



The Personal Project

WHERE THERE IS NO
Struggle
THERE IS NO
Strength

-Oprah Winfrey

Student and Staff Guide to the
IB/MYP Personal Project
2016-2017

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What is the Personal Project?

Have *you* ever wanted to build a better mousetrap? Have *you* ever wanted to build a musical instrument? Do *you* have questions about a topic that *you* have wanted to research on your own? Do *you* have a secret passion to write a play? **Now is your chance!** The Personal Project is **your** project to do what **you** want to do, to show the skills *you* have developed over the years in your subjects focusing on a particular lens, and applying them to a goal.

The Personal Project is an individual project completed in your 10th grade year. It consists of three main components: a project, a process journal, and a report. You have the opportunity to choose your topic and enjoy learning about it as you research and develop your chosen product.

Through this project, students:

- Demonstrate the personal abilities and skills required to produce and present an extended piece of work
- Engage in personal inquiry, action and reflection on specific topics and issues
- Focus on, and demonstrate an understanding of, global contexts
- Reflect on learning and share knowledge, views, and opinions with the broader community

What it is, what it is not

It should have a clear and achievable goal, be focused through one global context, be personal & original, entirely your own work, and **most importantly... be something that interests YOU!**

It should not be part of any assessed school course work, be linked too closely with any specific subject, or take over your whole personal and social life.

What are some examples of what I can do?

- ❖ a fitness program
- ❖ original piece of writing/art/music/drama
- ❖ an invention, or specially designed object or system
- ❖ a survey and report on a pressing school issue
- ❖ exploring family histories or personal stories
- ❖ original science experiment
- ❖ the presentation of a developed business, management, or organizational plan
- ❖ create a sport or game
- ❖ research an idea (i.e. how colors affect our moods)

The final product can be written, a creation, presentation, product, project, or any other culmination of your effort and work.

It must be well recorded in your process journal as it develops. The process is just as important as the final product!

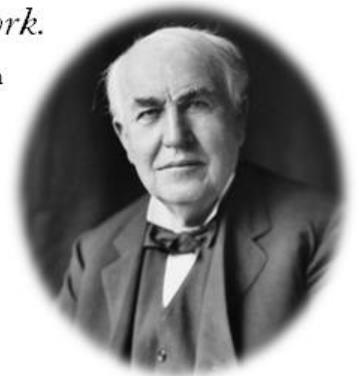
Your final product may involve others, but remember that your own contribution **must be central** to the event, and **clearly visible**. Use your process journal and report to show what *you* specifically contributed to the product's success.

What are some examples from Shaker?

- ❖ Creating a YouTube series
- ❖ Developing a fundraiser
- ❖ Building a computer
- ❖ Creating a video game
- ❖ Producing fashion photo-shoot
- ❖ Writing a news/journal article
- ❖ Taking up a new instrument
- ❖ Penning a short story
- ❖ Composing songs for an album
- ❖ Learning statistics
- ❖ Performing in a play
- ❖ Teaching at soccer camp
- ❖ Coaching Science Olympiad
- ❖ Commentating on video games
- ❖ Shadowing a doctor
- ❖ Learning how to weld
- ❖ Making a ukulele
- ❖ Establishing a salsa company

