

# IB Middle Years Program B-CC High School



## Student Guide to the Personal Project 2011-2012



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## What is the Personal Project?

Have you ever wanted to build a musical instrument? Do you have a secret passion to write a play? Now is your chance! The Personal Project is **your** project to do what **you** want to do, to show the skills you have developed over the years while in the Middle Years Program (MYP) in your subjects and through your involvement with the Areas of Interaction. The Personal Project holds a place of special importance in the MYP, as it is the culminating event which is completed in the final year of the Program.

The Personal Project is an independent assignment that can be on any topic and take any form as long as it has a strong connection to at least one Area of Interaction **aside** from Approaches to Learning. You will be working on it over the course of many months, so be sure you pick a topic in which you have a strong interest or genuine curiosity. If you choose the right Personal Project, it will give you the opportunity to share with others something that is important to you and it will be an exciting and rewarding experience. So, choose your topic carefully.



## What Sort of Personal Project Can I do?

There are an infinite variety of Personal Projects that can be done. The following are some types of projects that are possible:

- An original work of art (visual, dramatic or performance)
- A written piece of work on a particular topic
- A piece of literary fiction or creative writing
- An original science experiment
- An invention or specially designed object or system
- The development of a business or management plan
- The development of a new student or community organization

In the past, B-CC students have built websites, shot informational and advocacy videos, knitted scarves for the needy, written children's books, composed and performed original music, organized after-school programs for underserved communities and sewn garments and quilts, among many other wonderful things.



## What Guidelines Should I Follow in Choosing my Project?

Each Personal Project Must:

- Have a clear and achievable goal
- Be entirely your own work
- Be focused on at least one Area of Interaction **aside** from Approaches to Learning
- Be personal – reflect your unique interests, abilities, and/or concerns
- Be the result of your initiative, creativity and ability to organize and plan
- Address a topic to which you are truly committed

A Project Must Not:

- Be part of coursework being assessed for a class
- Completely overwhelm your other activities and responsibilities

A Project May:

- Involve working with other students. All students will be assessed individually and must write their own unique Personal Statement.



## What is Required as the Final Project?

- The Personal Project consists of three main components: the project itself, the Personal Report and the Process Journal



## What is the Personal Report?

A student's personal project consists of three components: the process journal, the product/outcome and the report.

This section describes the format of the report and the information the report must include. The report must include evidence for all criteria B to F in the scoring rubric. Criterion A is used to assess the process journal. Criterion G is used to assess the report itself as a means of communication.

The formats for reporting the personal project are:

- a written report in the format of an academic report, a website, blog or similar
- an oral report that includes visual support
- a multimedia presentation such as a short film or a website that includes both written text and an audio-visual component

The report, however creatively it may be developed and presented, does not replace the outcome or product of the personal project. The student must complete a product and a report.

The student needs to think about the best way that he or she will be able to communicate the project taking into consideration learning preferences, personal strengths and the resources that are available. Producing the report is part of the process of completing the personal project and in planning their time students need to include this component. However, the student must ensure that the format he or she chooses is not overly ambitious.



## Structure of the personal project report

### Written format

The report must include: **title page; table of contents; body of the report; bibliography or reference list; appendices.**

The *title page* must include the following.

- Student name
- Title of the project
- Length (word count)
- School name
- Year

The *body of the report* is must include these sections.

- **Table of Contents**

- **Introduction**

Here you describe your idea and define the goal of your Personal Project. Briefly explain what Area of Interaction you intend to connect to your project and how. Include an explanation of how you plan on achieving your project goal.

- **Process**

Here you describe the process you took to complete your project (frequent reference to your Process Journal is helpful). Include specific steps taken, people consulted and research outlets accessed. Discuss challenges and successes in the process.

- **Analysis**

Here you discuss your inspiration for completing your project, discuss the influences and research guiding your work, your findings and decisions made and a careful description of your chosen Area of Interaction and how your project connects to it.

- **Conclusion**

Here you should reflect on the impact that working on your project has had on you and on new insights and perspectives gained.

- **Bibliography**

Here you will list your sources used to create your project. Students must have 3 sources and they can be diverse. Print, internet and personal interviews can be used as sources. Sources must be reported in proper MLA style.

- **Appendices, where appropriate**

### ***Length of the written report***

The length of the personal project report must be a *minimum of 1,500 words and a maximum of 3,500 words*, not including appendices and bibliography or reference list.

### **Other formats**

All other formats of reports must include: **title page; summary of the project** (no more than 150 words); **report and bibliography or reference list.**

The *title page* must include the following.

