Guide to the Personal Project 2013-2014

SIGNAL MOUNTAIN HIGH SCHOOL

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INTRODUCTION

What is the Personal Project?
The Personal Project is an individual project completed by ALL students in the 10th grade.

The Personal Project is an important part of your MYP experience, and provides you an opportunity to demonstrate the skills you have learned during your MYP years. You have the opportunity to choose your own topic and to enjoy learning about it as you research and develop your product. The skills you develop will be helpful in your Extended Essay, which is a requirement for the IB Diploma, or for your Senior Project, required for graduation.

The Personal Project consists of THREE components:
1) the PROCESS JOURNAL
2) the PRODUCT (needs to be tangible)
3) the PRESENTATION

IMPORTANT to NOTE . . .
Successful completion of a Personal Project is a condition for receiving an SMMHS MYP Certificate and for admission into the Diploma Program.

What are the AIMS of the Personal Project?
The aims of the Personal Project are to allow the student to:

- engage in personal inquiry on issues that are relevant to himself or herself, through an **area of interaction** as a context for learning
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- reflect on his or her learning and knowledge (on his or her own and with others)
- move toward thoughtful and positive action
- develop confidence as a lifelong learner

Think about how much you have learned about yourself and the world from grades six through ten!

The Personal Project allows you to show off the personal and academic growth that has occurred during the Middle Years Programme!

What are the OBJECTIVES of the Personal Project?

The objectives of the Personal Project relate directly to the Assessment Criteria for the Personal Project. The Assessment Rubrics are included in this guide on pages 15-21. The following outline should guide each step of your Personal Project.

A. Use the process journal
The student should . . .
- demonstrate organizational skills through time and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection

B. Define the goal
The student should . . .
- identify and explain a topic based on person interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product

C. Select sources
The student should . . .
- select varied, relevant sources to achieve the goal
- evaluate sources

D. Apply information
The student should . . .
- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal

E. Achieve the goal
The student should . . .
- evaluate the outcome/product against his/her own specifications for success

Student awards a level that relates to the descriptors in criterion E in collaboration with his/her supervisor

F. Reflect on learning
The student should . . .
- reflect on how completing the project has extended his or her knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how he or she has developed as a learning by completing the project

G. Report the project
The student should . . .
- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions

Note: For objective G, the student may choose the mode of reporting his or her project

Brainstorming Project Ideas

Your Personal Project should be:
- **personal, original, individual, something in which you have a genuine interest**
- **guided by an area of interaction**

Your Personal Project should *NOT* be:
- **part of any assessed school course work, bound by any specific subject**
- **so big that it destroys your social or academic life**

The product can be:
- **a creative product, a community project, an experiment, a composition**

A few product ideas to get you started:
- **original work of art, music, or drama**
- **piece of literary fiction**
- **planning and organizing a special event**
- **presentation of a new student/community organization**
- **presentation of a developed business, management or organizational plan**
- **invention or specially designed object or system**
- **original science experiment**

Some examples of <u>successful</u> projects (at other schools) include:
- **designing a beach chair/trolley**
- **designing a program to teach 4th graders a special skill**
- **learning how you can support a differently-abled person to be physically active**
- **creating an audio library to show how different types of music are used in advertising**
- **designing a website for a non-profit (such as Habitat for Humanity)**
- **creating a mural about poverty in our community**
- **organizing a fundraiser to support a charitable organization**
- **organizing an art show to raise awareness about a community issue**
- **writing a play**
- **organizing activities to help newcomers become more familiar with our school and community**

Some examples of <u>unsuccessful</u> projects include:
- **terrorism – the project should not be a research essay, but you could write a poem about terrorism**
- **how to solve Greece's debt crisis – this project is much too large and may lack a personal connection. However, you might plan and create a solution to help impoverished students in the Chattanooga area**
- **redecorating your room – this project does not provide sufficient higher order thinking**

Choosing a topic and product

Perhaps one of the most difficult aspects of a self-designed project is choosing an appropriate topic of the right level and breadth. Planning, research and reflection are all to be carried out on your topic, and it should demonstrate your understanding of the **Areas of Interaction (AoI).**

There are different ways of choosing and narrowing down a topic. A suggestion is to discuss the project with your friends and family, and consider options. You should then list the topics in which you have a genuine interest, and brainstorm ideas or sub-topics you have relating to the topic, thus narrowing down your topic to a manageable size. Discuss the results of your brainstorm with your friends to get even more ideas, then share them with your supervisor/adviser. Remember to keep the AoI in mind, as well as the product.

