

# Personal project guide (for use from September 2021/January 2022)

First eAssessment May 2022/November 2022

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**Middle Years Programme**  
**Personal project guide (for use from September 2021/January 2022)**

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## 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.

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## Purpose of this guide

Please note that the assessment criteria used in this material correspond to this Middle Years Programme (MYP) *Personal project guide* (published in 2021), and are for first use in final assessment in the 2021–2022 academic year (northern hemisphere) and the 2022 academic year (southern hemisphere).

This document provides the framework for the personal project in the MYP and must be read and used in conjunction with the document *MYP: From principles into practice* (May 2014), which includes:

- general information about the programme
- detailed information about approaches to learning
- advice that supports access and inclusion (including accommodations for students with learning support requirements)
- a statement on academic integrity.

In MYP publications, requirements appear in a text box like this one.

## Additional resources

Teacher support materials (TSMs) are available in the [programme resource centre](#). The TSM for the MYP personal project contains support for planning, organizing and completing the project. It provides examples of good practice, including information for supervisors and students, and timelines as well as student work with supervisor comments.

A range of publications that supports the MYP is available at the International Baccalaureate (IB) [store](#).

## Acknowledgments

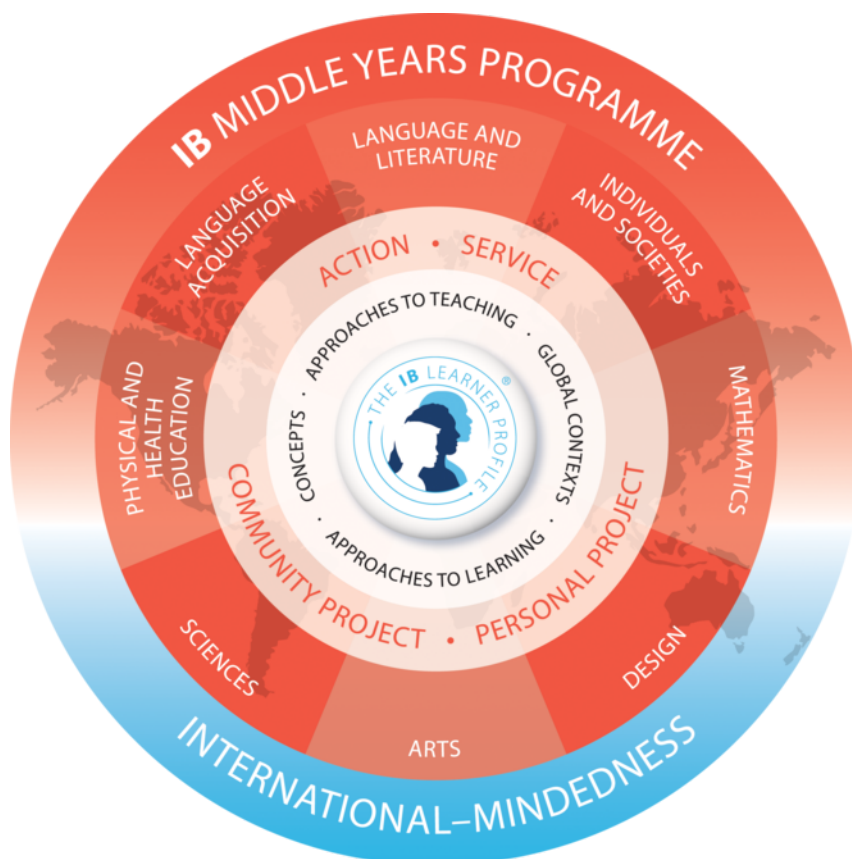
The IB gratefully acknowledges the generous contributions of IB World Schools and a global community of educators who collaborate in the development of the Middle Years Programme.



# Programme model

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

Figure 1  
The MYP model



The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds on the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**



- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

## Nature of the MYP projects

In this programme, the MYP community project and the MYP personal project are known together as MYP projects. MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.

At schools where the MYP ends in year 3 or 4, students **must** complete the community project.

At schools where the MYP includes year 5, students **must** complete the personal project.

However, schools offering a MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in both the community project **and** the personal project.

The MYP community project is dealt with in the *Community project guide*.

## Nature of the MYP personal project

As today's MYP students mature, they will be increasingly called on to shape the world that they inhabit. To prepare students for this responsibility, middle level education must cultivate students' motivation, agency and capacity for lifelong learning, as shown in the table:

Table 1

*The elements that a middle level education should cultivate*

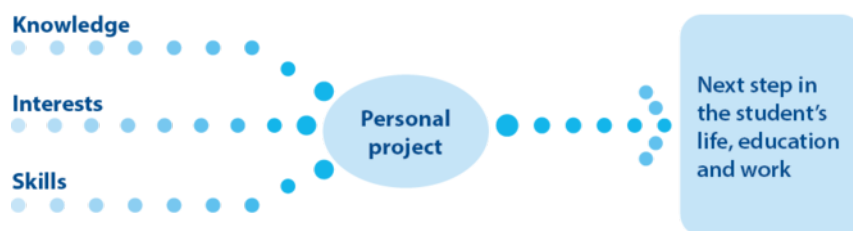
Motivation	Students explore an area that motivates and interests them.
Agency	Students set their own goal and choose how to achieve it. Students create their own articulation of what success will look like.
Lifelong learning	Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and/or their community.

