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
	• 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)
Higher	• 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
	• 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
Higher	• 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.
	• 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
Higher	• interpret and use effectively modes of non-verbal communication.