Example: Topic: **Pollution**

    Focus down...   **Water pollution**

    Narrow down... **Water pollution from run-off in Signal Mountain streams and ponds**

    Specific project **An experiment on the effects of run-off on water quality in SM streams and ponds**

The Areas of Interaction

Approaches to Learning (included in all Personal Projects)
As you design, plan and carry out, and reflect on your project, your work will provide your teachers with evidence of your approaches to learning, including:
 ⇒ organizational skills
 ⇒ attitudes toward work
 ⇒ communication skills
 ⇒ information literacy skills
 ⇒ problem solving and thinking skills
 ⇒ reflection and meta-cognitive skills (thinking about how you think)

In addition to Approaches to Learning, your Personal Project should be inspired and guided by <u>one</u> of the following Areas of Interaction:

Community & Service
⇒ How do we live in relation to each other?
⇒ How can I contribute to my community?
⇒ How can I help others?

Health & Social Education
⇒ How do I think and act?
⇒ How am I changing?
⇒ How can I look after myself and others?

Environments
⇒ Where do we live?
⇒ What resources do we have?
⇒ What are my responsibilities?

Human Ingenuity
⇒ Why and how do we create?
⇒ What are the consequences?

Components of the Personal Project

❖ **Process journal**
You will need to maintain a detailed record of your progress, reflections, and plan in a **process journal**. Documentation is similar to the work you've done in either art or technology classes. Your score on Criterion A is based on your process journal. See below for more information on the process journal.

You will keep a log of your meetings with your mentor in your journal and also document discussions with your PP supervisor/advisor.

❖ **Outcome or product**
The product should be a creative or technological product or service action. In your advisory class, you will see examples of successful products created by students at other IB schools.

Your project should not be an essay.

❖ Presentation – may be a written report or presented in another format

PRESENTATION OPTION #1
A written format will follow a prescribed structure, and will include the following elements:

- **Title page** - must include the following:
    - student name
    - title of project
    - length (word count)
    - school name
    - year
- **Table of contents**
- **Body of report** – must include the following:
    - the goal
    - selection of sources
    - application of information
    - achieving the goal
    - reflection on learning
- **Bibliography or reference list**
- **Appendices**

Length of the report
The written report of your project needs to be a minimum of 1500 words long and a maximum of 3500, and follow the structure outlined above

PRESENTATION OPTION #2
Other formats that may be used include the following:
- a website or blog
- an oral report with visual support
- a multimedia presentation such as a short film or a website that includes both written text and an audio-visual component
- any other format that is appropriate to the student and approved by the IB coordinator, the and supervisor

Presentations delivered in another format will follow a prescribed structure, and will include the following elements:

- **Title page** – must include the following:
    - student name
    - title of the project
    - format of the report
    - length (word count)
    - school name
    - year
- **Summary of the project** (no more than 150 words)
- **Bibliography or reference list**

- **The report** itself must be clear and have a structure that follows the objectives and assessment criteria:
    - the goal (criterion B)
    - selection of sources (criterion C)
    - application of information (criterion D)
    - achieving the goal (criterion E)
    - reflection on learning (criterion F)

Process Journal

You are required to maintain a Process Journal of your personal project. Your Process Journal should have all of your rough ideas (even if your ideas change over the duration of the project), rough drawings, questions, etc. Your goal, your rationale for the area of interaction focus, ideas, solutions, information and sources, reflections, and your complete thought process should be reflected in your process journal. Your journal will assist you in your final reporting of the Personal Project. All of this may be kept on Managebac – upload pictures, links, files, etc. everything you consider as you work.

It is a practical workbook similar to the Developmental workbook you use in your Fine Arts classes or the work you've done in your MYP technology classes; it is not a diary.

Record your progress in the Journal frequently, **at least once a week.** Use your notes and drawings to reflect your ideas, achievements, obstacles, etc. You do not have to be an artist to make simple sketches of your ideas. Here are some headings you could use to help provide a structure to your journal and to help you make the best use of the journaling process.

