

Lakeshore School



Personal Project Information Pack

2017-2018

Name: _____

1. About the Personal Project?

Have you ever wanted to build a musical instrument? Do you have a secret passion to write a play? Now is your chance! Your Personal Project is *your* project to do what *you* want to do, to show the skills you have developed over the years in your subjects and through personal experiences and to apply them to a chosen goal.

Completing a Personal Project is one of the requirements to successfully graduate from Lakeshore School. 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 effort in order to produce something that you would be proud to present and share with the LS and/or the outside community.

Remember, you will be working on this project for an extended period of time, and your grade for the Personal Project is as important as any subject grade, so it needs to be something you *really* want to do. If you choose the right Personal Project, it will give you the opportunity to share with others something that is of great interest to you as an individual and also show some of what you have learned as a result of being a student at LS.

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.
- Apply your own approach 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 the entire process

What type of Personal Project can you do?

Depending on your goal, you might choose one of the following types of projects:

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

Written Report and Journal...

A written report accompanies all projects. The journal kept for the duration of the project is the basis for this report. Information included in the report is:

- information on your choice of product and the production steps
- the inspiration, research and influences guiding your work
- a description of the various characteristics, aspects or components of your work
- an account of the special challenges or difficulties you encountered and solutions you chose
- your own assessments of both the process and the product with regard to the initial goal(s)

All Personal Projects should:

- have a clear and achievable goal
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organise and plan
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- be entirely your own work—authenticity is very important!

Personal Projects must not:

- be part of any previously assessed course work

Can you do your project with your friend?

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.

Your project may involve others (for example, if you are directing a play, organizing an exhibition, or starting a new student/community organization). Remember, however, that your own contribution must be central to the event, and clearly visible. It is **your** work that will be assessed.

When will you work on your Personal Project?

The majority of the Personal Project work will be independently completed outside of school time. There will be some time allocated to make you familiar with some of the requirements of the project and to allow you to get feedback from your supervisor or peers. Work periods will also be provided when time permits.

2. Personal Project supervisors

Once you have submitted your PP proposal at the beginning of November, a staff member or community member will choose to act as your supervisor. Supervising staff members will look at every student's plans and will choose a project (or projects) to supervise based on their own personal interests. Staff members will not know with whom they are working until after they have committed to

a project idea. This way you can feel confident that your supervisor is interested in your topic and will have the necessary background to provide you with guidance and expertise, as needed.

Your supervisor will follow your progress and will help you figure out how to answer any questions that come up. Your supervisor will advise you throughout the project, meet you regularly (once a month is a good rule of thumb) and make sure you complete the various stages of the project according to the deadlines. Your supervisor has an active interest in your topic and he/she is there to help and guide you. 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 decide to have another person from outside who can give you more expert help. Although your supervisor may be able to help, it is your job to seek out these experts if you need them.

You **MUST** bring your project journal to every meeting with your supervisor and write in it before and after the meeting. Your supervisor will make him or herself available to meet with you, but it is your responsibility to take the initiative in organizing the meetings.

3. Project Journal

One of the key components of the Personal Project is a 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”. Your journal should reflect the journey you take as you strive to complete your Personal Project. This journal should be kept regularly, during the development of the project, to record progress honestly, noting thoughts, ideas, decisions, feelings, and reflections. Your first entries should reflect *how* and *why* you chose your topic. The following entries will record your *initial thoughts for an outline* and discuss possible resources. Much of the work you do on the other parts will come from the notes you take in your journal:

- goals and planning
- resources and information collection
- works in progress
- reflection

You are responsible for creating and maintaining your journal. The format and how you present your journal (see *Organization of Project Journal*) is your decision, but remember that you must bring your journal to each meeting you have with your supervisor.

Types of Project 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

- Inspiration and topic brainstorms, both in class responses and personal notes, webs, lists, thoughts and reflections.
- 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? Attach your Topic Theme and Approach Plan form to your Journal.
- A copy of your Personal Project proposal

- By which **subject area(s)** is my goal / project inspired?
- Short list of possible topics with commentary about reasons for choosing.
- 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

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 may include:

- Sketches, outlines, storyboards, models, schematics, blueprints, etc.
- 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 goal. Have I focus on the final goal or outcome during this process? Why or why not?