The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

Figure 2

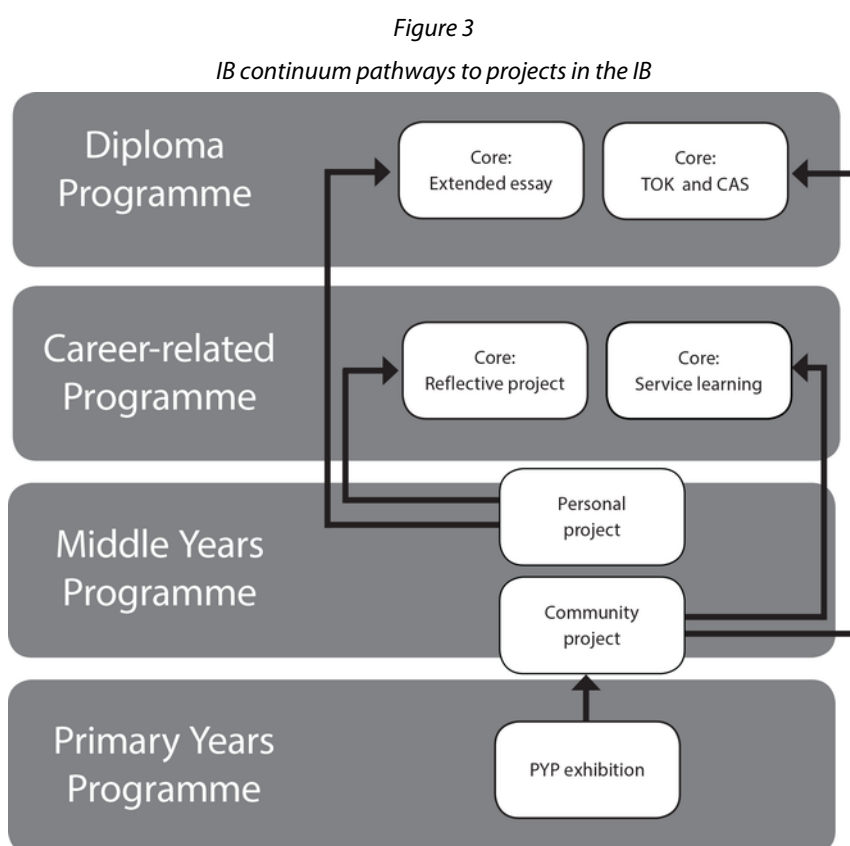
*The elements that make up the MYP personal project*



The personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

## Culminating experiences across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3 to 19. Figure 3 shows the IB continuum pathways to projects or culminating experiences across the four IB programmes.



Students completing the PYP will have experienced a broad and engaging curriculum that culminates with the PYP exhibition. This is an age-appropriate demonstration of learning involving inquiry into the world around them.

MYP projects prepare students for further education projects and presentations, such as those in the CP and DP. There are strong links between the MYP projects and subject-specific assessments in the DP, such as the global politics engagement activity, through the nature of the task and the presentation style of the report; however, MYP projects relate most directly to the cores of the CP and the DP.

The CP core comprises personal and professional skills, a reflective project, language development and service learning. The MYP community project supports raising awareness needs in the community, the application of ATL skills, the reflective nature of inquiry as the project progresses, and the language development required for an oral presentation as the culminating activity.

The DP core comprises the extended essay, theory of knowledge (TOK) and creativity, activity, service (CAS). The focus on service in CAS and the style of the TOK presentation are both mirrored in the service as action and the presentation of the MYP community project.

While the personal project enables students to pursue their personal interests further in the MYP, the DP extended essay enables students to pursue an academic interest through a research essay. The personal project is not necessarily a research essay; however, personal projects usually involve research, including the use and collection of information and sources.

The community project and personal project emphasize experiential learning, which is developed further in community and service in both the CP and DP. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.

# Aims

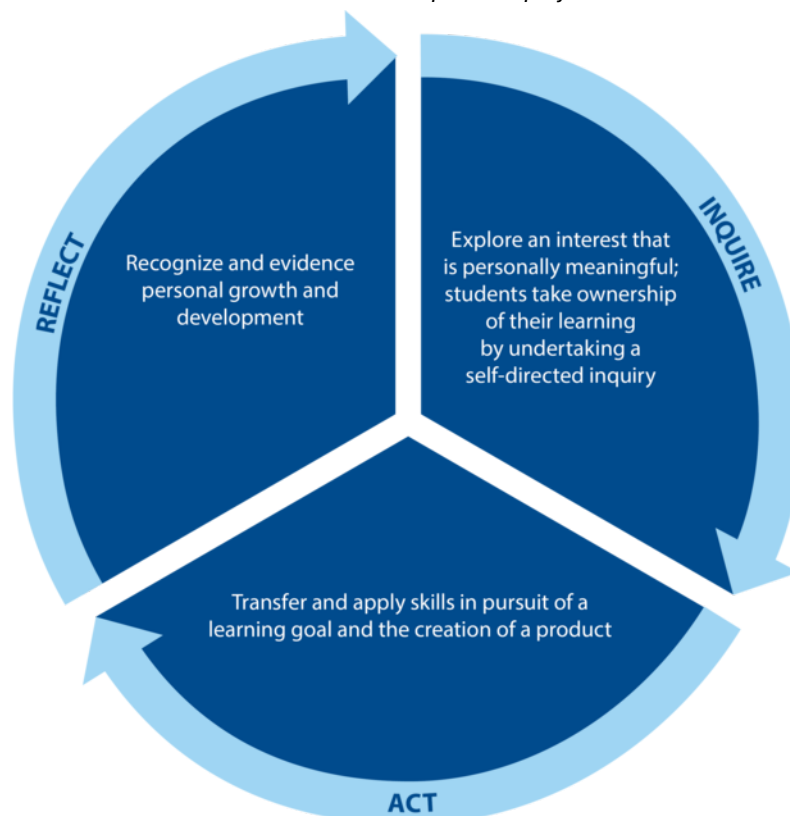
The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The personal project is an opportunity for students to:

- *inquire*
  - explore an interest that is personally meaningful
  - take ownership of their learning by undertaking a self-directed inquiry
- *act*
  - transfer and apply skills in pursuit of a learning goal and the creation of a product
- *reflect*
  - recognize and evidence personal growth and development.

Figure 4

The aims of the MYP personal project



The personal project consists of a process, a product and a report. Collectively, these interrelated components allow students to meet the aims of the project. Through the process of creating a product, students explore an area that is personally meaningful, take ownership of their learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. The product

provides a focus for exploring an interest that is personally meaningful, and a basis for recognizing and evidencing personal growth. Finally, preparing the report is an opportunity for students to engage in a structured reflection on the process and the product, allowing them to recognize and evidence their growth and development. While the report is the only component that is assessed, the report reflects both the process and the product.



# Objectives

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their studies.

## MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

### **Objective A: Planning**

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

### **Objective B: Applying skills**

Students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

### **Objective C: Reflecting**

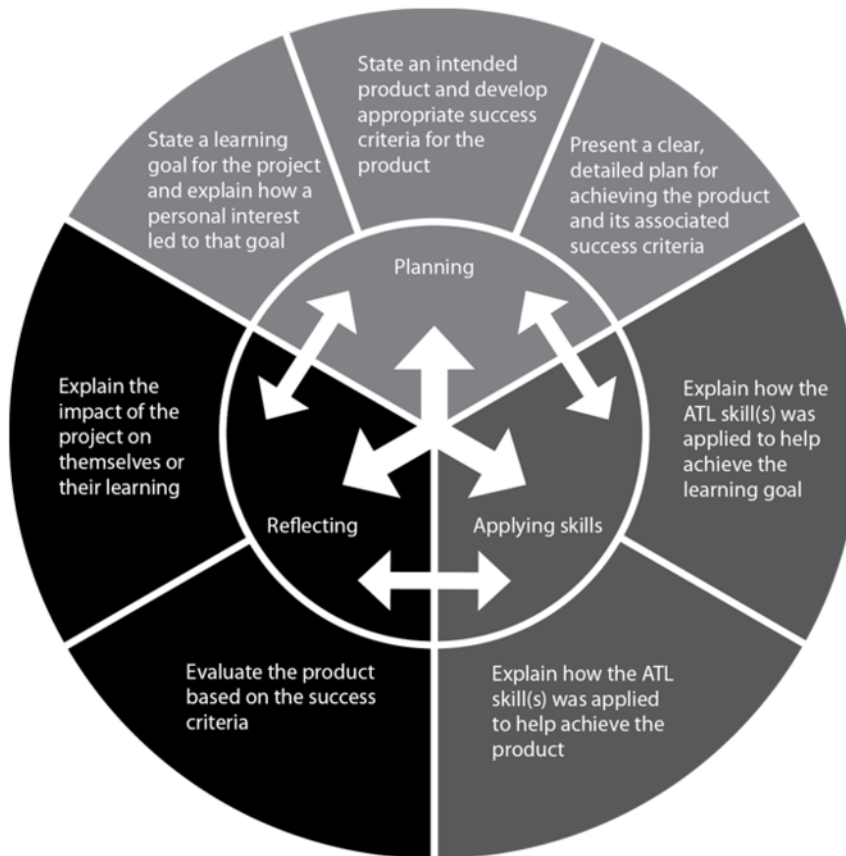
Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

## Visualizing the MYP personal project objectives

Figure 5

Visualizing the MYP personal project objectives



# Requirements

In schools in which the MYP finishes with year 5 of the programme, all students must complete the personal project, with the majority of their work undertaken in the final MYP year. Students are expected to spend a minimum of 25 hours on their personal project.

Schools must register all students in MYP year 5 for external moderation of the personal project. Schools may choose to offer students the opportunity to participate in both the community project and the personal project.

Schools must ensure that:

- the project does not form part of the curriculum for any subject group, although subjects may support the completion of the project
- all supervisors of the project are familiar with this guide and understand their roles and responsibilities
- the project is assessed and internally standardized by the supervisors in the school according to the criteria stated in this guide.

In addition, many MYP schools find it helpful to:

- communicate the requirements and objectives of the project to parents and external community experts
- involve the librarian or resource specialist in the organization of the project
- involve the school counsellor or mentor in facilitating the process of the project by supporting the academic and emotional needs of students
- organize showcase events to provide students with an opportunity to present their project to peers, teachers and parents.

## The role of staff

Schools should provide a structure in which the roles and responsibilities of staff supervising the MYP projects are defined.

Schools must allocate resources to supervise and coordinate the MYP projects.

## The role of the project coordinator(s)

The IB recommends that one or more project coordinators be appointed within the school to lead the implementation, organization and management of the projects in the school. This role can be fulfilled by the MYP coordinator or the school can appoint one or more personal project coordinators. The number of personal project coordinators appointed will depend on the size of the school and the number of students involved with the personal project. In schools where the MYP coordinator assumes responsibility for the personal projects, the allocation of extra time is often necessary for the role. As an alternative, schools may choose to assign the role to a different staff member.

Figure 6

*The role of the school community in the broader community*



The personal project coordinator requires the support of the community in general, and the pedagogical leadership team in particular.

To ensure sufficient supervision for students, schools may choose to involve all teaching and professional staff in supervising personal projects. Schools should take into consideration other responsibilities these staff may have, such as supervision of the DP extended essay or the CP reflective project, to avoid work overload.

Schools use a variety of methods for allocating supervisors to students, including:

- students approaching a supervisor of their own choosing
- supervisors choosing from a list of projects proposed by students
- schools assigning supervisors to students randomly or based on specific scheduling demands.

Table 2 shows the support to be given by personal project coordinators.

Table 2

***The responsibilities of personal project coordinator(s) to students and supervisors***

Responsibilities to students	Responsibilities to supervisors
<ul style="list-style-type: none"> <li>• Communicate the timeline for completing the personal project.</li> <li>• Communicate expectations and provide clarification as needed.</li> <li>• Facilitate the process of submitting the report, bibliography and academic integrity form.</li> </ul>	
<ul style="list-style-type: none"> <li>• Assign or facilitate the selection of a supervisor.</li> <li>• Explain the role of the supervisor in supporting the personal project.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide access to relevant guidance from the personal project guide and the TSM.</li> <li>• Facilitate the process of standardization and assessment.</li> <li>• Share or provide results of subject report and internal assessment feedback report for samples submitted for moderation.</li> </ul>

## The role of the supervisor(s)

The purpose of the supervisor is to support the student during the personal project, as shown in table 3. The systems that schools set in place for supervision of projects will vary according to the size of the school and the number of students participating in the personal project.

Table 3

***The responsibilities of a supervisor***

The supervisor's responsibilities are to:
<ul style="list-style-type: none"> <li>• provide guidance to students in the process and completion of the project.</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>• ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues</li> <li>• giving guidelines about the MYP project</li> <li>• providing a timetable with deadlines</li> <li>• providing the assessment criteria for the project</li> <li>• giving advice on how to keep and curate evidence of the process</li> <li>• emphasizing the importance of personal analysis and reflection</li> <li>• providing formative feedback</li> <li>• ensuring requirements for academic integrity are met</li> <li>• confirming the authenticity of the work submitted</li> <li>• assessing the MYP project using the criteria in this guide</li> <li>• participating in the standardization of the assessment process</li> </ul>

<b>The supervisor's responsibilities are to:</b>
<ul style="list-style-type: none"> <li>providing personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (IBIS).</li> </ul>
<b>Students should receive information and guidance that includes:</b>
<ul style="list-style-type: none"> <li>guidelines about the MYP project</li> <li>a timetable with deadlines</li> <li>the assessment criteria for the project</li> <li>advice on how to keep and use a process journal</li> <li>the importance of personal analysis and reflection</li> <li>formative feedback</li> <li>requirements for academic honesty.</li> </ul>

Supervisors will support students throughout the personal project. The section “The process” in this guide provides specific information about the project for both supervisors and students.

## The role of the library, media or resource centre

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the personal project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

## The role of the community

Many members of the community, both within and beyond the school, can support the personal project (see table 4).

Table 4

### *The role of the school and broader community*

Within the school	Beyond the school
The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.	Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, they do not assess the project. If schools use such a role, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment. Schools should refer to school policies and any legal requirements when using an external specialist, in the interest of student safety.

## Time frames for completing the personal project

Students are expected to spend approximately 25 hours on their MYP personal project. This time includes:

- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project.

Schools should develop realistic dates that identify important stages in the development of a personal project. Schools need to consider the balance of time needed for planning, completing the product and producing the report.

The list in table 5 may be helpful for schools when organizing the personal project.

Table 5

### *School considerations for MYP personal project time frames*

When organizing the personal project, schools should consider:
<ul style="list-style-type: none"> <li>• the number of supervisors required</li> <li>• the selection and training of supervisors</li> <li>• informing students about the project</li> <li>• timelines for supervisors and students</li> <li>• scheduling time for supervisors to meet with students individually or in groups</li> <li>• documentation for managing the project</li> <li>• library or information and communication technology resources for the project</li> <li>• internal standardization of the project</li> <li>• informing parents of the objectives and characteristics of the project</li> <li>• showcasing of the project at its conclusion.</li> </ul>

Project supervisors will need to work with students throughout the personal project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved or the stages of the project.

