Middle Years Programme

Further guidance for projects

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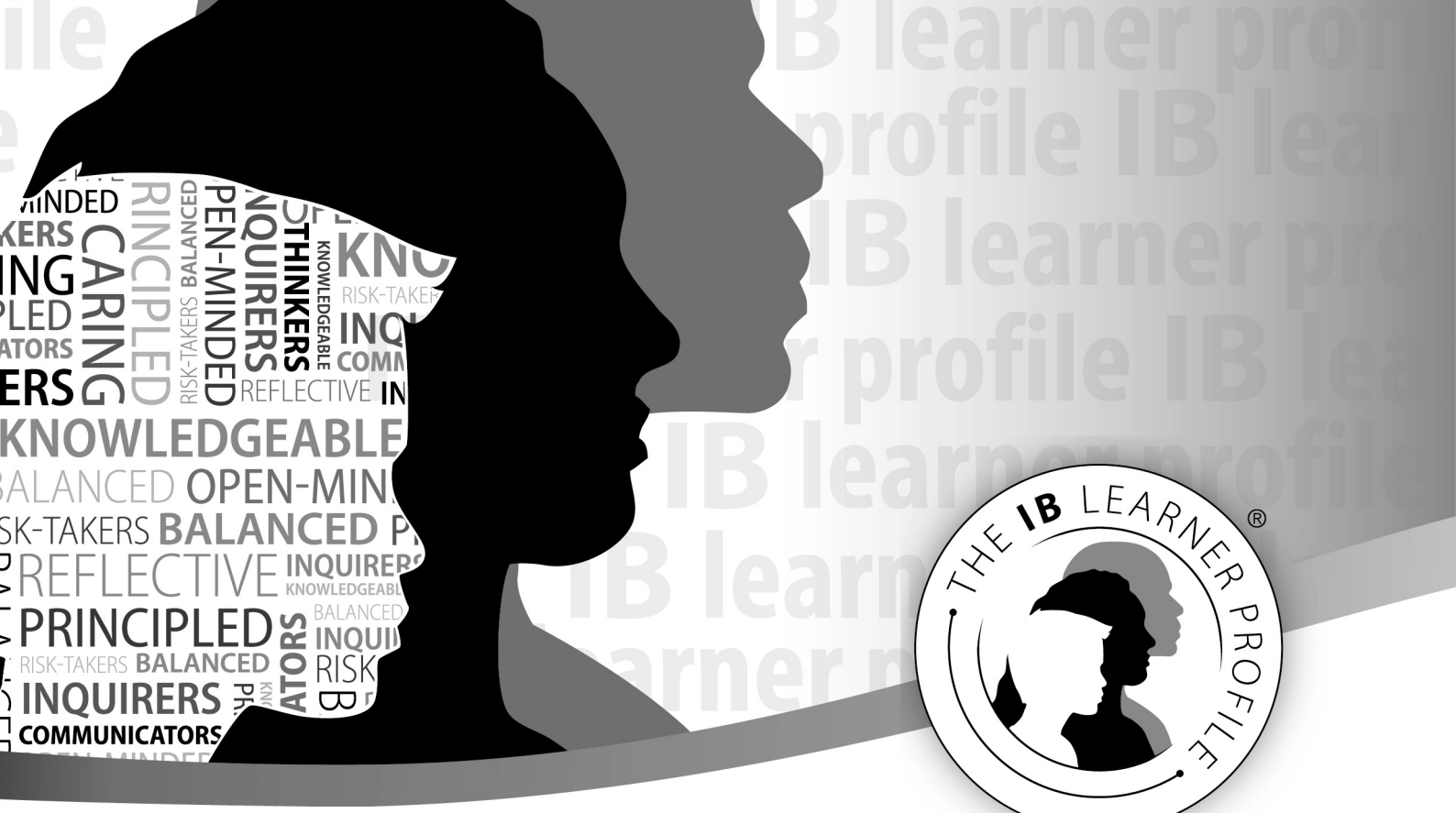
IB mission statement

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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Further guidance for MYP projects

This document provides additional guidance for implementing Middle Years Programme (MYP) projects. It contains:

- a student-friendly overview of MYP personal projects components
- a student-friendly checklist useful for self- and peer-assessment of the personal project report
- information about the assessment of approaches to learning (ATL) skills in MYP projects
- task-specific clarification for assessment of the personal project
- frequently asked questions.

MYP personal project components

This overview describes the components of a complete personal project that is ready to be submitted to the student's supervisor for assessment or to the IB for moderation.

To include	Additional information
MYP projects academic honesty form	You will need this form from the beginning of your project since you must complete three sections during meetings with your supervisor. You may want to use a rough draft, which you can transfer to the final copy at the end of your project. (A fillable PDF form is available in the MYP section of the programme resource centre.)
Project report	Your report can be in written, electronic, oral, visual or combination of formats. The report is distinct from your process journal and product/outcome. In the report, you discuss the process you carried out and what you learned from completing the personal project. Your report should be structured in identifiable sections, following the MYP projects objectives.
Appendices: Process journal extracts (supporting visual aids for oral presentations)	These are short sections from your process journal that exemplify the knowledge, processes and skills you developed through the project. If your report is an oral presentation, you may include the visual aids you used, but they will count towards the 10 A4 pages or (annotated) screenshots you can submit in the appendices.
Bibliography/sources	You must include a bibliography that follows a recognized convention appropriate for the task. You may use in-text citations, footnotes/endnotes or other recognized systems to credit the ideas of others in your work.
(Evidence of) product/outcome	You need to include evidence of the product/outcome. If possible, your supervisor should be able to review the product/outcome in its entirety. For IB moderation, you need to identify (and include as an appendix in your project report) an extract from your product/outcome that does not exceed these limits: 5 still images presented in a single PDF, 30 seconds of audio/video, or 1 A4 page of text.

MYP personal project report checklist

The personal project report should be presented in identifiable sections, following the MYP projects objectives. The report must include evidence for all strands of each criterion.

Section 1—Objective A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Define a clear goal and global context for the project, based on personal interests	In my report: • I give the precise meaning of the goal of my project; I explain "what I wanted to achieve; when, where, how and why I wanted to achieve it" • I define the global context that best applies to my project and explain its connection • I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me • I explain why my goal is challenging—in particular, why it is challenging **for me**.
Identify prior learning and subject-specific knowledge relevant to the project	• I identify what I already knew about this topic/project and the sources of my knowledge • I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	• I outline the research skills I had when I started the project • I discuss the research skills I developed through the project.
Section 2—Objective B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	In my report: • I refer to the criteria I developed to evaluate the project product/outcome • If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	• I provide evidence of my planning through timelines, milestones or other tools/strategies • I use my chosen planning tools to record my progress throughout the project's development • If I alter my plan, I explain the changes and why I made them.
Demonstrate self-management skills	• I outline the self-management skills I had when I started the project • I discuss the self-management skills I developed through the project.

Section 3—Objective C: Taking action	
This is the main "doing" part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, global context and criteria	In my report: • I use the success criteria I developed to decide how well I achieved my goal • I explain the connection between my product/outcome and the global context that my project explores • I use the success criteria I developed to make reasonable judgments about the product's quality/outcome's success.
Demonstrate thinking skills	• I outline the thinking skills I had when I started the project • I discuss the thinking skills I developed through the project.
Demonstrate communication and social skills	• I outline the communication and social skills I had when I started the project • I discuss the communication and social skills I developed through the project.
Section 4—Objective D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/success of the outcome against their criteria	In my report: • if I made changes to my goal during the project, I explain the changes and why I made them • I evaluate the product/outcome against the criteria I established • I identify the possible improvements to the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	• I demonstrate a deeper knowledge and understanding of my topic and my identified global context • I base my reflection on evidence, including my process journal.
Reflect on their development as IB learners through the project	• I discuss my strengths and weaknesses in completing the project • I identify challenges and the solutions I developed to meet them • I identify how I have developed as a learner (using the IB learner profile as appropriate) • I report on any opportunities the project gave me to share any expert ATL skills with other students who needed more practice • I consider the possible impact the project could have on my future learning.

Identifying appropriately challenging ATL skills

The following tables suggest some general hierarchies of challenge for some of the ATL skills that students often use when developing MYP projects. These hierarchies are highly contextual, and neither fixed nor definitive. The tables do not take into account the levels of proficiency at which various skills may be demonstrated or students' prior abilities and development.

Students are responsible for identifying evidence that demonstrates their development of specific skills. Project supervisors are responsible for explaining how they understand these demonstrations with respect to various achievement levels within MYP projects assessment criteria, using the task-specific clarification for personal projects. Schools are responsible for standardizing and reporting student achievement for ATL skills demonstrated through MYP projects. This process provides powerful feedback for student learning.

Schools can use these tables as general guidelines, and they can add other ATL skills relevant to MYP projects in their local contexts. Schools may also adapt these tables as needed to provide age-appropriate guidance for the assessment of MYP community projects.

Research skills

Objective A: Investigating

Challenge level	Possible demonstrations of ATL skills
Lower	• Collect and record data/sources • Access information to be informed and to inform others through the project
	• Collect, record and verify data/sources • Find information specific to and surrounding the project, using a variety of media • Process data and report results • Take effective notes during project development
	• Collect, record, verify, and use a range of sources/data • Identify primary and secondary sources • Compare, contrast and draw connections among resources • Seek a range of perspectives from multiple and varied sources to inform the project • Make connections between various sources of information, prior knowledge and subject-specific knowledge • Construct a bibliography according to recognized conventions appropriate for the task

Challenge level	Possible demonstrations of ATL skills
Higher	• Collect and analyse data to identify solutions and make informed decisions to further the project • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Use critical-literacy skills to analyse and interpret information • Understand the impact of media representations and modes of presentation when analysing information • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Understand and implement intellectual property rights

Self-management skills

Objective B: Planning

Challenge level	Possible demonstrations of ATL skills
Lower	• Set goals • Keep a basic log or timeline planning for the project • Manage time and effort for short periods of time
	• Set goals that are challenging and realistic • Plan short- and long-term milestones; meet deadlines • Keep an organized and logical system of information • Practise strategies to overcome distractions • Practise dealing with disappointment and unmet expectations
	• Organize time and energy for a sustained period of time • Keep and use a weekly planner for milestones • Practise strategies to develop mental focus • Practise analysing and attributing causes of failure • Practise managing self-talk and positive thinking • Practise dealing with change throughout the project
Higher	• Make plans that are logically sequential and efficient • Demonstrate persistence and perseverance • Use appropriate strategies for organizing complex information • Select and use technology effectively and productively • Practise “bouncing back” after adversity, mistakes and failures

Thinking skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower	• Identify problems • Present one perspective • Draw simple conclusions • Consider ideas and possible solutions
	• Practise observing carefully in order to recognize problems • Gather information strictly relevant to the project • Draw reasonable conclusions and generalizations • Evaluate and manage risk • Consider ideas from multiple perspectives • Identify obstacles and challenges • Use brainstorming and visual diagrams to generate new ideas and inquiries
	• Interpret data useful to the project • Test generalizations, hypotheses and conclusions • Revise understanding based on new information and evidence • Make guesses, ask “what if” questions • Apply existing knowledge to generate new ideas, products or processes • Consider multiple alternatives, including those that might be unlikely or impossible • Make connections between subject groups, prior learning and experiential learning • Combine knowledge, understanding and skills to create products or solutions
Higher	• Evaluate evidence, arguments and propositions • Recognize unstated assumptions and bias • Develop contrary or opposing arguments • Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding • Use models and simulations to explore complex systems and issues • Troubleshoot systems and applications • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Apply skills and knowledge in unfamiliar situations • Change the context of an inquiry to gain different perspectives

Communication and social skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower	• Organize information • Structure report following advice • Establish communication with supervisor
	• Organize and depict information logically • Maintain communication with people relevant to the project • Work with others within clear expectations • Read critically and for comprehension • (Give and) receive feedback
	• Participate in, and contribute to, digital social media networks • Read a variety of sources for information • Communicate information and ideas effectively to audiences using a variety of media and formats • (Give and) act meaningfully on feedback received If applicable for the product/outcome: • delegate and share responsibility for decision-making • help others to succeed • share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.
Higher	• Use intercultural understanding to interpret communication • Use appropriate forms of writing and speaking for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Use and interpret a range of terms and symbols • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Work effectively with experts and/or the supervisor • Listen actively to other perspectives and ideas If applicable for the product/outcome: • encourage others to contribute • negotiate effectively • build consensus • exercise leadership and take on a variety of roles within groups • make fair and equitable decisions • manage and resolve conflict, and work collaboratively • interpret and use effectively modes of non-verbal communication.

Selecting extracts from the process journal to provide evidence of ATL skills

Students are limited to 10 A4 (or equivalent size) pages of extracts from their process journals to include as an appendix to project reports. Here are some of the possible ways students might use that allocation.

	Screenshots or notes	Multiple page extracts	Full page extracts	Half-page extracts	Total pages
Written report			10 × 1 page		
		1 × 3 pages	6 × 1 page	2 × ½ = 1 page	10
Multimedia report	3 pages	–	5 × 1 page	4 × ½ = 2 pages	10
	5 pages	1 × 2 pages		6 × ½ = 3 pages	10
	2 pages	1 × 3 pages	5 × 1 page	–	10
Oral presentation	1 page of presentation notes	1 × 2 pages	2 × 1 page	10 × ½ = 5 pages	10
	2 pages of presentation notes	1 × 3 pages	3 × 1 page	4 × ½ = 2 pages	10
	2 pages of presentation notes	–	8 × 1 page	–	10

The process journal is an essential source of evidence for development for every stage of the personal project and for every criterion. Typical excerpts that students select may include the following.

