



# The Baccalaureate School for Global Education

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## Incoming 10<sup>th</sup> grade students Summer Assignment for Personal Project

Student Name

*Please read the excerpts from the Personal Project handbook carefully.  
Using the information provided in the pages that follow, you must:*

- *Set up a Process Journal*
- *Write (or type) at least 10 entries (Goals and planning, collection of information & resources, reflection) in your journal*
- *Type up a topic proposal*
- *Complete Area of Interaction worksheets in this packet*
- *Type up a bibliography (which requires visits to a local library, Internet research, and reading at least one complete book related to your project).*

## Introduction

### ***What Is A Personal Project?***

As one of the requirements to successfully complete the International Baccalaureate's Middle Years Program (MYP) you must do a Personal Project this year. A Personal Project is just that, a project of your own choosing on a topic that is interesting to you that you would want to dedicate your own time and extra effort in order to produce something that you would be proud to present and share with the BSGE school community. Not only will it allow you to demonstrate your interest and initiative in a topic about which you are passionate, but it will also help you to develop the independence necessary for the completion of your coursework in the eleventh and twelfth grades. You will work on the project during much of first semester and part of second semester.

**The grade on your personal project will be recorded on your high school transcript.**

The personal project is an opportunity for you to:

- ✓ Do extended independent creative work in an area that you choose; that is of interest to you, and that you care about deeply.
- ✓ Demonstrate your understanding of the **areas of interaction** and their relationship to the work you decide to do
- ✓ Apply your Approaches to Learning skills and strategies
  - ❖ Independent work
  - ❖ Organization for a long term project
  - ❖ Communication in writing, revision, research, and creativity
  - ❖ Critical thinking and reflection about yourself as a learner

### ***Form and Structure of the Personal Project***

The project can take many different creative forms. It can be:

- ✓ an original work of art; painting, sculpture, movie, music, etc.
- ✓ an original science experiment, either in social sciences or "hard" sciences
- ✓ a piece of literary fiction, collection of short stories, poetry, novella, play
- ✓ an invention or specially-designed object or system
- ✓ the presentation of a developed business, management, or organizational plan (E.g. for an entrepreneurial business, a special event, or the development of a new student or community organization)
- ✓ A web-page, video or some other electronic presentation
- ✓ a written piece of work on a special topic (literary, social, psychological, anthropological etc.)

Whatever form the completed Personal Project takes, you must submit:

1. **A process journal**, which records your thoughts, decisions, plans, and actions throughout the time you work on this project. It is a record of your progress as you work on the project, a project "diary" of sorts. Much of the work you do on the other parts will come from the notes you take in your process journal. Detailed information about the requirements is included in this handbook.

2. **A Personal Statement**, which describes the process you underwent and an analysis of your inspiration, findings, and conclusions. A significant part of the assessment is based on the Personal Statement and thus, on a description of your process. The Personal Statement must be at least 700 words.
3. **The project itself**. This could be a video, a website, an event, a product, etc. If the project will be an essay or other piece of writing, it must be 1,500-3,000 words. Many projects, however, will include formal writing only in the Personal Statement.

### ***Group Projects***

Group projects are not allowed. Students may ask peers for assistance with their projects, but this assistance cannot be used as the basis for that student's project.

### ***When Will You Work On The Project?***

The majority of the Personal Project work will be **independently completed outside of school time**. There will be some time allocated during advisory to make you familiar with some of the requirements of the project and to allow you to get feedback from your peers.

### ***Role Of The Supervisor***

Once you have finalized a statement of goals and developed a plan of action, you will be assigned a Supervisor from BSGE's staff to support you through the process. You must have regular meetings with your supervisor (twice a month is good rule of thumb). You **MUST** bring your process journal to every meeting with your supervisor and write in it before and after the meeting. Your supervisor will make him/herself available to meet with you, but **it is your responsibility to take the initiative in organizing the meetings**.

**Your supervisor will be the primary assessor of your project.**

Your supervisor will follow your progress and will help you figure out how to answer any questions that come up. Your supervisor may not be an expert on your topic and is not expected to provide topic-related information but can point you in the right direction to find needed materials, resources, or information. You may seek guidance from experts in the field. Although your supervisor may be able to help, it is your job to seek out these experts if you need them.