- ❖ **Date**
    - ❖ **Work completed this week (or in the past 3 days)** – provide details on all aspects of work completed on the personal project since the last entry.
- ❖ **Resources consulted –** record bibliographic details.* You should also record details of any conversations you had that may help you with the project, for example, thoughts from your meetings with your advisor or mentor and peer feedback.
- ❖ **Successes –** record what worked well and examine factors that contributed to your success.
- ❖ **Challenges/difficulties faced –** describe obstacles and indicate how you did, or how you intend to deal with them.
- ❖ **Evaluation of progress –** refer to your initial goal and Area of Interaction focus, and indicate to what degree you are achieving them.
- ❖ **Next steps –** identify areas that need improvement at this stage and thoughts on your next steps

Here are some sample Process Journal entries:

September 23, 2011
I discussed my project plans again with my supervisor, as I am thinking I would like to adapt them to include more examples. Problem is, if I do that, my written piece will become too long. After discussions and thinking it over, I have decided to cut one of my smaller ideas in order to leave space for more examples.

Over the next week, I need to decide which idea to cut, and start researching for more examples. I will start with the school library, and will ask the media specialists for help finding sources of good examples, probably from online magazines. Next weekend, I plan to visit the ROM and the Reference Library to get more ideas and check for more resources.

November 15, 2011
I visited another local knitting shop to look at yarn that might be suitable for the baby blankets. I explained my project to Alison, one of the staff members in the department, and she was very helpful. She showed me cotton, acrylic, and wool yarn and three types of yarn that included a mixture of materials. She explained to me the advantages of using each type of yarn: cotton is most suited for…, acrylic yarn is most suited for…, etc.

The information she provided was consistent with the information on different types of yarns that I had found online at http://www.knit-o-rama.com/yarn.html and at the Yarn Store. I am now convinced that I should acrylic yarn because….Alison showed me different weights of yarn, and I will now have to do some more research on the weight of yarn that would be best, so the blanket is warm but not too heavy for a baby. The weight will also affect the thickness of the crocheting hook I need to use. I will go back to the Yarn Shop on Saturday to look at different hooks.

Stages of work
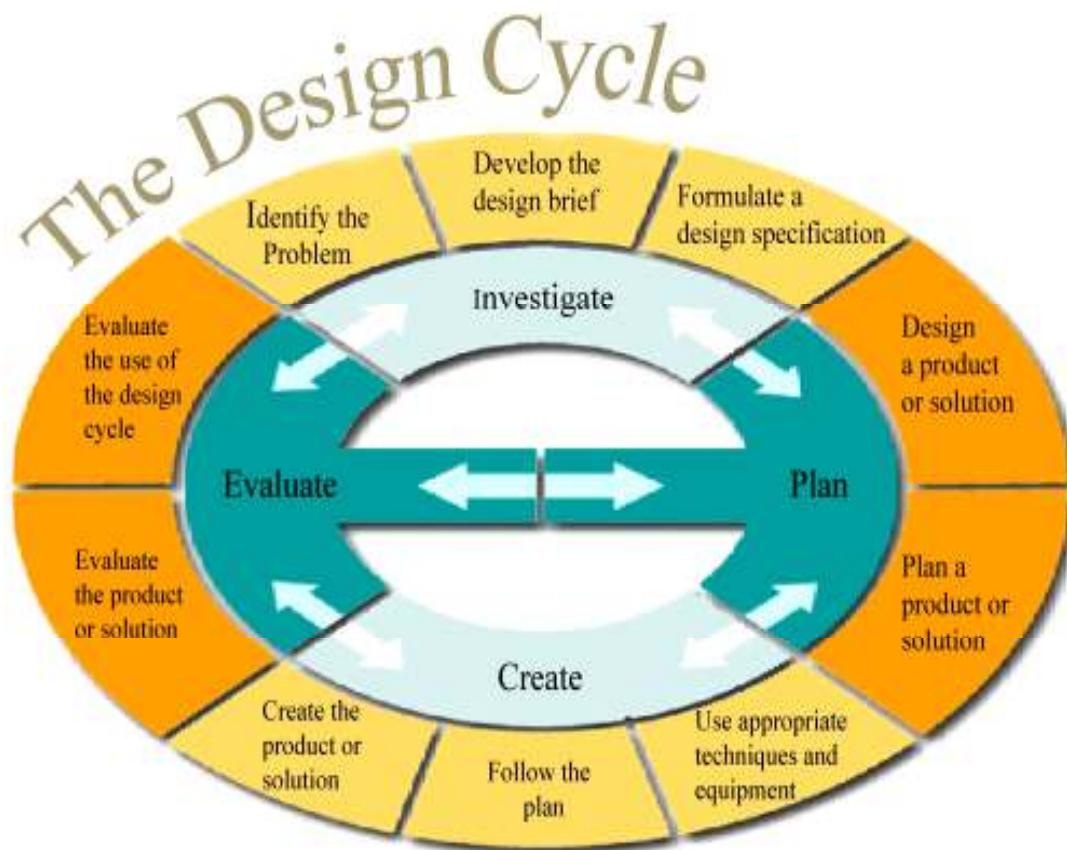
What steps should I follow?