- Student name
- Title of the project
- Format of the report
- Length (word count/time)
- School name
- Year

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

- **Table of Contents**

- **Introduction**

Here you describe your idea and define the goal of your Personal Project. Briefly explain what Area of Interaction you intend to connect to your project and how. Include an explanation of how you plan on achieving your project goal.

- **Process**

Here you describe the process you took to complete your project (frequent reference to your Process Journal is helpful). Include specific steps taken, people consulted and research outlets accessed. Discuss challenges and successes in the process.

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Here you should reflect on the impact that working on your project has had on you and on new insights and perspectives gained.

- **Bibliography**

Here you will list your sources used to create your project. Students must have 3 sources and they can be diverse. Print, internet and personal interviews can be used as sources. Sources must be reported in proper MLA style.

### *Length of the other format report*

The report must not exceed 3,500 words or 15-minute oral presentation or audio-visual recording.



### Who Will Help Me?

Each student will have a Personal Project Mentor. Mentors are teachers from Bethesda – Chevy Chase cluster schools or members of the community who have agreed to guide one or more students through the process. You will meet with your Mentor on a regular basis. In addition to providing you with guidance and feedback, your Mentor will evaluate your progress and the final product. Ms. Mirkow, the MYP Coordinator is also available for help and to answer questions. The MYP office is located in C-214 or contact through email at [Meredith\\_L\\_Mirkow@mcpsmd.org](mailto:Meredith_L_Mirkow@mcpsmd.org).



## How do I Work with my Mentor?

### **Student's Responsibilities:**

1. Time has been built into the school calendar to meet with your in school mentors. See the calendar in the Appendix of this document or Edline for more details. Student must make contact and is responsible for coming prepared to all meetings, whether you have an in school mentor or community mentor.
2. The student should honor all appointments and get in touch with his or her Mentor in advance when unable to attend a meeting.
3. The student should ensure that parent/guardian permission is obtained for the day, time and location of any meetings with his or her Mentor that are conducted outside of school.
4. The student should bring his or her Process Journal and the *Student Guide to the Personal Project* to every meeting, be prepared to have work evaluated and take notes on plans and ideas discussed.
5. The student should ask for the Mentor's advice and feedback about the project goal and process for completion, and consider the Mentor's comments seriously.
6. The student is responsible for documenting meetings in the "meeting notes" in the appendices of the *Student Guide to the Personal Project* and completing assigned tasks before the next meeting.
7. The student should interact with the Mentor in a positive and respectful manner.

### **Mentor's Responsibilities:**

1. The Mentor should keep scheduled appointments with the student and contact the student in advance when unable to keep an appointment.
2. The Mentor should contact parents and/or the MYP Coordinator via e-mail or telephone when the student does not initiate or keep appointments.
3. The Mentor should help the student to establish and maintain the focus of the Personal Project and ensure that it is proceeding as planned.
4. The Mentor should suggest a variety of resources and relevant sources of information the student may use to develop the project. The importance of research should be emphasized.
5. The Mentor should encourage the student to keep written records of meetings in "meeting notes" found in the *Student Guide to the Personal Project*.

6. The Mentor should provide feedback on the student's progress, continuously review the student's Process Journal and document meetings in the "meeting notes" in the *Mentor Handbook* to obtain an overall view of the student's progress.
7. The Mentor should help the student focus on the organization and presentation of the final piece of work, advising the student to be thorough and methodical.
8. Mentors are invited and encouraged to attend the MYP Personal Project Fair in the spring when Personal Projects are exhibited and which students also attend.



### How Much Time will go into the Project?

The time commitment for Personal Projects may vary somewhat, but past experience has shown that an outstanding Project can be done in **20 and 25 hours**.



