Al Sahwa Schools
Personal Project Handbook

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Al Sahwa Mission Statement

School Mission:
We are a learning community committed to our core values and Oman's rich cultural heritage while embodying high quality international education.

School Vision:
Educate students to become the leaders of the future.

Al Sahwa Schools aims to achieve the School Mission and Vision through four strategic themes:

Teaching & Learning
We are committed to high-quality teaching and learning supported by first class international curricula, ensuring our students fulfill their potential and study at the world's leading universities.

Ethics and Values
Our students display phenomenal personal and ethical characteristics reflecting the core values of Oman and of our school, building their vision for the future on an immovable moral foundation.

Leadership & Entrepreneurship
Our students are exceptional leaders and have the entrepreneurial skills required to have meaningful careers, start their own business and contribute to the development of Oman.

Citizenship & Community
We are a collaborative community that maintains excellent relationships with all stakeholders and has outstanding global partnerships enabling our students to be global citizens.

IB Learner Profile

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 arrange 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.

Nature of the MYP Personal Project

The Personal Project encourages students to practise and strengthen their approaches to learning (ATL) skills, consolidate prior and subject-specific learning, and 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-centered 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.

Aims

The aims of the MYP Personal Project 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; and
- appreciate the process of learning and take pride in their accomplishments.

What are the Personal Project Objectives?

⭐ Your process journal, report, exhibition and outcome/product must demonstrate the following:

Objective 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

Objective B: Planning

   i.   Develop criteria for the product/outcome
  ii.   Plan and record the development process of the project
 iii.   Demonstrate self-management skills

Objective 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

Objective D: Reflecting

   i.   Evaluate the quality of the product/outcome against the criteria
  ii.   Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
 iii.   Reflect on your development as IB learners through the project

Visualising the Project Objectives
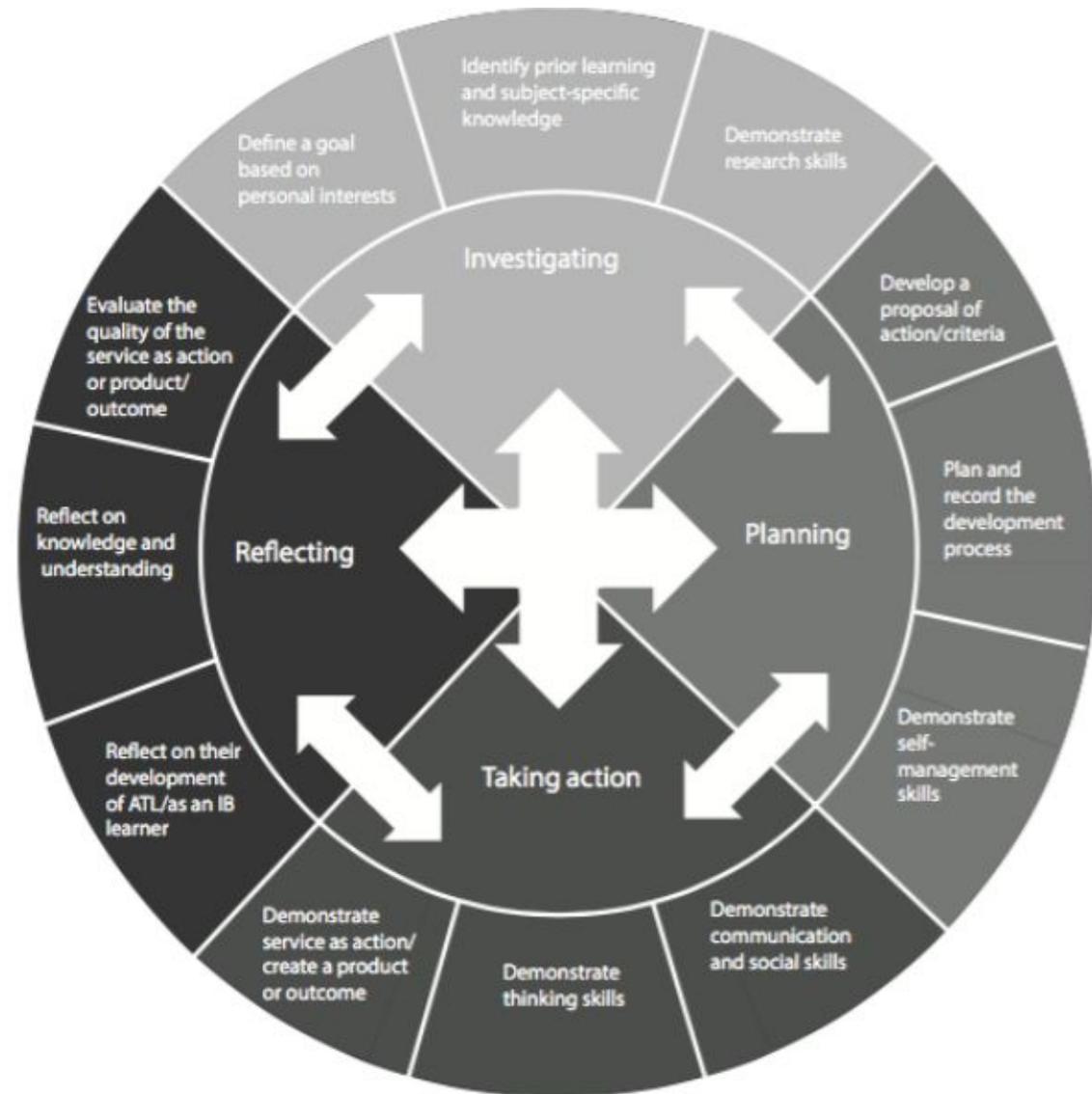
Global Contexts

