

**Middle Years Program
At
Princess Anne High School**



**Personal Project
Information Booklet**

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MYP Personal Project Timeline

Grade 9	Month	Action
	May	Provide Personal Project Guide
	May/June	<ul style="list-style-type: none"> • Select a topic (student) • Begin Process Journal (student) • Present Personal Project to students in English classes
	June/August	<ul style="list-style-type: none"> • Finalize topic (student) • Begin preliminary investigation of the topic • Work on process journal and product • Attend Personal Project help sessions
Grade 10	September	<ul style="list-style-type: none"> • Turn in final topic during the third day of English class • Use practice assessments for training
	November/December	<ul style="list-style-type: none"> • All <u>products</u> and <u>process journals</u> are due. Finish Rough Draft(I-Search Format) and turn in to English teacher.
	December	<ul style="list-style-type: none"> • Turn in completed projects (I-Search Format) to Personal Project Coordinator
	January/April	<ul style="list-style-type: none"> • Present projects in class
	February	<ul style="list-style-type: none"> • Begin assessment of the projects by PPT
	May/June	<ul style="list-style-type: none"> • Present Personal Projects at PP Café Night

Role of the Project

- It provides an opportunity for students to produce a truly creative piece of work of their choice.
- It allows students to demonstrate the skills they have developed in Approaches to Learning using a variety of sources as well as focus on Learner Profile attributes.
- Students should also focus on a theme or topic closely connected to two AOIs. Each student will focus on the Approaches to Learning.
- It encourages students to show commitment to the completion of their own project.

Aims and Objectives of the Project

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

Goals of the Project

In completing this project, students will demonstrate the ability to do the following:

- Identify and adhere to a clear and achievable goal
- Describe and justify a focus on a chosen AOI
- Describe the steps followed to achieve a stated goal
- Select and utilize adequate and varied sources and reference them appropriately
- Choose and justify techniques relevant to a project's goal
- Apply the chosen techniques consistently and effectively
- Analyze information in terms of the goal and focus of the project
- Express personal thought
- Support arguments with evidence
- Respond thoughtfully to ideas and inspiration
- Organize work in a coherent manner according to a structure
- Present information clearly
- Identify strengths and weaknesses of a project at different stages of development, and identify the potential for different approaches
- Assess the achieved results in terms of an initial goal and focus in an AOI

- Meet deadlines and follow agreed procedures and work plans
- Make appropriate use of a process journal or log book
- Show initiative, enthusiasm, and commitment to a task

Types of Projects

- The project may take many forms. It may be a piece of artwork, a written piece, a piece of literary fiction, a science experiment, or the presentation of a developed business, management, or organizational plan.
- It must also include structured writing, which will coincide with the English 10 writing process.
- **Examples:**
 1. An original work of art (visual, performance, or dramatic)
 2. A written piece of work on a special topic (literary, social, psychological, or anthropological)
 3. A piece of literary fiction (this is, creative writing)
 4. An original scientific experiment
 5. An invention or specially designed object or system
 6. The presentation of a developed business, management, or organizational plan (that is, for an entrepreneur business or project, a special event, or the development of a new student or community organization)

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, environment</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 environment</p>	<p>Areas of interaction: environment, 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, <i>human ingenuity</i></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	<p>Research through reading various documents, statistics;</p> <p>interviewing of social workers, sociologist, psychologist, poor people in different parts of the city, police;</p> <p>analysis of data and information</p>	<p>Investigation of different sources (about art and the topic at hand);</p> <p>choice of aspects of poverty to be reflected in the mural;</p> <p>choice of techniques, sketches;</p> <p>feedback on stages of</p>	<p>Investigation into poverty in the city and organizations that already work with poor people;</p> <p>interviewing and gathering of data about needs and possible action;</p> <p>choice of strategy to</p>

		completion and final product	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	<p>Showing the contrast between what different sources say about the main causes and consequences of poverty in the city;</p> <p>analysis of how the consequences of poverty affect health and education of the poor people of the city;</p> <p>analysis of how poverty affects the environment where people live (may be related to housing, pollution and other factors);</p> <p>review of the process in terms of difficulties encountered and ways in which the student solved them</p>	<p>Showing how the symbols of poverty are used and explaining how to produce the impact you want to create in the community;</p> <p>justifying the use of different techniques and colours in the mural;</p> <p>showing the contrast between own interpretation of symbols, techniques and colours used, with the feedback received by others;</p> <p>evaluating the changes introduced into the mural;</p> <p>analysis of the characteristics of the audience;</p> <p>analysis of the best location for the mural, to create the greatest social awareness</p>	<p>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;</p> <p>analysis of the way in which the fund-raising will be carried out to make it appealing and effective;</p> <p>review of the process in terms of difficulties encountered and how these were overcome</p>
Conclusion	Identification of the main causes and consequences of poverty in the city that	Evaluation of whether the mural has been able to reflect the environmental problems	Reflection on <i>human ingenuity</i> through the impact that this type of activity may have

	<p>affect health, education and environment, according to the findings of the research.</p> <p>A new approach to the question could be to consider how changes in the surrounding environment improve the quality of life of poor people</p>	<p>linked to poverty in the city;</p> <p>reflecting on the impact the mural has had on the community;</p> <p>reflecting on the impact the mural has had on the student's own perception;</p> <p>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?</p>	<p>on the ones who benefit from fund-raising;</p> <p>assessment of the impact of the project on people who benefited from the fund-raising;</p> <p>review of the outcome (money raised versus expectations), involvement of others, responses;</p> <p>indication of other ways to help to fight poverty in terms of community and service;</p> <p>overall perspective on how the project changed the student</p>
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

Requirements of the Project

- Students may choose a mentor to assist with their products. Mentors are MYP 6th-10th grade teachers or any adult within a field of interest.
- Students must earn a 3 or higher to earn a MYP certificate.
- The project will include a **Title Page, Table of Contents, Introduction, Description of the Process, Analysis of Inspiration, Conclusion, Bibliography, and Appendices (where appropriate).**
- A **process journal** is required because it provides support for students and a place to record thoughts and decisions.
- The project must focus on at least one of the AOIs. Students use ATL to assemble the project and reflection journal.
- The paper will have a structure similar to the I-Search paper.
- Students will receive guidelines, a timeline, and assessment criteria in English 10 classes.
- Students will receive advice on personal reflection and how to construct a process journal.

Mentor Guide/Teacher and Student Meetings

- First Meeting
 - Help the student focus on the nature and goal of the project and discuss the topic.
- Regular Meetings
 - Discuss relevant sources.
 - Review the ATL skills that are necessary to complete the project.
 - Focus on the organization of the project.
 - Help the student stay focused.
 - Encourage usage of the process journal and revision of the project where needed.

Definition of the Areas of Interaction

- Students are required to experience and explore each of the five Areas of Interaction each year of the program.
- The areas of interaction form the basis of the MYP and should be at the core of the teaching of all subject groups. They contribute to an education resulting in global awareness, international understanding and an appreciation of cultural diversity. There are five areas of interaction: approaches to learning (ATL), community and service, *human ingenuity*, environment and health and social education.
- The Personal Project should focus intently on at least one Area of Interaction. Each student will be required to focus on ATL and one other AOI.
- **Approaches to Learning** is the area students take responsibility for their learning and learn “how to learn best.”
- **Community and Service** is where students become aware of their roles and their responsibilities as members of communities.

- **Human ingenuity** is the area where students investigate the origin, process, product, context, impact, and development of the genius of man.
- **Environments** is the area where students explore their relationship with the environment, how it affects them, and how they affect it.
- **Health and Social Education** is the area where students investigate personal, global, and societal issues and healthy decision-making.

Example of the Topic Viewed through the five Areas of Interaction

My Topic Recycling material to make clothes

Area of Interaction	My Topic Viewed through the Area of Interaction
Approaches to Learning	How can I recycle disposable material or old jeans to make wearable clothes? How can I teach teenagers from a specific community to make clothes out of recyclable material?
Community and Service	How can I contribute to a specific community by making appropriate clothes out of recycled material?
Environment	How can I create new uses for disposable material or old jeans to preserve natural resources?
Health and Social Education	How can I contribute to enhance the self-esteem of a disadvantage community of teenagers by making fashionable clothes out of disposable material or old jeans?
Human ingenuity	How can I create new fashionable clothes out of disposable material or old jeans?

Example of the Topic Viewed through the five Areas of Interaction

Directions: View your topic through each AOI in order to determine the project that most interests you and is the best fit for you.

My Topic _____

Area of Interaction	My Topic Viewed through the Area of Interaction
Approaches to Learning	
Community and Service	
Environment	
Health and Social Education	
Human ingenuity	

Assessment of the Project

- There is **no** external assessment for MYP.
- All assessment within the MYP is carried out by the PPT and relies on their professionalism in making qualitative judgments.
- MYP uses a criterion-based approach so that students are assessed against criteria and not other students.
- The teacher's final assessment of each student as recorded on the MYP marksheet should be the total of the levels of achievement that best reflects the student's abilities at the time the personal project is completed.

Assessment Criteria

The following assessment criteria have been established by the IBO for the personal project in the MYP. The final assessment required for IBO-validated grades and IBO certification at the end of the MYP must be based on these assessment criteria.

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

- For each assessment criterion, a number of markband descriptors, describing a range of achievement levels, are defined. The lowest level of achievement is represented as 0.
- The criteria are equally weighted.
- The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Criterion A: Planning and development

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 the 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 the personal project, states the focus on the chosen area(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 the 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 the 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

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

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

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 focus 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

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

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. The evaluation includes 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

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 behaviours.
2	The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviours.
3	The personal project is judged to be good in terms of most of the required qualities and working behaviours.
4	The personal project is judged to be outstanding in terms of the required qualities and working behaviours.

General Grade Descriptors

Grade	Descriptors
Grade 1 (Very poor)	Minimal achievement in terms of the objectives.
Grade 2 (Poor)	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 .
Grade 3 (Mediocre)	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 .
Grade 4 (Satisfactory)	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.
Grade 5 (Good)	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.
Grade 6 (Very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where

	appropriate. The student generally demonstrates originality and insight.
Grade 7 (Excellent)	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. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Presentation of the Projects

- The presentation of personal projects to the community can be both a way of publicizing students' successes and of providing an inspiration for other students who are about to begin work on their personal projects.
- A Personal Project Café night is planned for May where student work will be displayed and students will be awarded their MYP certificate. 😊