Because of varying scheduling demands, MYP schools may consider strategies such as:

- flexible scheduling within an extended time frame, allowing students to meet with supervisors and to share work in progress
- organizing “drop-in” sessions for students to meet with teachers from specific subject groups at different stages
- scheduling regular, specific times for collaborative work or meeting about the project.

Table 6 may help with the planning of the personal project.

Table 6

### *Planning the personal project*

When	What	How	Who
Preparation	Establish interim deadlines	The process	Personal project coordinator
	Prepare student handbook		
	Assign supervisors	Roles and relationships	



When	What	How	Who
Implementation	Introduce project to students		Personal project coordinator
	Students set learning and product goals	Setting a goal	Students, in consultation with their supervisor
	Students establish success criteria	Creating an action plan	
	Students develop action plan		
	Registration deadline Refer to <i>Middle Years Programme Assessment procedures</i> for specific date	Section B1 in <i>Middle Years Programme Assessment procedures</i>	Personal project coordinator
	Students apply ATL skills as they work towards their goal	Gathering and curating evidence	Students, in consultation with their supervisor
	Students document their process and collect evidence of the ATL skills employed in their process journal	Applying the ATL skills	
	Students evaluate the extent to which they achieved their product goal	Evaluating the product	
	Students select ATL evidence to include in their report	Gathering and curating evidence Applying the ATL skills	
	Students reflect on the impact of their project	Reflecting on the impact of the project	
	Students prepare and submit their report	Reporting the personal project Personal project objectives Personal project assessment criteria	Students, in consultation with their supervisor and the personal project coordinator
Assessment	Standardize and assess the personal project	Video about internal standardization	Supervisors and the personal project coordinator
	Prepare for submission of sample work	Section B6 in <i>Middle Years Programme Assessment procedures</i>	Personal project coordinator
	Submission deadline for teacher assessed totals Submission deadline for criterion level totals for sample candidates Submission deadline for sample projects	Section B6 in <i>Middle Years Programme Assessment procedures</i> ePortfolio user guide	

When	What	How	Who
	Refer to <i>Middle Years Programme Assessment procedures</i> for specific date		
	Results issued Refer to <i>Middle Years Programme Assessment procedures</i> for specific date	Section B8 in <i>Middle Years Programme Assessment procedures</i>	
	Communicate results to students and supervisors		Personal project coordinator and supervisors
	Access the internal assessment feedback report and the subject report		
	Reflect on the successes and challenges; discuss recommendations for next year		

## The language of MYP projects

### The language of the personal project

The MYP personal project will usually be developed and presented in the school's language of instruction. However, students should have the opportunity to report their personal project in their preferred language, which may or may not be their first and best language or the language of instruction of the school, when the following conditions can be met.

- The standards used in the assessment of such projects are the same as those applied to all personal projects in the school.
- The school develops a meaningful process for internal assessment and standardization.

If no professional in the school is able to supervise the student in the language of their choice, the school can choose a supervisor from the community. The health and safety of the student is paramount, and local regulations may impact supervisor contact time with students. When supervisors are based outside the school community, they must receive the same information as school staff. The external supervisor should meet with the student regularly and work under the direction of school staff.

How the school assigns supervision to students for the personal project should be decided within a context of long-term planning that is informed by the expertise of school staff and parents. Communication with parents on language planning and development should be part of ongoing school practice.

## Academic honesty

For MYP projects, students and their supervisors must use the *MYP projects academic honesty* form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

The form can be found [here](#).

Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be signed by the student and the supervisor on submission of the final report or presentation.

## Inquiry in the MYP personal project

The MYP personal project is a culminating example of inquiry because it reflects students' abilities to initiate, manage and direct their own inquiries.

The inquiry process in MYP projects involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product
- evaluating the product and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic as well as to develop an understanding of themselves as learners.

## Approaches to learning

MYP projects are culminating activities through which students present, in a truly individual way, their development of ATL skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing a MYP project over an extended period of time. Projects, essays and investigations carried out in the subject groups are important vehicles for helping students to develop the skills and attitudes needed to complete MYP projects.

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts.

Students will demonstrate how they have met the objectives through their report at the end of the personal project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.

## Objectives

### MYP personal project objectives

The objectives of the MYP personal project state the specific targets that are set for learning. They define what students should be able to accomplish as a result of completing the project.

Students **must** address **all** strands of **all** three objectives in the MYP personal project.

These objectives relate directly to the assessment criteria found in the “MYP personal project assessment criteria” section of this guide.

#### **Objective A: Planning**

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

#### **Objective B: Applying skills**

Students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

#### **Objective C: Reflecting**

Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.



## The process

### Gathering and curating evidence

Students are expected to document their process. In this way, students demonstrate their working behaviours and academic integrity. Students are not restricted to any single model for gathering evidence of their process; however, they are responsible for producing pieces of evidence that correspond to each strand of the three objectives (see table 7 for examples). Students may:

- use a process journal to document the development of their personal project but they are not required to do so. Students will be familiar with the practice of documenting the development of a project and can draw on techniques used to document the arts process journal, the design folder or similar workbooks in other subject groups, and may choose to employ some of those strategies to gather evidence
- use a range of tools, therefore generating evidence across a variety of platforms as they develop their project
- develop their own format and design, although schools can provide templates, such as those in the TSM, to support students' work.