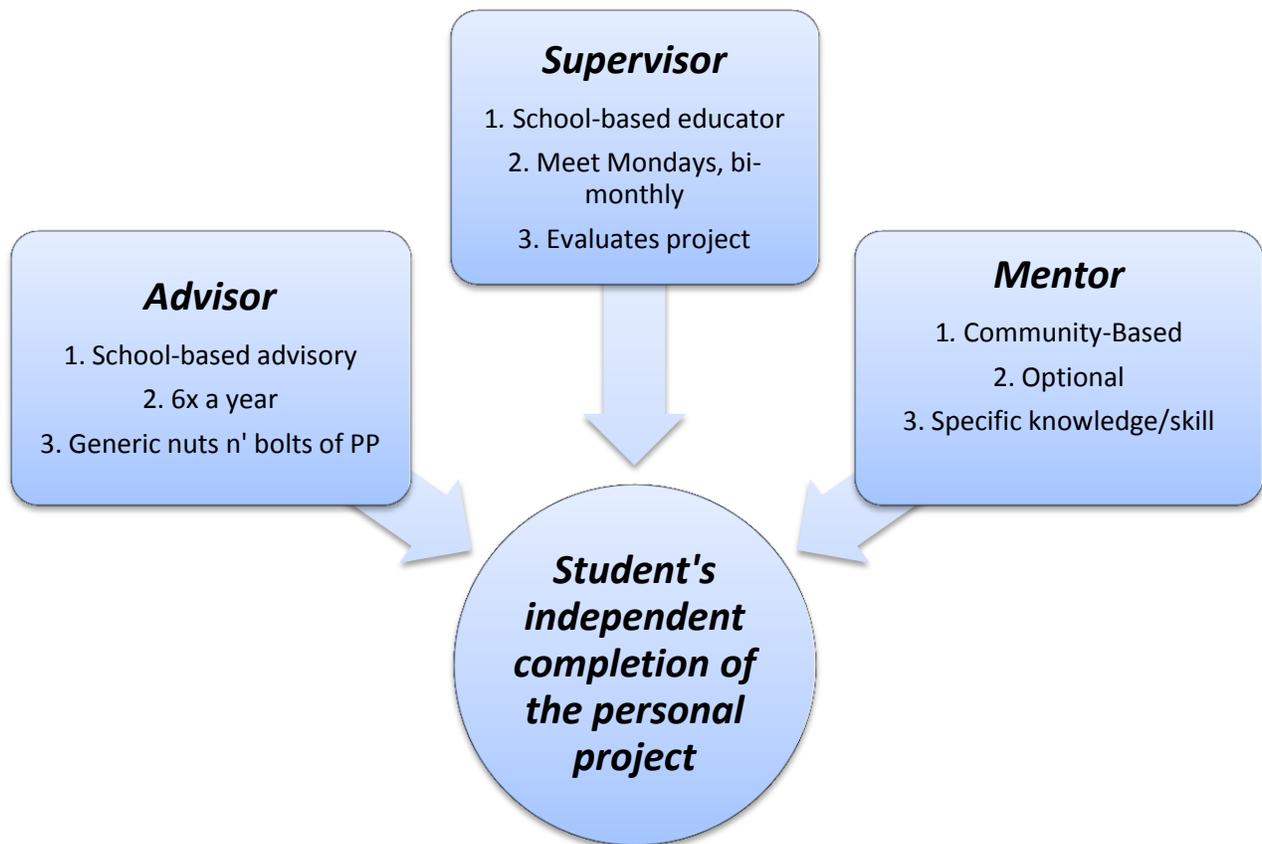
*I have not failed. I've just found
10,000 ways that won't work.*

-Thomas Edison



Who will help me?

You are not alone on this journey. You will have a support team of Shaker staff and potentially community members that will provide some guidance and support along the way. This support team at least consists of your advisory teacher, who will introduce the project and go over the “nuts n’ bolts” of how it will progress, as well as a personal supervisor who will meet with you throughout the year to provide specific feedback and guidance about your individual project. If you would like the additional support of a mentor from the surrounding community (or online), that is appropriate; they may provide unique support for your topic in an exciting way!



What will the final Personal Project look like?

It must include three elements: the project itself, the report (minimum 1,500 words) and the process journal

1. The Outcome

The actual outcome from the project itself will be submitted. It may take a variety of physical forms, such as a tangible product or design. If it is an activity or an event, it should be recorded and available for review with your supervisor. This is what you've been working so hard to bring about!

2. The Report

Besides the actual outcome of your goal, the report is the most important part of the Personal Project process. The report is your detailed analysis of your entire project and the process of development. It explains how, why, and what you did, in a well-structured and organized manner. The report should be completed with the following sections:

1. Investigating
2. Planning
3. Taking Action
4. Reflecting

Your report may be recorded orally or visually (13-15 minutes) or written (1,500-3,500 words). More information is provided in the Appendix.

