Purpose:

Now that your project is nearing completion, it is time to begin your IB MYP Personal Project Paper to create a written account of the project and process. Your written paper aims to inform and explain the process of the personal project, to demonstrate your engagement of the process and project, and to summarize your experiences and skills. Your journal entries will be a great resource as you write the paper.

Overall Information about the Personal Project Paper:

• When outlining and writing the paper, it is highly suggested that you use your SPPS Apps account.

• When writing the paper, please follow the example outline provided on the next page.

• The final paper will include:
  • Title page
  • Table of contents
  • Body of paper
  • Bibliography
    o A minimum of 5
  • Appendix including:
    o A minimum of 5, maximum of 10 journal excerpts
    o Evidence of product/outcome; you may include (a copy of) the product itself, or extracts of the product, or up to five still images or 30-second video

• The paper length requirement is 1,500 to 3,500 words (title page, table of contents, bibliography, and appendix are not included in the word count).

• When formatting the paper, include headings (Criterion A: Investigating, Criterion B: Planning, Criterion C: Taking Action, and Criterion D: Reflection) in the body of the paper, and use double spacing and Times New Roman size 12 font.

• The “Personal Project” credit is based on your paper and journal excerpts (see attached IB-MYP Criteria rubric).

• Please contact your Advisor, Ms. Pankow (IB-MYP Personal Project Leader), or Ms. Bonk (IB-MYP Coordinator) for any additional support, clarification, etc.

Dates To Know:

Final Draft of Paper: Due February 21, 2019
*Note: Students will work on Final Draft outside of class. Submit your paper to your advisor on or before the due date and staple the Academic Honesty form to your paper.

Showcase: TBD
*Note: Students will Display/Present the Product, Paper, Journals, etc. to share with the greater community and to encourage the next IB MYP students.

Celebration: TBD
Title Page

Front Cover: Is the title clear and interesting?
- Name
- Project title
- Length (word count)
- School name
- Year

Table of Contents

Organization of Paper: Where can the reader find information?
- List the sections of the paper (criterion) and page numbers

Body of Paper

Criterion A - Investigating: What is the purpose of your project?
- Define a clear goal and global context for the project, based on personal interests
  - Explain what you wanted to achieve; when, where, how and why you wanted to achieve it
  - Define the global context that applies best to my project and explain its connection
  - Describe what makes your project personal; interests and ideas that make it important to you
  - If you made changes to your goal during your project, explain the changes and why you made them
- Identify prior learning and subject-specific knowledge to the project
  - Identify what you already knew prior to your project and the sources of your knowledge
  - Explain what you learned in MYP before the project started, and how this was helpful
- Demonstrate research skills
  - Outline the research skills you had when you started the project
  - Discuss the research skills you developed through the project
  - Explain how you may have shared your research skills to help peers who needed more practice

Criterion B - Planning: How did you plan for your personal project?
- Develop criteria for the product/outcome
  - Refer to the criteria you designed to evaluate the project product/outcome
  - If changes were made to your project, explain the changes and why you made them
- Plan and record the development process of the project
  - Provide evidence of planning through timelines, milestones or other tools/strategies
  - Present a record of how the project progressed from start to finish
- Demonstrate self-management skills
  - Outline the self-management skills you had when you started the project
  - Discuss the self-management skills you developed through the project
  - Explain how you may have shared your self-management skills to help your peers

Criterion C - Taking Action: What did you demonstrate, create or do?
- Create a product/outcome in response to the goal, global context and criteria
  - Discuss the product/outcome as the result of the process undertaken during the project
  - Include evidence of product to be submitted with your paper
- Demonstrate thinking skills
  - Outline thinking skills you had when you started your project
  - Discuss the thinking skills developed through the project
  - Explain how you may have shared your thinking skills to help peers who needed more practice
- Demonstrate communication and social skills
  - Outline the communication and social skill you had when you started the project
  - Discuss the communication and social skills developed through the project
  - Explain how you may have shared your communication and social skills to help peers