### How do I begin?

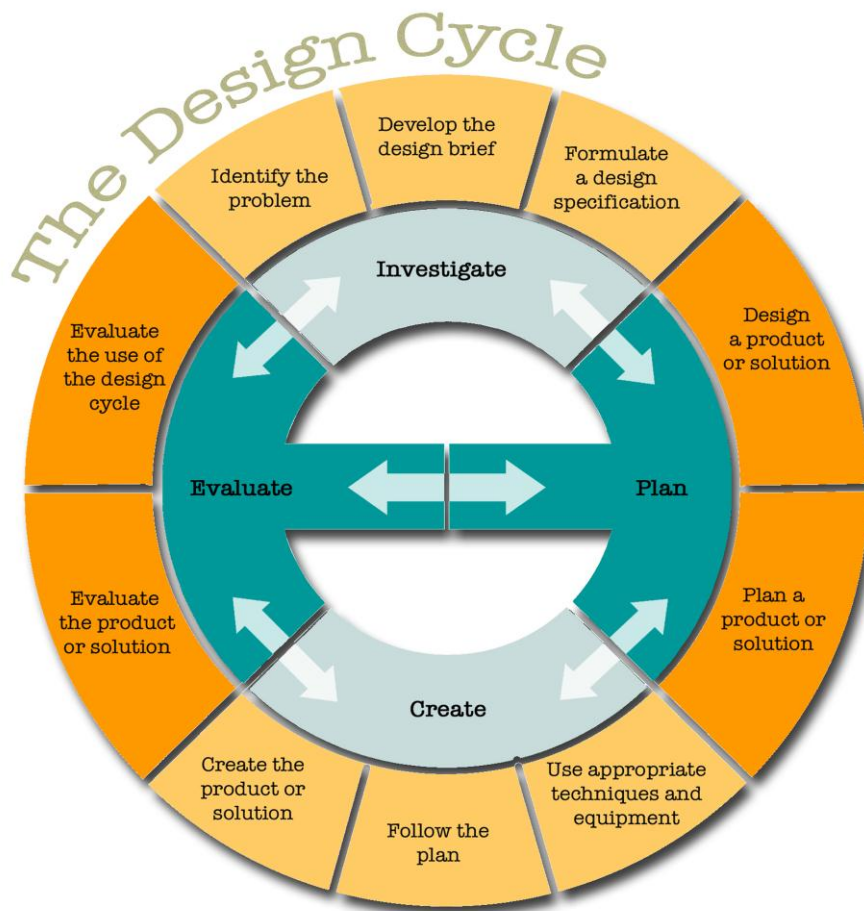
- Choose something that truly interests *you*. This is a chance to create something that you find intriguing and satisfying.
- Think about which Area of Interaction matters most to you: Environment, Human Ingenuity (Homo Faber), Health & Social Education, Community & Service.
- Brainstorm by listing:
  - the things you like doing or would like to try doing
  - questions that you've always had
  - things you've always wanted to make
  - things going on in your world that need to be changed
- **Use the questionnaires in the Appendices of this guide to help you create a goal and solidify your ideas.**
- Ask friends and family for their input on your ideas. They may bring up something you haven't thought of, or put a new spin on something you have thought of.
- Make sure your topic and goals are realistic in size: big enough to be an accomplishment, but not so big that they are unachievable.



## How do I Plan the Steps to Complete the Project?

### Using the Design Cycle:

The Design Cycle is a process model for creating just about anything. If you find this method helpful, you are encouraged to use it. Your project will start in the “Investigate” phase of the cycle by turning your project goal statement into a question. For example, if your project goal is to build a working mini-bike from scratch, begin with the question: “Can I build a working mini-bike from scratch?” Developing the “design brief” involves doing the research necessary to create an initial plan for how you will meet your goal and mapping out tasks and areas that need more research. You may go through the full design cycle – Investigate, Plan, Create, Evaluate - many times before your project is complete.





## How do I Track my Progress?

### The Process Journal:

The Personal Project is a perfect example of the value of learning by doing. Keeping a Process Journal is of critical importance in making the “doing” of the project into a lasting learning experience. The Process Journal should be used to record progress honestly and should contain thoughts, ideas, plans, questions, decisions, feelings and reflections. You can also use it for sketches, calculations, meeting notes and reminders. Your Journal should be updated weekly and will be a valuable resource for you when it comes time for you to write your Personal Statement. If you regularly write in your Journal you will have what you need to describe, analyze, and evaluate the process of completing your project. Writing your Personal Statement will be considerably easier if you have kept up with your Process Journal.

It is highly encouraged that you take your Process Journal with you to each meeting with your Mentor. Sharing sections of your Process Journal with your Mentor will help you to get better guidance and feedback. You will have your questions, latest plans, and new discoveries ready to share. You can also use it to record ideas from your meeting and to keep a schedule of meeting times. A process journal full of real planning and reflection will also contribute in a positive way to the final evaluation of the Personal Project, because it is the greatest evidence of the process you have taken to accomplish your product. If you look at the assessment criteria for the Personal Project, you will see that *process* carries a lot of weight.

### Writing in Your Process Journal:

The Process Journal works best when it reflects your way of thinking. You may be someone who is more of a “narrative” thinker, or you might be more of a “categories and lists” type of thinker. Some people use both types, depending on their purpose for writing. You will find your way of making your journal a good place for planning and discovery.

Here are some examples of “narrative” journal entries:

9/15/11

I know I want to do something about global warming, and this has a simple and clear connection to the Environment Area of Interaction, but I don’t want to just write a paper. It is hard to think of how to get things across to people in a way that makes them pay attention. There is already so much in magazines and on TV and online. Should I volunteer for one of the organizations that are already working on it or should I create my own organization, campaign? Maybe a newsletter? I kind of want to do something that’s mine.