The media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. If students choose to use a process journal, they are strongly advised to make digital copies of their journals or to transmit copies of their journals to an online storage site.

Table 7

*Guidelines for collecting evidence of the MYP personal project*

Evidence of the process is:	Evidence of the process is not:
<ul style="list-style-type: none"> <li>• gathered throughout the project to document its development</li> <li>• an evolving record of intents, processes, accomplishments</li> <li>• a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li> <li>• a record of interactions with sources, for example, teachers, supervisors, external contributors</li> <li>• a record of selected, annotated and/or edited research and to maintain a bibliography</li> <li>• a collection of useful information, for example, quotations, pictures, ideas, photographs</li> <li>• a means of exploring ideas and solutions</li> <li>• a place for evaluating work completed</li> <li>• reflection on learning</li> <li>• devised by the student in a format that suits their needs</li> </ul>	<ul style="list-style-type: none"> <li>• collected on a daily basis (unless this is useful for the student)</li> <li>• written up after the process has been completed</li> <li>• additional work on top of the project; it is part of and supports the project</li> <li>• a diary with detailed writing about what was done (unless this is useful for the student)</li> <li>• a single, static document with only one format (unless this is useful for the student).</li> </ul>

Evidence of the process is:	Evidence of the process is not:
<ul style="list-style-type: none"> <li>a record of reflections and formative feedback received.</li> </ul>	

Students show their supervisors evidence of their process at meetings. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

## Setting a goal

The personal project is truly personal because each student sets their own goal based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP, such as:

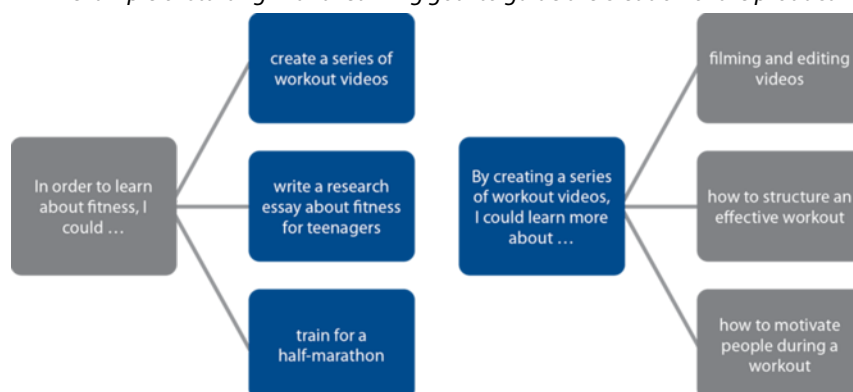
- a global context that they find particularly compelling
- a service as action experience that they would like to build on
- a unit of inquiry that they would like to explore further.

Similarly, students may set a goal based on an interest or hobby that they pursue (or would like to pursue) outside school. Students should set an overall goal that can be achieved within 25 hours.

The overall goal for the personal project consists of **two interrelated parts**: a product **and** a learning goal. The product is what students will create and the learning goal is what they want to learn. While some students might begin the goal-setting process with a product in mind, other students will begin with a learning goal from which they will decide what kind of product to pursue. The learning goal that students begin with could lead to a variety of different products, just as a product could relate to a variety of learning goals (see figure 7 for an example).

Figure 7

*An example of starting with a learning goal to guide the creation of the product*



Note that the product may be a tangible artifact such as a sculpture, film, story or model, or it could be a non-tangible result such as an awareness-raising campaign, learning to play a new piece of music or improving athletic performance. Students should be able to achieve the goal, including the learning goal and the product, and prepare the report in 25 hours. As such, students may need to revise their goal as they develop their action plan.

## Creating an action plan

Students will create an action plan for achieving their chosen product. This process is iterative: as students create their action plan, they will gain a sense of whether they can achieve the product within a reasonable time frame and they may revise their learning goal and/or product accordingly.

To create a detailed action plan, students should develop success criteria for their product and determine the necessary steps or actions that will be required to meet those criteria. This will also establish a foundation to explain whether or not the goal was achieved in the report.

The process of developing success criteria and establishing an action plan to meet the success criteria is likely to require some research. Similarly, students may need to carry out research related to their learning goal, which could be included as part of their action plan.

## Applying the ATL skills

Throughout the personal project, students should collect evidence of how they have applied the ATL skills.

This evidence may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- pictures, photographs, sketches
- screenshots of a blog or website
- self- and peer-assessment feedback.

At the end of the personal project, students will select **pieces of evidence** to demonstrate the ATL skills that have had the most impact on their project. One piece of evidence must support their analysis of how ATL skill(s) were applied to extend their learning goal, and another must support their analysis of how ATL skill(s) were applied to achieve their product.

Students may find it helpful to evaluate their product before selecting the examples of the ATL skills to include in their report.

## Evaluating the product

When students have completed their product, they use the success criteria that were developed early in the personal project to evaluate the extent to which they achieved their product goal.