The Design Cycle (above graphic) is familiar to your from your MYP Technology courses in the 6th, 7th, 8th and 9th grades. This cycle is also similar to the creative cycle you use in your Art courses and your process journal in Language A. Therefore, it is recommended that you use this cycle to guide you in your work on your Personal Project.

The suggested time-frame and components for completing each stage are shown below:

Stage 1: Define the goal (August-September)
- ➢ Explore and choose <u>possible</u> themes and topics for your Personal Project considering which one of the **Areas of Interaction** you will use as a focus.
- ➢ Identify your topic
- ➢ Identify and define a clear and achievable **goal** for your project
- ➢ Describe and justify an **AoI as the focus**
- ➢ Create specifications to evaluate the outcome of your project
- ➢ Define what constitutes a high quality outcome or product
- ➢ List criteria that must be met by a successful product
- ➢ **Use your Process Journal effectively to record your research, analyses, and reflections**

Stage 2: Select sources (October/November)
- ➢ Select and utilize a range of different types of resources
- ➢ Identify and use relevant resources critically
- ➢ Acknowledge information sources appropriately in a bibliography
- ➢ **Use a Process Journal effectively to record your research, analyses, and reflections**

Stage 3: Apply the information (November/December)
- ➢ Generate and assess feasible designs against your criteria for success
- ➢ Make decisions about which actions to take and when
- ➢ Evaluate and choose techniques relevant to the project's goal and focus
- ➢ Evaluate and choose materials relevant to the project's goal and focus
- ➢ Transfer and apply information you've gathered to make decisions, create solutions, and develop understandings in connection with the project's goal
- ➢ **Use your Process Journal effectively to record your research, analyses, and reflections**

Stage 4: Achieve the goal (December/January 2013)
- ➢ Follow your plans (specifications) and create the product/solution
- ➢ Record and justify any modifications to your plan
- ➢ Test and/or evaluate your product/solution
- ➢ **Use a Process Journal effectively to record your research, analyses, and reflections**

Stage 5: Reflect on learning (February)
- ➢ Reflect on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction
- ➢ Reflect on how you have developed as a learner by completing the project
- ➢ **Use a Process Journal effectively to record your research, analyses, and reflections**

Stage 6: Report the project (March)
- ➢ Organize your project report according to the required structure
- ➢ Communicate clearly, coherently, and concisely within the required limits
- ➢ acknowledge your sources according to MLA conventions (or other approved conventions)

Timeline

The Personal Project is primarily an independent study project. However, to guide you in your process and help you keep on track, you have been scheduled into a Directed Studies class with a 10th grade advisory teacher who will serve as your project <u>advisor.</u> Your advisory will meet at regularly scheduled times to provide you with one-on-one conferencing, consultation, formative feedback and support. You will also have a supervisor you will meet with about 4 times throughout the year.

Scheduled Personal Project Time

Directed Studies class meets every Wednesday and Friday. Your DS teacher will serve as one of your Personal Project advisors, as well as your English and World History teachers. Information about the Personal Project and time to work on process journal will be given during Directed Studies.

Planning Schedule/Deadline

September
Meetings with sophomores during Directed Studies to explain requirements of Personal Projects.

October
Students will post plan on ManageBac and begin recording entries in process journal.

November
Students will conduct research toward completion of the Personal Project and record their progress in ManageBac.

November/December
Students will continue research and record their progress in the process journal; student should begin work toward completion of the project.

January
Students will complete a works cited for their sources in English classes; students will continue to record progress in the process journal and will work to finish their Product.