The 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; and

- fairness and development.

Al Sahwa students must identify one of these global contexts for their MYP project to establish the relevance of their inquiry. 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?

The choice of the global context will significantly shift the perspective of the MYP Personal Project. The table below demonstrates the impact global contexts have on a topic or issue in the Personal Project.

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. The table below shows some examples of the use of each global context for an MYP Personal Project.

Global Context	Examples of Personal Projects
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.	• 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	• 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 connection between Oman and Tanzania; slavery in Zanzibar. • 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.	• 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. • Culture and self-expression through dance at Al Sahwa Schools during school events like National Day or International Week.

Global Context (continued)	Examples of Personal Projects (continued)
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	• Geological research in southern Oman to prepare for missions to the planet Mars; a science research project • 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.	• 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 Oman, a workshop for adults. • The role of the developing countries in protecting the tropical rainforest; 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.	• Supporting fair trade: local farming in Oman; 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.

Approaches to Learning (ATL)

The MYP Personal Project is a culminating activity through which students present, in a truly personal way, their development of ATL skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP Personal 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 Personal Project.

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.

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.

ATL Skills by Category

RESEARCH SKILLS	
I. *Information Literacy skills; finding, interpreting, judging and creating information* ● Collect, record and verify data ● Access information to be informed and inform others ● Make connections between various sources of information ● Collect and analyze data to identify solutions and make informed decisions ● Process data and report results ● Evaluate and select information sources and digital tools based on their appropriateness to specific tasks ● Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	II. *Media Literacy skills; interacting with media to use and create ideas and information* ● Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media ● Demonstrate awareness of media interpretations of events and ideas (including digital social media) ● Make informed choices about personal viewing experiences. ● Understand the impact of media representations and modes of presentation ● Seek a range of perspectives from multiple and varied sources ● Communicate information and ideas effectively to multiple audiences ● Compare, contrast and draw connections among (multi)media resources

