MYP Personal Project Outline & Rubrics

CRITERION A: INVESTIGATING (Outline)

Define a clear goal and context for the project, based on personal interests	In my report: I give the precise meaning of the goal of my project; I explain exactly the 'what I wanted to achieve, when, where, how I wanted to achieve it and why' of my project. I define the global context which applied best to my project. I tell a little about myself and the relevant interests I have. If I made changes to my goal during the project, I explain the changes made openly and honestly.
Identify prior learning and subject-specific knowledge relevant to the project	I identify what I already knew about this topic/project and the sources of my knowledge, before I started. I identify what I learned from MYP subjects before the project started, and how this was helpful.
Demonstrate research skills	I outline the research skills I had when I started the project. I discuss the research skills I developed through the project. I explain how I may have shared my skills to help peers who needed more practice. I identify my skill progress, checked against the ATL skill chart (Appendix B).

CRITERION B: PLANNING (Outline)

Develop criteria for the product/outcome	In my report: I refer to the criteria I designed to evaluate the project product/outcome. If I made changes to the criteria during the project, I have explained the changes openly and honestly.
Plan and record the development process of the project	I provide evidence of my planning through timelines, milestones or other. I present a record of how the project progressed from start to finish.
Demonstrate self-management skills	I outline the self-management skills I had when I started the project. I discuss the self-management skills I developed through the project. I explain how I may have shared my skills to help peers who needed more practice. I identify my skill progress, checked against the ATL skill chart (Appendix B)

CRITERION C: TAKING ACTION (Outline)

Create a product/outcome in response to the goal, context and criteria	In my report: I discuss the product/outcome as the result of the process I undertook during the project. I check that I have included evidence of my product to be submitted with my report.
Demonstrate thinking skills	I outline the thinking skills I had when I started the project. I discuss the thinking skills I developed through the project. I identify new skills I learned through the project. I discuss the thinking skills I developed through the project. I explain how I may have shared my skills to help peers who needed more practice. I identify my skill progress, checked against the ATL skill chart (Appendix B).
Demonstrate communication and social skills	I outline the communication and social skills I had when I started the project. I discuss the communication and social skills I developed through the project. I explain how I may have shared my skills to help peers who needed more practice. I identify my skill progress, checked against the ATL skill chart (Appendix B).

CRITERION D: REFLECTING (Outline)

Evaluate the quality of the product/outcome against their criteria	In my report: I evaluate the product/outcome against the criteria I designed. I identify the strengths, weaknesses and possible improvements of the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	I identify challenges and the solutions I developed to meet them. I demonstrate a deeper knowledge and understanding of my topic and my identified global context. I base my reflection on evidence, including my process journal.
Reflect on their development as an IB learner through the project	I identify how I have developed as a learner (using the IB learner profile as appropriate). I discuss my strengths and weaknesses in completing the project. I summarize the impact the project could have on my future learning.

Criterion A: Investigating (Maximum: 8)
In the personal project students should achieve the following:
 i. Define a clear goal and 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 has not achieved a standard described by any of the descriptors given below.
1-2	i. **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility ii. identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance iii. demonstrate **limited** research skills.
3-4	i. **outline** a **basic and appropriate** goal and context for the project, based on personal interests ii. identify **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project iii. demonstrate **adequate** research skills.
5-6	i. **define** a **clear and challenging** goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge **generally relevant** to the project iii. demonstrate **substantial** research skills.
7-8	i. **define** a **clear and highly challenging** goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project iii. demonstrate **excellent** research skills.

Criterion B: Planning (Maximum: 8)
In the personal project students should achieve the following:
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 does not achieve a standard described by any of the descriptors given below.
1-2	i. develop **limited** criteria for the product/outcome ii.present a **limited or partial** plan and record of the development process of the project iii. demonstrate **limited** self-management skills.

3-4	i. develop **adequate** criteria for the product/outcome ii. present an **adequate** plan and record of the development process of the project iii. demonstrate **adequate** self-management skills.
5-6	i. develop **substantial and appropriate** criteria for the product/outcome ii. present a **substantial** plan and record of the development process of the project iii. demonstrate **substantial** self-management skills.
7-8	i. create an excellent criteria for the product/outcome ii. present a **detailed and accurate** plan and record of the development process of the project iii. demonstrate **excellent** self-management skills.

Criterion C: Taking Action (Maximum: 8)

In the personal project students should achieve the following:

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 does not achieve a standard described by any of the descriptors given below.
1-2	i. create a **limited** product/outcome in response to the goal, global context and criteria ii. demonstrate **limited** thinking skills iii. demonstrate **limited** communication and social skills.
3-4	i. create a **basic** product/outcome in response to the goal, global context, and criteria ii. demonstrate **adequate** thinking skills iii. demonstrate **adequate** communication and social skills.
5-6	i. create a **substantial** product/outcome in response to the goal, global context, and criteria ii. demonstrate **substantial** thinking skills iii. demonstrate **substantial** communication and social skills.
7-8	i. create an **excellent** product/outcome in response to the goal, global context and criteria ii. demonstrate **excellent** thinking skills iii. demonstrate **excellent** communication and social skills.

