

**International School of Paris  
International Baccalaureate  
Middle Years Program**



**Student Personal Project  
Handbook**

## Acknowledgments

We would like to thank the practicing MYP teachers and students at ISP both for their contributions to this guide.

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# Introduction

## Who?

All Grade 10 students at ISP must complete a personal project. For students completing the MYP Diploma Requirements, the Personal Project (PP) has particular importance.

## Why?

The PP enables you to use a combination of skills developed through the 5-year program. In particular, students will demonstrate the accumulation of their effective independent learning skills through the Area of Interaction (AOI) Approaches to Learning (ATL).

ATL has prepared you to work with greater independence, has prepared you for life, and this will shine in a purposeful way through the journal, project and essay. In your essay, you will need to make regular references to ATL as you discuss the process of your planning and project. You will need to clearly identify the skills used. You should also include strategies for problem-solving along the way. For example, you may have decided upon a certain approach that needed modification. It will be important for you to include your rationale and the ATL learning that will have accompanied the new direction taken in planning and/or completion. This is why it is essential for you to keep a journal.

Your AOI have been part of your learning since you've been in the MYP program. They have been used by teachers and students to deepen your understanding of knowledge in the real world. The AOI focus for your project will completely change the nature of your project and its outcome. Try out considering how your project topic could be changed by different AOI foci.

The goal of the PP is to allow you an opportunity to provide a formal evaluation and review of your learning, knowledge and appreciation of one or more AOI with which you have particularly connected. For this reason, it is expected that students will consistently refer to the AOI of focus and ATL throughout the PP essay. The AOI focus and ATL serve as analytical tools for discussion and reflection.

Occasionally, students may identify more than one AOI. Please make sure that your project is orientated towards one AOI as a focus, then bring in the second AOI in as a means of discussing, analyzing and reflecting on the PP process and project. The

treatment of more than two AOI and ATL will not provide an in-depth understanding of an AOI and ATL, and is therefore discouraged.

The PP is an excellent opportunity for you to produce a truly creative piece of work of your choice which may not have been represented by one of your subject areas.

## Aims

- To understand and apply methods, techniques and strategies learned in ATL
- To demonstrate the personal abilities and skills required to produce an extended piece of work (preparation for the Diploma Program Extended Essay)
- To address a minimum of one of the Areas of Interaction in an in-depth manner

## What is a personal project?

It is an independent piece of research and/or endeavor that will probably be the most time-consuming project you've undertaken before. You are expected to spend an extended period of time on both the project and your essay documenting, analyzing and reflecting upon the entire process. Many students spend 50-60 hours. It is also worth pointing out that if you invest little time working on the project or you choose to complete the project at the last minute, it will be very clear to your supervisor and will reflect difficulty with ATL.

The PP is your opportunity to focus on an area of personal interest and a particular AOI in order to expand your knowledge of that chosen subject. The AOI are ways of connecting with the real world and this should be reflected within the process and the essay.

The PP allows you to demonstrate your understanding of the very core Area of Interaction ATL, which has been emphasized all 5 years of the International Baccalaureate Middle Years Program (IBMYP).

A well-chosen project will involve an activity or task you enjoy doing. It will be hard work that is worthwhile, and *if* you invest yourself in the experience, it will help you gain confidence as well as bring you personal satisfaction.

As with other MYP subjects, rubrics are used for supervisors to assess the project, and students need be familiar with the criteria represented by these rubrics throughout the process.

# Getting Started

## Choose a Topic

What to do?

You should choose a topic that is of long-term interest to you. Don't choose a topic that might be unfashionable or boring by next month.

When thinking about what you might like to do, remember that **you** will be completing the PP, so choose something that you will enjoy doing for an extended period and that will present opportunities for personal growth. Keep the project within limits. Can it be done within the 5 months you have to complete it? When you will find the free time to do what you have planned?

Consider from the very start what AOI you will treat and why? How will this alter your treatment of the topic you've selected? Try out using MYP questions or AOI questions teachers may have given you in the past. General AOI questions are included near the end of this handbook.

## Supervisors

You will need a supervisor with whom you meet at least once a month. Your supervisor won't necessarily be an expert on the topic. His/her role will be to advise rather than to resource.

Supervisors will be allocated after students have selected an area of interest. However, if you feel you share a connection with a particular teacher on a topic, don't hesitate to approach him or her in advance. Otherwise, a supervisor will be assigned to you.

It is therefore very important to attend all meetings you arrange with your supervisor and that you respect them by arriving at meetings on time with all necessary materials; such as, this PP Handbook, your journal, the supervisor meeting sheet, etc. All of these documents are available to you on the M-drive. If you are absent, sick or otherwise held up, call and leave a message or e-mail to cancel.

It is important for you to help your supervisor help you. What does this mean?

- **Ask** them if your AOI focus is strong enough and well chosen. When it will come to meeting the criteria, will your project allow you to enter the highest descriptor levels?