## Process Journal

The process journal is an organized work “diary” in which you keep an ongoing written record of the following:

- ✓ Goals and Planning
- ✓ Resources and Information Collection
- ✓ Works in Progress
- ✓ Reflection

### **Types Of Process Journal Entries**

No matter how you choose to organize your process journal, you must enter in a variety of information into the journal. These entries fall into four general categories:

**1. Goals and Planning entries.** Some of your entries may include, but are not limited by:

- ✓ Inspiration and topic brainstorms, both in class responses and personal notes, webs, lists, thoughts and reflections.
- ✓ A copy of your Personal Project proposal
- ✓ By which area(s) of interaction is my goal / project inspired? (at least two areas, but not approaches to learning, which is applied in all projects)
- ✓ Short List of possible topics with commentary about reasons for choosing.
- ✓ Plan of Action. How will I get this done? What materials will I need? What resources? Interviews? Books? Where will I find the materials and resources I need?
- ✓ Statement of Goals: What do I envision my finished project to look like? What are the options to present my work? What materials and resources will I need?
- ✓ Calendars; Timelines; Schedules; Planners;
- ✓ Weekly to-do lists, Weekly goals, Weekly Questions to Supervisor; Check lists;
- ✓ Proof of plan: Did I follow my plan? Did I stick with my plan? Do I have proof that I followed my plan? How can I prove that I set goals and planned my project over time?

**2. Collection of information and research entries**

- ✓ Research notes (identified properly with page numbers)
- ✓ Interview notes (identified properly with date, time, etc)
- ✓ Highlighted information specifically used in project.
- ✓ Bibliography in MLA style (See Appendix.)

**3. Work in progress entries.** These entries should include any and all pieces of the final project that you work on throughout the process. These entries should include, but are not limited by:

- ✓ Sketches, Outlines, Storyboards, Models, Schematics, Blueprints, etc.
- ✓ Two or more drafts of the Personal Statement
- ✓ All Project revisions and edits, peer edits, supervisor edits, parent edits, etc.

**4. Reflection entries.** Your entries will focus on:

- ✓ Reflections on the process and goals: Some things that went well this week were.... Some things that did not go well this week were.... In order to fix what went wrong, I need to ...);
- ✓ Reflections on the information discovered: I was surprised by... because...;
- ✓ Reflections on self discovery & change: I am starting to think differently about ...; this project is causing me to change as a person, citizen, and /or student because....;

- ✓ Reflections on the choices made throughout the project: I have decided to .... but some alternatives I considered are....
- ✓ Reflections on meetings with Supervisor: Today's meeting was useful because...; my work with my supervisor could improve if I/he/ she...
- ✓ Reflections on self as researcher, writer, creator and learner: What am I learning about myself as a student? How do I learn best? How do I write best? What have I found to be the best ways to edit and revise my writing and project? Am I organized? Am I committed? Am I independent? Why or why not? How can I become more organized, committed, and independent?
- ✓ Reflections on the Areas of Interaction. How are the Areas of Interaction present throughout my project? Have I kept the Areas of Interaction "alive" throughout this process? Why or why not?

Also:

Reflection Questions relevant to the Goals and Planning aspect of the project:

- ✓ Do I have to carry out my own experiments? How will I accomplish this?
- ✓ Do I need to prepare, circulate and analyze a questionnaire or survey? How will I go about doing this?
- ✓ Do I need to visit museums? When? Where? How do I take notes?
- ✓ Do I need to refine my goals each week? How do I reflect on my goals regularly?
- ✓ Reflection Questions relevant to Collection of Information & Research
- ✓ Could I have gathered my information in a more organized manner? How?
- ✓ What are my sources? People? Books? Primary? Secondary? Which do I find more valuable in this project? Why?
- ✓ What choices do I make in incorporating the information, skills, or expertise I gained in this project? What could I improve on?
- ✓ What did I learn about myself as a researcher?

### ***Process Journal Organization***

You may use a bound composition book, binder, or if your project is art based, an art sketchbook to organize your process journal. The process journal **MUST** have a system of organization that is easily understood by people who may read your journal. Some organization suggestions:

**Chronological (recommended):** Entries into journal are organized by the date they were entered, performed, created, and reflected upon. Entries are then color-coded/highlighted by "type" of entries above (e.g. blue=Planning entry; red=Research/Collection of information, etc.)

**Sectional:** Entries placed into correct journal "sections" delineated with section dividers and labelled tabs. (E.g. you have a "Planning" section; "Goal" Section; "Research" section; "Draft" section, etc.)

**Hybrid (Please make sure that the structure is clear to supervisor!):** organized around a combination of Chronological & Sectional or around some specialized characteristics your project entails.

**IMPORTANT!** You must make at least two entries each week, for a total of at least 50 of the four types of entries. There must be no fewer than 5 entries of each of the four types. You must bring your process journal to each meeting you have with your supervisor.

## Areas of Interaction

The following excerpts from the MYP Personal Project guide may help you in your thinking about the **areas of interaction**. Write down project ideas as you read these selections. If you need extra space, use your process journal.

### ***Approaches to Learning (ATL)***

***How do I learn best?***

***How do I know?***

***How do I communicate my understanding?***

ATL is the key area of interaction in relation to the personal project. This area is concerned with the development of effective study skills, of critical, coherent and independent thought, and the capacity for solving problems and making decisions.

In their ***individual work***, students should develop:

- ✓ the ability to do methodical work
- ✓ a sense of achievement and self-discipline
- ✓ care for a job well done
- ✓ care for language and for adequate, precise vocabulary
- ✓ coherence of thought and expression
- ✓ self-sufficiency and responsibility.

In their ***social and cultural environment***, students should develop:

- ✓ the ability to communicate experiences
- ✓ team spirit
- ✓ an open-minded attitude towards the world and its peoples, and respect for their own culture and the culture of others
- ✓ a critical view of humanity and society.

The **aims** of ATL over the five years of the programme include:

- ✓ teaching working methods and instilling the intellectual discipline most favorable for the development of independent and coherent thought
- ✓ nourishing the student's ability to integrate acquired knowledge and personal experience
- ✓ consolidating and deepening the student's knowledge and awareness of study skills
- ✓ increasing the student's sense of individual and collective responsibility
- ✓ facilitating the structuring of coherent thought y developing the student's critical judgment of various ways of thinking
- ✓ developing the capacity for problem-solving and decision-making.

The personal project provides many opportunities for the student to demonstrate the skills and approaches developed in ATL over the length of the program.

**NOTE:** In your personal statement, you **must** make a connection between your project and *Approaches to Learning*.

## **Community and Service**

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

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

***How can I help others?***

Community service in years 1–4 may have opened the student's eyes to different realities. First-hand experience should have created an interest in finding out more about the issues and problems the student has witnessed and been involved in; the choice of the personal project can stem directly from this interest and sense of commitment developed over the four years. On the other hand, research and thought involved in the completion of a personal project may well provide valuable experience and knowledge to develop further an existing community service project.

Some of the skills, attitudes and values closely linked with this area of interaction are:

- ✓ an interest in today's world
- ✓ social awareness
- ✓ an altruistic attitude
- ✓ a sense of responsibility and self-esteem.

**Project Ideas:** write down ideas for a personal project that reading the description of *Community and Service* inspires in you. If you already have a topic, write down how it relates to Community and Service.

## **Health and Social Education**

***How do I think and act?***

***How am I changing?***

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

This area of interaction aims to educate the whole person and should prepare the student for a physically and mentally healthy life. It should also develop in the student a sense of responsibility for his/her own well-being and for the physical and social environment.

There are many issues in this area where the student may reflect and demonstrate understanding, exploring topics such as:

- ✓ hygiene, physical and mental health, nutrition, work, rest, exercise, leisure, alcohol, drugs, tobacco
- ✓ adolescence, emotions, family life, sexual issues
- ✓ consumer issues, peer influences, advertising, media, pressure groups
- ✓ interpersonal relations, self-respect, responsibility and respect for others, family and group relations, schools, peers

- ✓ health and legal services, social issues, safety, firearms, vandalism, poverty and delinquency.

**Project Ideas:** write down ideas for a personal project that reading the description of *Health and Social Education* inspires in you. If you already have a topic, write down how it relates to Health and Social Education.