Criterion strand	Evidence	Some example entries
A(i) defining goal	What is to be achieved or accomplished	Brainstorms, iterative or annotated versions of the goal
A(ii) prior learning	School-based and independent personal learning that is relevant to the project and global context	Textbook excerpts, formula sheets, notes, summaries or documents from other projects, qualifications
A(iii) research skills	Investigating, building background knowledge, gathering data	Search strategies, notes from reading, interview protocols, OPVL evaluations, analysis of existing products/solutions, data collection and analysis, resource summaries
B(i) criteria for success	Creation of meaningfully challenging criteria	Research into aspects of quality for the product/outcome, annotated models
B(ii) plan and record of the development process	Planning, execution and necessary adjustments to the original plan	To-do lists, schedules, planning tables, Gantt chart, work breakdown calendar, benchmark data, progress notes
B(iii) self-management skills	Persistence and managing failure	First attempts, flops, partial successes, practice logs/notes

Criterion strand	Evidence	Some example entries
C(ii) thinking skills	Critical and creative thinking	Troubleshooting, problem analysis, evaluation of multiple possible solutions, explorations of multiple perspectives, guesses/predictions, careful observations, concept maps, visual thinking strategies
C(iii) communication skills	Interacting with others and using language to gather and communicate information	Reading notes, feedback and actions taken in response, graphic organizers, communication plans, letters/emails/multimodal texts developed to support or share the project
C(iii) social skills	Collaboration	Reflections on interactions with supervisor, peer feedback, social media interactions, records of negotiation, leadership, active listening, conflict resolution or self-advocacy
D(i) quality of product/outcome	Performance against criteria for success	Sketches, images, interviews, rubrics and notes/justifications, scoring sheets, performance data, audience reviews

Notes for an oral presentation as the report **are** included in the ten-page limit for process journal extracts included in the appendix.

Required evidence of the product/outcome **is not** included in the ten-page limit for process journal extracts included in the appendix.

Task-specific clarification for assessment of the personal project

This task-specific clarification provides additional support for establishing a common standard of marking by supervisors and examiners. Their primary frame of reference is IB-validated assessment, in which MYP personal projects are submitted for moderation.

Task-specific clarifications can be helpful in bringing a greater level of specificity to levels of achievement in the MYP personal project that are framed as broad value statements (usually with adjectives like **limited**, **adequate**, **substantial/appropriate** and **excellent**). Clarifications also include definitions of key terms, notes that can be helpful to examiners, coordinators, supervisors and students, and (for convenience) definitions of relevant command terms from *MYP: From principles into practice* (2014, updated September 2017).

Criterion A—Investigating

Strand i: Define a clear goal and global context for the project, based on personal interests

Personal interest: Explaining the project's value from a personal perspective by demonstrating intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion—**why** this project makes sense for this student at this time.

Global context: Considering the project as a global or developmental challenge (see the list of possible explorations in *MYP: From principles into practice* [2014]), broadening its international perspective to consider "our common humanity and shared guardianship of the planet" from the perspective of a global context.

Goal: Identifying what students want to achieve or accomplish within available time (at least 25 hours for the complete project) and resources.

Goals must be related to, but might be different than, products or outcomes. Some examples are given in the following table.

Goal (what the student wants to achieve)	Product or outcome (how the student will demonstrate achievement of the personal project's goal)
Getting fit	Completing a half-marathon
Raising awareness	Creating a flyer and using it in a publicity campaign
Exploring an artistic genre	Composing an original artwork

Level	Strand descriptor	Task-specific clarification
1–2	**State** a goal and global context for the project, based on personal interests, but this may be **limited** in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.
3–4	**Outline** a **basic and appropriate** goal and global context for the project, based on personal interests	The student outlines a simple or easily-achievable goal that identifies a relevant global context.

Level	Strand descriptor	Task-specific clarification
5–6	**Develop** a **clear and challenging** goal and global context for the project, based on personal interests	Based on personal interest, the student develops a clear goal that: • explains what make the goal personally challenging • details the goal's relationship to a relevant global context.
7–8	**Develop** a **clear and highly challenging** goal and global context for the project, based on personal interest	Based on personal interest, the student develops a clear goal that: • justifies the goal as highly challenging • meaningfully relates to a global context.

State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Identify prior learning and subject-specific knowledge relevant to the project

Prior learning: Personal experience, subject-specific knowledge and understanding developed in school or in the world beyond the classroom.

Level	Strand descriptor	Task-specific clarification
1–2	Identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance	States some prior learning relevant to the project
3–4	Identify **basic** prior learning and subject-specific knowledge **relevant** to some areas of the project	Outlines prior learning relevant to some aspect of the project
5–6	Identify prior learning and subject-specific knowledge **generally relevant** to the project	Describes with appropriate detail prior learning relevant to the project
7–8	Identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project	Analyses the relevance and contribution of prior learning to the project

Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)

Strand iii: Demonstrate research skills

Academic honesty: Every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s).

Bibliography: An alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report.