- **Don't expect personal knowledge** of your own, others or supervisors to count as a source. On the other hand, if your supervisor or other individuals are sources of information, make sure you quote and reference them properly as interviews as shown in the MLA Standards for Citation included at the back of this handbook.
- **Review** the criteria regularly with your supervisor in response to your project process. Use the prompt information above the rubrics.
- **Use** this handbook every step of the way
- **For referencing sources**, use the MLA guidelines on the M-drive or at the back of this handbook
- **Discuss** the importance of the AOI focus and ATL at every meeting
- **Invite supervisors to suggest what range you are at for each criterion when you turn in your rough draft of the essay on time**
- **Trust your supervisor**, and make modifications to drafts in good faith and effort
- **If you doubt**, don't hesitate to ask for confirmation from your MYP coordinator

Thank you cards, once you have completed the project will also show how much you have appreciated the time that has freely been given to help you.

## What does a personal project look like?

The personal project may take many forms. It may be creative such as:

- An original work of art (visual, dramatic, performance)
- A written piece (literary, social, psychological) or guide
- A piece of literary fiction (creative writing)
- An original science experiment
- An invention or specially designed object or system
- The presentation of a developed business or management plan for an enterprise, business, special event or project.
- An extended piece of writing

A project may address a debatable topic.

## Length

The MAXIMUM word count for the essay is 4,000 words. It is highly recommended that you keep written projects separate from the essay. In your essay, you may quote and refer to the written project, whatever it may be. These references may count as examples. You may also quote a section or sections of your written project in order to justify your use of quotation, varied sources, IT skills, tables, statistics, art and beyond.

Remember, a PP essay **MUST** be able to stand alone and meet all criteria for assessment independent of the project that has been done. For example, just because you have a bibliography for a Tour Guide of Korea, does not mean that you won't need one for your essay, too!

If you choose creative writing (for example a set of short stories) as a project, the length will need to be agreed upon between you and your supervisor. You will be expected to analyze quotes from your own stories. The essay will still not exceed the 4,000 word limit.

## In the Process!

You must have a clear focus!

**Set yourself a question, challenge or problem** that you can then answer/solve in your personal project. Use the general MYP guiding questions particular to AOI included in this guide to develop your question. Make the questions more and more specific as you finalize your project idea. These questions are helpful to the entire process and can also help you with the essay. Don't forget to consider the different outcomes your PP would have had if you had selected an alternative AOI focus. This can help you justify your choice of AOI.

Take into account from the very beginning that only the essay explaining the process will be evaluated.

### Examples of PP that have used the three options:

**Question:** How did cinema develop from shadows on the walls of caves to the multi-million dollar industry it is today?

**Human Ingenuity AOI question:** How do we create? How do human inventions lead to economic gains? What are the consequences?

**Challenge:** Is it possible to design then make a dress using re-cycled materials?

**Community and Service AOI focus:** Can recycled materials be used to clothe the homeless in Paris? **Environment AOI focus:** Would recycled materials be equally effective?

**Problem:** World hunger

**Health and Social AOI question:** How could my role as global citizen change the health of my society? NOTE: This would be a research-based topic but the research could include interviews with UNESCO or the United Nations.

Be realistic in terms of what you can achieve over a period 5 months. Many students in the past have found that the tasks they set themselves were too challenging and they couldn't achieve all that they aspired to.

Keep your focus clear. Define your goal clearly.

Identify how you intend to achieve your goal by planning charts with strategies and dates for each step.

Keep a process journal. The importance of keeping a journal cannot be stressed enough. It can prove academic honesty. It reminds you of MYP questions you may have used throughout the process so that you can treat the AOI you've chosen in depth in the essay. It records ATL choices, modifications and rationales.

Record everything you do during the time that you are working on the project. Your journal should include everything from your first ideas, to resources, to pieces of material that you might use and why, to plans. You should note what goes well, what goes wrong and anything else. It should not be a few dull and boring pages that you felt you should write to satisfy your supervisor. It should show how you worked and recorded information over an extended period of time. The journal validates your use of ATL and the process itself, and your supervisor may take it into account when choosing your level for Criterion G.

Your project does not have to turn out the way you intended for it to be successful; the importance is that you can go back into the process and analyze the strengths and weaknesses.

The process journal must be handed in with your final completed personal project.

The next part of this Handbook will use the criteria as a guide on how to complete the project and essay. The criteria are the intellectual property of the IBO and are taken from [www.online.ibo.org/PersonalProjectGuide](http://www.online.ibo.org/PersonalProjectGuide).

## PP Assessment Criteria

Criterion A	Planning and Development	Maximum level: 4
Criterion B	Collection of Information/Resources	Maximum level: 4
Criterion C	Choice and Application of Techniques	Maximum level: 4
Criterion D	Analysis of Information	Maximum level: 4
Criterion E	Organization of the Written Work	Maximum level: 4
Criterion F	Analysis of Process and Outcome	Maximum level: 4
Criterion G	Personal Engagement	Maximum level: 4

## Criterion A: Planning and Development

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal.

Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student <b>identifies the goal</b> of the personal project but <b>does not provide an outline</b> of how he/she aims to achieve this goal.
2	The student identifies and <b>describes</b> the goal of the personal project, <b>states the focus on the chosen area(s) of interaction</b> and <b>provides a simple outline</b> of how he/she aims to achieve this goal.
3	The student identifies and <b>clearly</b> describes the goal of the personal project, <b>describes</b> the focus on the chosen area(s) of interaction and <b>provides a coherent account</b> of how he/she aims to achieve this goal. The development of the personal project is <b>generally consistent</b> with this description.
4	The student identifies and clearly describes the goal of the personal project <b>within a context, develops and justifies</b> the focus on the area(s) of interaction and provides a coherent <b>and thorough</b> description of how he/she aims to achieve this goal. The development of the personal project is <b>totally</b> consistent with this description.

Courtesy of IBO

Students will need to have an introduction to their essay that “clearly describes the goal of the PP within a context.” A general statement should be made in the introduction that “justifies the focus on the area of interaction.” Within the body paragraphs to follow, the student should “develop” his or her understanding of the AOI focus through a “thorough description” of how the goal *has been* achieved, if possible.

Students should always aim to complete their project and to show their ATL ability to plan long-term projects. To meet the highest descriptor levels of the criterion, students

must be able to reflect on the process. For this reason, it is best to write in the past tense!

An introduction could:

1. Be very brief, simply stating
  - the question, challenge or problem
  - The AOI focus and why chosen
  - The main ATL aspects that came into play
  - The outcome of the project
  - A guiding statement pertaining to what the student has learned overall
  
2. Be longer but broken up in paragraphs and perhaps sub-headings, including
  - The above information in point 1 above as a first single paragraph
  - A second section on the process leading to completion that involves a discussion of the AOI
  - ATL could be combined into this section or made into a separate section within the introduction

Note: If you choose option 1, your body paragraphs to follow will need to give detail on the planning and process.

## Criterion B: Collection of Information/Resources

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<b>Few</b> sources of information and resources have been collected, or the majority is <b>irrelevant</b> to the goal of the personal project. The student has provided a <b>summary bibliography</b> , where many elements are missing. <b>Few references</b> are made in the text to sources of information used.
2	The student has chosen and used a <b>limited amount</b> of <b>relevant</b> information and resources, from a <b>limited number</b> of appropriate sources. A bibliography has been compiled with <b>most elements present and/or appropriately presented</b> . <b>Some references</b> are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a <b>good</b> amount of relevant information and resources, from a <b>fairly extensive number</b> of appropriate sources. A bibliography has been compiled with <b>all important</b> elements present and/or appropriately presented. <b>Detailed references</b> are made in the body of the text and appendices, where appropriate.
4	The personal project contains <b>excellent</b> , relevant information and resources from a <b>wide variety</b> of appropriate sources. The bibliography is <b>complete and well presented</b> , with <b>clear references</b> to sources in the body of the text and appendices, where appropriate.

Courtesy of IBO

To achieve a level 3 in this criterion, students must make sure they have consulted at least 3 different types of sources, for example, an encyclopedia, a magazine article and a living interview. Some projects may demand more, for example, a pure research project that does not consult books is questionable. A manual project that doesn't use people as experts, magazines or a guide / user's manuals will also raise questions. A creative

project will still require that other artists' advice has been taken from various sources such as blogs, interviews, reviews, how-to guides and books.

**Information from sources is not to be limited to the project.** Make sure that you have used your sources in your essay for analysis. Try to align your argumentation from sources with your personal opinions and understanding of your AOI focus and ATL.

Pay special attention to the requirement "some references are made in the body of the text and appendices" in order to receive a level 2. Compare this to the need for "detailed references" to receive a level 3.

Personal experience and friendly advice through the years that you have received is great, but you will still need to find sources to back up this information. If you cannot do so, consider modifying your project in order to be able to.

## Criterion C: Choice and Application of Techniques

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively.

Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<b>Large parts</b> of the project are <b>not relevant</b> in terms of the goal that had been identified by the student. The techniques used are <b>largely inappropriate</b> and <b>inadequately applied</b> .
2	The techniques chosen <b>vary in their appropriateness with some being applied to an acceptable standard</b> in order to contribute to the achievement of the goal. The student <b>begins to provide justification</b> for the use of the chosen techniques.
3	The techniques chosen are <b>generally appropriate and well applied</b> to contribute to the achievement of the goal. The student provides <b>some justification</b> for the use of the chosen techniques.
4	The student has chosen <b>absolutely appropriate</b> techniques, provided <b>specific justification</b> for their choice and applied them <b>effectively</b> to achieve the stated goal.

Courtesy of IBO

**Make sure you discuss with your supervisor this criterion!** If your project doesn't seem to require the use of techniques, you will need to rethink the validity of your project.

Techniques may include ATL, from the most basic, such as research methods, to the most precise; such as, how to manipulate the LED crystal used in a touch screen. Students will need to explain in their body paragraphs how they used the techniques to achieve their goal. A clear link between the chosen techniques and the AOI focus is admirable and can help you "provide specific justification" for your choices.