## **Environments**

***What are our environments?***

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

***What are my responsibilities?***

The context provided by this area of interaction considers environments to mean the totality of conditions surrounding us. This area of interaction focuses on the place of human beings within a wide range of environments including natural, built and virtual. In their interactions, students will come to an appreciation and understanding of their effects on their environments.

- The **natural** environment includes all living and non-living things that occur naturally on Earth along with its systems, landscapes and resources.
- The **built** environment includes the settings for human activity, ranging from the large-scale civic surroundings to personal places, such as homes.
- The **virtual** environment includes electronic environments, Internet environments and the concept of personal space.

The word “environments” can refer to a vast array of complex and often controversial “green” issues. These issues, and the finding of solutions to them, are clearly important in the lives of all people. As students will be increasingly confronted with complex and controversial global environmental issues, this area of interaction provides opportunities for students to see these global issues in the light of local concerns, and vice versa. In the personal project the student may choose to explore issues such as:

- ✓ the roles our environments play in the lives and well-being of humankind
- ✓ the interdependence of human and other forms of life
- ✓ the consequences of human manipulation of the environment
- ✓ pollution and population growth
- ✓ the links between health and changes in the environment
- ✓ the nature and role of local and international organizations responsible for protecting our natural environments
- ✓ local, regional, national and international responsibilities
- ✓ the environmental choices and opportunities offered by technology
- ✓ the role of virtual environments in modelling our other environments
- ✓ the political responsibility of each individual.

**Project Ideas:** write down ideas for a personal project that reading the description of *Environments* inspires in you. If you already have a topic, write down how it relates to *Environments*.

## ***Human Ingenuity***

***Why and how do we create?***

***What are the consequences?***

The purpose of human ingenuity (formerly *homo faber*) is to develop opportunities for the student to appreciate the human capacity to invent, create, transform, enjoy and improve the quality of life. It therefore encourages the student to see the relationships between science, aesthetics, technology and ethics.

The personal project is a rich opportunity for students to engage in an extended piece of work which challenges their own creativity and thought in relation to issues of concern to themselves. The following themes could easily relate to this area of interaction:

- ✓ how systems or products develop and change over time
- ✓ ethical values through the ages
- ✓ the diversity of moral and aesthetic judgments
- ✓ the human capacity for change, and for reaction to changes
- ✓ the influence of men and women of genius
- ✓ great cultural and historical movements
- ✓ great scientific discoveries
- ✓ the impact of inventions and discoveries on society.

The personal project may be the best opportunity in the MYP for the student to use his/her creativity in the development and treatment of these ideas. Allowing the student sufficient scope for personal expression allows him/her to demonstrate human ingenuity.

**Project Ideas:** write down ideas for a personal project that reading the description of human ingenuity inspires in you. If you already have a topic, write down how it relates to human ingenuity.

## Annotated Bibliography

The Project requires you to collect and use a variety of outside resources. When you first begin to think about the project, you it is likely that use a number of resources that will turn out to not be useful later on, perhaps because you change the focus of your project or because you find more relevant resources. You must, however, ensure that by the time you get to your second draft, you have used a variety of resources that relate to the areas you explore in your project. Criterion B rests entirely on your ability to collect, use and correctly cite relevant sources. You should use books from the BSGE and local libraries, databases available through the Queens Library or New York Public Library, teachers who may also be interested in your topic or may guide you to someone else who is, your parents, other people, magazines and journals, etc. A search on Google or some other general search engine is appropriate only at the very first stages of your research.

Keep track of all sources in your process journal. When you have found a source of information and/ or inspiration, you will have to decide how useful it is. The list of sources in your report should only include those you have actually used, but your process journal should include all sources you have consulted.

