

# Projects guide

For use from September 2014/January 2015



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## **Middle Years Programme Projects guide**

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





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## Purpose of this guide

This guide is for use from September 2014 or January 2015, depending on the start of the school year.

This document provides the framework for the community project and the personal project in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (May 2014), which includes:

- general information about the programme
- detailed information about approaches to learning
- advice that supports access and inclusion (including accommodations for students with learning support requirements)
- a statement on academic honesty.

In MYP publications, requirements appear in a text box like this one.

## Additional resources

Teacher support materials (TSMs) are available in the programme resource centre (<https://resources.ibo.org>). The TSM for MYP projects contains support for planning, organizing and completing MYP projects. It provides examples of good practice, including information for supervisors and students, timelines, as well as student work with supervisor comments.

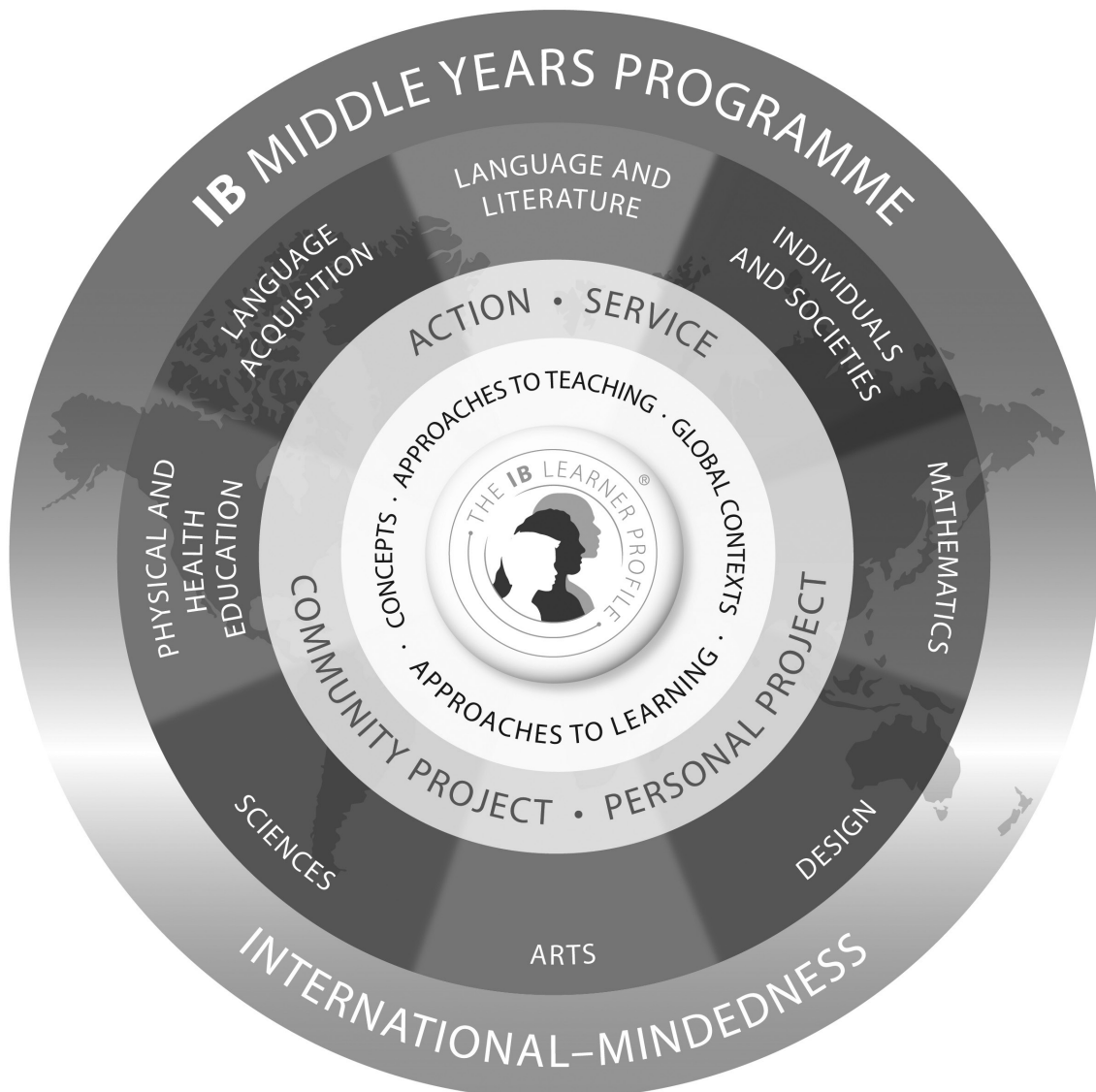
The annual publication *Middle Years Programme Assessment procedures*, also available on the programme resource centre, contains information on the mandatory moderation process for MYP personal project.

A range of publications that support the MYP are available at the IB store (<http://store.ibo.org>).

## Acknowledgments

The IB gratefully acknowledges the generous contributions of IB World Schools and a global community of educators who collaborate in the development of the Middle Years Programme.

# Programme model



**Figure 1**  
*Middle Years Programme model*

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

## Nature of the MYP projects

Schools offering an MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in both the community project **and** the personal project. The community project and the personal project are known together as MYP projects.

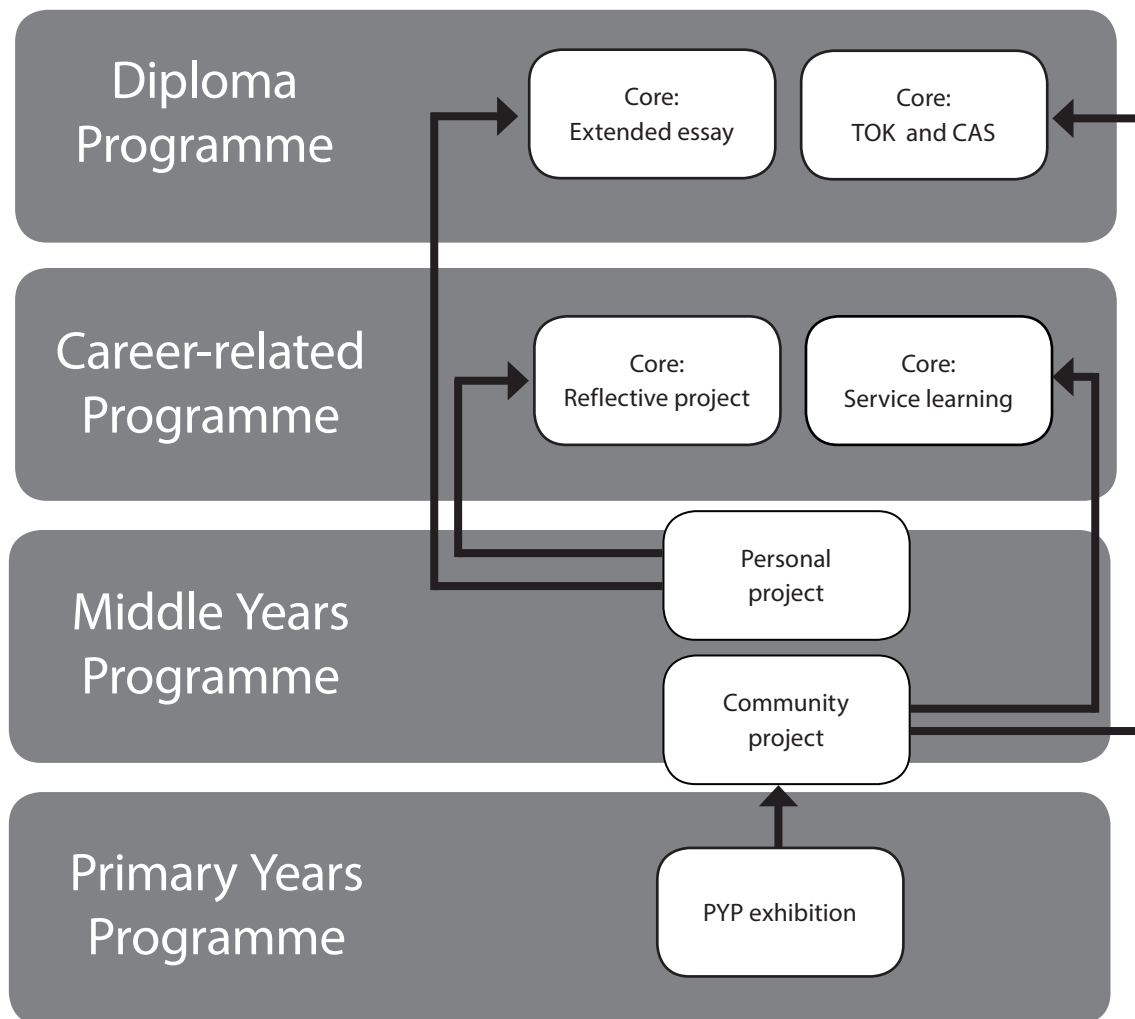
The *community project* focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

The *personal project* encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

## Culminating experiences across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3–19. Figure 2 shows the IB continuum pathways to projects or culminating experiences across the four IB programmes.



**Figure 2**

*IB continuum pathway to projects in the IB*

Students completing the PYP will have experienced a broad and engaging curriculum, which culminates with the PYP exhibition. This is an age-appropriate demonstration of learning involving inquiry into the world around them.

MYP projects prepare students for further education projects and presentations, such as those in the CP and DP. There are strong links between the MYP projects and subject-specific assessments in the DP, such as the global politics engagement activity, through the nature of the task and the presentation style of the report; however, MYP projects relate most directly to the cores of the CP and the DP.

The CP core comprises personal and professional skills, a reflective project, language development and service learning. The MYP community project supports raising awareness needs in the community, the application of ATL skills, the reflective nature of inquiry as the project progresses, and the language development required for an oral presentation as the culminating activity.

The DP core comprises the extended essay, theory of knowledge and creativity, activity, service (CAS). The focus on service in CAS and the style of the theory of knowledge presentation are both mirrored in the service as action and the presentation of the MYP community project.

While the personal project enables students to pursue their personal interests further in the MYP, the DP extended essay enables students to pursue an academic interest through a research essay. The personal project is not necessarily a research essay; however, personal projects always involve research, including the use and collection of information and sources.

The community project and personal project emphasize experiential learning, which is developed further in community and service in both the CP and DP. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.



# Aims

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

# Objectives

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their study.

## MYP project objectives

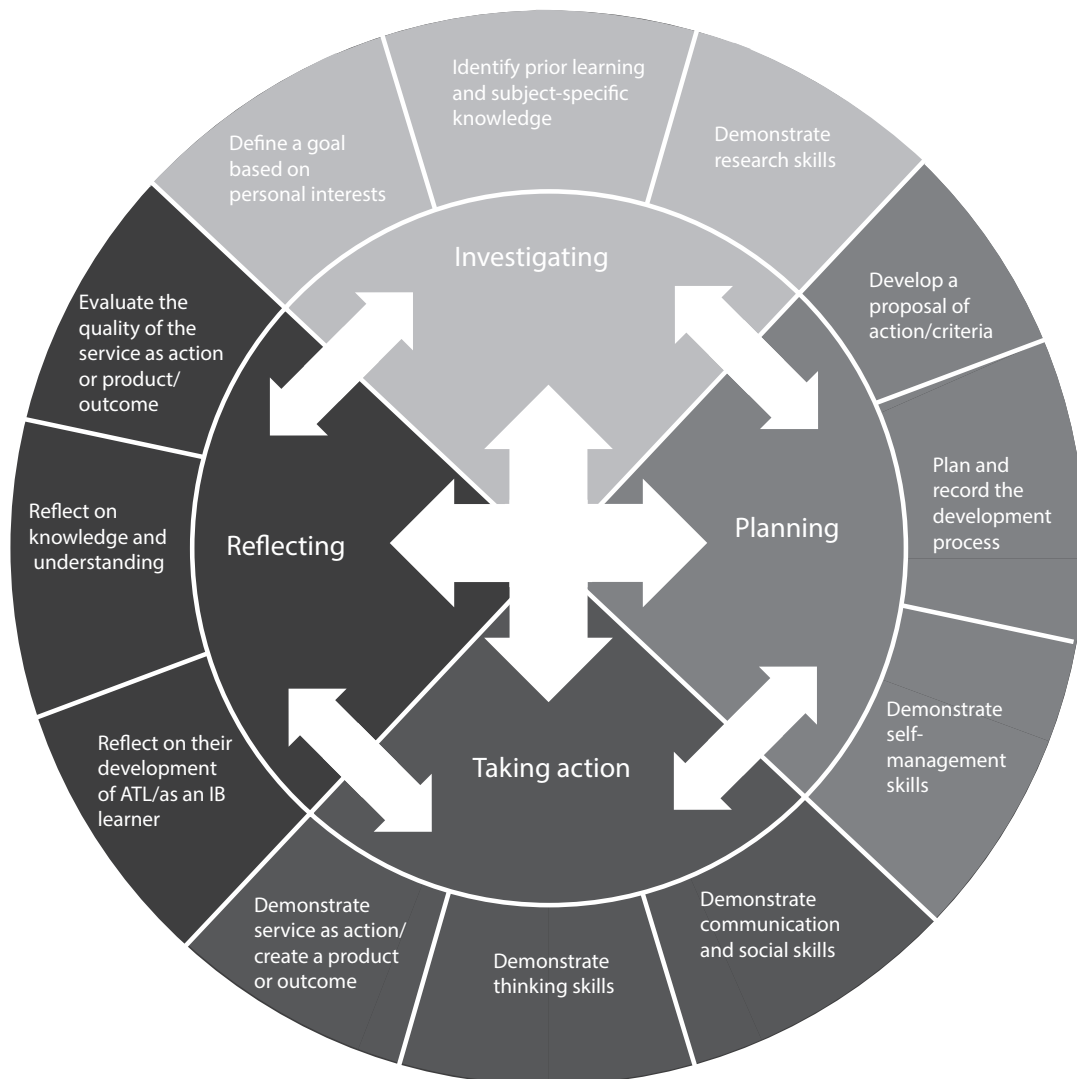
The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Table 1 illustrates the distinct and overlapping objectives of the community project and personal project.

Community project objectives	Personal project objectives
<b>Objective A: Investigating</b>	
i. Define a goal to address a need within a community, based on personal interests	i. Define a clear goal and a global context for the project, based on personal interests
ii. Identify prior learning and subject-specific knowledge relevant to the project	
iii. Demonstrate research skills	
<b>Objective B: Planning</b>	
i. Develop a proposal for action to serve the need in the community	i. Develop criteria for the product/outcome
ii. Plan and record the development process of the project	
iii. Demonstrate self-management skills	
<b>Objective C: Taking action</b>	
i. Demonstrate service as action as a result of the project	i. Create a product/outcome in response to the goal, global context and criteria
ii. Demonstrate thinking skills	
iii. Demonstrate communication and social skills	
<b>Objective D: Reflecting</b>	
i. Evaluate the quality of the service as action against the proposal	i. Evaluate the quality of the product/outcome against their criteria
ii. Reflect on how completing the project has extended their knowledge and understanding of service learning	ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
iii. Reflect on their development of ATL skills	iii. Reflect on their development as IB learners through the project

**Table 1**  
*Objectives for MYP projects*

Students will use the presentation of the community project, or the report of the personal project, as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

## Visualizing the project objectives



**Figure 3**  
*Visualizing the project objectives*

The visualization in figure 3 shows that the four objectives for both the community project and the personal project—investigating, planning, taking action and reflecting—form a cyclical and interactive approach to inquiry and should be addressed as such. The four objectives will be demonstrated holistically in the process, the product and the report or presentation of the project.