February
Meetings with sophomores during Directed Studies to review requirements of the Personal Project Presentation; students will work on presentations at home and in Directed Studies.   l

March/April
Personal Project Presentations during Directed Studies.
Showcase of Personal Projects for parents and community (date to be announced)

Note: Your Directed studies teacher is your personal project advisor – you and your supervisor will schedule at least 4 meetings throughout the year. Listen for details…

Role of your Directed Studies teacher

Your directed studies teacher will act as a facilitator, to guide you on your journey of independent learning. Your directed studies teacher will help you stay on track with your timeline and due dates.

Your Directed Studies teacher's roles include the following:

- ❖ **Providing guidance in the planning, research & completion of the Personal Project**
- ❖ **Ensuring the work is authentic (your own) – ensuring academic honesty**
- ❖ **Meeting with you periodically, and checking the completion of each stage within the deadlines set**
- ❖ **Making sure the topic is inspired by the Area of Interaction and guided by Approaches to Learning**
- ❖ **Making sure the topic is limited in scope, and "do-able"**
- ❖ **Ensuring you are able to define your goal clearly**
- ❖ **Ensuring you have designed specifications to evaluate the outcome of your project**
- ❖ **Providing constructive comment and formative feedback throughout your process**
- ❖ **Informing you and your parents when deadlines are not kept**
- ❖ **Assessing your Personal Project according to the criteria**

Role of your Mentor

You must find a person who can mentor you through your project. There are experts in our school and community in almost every field. You will need to locate (with the help of your supervisor/advisor, if needed) one you can interview for research, who can check your product periodically, and give you guidance and suggestions during this journey of discovery. It is your responsibility to establish a professional and respectful relationship. If you have difficulty finding a mentor, talk to your supervisor/advisor for ideas and suggestions. The teachers at school will be surveyed for their areas of expertise – if you have a teacher you've enjoyed working with in the past, ask him or her to serve as your mentor. Many of the mentors' roles and the supervisors' roles overlap; however, the role of the mentor is designed to be less formal. Remember: the mentor does not DO the project for you!

   Mentors' roles include:

   ❖ **Providing specialized guidance in the planning, research, & completion of the Personal Project**
   ❖ **Ensuring that work is authentic**
   ❖ **Making sure the topic is limited in scope, and "do-able"**
   ❖ **Making positive and constructive comments and suggestions at each stage**
   ❖ **Meeting regularly (but not necessarily for long periods) with student**
   ❖ **Signing the Process Journal to document meetings**
   ❖ **Providing feedback to student – being an encourager and supporter**

The mentor notification form can be found near the back of this handbook. Please ask your mentor to complete the form, and then you can return it to your Directed Studies teacher.

The following **Assessment Criteria A – G** has been established by the International Baccalaureate Organization for the personal project in the Middle Years Program.

Criterion A: Use the process journal

Maximum: 4
Students should:
• demonstrate organizational skills showing time- and self-management
• communicate and collaborate with the supervisor
• demonstrate information literacy, thinking and reflection.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates **minimal**: • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
2	The student demonstrates **some**: • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
3	**The student demonstrates satisfactory:** • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
4	**The student demonstrates well-developed:** • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.

Criterion B: Define the goal

Maximum: 4

Students should:
• identify and explain a topic based on personal interest
• justify one focus area of interaction as a context for the project
• outline a clear, achievable, challenging goal
• create specifications that will be used to evaluate the project's outcome/product.

The specifications for the product/outcome created by the student, in consultation with the project supervisor, are used to evaluate the success of the project. These student-created specifications for the product/outcome link to criterion E, in which the student evaluates his or her outcome/product.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: • **identifies** the topic of interest, a focus area of interaction and a **limited** goal • **creates minimal** specifications to evaluate the project's outcome/product **or** none at all.
2	The student: • **outlines superficially** the topic of interest, the focus area of interaction and an **achievable** goal • creates specifications for evaluating the project's outcome/product, however they **lack definition**.
3	The student: • **describes clearly** the topic of interest, the focus area of interaction and an **achievable** and **appropriately challenging** goal • creates **satisfactory** specifications for evaluating the project's outcome/product.
4	The student: • **justifies effectively** the topic of interest, the focus area of interaction and an **achievable** and **appropriately challenging** goal • creates **appropriately rigorous** specifications for evaluating the project's outcome/product.