An explicit recognition of the techniques you planned to use, perhaps rejected for others along the way, or did actually use, will greatly increase your potential for a higher level in this criterion. An explicit recognition of techniques can also help you analyze and reflect upon the process and the project itself. Refer to ATL regularly as you discuss and analyze.

The choice of techniques clearly involves a student's ability to use critical thinking skills in selecting and rejecting strategies for the achievement of the project.

Information fulfilling this criterion may be included in a section about the planning and process, in general body paragraphs if you don't have sub-headings or as part of the analysis as well. Depending on your project, it could also make sense to have a separate section on techniques alone.

## Criterion D: Analysis of Information

This criterion measures students' abilities to analyze information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains <b>little reflection</b> in terms of the goal and focus on the chosen area(s) of interaction, and is <b>largely narrative/descriptive</b> . The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains <b>some</b> reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is <b>mostly supported</b> with arguments and evidence.
3	The personal project contains <b>significant</b> reflection in terms of the goal and focus on the chosen area(s) of interaction. The student <b>generally</b> supports personal thought with arguments and evidence. However, some opportunities for analysis are <b>not pursued</b> .
4	The personal project <b>clearly shows</b> the depth of reflection and vitality of the student's own <b>ideas and vision</b> . The student consistently supports a <b>truly personal response</b> to the topic with arguments and evidence.

Courtesy of IBO

Analysis should not occur in the introduction, but in the body of the essay. You may opt for an individual section within the essay that covers your analysis.

Decide how you are going to use the materials/information and how you are going to present them. Analyze why/how you have reached the conclusions that you have. Did you ATL planning work? Why or why not? Did your project come out? Why or why not? How did your AOI focus affect this?

Use your critical thinking skills to decide upon the best method for analyzing your information. Do you need to compare and contrast? Do you need to develop your ideas or strategies? Work through a logical process or steps? Observe? Experiment? Make sure you make these methods clear when discussing your analysis, so that the reader of your essay recognizes your abilities.

Please note that to obtain a level 3 in this criterion, you must show the ability to reflect by using the AOI focus, your ATL skills and personal insight. A 3 or 4 level will require you to have “vision” and a “truly personal response.” “Vision” could refer how your project could have value now or in the future, or how you were able to foresee or work out solutions along the way through the AOI focus or ATL.

## Criterion E: Organization of the Written Work

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, and the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The written work is <b>poorly organized</b> , lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is <b>lacking</b> in several respects.
2	The student has made <b>some attempt at logical organization</b> and an attempt to respect the <b>required structure</b> of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is <b>often appropriate</b> .
3	The student has made a <b>good</b> attempt at logical organization, respecting the <b>required structure</b> of the personal project. There are some good links between parts of the personal project, and the presentation of the work is <b>almost always appropriate</b> .
4	The organization of the work is <b>completely coherent</b> with the required structure. Ideas are sequenced in a <b>consistently</b> logical manner with appropriate transitions. Overall presentation and neatness of the work are <b>excellent</b> .

Courtesy of IBO

**You must have in the following order:**

- **A title page** on which you clearly state your question, challenge or problem and your name.
- **Acknowledgements:** Thank anyone who you feel should be thanked such as your supervisor, your parents and others who have helped you to complete your PP.
- **A table of contents:** Clearly identify the different topic(s) and sub-topic(s) covered. Make sure you also number your pages.

- **An introduction:** What is your personal project about and why should anyone want to read it? Define the goal of your project. Include an explicit focus on the chosen area(s) of interaction. Identify any specific ATL skills that were of particular importance. If one or two of your sources were particularly relevant you may chose to mention them. The introduction should finish with a guiding statement that identifies the most significant learning that went on for you.
- Provide a **detailed outline** of how you intended to achieve the project and what changes you may have made. This may be done as a separate section still within the introduction if you more or less followed your initial planning. However, if you made regular adjustments to your initial plans, this should be a section on its own.
- Regardless of whether you include your planning in the introductory section or as a section or sections apart, be sure to **use your AOI focus and ATL to explain all the steps** you went though. Refer to the AOI and ATL in sentences regularly. Include what went well, what went wrong and how you overcame difficulties.
- Include helpful **main headings and sub-headings** within the essay as fit with your PP experience and process.
- The main body of your essay should include detailed, **reflective analysis**. Use **your AOI focus** to do your analysis. When you discuss your inspiration, bring in the AOI focus. When you discuss your research, bring in ATL and critical thinking skills in order to justify your sources. Every project just bring in research and include referenced examples. Any influences guiding the work, the findings and decisions made should be discussed as well as the resulting product.
- A **conclusion:** Reflect on the impact of your personal project and any new perspectives that could be considered. If you were to do the project again what changes/modifications would you make? Explain why you believe that the personal project has been a valuable learning experience and how it has helped to develop your understanding of IBMYP, the AOIs and ATL, especially in response to working independently and meeting deadlines. If you feel it is appropriate, elaborate how much pride you feel in your work.
- A **bibliography:** Cite your sources! Use the MLA referencing sheet included at the end of this handbook. This is also available on the M-drive.
- **Edited** for repetitions and omissions. Proof-read for sentence structure and spelling.
- Appendices, if appropriate. This may include short stories, guides, etc.