## Requirements

In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project. Students are expected to spend approximately 15 hours on their community project.

The community project may be completed individually or collaboratively in groups of no more than three students.

In schools in which the MYP finishes with year 5 of the programme, all students must complete the personal project, with the majority of their work undertaken in the final MYP year. Students are expected to spend a minimum of 25 hours on their personal project.

Schools must register all students in MYP year 5 for external moderation of the personal project.

Students who successfully complete the personal project are eligible for IB MYP course results. Successful completion of the personal project is a requirement for awarding the IB MYP certificate.

Schools offering the MYP including years 3 and 5 may choose to offer students the opportunity to participate in both the community project and the personal project.

Schools must ensure that:

- the community project and the personal project do not form part of the curriculum for any subject group, although subjects may support the completion of the project
- all supervisors of the projects are familiar with this guide and understand their role and responsibilities
- the projects are assessed and internally standardized by the supervisors in the school according to the criteria stated in this guide.

In addition, many MYP schools find it helpful to:

- communicate the requirements and objectives of the projects to parents and external community experts
- involve the librarian or resource specialist in the organization of the project
- involve the school counsellor or mentor in facilitating the process of the projects by supporting the academic and emotional needs of students
- organize showcase events to provide students with an opportunity to present their projects to peers, teachers and parents.

## The role of staff

Schools should provide a structure in which the roles and responsibilities of staff supervising the MYP projects are defined.

Schools must allocate resources to supervise and coordinate the MYP projects.

### The role of the project coordinator(s)

The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of the projects in the school. The number of project coordinators appointed will depend on the size of the school and the number of students involved with either the community project or the personal project (or both, depending on the school's configuration and practice). In schools where the MYP coordinator assumes responsibility for the MYP projects, extra time allocation is often necessary for the role. As an alternative, schools may choose to assign the role to another staff member.

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

### The role of the supervisor(s)

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

Community project	Personal project
Each student, or each group of students who have decided to work together, has a supervisor.	Each student has his or her own supervisor.

**Table 2**  
*Allocation of supervisors*

The systems that schools set in place for supervision of projects will also vary according to the size of the school and the number of students participating in the MYP projects. To ensure sufficient supervision for students, schools may choose to involve all teaching and professional staff in supervising projects. Schools should take into consideration other responsibilities these staff may have, such as supervision of the DP extended essay or the CP reflective project, to avoid work overload.

Schools use a variety of methods for allocating supervisors to students, including:

- students approaching a supervisor of their own choosing
- supervisors choosing from a list of projects proposed by students
- schools assigning supervisors to students randomly or based on specific scheduling demands.

<b>The supervisors' responsibilities are to:</b>
<ul style="list-style-type: none"><li>• ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues</li><li>• provide guidance to students in the process and completion of the project</li><li>• confirm the authenticity of the work submitted</li><li>• assess the MYP project using the criteria in this guide</li><li>• participate in the standardization of assessment process established by the school</li><li>• provide personal project grades to the MYP coordinator to enter in IBIS (from 2016).</li></ul>
<b>Students should receive information and guidance that includes:</b>
<ul style="list-style-type: none"><li>• guidelines about the MYP project</li><li>• a timetable with deadlines</li><li>• the assessment criteria for the project</li><li>• advice on how to keep and use a process journal</li><li>• the importance of personal analysis and reflection</li><li>• formative feedback</li><li>• requirements for academic honesty.</li></ul>

**Table 3**  
*Supervisor responsibilities to students*

Supervisors will support students throughout the project. The sections "Completing the MYP community project" and "Completing the MYP personal project" in this guide provide specific information about each project for both supervisors and students.

## The role of the library, media or resource centre

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

## The role of specialist(s) in the community

Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, he or she does not assess the project. If schools use such a role, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment. Schools should refer to school policies and any legal requirements when using an external specialist, in the interest of student safety.

## Time frames for completing MYP projects

Students are expected to spend approximately 15 hours on their community project and a minimum of 25 hours on their personal project. This time includes:

- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project.

Schools should develop realistic dates that identify important stages in the development of an MYP project. The school needs to consider the balance of time needed among researching, completing the project goal, and producing the project presentation or report.

The list in table 4 may be helpful for schools when organizing the MYP project.

<b>When organizing the project, schools should consider:</b>
<ul style="list-style-type: none"> <li>• the number of supervisors required</li> <li>• the selection and training of supervisors</li> <li>• informing students about the project</li> <li>• timelines for supervisors and students</li> <li>• scheduling time for supervisors to meet with students individually or in groups</li> <li>• documentation for managing the project</li> <li>• library or information and communication technology resources for the project</li> <li>• internal standardization of the project</li> <li>• informing parents of the objectives and characteristics of the project</li> <li>• showcasing of the project at its conclusion.</li> </ul>

**Table 4**

*School considerations for MYP project time frames*

Project supervisors will need to work with students throughout the project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved, or the stages of the project.

Because of varying scheduling demands, MYP schools may consider strategies such as:

- flexible scheduling within an extended time frame, allowing students to meet with supervisors and to share work in progress
- organizing “drop-in” sessions for students to meet with teachers from specific subject groups at different stages
- scheduling regular, specific times for collaborative work or meeting about the project.

## The language of MYP projects

### Community project

The MYP community project will usually be developed and presented in the school's language of instruction. However, students should have the opportunity to report their community project in their best or preferred language, which may or may not be their mother tongue or language of instruction of the school, when the following conditions can be met.

- The standards used in the assessment of such projects are the same as those applied to all community projects in the school.
- The school develops a meaningful process for internal assessment and standardization.

If no professional in the school is able to supervise the student in the language of his or her choice, the school can choose a supervisor from the community. The health and safety of the student is paramount, and local regulations may impact supervisor contact time with students. When supervisors are based outside the school community, they must receive the same information as school staff. The external supervisor should meet with the student regularly and work under the direction of school staff.

How the school assigns supervision to students for the community project should be decided within a context of long-term planning that is informed by the expertise of school staff and parents. Communication with parents on language planning and development should be part of ongoing school practice.

### Personal project

Personal projects must be developed and presented in one of the MYP moderating languages. Teachers in the school must be able to assess and internally standardize the personal projects of students working in languages other than the language of instruction.

More information on MYP response languages in which the personal project can be moderated can be found in the *Middle Years Programme Assessment procedures*.



## Academic honesty

For MYP projects, students and their supervisors must use the academic honesty form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

The form can be found in the appendices of this guide.

Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be signed by the student and the supervisor on submission of the final report or presentation.

## Inquiry in MYP projects

The community project and personal project are culminating examples of inquiry because they reflect students' ability to initiate, manage and direct their own inquiry.

The inquiry process in MYP projects involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome
- evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic as well as to develop an understanding of themselves as learners.