Some examples:

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?

Organization of Project Journal

You may use a notebook, ring binder with dividers or, if your project is art based, an art sketchbook to organize your project journal.

The process journal MUST have a system of organization that is easily understood, not only to yourself, but allows any person browsing through your journal to find information easily, follow your train of thought, and/or see the planning and follow-through of that planning. Your journal may be:

A) Chronological

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

B) 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.)

4. Development of the Personal Project

The development of the Personal Project will include the following stages:

- exploring and choosing themes and topics with a focus on a clear outcome.
- planning the project
- gathering the necessary material
- working on the project
- using a process journal effectively
- presenting the outcome

Choosing the topic/theme and approach

Any project will involve an important phase of investigation or research. You should discuss ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do.

It is also important that you have a discussion with project coordinators about your choice to see whether or not your intentions are realistic. This may be the first time you have been asked to do a

significant independent investigation. Your topic or theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopedia, or on the Internet. It should be a topic or theme that you really want to explore, and that will allow you to reflect on and analyse ideas to express a personal point of view.

It is important that you keep the goal of your Personal Project in mind continuously, although the goal could be modified in the light of experience gained during the process.

Planning the Project

The next part of the process is to plan the steps towards completing your Personal Project. You should write an outline of your main ideas, guided by a “mission statement” of your aim. The purpose of the outline is to:

- ***define*** the investigation
- help in the choice of ***appropriate source/material***

Ask yourself the following questions:

- Where do I find the necessary material?
- Who has information about my topic?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit museums?
- Do I need to interview individuals?

You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgement about their relative usefulness.

After checking that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order in which these tasks have to be undertaken. Once your list of sources is complete, start gathering the material. Expect changes to your plan. Use multiple colours if needed and try to be as neat as possible.

Collecting the necessary material

When you have found a source of information or inspiration, you will need to decide how useful it is. The list of sources in your report should only include those you have actually used.

<p style="text-align: center;">Remember to keep the goal of your project in mind! This will help you to select what is useful and relevant.</p>

Always write down the source of your material. This information will vary according to the type of source consulted.

- A book: record the author(s), title, edition, series, bibliographical address (city, editor and date of publication).
- An interview: record, for example, the name, address and function of the person.
- An experiment: record, for example, the apparatus and the circumstances.

- A work of art: record, for example, the name, artist or other reference (such as the location of a gallery or museum).
- An Internet site: record the address, the name of author and the date of publication.

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

Working on the Project

Depending on the nature of your project, you will need to reflect on, analyse, criticize and synthesize the material in a constructive way. You may also have to change your original plans in the light of circumstances or new information. Consult your supervisor regularly.

You must keep a process journal containing all your thoughts, decisions and actions. This is a document that allows you to record your progress as you work on the project. It must be completed honestly and regularly to show you how your project is developing. It can be used to show your supervisor the rate and direction of progress being made. It will also guide you as you write your project report.

Submitting your proposal

In November, after you have chosen your topic/theme and approach (PP Coordinator will have helped you with this), have clarified your main ideas and aim, and have ascertained that you have access to sufficient and varied resources, you are ready to write and submit your proposal. Your proposal must be on the *Personal Project Proposal* form and submitted to your PP Coordinator by the 7th of November. Once your proposal has been submitted, the Personal Project committee (parents, teacher, project supervisor) will review your form. If the committee feels your proposal is too vague or unacceptable, they will return it to you for modifications.

<http://www.ibo.org/programmes/middle-years-programme/curriculum/myp-projects/>
<https://www.slideshare.net/PakLiam/gjis-ib-myp-personal-project-sample>

Presenting the outcome

Towards the end of the Personal Project you will need to think carefully about how you should present it. You must always consider your presentation from other people's perspectives: perhaps you and your school will want to exhibit the outcome.

The nature of the presentation will vary depending on the type of Personal Project. However, all Personal Projects must include a structured piece of writing. Please refer to the structure described in this guide to help you in the organization of your content.

Useful ideas

- Always assume that the people who will look at your Personal Project know little or nothing about the topic.
- Use drawings and pictures when necessary, for example, if they add to the clarity or creativity.
- Have a look at the examples of Personal Projects that other students have done and see how they have presented their ideas. Discuss the final structure you propose to use with your supervisor before you start work on it. You could also perhaps ask other students for their opinions. Remember, however, that your Personal Project is **your** piece of work.