## Criterion F: Analysis of Process and Outcome

Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the report. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- What have been the strengths and the weaknesses of the personal project at different stages of development?
- What would the student do differently next time?

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student's review is simply a <b>narrative summary</b> or a <b>superficial review</b> of the development of the personal project in terms of the goal set at its start. There is <b>little understanding</b> of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
2	The student <b>adequately</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>some reflection</b> on different stages of the process including an <b>adequate analysis</b> of the quality of the product. The student's review shows <b>some</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
3	The student <b>consistently</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>significant reflection</b> on different stages of the process. The evaluation includes a <b>good analysis</b> of the quality of the product, and shows a <b>clear</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
4	The student consistently and <b>thoroughly</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>excellent reflection</b> on different stages of the process. The evaluation includes an <b>excellent</b> analysis of the quality of the product and reveals a <b>thorough</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents <b>new perspectives</b> emerging from the chosen topic.

Courtesy of IBO

Reflection is essential for this criterion. In order to reflect deeply, a student must go back to the initial challenge and goals, then trace through the process. The AOI focus and ATL will be an essential part of this process.

Students should be able to come to new conclusions about their AOI and ATL compared to the beginning outline of the project given at the start of the essay. It is helpful to place the process and project in context and to discuss the impact it will have on you or your community in the future.

You must have a conclusion to your essay to complete this criterion.

## Criterion G: Personal Engagement

This criterion focuses on an overall assessment of students' engagement and application of approaches to learning (ATL) skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviors such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviors are evident in the personal project.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project shows <b>little evidence</b> of any of the required qualities and working behaviors.
2	The personal project is judged to be <b>satisfactory</b> in terms of most of the required qualities and working behaviors.
3	The personal project is judged to be <b>good</b> in terms of most of the required qualities and working behaviors.
4	The personal project is judged to be <b>outstanding</b> in terms of the required qualities and working behaviors.

Courtesy of IBO

In order to do well in this criterion, you will have

- kept a detailed journal and turned it in to your supervisor
- shared a positive, responsible relationship with your supervisor
- justified your own use of ATL

## Grade Boundaries for PP Final Levels

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

Courtesy of IBO

# Assessment Checklist

## A: Planning and Development

Have you identified a clear and achievable goal?

- Described and justified a focus on the chosen area(s) of interaction?
- Described the steps followed to achieve the stated goal?
- Kept to your stated goal throughout the project?

## B: Collection of Information/Resources

Have you:

- Selected and used a variety of suitable resources?
- Identified and used relevant information critically?
- Acknowledged sources of information appropriately?

## C: Choice and Application of Techniques

Have you:

- Chosen techniques appropriate to the project's goal?
- Justified this selection?
- Applied the chosen techniques consistently and effectively?

## D: Analysis of Information

Have you?

- Analyzed the information in terms of the goal and the focus of the project?
- Expressed personal thought?
- Supported arguments with evidence?
- Responded thoughtfully to ideas and inspiration?

## E: Organization of the Written Work

Have you:

- Organized your work in a logical way?
- Presented information clearly?
- Presented references, bibliography and charts, graphs, tables etc... appropriately?

## F: Analysis of the Process and the Outcome

Have you:

- Identified the strengths and weaknesses of the project at different stages of development?
- Suggested ways the project might have attempted differently (where appropriate)?
- Assessed what you have achieved in terms of the initial goal you set yourself and the focus on the chosen area(s) of interaction?

## **G: Personal Engagement**

Have you:

- Met deadlines throughout the personal project?
- Followed agreed procedures and work plans?
- Made appropriate use of a process journal or log book?
- Shown initiative, enthusiasm and commitment to the task?

## **Keys to success**

Come back to your criteria regularly. Adjust your project so as to meet the criteria. The criteria will not automatically adapt to your project. It will take reflection, organization and further reflection on your part. Allow your supervisor sufficient time to check drafts of your essay, and yourself sufficient time to take his or her comments into account. Give your full attention to assemblies on the PP.

## **Plagiarism**

The work in the personal project must be your own. If you plagiarize (copy) someone's words or ideas without acknowledging where they came from you will fail the IBMYP Diploma and will not be guaranteed passage into the DP of 11<sup>th</sup> grade. This is a very serious offence. It is essential to quote from sources or to refer to what other people have written or said, but you must acknowledge the sources. All written work done for the PP will be submitted to Turnitin.com, which is an electronic service for verifying the authenticity of student work.

## **Word Count**

You must indicate at the end of your personal project how many words you have written as you should not exceed the limit. Your word count does not include direct quotations or footnotes.

## **Page Numbering**

You should include page numbers to indicate how many pages there are within your PP. You do not number the cover, contents page, bibliography or appendices. You number the pages so that your supervisor knows exactly how many pages they should be expecting to read. For example: ¼.

