Middle Years Programme

Further guidance for Projects

For use from May 2016

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Further guidance for Projects

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

This document provides additional guidance for implementing Middle Years Programme (MYP) projects. It contains:

- a student-friendly overview of MYP personal projects components

- a student-friendly checklist that provides a recommended structure for reporting the personal project

- information about the assessment of approaches to learning (ATL) skills in MYP projects, including some possible alignments between ATL skills and achievement levels for MYP projects criteria

- a note on the typical relationship between inquiry and success in MYP projects

- frequently asked questions.

MYP projects objectives（reference material）

The MYP *Projects guide* (2014) provides this visualization of the objectives for the community project and personal project:
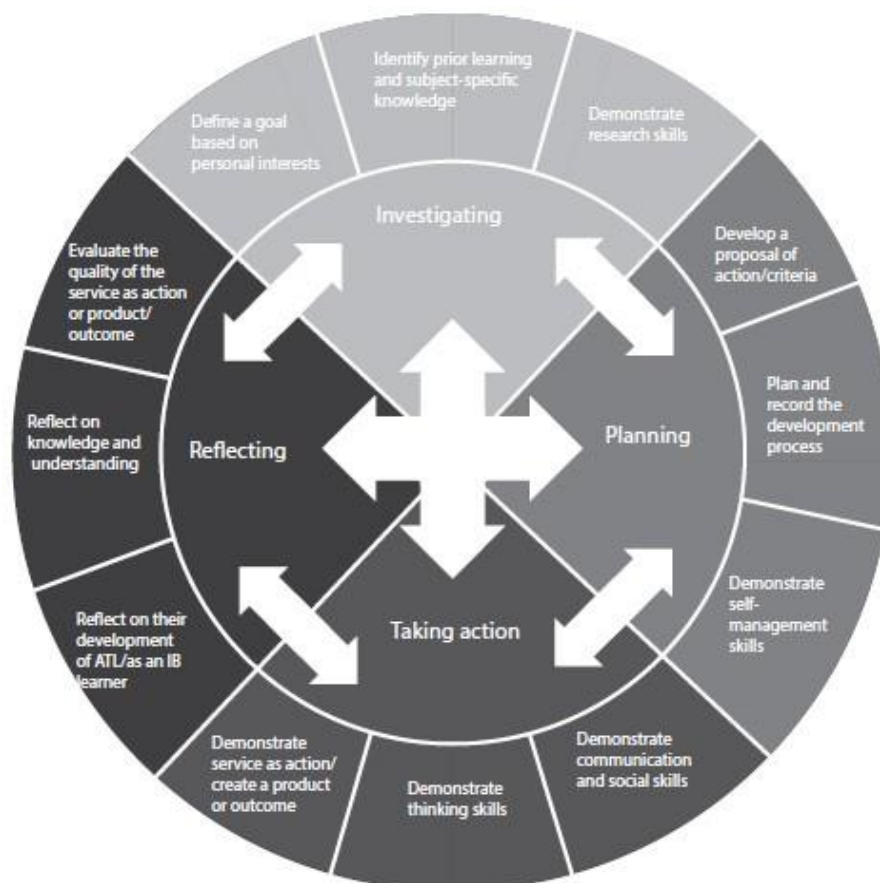

Figure 1

Visualizing the project objectives
(Projects guide *[2014], p. 9)*

MYP personal project components

This overview describes the components of a complete personal project that is ready to be submitted to the student's supervisor for assessment or to the IB for moderation.

To include:	Prompts:
MYP personal project coversheet	You can find this in the MYP *Projects guide* (2014), "Appendices, MYP personal project coversheet". Complete the cover sheet at the very end of the project.
	[A link to a fillable PDF form is available on the online curriculum centre (OCC).]
MYP projects academic honesty form	You can find this in the MYP *Projects guide* (2014),"Appendices, MYP projects academic honesty form". You will need this form from the beginning of your project since you must complete three sections during meetings with your supervisor. You may want to use a rough draft, which you can transfer to the final copy at the end of your project.
	[A link to a fillable PDF form is available on the OCC.]
Evidence of your product/outcome	You need to include evidence of the product/outcome. You can include (a copy of) the product itself, or extracts of the product, or up to five still images or 30 seconds of video of the product/outcome.
Project report	Your report can be in written, electronic, oral, visual or combination of formats. The report is distinct from your process journal and product/outcome. In the report, you discuss the process you carried out and what you learned from completing the personal project. Your report should be structured in identifiable sections, following the MYP projects objectives.
Appendices: Process journal extracts (Supporting visual aids for oral presentations)	These are short sections from your process journal that exemplify the knowledge, processes and skills you developed through the project. If your report is an oral presentation, you may include the visual aids you used, but they will count towards the 10 A4 pages or (annotated) screenshots you can submit in the appendices.
Bibliography/sources	You must include a bibliography that follows a recognized convention appropriate for the task. You may use in-text citations, footnotes/endnotes or other recognized systems to credit the ideas of others in your work.

MYP personal project report checklist

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

Section 1—Objective A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Define a clear goal and global context for the project, based on personal interests	In my report: • I give the precise meaning of the goal of my project; I explain "what I wanted to achieve; when, where, how and why I wanted to achieve it". • I define the global context that applies best to my project and explain its connection. • I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me. • If I made changes to my goal during the project, I explain the changes and why I made them.
Identify prior learning and subject-specific knowledge relevant to the project	• I identify what I already knew about this topic/project and the sources of my knowledge. • I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	• I outline the research skills I had when I started the project. • I discuss the research skills I developed through the project. • I explain how I may have shared my research skills to help peers who needed more practice.
Section 2—Objective B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	In my report: • I refer to the criteria I developed to evaluate the project product/outcome. • If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	• I provide evidence of my planning through timelines, milestones or other tools/strategies. • I present a record of how the project progressed from start to finish.
Demonstrate self-management skills	• I outline the self-management skills I had when I started the project. • I discuss the self-management skills I developed through the project. • I explain how I may have shared my self-management skills to help peers who needed more practice.

Section 3—Objective C: Taking action	
This is the main "doing" part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, global context and criteria	In my report: • I discuss the product/outcome as the result of the process undertaken during the project. • I check that I have included evidence of my product to be submitted with my report
Demonstrate thinking skills	• I outline the thinking skills I had when I started the project. • I discuss the thinking skills I developed through the project. • I explain how I may have shared my thinking skills to help peers who needed more practice.
Demonstrate communication and social skills	• I outline the communication and social skills I had when I started the project. • I discuss the communication and social skills I developed through the project. • I explain how I may have shared my communication and social skills to help peers who needed more practice.
Section 4—Objective D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/outcome against their criteria	In my report: • I evaluate the product/outcome against the criteria I designed. • I identify the strengths, weaknesses and possible improvements of the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	• I identify challenges and the solutions I developed to meet them. • I demonstrate a deeper knowledge and understanding of my topic and my identified global context. • I base my reflection on evidence, including my process journal.
Reflect on their development as IB learners through the project	• I identify how I have developed as a learner (using the IB learner profile as appropriate). • I discuss my strengths and weaknesses in completing the project. • I summarize the impact the project could have on my future learning.

Assessing approaches to learning in MYP projects

Through the MYP, students develop new skills, techniques and strategies for effective learning, including the ability to identify strengths and weaknesses of personal learning strategies. MYP projects help students to:

- develop the attributes of the IB learner profile

- provide them with an essential opportunity to demonstrate ATL skills developed through the MYP

- foster their development as independent, lifelong learners.

Throughout the programme, ATL skills are an essential aspect of every unit plan. ATL skills are integral to many subject-group objectives, and they provide an important foundation for success in the classroom and beyond. To support the teaching and learning process, the MYP ATL skills framework is published as Appendix 1 in *MYP: From principles into practice* (2014) to provide some of the individual skills students can expect to develop through the MYP.

In MYP teaching and learning, ATL skills are a focus for personal development, formative assessment and self-assessment. As culminating experiences of the programme, MYP projects offer students important opportunities for developing and demonstrating a range of ATL skills. In practice, related ATL skills often overlap and are combined when students engage in complex tasks like the community project or personal project. ATL skills are explicitly and summatively assessed in MYP projects.

Within personal project objectives, many strands relate directly to completing part of the project, such as defining a goal or developing criteria for the product/outcome. Other strands relate to specific ATL skills, as presented in the following table.

MYP projects objective	Strand	Students should be able to:	Relevant ATL skill clusters
A: Investigating	iii	• demonstrate research skills.	• Information literacy skills • Media literacy skills
B: Planning	iii	• demonstrate self-management skills.	• Organization skills • Affective skills
C: Taking action	ii	• demonstrate thinking skills.	• Critical thinking skills • Creative thinking skills • Transfer skills
	iii	• demonstrate communication and social skills.	• Communication (interaction and language) skills • Collaboration skills

Criterion D: Reflecting focuses on reflection skills that are part of the self-management skills category.

Aligning ATL skills with MYP projects achievement levels

The following tables suggest some possible alignments between specific ATL skills and achievement levels for MYP projects criteria. Each band indicates the kind of ATL skills that students often demonstrate at that level. The tables are not exhaustive, nor do they take into account the levels of proficiency at which various skills may be demonstrated. Rather, they recognize a general hierarchy of skills that teachers and students can use for planning and to recognize representative achievement levels.

Students are responsible for identifying evidence that demonstrates their development of specific skills. Project supervisors are responsible for explaining how they align these demonstrations with various achievement levels within MYP projects assessment criteria. Schools are responsible for standardizing and reporting student achievement for ATL skills demonstrated through MYP projects. This process provides powerful feedback for student learning. In addition, when schools provide information about how they have determined achievement levels for MYP projects, they strengthen the external moderation process and help to build an effective global community of practice.

Schools can use these tables as general guidelines and they can add other ATL skills relevant to MYP projects in their local contexts. Schools may also adapt these tables as needed to provide age-appropriate guidance for the assessment of MYP community projects.

These tables are not marking notes that establish fixed standards for MYP projects. They are intended for general guidance rather than for making specific judgments about individual student achievement.

Research skills

Objective A: Investigating

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	• **limited** research skills. *Some sources are identified, but they may be limited in number, breadth and/or depth. Some sources are recorded inappropriately or not at all.*	• Collect and record data/sources. • Access information to be informed and inform others through the project.
3–4	• **adequate** research skills. *Data/sources are collected, used and/or recorded in a general, basic and appropriate manner.*	• Collect, record and verify data/sources. • Find information specific to and surrounding the project, using a variety of media. • Process data and report results. • Take effective notes during project development

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
5–6	• **substantial** research skills. *Sources are selected and applied effectively to demonstrate various perspectives. Learning is transferred from inquiry to action.*	• Collect, record, verify, and use a range of sources/data. • Identify primary and secondary sources. • Compare, contrast and draw connections among resources. • Seek a range of perspectives from multiple and varied sources to inform the project. • Make connections between various sources of information, prior knowledge and subject-specific knowledge. • Construct a bibliography according to recognized conventions appropriate for the task.
7–8	• **excellent** research skills. *Research is systematic and effective to the project, with insightful understanding of perspectives. Information is documented fully and correctly.*	• Collect and analyse data to identify solutions and make informed decisions to further the project. • Create references and citations, use footnotes/ endnotes and construct a bibliography according to recognized conventions. • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks). • Use critical-literacy skills to analyse and interpret information. • Understand the impact of media representations and modes of presentation when analysing information. • Demonstrate awareness of media interpretations of events and ideas (including digital social media). • Understand and implement intellectual property rights.

Self-management skills

Objective B: Planning

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	• **limited** self-management skills. *Organization of time and information is limited. Planning and/or action is inconsistent.*	• Set goals. • Keep a basic log or timeline planning for the project. • Manage time and effort for short periods of time.
3–4	• **adequate** self-management skills. *Goals are appropriate. Personal and external deadlines are met without undue worry. Steady progress is made throughout the project.*	• Set goals that are challenging and realistic. • Plan short- and long-term milestones; meet deadlines. • Keep an organized and logical system of information. • Practise strategies to overcome distractions. • Practise dealing with disappointment and unmet expectations.
5–6	• **substantial** self-management skills. *Time and energy are well applied, with clear planning and organization. Self-awareness is apparent.*	• Organize time and energy for a sustained period of time. • Keep and use a weekly planner for milestones. • Practise strategies to develop mental focus. • Practise analysing and attributing causes for failure. • Practise managing self-talk and positive thinking. • Practise dealing with change throughout the project.
7–8	• **excellent** self-management skills. *Self-awareness of strengths and limitations guide effective planning and completion of the project. The project is viewed as a positive engaging experience that provides the opportunity for further learning experiences.*	• Make plans that are logically sequential and efficient. • Demonstrate persistence and perseverance. • Use appropriate strategies for organizing complex information. • Select and use technology effectively and productively. • Practise "bouncing back" after adversity, mistakes and failures.

Thinking skills

Objective C: Taking action

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	• **limited** thinking skills. *Thinking is inflexible and does not consider possible consequences. There is limited examination and exploration of options.*	• Identify problems. • Present one perspective. • Draw simple conclusions. • Consider ideas and possible solutions.
3–4	• **adequate** thinking skills. *Problems and solutions are identified, recorded and justified. Situations are anticipated and negotiated through critical analysis and creative solutions, drawing from different sources.*	• Practise observing carefully in order to recognize problems. • Gather information strictly relevant to the project. • Draw reasonable conclusions and generalizations. • Evaluate and manage risk. • Consider ideas from multiple perspectives. • Identify obstacles and challenges. • Use brainstorming and visual diagrams to generate new ideas and inquiries.
5–6	• **substantial** thinking skills. *Information is carefully selected, processed and tested before application to the project inquiry or action. Ideas, challenges and solutions are generated, transferred and implemented, synthesizing learning.*	• Interpret data useful to the project. • Test generalizations, hypotheses and conclusions. • Revise understanding based on new information and evidence. • Make guesses, ask "what if" questions. • Apply existing knowledge to generate new ideas, products or processes. • Consider multiple alternatives, including those that might be unlikely or impossible. • Make connections between subject groups, prior learning and experiential learning. • Combine knowledge, understanding and skills to create products or solutions.

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
7–8	• **excellent** thinking skills. *Conceptual understanding and contextual learning influence the development of the project. Critical thinking, creative thinking and transfer are natural and complex processes that drive the project development to successful completion.*	• Evaluate evidence, arguments and propositions. • Recognize unstated assumptions and bias. • Develop contrary or opposing arguments. • Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding. • Use models and simulations to explore complex systems and issues. • Troubleshoot systems and applications. • Create original works and ideas; use existing works and ideas in new ways. • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments. • Create novel solutions to authentic problems. • Make unexpected or unusual connections between objects and/or ideas. • Apply skills and knowledge in unfamiliar situations. • Change the context of an inquiry to gain different perspectives.

Communication and social skills

Objective C: Taking action

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
1–2	**limited** communication and social skills. *Communication with supervisor, experts or others is infrequent or unclear. There are missed opportunities for further social connections.*	• Organize information. • Structure report following advice. • Establish communication with supervisor.
3–4	**adequate** communication and social skills. *Communication with those involved is clear and basic. The project is completed with little input from others, and limited feedback is given or considered.*	• Organize and depict information logically. • Maintain communication with people relevant to the project. • Work with others within clear expectations. • Read critically and for comprehension. • (Give and) Receive feedback.
5–6	**substantial** communication and social skills. *The project is clearly organized and communicated. The process involves social skills at various stages of development and communication is effectively maintained in order to consider the perspectives and opinions of others.*	• Participate in, and contribute to, digital social media networks. • Read a variety of sources for information. • Communicate information and ideas effectively to audiences using a variety of media and formats. • (Give and) Act meaningfully on feedback received. If applicable for the product/outcome: • Delegate and share responsibility for decision-making. • Help others to succeed. • Share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.

Achievement levels	Level descriptor The student is able to demonstrate: Task-specific clarification	Possible demonstrations of ATL skills
7–8	• **excellent** communication and social skills. *Interaction with others, through clear and consistent communication,* *builds a sense of community in the development of the project. The student demonstrates understanding of perspective, interpretation and empathy, and effectively transfers this knowledge to his or her own communication strategies.*	• Use intercultural understanding to interpret communication. • Use appropriate forms of writing and speaking for different purposes and audiences. • Use a variety of media to communicate with a range of audiences. • Use and interpret a range of terms and symbols. • Paraphrase accurately and concisely. • Preview and skim texts to build understanding. • Work effectively with experts and/or supervisor. • Listen actively to other perspectives and ideas. If applicable for the product/outcome: • Encourage others to contribute. • Negotiate effectively. • Build consensus. • Exercise leadership and take on a variety of roles within groups. • Make fair and equitable decisions. • Manage and resolve conflict, and work collaboratively. • Interpret and use effectively modes of non-verbal communication.

Students' use of the inquiry cycle as an indicator of achievement for MYP projects

MYP projects offer students important opportunities to conduct independent inquiry into ideas and activities of personal interest. Through inquiry, action and reflection, students can practise and improve their ATL skills. Typically, students demonstrate higher achievement levels with regard to ATL skills as their projects move through more complete and repeated cycles of inquiry.

Teachers often observe patterns of achievement like this:

	Aspects of inquiry	Cycle(s) of inquiry
Lower	• Inquiry (asking questions, defining goals) OR • Action (working on or completing a product or performance)	• Only one aspect of the cycle

	Aspects of inquiry	Cycle(s) of inquiry
	• Inquiry and action	• Incomplete cycle
	• Inquiry, action and reflection (self-assessment)	• One complete cycle
Higher	• Inquiry, action and reflection	• Multiple, iterative cycles

Task-specific clarification for MYP e-assessment

These clarifications provide additional support for establishing a common standard of marking by teachers and examiners. Their primary frame of reference is MYP eAssessment, in which ePortfolios of student work are submitted for moderation.

Task specific clarifications can be helpful in bringing a greater level of specificity to levels of achievement in the MYP personal project that are framed as broad value statements (usually with the adjectives *limited, adequate, substantial/appropriate* and *excellent*). Clarifications also include definitions of key terms as well as notes that can be helpful to examiners, teachers and students.