Use MLA style to keep your records. Here are some websites you can go to for information:

- ✓ <http://citationmachine.net/>
- ✓ <http://www.easybib.com/>
- ✓ <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Style.html>
- ✓ [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)
- ✓ <http://www.bedfordstmartins.com/online/cite5.html>

Examples of citations in MLA:

- ✓ **A book:**  
Short, Kathy Gnagey, and Lois Bridges Bird. Literature as a Way of Knowing. York, ME: Stenhouse, 1997.
- ✓ **An article in a monthly magazine:**  
Kaplan, Robert D. "History Moving North." *Atlantic Monthly* Feb. 1997: 21+.
- ✓ **An article in a journal paginated by volume:**  
Cheuse, Alan. "Narrative Painting and Pictorial Fiction." Antioch Review 55 (1997): 277-291.
- ✓ **An online scholarly project or reference database:**  
"Gog and Magog." *The Encyclopedia Mythica*. Ed. Micha F. Lindemans. 2 Jan. 1998 <[http://www.pantheon.org/mythica/articles/g/gog\\_and\\_magog.html](http://www.pantheon.org/mythica/articles/g/gog_and_magog.html)>.
- ✓ **A film or videotape:**  
*The English Patient*. Dir. Anthony Minghella. Perf. Ralph Fiennes, Juliette Binoche, Willem Dafoe, and Kristen Scott Thomas. Miramax, 1996.
- ✓ **An e-mail message:**  
Schubert, Josephine. "Re. Culture Shock." E-mail to the author. 14 Mar. 1998.

✓ **A personal Interview:**

Stroud, William B. Personal interview. 21 Apr. 1998.

✓ **A painting:**

Matisse, Henri. La Ronde. Musuem of Modern Art, New York.

✓ **An experiment:**

Record the set-up, circumstances, etc. as you normally would in a lab report.

From a resource that you have gathered for your project, complete the annotated bibliography entry in the space below. Write the remaining bibliography entries in your process journal.

Topic:

Resource Type (circle):    book   newspaper   magazine    video   web site

MLA Citation:

What did you learn about your topic from this resource?

**Begin your annotated bibliography. This preliminary bibliography must include a minimum of three book sources, one of which you must read completely. The other two may be books you skimmed through or did not read in their entirety. You should use Internet, magazines, journals etc. in addition.**

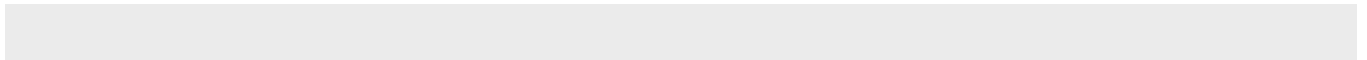
## Topic Proposal

After completing your research, it is time to pick your topic, and write a detailed proposal to be discussed in advisory during the first week of school. Use the prompts below to compose your thoughts for your final, typed proposal.

1. **Title**/Topic of Project:
2. What is the **goal** of your project?
3. What **guiding questions** will you ask to help you focus your work on this project?
4. What **two areas of interaction** have inspired your project? Briefly explain the connection.

5. Describe two (or more) **possible products** that may result from your project (i.e. community event, web site, essay, book of poems, etc.)

Write any **additional information** that you believe would be useful for your advisor to know about you or your project.



## Assessment

The following assessment criteria have been established by the IBO. Your mark for the personal project will be recorded on your transcript/ permanent school record.

<b>Criterion A</b>	Planning and Development	Maximum 4
<b>Criterion B</b>	Collection of Information/Resources	Maximum 4
<b>Criterion C</b>	Choice and Application of Techniques	Maximum 4
<b>Criterion D</b>	Analysis of information	Maximum 4
<b>Criterion E</b>	Organization of the Written Work	Maximum 4
<b>Criterion F</b>	Analysis of Process and Outcome	Maximum 4
<b>Criterion G</b>	Personal Engagement	Maximum 4
	<b>TOTAL</b>	<b>28</b>

The total will be converted to a 1-7 scale, which will be recorded on your high school transcript.

**Criterion A: Planning and Development****Maximum 4**

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

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

**Criterion B: Collection of Information/Resources****Maximum 4**

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.

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

**Criterion C: Choice and Application of Techniques****Maximum 4**

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 the 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	Large parts of the project are not relevant in terms of the goal that had been identified by the student. The techniques used are largely inappropriate and inadequately applied.
2	The techniques chosen vary in their appropriateness with some being applied to an acceptable standard in order to contribute to the achievement of the goal. The student begins to provide justification for the use of the chosen techniques.
3	The techniques chosen are generally appropriate and well applied to contribute to the achievement of the goal. The student provides some justification for the use of the chosen techniques.
4	The student has chosen absolutely appropriate techniques, provided specific justification for their choice and applied them effectively to achieve the stated goal.