## **Footnotes**

You may use footnotes to explain points that you have been unable to fully develop in the body of your personal project due to the word limit.

## **Using a Computer**

Please make sure that if you are saving work on disk you also keep a back up on the hard-drive of your computer. It is incredibly frustrating when months of hard work disappear because you have a disk error. Also, keep all notes and rough drafts in case

any technical error occurs at the last minute. Technical errors cannot occur when the final deadline to your supervisor occurs, so work ahead of deadlines.

You hand in 1 final, printed copy to the MYP coordinator. In the interest of the AOI Environments, this is the only required printed copy. However, you are also required to upload a full copy to the M-drive by the due date. These copies will then remain unmodified from that time on.

Copies may be used for moderation. One copy will become a library resource. All personal projects are used to improve the school community by helping to further resource the library.

It is a good idea to keep a copy yourself as you may wish to show it to future schools, universities and/or employers.

## **Experienced Personal Project students say DON'T**

- Panic
- Wait until the last minute (procrastinate)
- Switch your idea during the process
- Feel embarrassed about asking questions from your supervisor, grade heads or the MYP coordinator
- Rush the process or the paper
- Use too many AOI
- Use the internet as your only source of research
- Plagiarize (see your supervisor for help)
- Expect your supervisor or Hilda to bind your report

## **Experienced Personal Project students say DO**

- Actively enlist a supervisor you'd like
- Keep up with your process journal so you can clearly document ATL
- Refer to former projects in library
- Decide on a goal you will enjoy and compare this to the AOI you've chosen and how this will affect the project as a whole
- Assign clear work times to organize yourself by making a timeline with clear deadlines
- Ask questions in your journal and seriously endeavour to answer them
- Get feedback from friends and discuss your projects with them
- Consider the type of research you should undertake and include it
- Define your final goal
- Get started on your write up as early as possible
- Allow time for multiple drafts of the paper to be discussed with your supervisor
- Read the assessment criteria regularly
- Get information from Ms. Dornan on correct documentation of sources
- Use an outside reproduction agency for binding your report if desired

## ATL Skills

Keeping an organized work file / notebook
Meeting deadlines
Working effectively in pairs
Working effectively in a group
Leading a group
Encouraging contributions from others
Considering and respecting different points of view / opinions / preferences
Writing clearly by hand
Effective use of word processing or IT
Effective verbal communication
Presenting ideas clearly and coherently, in writing and through public speaking
Listening carefully to others
Essay writing skills
Analytical writing skills
Selecting appropriate forms of expression to suit various contexts
Using writing, drafting and note taking as a means for generating ideas
Effective use of visual representation (diagrams, graphs, charts, tables, etc)
Paraphrasing (summarizing) in note taking / avoiding plagiarism
Use quotations to support arguments
Bibliography & citation using standard reference formats
Identify types of sources (Primary, Secondary)
Use of the library*
Use of school research labs
Use of Internet / Intranet information sources
Reading charts / graphs / maps
Locating appropriate materials via the Internet
Finding historical data on the Internet
Finding primary source materials on the Internet
Searching Internet for Current Events

Note taking
Interpret sources
Selecting and rejecting information according to goal
Evaluate sources for suitability, reliability, bias, fact/opinion & accuracy (academic worth)
Draw conclusions from information and data
Reflect on the success of methods, procedures, techniques
Consider personal performance, areas of strength and possible improvements
Using performance evaluation to adapt behavior and learning strategies
Interpret graphical data
Interpret written information
Identifying causes and effects / causal relationships
Explaining causal relationships
Identifying needs
Identifying goals / targets
Planning strategies for collecting data to clarify a problem
Evaluating outcomes
Considering issues from multiple viewpoints
Creatively generating new ideas
Develop a research strategy
Select a topic
Limiting the topic
Form a research question / thesis statement

## **ATL Questions**

**How do I learn best?**

**How do I know?**

**How do I communicate my understanding?**

## **Community and Service Questions**

**How do we live in relation to each other?**

**How can I contribute to the community?**

**How can I help others?**

## **Health and Social Education**

**How do I think and act?**

**How am I changing?**

**How can I look after myself and others?**

## **Environments**

**What are our environments?**

**What resources do we have or need?**

**What are my responsibilities?**

## **Human Ingenuity**

**Why and how do we create?**

**What are the consequences?**

**NOTE: less general questions are also available for each AOI, so if you find you would like more questions, don't hesitate to ask your supervisor or MYP coordinator for the MYP Guiding questions complete list or the subject-specific list.**

## Timeline with Deadlines...

- Oct. \_\_\_\_ Introduction to students
- Oct. \_\_\_\_ Choices due to Grade Heads in written form
- Nov. \_\_\_\_ Supervisors found
- Nov. \_\_\_\_ Suggested 1st Meeting with supervisor
- Dec. \_\_\_\_ Suggested 2nd Meeting with supervisor
- Jan. \_\_\_\_ Suggested 3rd Meeting with supervisor
- Feb. \_\_\_\_ Suggested 4th Meeting with supervisor
- By Mar. \_\_\_\_ Draft into supervisor
- By Mar. \_\_\_\_ Review of draft and criteria
- Apr. \_\_\_\_ Final Project due to supervisor
- Apr. \_\_\_\_ Personal Project Evening

These dates are strongly recommended but not obligatory, except for final due dates. Late essays will not be accepted.