This evaluation forms the basis for explaining the impact of the project and can also help students to select the evidence of the ATL skills to include in their report.

## Explaining the impact of the personal project

Because the personal project consists of a learning goal and a product, it can result in a variety of impacts on the student and/or the community (see table 8).

Table 8

*The possible impacts of the learning goal and product*

Possible impacts of the learning goal	Possible impacts of the product
Develops specific ATL skills	Meets a need in the community
Extends knowledge about an area of interest	Showcases the students' skills or abilities
Gains confidence by completing an independent project	

When reflecting on the personal project, it is important to remember that the process can have a positive impact even if the product is not successful.

## Reporting the MYP personal project

A *report* is a spoken or written account of something observed, heard, done or investigated. A report aims to inform as clearly and succinctly as possible. The MYP personal project report demonstrates a student's engagement with their personal project by summarizing the experiences and skills recorded throughout the process.

The report should be presented in identifiable sections following the MYP personal project objectives—planning, applying skills, and reflecting, as shown in table 9. The report must include evidence for all the strands of all criteria.

Table 9

*The personal project objectives and how they might be evidenced in the product*

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present <b>what</b> they did in their project.	Students show <b>how</b> ATL skills contributed to the learning goal and product.	Students report on <b>why</b> they did their project.
Students: <ul style="list-style-type: none"> <li>state a learning goal for the project and explain how a personal interest led to that goal</li> <li>state an intended product and develop appropriate success criteria for the product</li> <li>present a clear, detailed plan for achieving the product and its associated success criteria.</li> </ul>	Students: <ul style="list-style-type: none"> <li>explain how the ATL skill(s) was/were applied to help achieve their learning goal</li> <li>explain how the ATL skill(s) was/were applied to help achieve their product</li> <li>support the explanations with detailed examples or evidence.</li> </ul>	Students: <ul style="list-style-type: none"> <li>explain the impact of the project on themselves or their learning</li> <li>evaluate the product based on the success criteria</li> <li>support their comments with specific evidence or detailed examples.</li> </ul>
Examples of supporting evidence could include: <ul style="list-style-type: none"> <li>a list and/or diagram of interests and related learning goals</li> <li>a list of possible strategies to achieve personal and academic goals</li> <li>a diagram showing the connections between the learning goal and the product</li> <li>a series of steps leading to the completion of the product</li> </ul>	Examples of supporting evidence could include: <ul style="list-style-type: none"> <li>a series of inquiry questions (research skills)</li> <li>sample correspondence with the project supervisor (communication skills)</li> <li>screenshot of daily reminders or alerts to complete personal project tasks (self-management)</li> <li>reflection about resolving a conflict (social skills)</li> <li>summary of prior learning that is relevant to the project (thinking skills).</li> </ul>	Examples of supporting evidence could include: <ul style="list-style-type: none"> <li>evaluation of the product against the success criteria</li> <li>images showing key features of the product</li> <li>analysis of the causes for success and/or failure</li> <li>summary of new knowledge or insights related to the learning goal.</li> </ul>

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
<ul style="list-style-type: none"> <li>a timeline for completing short- and long-term tasks.</li> </ul>		

Please note that examples of supporting evidence are offered as suggestions and should not be understood as prescriptive or exhaustive. Students are encouraged to gather a variety of evidence throughout the development of their project so that they can select the evidence that best supports the claims that they make in the report.

The format of the report for the personal project can vary depending on the resources available and the interests of the students. Students should take into consideration learning preferences, personal strengths and available resources when deciding on the best format for the report. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria. The student's supervisor is responsible for providing guidance on the format of the report.

Students may submit their report and evidence in any combination of documents and recordings that fits within the limits outlined in the table below. Table 10 shows the maximum length of students' submissions.

Table 10

*The maximum length of student submissions*

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes
5 pages	and	10 minutes

When preparing documents and recordings, the following specifications should be noted:

- To ensure that the written part of the report is clearly legible, each page must have a minimum:
  - 11-point font size
  - 2 cm margins.
- Where a spoken report is submitted, the only evidence that will be considered for assessment is the audio itself, plus any supporting pages of documents. Visual aids (such as PowerPoint slides) may be used to support a spoken presentation, but these will not be considered as a constituent part of the submission for assessment purposes.
- Evidence presented in images must be clearly visible at the size submitted.
- The bibliography is uploaded separately and is not included in the page limit.
- Please do not include a title page; if included, it will count towards the page limit.

Oral, visual and multimedia reports must be recorded for internal standardization purposes and for possible submission for moderation. Supervisors must ensure that the quality of the recording is sufficient for submission to the IB.

Students should be able to achieve the goal, including the learning goal and the product, and prepare the report in 25 hours. Planning, drafting, rehearsing and preparing materials are all necessary steps, and students should be aware of the amount of time required to complete the report. Students should be careful to ensure that their report is a distinct component of the MYP personal project and is not simply a collection of evidence.

If a personal project involves group work, each individual student must create their own report, clearly demonstrating their contribution in all stages of the personal project. Further, each student must collect their own evidence of the process.

When submitting the report for assessment, students must also include the completed academic integrity form. This is not included in the page limit.