9/17/11

I went to this art show yesterday with my parents. There were these small paintings that were in a group – very intense colors. Maybe I could make my own group of paintings about global warming. I have to figure out what they would look like – get a sketch pad and some colored pencils. Or would pastels be better? Maybe I should just get out the paint and see what happens. I could look online for ideas – but I want it to be my work. How do I really think the world will be different if we don’t do something about Global Warming?

9/22/11

I looked at a bunch of photos of the way the world is changing - the glaciers melting and snow disappearing from the mountains. I was thinking that the paintings could maybe be over time, showing changes. I have to figure out what each one would show. We went to the Phillips Collection in 3<sup>rd</sup> grade and they told us how Jacob Lawrence did this series and sketched and painted them all at once. But it was 60 some paintings. I am not doing 60 paintings!

<b>The process journal is ...</b>	<b>The process journal isn't ...</b>
<ul style="list-style-type: none"><li>• begun at the very start of the process and used throughout the process</li><li>• a place for planning</li><li>• a place for recording interactions with sources, for example, teachers, supervisors, external contributors</li><li>• a place for storing useful information—quotes, pictures, ideas</li><li>• a means of exploring ideas</li><li>• a place for reflection on stages of the project</li><li>• a place for evaluating work completed a place for reflecting on learning</li><li>• devised by the student in a format that suits his or her needs</li><li>• useful for the student when receiving feedback</li><li>• used by the student to produce the project report.</li></ul>	<ul style="list-style-type: none"><li>• used on a daily basis (unless this is useful for the student)</li><li>• written up after the process has been completed</li><li>• additional work on top of the project; it is part of and supports the project</li><li>• a diary with detailed writing about what was done</li><li>• a static document with only one format.</li></ul>



## How Will I Be Assessed?

The following assessment criteria have been established by the International Baccalaureate Organization (IBO) for the Personal Project. The final assessment required for IBO-validated grades and IBO certification at the end of the MYP must be based on these assessment criteria.

Criterion A	Use the process journal	Maximum 4
Criterion B	Define the goal	Maximum 4
Criterion C	Select sources	Maximum 4
Criterion D	Apply information	Maximum 4
Criterion E	Achieve the goal	Maximum 4
Criterion F	Reflect on learning	Maximum 4
Criterion G	Report the project	Maximum 4

Total Maximum Points: 28

\*For a detailed explanation of each criterion, see Appendix.

**These marks are converted to a grade of 1 – 7 using the following scale:**

Personal Project	
Grade	Boundaries
1	0-5
2	6-9
3	10-13
4	14-16
5	17-21
6	22-24
7	25-28

**\*You must receive at least a 3 to successfully complete the Personal Project and receive the .5 credit on your transcript.**



## What Timeline and Deadlines do I use?

The following table provides a timeline and *suggested* topics for discussion at meetings with your mentor. Deadlines are also provided.

Month	Suggested Topics for Discussion
September	<ul style="list-style-type: none"> <li>• Choose a topic of your project. Think carefully on how you will work to complete the project.</li> <li>• Review assessment criteria (take note of the fact that the process is assessed as much as the final product)</li> <li>• <b><u>September 23: Due date of Project Proposal (Turn in to room C214 or to your NSL/Social Studies teacher)</u></b></li> </ul>
October	<ul style="list-style-type: none"> <li>• <b><u>October 7: Mentor Contract due (Turn in to room C214 or to your NSL teacher)</u></b></li> <li>• <b><u>October 27: MYP Adjusted Bell Schedule – In School Mentor Meeting</u></b></li> <li>• Mentor Meeting suggested topics for discussion:               <ul style="list-style-type: none"> <li>○ Review proposal for project (Is project realistic? Achievable? Does it connect to an Area of Interaction aside from Approaches to Learning?)</li> <li>○ Discuss purpose of the Process Journal</li> <li>○ <b>Review assessment criteria (take note of the fact that the process is assessed as much as the final product)</b></li> <li>○ Agree upon what the student will accomplish before the next meeting (student should write this down in the “meeting notes” in the <i>Student Guide to the Personal Project</i>)</li> </ul> </li> </ul>
November	<ul style="list-style-type: none"> <li>• <b><u>November 18: MYP Adjusted Bell Schedule – In School Mentor Meeting</u></b></li> <li>• Mentor Meeting suggested topics for discussion:               <ul style="list-style-type: none"> <li>○ Review Process Journal</li> <li>○ Review steps taken and work accomplished since last meeting</li> <li>○ Discuss challenges, questions, avenues for research and brainstorm on resolutions and actions to be taken</li> <li>○ Ensure that project is developing as planned or outline specific modifications</li> <li>○ Agree upon what the student will accomplish before the next meeting (student should write this down in the “meeting notes” in the <i>Student Guide to the Personal Project</i>)</li> </ul> </li> </ul>