3. Process Journal

You are required to maintain a process journal of your Personal Project. Your process journal should have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas, etc. It is a practical workbook. Record your progress in the journal, and use your notes/drawings to reflect on your ideas, achievements, obstacles, etc.

Suggested Format

Here are some headings you could use to help provide a structure to your journal, ensuring you make the best use of the journaling process.

- ❖ **Work Completed this Week**—this section should detail all aspects of work completed on the Personal Project in the week
 - **Resources:** record bibliographical details in this section. You should also record details of any conversations that took place with sources relating to the project
 - **Challenges/Difficulties Faced:** detail obstacles and indicate how you did or intend to deal with them
 - **Evaluation of Progress:** this is where you should refer to your initial goals and indicate whether or not you are achieving them. You may also identify any areas that need improvement at this stage

Project Objectives

The objectives of the personal project state the specific targets that are set for learning. They define what the student will accomplish as a result of completing the personal project. These objectives relate directly to the assessment criteria found in the “personal project assessment criteria” section.

Your report should illustrate how you have accomplished all of the following learned objectives (criteria).

Criterion A: Investigating

- 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

Criterion B: Planning

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

Criterion C: Taking Action

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

Criterion D: Reflecting

- 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.

**THE ODDS OF
HITTING YOUR
TARGET GO UP
DRAMATICALLY
WHEN YOU AIM AT
IT.**

- MAL PANCOAST

Project Timeline

Date	Meeting / Event	Topic
Sept. 1	Advisory	Overview of the Personal Project and supervisor selection
Sept. 8 @ 6:15pm @ Large Auditorium	Curriculum Night	Introduction to Parents
Sept. 12 @ conference period	Upper – Café with Supervisor	Getting to know your supervisor and brainstorming topics
Oct. 6	Advisory	Work on goal sheet & global context
Oct. 17 @ conference period	Supervisor	Discuss completed goal sheet & global context
Nov. 3	Advisory	Criteria – How do you know when you have a successful product?
Nov. 28 @ conference period	Supervisor	Review criteria; are they challenging yet achievable?
Jan. 5	Advisory	Planning for the finish of the project
Feb. 2	Advisory	Flexible Work Session
Feb. 13 @ conference period	Supervisor	Review product thus far
Mar. 2	Advisory	Reviewing the rubrics – self assessment of project so far
Mar. 13 @ conference period	Supervisor	Review product & report
Mar. 24	PERSONAL PROJECTS DUE	Report, documentation of product due to supervisor!
Apr. 6	Advisory	Pair/Share product with others
April 17 @ conference period	Supervisor	Go over the results of your PP
May 11	Advisory	Discuss community night & tying up loose ends
May 8	Supervisor	Prepare for exhibition
May 16 @ 6:00-8:00pm	Community Night	Share with the community your amazing journey!

Developing your project through Global Contexts

With the assistance of your advisory teacher and supervisor you will select a topic that you are passionate about, turn it into a goal, and then focus it through one of the MYP lenses to complete your project.

One topic can be explored through many contexts, or lenses. The lens you select will determine the direction of your project. Review each of the lenses below, and look to the next page to see how each lens can put a different spin on the same topic.

The Global Context (Lenses)

In the Middle Years Programme there are several “lenses” through which we view our learning called “Global Context.” Below each of the lenses are some guiding questions to clarify what each lens means.

Identities and Relationships

- 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.
- Examples of projects influenced by this global context:
 - Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying
 - How online identities impact offline relationships; a research essay
 - Keeping culinary traditions; a video series following family recipes with historical relevance
 - The effect of mass media on teenage identity; a short film

Orientation in Space and Time

- 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.
- Examples of projects influenced by this global context:
 - The Euclidean space perspective of the universe; a 3D model
 - Explorers in search of a new world; immigration over the ages through visual texts
 - The Mayflower and the dream of religious freedom; a personal family history
 - Charting a family history through archives and a representational statue

Personal and Cultural Expression

- 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.
- Examples of projects influenced by this global context:
 - 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
 - The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers
 - Culture and self-expression through dance at the local community arts centre; a performance

Scientific and Technical Innovation

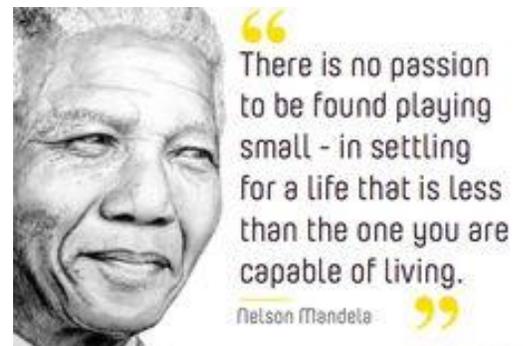
- Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
- Examples of projects influenced by this global context:
 - Nano fibres build stronger bikes; a prototype bike with nano fibres
 - What's the matter with the anti-matter?; an informational talk
 - Why are genetics and genomics important to my health?; a media presentation
 - Can stem cells replace organ transplants?; an investigative report

Globalization and Sustainability

- 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.
- Examples of projects influenced by this global context:
 - The struggle for water in developing countries; an awareness campaign
 - The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation
 - Education as the tool to change the future of Peru; a workshop for adults
 - The role of the developing countries in protecting the tropical rain forest; a collection of slides

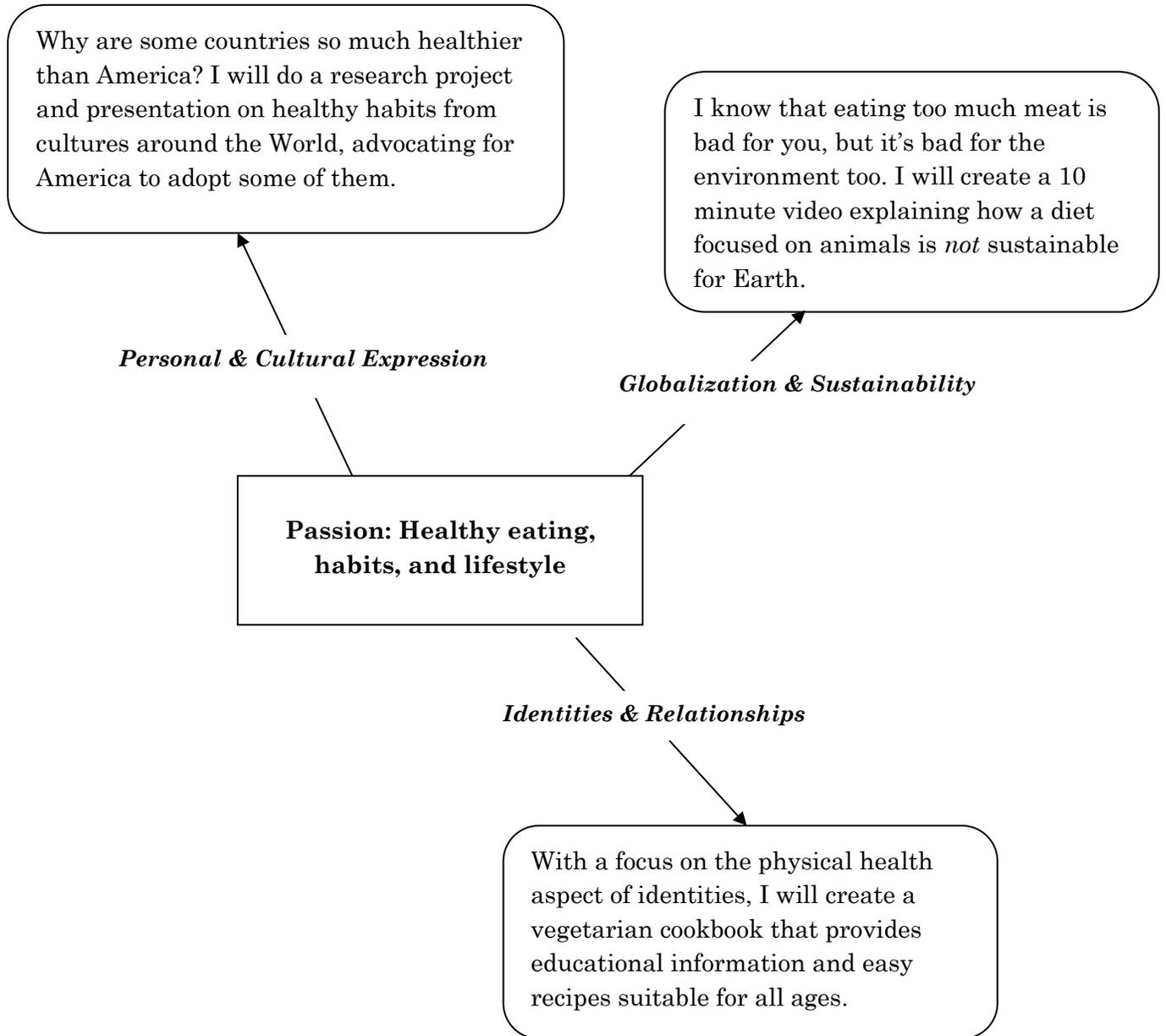
Fairness and Development

- 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.
- Examples of projects influenced by this global context:
 - Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade
 - Open-market economies and their role in fair trade; a talk for students
 - Exploring the intersections of race and inequality; a radio broadcast
 - Asylum seekers and their right to live like us; a painting



Example: How can my Global Context shape my project?

To see how the global context you select may affect the product of your passion and goal, consider a topic of maintaining a healthy lifestyle. The global context chosen adds depth to the product of passion, helping to focus it into something that is achievable and significant to the self and others.



See how the Global Context can help to shape and add depth to your project? Play around with a few before committing to one, enhancing your brainstorming sessions. Which direction resonates best with your passion and goals?

Creating Criteria for Success

After you have selected your topic, researched it, and chosen a global context, you will then need to create criteria for success. What these criteria represent are the targets that you have given yourself to complete the project to an excellent degree. For example: if you are hosting an event, what would a strong criteria for success be? 20 people in attendance? 100? While your criteria should challenge you to push yourself, make them realistic and achievable.

Your criteria may take the form of a checklist or rubric inside of your process journal, but regardless of its form and location, the criteria must be pre-determined and strove for. What is it that you want to achieve, and how are you going to know you've done it well? That is the essence of the criteria.