Criterion D: Reflecting (Maximum: 8)
In the personal project students should achieve the following:
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 IB learners through the project.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	i. present a **limited** evaluation of the quality of the product/outcome against his or her criteria ii. present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context iii. present **limited** reflection on his or her development as an IB learner through the project.
3-4	i. present a **basic** evaluation of the quality of the product/outcome against his or her criteria ii. present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **adequate** reflection on his or her development as an IB learner through the project.
5-6	i. present a **substantial** evaluation of the quality of the product/outcome against his or her criteria ii. present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **substantial** reflection on his or her development as an IB learner through the project.
7-8	i present an **excellent** evaluation of the quality of the product/outcome against his or her criteria ii. present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **excellent** reflection on his or her development as an IB learner through the project.

Approaches to Learning (ATL Skills)

Research Skills (ATL)

BASIC SKILLS YOU MUST INCLUDE:	Collect, record and verify data/sources Find information specific to and surrounding the project, using variety of media Construct a bibliography according to recognized conventions
Other Skills that you may want to include:	Process data and results Collect, record, verify, and use a range of sources/data Identify primary and secondary sources Use proper in-text citations in report Make connections between various sources of information, prior knowledge and subject specific knowledge Take effective notes during project development Evaluate your sources
Higher-level Skills - some of these you should consider including:	Collect and analyse data to identify solutions and make informed decisions to further the project Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Use critical-literacy skills to analyse and interpret information Understand the impact of media representations and modes of presentation when analysing information Demonstrate awareness of media interpretations of events and ideas (including digital social media) Understand and implement intellectual property rights

Self-Management Skills (ATL)

BASIC SKILLS YOU MUST INCLUDE:	Set goals Keep a basic log or timeline planning for the project Manage time and effort for short periods of time
Other Skills that you may want to include:	Set goals that are challenging and realistic Plan short- and long-term milestones; meet deadlines Keep an organized and logical system of information Practise strategies to overcome distractions Practise dealing with disappointment and unmet expectations
Higher-level Skills - some of these you should consider including:	Keep and use a weekly planner for milestones Make plans that are logically sequential and efficient Demonstrate persistence and perseverance Self-awareness of strengths and limitations when determining a challenging goal and planning Plan strategies and actions to achieve personal **and** project goals Use appropriate strategies for organizing complex information Understand and use sensory learning preferences (learning styles) Select and use technology effectively and productively Practise dealing with change throughout the project

	Practise analysing and attributing causes for failure
	Practise strategies to overcome distractions
	Practise being aware of body-mind connections
	Practise "bouncing back" after adversity, mistakes and failures

Thinking Skills (ATL)

BASIC SKILLS YOU MUST INCLUDE:	Identify problems Consider ideas and possible solutions Draw conclusions
Other Skills that you may want to include:	Practise observing carefully in order to recognize problems Gather information strictly relevant to the project Evaluate and manage risk Consider ideas from multiple perspectives Identify obstacles and challenges Practise visible thinking strategies and techniques Use brainstorming and visual diagrams to generate new ideas and inquiries Inquire in different contexts to gain a different perspective
Higher-level Skills - some of these you should consider including:	Interpret data useful to the project Evaluate evidence, arguments and propositions Test generalizations, hypotheses and conclusions Revise understanding based on new information and evidence Identify trends and forecast possibilities Generate metaphors and analogies Apply existing knowledge to generate new ideas, products or processes Consider multiple alternatives, including those that might be unlikely or impossible Make connections between subject groups, prior- and experiential learning Combine knowledge, understanding and skills to create products or solutions Recognize unstated assumptions and bias Develop contrary or opposing arguments Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding Propose and evaluate a variety of solutions Use models and simulations to explore complex systems and issues Troubleshoot systems and applications Create original works and ideas; use existing works and ideas in new ways Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments Create novel solutions to authentic problems Make unexpected or unusual connections between objects and/or ideas Use effective learning strategies Apply skills and knowledge in unfamiliar situations Change the context of an inquiry to gain different perspective

Communication and Social (Collaboration) Skills (ATL)

BASIC SKILLS YOU MUST INCLUDE:	Organize and depict information logically Establish communication with supervisor Write in process journal Structure report following guidelines Pick 10 Process Journal Entries and Link them to report
Other Skills that you may want to include:	Maintain communication with people relevant to the project Work with others within clear expectations Give and receive feedback Use Appendices appropriately
Higher-level Skills - some of these you should consider including:	Communicate information and ideas effectively to audiences using a variety of media and formats Use intercultural understanding to interpret communication Use appropriate forms of writing and speaking for different purposes and audiences Use a variety of media to communicate with a range of audiences Interpret and use effectively modes of non-verbal communication Make inferences and draw conclusions Use and interpret a range of project-specific terms and symbols Practise empathy Delegate and share responsibility for decision-making Help others to succeed Paraphrase accurately and concisely Preview and skim texts to build understanding Manage and resolve conflict, and work collaboratively Build consensus with peers, experts and/or supervisor Make fair and equitable decisions Listen actively to other perspectives and ideas Negotiate effectively Encourage others to contribute Exercise leadership and take on a variety of roles within groups (if applicable) Clearly structured, detailed and carefully presented, compelling, reasoned report and appendices