December	<ul style="list-style-type: none"> <li>• <b><u>December 16:</u> MYP Adjusted Bell Schedule – In School Mentor Meeting</b></li> <li>• Mentor Meeting suggested topics for discussion <ul style="list-style-type: none"> <li>○ Review Process Journal</li> <li>○ Review steps taken and work accomplished since last meeting</li> <li>○ Discuss challenges, questions, avenues for research and brainstorm on resolutions and actions to be taken</li> <li>○ Ensure that project is developing as planned. <b>Part of the product should be completed.</b></li> <li>○ <b>Review requirements and format for the Personal Statement. The student should begin working on this.</b></li> <li>○ Agree upon what the student will accomplish before the next meeting (student should write this down in the “meeting notes” in the <i>Student Guide to the Personal Project</i>)</li> </ul> </li> </ul>
January	<ul style="list-style-type: none"> <li>• <b><u>January 27:</u> MYP Adjusted Bell Schedule – In School Mentor Meeting</b></li> <li>• Mentor Meeting suggested topics for discussion <ul style="list-style-type: none"> <li>○ Review Process Journal</li> <li>○ Review steps taken and work accomplished since last meeting.</li> <li>○ Discuss challenges, questions, avenues for research</li> <li>○ Ensure the project is developing as planned. <b>The product should almost be done. Suggest that students bring their project to the next meeting, no matter how much has been completed on the final product.</b></li> <li>○ <b>Review and edit the Personal Statement (student should bring in a fairly polished draft to share with you at the next meeting)</b></li> <li>○ Agree upon what the student will accomplish before the next meeting (student should write this down in the “meeting notes” in the <i>Student Guide to the Personal Project</i>)</li> </ul> </li> </ul>
February	<ul style="list-style-type: none"> <li>• <b><u>February 17:</u> MYP Adjusted Bell Schedule – In School Mentor Meeting</b></li> <li>• Mentor Meeting suggested topics for discussion: <ul style="list-style-type: none"> <li>○ Review Process Journal</li> <li>○ Discuss challenges and questions regarding the creation of the final product.</li> <li>○ <b>Review and edit student work on Personal Statement – Final Draft is due in March.</b></li> <li>○ <b>Remind students that completed projects are due to the mentors in March.</b></li> </ul> </li> </ul>

<p>March</p>	<ul style="list-style-type: none"> <li>• <b><u>March 9: Final Product, Personal Statement and Process Journal due to the mentor for assessment.</u></b></li> <li>• A copy of the personal statement must go to Ms. Mirkow in the MYP office (C214).</li> </ul>
<p>April</p>	<ul style="list-style-type: none"> <li>• <b><u>April 16-18: Student must drop off final project, Personal Statement and display placard in the Attendance Atrium for display at the Project Exhibition Fair.</u></b></li> <li>• If you completed a project you are expected to showcase it at the Exhibition.</li> <li>• Students are expected to put their names on all parts of their projects.</li> <li>• <b><u>April 19: Personal Project Exhibition (6:30pm - 8:30pm)</u></b></li> <li>• Pick up of Project will occur from April 19 -25. Any project not picked up by April 25 will be discarded.</li> </ul>

**Appendix 1 - Use the following worksheets to help you develop your topic and goal.**



What interests you?

The following questionnaire is designed to help you work out what areas you might be interested in pursuing.

1. What do you enjoy doing in your spare time?
2. What are some of your hobbies or interests?
3. What are some of the things you do really well?
4. Is there anything you would like to learn more about?
5. When it comes to writing, what types of writing do you most enjoy and why?
6. Think about your school and wider community.
  - Is there any aspect of your community (or even your country or a specific part of the world) that really infuriate you or makes you question how things are done?
  - Is there anything specific in your life that has made a great impact on you and your life? Could you do anything to change or help this?
  - Is there some way of linking this to a project for which you could do some investigation and then take action? This could be the beginning of your personal project journey.