Research skills: Information literacy and media literacy skills; for examples, see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** research skills	• Few or inappropriate sources have been researched and recorded. • There is little if any evaluation of sources' reliability or relevance. • The bibliography is inappropriate, inconsistent and/or not used in the project report. • There is little evidence of other appropriate research skills.
3–4	Demonstrate **adequate** research skills	• A range of sources has been researched and recorded. • Specific sources selected for the project are evaluated for reliability or relevance. • The bibliography is consistent and used in the project report. • There is some evidence of other appropriate research skills.
5–6	Demonstrate **substantial** research skills	• An appropriate range of sources and variety of source types have been researched. • Specific sources selected for the project are evaluated effectively for reliability and relevance. • The bibliography is appropriate, consistent, and used effectively in the project report. • There is consistent evidence of appropriate research skills.
7–8	Demonstrate **excellent** research skills	• An extensive range of sources and variety of source types have been researched. • Sources are consistently and effectively evaluated for their reliability and relevance. • The bibliography is appropriate, consistent and used with sophistication in the project. • There is extensive evidence of a broad range of research skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Criterion B—Planning

Strand i: Develop criteria for the product/outcome

Criteria: Standards of quality, developed by the student, which define the degree of excellence to which the product/outcome aspires; the terms under which the product/outcome can be judged to have been successful. Criteria should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have both qualitative and quantitative dimensions. These "indicators of success" may be explicitly stated in the report or included as an extract from the process journal referenced in the report.

Development: Changes or refinements in the student's criteria made during the process of planning and taking action; students need to explain the nature and purpose of changes they make in the criteria they use to describe the project's success.

Level	Strand descriptor	Task-specific clarification
1–2	Develop **limited** criteria for the product/outcome	Criteria that: • are basic and/or have some connection to the product/outcome.
3–4	Develop **adequate** criteria for the product/outcome	Criteria that: • start to consider the qualitative elements of the product/outcome • outline how their success might be observed.
5–6	Develop **substantial** and **appropriate** criteria for the product/outcome	Criteria that are: • realistic and relevant to the product/outcome • informed by research • qualitative and/or quantitative, as appropriate.
7–8	Develop **rigorous** criteria for the product/outcome	Criteria that: • clearly define the specific characteristics of a high-quality product/outcome • are explicitly informed by highly relevant research • are justified, specific and multidimensional.

Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.

Strand ii: Plan and record the development process of the project

Plan: A logical intended course of action that documents time and resources.

Record of the development process: Record of actions taken during the project as directed by the plan, reflecting any modifications to the original plan.

Students should submit a project plan (including any revisions, refinements or further development) and a record of actions taken during its execution as extracts from the process journal (as an appendix to the project report). The report should reference these extracts as evidence for achievement in this strand.

Level	Strand descriptor	Task-specific clarification
1–2	Present a **limited or partial** plan and record of the development process of the project	A brief plan that is not specific to the stated goal with a minimal outline of the development process.
3–4	Present an **adequate** plan and record of the development process of the project	A plan that includes: • long-term planning that is not broken down to specific steps • vague connections to the student's project • very general dates and deadlines. The record of the development process includes: • a general and/or fragmented explanation of the process that does not clearly correspond to the plan.
5–6	Present a **substantial** plan and record of the development process of the project	A plan that includes: • short- and long-term planning that has not been broken down into specific steps • clear connections to the student's project • specific dates and deadlines. The record of the development process includes: • an explanation of the process from start to finish that corresponds to the plan • changes that are stated but not justified.
7–8	Present a **detailed and accurate** plan and record of the development process of the project	A plan that includes: • short- and long-term planning broken down into detailed, logical steps • a strong focus to the student's project • specific dates, deadlines and clear records of adjustment to the project's timeline. The record of the development process includes: • a comprehensive account of the process from start to finish that corresponds closely to the plan • changes that are clearly described and justified.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Justify	Give valid reasons or evidence to support an answer or conclusion.

Strand iii: Demonstrate self-management skills

Organization skills: Managing available time and resources, as evidenced by using the process journal effectively to plan, adjust the plan and record progress on the project; for other examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience; for examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** self-management skills	A brief account of: • basic or inconsistent time and/or task management • affective skills practised through the project.
3–4	Demonstrate **adequate** self-management skills	A description of: • appropriate time and task management which show some independence • affective skills practised through the project • use of another self-management skill.
5–6	Demonstrate **substantial** self-management skills	An explanation of: • effective and often independent time and task management • affective skills practised through the project • effective use of other self-management skills.
7–8	Demonstrate **excellent** self-management skills	A justification of: • strengths and limitations for effective and independent time and task management • affective skills practised through the project • highly effective use of other self-management skills.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion C—Taking action

Strand i: Create a product/outcome in response to the goal, global context and criteria

Examiners assess strand C(i) on the basis of the evidence of the product submitted (within the prescribed limits) as well as the product's analysis in the "Taking action" section of the report.

Level	Strand descriptor	Task-specific clarification
1–2	Create a **limited** product/outcome in response to the goal, global context and criteria	• A poorly rendered/largely unachieved product/outcome • An outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success
3–4	Create a **basic** product/outcome in response to the goal, global context and criteria	• A simple product/outcome • A description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success
5–6	Create a **substantial** product/outcome in response to the goal, global context and criteria	• A good-quality product/successful outcome • An explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success
7–8	Create an **excellent** product/outcome in response to the goal, global context and criteria	• A high-quality product/highly successful outcome • An analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success

Create	To evolve from one's own thought or imagination, as a work or an invention.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand ii: Demonstrate thinking skills

Thinking skills**:** Critical- thinking skills, creative- thinking skills, and transfer skills; for examples see the approaches to learning skills framework in *MYP: From principles into practice* (2014).

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** thinking skills	Outline of: • critical- and/or creative-thinking skills relevant to the project.
3–4	Demonstrate **adequate** thinking skills	Description of: • critical- and creative-thinking skills appropriate to the project • transfer of some learning from the research that helps to achieve the project's goal.
5–6	Demonstrate **substantial** thinking skills	Explanation of: • critical and creative-thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.
7–8	Demonstrate **excellent** thinking skills	Analysis and evaluation of: • critical and creative-thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand iii: Demonstrate communication and social skills

Required structure: See *Projects guide* (2014, updated September 2017).

People relevant to the project: School staff (project coordinator, supervisor, librarian), specialists in the community, adult supporters, peers (as appropriate).

Appropriate modes of communication: Verbal, non-verbal and visual strategies that meet the needs of students and their audiences, that are suitable in the context of developing personal, practical and artistic exchanges of meaning that have structure and display emotional intelligence.

Level	Strand descriptor	Task-specific clarification
1–2	Demonstrate **limited** communication and social skills	Outline of: • limited or irrelevant interaction with people involved in the project • little collaboration with those relevant to the project (if appropriate to the project). A report that lacks clarity and coherence and/or does not follow the required structure.
3–4	Demonstrate **adequate** communication and social skills	Description of: • interaction with some people relevant to the project • working effectively with others (if appropriate to the project). A report that is occasionally clear and coherent and that partially follows the required structure.
5–6	Demonstrate **substantial** communication and social skills	Explanation of: • effective interaction with those relevant to the project using appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is mostly clear and coherent and that follows the required structure.
7–8	Demonstrate **excellent** communication and social skills	Analysis and evaluation of: • valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication • working effectively with others (if appropriate to the project). A report that is consistently clear, coherent and effectively (or creatively) follows the required structure.

Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Criterion D—Reflecting

Strand i: Evaluate the quality of the product/success of the outcome against their criteria

Level	Strand descriptor	Task-specific clarification
1–2	Present a **limited** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **outlines** the quality of the product/success of the outcome against some of the stated criteria.
3–4	Present a **basic** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **describes** the quality of the product/success of the outcome against some of the stated criteria.
5–6	Present a **substantial** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **explains** the quality of the product/success of the outcome against most of the stated criteria.
7–8	Present an **excellent** evaluation of the quality of the product/success of the outcome against their criteria	The evaluation **analyses** the quality of the product/success of the outcome against all the stated criteria.

Present	Offer for display, observation, examination or consideration.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
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.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)

Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Level	Strand descriptor	Task-specific clarification
1–2	Present **limited** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **states** at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples.
3–4	Present **adequate** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **outlines** ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples.
5–6	Present **substantial** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **explains** how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples.
7–8	Present **excellent** reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection **evaluates** how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Strand iii: Reflect on their development as IB learners through the project

IB learners: The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Level	Strand descriptor	Task-specific clarification
1–2	Presents **limited** reflection on their development as an IB learner through the project	The reflection **states** at least one way the student has developed as an IB learner, without using examples.
3–4	Presents **adequate** reflection on their development as an IB learner through the project	The reflection **outlines** ways the student has developed as an IB learner using some examples.
5–6	Presents **substantial** reflection on their development as an IB learner through the project	The reflection **explains** how the student has developed as an IB learner using specific, well-chosen examples.
7–8	Presents **excellent** reflection on their development as an IB learner through the project	The reflection **evaluates** the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations.

Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

Frequently asked questions

Requirements

What are the requirements for MYP projects?

Community project: In schools in which the MYP finishes with year 3 or 4, all students in the final year must complete the community project. Students are expected to complete the community project in approximately 15 hours of independent work.

The community project may be completed individually or collaboratively (in groups of no more than three students).

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

Schools must register all students in MYP year 5 for external moderation of the personal project.

Students who successfully complete the personal project are eligible for IB MYP course results. Successful completion (a minimum IB grade 3) of the personal project is a requirement for award of the IB MYP certificate.