Criterion A – Investigating

Strand i: define a clear goal and global context for the project, based on personal interests

- **Personal interest:** a value, an interest; intellectual curiosity; family connection; social, cultural or geographical relevance, passion – the reason **why** they want to do it

- **Context:** Consideration of the topic of interest from the perspective of a global context

- **Goal:** What students want to achieve or accomplish within the recommended time (approximately 25 hours for the complete project) and resources available; goals must be related to, but might be different than products or outcomes. Here are some examples:

goal (what you want to achieve)	product or outcome (how you will demonstrate successful achievement of your goal)
getting fit	completing a half-marathon
raising awareness	creating a flier and using it in a publicity campaign
exploring an artistic genre	composing an original artwork

Level	Strand descriptor	Task-specific clarification
1-2	**state** a goal and global context for the project, based on personal interests, but this may be **limited** in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.
3-4	**outline** a **basic and appropriate** goal and global context for the project, based on personal interests	The student outlines a simple or easily-achievable goal that identifies a relevant global context.
5-6	**define** a **clear and challenging** goal and global context for the project, based on personal interests	Based on personal interest, the student defines a clear goal that • explains what make the goal personally challenging • details the goal's relationship to a relevant global context

Level	Strand descriptor	Task-specific clarification
7-8	**develop** a **clear and highly challenging** goal and global context for the project, based on personal interest	Based on personal interest, the student defines a clear goal that • justifies the goal as highly challenging • meaningfully relates to a global context

Strand ii: identify prior learning and subject–specific knowledge relevant to the project

• **Prior learning:** personal experience and subject-specific knowledge and understanding developed in school or in the world beyond the classroom

Level	Strand descriptor	Task-specific clarification
1-2	identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance	states some prior learning relevant to the project
3-4	identify **basic** prior learning and subject-specific knowledge **relevant** to some areas of the project	outlines prior learning relevant to some aspect of the project
5-6	identify prior learning and subject-specific knowledge **generally relevant** to the project	describes with appropriate detail prior learning relevant to the project
7-8	identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project	analyses the relevance and contribution of prior learning to the project

Strand iii: demonstrate research skills

Transfer and application of information skills are not assessed in this strand

• **Academic honesty:** every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s)

• **Bibliography:** an alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report

• **Research skills:** information literacy and media literacy skills; for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)

Level	Strand descriptor	Task specific clarification
1-2	demonstrate **limited** research skills	• Few or inappropriate sources have been researched and recorded. • There is little if any evaluation of sources' reliability or relevance. • The bibliography is inappropriate, inconsistent and/or not used in the project report. • There is little evidence of other appropriate research skills.
3-4	demonstrate **adequate** research skills	• A range of sources have been researched and recorded. • Specific sources selected for the project are evaluated for reliability or relevance.

Level	Strand descriptor	Task specific clarification
		• The bibliography is consistent and used in the project report. • There is some evidence of appropriate research skills.
5-6	demonstrate **substantial** research skills	• An appropriate range of sources and variety of source types have been researched. • Specific sources selected for the project are evaluated effectively for reliability and relevance. • The bibliography is appropriate, consistent, and used effectively in the project report. • There is consistent evidence of appropriate research skills.
7-8	demonstrate **excellent** research skills	• An extensive range of sources and variety of source types have been researched. • Sources are consistently and effectively evaluated for their reliability and relevance. • The bibliography is appropriate, consistent and used with sophistication in the project. • There is extensive evidence of a broad range of research skills.

Criterion B – Planning

Strand i: develop criteria for the product/outcome

•   **Criteria:** Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student. The criteria may be explicitly stated in the report or included as an extract from the process journal referenced in the report. Development of the criteria includes explanations of any changes that made during the course of the project. Criteria (success indicators) should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have qualitative and/or quantitative dimensions.

Level	Strand descriptor	Task-specific clarification
1-2	develop **limited** criteria for the product/outcome	Criteria that: • are basic and/or have some connection to the product/outcome
3-4	develop **adequate** criteria for the product/outcome	Criteria that: • start to consider the qualitative elements of the product/outcome • outline how their success might be observed
5-6	develop **substantial** and **appropriate** criteria for the product/outcome	Criteria that are: • realistic and relevant to the product/outcome • informed by research • qualitative and/or quantitative, as appropriate.

Level	Strand descriptor	Task-specific clarification
7-8	develop **rigorous** criteria for the product/outcome	Criteria that: • clearly define the specific characteristics of a high quality product/outcome • explicitly informed by highly-relevant research • justified, specific and multidimensional

Strand ii: plan and record the development process of the project

• **Plan:** a logical intended course of action which documents time and resources; students should submit their project plan and a corresponding record of the development (extracts from the process journal) in the project report appendix. Those excerpts should be referenced in the project report as evidence of achievement in this strand.

• **Record of the development process:** How actions are related to the plan during the process.