Role of the Supervisor

A supervisor will advise you throughout the project, meet you on a regular basis and make sure you complete the various stages of the project according to the deadlines. Your supervisor need not necessarily be an expert in what you want to do, but will be able to guide and help you as needed. The supervisor will also sign the timetable as you complete the steps of the project.

You may decide with your school supervisor to have another person from outside of the school who can give you more expert help and who will act as your mentor.

Eventually, your supervisor will evaluate your project based on the Personal Project criteria & rubrics. Work closely with your supervisor so that you meet all the expectations of the project.

Supervisor Meetings

Both the supervisor and student need to acknowledge the importance of regular contact and will commit to one another to meet upon the designated days on the school calendar. If a student should miss a personal project meeting, they must contact their supervisor to setup another. Each student *must* meet with their supervisor a minimum of 4 times throughout the year. A supervisor will initial the Supervisor Meeting Form (see Appendix) to provide evidence that regular meetings have occurred.

The supervisor meeting form also contains a list of dicussion points for each meeting. The discussion points, ideas, next-steps, etc. should be recorded in the process journal.

I can accept failure...
I can't accept not trying.



Personal Project Exhibition

Your work will be celebrated in a Personal Project Exhibition night in which the community is invited to come and discuss your project with you. All 10th graders will be assembled in the North Gym with their products (when possible), process journal, report, and any visual aids that a student would like to share with the community.

All students will share their projects at once while parents, teachers and community members roam the gym and mingle with students, inquiring about their process and product. This night gives students an opportunity to not only share what they did in their project, but also build important communication skills by interacting with the diverse crowd.

Staying Up-to-Date: Remind

To be reminded of due dates, supervisory meetings, advisory meetings and any other updates, please sign up to receive text and/or email communication through *Remind*. Follow the instructions below to subscribe to the method of your choice.