## What are your Areas of Strength?

Try to define your relative strengths and weaknesses and think of your areas of strength. Mark on the scales below how you think you rate for each characteristic, with 1 being relatively poor and 5 being relatively good:

**Written work** (Journaling, narrative, essays, letters, etc.)

1-----2-----3-----4-----5

**Mathematical** (prefer reasoning, working with numbers, logical)

1-----2-----3-----4-----5

**Practical tasks** (being realistic, keeping on task, thinking ahead)

1-----2-----3-----4-----5

**Artistic Expression** (crafts, drawing, designing, painting etc.)

1-----2-----3-----4-----5

**Physical tasks** (working with your hands, athletics, dance, etc.)

1-----2-----3-----4-----5

**Dramatic Expression**

1-----2-----3-----4-----5

**Organization** (being orderly, methodical, neat, systematic, efficient).

1-----2-----3-----4-----5



## Establishing a goal

The most important step you can take to assure a successful project will be to set an appropriate goal. The goal should clearly explain what you want to do and why you want to do it. Here are some guidelines for you to follow.

One simple test of a good goal is to apply the A, B, C, D's of goal setting. Regarding the Personal Project, here are some questions to ask:

### **Assessable**

- How will you be able to measure whether or not you accomplished your goal?
- Is your goal specific enough to be able to measure?

### **Believable**

- Is your project realistic?
- Can you accomplish your goal in the time you have available?

### **Controllable**

- Do you have control over the factors required to make your project work or are you overly dependent on others?

### **Desirable**

- Is the goal of your project really important to you?
- Why is it important? What is the personal connection?

## Appendix 2

### MYP Areas of Interaction

Each project must have a strong connection to at least one Area of Interaction **aside** from Approaches to Learning.

- *Community and Service*
- *Environment*
- *Health and Social Education*
- *Homo Faber*
- *Approaches to Learning*

#### *Community and Service*

*Community and Service* extend the focus beyond the classroom and encourages responsible, caring participation in one's local setting and in the wider world. Through such first-hand experience, students have an opportunity to learn how other people live while contributing something of benefit to society.

- Some skills, attitudes and values developed through *Community and Service*
  - - interest in today's world
  - - sensitivity to the needs of the community and society in general
  - - social awareness
  - - an altruistic attitude
  - - sense of responsibility and self-esteem
  - – awareness of how communities function
  - – awareness of different cultures

#### *Health and Social Education*

*Health and Social Education* concentrates on preparation for a physically and mentally healthy life, becoming aware of potential hazards and being able to make informed choices. Respect for body and mind is the cornerstone upon which all learning is built.

- A respect for your body and mind
- To make responsible choices about yourself
- Raising awareness of social issues and their effects on health and well-being
- Nutrition, exercise, personal hygiene, physical and mental health, leisure, alcohol, drugs and tobacco
- Emotions, adolescence, family relations, cultural identity, decision making, responsibility
- Health or legal services, safety, poverty, vandalism, delinquency

## **Environment**

*Environment* stresses understanding the importance of conservation and asks students to accept responsibility for maintaining a natural world fit for present and future generations.

- Conservation – respect for environment
- Responsibility for the natural world
- Interaction between humans and environment
- Interdependence between humans and environment
- Other?

## **Human Ingenuity (Homo Faber)**

*Human Ingenuity* is concerned with the products of the creative and inventive genius of people and their impact on society and on the human mind. Students learn to appreciate the human capacity and, drive to transform, enjoy and improve the quality of life over time.

- To study human ability to invent, create, change and improve
- Examining causes of change and effects of change
- Some themes explored include:
  - Mathematical and scientific thought through the ages
  - Significant cultural and historical movements
  - Diversity of moral and aesthetic judgments
  - Positive and/or negative consequences of creativity
  - The impact of technology/art/literature/science/or inventions on society.

## **Approaches to Learning**

*All projects will have an ATL focus, so it is not likely it will be the primary focus of your project. Speak with your Mentor or Ms. Mirkow if you are confused.*

*Approaches to Learning* are concerned with the development of effective study skills, sometimes referred to as learning how to learn. Beyond useful techniques, the goal is to nurture the intellectual discipline and habits of mind that will result in critical, coherent and independent thought and in the capacity for problem-solving and decision-making.

- Organization skills, study practices and attitudes towards learning
- Thinking skills, problem solving and decision making
- Communication skills of speaking, listening, writing, reading and viewing effectively
- Presentation through different media and manipulating a range of technologies
- Collaborative skills – students using each other’s strengths and considering other points of view
- Reflection – appraising and evaluating work realistically and identifying strategies to improve

