



Questions? Contact

Michael Chapman

mchapman1@pghschools.org

412-529-8763

MYP Personal Project Timeline

- | | |
|-------------------------|--|
| Nov 16- Dec 10 | Meet with your supervisor. You will receive a pass in homeroom letting you know where and when the meeting will be. |
| Dec 10 | Submit your Personal Project Proposal to your supervisor |
| Jan 7 | Submit an Action Plan listing the steps you need to take to complete your project. |
| Feb 7-22 | Meet with your supervisor to check in and see how the project is progressing. You will receive a pass in homeroom letting you know where and when the meeting will be. |
| Feb 28 | Submit project status evaluation to your supervisor |
| March 21-April 1 | Meet with your supervisor. You will receive a pass in homeroom letting you know where and when the meeting will be help. |
| April 4 | Submit project status evaluation to your supervisor |
| April 18 | Turn in Final Report |

The MYP Personal Project is designed to be the culmination of your MYP experience and prepare you for the challenges of the Diploma Program classes you will be taking in 11th and 12th grades.

The first step is to think of something that you would like to learn (a Learning Goal), or something you would like to do or create (the Product). Some people start by thinking about what they'd like to learn and creating a Product idea from that. Other people decide what they'd like to do or create and then determine their Learning Goals.

<p>List some things you'd be interested in learning.</p> <p style="text-align: center;">LEARNING GOALS</p>	<p>What can you do or create to help you learn these things?</p> <p style="text-align: center;">PRODUCT IDEAS</p>
Empty space for student input	Empty space for student input

<p>List some things you'd be interested in doing or creating.</p> <p style="text-align: center;">PRODUCT IDEAS</p>	<p>What could you learn by accomplishing these?</p> <p style="text-align: center;">LEARNING GOALS</p>
Empty space for student input	Empty space for student input

Based on your lists on page 1, what are some possible Personal Projects you could consider doing?

Project Idea	Learning Goal	Why does this interest you?

An important part of the Personal Project is evaluating your final product. You must come up with your own list of criteria to evaluate what you did.

Final Product	How will you evaluate how well you accomplished this? What Criteria will you use?

Composing the Report

The MYP personal project report demonstrates your engagement with your personal project by summarizing the experiences and skills recorded throughout the process. It should be presented in identifiable sections following the MYP personal project objectives— planning, applying skills, and reflecting. Regardless of the goal and project everything relevant to the process and the development of the PP has to be evidenced.

Objective A: Planning	Objective B: Taking Action	Objective C: Reflection
Present what you did in the Project	Show how ATL skills contributed to your learning and the project	How did the Personal Project affect you and the world around you
<ul style="list-style-type: none"> • State your learning goal and why it is personal • State your intended product and develop criteria to evaluate it • Present a clear detailed plan for achieving the product 	<ul style="list-style-type: none"> • Explain how you applied ATL skills to achieve the learning goal • Explain how the you applied the ATL skills to achieve the product • Support your explanation with examples and evidence 	<ul style="list-style-type: none"> • Explain the impact of the project on you and your learning • Evaluate the product based on your success criteria • Support your comments with evidence or examples

The format of the report can vary depending on the resources available and the interests. Students may submit their report and evidence in any combination of documents and recordings that fits within the limits outlined in the table below.

Document		Recording
15 pages	and	No recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

Report Requirements – Report Due April 18

1. Reports should be divided into three sections, one for each assessment criteria.
2. Reports, spoken and written, must have bibliographies (an alphabetical list of every source used to research the project). The bibliography page will not count towards the total page count.
3. Proper citation must be used in either format of your report.
4. Typed pages must meet the following criteria :
 - a. 12-point font size
 - b. 1 inch margins.
5. In whatever format you use, evidence presented in images must be clearly visible at the size submitted.
6. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
7. Please do not include a title page; if included, it will count towards the page limit

Personal Project Proposal Due Dec 17

Student Name _____

What is the final product you would like to do or create?

What are the Learning Goals associated with Your Personal Project?

Why are you interested in doing this for your Project?

For what class's 4th marking period grade do you want the Personal Project to count (25% of grade)?

Language and Literature

Language Acquisition

Science

Math

Health/ Physical Education

Arts

Design

Individuals and Societies

Signature of teacher (if not Mr. Smith) _____

Student Signature _____

Parent/ Guardian Signature _____

Personal Project Action Plan – Due Jan 7

List the steps that you will need to complete to finish your Personal Project by April 18, and the dates you plan to finish each step.

Step	Completion Date

What Criteria will you use to evaluate your final product?

Personal Project Progress Evaluation – Due Feb 28

Overall, how well do you think the Project is going so far?

Really Well

Well

OK

Could Be Better

Uh Oh

Why did you rate your progress this way?

What Approaches to Learning have you used so far? You can find examples starting on page 12.

ATL Skill	How did you use this skill?	Was it for your Learning Goal or your completing your Product?

How well you kept pace with your Action Plan?

Have you had to adjust anything with the plan? Why or why not?

How has the Personal Project impacted you to this point?

Personal Project Progress Evaluation – Due April 4

Overall, how well do you think the Project is going so far?

Really Well

Well

OK

Could Be Better

Uh Oh

Why did you rate your progress this way?

What Approaches to Learning have you used since the last progress evaluation? You can find examples on page 12

ATL Skill	How did you use this skill?	Was it for your Learning Goal or your completing your Product?

How has the Personal Project impacted you to this point?

