

Personal Project: The Written Report

Plan	Applying Skills	Reflection
WHAT did you do in your project?	HOW did the Approaches to Learning (ATLs) contribute to the learning goal and the product?	WHY did you do this project (impact)?

You have completed the Personal Project and now it is time to report on what you accomplished! The Personal Project was just the first step in the entire process. The written report is the next step – and is a way to explain your project to someone who has not seen the entire process from start to finish. The Report is really an opportunity to reflect on your successes (and challenges) you faced in your Project journey. It is a **required** element of the Personal Project and will be the *only* aspect that is scored. Please follow all the requirements listed in this guide – and become familiar with the scoring of each section. There are only three (3) sections of the report, PLUS a separate bibliography that are to be turned in.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
 - 11-point font size
 - 1-inch margins
2. Evidence presented in images must be clearly visible at the size submitted
3. Visual aids may be used to support reports. However, evidence and examples presented in the visual aids should be submitted as documents/pictures. ***Visual aids presented only in video format will not be considered for assessment.***
4. The **bibliography** is uploaded separately and is not included in the page limit. (Maximum number of pages is **15 pages** – minimum number of pages is **4-5 pages**)
5. Please do **not** include a title page; if included, it will count towards the page limit.

Criteria A (Section 1)	Sub Headings	Purpose
<i>Planning</i>	Learning Goal	<ul style="list-style-type: none"> • Learning Interest • Personal Interest
	Product Goal	<ul style="list-style-type: none"> • Product Purpose
	Creating Success Criteria	<ul style="list-style-type: none"> • Detailed Rubric
	Plan for Achieving the Goal	<ul style="list-style-type: none"> • Product Plan • How the success criteria helped your plan • Connect each task to a specific success criteria • Demonstrate what steps they are taking to meet each success criteria

How will I be scored/graded/graded:

Ai. State a learning goal for the project and explain how a personal interest led to that goal.

- I state my learning goal (s): I explain why I wanted to set myself this(ese) goal(s) and how it (they) relate(s) to a personal interest of mine.
- I describe the personal interest of mine that led to that goal.
- I explain why my learning goal is challenging—in particular, why it is challenging for me.

Aii. State an intended product and develop appropriate success criteria for the product

- I present and describe my intended product.
- I explain how I got the idea for the intended product.
- I explain the impact and purpose of my product.
- I analyze and explain how my learning goal relates to my intended product.
- I develop a list of appropriate success criteria for my product. (What attributes will make my product successful)

Aiii. Present a clear, detailed plan for achieving the product and its associated success criteria.

- I refer to the criteria (specifications) to identify the necessary steps or actions to complete.
- I evaluate the necessary time frame for my project and important milestones to respect.
- I describe how I used my success criteria to create a plan in order to organize myself throughout the year to meet my deadlines
- "in order to [criterion], I will need to [to-do items]"

Possible Evidence: Criteria A

- Brainstorms
- Planning sheets
- Proposal Panel
- List and/or diagram of interests and related learning goals
- To-do lists, schedules, planning tables, Gantt chart, work breakdown calendar, benchmark data, progress notes
- Series of steps leading to the completion of the product
- List of possible strategies to achieve personal and learning goals

- Diagram showing the connections between the learning goal and the product
- Success Criteria (final)
- Drafts and plans of success criteria
- Research notes that support success criteria
- Research into aspects of quality for the product/outcome, annotated models
- A timeline for completing short- and long-term tasks
- Long-term plan (personal)
- Annotated PP Timeline
- Short-term plans with details
- Connection of plan to success criteria

Criteria B (Section 2)	Sub Headings	Purpose
<i>Applying Skills</i> (Thinking, Researching, Communicating, Social, Reflecting)	Learning Goal ATL Skills	<ul style="list-style-type: none"> • ATL skills that helped you to achieve your learning • Evidence and examples
	Product Goal ATL Skills	<ul style="list-style-type: none"> • ATL skills that helped you to achieve your learning • Evidence and examples

How will I be scored/graded/graded:

Bi. Explain how the ATL skill(s) was/were applied to help achieve their learning goal

- I outline the necessary ATL skills needed to achieve my learning goal.
- I demonstrate the ATL skills I developed through the project in order to achieve my learning goal.
- I outline the ATL skills that I already had that helped me achieve my learning goal.

Bii. Explain how the ATL skill(s) was/were applied to help achieve their product.

- I outline the necessary ATL needed to achieve my product.
- I demonstrate the ATL skills I developed through the project in order to achieve my product.
- I outline the ATL skills that I already had that helped me achieve my product.

Possible Evidence: Criteria B

- Reflections on interactions with supervisor, peer feedback, social media interactions, records of negotiation, leadership, active listening, conflict resolution or self-advocacy
- Series of inquiry questions (research skills)
- Sample correspondence with the project supervisor (communication skills)
- Screenshot of daily reminders or alerts to complete personal project tasks (self-management)
- Reflection about resolving a conflict (social skills)
- Summary of prior learning that is relevant to the project (thinking skills)
- Interview with a professional/expert on the topic chosen (social skills)
- First attempts, flops, partial successes, practice logs/notes
- Thinking Routines
- Notes
- Screenshots
- Source Evaluation

Criteria C (Section 3)	Sub Headings	Purpose
Reflecting	Product	<ul style="list-style-type: none"> Describe the product
	Product Success Criteria Score	<ul style="list-style-type: none"> Evaluate the success of the product
	Impact of the Project	<ul style="list-style-type: none"> How the product impacted, helped, and/or influenced others and myself
	Product Feedback	<ul style="list-style-type: none"> Evidence and examples to support the success of the product
	Conclusion	<ul style="list-style-type: none"> Conclude your experience in the project in a way that shows growth

How will I be scored/graded/graded/marked:

Ci. Explain the impact of the project on themselves or their learning

- 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 develop ATL skills.
- I consider the possible impact the project could have on my future learning.
- I discuss my strengths and weaknesses in completing the project
- I identify challenges I have encountered and how I choose to deal with them.
- If I made changes to my goal during the project, I explain the changes and why I made them

Cii. Evaluate the product based on the success criteria

- I evaluate the product/outcome against the criteria I established
- I identify the possible improvements to the product/outcome.
- if I made changes to my product during the project, I explain the changes and why I made them
- I identify challenges with my product and the solutions I developed to meet them

Possible Evidence: Criteria C

- Summary of new knowledge or insights related to the learning goal
- Surveys of audience (impact)
- Evaluation of the product against the success criteria
- Images showing key features of the product
- Analysis of the causes for success and/or failure
- Audience reviews & survey
- Supervisor product evaluation compared to supervisee product evaluation with explanation

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

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

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

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7–8	The student: i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

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

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

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

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

Notes about **Impact of the project**:

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

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