SELF-MANAGEMENT SKILLS		
III. *Organization skills; manage time and tasks effectively* ● Plan short and long term assignments; ● Meet deadlines ● Create plans to prepare for summative assessments (examinations and performances) ● Keep and use a weekly planner for assignments ● Set goals that are challenging and realistic	IV. *Affective skills: mindfulness; resilience* ● Practise focus and concentration ● Practise strategies to develop mental focus Practise strategies to overcome distractions perseverance ● Demonstrate persistence and perseverance emotional management ● Practise strategies to reduce stress and anxiety self-motivation ● Practise analyzing and attributing causes for failure ● Practise managing self-talk ● Practise positive thinking ● Practise "bouncing back" after adversity, mistakes and failures ● Practise "failing well" ● Practise dealing with disappointment and unmet expectations ● Practice dealing with change	V. *Reflection Skills; (Re) considering the process of learning; choosing and using ATL skills* ● Develop new skills, techniques and strategies for effective learning ● Identify strengths and weaknesses of personal learning strategies (self-assessment) ● Demonstrate flexibility in the selection and use of learning strategies ● Try new ATL skills and evaluate their effectiveness ● Consider Content "What did I learn about today? What don't I yet understand? What questions do I have now?" ● Consider ATL skills development "What can I do already? How can I share my skills with others? What will I work on next?" ● Consider personal learning strategies "What can I do to be a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?" ● Focus on the process of creating by imitating the work of others ● Consider ethical, cultural and environmental implications Keep a journal to record reflections

THINKING SKILLS		
VI. *Critical Thinking skills; analyzing and evaluating issues and ideas*	VII. *Creative Thinking skills; generating novel ideas and considering new perspectives*	VIII. *Transfer skills; using skills and knowledge in multiple contexts*
- Practise observing carefully in order to recognize problems - Recognize unstated assumptions and bias - Interpret data - Recognize and evaluate propositions - Draw reasonable conclusions and generalizations - Revise understanding based on new information and evidence - Evaluate and manage risk - Formulate factual, topical, conceptual and debatable questions - Consider ideas from multiple perspectives - Develop contrary or opposing arguments - Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding - Propose and evaluate a variety of solutions Identify obstacles and challenges - Use models and simulation to explore complex systems and issues Identify trends and forecast possibilities - Troubleshoot systems and applications	- Use brainstorming and visual diagrams to generate new ideas and inquiries - Create novel solutions to authentic problems - Make unexpected or unusual connections between objects and/or ideas - Design improvements to existing machines, media and technologies - Make guesses, ask "What if . . " questions and generate testable hypotheses - Apply existing knowledge to generate new ideas, products or processes - Create original works and ideas; use existing works and ideas in new ways - Practice flexible thinking – develop multiple opposing, contradicting and complementary arguments	- Use effective learning strategies in subject groups and disciplines - Apply skills and knowledge in unfamiliar situations - Inquire in different contexts to gain a different perspective - Compare conceptual understanding across multiple subject groups and disciplines - Make connections between subject groups and disciplines - Combine knowledge, understanding and skills to create products or solutions - Change the context of an inquiry to gain different perspectives.

SOCIAL SKILLS
IX. *Collaboration skills; working effectively with others* ● Manage and resolve conflict and work collaboratively in teams ● Listen actively to other perspectives and ideas ● Exercise leadership and take on a variety of roles within groups ● Give and receive meaningful feedback Advocate for one's own rights and needs

COMMUNICATION SKILLS
X. *Communication skills; students can exchange thoughts, messages and information effectively through interaction* ● Give and receive meaningful feedback ● Use appropriate forms of writing for different purposes and audiences ● Consider the target audience ● Reading, writing and using language to gather and communicate information ● Read a variety of sources for information and for pleasure ● Paraphrase accurately and concisely ● Preview and skim texts to build understanding ● Take effective notes in class ● Organize and depict information logically

Supervisor's Role

Students will need a supervisor with whom they will meet anytime depending on the arrangement between the supervisor and the student. The supervisor may not necessarily be an expert in your chosen subject areas, but his or her role is to advise rather than to resource. It is important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic. You should realize that your supervisor is not looking for work of university standard. Instead, this is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to describe and justify your choice of context through which to focus your inquiry.