## Action in MYP projects

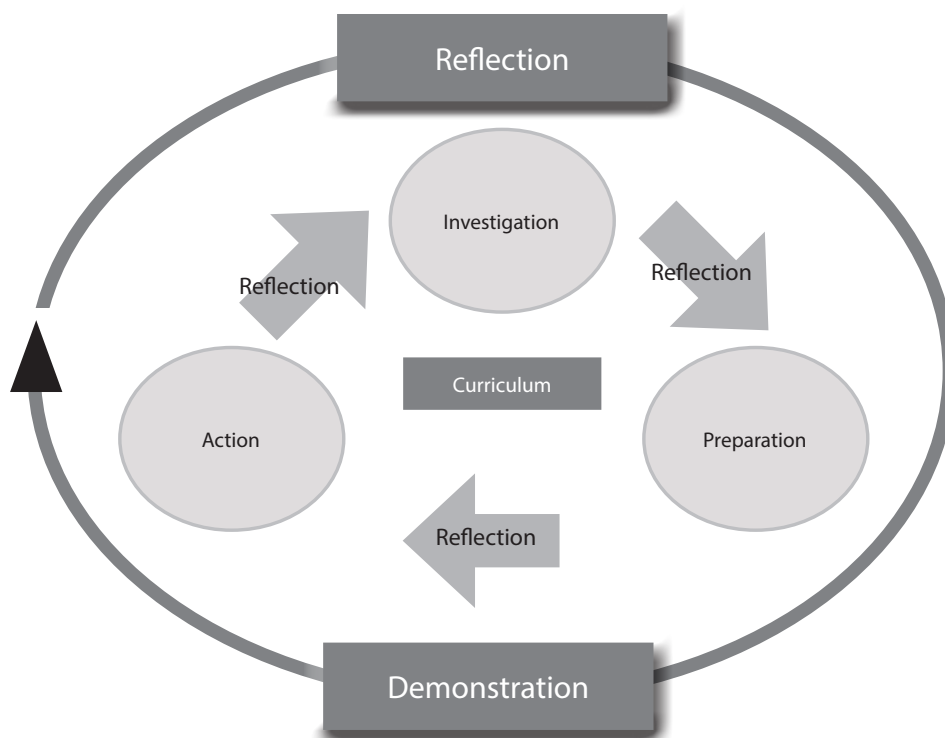
Both *action* (learning by doing and experiencing) and global engagement are central to IB philosophy and practice. Encouraging principled action is a key feature of the MYP and, when closely affiliated with sustained inquiry and critical reflection, it can result in students developing these attributes of the IB learner profile.

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating self and others.

*What is an IB education?* (2013)

The guiding process with five stages of service learning, developed by Cathryn Berger Kaye in *The Complete Guide to Service Learning* (2010), is the foundation for MYP project objectives and assessment criteria. The following stages, illustrated in figure 4, provide a useful framework to develop the attributes of the learner profile. The fifth and final stage is "demonstration", which in MYP projects is the presentation or report.

- a. *Investigation* involves taking an inventory of student interests, skills and talents to be used in considering opportunities. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.
- b. *Preparation* involves the student planning the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring any skills needed to successfully carry the plan to completion.
- c. *Action* involves implementing the plan. Students may work individually, with student partners, in student groups or with others.
- d. *Reflection* involves students describing what happened, expressing feelings, generating ideas and asking questions. Reflection occurs intermittently and in summation to gauge understanding and synthesis, to assist with revising and rethinking plans, and to internalize the experience.
- e. *Demonstration* involves metacognition, with students making explicit what and how they learned and what they have accomplished, capturing the totality of the experience. Integration of technology is encouraged.



**Figure 4**  
*Service learning model*

Following these five stages encourages and supports students' initiative as their choices and plans emerge from and advance their interests, skills, talents and knowledge.

Action may differ slightly between the two MYP projects.

## Community project: Service learning

In the community project, action involves a participation in *service learning* (service as action).

As students evolve through the service learning process, they may engage in one or more types of action.

- *Direct service:* Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.
- *Indirect service:* Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- *Advocacy:* Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- *Research:* Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

## Personal project: Principled action

In the personal project, action involves individual choices that extend MYP learning beyond knowledge and understanding to include not only socially responsible attitudes but also thoughtful and appropriate action, initiated and applied by the student as a result of the learning process.

While the principled action in the personal project may not result in a specific form of service with the community, the inquiry process remains the same.

Students' learning process in the MYP personal project involves action in a wide range of forms, including:

- developing an area of personal interest beyond the subject-specific curriculum
- sharing their new understandings with their peers, teachers and family
- changing their behaviour in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do.

While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behaviour.

The process of reflection should be carried out throughout the project, not just at the end. Students should be encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their project.

The development of the personal project will follow the same stages as the community project: investigating, planning, taking action, reflecting and demonstrating. In the case of the personal project, the report will become the demonstration of the first four stages: a summary of the students' processes of investigation, planning, actions and reflections.

## Global contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters).

Students may consider the following questions as they choose a global context through which to focus their 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 context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, students will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

The choice of the global context will significantly shift the perspective of the MYP project. Tables 5 and 6 demonstrate the impact global contexts have on a topic or issue in the personal project.

Global context	Examples
Identity and relationships	Examine the question, “Why does rap speak to me?”.
Orientation in space and time	Explore the development of rap as a style of music across continents.
Personal and cultural expression	Perform a rap song for peers and have a question-and-answer session about the cultures that influenced its words and music.
Fairness and development	Explore how rap music became a way to express rebellion and seek social justice.

**Table 5**  
*Rap as a music genre*

Global context	Examples
Scientific and technical innovation	Design a 3D model of a solar device with instructions for construction.
Orientation in space and time	Investigate how, in history, different cultures have made use of energy for different needs.
Globalization and sustainability	Debate Hervé Kempf’s ideas about “how the rich are destroying the Earth”.

**Table 6**  
*Solar energy devices*

## Approaches to learning

MYP projects are culminating activities through which students present, in a truly personal way, their development of approaches to learning (ATL) skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time. Projects, essays and investigations carried out in the subject groups are important vehicles for helping students to develop the skills and attitudes needed to complete MYP projects.

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts.

Table 7 shows possible alignment between ATL skills and project objectives; however, it is important to realize that ATL skills work in articulation across all stages of MYP projects, sustaining and often overlapping throughout the projects.

Students will demonstrate how they have met the objectives through their presentation or report at the end of the project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.



Community project objectives	Personal project objectives	MYP ATL skill clusters	
<b>Objective A: Investigating</b>			Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience
i. Define a goal to address a need within a community, based on personal interests	i. Define a clear goal and a global context for the project, based on personal interests	Collaboration Critical thinking Creative thinking	
ii. Identify prior learning and subject-specific knowledge relevant to the project		Information literacy Media literacy Transfer	
iii. Demonstrate research skills			
<b>Objective B: Planning</b>			
i. Develop a proposal for action to serve the need in the community	i. Develop criteria for the product/outcome	Collaboration Organization Critical thinking Creative thinking	
ii. Plan and record the development process of the project		Collaboration Organization Reflection	
iii. Demonstrate self-management skills			
<b>Objective C: Taking action</b>			
i. Demonstrate service as action as a result of the project	i. Create a product/outcome in response to the goal, context and criteria	Organization Critical thinking Creative thinking	
ii. Demonstrate thinking skills		Communication Collaboration Critical thinking Creative thinking Transfer	
iii. Demonstrate communication and social skills			
<b>Objective D: Reflecting</b>			
i. Evaluate the quality of the service as action against the proposal	i. Evaluate the quality of the product/outcome against their criteria	Communication Reflection	
ii. Reflect on how completing the project has extended their knowledge and understanding of service learning	ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context		
iii. Reflect on their development of ATL skills	iii. Reflect on their development as IB learners through the project		

**Table 7**  
*ATL skills and project objectives*

## The process journal

For both the community project and the personal project, students are expected to document their process in the process journal. In this way, students demonstrate their working behaviours and academic honesty.

### Documenting the process

*The process journal* is a generic term used to refer to the record of progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, students are strongly advised to make digital copies of their journals or to transmit copies of their journals to an online storage site.

Students will be familiar with the practice of documenting the development of their project in the process journal and can draw on techniques used to document the arts process journal, the design folder or similar workbooks in other subject groups. Students may develop their own format and design, although schools can provide templates or examples to support students' work.