# MLA Citation Standards

The International School of Paris uses the citation format of the Modern Language Association (MLA).

*The basic form for sources comes from the following source:*

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, 6<sup>th</sup> Edition*. New York: The Modern Language Association of America, 2003.

Examples used come from different sources, cited at the beginning of each section.

## Books

**Examples in this section come from :**

Stanley, Deborah B. *Practical Steps to the Research Process for High School*. Englewood, Colorado: Libraries Unlimited, Inc., 1999.

Basic form:

Author's last name, first name. *Title*. Place published: Publisher, year of publication.

### No author

*People of Long Ago*. Milwaukee: Rourke Publishers, 1986.

### One author

Newberry, Louis. *Hair Design*. Los Angeles: Newberry Press, 1986.

### Two or three authors

--For the second author, list the first name followed by the last name:

Zwerdling, Alex, and Richard Voorhees. *Orwell and the Left*. New Haven: Yale UP, 1974.

### More than three authors

Kingsley, Eric, et al. *Ships*. New York: Alfred A. Knopf, 1995.

### Edited

Use the book form, but add **ed.** following the editor's name (or **eds.** in the case of multiple editors).

Foster, Carol E., Mark A. Siegel, and Nancy R. Jacobs, eds. *Women's Changing Role*. The Information Series on Current Topics. Wylie: Information Plus, 1990.

### Special Books

#### Anthology or multi-volume set

"Fromm, Erich 1900-1980." *Contemporary Authors*. Vol. 29. New Revision Series. Detroit: Gale, 1990. 55 vols. To date. 1981-.

### **Map**

*Title of Map*. Map. Place published: Publisher, copyright date.

*Vermont*. Map. Chicago: Rand, 2000.

### **Dictionary**

"Hard Rock." *The American Heritage Dictionary of the English Language*. 3<sup>rd</sup> ed. Boston: Houghton, 1993.

### **Works in a collection or anthology**

*In general, begin with the author of the work and the title, often in quotation marks unless it has been previously published as a separate piece. You may also include the original date of publication following the title of the work.*

Author's last name, first name. "Title of work." *Title of anthology*. Place published: publisher, copyright date. Page numbers.

Chekhov, Anton. *The Cherry Orchard*. Trans. Avraham Yarmolinsky. *Norton Anthology of World Masterpieces*. Ed. Maynard Mack. 4<sup>th</sup> ed. Vol. 2. New York: Norton, 1979. 1192-1230. 2 vols.

*For poems and essays, use quotations marks around the title of the poem.*

### **An Encyclopedia**

Author's last name, first name. "Title of article." *Reference book title*. Edition (ed.) or date.

One author

Landy, Tom. "Football." *World Book Encyclopedia*. 1991 ed.

No author

"Industrial Architecture." *New Caxton Encyclopedia*. London: Caxton, 1977.

### **Magazines, Newspapers, and other sources**

**Examples in this section are my own. Sources preceded by an asterisk come from:**  
Stanley, Deborah B. *Practical Steps to the Research Process for High School*. Englewood, Colorado: Libraries Unlimited, Inc., 1999.

### **Magazine Article**

Author. "Title of article." *Title of Magazine*. Date: page numbers.

Piore, Adam. "Digging Deep." *Newsweek* 6/13 Sept. 2004: 46-48.

### **Newspapers**

Author. "Title." *Newspaper*. Date: page number including section letter.

Murphy, Sean P. "Decisions on Status of Tribes Draw Fire." *Boston Globe* 27 Mar. 2001: A2.

**CD Rom** – *Treat it like its usual source, but add "CD Rom" before the publication information.*

**Author. "Information used". CD Rom Title. CD Rom. Publication information.**

\*Kumbier, William A. "Science Fiction." *World book 1997 Multimedia Encyclopedia*. Deluxe ed. CD-Rom. 1997 ed.

"Pimpernel." *The American Heritage Dictionary of the English Language*. 4th ed. CD-ROM. Boston: Houghton, 2000.

### **Film**

If you use a DVD, then replace the word Videocassette with DVD.

**Title. Dir. Name of Director. Perf. Major performers. Date of film. Videocassette. Distributor, Date of distribution.**

*Notting Hill*. Dir. Roger Michell. Perf. Julia Roberts, Hugh Grant. 1999. DVD. Universal Pictures International, 1999.

### **Television Program**

"Title of episode." *Title of Program*. Network. Local Station, broadcast date.

You can also add any relevant information about the director, writers, performers, or host.

"The Blessing Way." *The X-Files*. Fo. WXIA, Atlanta. 19 Jul. 1998.

### **Sound Recording**

*Begin with the composer, performer, or conductor (depending on your emphasis).*

Performer. *Title of work*. Pertinent artists. Manufacturer, date.

