



‘The personal project provides an opportunity for students to undertake an independent and age appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.’

(IB Middle Years Programme: Personal project guide)

PERSONAL PROJECT GUIDE 2026/2027

For students and supervisors

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Adapted from: <https://guide.fariaedu.com/myp-personal-project/setting-a-goal/learning-goal-and-product>

1. WHAT IS THE PERSONAL PROJECT?

The personal project (PP) is an independent, individual project which enables you to research and focus on a **topic of personal interest over a period of time** that you always wanted to learn more about.

IN your PP you are expected to show how various ATL skills helped you in achieving the product and your learning goal.

The PP consists of **three parts**:

- A learning goal that leads to a product
- Documentation of the process
- A report

1.1. Inquiry into MYP personal project

The inquiry process in MYP projects involves a wide range of activities to extend your knowledge and understanding and to develop various skills and attitudes.

It also allows students to *inquire, act* and *reflect*!

Inquire

- Explore an interest that is personally meaningful.
- Take ownership of their learning by undertaking a self-directed inquiry.

Act

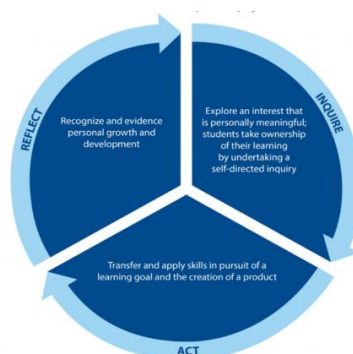
- Transfer and apply skills in pursuit of a learning goal and the creation of a product.

Reflect

- Recognize and evidence personal growth and development.

The **process** involves the following:

- deciding what you want to learn about, identifying what you already know, and discovering what you will need to know to complete the project
- creating proposals or criteria for the project, planning the time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with the supervisor and others, and creating a product
- evaluating the product and reflecting on the project and the learning.



2. MYP PERSONAL PROJECT OBJECTIVES

The objectives of the MYP personal project state the specific goal that are set for learning. They define what you should be able to accomplish as a result of completing the project.

You must address all strands of all three objectives in the MYP personal project.

These objectives relate directly to the assessment criteria and are the following:

Objective A: Planning

You 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

Objective B: Applying skills

You 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

Objective C: Reflecting

You 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.

3. ASSESSING THE PP

Your personal project will be **assessed against all 3 prescribed assessment criteria**. It is mandatory for all IB schools ending in MYP5.

Each PP is assessed by the supervisor+ two more teachers from school, but there is also external moderation of the school's internal standardized assessment.

In order to be promoted to the next school year, i.e. the Diploma Programme, the minimum grade for the PP is 3.

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- State a learning goal for the project and explain how a personal interest led to that goal.
- State an intended product and develop appropriate success criteria for the product.
- 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: 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: 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: 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: 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.

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

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

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- Explain the impact of the project on themselves or their learning
- 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: i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3-4	The student: 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: 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: 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.

Terms	Definitions
ATL Skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Learning Goal	What students want to learn as a result of doing the personal project.
Outlines	Give a brief account or summary
Presents	Offer for display, observation, examination or consideration.
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.

4. WHO SUPPORTS STUDENTS?

Each student is assigned a supervisor and it is your duty/responsibility to find the supervisor once the list is published and arrange the first face to face meeting by the end of MYP4.

4.1. The role of the supervisor

The supervisor is there to support you and guide you during the personal project and to:

- Meet with you once a month
- Provide the assessment criteria
- Give advice on how to keep and use the process journal
- Emphasize the importance of personal analysis and reflection
- Provide formative feedback orally and in written form
- Ensure requirements for academic honesty

It is your responsibility to arrange the time and date of the meetings with your supervisor, to document the progress of your personal project in the Process journal on Managebac, to respect the deadlines and bring all the necessary materials to the meetings.