The process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. Students are not restricted to any single model of recording their process journals. However, the student is responsible, through his or her use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

The process journal is:	The process journal is not:
<ul style="list-style-type: none"> <li>• used throughout the project to document its development</li> <li>• an evolving record of intents, processes, accomplishments</li> <li>• a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li> <li>• a place for recording interactions with sources, for example teachers, supervisors, external contributors</li> <li>• a place to record selected, annotated and/or edited research and to maintain a bibliography</li> <li>• a place for storing useful information, for example quotations, pictures, ideas, photographs</li> <li>• a means of exploring ideas and solutions</li> <li>• a place for evaluating work completed</li> <li>• a place for reflecting on learning</li> <li>• devised by the student in a format that suits his or her needs</li> <li>• a record of reflections and formative feedback received.</li> </ul>	<ul style="list-style-type: none"> <li>• used on a daily basis (unless this is useful for the student)</li> <li>• written up after the process has been completed</li> <li>• additional work on top of the project; it is part of and supports the project</li> <li>• a diary with detailed writing about what was done</li> <li>• a static document with only one format.</li> </ul>

**Table 8**  
*The anatomy of the process journal*

Students show their supervisors evidence of their process documented in their journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

## Selecting process journal extracts

For both the community project and the personal project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the supervisor.

Students working individually should select a maximum of 10 individual extracts to represent the key developments of the project. Students choosing to work in groups on the community project will submit a maximum of 15 process journal extracts.

The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analysed in the report, he or she could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

## Resources

### Resources for investigating and planning

Students should select relevant and reliable information from a variety of sources to develop the MYP project. The number and type of resources will vary depending upon the nature of the project; however, to reach the highest achievement levels through investigating, students must select a range of sources and a variety of source types. Students' ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. Students should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include students' prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.

Students will select sources during the initial stage of their project, but research and evaluation of sources will continue during the process of completing the project. They should record information collected from these sources in their process journal, along with annotations and possible uses.

Students apply information throughout the project as they decide what actions to take and when, and as they keep records in their process journal. Students need to be aware of recording their decision-making that has been based on information from sources. They will make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions.

### Resources for demonstrating learning

Students will reach a stage of the project when they are able to begin preparing their community project presentation or their personal project report. They will need to reflect on what they have learned through completing the project. This learning relates to any topics that have been informed by subject-specific learning and how the transfer of this learning has impacted their project, as well as what they have discovered in relation to the project goal and the global context. It also relates to themselves as learners and their awareness or development of ATL skills.

During the whole process, students will keep a record of their decisions in their process journals and should use this as a resource to help them produce the project presentation or report.

## Community project objectives

The objectives of the community project state the specific targets that are set for learning. They define what students should be able to accomplish as a result of completing the community project.

Students **must** address **all** strands of **all** four objectives in the MYP community project.

These objectives relate directly to the assessment criteria found in the “Community project assessment criteria: Years 3 or 4” section of this guide.

### A Investigating

Students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

### B Planning

Students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

### C Taking action

Students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

## D Reflecting

Students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

## Investigating and planning the community project

The MYP community project consists of three components.

Community project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

**Table 9**  
*Components of the community project*

Students can choose to work on the community project independently or in groups of up to three students. In cases where students work together, they work collaboratively to address the objectives of the project, develop their service learning together, and give their presentation at the end as a group.

The objective of investigating requires students to make choices in the focus of their project. Students should follow a series of procedures to identify the focus. They will need to:

- define a **goal** to address a need in the community, based on their personal interests
- identify the **global context** for the community project
- develop a **proposal for action** for the community project.

In situations where students choose to work in groups, the goal is defined collaboratively.

## Defining a goal to address a need in the community

Some examples of goals are:

- to raise awareness
- to participate actively
- to research
- to inform others
- to create/innovate
- to change behaviours
- to advocate.

A *need* can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful.

The community may be local, national, virtual or global. There are a wide range of definitions of community. The MYP key concept of *community* is defined as follows.

**Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

*MYP: From principles into practice (May 2014)*

Table 10 illustrates the various types of communities.

Community	Examples		
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down's syndrome	Vegetarians	History club year 3 students
A body of nations or states unified by common interests	European Union	United States of America	United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle East in Western Asia	South Korea's Ecorium project (wetland reserve)

**Table 10**  
*Community examples*

Students should make a reasonable evaluation of how they might address the need in the community. They should feel empowered by a goal they can reasonably achieve in the suggested time frame of the project, resulting in recognizing the impact of their service as action as a significant step in the community. Whether a project is appropriately challenging is determined by the students but should be guided by the supervisor. What is labelled as too ambitious or limited for one student or group will be accessible or challenging for another. Students can involve teachers or other appropriate people as resources, but the project must be completed by the students.

Table 11 illustrates some examples of challenging and highly challenging community project goals.

Challenging goal	Highly challenging goal
Students recognize an issue of cyber-bullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders.
A student hears the local children's hospital is understaffed and volunteers his or her services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children's story to educate students on what autism is.	Students work with the autism society members to write and publish a children's story together, which is then showcased at the school's open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

**Table 11**  
*Challenging and highly challenging community projects*



## Identifying the global context for the project

The global context chosen by the students provides a context for inquiry and research in the project. Students choose only one global context to define their goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Table 12 shows examples of global contexts corresponding to the elements of the community project.

The goal	A need	A community	Global context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create/innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviours	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

**Table 12**  
*Global contexts in community projects*

It is useful for students to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. Students should document the development of their project, including their ideas and thinking. Brainstorming the definition of their goal is a useful exercise to document in the process journal, as students can return to this to ensure they remain on task as they progress through the project.

Table 13 shows some examples of the use of each global context for an MYP community project.

Global context	Examples of community projects
<p><b>Identities and relationships</b></p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none"> <li>Laughter therapy campaign in children's hospital or elder care home</li> <li>Tutoring classes providing additional or special instruction to primary school students</li> <li>Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines</li> </ul>

Global context	Examples of community projects
<p><b>Orientation in space and time</b></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</p>	<ul style="list-style-type: none"> <li>• Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history</li> <li>• Making a plan for wheelchair accessibility</li> <li>• Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions</li> </ul>
<p><b>Personal and cultural expression</b></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<ul style="list-style-type: none"> <li>• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors</li> <li>• Performing a theatre play to raise awareness on bullying</li> <li>• Promoting intercultural understanding through a graffiti contest</li> </ul>
<p><b>Scientific and technical innovation</b></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none"> <li>• Helping a local community make an efficient, low-cost use of energy-powered devices</li> <li>• Developing a programme to promote the use of wind energy for domestic devices</li> <li>• Campaigning to reduce paper use and to promote recycling</li> <li>• Campaigning to reduce water, electricity or fuel waste</li> </ul>
<p><b>Globalization and sustainability</b></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> <li>• Campaigning to raise awareness and reduce plastic straw waste use</li> <li>• Passing a plan to local authorities for tree planting in an area in need of re-greening</li> <li>• Creating a school or community garden</li> </ul>
<p><b>Fairness and development</b></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> <li>• Campaigning for fair-trade awareness</li> <li>• Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town</li> <li>• Addressing the concerns of immigrants and migrant populations</li> </ul>

**Table 13**  
Global contexts and MYP projects

Students need to recognize the knowledge they already have from previous experiences or from subject-specific learning and document how this will help them to achieve their goal. This prior learning will enable students to evaluate what knowledge and skills need to be gained through research and further investigation.

## Developing a proposal for action for the project

When students are clear on what they want to achieve and the service as action of their project, they will be in a position to determine the proposal. They will need to plan specific tasks or activities to complete to develop their project. Students can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal.

The project should follow a proposal for action and involve students in designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the students and the supervisors. Students document the proposal in their process journals and use this to evaluate the final service as action.

## Presenting the community project

The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

- For an individual student presentation, the time allocated is 6–10 minutes.
- For a group presentation, the time allocated is 10–14 minutes.

Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.

The format of the presentation should be structured following the MYP community project objectives. Students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the supervisors to review one rehearsal presentation per student or group.

Schools may want to show the students various teen TEDx talks as possible models for presentations. These can be found by searching “teen” on <http://www.ted.com/tedx> or at [www.tedxteen.com](http://www.tedxteen.com).

At the time of the presentation, students must submit to the community project supervisor:

- a completed academic honesty form for each student
- the proposal for action
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography/sources.