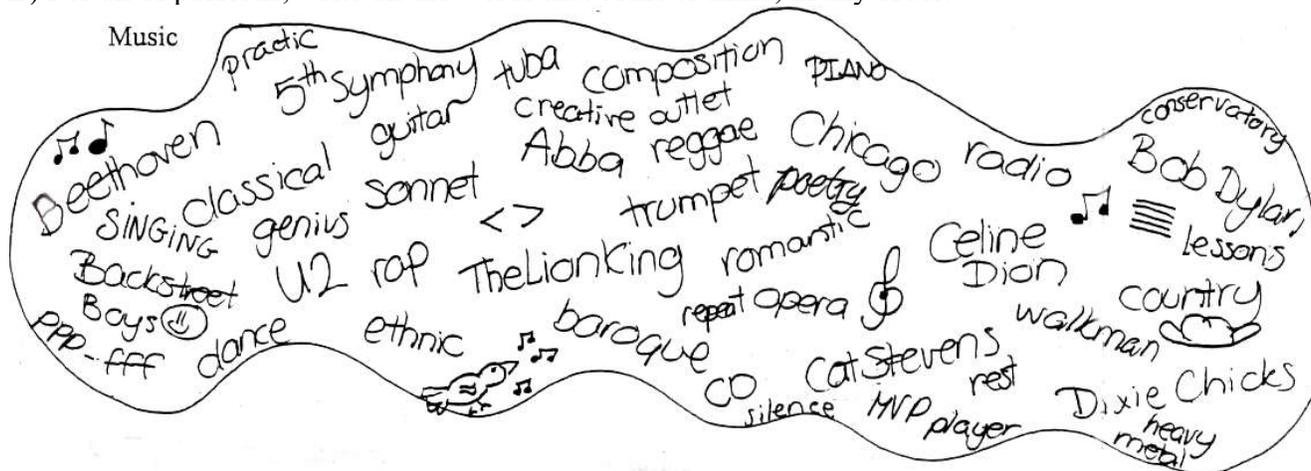
5. Getting Started

Step 1: Brainstorm

The answers to section A) to E) should be recorded in your journal. See *My Topic/Theme and Approach Plan* in your Student Diary.

A) What inspires you in life? What are your passions? What do you enjoy doing in your spare time? What are the things you do really well?

B) For all of passions, write all the words that come to mind, in any order.



C) Try to classify those words into 3 or 4 categories.

People and Works	Styles and Technique	Musical Terms	Other
Beethoven	classical	radio	conservatory
Abba	baroque	trumpet	lessons
Mozart	composition	MVP player	practice
U2	sonnet	guitar	genius
Bob Dylan	heavy metal	CD	rest
Cat Stevens	romantic	walkman	dance
The Lion King	ethnic	tuba	birds
Chicago	reggae	ppp-fff	creative outlet
5th Symphony	country	piano	silence
Dixie Chicks	opera	repeat	poetry
Backstreet Boys	rap	treble clef	
Celine Dion		staff	

D) Do you see any trends or patterns that you could use as a project idea?

E) If you can't see any, don't worry, be patient! Do the exercise again with your other passions and eventually you will find a trend that will give you a good idea.

Step 2: Take a Break

Forget about the whole thing for 24 hours.

Step 3: Get Advice

Talk with as many people as you can (parents, friends, teachers) about the ideas you are considering. Once you decide on your theme and area that is of interest to you, you need to determine the precise subject that you will work on. If you are stuck, try eliminating unsuitable ideas until you are left with the best one. Give a possible title to your project.

Write a Topic/Theme and Approach Plan using the form provided and show it to Project coordinator.

Step 4: Find Resources

Try to find at least eight (8) reliable resources on your subject. Also, see if there is an expert outside of school who is able to assist you. Write these resources in your Journal.

Step 5: Goals and Focus points of the Personal Project

Project Ideas

1. Write down some project ideas. Be creative, be different; take a risk. You can read more about the Areas of Interaction on p. 7-8 in this guide.
2. The Personal Project could take many forms such as a website, an event, a product or an essay. It is important to consider your goals as you think about what form the project could take. Write down some ideas as to how you would present your project. Be creative, be different; take a risk!