Additionally, students are supported by the coordinator, library and librarian, teachers other than the supervisor and wider community

5. PP TIMELINE

May/ June 2026	
Intro to PP	
Choosing the topic-submit the topic to Ms Kos by Wednesday, 20 May,2026	
Supervisor appointed and the list posted on 22 May,2026	
First meeting with supervisor – by 8 June, 2026	
- Narrow down and clarify the topic (if necessary) - Define the 2 goals – product and learning goal - Action plan for the summer - Document the meeting on Manage Bac - All of the notes have to be kept on Manage Bac	
June-September 2026	
- make weekly, step-by-step action plan to follow during the summer and beyond (including the success criteria for the product) - research the topic during the summer - select, evaluate and acknowledge information - keep all the relevant info, research, evaluation of sources,screen shots of relevant pages and links in your PP journal (ATL skills) - meet with the supervisor in September 2021 as soon as possible	
October 2026	
- Provide further detailed action plan - Work on product-show evidence of it to supervisor - Regular meetings with supervisor-show progress - Use PP journal –keep notes and entries-show/share with the supervisor	
November, December 2026	
- Work on product - Use process journal-keep notes of meetings, development of product, photos, sketches, interviews,etc. - Regular meetings with supervisor - Mid -November - PP presentations – in front of teachers and students	
January 2027	
- Complete product and report, including evidence and achieving the 2 goals - Submit first draft of the report to the supervisor (first week after we come back from winter break) - Continue meetings with the supervisor - Submit/share the process journal notes/entries	

February, March 2027	
• First draft with feedback returned to student (1st week of February) <u>By 1 March, 2027– upload the documents to ManageBac</u> • Final report • Product • Completed and signed Academic honesty form • Bibliography • Turnitin similarity report	
March 2027	
PP festival/showcase/fair	

PROCESS

6. LEARNING GOAL AND PRODUCT

In order to complete the project, you must:

- Create a **learning goal and product goal**
- Create a detailed **action plan for** achieving the product and its associated **success criteria**
- Apply **ATL skills** to achieve the learning goal and your product
- **Gather evidence** of how you have applied the ATL skills and document that on Manage Bac
- **Evaluate** the product against the success criteria
- **Reflect** on the impact of the project
- **Select the evidence** from the journal to integrate into the report
- Write a **report**

6.1. Setting a goal

The **goal of the project** is the most important thing and it should be based on something you find interesting and therefore has to be very personal .

Your personal project should:

- Have a clear and achievable goal
- Reflect your personal **interests, hobbies or concerns** about an issues you care about
- Be entirely **your own work**

The PP must not:

- Be part of any assessed course work
- Be too closely linked to any subject

The overall goal for the personal project consists of **two interrelated parts: a product and a learning goal**.

The product is what you want to create and **the learning goal** is what you want to learn.

6.2. The learning goal and the product

Likewise the goal may be based on an **interest or hobby** outside the school.

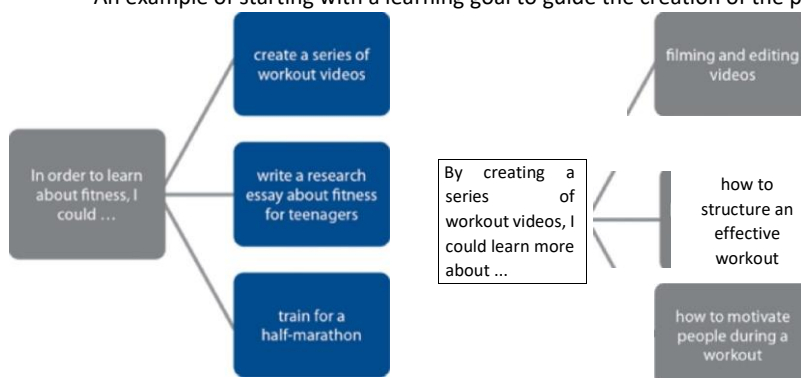
The overall goal for the personal project consists of **two interrelated parts: a product and a learning goal**.

The product is what you want to create and **the learning goal** is what you want to learn.

<u>Learning Goal</u>	<u>Product</u>
Learn Japanese	Create a children's book with Japanese and English
Develop my cooking skills and learn about Bosnian food	Create a YouTube channel where I cook Bosnian food and explain the culture significance of each dish
Understand homelessness in my community and take action to support the homeless community	The organisation of an event where students prepare donation boxes for the local homeless centre

The learning goal that you begin with could lead to a variety of different products, just as a product could relate to a variety of learning goals. (see the Figure below)

An example of starting with a learning goal to guide the creation of the product



7. DOCUMENTING THE PROCESS

7.1. Gathering evidence

You are **required to document the process** and are eventually responsible for producing pieces of evidence that correspond to each strand of the three objectives.

You can use the tools/techniques used to document the arts process journal, the design folder or similar or may choose to employ some of those strategies to gather evidence or you can develop your own format and design.