Students choosing to work in groups will submit a selection of process journal extracts from each member of the group to represent the development of their community project. Good practice suggests that evenly distributed selections will best represent the contributions of all individuals in the group. In group submissions, a maximum of 15 process journal extracts is permitted. For individuals, a maximum of 10 process journal extracts is allowed.

A student completing and presenting his or her project individually will be awarded achievement levels for his or her individual work in the project.

In cases where students have chosen to work in groups, supervisors should award the same achievement levels for each student. The opportunity to work together with other students promotes the understanding of teamwork and team achievement. In extenuating circumstances, and subject to local policies and practices regarding group work, supervisors may award students different achievement levels for their participation and performance in the community project.

No formats of presentation should include question-and-answer sessions or formal interviews that are used to further assess students’ presentations or adjust achievement levels met by the presentation itself.

**Additional guidance:** Please see the TSM for examples of oral presentations. Students must acknowledge their sources regardless of their format of presentation.

## Using assessment criteria

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria.

<b>Criterion A</b>	Investigating	<b>Maximum 8</b>
<b>Criterion B</b>	Planning	<b>Maximum 8</b>
<b>Criterion C</b>	Taking action	<b>Maximum 8</b>
<b>Criterion D</b>	Reflecting	<b>Maximum 8</b>

MYP community projects **must** assess **all** strands of **all** four assessment criteria.

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

This guide provides the **required assessment criteria** for the community project developed in years 3 or 4 of the MYP. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Coordinators and supervisors clarify the expectations for the MYP community project with direct reference to the assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do, in forms such as:

- a face-to-face or virtual discussion
- an information day
- detailed advice pages on the school intranet.

# Community project assessment criteria: Years 3 or 4

## Criterion A: Investigating

**Maximum: 8**

In the community project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

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

## Criterion B: Planning

### Maximum: 8

In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

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

## Criterion C: Taking action

**Maximum: 8**

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: i. demonstrate <b>limited</b> service as action as a result of the project ii. demonstrate <b>limited</b> thinking skills iii. demonstrate <b>limited</b> communication and social skills.
3–4	Students: i. demonstrate <b>adequate</b> service as action as a result of the project ii. demonstrate <b>adequate</b> thinking skills iii. demonstrate <b>adequate</b> communication and social skills.
5–6	Students: i. demonstrate <b>substantial</b> service as action as a result of the project ii. demonstrate <b>substantial</b> thinking skills iii. demonstrate <b>substantial</b> communication and social skills.
7–8	Students: i. demonstrate <b>excellent</b> service as action as a result of the project ii. demonstrate <b>excellent</b> thinking skills iii. demonstrate <b>excellent</b> communication and social skills.



## Criterion D: Reflecting

### Maximum: 8

In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

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

## Personal project objectives

The objectives of the personal project state the specific targets that are set for learning. They define what the student should be able to accomplish as a result of completing the personal project.

These objectives relate directly to the assessment criteria found in the “Personal project assessment criteria: Year 5” section of this guide.

### A Investigating

Students should be able to:

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

### B Planning

Students should be able to:

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

### C Taking action

Students should be able to:

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

### D Reflecting

Students should be able to:

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

## Investigating and planning the personal project

The MYP personal project consists of three components.

Personal project component	How it is assessed
Focus on topic leading towards a product/ outcome	Evident in the presentation/report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

**Table 14**  
*Components of the personal project*

Personal projects are developed and completed by individual students, but they may involve group work (for example, a performed play). While the product or outcome may be created collaboratively, each student's individual contribution and process through the five stages of learning must be apparent. Group projects that allow students to individually take responsibility for different aspects of the project can prove to be a valuable experience too. The personal project is always assessed individually for each student.

Students need to identify a goal, based on areas or topics of interest to them. It is useful for students to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. Project supervisors need to guide and advise students on the selection of topics for the project. However, they have to balance providing support with objectivity and must not take over the project from the student. Ownership of the project must remain with the student.

Students should document their thinking, their research process and the refining and development of their initial ideas. Students will develop an outline of the goal they wish to pursue, which will often form the basis of the first meeting between the student and the supervisor.

Personal project goals should be challenging but attainable, offering students a powerful opportunity to develop their knowledge, skills, abilities and techniques. Goals should be achievable based on the time and resources available. Accomplishing some goals may require overly complex procedures or a process of learning that is too lengthy. Other goals may be too simplistic, offering few challenges or chances for meaningful growth. Because MYP projects are **personal**, goals that are not very challenging for some students may be highly challenging for others.

The personal project offers opportunities to pursue passions and take responsible risks that should be fun, engaging and academically meaningful. However, projects should not overwhelm students, interfere with health and well-being, or compromise other personal or school-based commitments. Students should work closely with their supervisors to define project goals that are **both** realistic and challenging. A project's degree of challenge is often established by students' prior knowledge and skills level, as well as by the criteria students define for making judgments about their project's success.

In the project report, students should justify the goals they develop—explaining **why** and **how** their goals are highly challenging.

The student’s individual strengths and weaknesses need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student’s own; he or she must have the capacity to complete the project without relying solely on the help of others. The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

Table 15 illustrates some examples of less and more challenging personal project goals.

Student’s prior knowledge and/or skill level	Less challenging goal	More challenging goal	Student’s justification of what makes the project’s goal “highly-challenging”
Basic digital photography skills (self-taught), fascination with landscape art, commitment to environmental justice	Document photography skills in a personal portfolio	Mount a digital photography exhibition of local landscapes impacted by climate change	<ul style="list-style-type: none"> <li>• The student includes 10 photographs displayed on digital monitors at high resolution.</li> <li>• Photographs for the exhibition are selected in a collaborative process that involves students, parents and at least one professional photographer.</li> <li>• Some photographs must be taken with one or more filters (new technique).</li> <li>• Each photograph has a research-based/scientifically accurate and documented connection to climate change.</li> </ul>
Basic understanding of web design and personal nutrition	Design and build a website to raise awareness about child obesity for the school community	Design and build a website that engages teenagers with research-based content, presented with professional quality aesthetics	<ul style="list-style-type: none"> <li>• The website reaches its intended audience (the student develops and implements a plan to make the website available and known to teenagers in the school community and measures the number of unique visitors).</li> <li>• The student records page views, internal click rates and shares as engagement analytics.</li> <li>• The student carries out a user interface survey, which shows that 80% would recommend the website to a friend.</li> <li>• The website is reviewed by a design teacher/professional web developer for layout, functionality.</li> <li>• Research-based content is supported by primary sources such as a certified nutritionist.</li> </ul>

Student's prior knowledge and/or skill level	Less challenging goal	More challenging goal	Student's justification of what makes the project's goal "highly-challenging"
Two MYP years of visual arts completed	Create an impressionist watercolour painting	Create a painting in the style of Mary Cassatt to serve as a teaching resource that demonstrates design principles, colour composition and brushstroke techniques	<ul style="list-style-type: none"> <li>• The design brief is approved by the school art teacher.</li> <li>• The student demonstrates at least three design principles (balance, contrast, movement).</li> <li>• The student demonstrates Impressionist subject matter, composition, use of light, brush strokes, social context and emotive quality.</li> <li>• The student develops museum quality short explanations of the Impressionist style that can be mounted with the painting.</li> </ul>
No experience of horticulture or gardening	Plant a family garden for organic vegetables	Design, prepare and plant an organic vegetable garden from which to harvest produce for three vegan dishes	<ul style="list-style-type: none"> <li>• The garden design and budget take into account local climate, soil and local plants, and are justified and approved by parents.</li> <li>• The student researches the main principles of the local/global impact of organic horticulture, including interviews with members of local gardening communities or government experts.</li> <li>• The student plans, prepares and serves vegan dishes to a taste panel with a menu that includes nutritional information about the meal.</li> </ul>