1. To receive texts: text the word “@shakerpp” to the cell number 81010
2. To receive emails: go to www.remind.com/join/shakerpp and follow the instructions.
3. To use your phone or tablet: search “remind” in the Apple App Store or Google Play and enter the class code @shakerpp

Please note that all telephone numbers and emails remain private; while *Remind* will forward messages sent from a teacher, no teacher has access to the personal contact information of participants.

Assessment

Your work on the project will be assessed upon its completion. Your supervisor will collect:

1. Your report with bibliography (paper, audio, or video recording)
2. Excerpts from your process journal (include 10 that display your progress throughout)
3. Evidence of the actual product/project (may be an item, video, pictures of an event, etc).

Your supervisor will use what he/she has collected to see evidence of the following 4 criteria. Your score on each criteria factor into your final personal project grade.

Criterion A: Investigating

In the personal project, students should:

- 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 reached a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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

In the personal project, students should:

- 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 has not reached a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> i. develop rigorous 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

In the personal project, students should:

- 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 below.
1-2	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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	The student is able to: <ol style="list-style-type: none"> 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

In the personal project, students should:

- 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 below.
1-2	<p>The student is able to:</p> <ol style="list-style-type: none"> 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 the global context iii. present limited reflection on his or her development as an IB learner through the project.
3-4	<p>The student is able to:</p> <ol style="list-style-type: none"> 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	<p>The student is able to:</p> <ol style="list-style-type: none"> 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	<p>The student is able to:</p> <ol style="list-style-type: none"> 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.

Appendix

In the following pages you will find some of the key documents you will need throughout the Personal Project process

- A. Supervisor Meetings & Academic Honesty
- B. PP Goal Sheet
- C. Detailed Project Planning Guide
- D. Determining a Global Context
- E. Project Criteria Template
- F. Suggested Outline for PP Report
- G. Frequently Asked Questions

*Follow your bliss and
the Universe will open
doors for you where
there were only walls.*

Joseph Campbell
brad@phen.wordpress.com

A: Supervisor Meetings & Academic Honesty

Student name							
Student number							
School name							
School number							
Supervisor name							
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>							
	Date	Main points discussed	Signature/initials				
Meeting 1			Student: Supervisor:				
Meeting 2			Student: Supervisor:				

Meeting 3			Student: Supervisor:
Supervisor comment			
<p>Student declaration</p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p>Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>			
Student's signature		Date	
Supervisor's signature		Date	

B: PP Goal Sheet

Proposed topic area: _____

Specific links with one global context: _____

What is the goal of your project: What do you wish to do? _____

What is your personal motivation to set this goal to your topic? _____

What form of product do you have in mind? (i.e. essay, work of art, report of experiment) Give a brief description: _____

What kind of material do you require for this product? _____

What expertise will you require for your project, and do you have an idea of who you would consult? _____

In what way do you intend to share your Personal Project for public use or other? _____

Supervisor Comments: _____

C: Detailed Project Planning Guide

Project title			
Student		Date/Duration of Project	

Goal: Formulate a statement that clearly shows your goal, based on your personal interests.

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What is the purpose of the goal? What do you hope to achieve?

Global context: Identify the global context. **See p. 9-11 of Guide for help.**

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Identify which part of the global context you will focus on.	Explain why you have chosen it, justifying the relevance of your inquiry.
--	---

Product/outcome: What product/outcome will you create in response to the goal, global context and criteria?

<p>Product:</p> <p>Criteria: Which criteria will ensure my product/outcome is of excellent quality? How will I evaluate it? See p. 12</p>

<p>Research: What do you have to research? Be specific and list how you will collect all the information you need.</p>	<p>Media:</p>	<p>Surveys:</p>
	<p>Interviews:</p>	<p>Observations & experiences:</p>

Process Journal: How will you record the significant findings and development of the process? Specify type of format.

--

Report: How will you report it? Written/digital format/mixed media/oral presentation

--

D: Determining a Global Context

1. Write your Personal Project topic in the topic box.
2. Identify two different global contexts (p.9-10 of guidebook) that will help you focus your topic.
3. Write two different outcomes, products, focused-ideas of your topics based on the global context you choose.