Now it's decision time! Your Personal Project:

Your Topic:

Guiding question:

Description of Product:

Step 6: Write the Proposal (including checkpoint timetable)

Prepare your project proposal according to the guidelines given on the following pages. Turn in your proposal to your Project Coordinator by November 7th

Guidelines for your Proposal

You will need to provide a proposal for your Personal Project, a brief outline of your ideas and the information you have collected so far.

Your proposal must:

- Be typed in 12 point font

- Be double spaced to provide room for feedback and notes
- Have clearly indicated subheadings

Your proposal must contain:

- A cover page which clearly indicates: Name, topic, title, date
- A written section which covers the following points:
 - Introduction to your chosen subject and a list of 10 key facts that you have already learned about the theme.
 - A 150-word paragraph that explains how you can link your chosen subject to the focus outcomes..
 - A 150-word paragraph that explains your reasons for choosing the subject and how you first became interested in this topic (An event? An experience? A trip? Community work? Leisure?)
 - A 100-word paragraph that discusses the “thesis statement” What questions will you ask to develop the focus of your project? What do you want to prove or demonstrate? What type of solution are you looking for?
 - Description of one or two forms that the Personal Project could take (e.g. community event, website, book of poems, etc.)
- Proof of research (This can be a photocopy of one of your resources in which you have underlined key points.)
- A bibliography of at least 5 different sources: books, magazines, interviews, newspaper articles, websites...
- A list of abilities or experiences you already have that you believe will be useful to you as you try to complete this project.
- Self laid out checkpoints between November 1 and project completion

Step 7: Set off to Work!

Make time in your schedule to work on your project regularly. Students who procrastinate always regret the fact that they didn’t roll up their sleeves early enough.

6. Writing Your Personal Project Report

Your Personal Project report is the final outcome of the many hours you have spent working on your project. You will find that your project journal will prove invaluable in the writing of your report. Follow the suggestions we have to fulfil the criteria.

Before sitting down to write your paper, you should know how it will be structured. Follow these guidelines for a uniform paper.

Structure of the Report

- i) **Title page**
- ii) **Contents page**
include appendices, and photos of your final product, if appropriate

- iii) **Introduction**
 Define the goal of the project
 An explanation of how your goals reflect the chosen Focus Outcome
 A **brief** outline of the process you followed
- iv) **Description of the Process**
 Describe the process, including planning of production steps, the characteristics, aspects or components of the work
- v) **Analysis**
 Describe the inspiration, research and influences guiding your work
 Findings and decisions made
 The resulting product and the process in terms of the goal and its focus on the Area(s) of Interaction chosen
- vi) **Personal Statement**
 Evaluation where you reflect on the impact of your project and new perspectives that could be considered = (300-500 words)
- vii) **Evaluation**
- viii) **Conclusion**
- ix) **Bibliography**
- viii) **Appendices** (if needed), photographs, questionnaires, etc.

You should include the following in your report:

- ➡ Information on the **choice of product and the production steps**
- ➡ The inspiration, research, and influences guiding the work
- ➡ A description of the various characteristics, aspects or components of the work
- ➡ An account of the special challenges or difficulties encountered and solutions chosen
- ➡ A self-assessment of both the process and the product with regard to the initial goals.

Personal Statement

Many of the assessment criteria are based on the Personal Statement (=analysis of process and outcome), which describes the process you underwent and an analysis of your inspiration, findings, and conclusions. You might find that the project itself fails. This could happen, for example, if you invent a machine that does not work, or plan an experiment that you are not able to conduct fully. You could still get a very high mark on the Personal Project if you are able to analyze the problems well in your Personal Statement. The information you need for a good Personal Statement will come from your project journal so the first step in starting is to read over your project journal and mark the places where you have written something that you can use. Your personal statement is both reflective and personal piece of writing that represents the culmination of your project and your work.

7. Bibliography

The Project requires you to collect and use a variety of outside resources. When you first begin to think about the project, it is likely that you 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. You should use books from on-line and

local libraries, databases, 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 the Collection of Information and Research section of your project 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.

MLA style examples are provided below to help you keep your records. Modifications are acceptable at this grade level.