**Criterion D: Analysis of Information****Maximum 4**

This criterion measures the students' abilities to analyse 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 below.
1	The personal project contains little reflection in terms of the goal and focuses on the chosen area(s) of interaction, and is largely narrative/descriptive. The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.
3	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued.
4	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision. The student consistently supports a truly personal response to the topic with arguments and evidence.

**Criterion E: Organization of the Written Work****Maximum 4**

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate) i.e. the report on a creative project, or the essay and the personal statement), and its internal structure and coherence.

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 poorly organized, lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is lacking in several respects.
2	The student has made some attempt at logical organization, and an attempt to respect the required structure of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is often appropriate.
3	The student has made a good attempt at logical organization, respecting the required structure of the personal project. There are some good links between parts of the personal project, and the presentation of the work is almost always appropriate.
4	The organization of the work is completely coherent with the required structure. Ideas are sequenced in a consistently logical manner with appropriate transitions. Overall presentation and neatness of the work are excellent.

**Criterion F: Analysis of Process and Outcome****Maximum 4**

Evidence of the students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. 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 weaknesses of the personal project at different stages of development?
- ✓ What would the student do differently next time?

Level of Achiev.	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 narrative summary or a superficial review of the development of the personal project in terms of the goal set at its start. There is little understanding of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
2	The student adequately reviews his/her personal project in terms of the goal set at its start. The student's review shows some reflection on different stages of the process including an adequate analysis of the quality of the product. The student's review shows some understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
3	The student consistently reviews his/her personal project in terms of the goal set at its start. The student's review shows significant reflection on different stages of the process including a good analysis of the quality of the product and shows a clear 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 thoroughly reviews his/her personal project in terms of the goal set at its start. The student's review shows excellent reflection on different stages of the process. The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents new perspectives emerging from the chosen topic.

**Criterion G: Personal Engagement (this is not moderated; the supervisor's mark stands)****Maximum 4**

This criterion focuses on an overall assessment of students' engagement and application of approaches to learning 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 behaviours 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 log books and process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours 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 little evidence of any of the required qualities and working behaviours.
2	The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviours.
3	The personal project is judged to be good in terms of most of the required qualities and working behaviours
4	The personal project is judged to be outstanding in terms of the required qualities and working behaviours.

## Checklist

### 1. *Process Journal*

Two entries each week, for a total of at least 50 entries overall, with no fewer than five of each of the following types of entries, an organized, easy to follow format

#### **A. Planning and Goal Development** \_\_\_\_\_ # of entries

- Topic Brainstorming & Discovery (in class and personal notes from Summer)
- Personal Project Topic Proposal sheet (pasted in)
- Topic refining and clarifying
- Initial Plan of Action and Goals
- On-going Goals, Schedules, To-do lists, Calendars, evidence of continual planning
- Notes on areas of interaction in terms of Goals and Planning
- Notes with questions to supervisor.

#### **B. Collection of Information & Research** \_\_\_\_\_ # of entries

- Bibliography in MLA style.
- Notes on all resources (properly identified)
- Highlighted information used in final Project.

#### **C. Works in Progress** \_\_\_\_\_ # of entries

- Outline
- Sketches, storyboards, blueprints, schematics, designs, photos etc.
- Drafts with proof of editing, revisions, and/or re-formatting.

#### **D. Reflections** \_\_\_\_\_ # of entries

- Reflections on process and goals, choices made, obstacles, solutions, etc.
- Reflections on information discovered
- Reflections on meetings with Supervisor
- Reflections on self as researcher, writer, creator, and learner
- Reflections on self discovery and change throughout project
- Reflections on how the Areas of Interaction are present throughout the process
- Reflections relevant to Goals and Planning
- Reflections related to Collection of Information and Research.

### 2. *Personal Statement*

- Well edited
- Proof of revision
- Follows guidelines.

### 3. *Final Presentation*

- Project is complete and ready to present to public
- You have assessed your project and one other project against the criteria.
- Have date, time, and resources necessary to present project to school community, including peers, parents, teachers, and students.