Criterion C: Select Sources

Maximum: 4

Students should:
• select varied, relevant sources to achieve the goal
• evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: • selects **very few** relevant sources to achieve the goal • demonstrates **minimal** evaluation of sources.
2	The student: • selects **some** relevant sources to achieve the goal • demonstrates **some** evaluation of sources.
3	The student: • selects **a satisfactory variety** of relevant sources to achieve the goal • demonstrates **satisfactory** evaluation of sources.
4	The student: • selects **a wide variety** of relevant sources to achieve the goal • demonstrates **well-developed** evaluation of sources.

Criterion D: Apply information

Students should:
• transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Students interpret the information from sources they have researched and selected. By thinking about the information, students develop a broader context for their inquiry; identify questions and issues for their project and solve problems.

Students may have researched information relating to techniques, which can be discussed in the context of this objective.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates **minimal:** • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal
2	The student demonstrates **some**: • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
3	The student demonstrates **satisfactory**: • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
4	The student demonstrates **well-developed**: • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.

Criterion E: Achieve the goal

Maximum: 4

Students should:

• evaluate the outcome/product against their own specifications for success.

The final level awarded is decided in collaboration with the supervisor.

It is crucial that the specifications are developed by the student before completing the project (see criterion B). The student must discuss any changes in the specifications that took place during the process in his or her report. Where a student does not complete the outcome/product because of factors outside of his or her control, criterion E applies to the stage that the project reached.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student evaluates the quality of the outcome/product. The outcome/product is of **very limited** quality and meets **few** of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of **limited** quality and meets **some** of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of **satisfactory** quality and meets **many** of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of **high** quality and meets **most or all** of the specifications.

Criterion F: Reflect on learning

Maximum: 4

Students should:

• reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction

• reflect on how they have developed as a learner by completing the project.

This criterion addresses the quality of ideas expressed not the quality of language used.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates **minimal**: • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates **some**: • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates **satisfactory**: • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates **well-developed**: • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project

Criterion G: Report the project

Students should:
• organize the project report according to the required structure
• communicate clearly, coherently and concisely, within required limits
• acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates: • **minimal** organization of the project report according to the required structure • communication, which is **rarely** clear, coherent and concise and may not meet required limits • **inaccurate** use of recognized conventions to acknowledge sources or **no acknowledgement** of sources.
2	The student demonstrates: • **some** organization of the project report according to the required structure • communication, which is **sometimes** clear, coherent and concise and is within required limits • **some** accurate use of recognized conventions to acknowledge sources.
3	The student demonstrates: • **satisfactory** organization of the project report according to the required structure • communication, which is **generally** clear, coherent and concise and is within required limits • **generally** accurate use of recognized conventions to acknowledge sources.
4	The student demonstrates: • **consistent** organization of the project report according to the required structure • communication, which is clear, coherent and concise and is within required limits • **accurate** use of recognized conventions to acknowledge sources, possibly with minor errors.

Appendix 1: Interim Assessment of Process Journal #1

Name_____ Advisor_____ Date_____

Achievement scale: 1= not yet, 2= progressing, 3= successful, 4= surpasses expectations

Descriptor	Achievement Level			
Contains **ideas** (written or drawn) refined over time	1	2	3	4
Records **progress**	1	2	3	4
Records **resources** consulted	1	2	3	4
Provides details of **challenges/difficulties faced**	1	2	3	4
Outlines **how to deal with the challenges/difficulties**	1	2	3	4
Evaluates progress based on goals	1	2	3	4
Contains **reflective** writing	1	2	3	4

Congratulations on the following aspects of your journal:

Work on the following areas:

Appendix 1: Interim Assessment of Process Journal #2

Name_____ Advisor_____ Date_____

Achievement scale: 1= not yet, 2= progressing, 3= successful, 4= surpasses expectations

Descriptor	Achievement Level			
Contains **ideas** (written or drawn) refined over time	1	2	3	4
Records **progress**	1	2	3	4
Records **resources** consulted	1	2	3	4
Provides details of **challenges/difficulties faced**	1	2	3	4
Outlines **how to deal with the challenges/difficulties**	1	2	3	4
Evaluates progress based on goals	1	2	3	4
Contains **reflective** writing	1	2	3	4

Congratulations on the following aspects of your journal:

Work on the following areas:

Appendix 1: Interim Assessment of Process Journal #3

Name_____ Advisor_____ Date_____

Achievement scale: 1= not yet, 2= progressing, 3= successful, 4= surpasses expectations

