encounter, etc. in your Process Journal. You will need this information to be able to write your Report and your use of the Process Journal will be assessed.

Step 4 – Selecting a wide range and variety of sources

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 and area of interaction in mind. This will help you to select what is useful and relevant.

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

• A book: record the author(s) (or editor if there is no author), title, publication information (city, publisher and date of publication).
• An interview: record, for example, the name, address and function of the person.
• An experiment: record, for example, the apparatus and the circumstances.
• A work of art: record, for example, the name, artist or other reference (such as the location of a gallery or museum)
• An Internet site: record the address (URL), the author, title and the date of update or creation.

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.

Although you may include your prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the Personal Project.

Step 5- APPLYING INFORMATION

As you are doing research, you should record your information in your process journal and apply the relevant information to work on your product. You should be able to transfer the information and make decisions accordingly and all this process should be recorded in your process journal for use when you are writing your report.

Step 6- ACHIEVING THE GOAL

You will have achieved your goal when the product is ready and then you will use the specifications that you drew beforehand to evaluate your product.

Step 7- REFLECTING ON LEARNING

Once you have completed your product, you will use your process journal and you will start writing your report where you will reflect and analyze the process. You will reflect on how you have developed as a learner, how much knowledge you have gained in the subject area you have chosen and how your understanding of the area of interaction has deepened. This will also give you the opportunity to address the ATL skills that you have developed.

Step 8- REPORTING THE PROJECT (Writing the report)

This is the part of the project where you will describe the whole process, analyze your research and all the knowledge you have gained. This report has a specific format which is outlined below. You will be required to discuss your report with your supervisor and look for feedback at every stage of this process. This report can take many formats: oral, multimedia and written. For the purpose of consistency, we will keep to the written report.
REQUIREMENTS OF THE PERSONAL PROJECT

You are expected to:

- Document your process using your process journal.
- Select a topic of personal interest bearing in mind the limitations of ambitious projects.
- Focus the personal project through an area of interaction.
- Structure the report according to specific guidelines which will be drawn in this guide.
- Respect the word limits and time limits of the report. Effort should be made to meet all the deadlines that you will be set.
- Reference all sources of information according to the format given in this guide.

This is an integral part of your Personal Project. This is proof that you have been engaging in the whole process of the PP right from day 1. The format of your process journal may vary- it could be electronic or handwritten. This should show evidence of regular reflection at every step of completing your personal project. It needs to be neat but more importantly it should show quality reflection.

You should use your process journal to record all the work completed weekly, It can contain the following:

1. Mind maps showing brainstorming ideas for your project.
2. Bullet lists to show the development of your ideas.
3. Charts to enable reflection and draw conclusions.
4. Short paragraphs about your meeting with your supervisor and explaining your goal for the next meeting.
5. Notes taken from your research-remember to record the source as soon as you start using the information.

6. Timelines- a rough plan of how you will proceed with your project- use the Design Cycle to guide you.

7. Annotated illustrations to help brainstorming and pictures.

The table below will help you to understand what the Process journal is:

<table>
<thead>
<tr>
<th>The Process Journal is.....</th>
<th>The process Journal is not......</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Begun at the very start of the process and used throughout the process.</td>
<td>❖ Used on a daily basis unless you find it useful.</td>
</tr>
<tr>
<td>❖ A place for planning</td>
<td>❖ Written up after the process has been completed.</td>
</tr>
<tr>
<td>❖ A place for recording interaction with sources eg. Teachers, supervisors etc.</td>
<td>❖ Additional work on top of the project; it is part of and supports the project.</td>
</tr>
<tr>
<td>❖ A place for storing information-quotes, pictures, ideas.</td>
<td>❖ A diary with detailed writing about what was done.</td>
</tr>
<tr>
<td>❖ A means for exploring ideas.</td>
<td>❖ A static document with only one format.</td>
</tr>
<tr>
<td>❖ A place for reflection on stages of the project.</td>
<td>❖ A place for evaluating your work completed at each stage.</td>
</tr>
<tr>
<td>❖ A place for evaluating your work completed at each stage.</td>
<td>❖ In a format that suits you.</td>
</tr>
<tr>
<td>❖ Used by you when you will write your report.</td>
<td>❖ Useful when meeting your supervisor for feedback.</td>
</tr>
</tbody>
</table>
The process journal is assessed according to criterion A. Thus you have to make sure that you check the following as you are doing your project:

- Do you have evidence of goal setting and planning- timeline?
- Do you take your relevant materials during your meetings with your supervisor and when you are working?
- Do you attend all meetings that are set and do you initiate such meetings?
- Do you ask questions and seek information during the meetings?
- Do you record the resources you consulted?
- Do you include extracts of relevant information?
- Do you show evidence of brainstorming and use of organisational tools such as flow charts and diagrams?
- Do you anticipate and identify problems as they emerge?
- Do you create solutions?
- Do you include reflection at various stages of the process?
- Do you record the feedback you get from your supervisor?
DEFINING YOUR GOAL

When you are undertaking such a big project, you should take enough time to decide on your goals. It is important to talk to other people such as your friends, teachers and supervisors to help you focus on your goal. Your goal should be specific, achievable, and it should challenge your knowledge and skills.

Below are some examples of some challenging and highly challenging projects:

<table>
<thead>
<tr>
<th>Challenging</th>
<th>Highly challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student wants to raise political awareness among his or her peers through an information-giving campaign.</td>
<td>A student wants to influence an external political system and get a bill passed through a national government.</td>
</tr>
<tr>
<td>A student wants to create a durable bag using second-hand materials.</td>
<td>A student wants to create a range of bags using second-hand materials to sell and raise money for charity.</td>
</tr>
<tr>
<td>A student decides to create a puppet show to take to a primary school to contribute to the end of year celebrations.</td>
<td>A student decides to create a puppet-show to entertain children and tour several schools and hospitals.</td>
</tr>
<tr>
<td>A student decides to write an article on a topic of interest for a journal (school/academic/special interest) and submit to an audience.</td>
<td>A student wants to write and publish an original book length feature on a topic of interest.</td>
</tr>
</tbody>
</table>

When brainstorming on your goal, you should use your process journal as this marks the beginning of the process.
You should choose an area of interaction as a focus for setting your goal and for leading your inquiry. It is advisable to choose one area of interaction only as this will give more specific focus to the project.

The area of interaction helps you to engage in the cycle of inquiry that is awareness, reflection and action. The questions below will help you to choose your area of interaction:

- What do I want to achieve through my personal project?
- What do I want others to understand?
- What impact do I want my Personal projects to have?
- How can a specific area of interaction enrich my goal?

Here are the five areas of interaction. Do you remember the guiding questions for each AOI? No, it's time to master them as you will be required to use them throughout your presentation and your written report. Brainstorming on the AOs should be seen in the process journal and it should be addressed right at the beginning of your project rather than trying to stick an AOI somewhere in the middle of your report.

*More details about the Area of Interaction are given in the next few sections.*
STRUCTURE OF THE REPORT

The report must include: title page, table of contents, body of report, bibliography, appendices.

**Title Page:**

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

**Body of the report (according to the objectives)**

- The goal (Cr.B)
- Selection of sources (Cr.C)
- Application of information (Cr.D)
- Achieving the goal (Cr.E)
- Reflection on learning (Cr.F)

**Conclusion**

*Length of the report: Minimum 1,500 words and a maximum 3,500 words not including appendices, bibliography.*
ADDRESSING THE AREAS OF INTERACTION

In order to help you with your understanding of the area of interaction and how it can influence your product, I have included some examples which are taken from the new Personal Project Guide from the IBO.

**Approaches to Learning**

*How do I learn?*
*How do I know?*
*How do I communicate my understanding?*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goal of PP</th>
<th>Specifications</th>
<th>Process</th>
<th>Outcome/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning how to motivate others</td>
<td>Inspire children how to become responsible for their local environment through a workshop</td>
<td>The workshop: -has clear measurable objectives. -is the right length for the targeted audience. -includes a suitable number of activities for the purpose of the objectives. -includes a post workshop evaluation questionnaire.</td>
<td>The student uses the focus of ATL to research how a workshop environment can motivate others to take action. She decides that the focus of the workshop will be environmental issues. -The student researches how to plan a workshop. -The student plans, delivers and evaluates the workshop. She reflects on what she has learned about how others learn and the planning of learning for others.</td>
<td>Workshop pack produced containing plan and materials. Delivery of workshop to children on the topic.</td>
</tr>
</tbody>
</table>
## COMMUNITY AND SERVICE

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goal of PP</th>
<th>Specifications</th>
<th>Process</th>
<th>Outcome/ Product</th>
</tr>
</thead>
</table>
| Social action | Raise money/resources for a charity supporting a specific cause.          | Specifications will be defined depending on the research carried out by the students about the most suitable method. For example the campaign:  
- is communicated clearly to the school community.  
- gives information to the community about how the resources will be used.  
- is of a clear duration and has an event where the money or resources are donated.  
- is appropriate to the target audience. | The student uses the focus of C&S to research activism, how charities work and their methods of raising funds. He is interested in why people get involved in community activities and considers his experiences as well as the experiences of his peers. The students decides to focus on a particular charity of personal interest and organise a fund raising campaign. The student runs the campaign itself and reflects on what he achieved and learned in relation to why people get involved in their community. | Fundraising campaign is completed. Donation and Presentation of funds / resources to chosen charity |
**HEALTH & SOCIAL EDUCATION**

*How do I think and act?*

*How am I changing?*

*How can I look after myself and others?*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goal of PP</th>
<th>Specifications</th>
<th>Process</th>
<th>Outcome/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-being</td>
<td>Create a welcome system for students new to the school.</td>
<td>The proposal: -is communicated orally with written support-slides and written summary. -is clear and well defined. -provides evidence of research. -shows that the system is sustainable and cost-effective to the school. -shows that the pack is relevant for the recipient. -shows that there would be support from other students.</td>
<td>The student uses the focus of H &amp; S education to research the effects of moving to a new location on a person’s sense of identity. She is particularly interested in how relationships develop and how people can be helped to settle into a new environment. -The student decides to propose a volunteer buddy system and a welcome pack for new students. He identifies potential materials to include in the pack and devises these. He produces a proposal to be put to the leadership of the school. He reflects on new understandings on how people change based on individuals’ experiences gathered from research.</td>
<td>Welcome pack and proposal for volunteer buddy. For example, bag or folder containing useful information about the school and area and invitations to events and so on.</td>
</tr>
</tbody>
</table>
**ENVIRONMENTS**

*What are our environments?*
*What resources do we have or need?*
*What are my responsibilities?*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goal of PP</th>
<th>Specifications</th>
<th>Process</th>
<th>Product/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working environment and health</td>
<td>To improve the school environment in a simple cost effective way</td>
<td>The location of the plants take into account health and safety policies of the school. The plants are easy to maintain. There is a range of plants that provide a mixture of foliage and colour. There is a system for ensuring the plants are cared for.</td>
<td>The student is interested in the effect of environment on health and how she can make a difference in her own school. Through the focus of ENV. she researches findings relating to health and environment in public buildings. She identifies a way that she can benefit the school environment which is providing specific plants for certain classrooms and public areas. She organises a variety of ways of receiving pots and plants from parents and organisations. Organises planting and arrangement of plants in rooms. Seeks feedback from peers and teachers. Reflects on her learning both in relation to how human made environments can be manipulated as well as her own learning in managing such a project.</td>
<td>Arrangement of plants in areas of the school.</td>
</tr>
</tbody>
</table>
**HUMAN INGENUITY**

*Why and how do we create?*

*What are the consequences?*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goal of PP</th>
<th>Specifications</th>
<th>Process</th>
<th>Product/ Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The value of bamboo</td>
<td>To show the value of bamboo in Vietnamese daily life.</td>
<td>The painting: -includes images of how bamboo is used in daily life. -is acrylic on canvas in observational style. -is mixed media - realism – bamboo products attached to the canvas. -is on a canvas size 1m/1m</td>
<td>Through the focus of HI the student decides to explore the uses of bamboo in her local community and in daily life. Identifies how the material is used in many ways and decides to produce an artwork to communicate her findings. Experiments with ideas and plans her artwork to reflect how the material is used in ingenious ways. On completing the project, the student reflects on her own learning about the uses of bamboo and new discoveries as well as how she developed her artistic skills.</td>
<td>Three dimensional painting.</td>
</tr>
</tbody>
</table>
Appendix A: PERSONAL PROJECT ASSESSMENT CRITERIA AND DESCRIPTORS

General
The following criteria have been established by the International Baccalaureate Organization for the personal project in the Middle Years Program. The final assessment required for IB-validated grades and IBO certification at the end of the MYP must be based on these assessment criteria.

<table>
<thead>
<tr>
<th>What is assessed</th>
<th>How it's assessed</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Use of Process Journal</td>
<td>Process Journal</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Define the goal</td>
<td>Report</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Select sources</td>
<td>Report</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Apply information</td>
<td>Report</td>
</tr>
<tr>
<td>Criterion E (non-moderated)</td>
<td>Achieve the goal</td>
<td>Product and Report</td>
</tr>
<tr>
<td>Criterion F</td>
<td>Reflect on learning</td>
<td>Report</td>
</tr>
<tr>
<td>Criterion G</td>
<td>Report the project</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Criterion A: Use of the process journal

Maximum: 4

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

<table>
<thead>
<tr>
<th>Achievement Grade</th>
<th>Level Descriptor</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>You demonstrate <strong>minimal:</strong> - organisational skills through time and self-management. - communication and collaboration with the supervisor. - information literacy, thinking and reflection</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You demonstrate <strong>some:</strong> - organisational skills through time and self-management. - communication and collaboration with the supervisor. - information literacy, thinking and reflection</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You demonstrate <strong>satisfactory</strong> - organisational skills through time and self-management. - communication and collaboration with the supervisor. - information literacy, thinking and reflection</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You demonstrate <strong>well-developed:</strong> - organisational skills through time and self-management. - communication and collaboration with the supervisor. - information literacy, thinking and reflection</td>
<td></td>
</tr>
</tbody>
</table>

Self-assessment

Remarks:
**Criterion B: Define the goal**

*Maximum: 4*

*You 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 specification that will be used to evaluate the project’s outcome/product

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1                 | You
- **identify** the topic of interest, a focus area of interaction and a **limited** goal.
- **create minimal** specifications to evaluate the project’s outcome/product or none at all. |                 |
| 2                 | You
- **outline 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                 | You
- **describe 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                 | You:
- **justify effectively** the topic of interest, the focus area of interaction and an **achievable** and **appropriately challenging goal**.
- create **appropriately rigorous** specifications for evaluating the project’s outcome/product. |                 |

*Self-assessment*

*Remarks:*
**CRITERION C: Select sources**

*Maximum 4:*

*You should:*

- Select varied, relevant sources to achieve the goal.
- Evaluate sources

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

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>You:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- select <strong>very few</strong> relevant sources to achieve the goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- demonstrate <strong>minimal</strong> evaluation of sources.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- select <strong>some</strong> relevant sources to achieve the goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- demonstrate <strong>some</strong> evaluation of the sources.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- select a <strong>satisfactory</strong> variety of relevant sources to achieve the goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- demonstrate <strong>satisfactory</strong> evaluation of sources.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- select <strong>wide</strong> variety of relevant sources to achieve the goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- demonstrate <strong>well-developed</strong> evaluation of sources.</td>
<td></td>
</tr>
</tbody>
</table>

**Self-Assessment**

**Remarks;**
**CRITERION D: Apply information**

*Maximum: 4*

**You should:**

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

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>You demonstrate <strong>minimal:</strong> - transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You demonstrate <strong>some:</strong> - transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You demonstrate <strong>satisfactory:</strong> - transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You demonstrate <strong>well-developed:</strong> - transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</td>
<td></td>
</tr>
</tbody>
</table>

**Self-Assessment**

**Remarks:**
CRITERION E: Achieve the goal

Maximum: 4

You should evaluate the outcome/product against your own specifications for success.

You will decide the final level with your supervisor.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1                 | You evaluate the quality of the product/outcome.  
The outcome/product is of **very limited** quality and meets **few** of the specifications. |                  |
| 2                 | You evaluate the quality of the product/outcome.  
The outcome/product is of **limited** quality and meets **some** of the specifications. |                  |
| 3                 | You evaluate the quality of the product/outcome.  
The outcome/product is of **satisfactory** quality and meets **many** of the specifications. |                  |
| 4                 | You evaluate the quality of the product/outcome.  
The outcome/product is of **high** quality and meets **most or all** of the specifications. |                  |

Self-Assessment

Remarks:
**CRITERION F: Reflect on learning**

*Maximum 4:*

*You should:*

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

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>You demonstrate <strong>minimal</strong>:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how you have developed as a learner by completing the project.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You demonstrate <strong>some</strong>:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how you have developed as a learner by completing the project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You demonstrate <strong>satisfactory</strong>:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how you have developed as a learner by completing the project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You demonstrate <strong>well-developed</strong>:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflection on how you have developed as a learner by completing the project.</td>
<td></td>
</tr>
</tbody>
</table>