Schools must ensure that:

- the community project and the personal project do not form part of the timetabled curriculum for any subject group, although subjects may support the completion of the project and provide guidance on the development of approaches to learning skills
- all supervisors of both projects are familiar with the MYP *Projects guide* (2014, updated September 2017) and understand their role and responsibilities
- projects are internally standardized and assessed by the supervisors in the school according to the criteria stated in the guide.

The MYP *Projects guide* (2014) states that all MYP year 5 students have to complete the personal project and must be registered for external moderation of the personal project. Does this mean that students who transfer from a non-MYP school in year 4 or 5 must still do the personal project?

Yes, all students in year 5 of the programme must complete the personal project. Schools are not required to register students who transfer after the first registration deadline.

Can a student propose a personal project that is linked to subject-specific learning?

Yes, although the project must not be part of the subject-based curriculum. The project's topic may begin from a subject-specific inquiry, but the project must be further developed through the student's independent learning.

Can a student propose a personal project linked to a subject that is not part of the curriculum?

Yes, students may have a personal interest in a subject matter that they do not study at school. For example, a student may develop a personal project based on an interest in philosophy, even if the school does not offer an MYP individuals and societies course in that subject.

Must students in schools that end in MYP year 5 complete the community project in MYP year 3?

No, however, schools may use the community project as a way to help students meet MYP service as action requirements for students in MYP year 3. This practice can help students develop the skills they need for higher achievement levels in the personal project in MYP year 5.

Does my school have to have a personal project coordinator?

Schools must allocate resources to supervise and coordinate MYP projects. The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of MYP projects undertaken in the school. Project coordinators are responsible—with the support and collaboration of the MYP coordinator and school leadership team—for organizing the systems that supervisors and students need in order to complete the MYP projects successfully and for standardizing their assessment.

Subject-group guides include a requirement that each strand of the objectives be addressed a minimum of twice per year. How does this work for MYP projects?

MYP projects are culminating experiences and their objectives are addressed only once. The requirement for both the community project and the personal project is that they must assess all strands of all four criteria, which are recorded and reported as a single assessment.

Must the personal project involve service as action?

No, the personal project enables students to engage in practical explorations through inquiry, action and reflection. The action component of the inquiry cycle is the idea of developing the inquiry into a product or outcome. While students may choose to include service as action as part of their projects, it is not a requirement. The personal project should always encourage students to develop their own interests and learning.

Process journal

Does the student process journal have to have daily input?

No, the process journal provides the basis for writing the project report, and it supports students as they reflect on the process they have taken to complete the project. Extracts from the process journal provide evidence for the development of ideas and skills in the personal project report, often including demonstrations of ATL skills. Students should record ideas and activities as they occur, not as a daily journal.

Will the process journal be assessed?

Criteria for MYP projects do not specifically address the quality of students' process journals. However, the process journal does provide evidence that demonstrates achievement against relevant strands of all MYP projects assessment criteria.

The process journal is a student-centred tool (learning strategy) that supports projects' development. Good process journals:

- document students' thoughts, actions and behaviours
- promote meaningful reflection on students' ATL skills
- provide a "road map" of students' projected and actual journeys through the process of completing the project
- function as a repository of information and examples (source of extracts) to support students' descriptions of their achievements, skill development and personal growth.

While students are planning and completing the project, they should receive formative feedback on their process journals as part of effective project supervision.

For final assessment, students must choose 10 extracts from their process journals to submit as an appendix to their personal project reports. When standardizing and assessing personal projects, supervisors should assess the presentation/report and appendices only, not the entire process journal. This practice replicates procedures for external assessment, in which personal project examiners do not have access to the complete process journals of students whose projects are selected for moderation.

Should students refer to the process journal in their reports?

Process journal extracts are considered when awarding achievement levels for the project. Each extract should be specifically referenced in the body of the report when cited as evidence for the development of ideas and skills.

For example, when students discuss their planning and development of the project in the report, they can justify their discussion with evidence from the process journal extract chosen to include in the appendix. That evidence might include a copy of the timeline they developed as an entry in the process journal.

How many extracts should be included in the project appendices?

In the personal project, students should select a maximum of 10 extracts to represent the key developments, with a maximum total of 10 A4 pages. In the community project, students choosing to work in groups will submit a maximum of 15 extracts per group, with a maximum of 15 A4 pages.

Who is responsible for selecting the process journal extracts?

Students are responsible for choosing appropriate extracts from the process journal and making them available to the supervisor as an appendix to the project report. The supervisor can guide students in their selection process.

Languages

In which language should the MYP projects be submitted for moderation?

Personal projects must be developed and presented in one of the MYP moderating languages. Teachers in the school must be able to assess and internally standardize the personal projects of students working in languages other than the language of instruction.