Criterion D - Reflecting: What did you learn?
- Evaluate the quality of product/outcome against your criteria
  - Evaluate the product/outcome against the criteria of your design
  - Identify the strengths and weaknesses and possible improvements of the product/outcome
- Reflect on how the project extended your knowledge and understanding
  - Identify challenges and the solutions you developed to meet them
  - Demonstrate a deeper knowledge and understanding of my topic and my identified global context
  - Base reflection on evidence, including process journal
- Reflect on how you have developed as an IB learner by completing the project
  - Identify how you have developed as a learner (using the IB learner profile as appropriate).
  - Discuss your strengths and weaknesses in completing the project
  - Summarize the impact the project could have on your future learning

Bibliography

Source Information: What sources did you use?
- Provide citations in alphabetical order using MLA, APA, or Chicago format consistently
- At least 5 sources

Appendix

Supporting Items: What additional items did you create/use?
- Statistics, graphs, questionnaires used for interviews, etc.
- 5-10 excerpts from your journal
- Evidence of product/outcome (no more than 5 still images or 30-second video)
- Academic honesty form (the form completed during meetings with your Personal Project advisor)
<table>
<thead>
<tr>
<th>IB Level</th>
<th>HP Grade</th>
<th>Criterion A Investigating</th>
<th>Criterion B Planning</th>
<th>Criterion C Taking Action</th>
<th>Criterion D Reflecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>N (55%)</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
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</tbody>
</table>
| 1-2      | D (65%)  | • state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility  
• identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance  
• demonstrate limited research skills. | • develop limited criteria for the product/outcome  
• present a limited or partial plan and record of the development process of the project  
• demonstrate limited self-management skills. | • create a limited product/outcome in response to the goal, global context and criteria  
• demonstrate limited thinking skills  
• demonstrate limited communication and social skills. | • present a limited evaluation of the quality of the product/outcome against his or her criteria  
• present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
• present limited reflection on his or her development as an IB learner through the project. |
| 3-4      | C (75%)  | • outline a basic and appropriate goal and context for the project, based on personal interests  
• identify basic prior learning and subject-specific knowledge relevant to some areas of the project  
• demonstrate adequate research skills. | • develop adequate criteria for the product/outcome  
• present an adequate plan and record of the development process of the project  
• demonstrate adequate self-management skills. | • create a basic product/outcome in response to the goal, global context and criteria  
• demonstrate adequate thinking skills  
• demonstrate adequate communication and social skills. | • present a basic evaluation of the quality of the product/outcome against his/her criteria  
• present adequate reflection on how completing the project has extended his/her knowledge and understanding of the topic and the global context  
• present adequate reflection on his/her development as an IB learner through the project. |
| 5-6      | B (85%)  | • define a clear and challenging goal and context for the project, based on personal interests  
• identify prior learning and subject-specific knowledge generally relevant to the project  
• demonstrate substantial research skills. | • develop substantial and appropriate criteria for the product/outcome  
• present a substantial plan and record of the development process of the project  
• demonstrate substantial self-management skills. | • create a substantial product/outcome in response to the goal, global context and criteria  
• demonstrate substantial thinking skills  
• demonstrate substantial communication and social skills. | • present a substantial evaluation of the quality of the product/outcome against his/her criteria  
• present substantial reflection on how completing the project has extended his/her knowledge and understanding of the topic and the global context  
• present substantial reflection on his/her development as an IB learner through the project. |
| 7-8      | A (95%)  | • define a clear and highly challenging goal and context for the project, based on personal interests  
• identify prior learning and subject-specific knowledge that is consistently highly relevant to the project  
• demonstrate excellent research skills. | • develop rigorous criteria for the product/outcome  
• present a detailed and accurate plan and record of the development process of the project  
• demonstrate excellent self-management skills. | • create an excellent product/outcome in response to the goal, global context and criteria  
• demonstrate excellent thinking skills  
• demonstrate excellent communication and social skills. | • present an excellent evaluation of the quality of the product/outcome against his/her criteria  
• present excellent reflection on how completing the project has extended his/her knowledge and understanding of the topic and the global context  
• present excellent reflection on his/her development as an IB learner through the project. |

*The Personal Project Paper receives a pass/no pass credit, which follows achievement levels on a rubric rather than percentage for grading purposes.

Achievement Level Ranges: 25-32 = A (Pass) 17-24 = B (Pass) 9-16 = C (Pass) 4-8 = D (Pass) 0-3 = NP (No Pass)