## Appendix 3

### Personal Project Assessment Criteria

#### 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.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates <b>minimal</b> : <ul style="list-style-type: none"><li>• organizational skills through time and self-management</li><li>• communication and collaboration with the supervisor</li><li>• information literacy, thinking and reflection.</li></ul>
2	The student demonstrates <b>some</b> : <ul style="list-style-type: none"><li>• organizational skills through time and self-management</li><li>• communication and collaboration with the supervisor</li><li>• information literacy, thinking and reflection.</li></ul>
3	The student demonstrates <b>satisfactory</b> : <ul style="list-style-type: none"><li>• organizational skills through time and self-management</li><li>• communication and collaboration with the supervisor</li><li>• information literacy, thinking and reflection.</li></ul>
4	The student demonstrates <b>well-developed</b> : <ul style="list-style-type: none"><li>• organizational skills through time and self-management</li><li>• communication and collaboration with the supervisor</li><li>• information literacy, thinking and reflection.</li></ul>

## 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.

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

## Criterion C: Select sources

Maximum: 4

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none"><li>• selects <b>very few</b> relevant sources to achieve the goal</li><li>• demonstrates <b>minimal</b> evaluation of sources.</li></ul>
2	The student: <ul style="list-style-type: none"><li>• selects <b>some</b> relevant sources to achieve the goal</li><li>• demonstrates <b>some</b> evaluation of sources.</li></ul>
3	The student: <ul style="list-style-type: none"><li>• selects <b>a satisfactory variety</b> of relevant sources to achieve the goal</li><li>• demonstrates <b>satisfactory</b> evaluation of sources.</li></ul>
4	The student: <ul style="list-style-type: none"><li>• selects <b>a wide variety</b> of relevant sources to achieve the goal</li><li>• demonstrates <b>well-developed</b> evaluation of sources.</li></ul>

## Criterion D: Apply information

Maximum: 4

Students should:

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

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates <b>minimal</b> : <ul style="list-style-type: none"><li>• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</li></ul>
2	The student demonstrates <b>some</b> : <ul style="list-style-type: none"><li>• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</li></ul>
3	The student demonstrates <b>satisfactory</b> : <ul style="list-style-type: none"><li>• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</li></ul>
4	The student demonstrates <b>well-developed</b> : <ul style="list-style-type: none"><li>• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</li></ul>

## Criterion E: Achieve the goal

Maximum: 4

Students should:

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

Achievement level	Level 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 <b>very limited</b> quality and meets <b>few</b> of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of <b>limited</b> quality and meets <b>some</b> of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of <b>satisfactory</b> quality and meets <b>many</b> of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of <b>high</b> quality and meets <b>most or all</b> 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.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<p>The student demonstrates <b>minimal</b>:</p> <ul style="list-style-type: none"> <li>• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction</li> <li>• reflection on how he or she has developed as a learner by completing the project.</li> </ul>
2	<p>The student demonstrates <b>some</b>:</p> <ul style="list-style-type: none"> <li>• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction</li> <li>• reflection on how he or she has developed as a learner by completing the project.</li> </ul>
3	<p>The student demonstrates <b>satisfactory</b>:</p> <ul style="list-style-type: none"> <li>• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction</li> <li>• reflection on how he or she has developed as a learner by completing the project.</li> </ul>
4	<p>The student demonstrates <b>well-developed</b>:</p> <ul style="list-style-type: none"> <li>• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction</li> <li>• reflection on how he or she has developed as a learner by completing the project.</li> </ul>

## Criterion G: Report the project

Maximum: 4

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.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates: <ul style="list-style-type: none"><li>• <b>minimal</b> organization of the project report according to the required structure</li><li>• communication, which is <b>rarely</b> clear, coherent and concise and may not meet required limits</li><li>• <b>inaccurate</b> use of recognized conventions to acknowledge sources or <b>no acknowledgement</b> of sources.</li></ul>
2	The student demonstrates: <ul style="list-style-type: none"><li>• <b>some</b> organization of the project report according to the required structure</li><li>• communication, which is <b>sometimes</b> clear, coherent and concise and is within required limits</li><li>• <b>some</b> accurate use of recognized conventions to acknowledge sources.</li></ul>
3	The student demonstrates: <ul style="list-style-type: none"><li>• <b>satisfactory</b> organization of the project report according to the required structure</li><li>• communication, which is <b>generally</b> clear, coherent and concise and is within required limits</li><li>• <b>generally</b> accurate use of recognized conventions to acknowledge sources.</li></ul>
4	The student demonstrates: <ul style="list-style-type: none"><li>• <b>consistent</b> organization of the project report according to the required structure</li><li>• communication, which is clear, coherent and concise and is within required limits</li><li>• <b>accurate</b> use of recognized conventions to acknowledge sources, possibly with minor errors</li></ul>

Due Date/Deadline:  
**October 7, 2011**  
To NSL Teacher or MYP  
Office (C214)

**Appendix 4**

**Bethesda-Chevy Chase High School**  
**IB Middle Years Program: 10<sup>th</sup> Grade Personal Project**  
**2011-2012**  
**Mentor Information and Agreement**

Dear B-CC 10<sup>th</sup> Grader:

Please give this form to your requested mentor to read and complete. Forms should be submitted to Ms. Mirkow, MYP Coordinator, in C-214. All 10<sup>th</sup> grade students should turn in a completed *Mentor Information and Agreement* form by **October 7, 2011**. If you do not complete the form, a staff member from the B-CC cluster will be assigned to you.