Topic/Idea:

G.C:

G.C:

Outcome/Product/Specific Goal:

Outcome/Product/Specific Goal:

E: Project Criteria Template

Completing the MYP projects: Getting started 3

Criteria template

Students use the chart to develop the criteria for their product/outcome. They should select the categories that are appropriate. They may also include other categories that fit their product/outcome.

Your goal:	
Your global context:	
Form What will it look like? What materials will I use? What tools will I use? What size will it be? How will it be assembled?	
Function What is its purpose? What will it do? How easily can it be used / maintained?	
User/Audience Who it is for? Consider age, gender, socioeconomic background.	
Cost Is there a maximum cost? Is this a material cost / time cost?	



F: Checklist for PP Report

MYP personal project report checklist

The personal project report should be presented in identifiable sections, following the MYP projects objectives. The report must include evidence for all strands of each criterion.

Section 1—Criterion A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Define a clear goal and context for the project, based on personal interests	<p>In my report:</p> <ul style="list-style-type: none"> I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”. I define the global context that applies best to my project and explain its connection. I describe what makes my project personal: the experiences, interests and ideas that make it important to me. If I made changes to my goal during the project, I explain the changes and why I made them.
Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> I identify what I already knew about this topic/project and the sources of my knowledge. I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	<ul style="list-style-type: none"> 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 research skills to help peers who needed more practice.
Section 2—Criterion B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	<p>In my report:</p> <ul style="list-style-type: none"> I refer to the criteria I designed to evaluate the project product/outcome. If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	<ul style="list-style-type: none"> I provide evidence of my planning through timelines, milestones or other tools/strategies. I present a record of how the project progressed from start to finish.
Demonstrate self-management skills	<ul style="list-style-type: none"> 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 self-management skills to help peers who needed more practice.

Section 3—Criterion C: Taking action	
This is the main “doing” part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, context and criteria	<p>In my report:</p> <ul style="list-style-type: none"> I discuss the product/outcome as the result of the process undertaken during the project. I check that I have included evidence of my product to be submitted with my report.
Demonstrate thinking skills	<ul style="list-style-type: none"> I outline the thinking skills I had when I started the project. I discuss the thinking skills I developed through the project. I explain how I may have shared my thinking skills to help peers who needed more practice.
Demonstrate communication and social skills	<ul style="list-style-type: none"> 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 communication and social skills to help peers who needed more practice.
Section 4—Criterion D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/outcome against their criteria	<p>In my report:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 IB learners through the project	<ul style="list-style-type: none"> 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.

G: Frequently Asked Questions

Q: Can I work in a team?

A: Yes, groups are acceptable, but you must have a significantly independent portion of the project. Each member of the team must still maintain a process journal and submit a report, but the product of the team may be shared if it is significant enough to warrant the efforts of multiple people.

Q: Can my National History Day (NHD) project count as my Personal Project?

A: Yes– your NHD project can count as the OUTCOME of your Personal Project, but you are still responsible for submitting the report, process journal and participating in community night.

Q: How are supervisors assigned?

A: Supervisors and students are randomly assigned at the beginning of each year. If you want a specific person in the school to be your supervisor, we can make that happen (see below).

Q: Can I switch supervisors?

A: You should first approach the supervisor you would like in order to determine their interest in supervising another student; keep in mind, all teachers will have 2-3 students each year. If they are open to taking on another student, contact Mr. Moore (moore_j@shaker.org) so that he can change the official listing of supervisors and students. He will let your assigned supervisor know that you have a new supervisor.

Q: I didn't get a chance to meet with my supervisor; how do I contact them?

A: All teachers may be contacted via email (lastname_firstinitial@shaker.org) or by contacting them through the main office. When all else fails, persevere and find them in person. Mr. Moore can help as well!

Q: I'm not a good writer – can I make a video/ voice recording of my report instead?

A: Please do, just make sure you follow the report checklist. Record your report using a cell phone, webcam or other digital recording device. You may also present your report live, but please provide your outline or script to aid your supervisor as they assess your work. Discuss with your supervisor how you will provide your report to them (email, Google, flashdrive, etc.).

Q: Where do I go for more information?

A: We got you, fam. Head to: www.tinyurl.com/shakerpp