Level	Strand descriptor	Task-specific clarification
1-2	present a **limited or partial** plan and record of the development process of the project	A brief plan that is not specific to the stated goal with a minimal outline of the development process
3-4	present an **adequate** plan and record of the development process of the project	A plan that includes: • long-term planning which is not broken down to specific steps • vague connections to the student's project • very general dates and deadlines The record of the development process includes: • a general and/or fragmented explanation of the process that does not clearly correspond to the plan.
5-6	present a **substantial** plan and record of the development process of the project	A plan that includes: • short and long term planning that has not been broken down into specific steps • clear connections to the student's project • specific dates and deadlines The record of the development process includes: • an explanation of the process from start to finish that corresponds to the plan • changes that are stated but not justified

Level	Strand descriptor	Task-specific clarification
7-8	present a **detailed and accurate** plan and record of the development process of the project	A plan that includes: • short- and long-term planning broken down into detailed, logical steps • have a strong focus to the student's project • specific dates, deadlines and clear records of adjustment to the project's timeline The record of the development process includes: • a comprehensive account of the process from start to finish that corresponds closely to the plan • changes that are clearly described and justified

Strand iii: demonstrate self-management skills

• **Organization skills:** managing available time and resources, using the process journal effectively to plan, develop and record progress on the project; for other examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)

• **Affective skills:** managing state of mind (mindfulness, perseverance, emotional management, self-motivation and resilience); for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1-2	demonstrate **limited** self-management skills	A brief account of: • basic or inconsistent time and/or task management • affective skills practised through the project
3-4	demonstrate **adequate** self-management skills	A description of: • appropriate time and task management which show some independence • affective skills practised through the project • use of another self-management skill
5-6	demonstrate **substantial** self-management skills	An explanation of: • effective and often independent time and task management • affective skills practised through the project • effective use of other self-management skills
7-8	demonstrate **excellent** self-management skills	A justification of: • strengths and limitations for effective and independent time and task management • affective skills practised through the project • highly effective use of other self-management skills

Criterion C – Taking action

Strand i: create a product/outcome in response to the goal, global context and criteria

This strand is assessed based on evidence provided by the final product/outcome and its description (primarily) in the "Taking Action" section of the report.

Level	Strand descriptor	Task specific clarification
1-2	create a **limited** product/outcome in response to the goal, global context and criteria	• a poorly rendered/ largely unachieved product/outcome • an outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success
3-4	create a **basic** product/outcome in response to the goal, global context and criteria	• a simple product/outcome • a description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success
5-6	create a **substantial** product/outcome in response to the goal, global context and criteria	• a good quality product/successful outcome • an explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success
7-8	create an **excellent** product/outcome in response to the goal, global context and criteria	• a high-quality product/ highly-successful outcome • an analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success

Strand ii: demonstrate thinking skills

• **Thinking skills:** critical thinking and creative thinking skills; for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)

Level	Strand descriptor	Task specific clarification
1-2	demonstrate **limited** thinking skills	Outline of: • critical and/or creative thinking skills relevant to the project
3-4	demonstrate **adequate** thinking skills	Description of: • critical and creative thinking skills appropriate to the project • transfer of some learning from the research that helps to achieve the project's goal
5-6	demonstrate **substantial** thinking skills	Explanation of: • critical and creative thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal

Level	Strand descriptor	Task specific clarification
7-8	demonstrate **excellent** thinking skills	Analysis and evaluation of: • critical and creative thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal

Strand iii: demonstrate communication and social skills

• **Required structure:** see for details *Project guide*, p 41

• **People relevant to the project:** including school staff (project coordinator, supervisor, librarian) and specialists in the community

• **Appropriate modes of communication:** tools that are most appropriate for the audience and help communicate the message in a structured manner.

Level	Strand descriptor	Task-specific clarification
1-2	demonstrate **limited** communication and social skills	Outline of: • limited or irrelevant interaction with people involved in the project • little collaboration with those relevant to the project (if appropriate to the project). A report that lacks clarity and coherence and/or does not follow the required structure
3-4	**demonstrate adequate** communication and social skills	Description of: • interaction with some people relevant to the project • working effectively with others (if appropriate to the project). A report that is occasionally clear and coherent and that partially follows the required structure
5-6	**demonstrate substantial** communication and social skills	Explanation of: • effective interaction with those relevant to the project using appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is mostly clear and coherent and that follows the required structure

Level	Strand descriptor	Task-specific clarification
7-8	**demonstrate excellent** communication and social skills	Analysis and evaluation of: • valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication • working effectively with others (if appropriate to the project) A report that is consistently clear, coherent and effectively (or creatively) follows the required structure

Criterion D – Reflecting

Strand i: evaluate the quality of the product/outcome against their criteria

Level	Strand descriptor	Task-specific clarification
1-2	present a **limited** evaluation of the quality of the product/outcome against his or her criteria	The evaluation **outlines** the quality of the product/outcome against some of the stated criteria
3-4	present a **basic** evaluation of the quality of the product/outcome against his or her criteria	The evaluation **describes** the quality of the product/outcome against some of the stated criteria
5-6	present a **substantial** evaluation of the quality of the product/outcome against his or her criteria	The evaluation **explains** the quality of the product/outcome against most of the stated criteria.
7-8	present an **excellent** evaluation of the quality of the product/outcome against his or her criteria	The evaluation **analyses** the quality of the product/outcome against all the stated criteria.

Strand ii: reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Level	Strand descriptor	Task-specific clarification
1-2	present **limited** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **states** at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples
3-4	present **adequate** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **outlines** ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples
5-6	present **substantial** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **explains** how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples

Level	Strand descriptor	Task-specific clarification
7-8	present **excellent** reflection on how completing the project has extended their knowledge and understanding of the topic/inquiry and the global context	The reflection **evaluates** how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations

Strand iii: reflect on their development as IB learners through the project

- **IB learners:** The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community

Level	Strand descriptor	Task specific clarification
1-2	present **limited** reflection on his or her development as an IB learner through the project	The reflection that **states** at least one way the student has developed as an IB learner without using examples
3-4	present **adequate** reflection on his or her development as an IB learner through the project	The reflection **outlines** ways the student has developed as an IB learner using some examples
5-6	present **substantial** reflection on his or her development as an IB learner through the project	The reflection **explains** how the student has developed as an IB learner using specific, well-chosen examples
7-8	present **excellent** reflection on his or her development as an IB learner through the project	The reflection **evaluates** the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations

Frequently asked questions

Requirements

What are the requirements for MYP projects?

Community project: In schools in which the MYP finishes with Year 3 or 4 of the programme, all students in the final year must complete the community project. Students are expected to complete the community project with about 15 hours of independent work.

The community project may be completed individually or collaboratively in groups of no more than three students.

Personal project: In schools in which the MYP finishes with Year 5 of the programme, all students in the final year must complete the personal project, with the majority of their work undertaken in MYP Year 5. Students are expected to complete the personal project with about 25 hours of independent work.

Schools must register all students in MYP Year 5 for external moderation of the personal project.

Students who successfully complete the personal project are eligible for IB MYP course results. Successful completion (a minimum IB grade 3) of the personal project is a requirement for awarding of the IB MYP certificate.

Schools must ensure that:

* the community project and the personal project do not form part of the curriculum for any subject group, although subjects may support the completion of the project

* all supervisors of both projects are familiar with the MYP *Projects guide* (2014) and understand their role and responsibilities

* projects are assessed and internally standardized by the supervisors in the school according to the criteria stated in the guide.

The MYP *Projects guide* (2014) states that all MYP Year 5 students have to complete the personal project and must be registered for external moderation of the personal project. Does this mean that students who transfer from a non-MYP school in Year 4 or 5 must still do the personal project?

Yes, all students in Year 5 of the programme must complete the personal project.

Can a student propose a personal project that is linked to subject-specific learning?

Yes, although the project must not be part of the subject-based curriculum. The project's topic may begin from a subject-specific inquiry, but the project must be further developed through the student's independent learning.

Can a student propose a personal project linked to a subject that is not part of the curriculum?

Yes, students may have a personal interest in a subject matter that they do not study at school. For example, a student may develop a personal project based on an interest in philosophy, even if the school does not offer an MYP individuals and societies course in that subject.

Must students in schools that end in MYP Year 5 complete the community project in MYP Year 3?

No. However, schools may use the community project as a way to help students meet MYP service as action requirements for students in MYP Year 3. This practice can help students develop the skills they need for higher achievement levels in the personal project in MYP Year 5.

Does my school have to have a personal project coordinator?

Schools must allocate resources to supervise and coordinate MYP projects. The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of MYP projects implemented in the school. Project coordinators are responsible—with the support and collaboration of the MYP coordinator and school leadership team—for organizing the systems that supervisors and students need in order to complete the MYP projects successfully and standardize their assessment.

Subject-group guides include a requirement that each strand of the objectives be addressed a minimum of twice per year. How does this work for MYP projects?

The requirement for both the community project and the personal project is that they must assess all strands of all four criteria. MYP projects are culminating experiences and their objectives are addressed only once.

Must the personal project involve service as action?

No. The personal project enables students to engage in practical explorations through inquiry, action and reflection. The action component of the inquiry cycle is the idea of developing the inquiry into a product or outcome. While students may choose to include service as action as part of their projects, it is not a requirement. The personal project should always encourage students to develop their own interests and learning.

Process journal

Does the student process journal have to have daily input?

No. The process journal provides the basis for writing the project report, and it supports students as they reflect on the process they have taken to complete the project. Extracts from the process journal provide evidence for the development of ideas and skills in the personal project report, often including demonstrations of ATL skills. Students should record progress as it occurs, not as a daily journal.

Will the process journal be assessed?