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>.

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.

8. Final Presentation and Personal Project Fair

Once the project is complete, you will have an opportunity to present it to a group of students, teachers and community members. You will have 10-30 minutes to present. After your presentation, you will be on a panel with a few of your peers to discuss your process. In addition to working on the final stages of your project, think about the following:

- What would be the best way to share your project?
- Would you facilitate a discussion (a purposeful talk with your project as the “text”)?
- Do you want people to read a part of your project? Which part?
- Would you ask your audience some questions before you show the “product”? What questions? What information would you give them before? After?
- How will you engage your audience?
- Can you make your presentation hands-on? How?

Planning Your Final Presentation

Sample Form

1) What is the form of your Personal Project?

- | | |
|---|--|
| <input type="checkbox"/> Visual art or object | <input type="checkbox"/> Video/ computer-related |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Event that has already occurred |
| <input type="checkbox"/> Research paper | <input type="checkbox"/> Other (describe) _____ |

2) About how much time would it take someone to review your project *without* any explanation from you? (e.g. you have a 7-minute video; it would take at least 15 minutes for someone to read your 12-page paper etc.)

3) How could you present your project so that people will understand your goals and your achievement? Some options:

- o Show it/do it, then talk for 2-3 minutes
- o Give people a part of it to read, then talk
- o Talk about what you did and show a chart/ overhead to clarify
- o Pass the product around for people to look at while you explain
- o Do a simulation
- o Make people do something
- o A combination of the options above
- o Something else

4) What additional materials do you need to prepare just for the presentation (e.g. copies of a 1-page summary of findings; copies of a few of the poems you put into your book of poetry, Power Point presentation)?

5) What equipment/materials do you need us to provide?

- | | |
|---|---|
| <input type="checkbox"/> TV & VCR | <input type="checkbox"/> CD/ tape player |
| <input type="checkbox"/> TV & DVD | <input type="checkbox"/> Photocopies |
| <input type="checkbox"/> Overhead projector | <input type="checkbox"/> Computer and LCD projector |
| <input type="checkbox"/> Other _____ | |

What equipment do you need to bring/get from your supervisor?

- | | | | |
|---------------------------------------|---|--|--------------------------------|
| <input type="checkbox"/> Masking tape | <input type="checkbox"/> Whiteboard markers | <input type="checkbox"/> Pencils/ pens | <input type="checkbox"/> Other |
|---------------------------------------|---|--|--------------------------------|

6) Give your project a descriptive or creative title (e.g. “Do we know our human rights?”; “How to improve your ping-pong game”)

9. Assessment

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

Assessment Criteria

Each criterion (A–G) assesses a different component of the student’s project.

Each criterion comprises five achievement levels with descriptors outlining the competencies a student must show to achieve that level.

Criterion A: Planning and development (Maximum level: 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 Personal Project

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

0	The student has not reached a standard described by any of the descriptors given below.
1	The student identifies the goal of the Personal Project but does not provide an outline of how he/she aims to achieve this goal.
2	The student identifies and describes the goal of the 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.
3	The student identifies and clearly describes the goal of the 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.
4	The student identifies and clearly describes the goal of the 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 level: 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.

0	The student has not reached a standard described by any of the descriptors given below.
1	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.
2	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.
3	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.
4	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 level: 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 this selection and apply the chosen techniques consistently and effectively.

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

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 level: 4)

This criterion measures students' abilities to analyse information in terms of the Personal Project's goal and focus. Students should express personal thoughts and support arguments with evidence.

Level of achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The Personal Project contains little reflection in terms of the goal and focus 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 level: 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). It also assesses the internal structure and coherence of the work.

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 level: 4)

Evidence of 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 the weaknesses of the Personal Project at different stages of development?
- What would the student do differently next time?

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. The evaluation includes 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 (Maximum level: 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.

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.

11. Checklist

1. Project Journal: two entries each week; 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 Proposal sheet
- 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
- 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 relevant to goals and planning
- Reflections related to Collection of Information and Research.

2. Personal Project Report

- Well edited
- Proof of revision
- Follows guidelines.

3. Final Piece

- Project is complete and ready to present to public

4. Presentation

- Have date, time, and resources necessary to present project to school community, including peers, parents, teachers, and students.