It is very important that you attend ALL meetings that you arrange with your supervisor and that you respect him or her by arriving at meetings on time and with all necessary materials. YOU need to keep a record of these meetings with your supervisor, what was discussed, and important decisions made. All evidence of meetings should be kept in your process journal since this is an important part of your assessment for Criterion C: Taking action.

Responsibilities of the Supervisor

- The purpose of the supervisor is to support the student during the project.
- 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.
- Provide guidance and support to students in the process and completion of the project but not take over the project from the student.
- Discuss options with the student, maintaining objectivity, ensuring the students take notes and are organised.
- Confirm the authenticity of the work submitted.
- Contact the Personal Project Coordinator or MYP Coordinator for support or guidance as necessary.
- Assess the MYP project in the first instance using the criteria in this guide before standardization by an assessment panel.

The Role of the Specialist/Mentor in the Community

Students may decide to seek out and use specialists or mentors 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. It is important that students still receive guidance from their supervisor and the school, relating to the project objectives and assessment. Parents, supervisors and the Al Sahwa Community should be aware of any legal requirements and school policies when using an external specialist in the interest of student safety.

Investigating and Planning the Personal Project

The MYP Personal Project consists of three components:

1. A product/outcome
2. Process Journal
3. Report.

Personal Projects are developed and completed by individual students, but they may involve group work (e.g. a performed play). Students need to identify a goal, based on areas or topics of interest to them. The Personal Project Coordinator guides and advises students on the selection of topics for the project. 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 form the basis of the first meeting between the student and the supervisor. Students should develop a goal that they can accomplish, but which challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable, based on the time and resources available. The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

What Could the Personal Project Possibly Look Like?

The Personal Project might take many forms:

- It should be personal, original and individual.
- It could be inspired by their hobbies or interest, skills or abilities, family or friends, where you have lived or visited or some event you have seen.
- It should not disrupt your normal studies, but you will need to undertake regular work and careful planning.
- It must not be a topic that you can copy from a book or a general topic, e.g., "Reggae Music", but should be a question or line of inquiry that you can answer or expand upon.
- It must be entirely your own work – academic honesty is very important, and you will be required to sign a declaration stating that the personal project is your own work.
- It must have a written report explaining how, why, what you did. This must be well-structured and organized with a contents page, parenthetical citations or works cited.

The Product or Outcome

This is the actual product you create at the end of your project through investigation. 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. 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 program 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.

NOTE - 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.

Examples of Criteria You Might Choose for the Product or Outcome

- Form/appearance
- Function/purpose
- Expect cost/budget
- Time allocated/restrictions
- Target group/audience
- New skills to learn and/or and develop
- Available resources and materials
- Specifications - size, dimensions, quantity.

⭐ Changes to the criteria should be explained in the Process Journal and will be assessed in Assessment Criteria.

The Process Journal

The process journal shows the record of their involvement in the Personal Project process. It should record all your ideas, your planning, your discussions, the notes you make from your research, the links you find to the global context, evidence of ATL skills, meetings scheduled with your supervisor and outcomes, photographs – whatever you do that is part of the process should be kept in this document. You choose the format of your journal.

Students May Develop Their Own Format and Design.

The process journal is personal to the student, in the sense that he or she is exploring ways of recording his or her processes. 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 their highest personal levels of the criteria.

A. Investigating
B. Planning
C. Taking Action
D. Reflecting

Students must show their Process Journal at every meeting with their supervisor.
The Process Journal should include all information as relevant to the project topic:

- Research materials.

- Photos (explained and dated).

- Plans, designs, patterns.

- Interviews, questionnaires, surveys.

- Letters, emails.

- Materials, fabrics, colour samples.

- Actual costs/invoices/receipts.

- Video, CD, DVD, Power Point.

Dos and don'ts of the Process Journal

The Process Journal is:	The Process Journal is NOT:
- used throughout the project to document its development. - to be kept up to date - record dates and times of action. - an evolving record of intents, processes, accomplishments. - a place to record initial thoughts and developments. - brainstorming, possible lines of inquiry and further questions raised. - a place for recording interactions with sources eg, teachers, supervisors, external contributors. - a place to record selected, annotated and/or edited research and to maintain a bibliography (see student diary or appendices in this handbook) - a place for storing useful information eg, quotations, pictures, ideas, photographs. - a means of exploring ideas and solutions. - a place for evaluating work completed. - a place for reflecting on learning. - devised by the student in a format that suits his or her needs eg, display folder, book, digital format. - a record of reflections and formative feedback received.	- used on a daily basis (unless this is useful for the student). - written up after the process has been completed. - additional work on top of the project; it is part of and supports the project. - a diary with detailed writing about what was done. - a static document with only one format.

Selecting Process Journal Extracts

For 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. 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;
- Bullet point lists;
- Charts;
- Short paragraphs;
- Artifacts from inspirational visits to museums, performances, galleries;
- Notes;

- Timelines, action plans;
- Annotated illustrations;
- Annotated research;
- Pictures, photographs, sketches;
- Up to 30 seconds of visual or audio material;
- Screenshots of a blog or website; and
- 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 analyzed 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.

The Report

The report is a summary of your experience of the personal project. Using not more than 3500 words (not including the title page, bibliography and appendices), you must describe and reflect on the experience.

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

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 novel, this is considered as distinct from the project report.

The report should be in a written format. 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 conforms to the structure as outlined above and meets the objectives and Assessment Criteria (refer to Submitting the Project for Assessment).

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.

The report itself must be clear and have a structure that follows the objectives and the assessment criteria.

The Format of the Report

TITLE PAGE

- Name
- School name and year
- Word count (1,500 to 3,500 words)
- Declaration of Academic Honesty

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- Investigating
- Planning
- Taking action
- Reflecting
- Works cited
- Works consulted
- Appendices (if applicable)
- Process Journal

Length of Report Guidelines

Format	Length		
Written	1,500 - 3,500 words		
Electronic (blog, website and slideshow)	1,500 - 3,500 words		
Oral (podcast, radio, broadcast, recorded)	13 - 15 minutes		
Combined Written and Audio / Visual formats	Audio or Audio-visual (Recording Time)		Written (Word Limit)
	3 minutes	and	1,200 - 2,800 words
	6 minutes	and	900 - 2,100 words
	9 minutes	and	600 - 1,400 words
	13 minutes	and	300 - 700 words

Additional Guidance

Students may use any form of audio-visual support (e.g. video, CD, DVD, Power Point).

Students must acknowledge their sources.

Submitting the Project for Assessment

Students must include:

- The Personal Project coversheet;

- The completed Academic Honesty Form;

- The Personal Project Process Journal;

- Evidence of the Product / Outcome;

- The Personal Project Report, including the following headings:
  - Introduction
  - A: Investigation
  - B: Planning
  - C: Taking Action
  - D: Reflecting
  - Reference List: An alphabetical list of only those sources that are cited in the Final Report.

- Bibliography: An alphabetical list of every source used to research the entire project; and

- Include 10 pages of extracts from your Process Journal.

NOTE - the Bibliography and Reference List should include all types of sources (including people, businesses and organizations) and must adhere to the APA style of referencing.

Objectives and Assessment Criteria (Task Specific Clarification)

Criterion A: Investigating

Maximum: 8   In the Personal Project, students should be able to:
   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 with the appropriate referencing and bibliography

Achievement Levels	Level Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
	The student:
1 - 2	i. **states** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility. ii. identifies prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance. iii. demonstrates **limited** research skills
3 - 4	i. **outlines** a basic and appropriate goal and context for the project, based on personal interests. ii. identifies **basic** prior learning and subject-specific knowledge relevant to **some areas** of the project. iii. demonstrates **adequate** research skills.
5 - 6	i. **defines** a **clear and challenging** goal and context for the project, based on personal interests. ii. identifies prior learning and subject-specific knowledge **generally relevant** to the project. iii. demonstrates **substantial** research skills.
7 - 8	i. **defines** a **clear and highly challenging** goal and context for the project, based on personal interests. ii. identifies prior learning and subject-specific knowledge that is **consistently highly relevant** to the project.

	iii. demonstrates **excellent** research skills.

Criterion B: Planning

Maximum: 8   In the Personal Project, students should be able to:

    i.   Develop criteria to evaluate the quality of the product/outcome
       (these are developed as the final product is decided and can be modified as the project continues).
    ii.   Plan and record the development process of the project
       (a timeline or detailed plan and well-documented Process Journal is essential).
    iii.   Demonstrate self-management skills.

Achievement Levels	Level Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
	The student:
1 - 2	i. develops **limited** criteria for the product/outcome. ii. presents a **limited or partial** plan and record of the development process of the project. iii. demonstrates **limited** self-management skills.
3 - 4	i. develops **adequate** criteria for the product/outcome. ii. presents an **adequate** plan and record of the development process of the project. iii. demonstrates **adequate** self-management skills.
5 - 6	i. develops **substantial** and appropriate criteria for the product/outcome. ii. presents a **substantial** plan and record of the development process of the project. iii. demonstrates **substantial** self-management skills.
7 - 8	i. develops **rigorous** criteria for the product/outcome. ii. presents a **detailed and accurate** plan and record of the development process of the project.

	iii. demonstrates **excellent** self-management skills.

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

Criterion D: Reflecting

Maximum: 8   In the Personal Project, 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 IB learners through the project. (Includes progress as an inquiring, exploring, self-managed, confident and independent learner. Reference to the Learner Profile is encouraged.

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

	ii. presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context. iii. presents **excellent** reflection on his or her development as an IB learner through the project.

Command Terms

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

Al Sahwa Personal Project Timeline

End of Grade 9 May 2021	1st & 2nd month of Grade 10 August / September	3rd & 4th month of Grade 10 October / November	5th & 6th Month of Grade 10 December / January	7th & 8th Month of Grade 10 February / March 2022
Introduction	**Investigating**	**Planning**	**Taking Action**	**Reflection**
• Students are introduced to the PP and are shown examples of other schools • Explain use of process journal • Brainstorm and generate ideas • Introduce PP to parents and staff • Set research for the holiday	• Supervisors are assigned and trained **Have students complete the following** • Identify prior learning and status quo • Outline of topic decide on goal and global context • Decide on product/ outcome • Start research period, select relevant resources and gather information needed • Begin developing criteria to evaluate the product by	**Have students complete the following** • Finalize the criteria **these should be completed near the start of this phase** • Continue the research- select, evaluate and acknowledge information • Work on product/ outcome • Keep a process journal **Organize a "work in progress session" for all students to show and share their progress by the end of October**	**Have students complete the following:** • Continue working on, and complete product/ outcome • Continue using the process journal **On completion of the product supervisors need to:** • Meet with students to agree the evaluation of the quality of the product • Standardize the evaluation of the quality	**Have students complete the following** • Evaluate the quality of the product against the student criteria • Reflect on the learning • Complete report **On completion of the product supervisors need to:** • Assess the report • Standardize the assessment of the reports • Feedback to students
<-- Review Research -->				
<-- Review Process Journal-->				
<-- Communicate and collaborate with student -->				
Celebrate the Personal Project outcomes at the Personal Project Exhibition				

References

I. IB Project Guide for use from September, 2014/ January, 2015.
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(https://www.isutrecht.nl/wp-content/uploads/2016/05/Personal-Project-Guide-ISUtrecht.pdf)

III. Personal Project Guide 2017-2018: Robison School.
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IV. The IB MYP Personal Project Handbook 2017-2018: Woodcroft College.
(https://www.woodcroft.sa.edu.au/_literature_173570/Personal_Project_Handbook)

V. TIS MYP Personal Project Handbook
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