Indirectly yes, through the extracts students choose to include as appendices to their project report. For both the community project and the personal project, students should carefully select evidence from their process journals to demonstrate their achievement in relevant strands of all MYP projects criteria. When assessing and standardizing personal projects, supervisors should assess the presentation/report and appendices only, not the entire process journal. This practice replicates procedures for external assessment, in which personal project examiners do not have access to the complete process journals of students whose projects are selected for moderation.

Should students refer to the process journal in their reports?

Process journal extracts are considered when awarding achievement levels for the project. Each extract should be specifically referenced in the body of the report when cited as evidence for the development of ideas and skills.

For example, when students discuss their planning and development of the project in the report, they can justify their discussion with evidence from the process journal extract chosen to include in the appendix. That evidence might include a copy of the timeline they developed as an entry in the process journal.

How many extracts should be included in the project appendices?

In the personal project, students should select a maximum of 10 individual extracts to represent the key developments, with a maximum total of 10 A4 pages. In the community project, students choosing to work in groups will submit a maximum of 15 extracts per group, with a maximum of 15 A4 pages.

Who is responsible for selecting the process journal extracts?

Students are responsible for choosing appropriate extracts from the process journal and making them available to the supervisor as an appendix to the project report. The supervisor can guide students in their selection process.

Languages

In which language should the MYP projects be submitted for moderation?

Personal projects must be developed and presented in one of the MYP moderating languages. Teachers in the school must be able to assess and internally standardize the personal projects of students working in languages other than the language of instruction.

The MYP provides a special request procedure to accommodate other languages, supporting student mother tongues. For more information, consult the annual *Handbook of procedures for the Middle Years Programme* or contact myp.assessment@ibo.org.

Report

What form or structure is the report expected to take? Does each section of the report correspond to an assessment criterion?

MYP projects criteria focus more on content than a prescribed format for reporting. However, the process of developing and reporting the project generally follows the pattern outlined by the project objectives: investigating, planning, action and reflection. Many students will find it useful to organize their reports with four corresponding headings.

Does "a variety of source types" mean students should limit the number of internet sources included, in favor of books, articles, interviews, etc?

No. In some cases access to physical materials may be difficult for students. Students can include multiple sources from the internet, which should include a variety of formats and materials (for example: books, reports, archives, interviews, films, data sets, journals, infographics, articles and presentations). A range of sources can also encompass variety in origin, purpose, value and limitations (bias).

Is the product/outcome directly assessed by the student's supervisor?

No, but evidence of the product must be provided in the appendices of the report. As part of their project, students must determine and produce a final product/outcome and evaluate it against the criteria they have defined for its success (Criterion D).

Does the project report have to contain a bibliography (record of sources used in the report or used to complete the project)?

Yes.

Do students have to add (evidence of) their product as an appendix?

Yes.

Is it compulsory to submit the academic honesty form?

Yes. For MYP projects, students and their supervisors must use and complete the academic honesty form provided by the IB. This form provides a uniform way for students to record meetings with their supervisors (dates and points of discussion) as a way to document the academic integrity of longer term, independent work.

Moderation

Beginning in 2016, why are all schools required to register students in MYP year 5 for moderation of the personal project?

Moderation offers students an external and international recognition of their achievement in the personal project, creates a reliable international standard of excellence, and helps to inform teaching and learning throughout the programme.

Is there a separate cost to register students for IB MYP course results for the personal project?

No, the annual school fee includes moderation of the personal project from 2016. For more information, visit http://www.ibo.org/en/become-an-ib-school/fees-and-services/assessment-fees-and-services/.

Can schools choose which students to register for moderation of the personal project?

Schools are required to register all MYP year 5 students for moderation of the personal project and submit their personal project criteria achievement levels. Dynamic sampling will select the students for moderation across a range of achievement. The number of projects required in the moderation sample is based on the size of the school's MYP Year 5 cohort; 5 to 12 projects will be requested in the original sample.

What are the prescribed requirements for moderation of the personal project?

The *Guide to MYP eAssessment 2016* (October 2015) details the exact requirements and process for the mandatory moderation starting in 2016.

What do schools gain with external personal project moderation?

Schools gain individual, official IB recognition (IB MYP course results) for students who successfully complete the personal project in MYP year 5. In addition, schools receive powerful feedback each year about their implementation of the programme. Moderation ensures consistent global standards for assessment in all IB World Schools implementing the MYP.

In my school, the MYP ends in year 3 or year 4. For programme evaluation, what evidence is required for our implementation of the community project?

The visiting team will want to see evidence of the community project's implementation, including examples of student work and an explanation of the school's process for standardizing assessment. There is no external moderation process for the community project.

IB MYP certificates

Do students need to achieve a grade 3 in the personal project to attain the IB MYP certificate?

Yes. Conditions for awarding the IB MYP course results and the IB MYP certificate are published in *General regulations: Middle Years Programme* (first assessment 2016), available on the OCC.