Self-Assessment

Remarks:
CRITERION G: Report the project

Maximum: 4

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

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>You have not reached a standard described by any of the descriptors given below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1                 | You demonstrate:  
- **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 convention to acknowledge sources or **no acknowledgement** of sources. |                 |
| 2                 | You demonstrate:  
- **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 convention to acknowledge sources. |                 |
| 3                 | You demonstrate:  
- **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 convention to acknowledge sources. |                 |
| 4                 | You demonstrate:  
- **consistent** organisation of the project report according to the required structure.  
- communication, which is clear, coherent and concise and is within the required limits.  
- **accurate** use of recognized convention to acknowledge sources. |                 |

Remarks:
# Appendix B: Grade Conversion Chart

<table>
<thead>
<tr>
<th>MYP Grade</th>
<th>CHS Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>A+</td>
</tr>
<tr>
<td>27-26</td>
<td>A</td>
</tr>
<tr>
<td>25</td>
<td>A-</td>
</tr>
<tr>
<td>23-24</td>
<td>B+</td>
</tr>
<tr>
<td>21-22</td>
<td>B</td>
</tr>
<tr>
<td>19-20</td>
<td>B-</td>
</tr>
<tr>
<td>17-18</td>
<td>C+</td>
</tr>
<tr>
<td>16</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>C-</td>
</tr>
<tr>
<td>14</td>
<td>D+</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>D-</td>
</tr>
<tr>
<td>0-11</td>
<td>F</td>
</tr>
</tbody>
</table>
## Appendix C: Personal Project Timeline for City Honors School

<table>
<thead>
<tr>
<th>When</th>
<th>What you should be working on</th>
</tr>
</thead>
<tbody>
<tr>
<td>May/June</td>
<td>• Develop an idea&lt;br&gt;• Get your idea approved&lt;br&gt;• Begin your process journal</td>
</tr>
<tr>
<td>July/August</td>
<td>• Gather resources/ find sources&lt;br&gt;• Create a personalized timeline for your project&lt;br&gt;• Develop your project&lt;br&gt;• Record and reflect on your progress in your process journal</td>
</tr>
<tr>
<td>Early September</td>
<td>• Meet with your supervisor&lt;br&gt;• Continue working on your project&lt;br&gt;• Review your progress against the assessment criteria&lt;br&gt;• Process journal check #1: 10-15 entries</td>
</tr>
<tr>
<td>Late September</td>
<td>• Begin your project report&lt;br&gt;• Continue working on your project</td>
</tr>
<tr>
<td>Early October</td>
<td>• Meet with your supervisor about your written report&lt;br&gt;• Process journal check #2: 20 entries&lt;br&gt;• Continue working on your project and the written report</td>
</tr>
<tr>
<td>Late October</td>
<td>• Finish your Personal Project&lt;br&gt;• Get final feedback from your supervisor on your project and written report</td>
</tr>
<tr>
<td>Early November</td>
<td>• Hand in your Personal Project and written report</td>
</tr>
<tr>
<td>December</td>
<td>• Present your Project to your peers</td>
</tr>
</tbody>
</table>
Selecting a Topic for my Personal Project

This form should help you decide the shape of your project. You should decide on a topic (what the project is about), and a medium (the form your project will take) by early June.

Which school projects have I enjoyed the most? Why?

What are my hobbies /interests?

What types of things do I like learning about?

I am concerned about the following local/national/global issues because...

I feel very strongly about...

What skills would you like to develop that you may not be able to develop at school?

What do you do well? What would you like to do better at?

What kind of project do you think you would like to do?
Once you have decided on a topic and a medium for your project, turn in this form to your History teacher. The MYP coordinator will then approve your plan, or give you some feedback to help you come up with a more realistic one.

<table>
<thead>
<tr>
<th>Topic of your project</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the <strong>goal</strong> of your Personal Project?</td>
</tr>
<tr>
<td>What <strong>medium</strong> will your project use?</td>
</tr>
<tr>
<td>What is your <strong>area of interaction</strong> focus?</td>
</tr>
<tr>
<td>What is the <strong>product</strong> or <strong>outcome</strong> you will create?</td>
</tr>
<tr>
<td>Please explain in a brief paragraph why you have chosen to do this particular project.</td>
</tr>
<tr>
<td>What materials and resources will you need?</td>
</tr>
<tr>
<td>What problems do you foresee?</td>
</tr>
</tbody>
</table>

This project has been approved ________ Yes ________ No

Feedback from the coordinator:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

________________