Mentors who are staff members in the B-CC cluster should read this form and then complete Section 1.  
Mentors who are community members but do not work in a B-CC cluster school, should complete Section 2.

**\*\*\*All forms require a parent or guardian signature\*\*\***

**Student Name:** \_\_\_\_\_

**NSL Teacher and Period:** \_\_\_\_\_

**Information for all Mentors:**

All students in the 10<sup>th</sup> grade at B-CC High School complete a Personal Project as the culminating event in the International Baccalaureate Middle Years Program. Each student is required to have a mentor to offer consistent guidance and feedback and to monitor the student's progress along the project timeline. As a mentor, you will:

- Review the Mentor Handbook for a detailed explanation of the Personal Project and your responsibilities;
- Familiarize yourself with deadlines and assessment criteria for the project as found in the Mentor Handbook;
- Meet with your mentee(s) on a regular (typically once each month) basis between now and March 2012;
- Contact the MYP coordinator, Meredith Mirkow at 301-951-6647 or Meredith\_L\_Mirkow@mcpsmd.org, if your mentee(s) is/are not fulfilling the requirements for the project; and
- Score your student(s)' work, using the MYP Detailed Assessment Criteria for the Final Product.

\*Your signature on this form indicates agreement to the duties listed above.

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**Section 1:** *To be completed by mentors working in a B-CC cluster school:*

**Name:** \_\_\_\_\_

**School / Position:** \_\_\_\_\_

**\*Signature:** \_\_\_\_\_

**Section 2:** *To be completed by mentors outside the school:*

**Name:** \_\_\_\_\_

**Place of Work/ Position:** \_\_\_\_\_

**Relationship to Student (may not be in the student's immediate family):** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**\*Signature:** \_\_\_\_\_

**\*\*\*Parent / Guardian Signature:** \_\_\_\_\_

**\*\*\*Parent/ Guardian Telephone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

## Project Proposal

**Due Date/Deadline:**  
**September 23, 2011**  
 To NSL Teacher or MYP  
 Office (C214)

“Curiosity is the key to creativity.” Akio Morita

Project Goal: Write what you hope to achieve with your project. This can also be framed as a question or questions. (e.g. Can I build an acoustic guitar?)

Area of Interaction: To which area of interaction is your topic most strongly related? In what ways?

Final Product: What do you expect your final product to look like? A trifold poster with information and pictures? A 3D model of a house? A powerpoint? Be as specific as possible.

Research: List 5 resources you can use to investigate your topic. These can be people who might have information about your topic, books, periodicals, movies, organizations, museums, websites...etc.

- 1.
- 2.
- 3.
- 4.
- 5.

Materials: List the materials you will need (eg. Clay, wood, video equipment, etc). Make this list as

complete as possible.

Questions to ask: Answer the Following questions:

1. Where will I find the necessary materials?
2. Who can I speak to for information and materials?
3. Do I have to carry out any experiments? How can I do this?
4. Do I need to prepare, circulate and analyze a questionnaire or survey? How will I do this?
5. Do I need to go to libraries other than the school libraries? How do I plan to accomplish this?
6. Do I need to visit any museums or organizations? Which ones?
7. What experience or talents do I have that will help me to reach my goal?
8. What difficulties or areas of weakness might get in my way? What strategies can I use to overcome these potential obstacles?

**Appendix 6**

**Meeting Notes**

<b>Meeting #</b>	<b>Date:</b>
<b>Comments on Work to Date:</b>	
<b>Action to be Taken by Student:</b>	
<b>Action to be Taken by Mentor:</b>	

## Meeting Notes

<b>Meeting #</b>	<b>Date:</b>
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<b>Action to be Taken by Student:</b>	
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## Meeting Notes

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<b>Action to be Taken by Mentor:</b>	

## Meeting Notes

<b>Meeting #</b>	<b>Date:</b>
<b>Comments on Work to Date:</b>	
<b>Action to be Taken by Student:</b>	
<b>Action to be Taken by Mentor:</b>	

## Meeting Notes

<b>Meeting #</b>	<b>Date:</b>
<b>Comments on Work to Date:</b>	
<b>Action to be Taken by Student:</b>	
<b>Action to be Taken by Mentor:</b>	