## Using assessment criteria

Assessment for the MYP personal project is criterion-related, based on three equally weighted assessment criteria (table 11).

Table 11

*The relationship between assessment criteria, objectives and marks*

Criterion	Objective	Maximum weighting
Criterion A	Planning	8
Criterion B	Applying skills	8
Criterion C	Reflecting	8

MYP personal projects **must** assess **all** strands of **all** three assessment criteria.

In the MYP, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each strand within each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for the personal project developed in year 5 of the MYP. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

The personal project coordinators and supervisors clarify the expectations for the MYP personal project with direct reference to the assessment criteria. Reference to the [command terms and their definitions](#) will help coordinators and supervisors to explain clearly what students are expected to know and do. This can be addressed in forms such as:

- a face-to-face or virtual discussion
- an information day
- detailed advice pages on the school intranet
- reference to assessed student samples of the personal project and/or other tasks.



# MYP personal project assessment criteria

## Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

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

### Definitions

Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.

Definitions	
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

## Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

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

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.

Definitions	
Explain	Give a detailed account including reasons or causes.

## Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

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

Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

## MYP personal project moderation

The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the supervisor's internal standardized assessment.

The term *moderation* refers to the checking and standardization of assessment. Adjustment of the results may or may not be required following the process, depending on the supervisors' understanding and application of MYP personal project assessment criteria.

### Requirements for assessment

The personal project report is assessed against the personal project criteria published in this guide.

The personal project **must** be the student's own work but the student's supervisor should play an important role supporting the student through the minimum of three meeting sessions that will be reported on the academic honesty form. It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the project and the assessment criteria at the strand level.

Supervisors should provide appropriate formative feedback that guides students in developing and improving their work. Supervisors are responsible for using principled professional judgment when determining the nature and extent of feedback they provide on students' personal project reports. As a shared standard of good practice, supervisors must provide only one round of formal feedback on candidates' project reports. It is appropriate to provide general guidance rather than extensive annotations, detailed edits or extended critiques.

To ensure fairness and to prevent undue influence, supervisors' feedback on personal projects must only advise students generally on how to approach and complete their work. Once students have submitted the final versions of their project materials for school-based assessment, they cannot be retracted or redone.

Supervisors must ensure that all student work submitted for external assessment is prepared according to IB requirements. In particular, students and supervisors are responsible for understanding all IB academic integrity requirements, especially those relating to authenticity and intellectual property. Supervisors must explain clearly to students and parents that all work submitted for school-based assessment—including MYP personal projects—must be the candidate's own authentic and individual work. Supervisors must use appropriate means to ensure that each candidate's work is, in their professional judgment, authentic. If a candidate does submit work for assessment that is not authentic, the school must follow its internal policy for dealing with academic integrity issues.

Plagiarism and collusion are serious breaches of IB regulations, potentially subjecting candidates to consequences for academic misconduct. In addition, inauthentic student work can distort assessment results and potentially disadvantage all students in the school's cohort by unfairly skewing its moderation sample.

When awarding criterion level totals, supervisors must base their judgment of student achievement entirely on the completed candidate work that is to be presented for moderation. Reported achievement levels should not be influenced by the supervisor's previous experience with the candidate or by work that is not represented in the candidate's materials submitted for the personal project.

If more than one supervisor is responsible for assessment, an internal standardization process should be used to ensure that all candidates are marked to the same standard. Supervisors are encouraged to keep a record of their comments about the candidate's project to explain the levels they have awarded—especially where marginal judgments are made—as they help the examiner support the supervisor's judgments. Supervisor comments should be uploaded with projects that are selected as part of the moderation sample.

## Personal project subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. They are the result of careful analysis of subject-group criteria and the general grade descriptors, and they have been written to capture and describe in a single descriptor the performance of students at each grade for MYP projects.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for the personal project in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process sets boundaries for the personal project for each examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice. These are shown in table 12.

*Table 12*  
**MYP personal project grade descriptors**

Grade	Descriptor
1	Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical thinking. Very inflexible, rarely shows evidence of knowledge or skills.
2	Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.
3	Produces an acceptable report. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical thinking. Begins to transfer knowledge and approaches to learning skills into the project.
4	Produces a good-quality report. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical thinking. Transfers some knowledge and some approaches to learning skills into the project.
5	Produces a generally high-quality report that demonstrates a thorough process. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.
6	Produces a high-quality report that demonstrates a thorough process. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
7	Produces a high-quality report that demonstrates a thorough process. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.

# Glossary

Terms	Definitions
Bibliography	An alphabetical list of every source used to research the project.
Criteria	Specific elements the personal project product must meet to be a quality outcome, as defined by the student.
List of references	An alphabetical list of only those sources that are cited in the project presentation or report.
Product	What students will create for their personal project. The product may be a tangible artifact such as a sculpture, film, story or model. The product may also be a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign.
Report	A spoken or written account of something observed, heard, done or investigated, which aims to inform as clearly and succinctly as possible.

## Command terms

Terms	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

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## Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

### Corrections for April 2023

#### **Throughout the publication**

Alignment of language with other IB documentation.

In line with the IB's diversity, equity and inclusion statement, the terms "he or she" and "his or her" have been replaced with "they" and "their", respectively.