For a song on an album, use quotation marks.

Chapman, Tracy. "Paper and Ink." *Telling Stories*. Elektra, 2000.

### **A Painting, Sculpture or Photograph**

Last name of artist, first name. *Title of work*. Name of institution that houses the work (such as a museum) or individual owner, location.

Rembrandt van Rijn. *Aristotle Contemplating the Bust of Homer*. Metropolitan Museum of Art, New York.

### **An Interview**

*In general, begin with the name of the person being interviewed, followed by the type of interview, and the date. If the interview has been published or broadcast, add the title of the interview in quotation marks. The interviewer's name may also be added following the interviewee's name (Interview with \_\_\_).*

*Types of interviews: Personal interview, Telephone interview, E-mail interview.*

Prelutsky, Jack. E-mail interview. 10 Mar. 2004.

Gordimer, Nadine. Interview. *New York Times* 10 Oct. 1991, late ed.: C25.

### **Electronic Sources**

Examples in this section come from the following sources:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, 6<sup>th</sup> Edition*. New York: The Modern Language Association of America, 2003.

"Using Modern Language Association (MLA) Format." *Purdue Online Writing Lab*. 2003. Purdue University. 6 Feb. 2003  
<[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)>.

*For electronic sources you need the following information:*

The author or editor's name.

The title of the document in quotation marks.

The name of the web site.

The date of posting or revision (this may be the copyright date).

The name of the institution or organization affiliated with the site (often located at the bottom of the page).

The date you accessed the site (day abbreviated month year)

The full URL in brackets < >.

If the URL of your document is too long to cite, the main site may have a search page. You may cite the URL of the search page instead. For example, <http://www.jstor.org/search>.

If no author is given, start with the title of the piece, and use a shortened version of the title for parenthetical citations.

For further examples, please see the handout, "Basic Forms for Electronic Sources" from the following source:

"Using Modern Language Association (MLA) Format." Purdue Online Writing Lab. 2003. Purdue University. 6 Feb. 2003  
<[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)>.

### **Website—basic format**

*Name of Website*. Name of editor (if given). Date of Posting/Revision. Name of institution/organization affiliated with the site (if applicable). Date of Access.  
<electronic address>.

*Purdue Online Writing Lab*. 2003. Purdue University. 10 Feb. 2003  
<<http://owl.english.purdue.edu>>.

### **Page or Part of a Website**

Author(s). "Page Title." *Name of web site*. Date of posting/ revision. Name of institution/ organization affiliated with site. Date of access < electronic access> .

"Using Modern Language Association (MLA) Format." *Purdue Online Writing Lab*. 2003. Purdue University. 6 Feb. 2003  
<[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)>.

### **Online journal or magazine article—basic format**

Author (s). "Title of Article." *Title of Journal*\_volume. Issue (year): Pages/ Paragraphs.  
Date of access <electronic address>.

### **Online Image**

Artist if available. "Description or title of image." Date of image. Online image. *Title of larger site*. Date of download. <electronic address>.

### **E-mail (or other personal communications)**

Author. "Title of the message (if any)" E-mail to person's name. Date of the message.

### **Online Database (ProQuest)**

Author. "Title of Article." *Publication Name* Volume Number (if necessary) Publication Date: page number-page number. *Database name*. Service name. Library Name, City, State. Date of access <electronic address of the database>.

For our school, use: Paris, France.

### **ProQuest**

Kolata, Gina. "Scientists Debating Future of Hormone Replacement." *New York Times* 23 Oct. 2002: A20. *ProQuest*. ISP Library, Paris, France. 26 Nov. 2002  
<<http://www.proquest.com>>.

Michelle Holder, 2005.  
Modified, Emma Dornan, 2008.

## **How to reference your sources in the text**

Every time you quote or paraphrase something that you have read in a book, you must say so by referencing it. You can do this by footnoting the reference. However, the MLA (Modern Language Association) suggests you use the following format:

**Put the author's name and page reference in brackets after you have used his words, facts or ideas.**

e.g.

The SALT treaties avoided some of the key nuclear issues, such as MIRVs, and did not stop the countries developing new nuclear technologies (Gaddis 200)

**If you refer to the author directly in your text, you don't need to repeat his name in the brackets.**

e.g.

Gaddis has argued this point (200 – 201)

**You MUST reference every idea that is not yours. This does not mean referencing every sentence, for example:**

SALT did achieve some things in 1972, but it also left many problems unsolved. It failed to stop the arms race and the flow of millions of dollars into nuclear arms that each country hoped would never be used. It also showed up what seemed to be a visible imbalance between the nuclear arsenals of the US and USSR: something that would become problematic as the SALT 2 talks progressed and would affect public opinion at home in the US. (Gaddis 199-202)

**When referencing websites, put the title of the article in the brackets (the part you have put in quotation marks when citing the source in your bibliography).**

**Everything referenced in your text must be fully cited in your bibliography in the correct way.**

Helen Wenham, 2006.  
Modified, Emma Dornan, 2008.