Student's prior knowledge and/or skill level	Less challenging goal	More challenging goal	Student's justification of what makes the project's goal "highly-challenging"
<p>Study of MYP media and a digital design product completed for the MYP year 4 courses, planning a career in film, competent videographer, basic familiarity with video editing software</p>	<p>Capture and edit an interview from a local family that documents their experience as immigrants</p>	<p>Create a 5-minute mini-documentary to show to school community or school website investigating the social inclusion of local immigrant communities</p>	<ul style="list-style-type: none"> <li>• The student researches issues in social inclusion, including first-hand reports from local immigrants.</li> <li>• The student develops multiple possible storylines.</li> <li>• The student produces consistent audio that is easily intelligible in a large meeting.</li> <li>• The student uses film techniques to create an emotional response that strengthens informational content.</li> <li>• The student connects local stories with current global challenges.</li> <li>• The student is an ethically responsible filmmaker (considering privacy and legal status of participants, showing respect for difference, using correct tone of reporting) and secures necessary releases.</li> <li>• The student screens the documentary in the school community, a local government forum, or shares it with an advocacy group.</li> </ul>
<p>Three years in friendly basketball league and completion of a practice partial ePortfolio on fitness in MYP physical and health education year 4</p>	<p>Make an off-season fitness plan for basketball league members</p>	<p>Use the available technology to make individualized plans for five members of the basketball league that increase three measures of physical fitness by at least 10% over a three-month period</p>	<ul style="list-style-type: none"> <li>• The student finds reliable sports and exercise science information.</li> <li>• The student works with local sports and medical experts to choose appropriate measures of fitness.</li> <li>• The student recruits, trains, motivates, monitors and celebrates growth in fitness of squad members.</li> <li>• The student develops individual goals based on accurate and reliable measurements.</li> </ul>

**Table 15**  
*Less and more challenging MYP personal project goals*

## Identifying the global context for the project

The global context chosen by the student provides a context for inquiry and research for the project. Students choose only one global context to define their goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Table 16 shows some examples of the use of each global context for an MYP personal project.

Global context	Examples of personal projects
<p><b>Identities and relationships</b></p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none"> <li>• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying</li> <li>• How online identities impact offline relationships; a research essay</li> <li>• Keeping culinary traditions; a video series following family recipes with historical relevance</li> <li>• The effect of mass media on teenage identity; a short film</li> </ul>
<p><b>Orientation in space and time</b></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</p>	<ul style="list-style-type: none"> <li>• The Euclidean space perspective of the universe; a 3D model</li> <li>• Explorers in search of a new world; immigration over the ages through visual texts</li> <li>• The Mayflower and the dream of religious freedom; a personal family history</li> <li>• Charting a family history through archives and a representational statue</li> </ul>
<p><b>Personal and cultural expression</b></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<ul style="list-style-type: none"> <li>• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture</li> <li>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers</li> <li>• Culture and self-expression through dance at the local community arts centre; a performance</li> </ul>

Global context	Examples of personal projects
<p><b>Scientific and technical innovation</b></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none"> <li>• Nano fibres build stronger bikes; a prototype bike with nano fibres</li> <li>• What’s the matter with the anti-matter?; an informational talk</li> <li>• Why are genetics and genomics important to my health?; a media presentation</li> <li>• Can stem cells replace organ transplants?; an investigative report</li> </ul>
<p><b>Globalization and sustainability</b></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> <li>• The struggle for water in developing countries; an awareness campaign</li> <li>• The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation</li> <li>• Education as the tool to change the future of Peru; a workshop for adults</li> <li>• The role of the developing countries in protecting the tropical rain forest; a collection of slides</li> </ul>
<p><b>Fairness and development</b></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> <li>• Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade</li> <li>• Open-market economies and their role in fair trade; a talk for students</li> <li>• Exploring the intersections of race and inequality; a radio broadcast</li> <li>• Asylum seekers and their right to live like us; a painting</li> </ul>

**Table 16**  
*Global contexts and MYP projects*

The global context helps the student engage in a cycle of inquiry and a process that leads him or her from academic knowledge to thoughtful, principled action.

## Creating criteria for the product/outcome

As part of the goal, students must determine a final product/outcome of their project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work.

Students must define realistic criteria to measure the quality of the project’s final outcome or product. Working with their supervisor, students decide what constitutes a high-quality product/outcome. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Students document the criteria in their process journal and use them to assess the final outcome or product.



For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.

Usually, students will not be able to define the criteria until they have spent some time researching the goal, and criteria should only be determined once students have a clear understanding of what they want to achieve and the proposed product/outcome of their project.

## Reporting the personal project

A *report* is a spoken or written account of something observed, heard, done or investigated. A report aims to inform, as clearly and succinctly as possible. The MYP personal project report demonstrates a student's engagement with his or her personal project by summarizing the experiences and skills recorded in the process journal.

The report should be presented in identifiable sections that address the MYP project objectives—investigating, planning, taking action and reflecting. The report must include evidence for all the strands of all criteria.

The format of the report for the personal project can vary depending on the resources available and the interests of the students. Students should take into consideration learning preferences, personal strengths and available resources when deciding on the best format for the report. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria. The student's supervisor is responsible for providing guidance on the format of the report.

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

Format	Length		
	English, French, Spanish and Arabic	Chinese	Japanese
Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

**Table 17**  
*Personal project report formats*

Where a student completes a report in a language other than the ones shown above, the school must advise the student on appropriate word limits for that language.

The report, however creatively developed and presented, does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written form, such as an essay or short story, this is considered as distinct from the project report.

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and is well-structured.

An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardization purposes and for possible submission to the IB for moderation.

Students may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. The school and the student should determine whether an appropriate audience would be effective for this format.

A visual report is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates his or her achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

An electronic report can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, students must ensure that the electronic report meets the assessment criteria and effectively demonstrates his or her engagement with the personal project.

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown in table 18.

Time (audio or audio-visual recording)		Word limit
3 minutes	And	1,200–2,800 words 2,688–3,360 characters 2,400–5,600 kana/kanji
6 minutes	And	900–2,100 words 2,016–2,520 characters 1,800–4,200 kana/kanji
9 minutes	And	600–1,400 words 1,344–1,680 characters 1,200–2,800 kana/kanji
12 minutes	And	300–700 words 672–840 characters 600–1,400 kana/kanji

**Table 18**  
*Length requirements for multimedia reports*

Oral, visual and multimedia reports must be recorded for internal standardization purposes and for possible submission for moderation. Supervisors must ensure that the quality of the recording is sufficient for submission to the IB.

As the report is a component of the MYP personal project, students should plan their time carefully. Planning, drafting, rehearsing and preparing materials are all necessary steps, and students should be aware of the amount of time required to complete the report. Students should be careful to ensure that their report is a distinct component of the MYP personal project and is not a collection of process journal entries.

If a personal project involves group work, each individual student must create his or her own report clearly demonstrating his or her contribution in all stages of the personal project. Further, each student must maintain his or her own process journal.

When submitting the report (within submission limits) for assessment, students must also include:

- the completed academic honesty form
- process journal extracts (as an appendix, within submission limits)
- any supporting visual aids used during the presentation, if applicable (as an appendix, within submission limits)
- evidence of product/outcome (within submission limits)
- bibliography/sources.

**Additional guidance:** Please see the TSM for examples of oral reports.

## Using assessment criteria

Assessment for the MYP personal project is criterion-related, based on four equally weighted assessment criteria.

<b>Criterion A</b>	Investigating	<b>Maximum 8</b>
<b>Criterion B</b>	Planning	<b>Maximum 8</b>
<b>Criterion C</b>	Taking action	<b>Maximum 8</b>
<b>Criterion D</b>	Reflecting	<b>Maximum 8</b>

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

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

This guide provides the **required assessment criteria** for the personal project developed in year 5 of the MYP. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Coordinators and supervisors clarify the expectations for the MYP personal project with direct reference to the assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do, in forms such as:

- a face-to-face or virtual discussion
- an information day
- detailed advice pages on the school intranet.