If the student's product/outcome is in a language other than the one in which the report is presented, it is advisable to submit a translation (into the language of the report) of any evidence of the product/outcome that is submitted. The translated evidence of the product/outcome will help supervisors and examiners understand and be better able to assess the student's work. For example, a student might develop a personal project that creates a product in an endangered indigenous language, reporting on the project in Spanish. It would be appropriate to provide a Spanish translation for the submitted evidence of the student's product. Translations of evidence of the product/outcome that are submitted for moderation do not count against the submission limits; that is, students may submit the evidence of product/outcome within the submission limits and an appropriate translation of that evidence (if indicated).

The MYP provides a special request procedure to accommodate other languages, supporting student mother tongues. For more information, consult the annual publication Middle Years Programme *Assessment procedures* or contact ibid@ibo.org.

Report

What form or structure is the report expected to take? Does each section of the report correspond to an assessment criterion?

MYP projects criteria focus more on content than a prescribed format for reporting. However, the process of developing and reporting the project generally follows the pattern outlined by the project objectives: investigating, planning, action and reflection. Many students will find it useful to organize their reports with four corresponding headings so that the report is presented in identifiable sections following the project objectives as required. Supervisors and examiners generally look for evidence of achievement against relevant criteria in the corresponding section, but they are not limited to the identified section when making judgments.

Does "a variety of source types" mean students should limit the number of internet sources included, in favour of books, articles, interviews and other formats?

No. In some cases access to physical materials may be difficult for students. Students can include multiple sources from the internet, which should include a variety of formats and materials (for example: books, reports, archives, interviews, films, data sets, journals, infographics, articles and presentations). A range of sources can also encompass variety in origin, purpose, value and limitations (bias).

Is the product/outcome directly assessed by the student's supervisor?

Yes, as part of criterion C, based on the quality of the product/outcome with respect to the student's well-considered and appropriately challenging criteria for success. Evidence of the product/outcome must be provided along with the report (within submission limits).

Does the project report have to contain a bibliography (record of sources used in the report or used to complete the project)?

Yes. Students should use a standard format that represents the school's ATL planning for research skills.

Do students have to include evidence of their completed product/outcome in material submitted for moderation?

Yes. It can be included as an additional appendix to the report or as a separate artifact. For moderation, evidence of the product/outcome is limited to 5 still images presented in a single PDF, 30 seconds of audio/video, or 1 A4 page of text.

Is it compulsory to submit the academic honesty form?

Yes. For MYP projects, students and their supervisors must use and complete the academic honesty form provided by the IB. This form provides a uniform way for students to record meetings with their supervisors (dates and points of discussion) as a way to document the academic integrity of longer-term, independent work. By using the form throughout the personal project process (rather than completing it retrospectively at the end of the projects), students have a valuable opportunity to develop and demonstrate self-management skills.

Moderation

Why are all schools required to register students in MYP year 5 for moderation of the personal project?

Moderation offers students an external and international recognition of their achievement in the personal project, creates a reliable international standard of excellence, and helps to inform teaching and learning throughout the programme.

Is there a separate cost to register students for IB MYP course results for the personal project?

No, the annual school fee includes moderation of the personal project. Late registrations are subject to additional fees. For more information, visit http://www.ibo.org/en/become-an-ib-school/fees-and-services/assessment-fees-and-services/ and the Middle Years Programme *Assessment procedures* publication (available from the programme resource centre).

Can schools choose which students to register for moderation of the personal project?

Schools are required to register all MYP year 5 students for moderation of the personal project and submit their personal project criteria achievement level totals. IBIS will select the students for moderation across a range of achievement through a process of dynamic sampling. The number of projects required in the moderation sample is based on the size of the school's MYP year 5 cohort; 5 to 10 projects will be requested in the original sample.

What are the prescribed requirements for moderation of the personal project?

Personal project requirements are documented in the updated MYP *Projects guide* and the annually published Middle Years Programme *Assessment procedures*.

What do schools gain with external personal project moderation?

Schools gain individual, official IB recognition (IB MYP course results) for students who successfully complete the personal project in MYP year 5. In addition, schools receive powerful feedback each year about their implementation of the programme. Moderation ensures consistent global standards for assessment in all IB World Schools implementing the MYP.

In my school, the MYP ends in year 3 or year 4. For programme evaluation, what evidence is required for our implementation of the community project?

The visiting team will want to see evidence of the community project's implementation, including examples of student work and an explanation of the school's process for standardizing assessment. There is no external moderation process for the community project.

IB MYP certificates

Do students need to achieve a grade 3 in the personal project to attain the IB MYP certificate?

Yes, conditions for awarding IB MYP course results and the IB MYP certificate are published in *General regulations: Middle Years Programme*, available in the programme resource centre.