Descriptor	Achievement Level			
Contains **ideas** (written or drawn) refined over time	1	2	3	4
Records **progress**	1	2	3	4
Records **resources** consulted	1	2	3	4
Provides details of **challenges/difficulties faced**	1	2	3	4
Outlines **how to deal with the challenges/difficulties**	1	2	3	4
Evaluates progress based on goals	1	2	3	4
Contains **reflective** writing	1	2	3	4

Congratulations on the following aspects of your journal:

Work on the following areas:

Appendix 2: STUDENT'S FINAL SELF-ASSESSMENT FORM

Name: _____ **Supervisor:** _____
Project Title/Topic: _____

Approaches to Learning	Not Satisfactory	Satisfactory	Good	Excellent
Met regularly with supervisor				
Sought help when necessary				
Worked independently				
Organized time effectively				
Met deadlines				
Effort				

Refer to the detailed descriptors...

MYP Assessment Criteria	Criteria domains	Maximum Achievement Level	Achievement Level
Criterion A		4	
Criterion B		4	
Criterion C		4	
Criterion D		4	
Criterion E		4	
Criterion F		4	
Criterion G		4	

Appendix 3: PERSONAL PROJECT SUPERVISOR'S FINAL ASSESSMENT FORM

Name: _____   Supervisor: _____
Project Title/Topic: _____

Approaches to Learning	Unsatisfactory	Satisfactory	Good	Excellent
Met regularly with supervisor				
Sought help when necessary				
Worked independently				
Organized time effectively				
Met deadlines				
Effort				

Refer to the detailed descriptors…

MYP Assessment Criteria	Criteria domains	Maximum Achievement Level	Achievement Level
Criterion A		4	
Criterion B		4	
Criterion C		4	
Criterion D		4	
Criterion E		4	
Criterion F		4	
Criterion G		4	

COMMENTS:

*Signature*_____ *Date*_____

Personal Project Mentor Notification Form

Student's name: _____ Date: _____

Mentor's name: _____ Occupation: _____

Mentor's signature: _____Phone: _____
                                                                          Email: _____

Dear Mentor,

Signal Mountain Middle High School is an authorized International Baccalaureate World School whose aim is to develop inquiring, knowledgeable, and caring young people who help to create a more peaceful world through intercultural understanding. The objectives of the IB Middle Years Program (MYP) are designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside, who can adapt to new situations and combine relevant, practical knowledge to solve real-life, authentic problems, and who can use social awareness to demonstrate a highly developed understanding of respect when working alone or in groups.

The IB Middle Years Program Personal Project is the culminating activity that demonstrates the skills and attitudes the student has acquired while participating in the MYP. During this project, the student should demonstrate and articulate to you an understanding of the Areas of Interaction (AoI) and their relationship to academic subjects. Briefly, the AoI provide a real-life way to look at all academic subjects – through Community and Service, through Health and Social Education, through the Environments, through Human Ingenuity, and especially through the area called Approaches to Learning. In addition, the student must demonstrate the personal involvement, attitude, and talent needed to produce an independent research project.

The mentor's tasks are as follows:
1. Set regular meeting times with the student. They don't have to be long, just enough time to check the student's progress and answer questions.
    ⇒ Your first meeting should clarify the student's topic and the Area of Interaction link
    ⇒ You should also offer advice about setting clear goals and expectations
2. Sign and date the student's process journal each time you meet; provide ongoing feedback and comments as appropriate
3. Advise the student of appropriate informational sources
4. Encourage the student and show enthusiasm for their project
5. Provide a final feedback to the student during your last meeting
6. Attend the student's Personal Project presentation, if at all possible

Thank you for consenting to help this student during this process of discovery, learning, and reflection. As the mentor, you play a pivotal role giving the student individual attention, guidance, and encouraging words. Please remember that this is probably the student's first truly self-assigned independent work: Allow for mistakes and assist the student in learning from them. The project should be a journey of discovery – is some ways the process is more important than the final product. The final quality of this student's project is his or her responsibility, **NOT YOURS!** This is in no case a reflection of your interaction with the student, which we hope is positive. Thank you for volunteering to help our student!

Please contact IB Coordinator Marquita Thomas (thomas_marquita@hcde.org) or Personal Project Supervisor Jennifer Mastin (mastin_j@hcde.org) if you have any questions or comments.

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