## Personal project assessment criteria: Year 5

### Criterion A: Investigating

**Maximum: 8**

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> a goal and a global context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identifies prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrates <b>limited</b> research skills.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines a basic and appropriate</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies <b>basic</b> prior learning and subject-specific knowledge <b>relevant to some</b> areas of the project</li> <li>iii. demonstrates <b>adequate</b> research skills.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>defines a clear and challenging</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrates <b>substantial</b> research skills.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>defines a clear and highly challenging</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrates <b>excellent</b> research skills.</li> </ol>

## Criterion B: Planning

### Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. develops <b>limited</b> criteria for the product/outcome</li> <li>ii. presents a <b>limited or partial</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>limited</b> self-management skills.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. develops <b>adequate</b> criteria for the product/outcome</li> <li>ii. presents an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>adequate</b> self-management skills.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. develops <b>substantial and appropriate</b> criteria for the product/outcome</li> <li>ii. presents a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>substantial</b> self-management skills.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. develops <b>rigorous</b> criteria for the product/outcome</li> <li>ii. presents a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>iii. demonstrates <b>excellent</b> self-management skills.</li> </ol>

## Criterion C: Taking action

**Maximum: 8**

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. creates a <b>limited</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>limited</b> thinking skills</li> <li>iii. demonstrates <b>limited</b> communication and social skills.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. creates a <b>basic</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>adequate</b> thinking skills</li> <li>iii. demonstrates <b>adequate</b> communication and social skills.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. creates a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>substantial</b> thinking skills</li> <li>iii. demonstrates <b>substantial</b> communication and social skills.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. creates an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li> <li>ii. demonstrates <b>excellent</b> thinking skills</li> <li>iii. demonstrates <b>excellent</b> communication and social skills.</li> </ol>



## Criterion D: Reflecting

**Maximum: 8**

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>limited</b> reflection on his or her development as an IB learner through the project.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. presents a <b>basic</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>adequate</b> reflection on his or her development as an IB learner through the project.</li> </ol>
5–6	The student <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>substantial</b> reflection on his or her development as an IB learner through the project.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="501 353 1348 421">i. presents an <b>excellent</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li><li data-bbox="501 443 1348 544">ii. presents <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li data-bbox="501 566 1348 633">iii. presents <b>excellent</b> reflection on his or her development as an IB learner through the project.</li></ul>

## Personal project moderation

The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the teachers' internal standardized assessment.

The term *moderation* refers to the checking and standardization of assessment. Adjustment of the results may or may not be required following the process, depending on the supervisors' understanding and application of MYP personal project assessment criteria.

### Submission requirements

The report, organized in identifiable sections that follow the project objectives, will be assessed against all strands of all criteria. In addition to the maximum time and/or word limits for the report, students should include an appendix, bibliography and evidence of the product/outcome.

The appendix to the report will consist of a maximum of 10 pages/screenshots containing:

- carefully selected process journal extracts that exemplify the knowledge, process and skills developed through the project
- (in the case of oral reports only) visual aids used when delivering the report.

Evidence of the product/outcome is limited to (extracts comprising):

- 5 still images, presented in a single PDF
- 30 seconds of audio/video
- 1 A4 (or equivalent) page of text.

Each student must also include:

- the completed academic honesty form.

### Maximum size of report

Where a student completes a report in a language other than Arabic, Chinese, English, French, Japanese, Korean and Spanish, the school must advise the student on appropriate word limits for that language. The following table has been prepared for your guidance using the principles for word equivalence from language acquisition.

Format	Roman alphabetical languages, including English, French and Spanish; Arabic	Chinese language	Korean language	Japanese language	Non-Roman alphabetical languages
	Words	Characters	Characters	Kana/kanji	Words
Text: written or electronic (website, blog, slideshow)	1,500–3,500	1,800–4,200	1,800–4,000	3,000–7,000	1,400–3,500
Oral (podcast, radio broadcast, recorded) or visual (film)	13–15 minutes	13–15 minutes	13–15 minutes	13–15 minutes	13–15 minutes

## Requirements for assessment

The personal project report is assessed against the personal project criteria published in this guide.

The personal project must be the student's own work but the student's supervisor should play an important role supporting the student through the minimum of three meeting sessions that will be reported on the academic honesty form. It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the project and the assessment criteria at the strand level.

Supervisors should provide appropriate formative feedback that guides students in developing and improving their work. Supervisors are responsible for using principled professional judgment when determining the nature and extent of feedback they provide on students' personal project reports. It is appropriate to provide general guidance rather than extensive annotations, detailed edits, or extended critiques.

In order to ensure fairness and to prevent undue influence, supervisors' feedback on personal projects must only advise students generally on how to approach and complete their work. As a shared standard of good practice, supervisors must provide only one round of formal feedback on candidates' project reports. Once students have submitted the final versions of their project materials for school-based assessment, they cannot be retracted or redone.

Supervisors must ensure that all student work submitted for external assessment is prepared according to IB requirements. In particular, students and supervisors are responsible for understanding all IB academic honesty requirements, especially those relating to authenticity and intellectual property. Supervisors must explain clearly to students and parents that all work submitted for school-based assessment—including MYP personal projects—must be the candidate's own authentic and individual work. Supervisors must use appropriate means to ensure that each candidate's work is, in their professional judgment, authentic. If a candidate does submit work for assessment that is not authentic, the school must follow its internal policy for dealing with academic honesty issues.

Plagiarism and collusion are unprincipled breaches of IB regulations, potentially subjecting candidates to consequences for academic misconduct. In addition, inauthentic student work can distort assessment results and potentially disadvantage all students in the school's cohort by unfairly skewing its moderation sample.

When awarding criterion level totals, supervisors must base their judgment of student achievement entirely on the completed candidate work that is to be presented for moderation. Reported achievement levels should not be influenced by the supervisor's previous experience with the candidate or by work that is not represented in the candidate's materials submitted for the personal project.

If more than one supervisor is responsible for assessment, an internal standardization process should be used to ensure that all candidates are marked to the same standard. Supervisors are encouraged to keep a record of their comments about the candidate's project to explain the levels they have awarded (especially where marginal judgments are made) as they help the examiner support the supervisor's judgments. Supervisor comments should be uploaded with projects that are selected as part of the moderation sample.

## Personal project subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for MYP projects.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for the personal project in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process sets boundaries for the personal project for each examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Grade	Descriptor
7	Produces a high-quality report that demonstrates a thorough and innovative process in response to the selected global context. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical and creative thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.
6	Produces a high-quality report that demonstrates an occasionally innovative process in response to the selected global context. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
5	Produces a generally high-quality report that demonstrates a thorough process in response to the selected global context. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.

Grade	Descriptor
4	<p>Produces a good-quality report in response to the selected global context. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical and creative thinking. Transfers some knowledge and some approaches to learning skills into the project.</p>
3	<p>Produces a report of an acceptable quality in response to the selected global context. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical and creative thinking. Begins to transfer knowledge and approaches to learning skills into the project.</p>
2	<p>Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.</p>
1	<p>Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.</p>

# MYP projects glossary

## Glossary of terms

Terms	Definitions
<b>Bibliography</b>	An alphabetical list of every source used to research the project
<b>Criteria</b>	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student
<b>List of references</b>	An alphabetical list of only those sources that are cited in the project presentation or report
<b>Outcome</b>	The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign
<b>Process journal</b>	A generic term to refer to the documentation that students develop during the process of completing the MYP project
<b>Product</b>	The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model
<b>Report</b>	A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible

# MYP projects command terms

## Command terms

Terms	Definitions
<b>Create</b>	To evolve from one's own thought or imagination, as a work or an invention
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application
<b>Develop</b>	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s)
<b>Identify</b>	Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	Give a brief account or summary
<b>Present</b>	Offer for display, observation, examination or consideration
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation



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