MYP Personal Project Assessment Criteria

Criterion A: Planning

Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3-4	The student: <ol style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5-6	The student: <ol style="list-style-type: none"> i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7-8	The student: <ol style="list-style-type: none"> i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

Criterion B: Applying Skills

Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	<ol style="list-style-type: none"> i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3-4	<ol style="list-style-type: none"> i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence
5-6	<ol style="list-style-type: none"> i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7-8	<ol style="list-style-type: none"> i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

Criterion C: Reflecting

Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	<ol style="list-style-type: none"> i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3-4	<ol style="list-style-type: none"> i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.
5-6	<ol style="list-style-type: none"> i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.
7-8	<ol style="list-style-type: none"> i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

Converting the Assessment criteria score to grade book percentages.

Rubric Score	Percentage Score
24	100
23	100
22	98
21	96
20	94
19	92
18	90
17	89
16	87
15	84
14	82
13	80

Rubric Score	Percentage Score
12	78
11	75
10	72
9	70
8	68
7	66
6	64
5	60
4	58
3	56
2	54
1	50

What do the words in the criteria mean?

ATL skill(s) clusters	One or more of: communication, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer
Describe	Give a detailed account of picture of a situation, event pattern or process
Explain	Give a detailed account, including reasons or causes
Evaluate	Make an appraisal by weighing up the strengths and limitations
Learning Goal	What you want to learn by doing the project
Outline	Give a brief account or summary
Product	What you will create for the personal project
Presents	Offer for display, observation, examination or consideration
State	Give a specific name, value or other brief answer without explanation of calculation

Approaches to Learning

These are the skills that you use to learn, create and collaborate. In your final report, you need to describe what skills you used as you worked through the project.

Communication	
I. Communication Skills	
Description	How would this apply to the Personal Project?
Exchanging thoughts, messages and information effectively through interaction	<ul style="list-style-type: none"> • Communicating regularly with your supervisor, through face to face meetings, or emails/ texts • Getting feedback from supervisors or others about your project and incorporating it into your work • Asking for information or assistance from people to further our work, either in speaking or in writing • Working with other people through the completion of the project • Share ideas with other people in a variety of formats
Reading, writing and using language to gather and communicate information	<ul style="list-style-type: none"> • Read a variety of sources for information • Make inferences and draw conclusions related to your project from what you read or heard • Paraphrase accurately and concisely when incorporating research • Preview and skim texts to see if they are relevant to your project • Take effective notes • Find information from a variety of sources, online, print and in person • Organize and depict the information you find logically

Social	
I. Collaboration Skills	
Description	How would this apply to the Personal Project?
Working effectively with others	<ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships to advance your project • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for your actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • 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 • Give and receive meaningful feedback • Advocate for your rights and needs

II. Organization Skills	
Managing time and tasks effectively	<ul style="list-style-type: none"> • Create an Action Plan and adapt it as circumstances change • Set goals that are challenging and realistic • Bring necessary equipment and supplies when working on parts of the Project • Keep your information organized and accessible • Use technology to make the Project easier • Keep up to date with Project deadlines, and have a plan to catch up if you fall behind
III. Affective	
Managing state of mind	<ul style="list-style-type: none"> • Mindfulness awareness <ul style="list-style-type: none"> — Stay focused — Be aware when you get distracted and get back on track — Be aware of how your body is reacting to the stress of the Project • Perseverance <ul style="list-style-type: none"> — Sticking with the Personal Project, even when frustrated — Continuing with the Project when you'd rather do something else • Emotional management <ul style="list-style-type: none"> — Practice strategies to overcome impulsiveness — Practice strategies to reduce your stress and anxiety • Self-motivation <ul style="list-style-type: none"> — Analyzing why something went wrong, and figure out how to continue — Keep motivating yourself with positive self talk and positive thinking • Resilience <ul style="list-style-type: none"> — Bouncing Back after adversity, mistakes and failures — Dealing with disappointment and unmet expectations
IV. Reflective Skills	
(Re)considering the process of learning; choosing and using ATL skills	<ul style="list-style-type: none"> • Develop new skills, techniques and strategies • Identify strengths and weaknesses of your 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 <ul style="list-style-type: none"> — What did I learn about today? — What don't I yet understand? — What questions do I have now? • Consider ATL skills development <ul style="list-style-type: none"> — What can I already do? — How can I share my skills to help peers who need more practice? — What will I work on next? • Consider personal learning strategies <ul style="list-style-type: none"> — What can I do to become 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

Research	
I. Information Literacy Skills	
	<ul style="list-style-type: none"> • Collect, record and verify data useful to your Project

Finding, interpreting, judging and creating information	<ul style="list-style-type: none"> • 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 your Project • Understand and use technology • Use critical-literacy skills to analyze and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
II. Media Literacy Skills	
Interacting with media to use and create ideas and information	<ul style="list-style-type: none"> • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Thinking	
I. Critical Thinking Skills	
Analyzing and evaluating issues and ideas	<ul style="list-style-type: none"> • Identify obstacles and challenges • Propose and evaluate a variety of solutions • Observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • 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 • Identify trends and forecast possibilities • Troubleshoot systems and applications
II. Creative Thinking Skills	
Generating novel ideas and considering new perspectives	<ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses

	<ul style="list-style-type: none"> • 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, contradictory and complementary arguments • Practice visible thinking strategies and techniques • Generate metaphors and analogies
III. Transfer Skills	
Using skills and knowledge in multiple contexts	<ul style="list-style-type: none"> • 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 • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives