Structure of the personal project report

The report must include:

1. Title page;
2. Table of contents;
3. Body of the report;
4. Bibliography;
5. Appendices.

1. The Title page must include the following.
   - Student name, US History Teacher, English Teacher, and Supervisor
   - Title of the project
   - Length (word count)
   - School name
   - Year

2. Body of the Report

Criterion A (Investigating)
Define goal, global context, demonstrate research skills, selection of sources
Investigation

- What Global Context was the context for your project? Why did you generally choose that Global Context? What specific features of the Global Context did you intend to focus upon in your project and why?
- What personal interest topic did you select? Why did this topic interest you? How much prior experience or understanding of this topic did you have? How does this interest or topic directly relate to your chosen Global Context?
- What inquiry question did you design from the Global Context and topic? What process did you use to decide on your inquiry question? Why is your question one that requires more than a simple answer? How can someone recognize the
Global Context in the question? How do they recognize the topic in the question?

Criterion B (Planning)
Action Plan, criteria for project, self-management skills
Planning

- What goal did you set for your project? What specifications did you put in place to help you successfully complete your investigation and your project overall?
- What resources did you investigate for your project? Why did you choose them? Were some resources better than others? Did you have any difficulties finding or using resources?
- What printed resources did you use? Why did you use them? Where did you find them? How easy were they to obtain? What was valuable about them?
- What electronic resources did you use? Why did you use them? How did you access them? How easy were they to access? What was valuable about them?
- What human resources did you use? Why did you use them? How easy were they to meet or talk to? What was valuable about them?
- How did you make your choices about what information to use and what to discard? How did you evaluate your sources

Criterion C (Taking Action)
Product/project shows response to goal, global context, demonstrate thinking and communication skills
Taking Action

- What exactly did you do to complete your project? What decisions did you make based on the information you discovered? How did you solve problems? How did the information affect your choices?
- Were there any specific techniques you developed as a result of your investigation?
- Did you adjust or alter your original goal as the project developed? If you made changes, why did you make the changes? Do you feel that you successfully achieved your goal?
- Did you have to alter your specifications much during the process? Explain how effective your specifications turned out to be overall and evaluate your product.
- What level of achievement would you award your product or outcome based on your specifications? Does your supervisor agree with this?

Criterion D (Reflecting)
Evaluate project/product against criteria, reflect on how the project, extended knowledge and understanding of the topic and global context.

Reflecting
- What exactly did you learn from your investigation? What was your response to your inquiry question? How did you reach your conclusion or hypothesis or point of view or expression of ideas? What aspects of your investigation really helped you to reach a better understanding of your topic?
- What new understanding do you have the area of interaction you chose to use as the context for your project? How did the area of interaction context give you a different or better understanding of your topic?
- How well did you do the project, according to your self-assessment? What did you feel you did well? What would you improve next time you do a similar project?
• What specific skills did you need to develop/apply to investigate and complete your project? What new skills did you learn, or what existing skills did you improve?

• What format did you use for your Journal and why was it your preferred format?

• What did you learn about yourself as a person through undertaking the project process? Which of the Learner Profile qualities did you find yourself exhibiting at different times and why? Have you improved in any of these qualities?

• What action should be taken by yourself and others as a result of what you discovered through your investigation? Why should that action occur? How might that action be implemented?

• Final comment about your experience with the project?

3. Bibliography

4. Appendix

Length of the report

The length of the personal project report must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography.
How will I be assessed? Here is an example of the rubric used by your supervisor and teachers

<table>
<thead>
<tr>
<th>Criterion</th>
<th>What you are looking for</th>
<th>Where evidence is found</th>
<th>Student Points</th>
<th>Max points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective C: Taking action</td>
<td>Does report shows thinking and communicating skills? Is the Product / Project connected to goal, criteria, and global context?</td>
<td>Report Conversation with Supervisor</td>
<td></td>
<td>8 points</td>
</tr>
<tr>
<td>Objective D: Reflecting</td>
<td>How has project expanded your IB learning and thinking? Evaluate product/project with the established criteria.</td>
<td>Report Journal Conversation with Supervisor</td>
<td></td>
<td>8 points</td>
</tr>
</tbody>
</table>

The total number of points is 32. A student must earn at least a 16/32 on the project to participate in the project exhibit and earn the .25 elective credit. The student must have at least a 16/32 if they are planning to be on the honor roll. A score below 16 on the project will keep the student off the honor roll regardless of the student’s G.P.A.

The student must earn a 22 /32 points to be eligible for the MYP Achievement Certificate.