It can be written, visual or audio or a combination of these, and it may be paper and electronic, though eventually all of it should be uploaded to ManageBac in the Process journal section.

7.2. Guidelines for collecting evidence of the MYP personal project

Evidence of the process is:

- gathered throughout the project to document its development
- an evolving record of intents, processes, accomplishments
- a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- a record of interactions with sources, for example, teachers, supervisors, external contributor
- a record of selected, annotated and/or edited research and to maintain a bibliography
- a collection of useful information, for example, quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work
- completed reflection on learning devised by the student in a format that suits his or her needs
- a record of reflections and formative feedback received

You have to show your supervisor evidence of the process at meetings or share folders with documents on Manage Bac.

8. ACTION PLAN AND SUCCESS CRITERIA

8.1. Creating an action plan

Create a step-by-step **ACTION PLAN** for achieving the goal and the chosen product which should include:

- **dates** with set deadlines for achieving a goal
- **success criteria** for the product - detailed and measurable
- necessary steps or actions required to meet those criteria
- reference ATL skills applied to achieve the goal
- establish a foundation to explain whether or not **the goal was achieved** in the report
- involves research, also related to the learning goal , which should be included in the report.

GOAL:	WHY IS THIS GOAL IMPORTANT? How will progress on this goal positively affect your life as a student at UNC?	BEHAVIOR CHANGE To make progress on this goal, what behaviors might you need to change? What new behaviors might you need to include.	Make your goal SMART: S pecific, M easurable, A ction-Oriented, R ealistic and T ime-Sensitive
EX: I want to exercise regularly	Exercising gives me more energy and helps me sleep better. With more energy and sleep, I'll be more alert in classes and can study with more focus.	I can't return to my room after classes because I'll be less likely to go to gym later. Instead, I'll pack workout clothes in my backpack and go to gym directly after class.	I will go to gym 4X/week, doing a combination of cardio and weights. I'll ask a friend to join me to keep me motivated and accountable. I'll keep a chart tallying my progress.
1.			
2.			
3.			

This will also establish a foundation to explain whether or not **the goal was achieved** in the report.

The process of developing success criteria and establishing an action plan to meet the success criteria is likely to require some research. Similarly, you may need to carry out research related to the learning goal, which could be included as part of the action plan.

9. ATL Skills

9.1. ATL skills clusters

They fall into 5 main categories.

ATL SKILL	CLUSTERS
Communication	Communication
Research	Information literacy Media literacy
Self-Management	Affective Organisational Reflection
Social	Collaboration
Thinking	Creative Thinking Critical Thinking Transfer

9.2. Applying the ATL skills

Throughout the personal project, you should collect evidence of how you have applied the ATL skills.

This evidence may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines,
- action plans
- annotated illustrations

- annotated research
- artefacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self- and peer-assessment feedback.

At the end of the personal project, **you will select pieces of evidence to demonstrate the ATL skills** that have had the most impact on the project.

One piece of evidence must support the analysis of how ATL skill(s) were applied to extend the learning goal, and another must support the analysis of how ATL skill(s) were applied to achieve the product.

It may be helpful to evaluate the product before selecting the examples of the ATL skills to include in the report.

10. Evaluating the product

After the completion of the product, you will use the success criteria that were developed early in the personal project to evaluate the extent to which the product goal was achieved.

This evaluation forms the **basis for explaining the impact of the project** and can also help select the evidence of the ATL skills to include in the report.

10.1. Explaining the impact of the personal project

The possible impacts of the learning goal and product

Possible impacts of the learning goal	Possible impact of the product
Develops specific ATL skills Extends knowledge about an area of interest Gains confidence by completing an independent project	Meets a need in the community Showcases the students' skills or abilities

When reflecting on the personal project, it is important to remember that the process can have a positive impact even if the product is not successful.

11. THE REPORT

11.1. Reporting the MYP personal project

The MYP personal project report demonstrates your engagement with your personal project by summarizing the experiences and skills recorded throughout the process.

It should be presented in identifiable sections following the MYP personal project objectives— planning, applying skills, and reflecting.

Regardless of the goal and project everything relevant to the process and the development of the PP has to be evidenced.

The personal project objectives and how they might be evidenced in the product

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present what they did in their project. (the process)	Students show how ATL skills contributed to the learning goal and product.	Students report on why they did their project.
Students: - state a learning goal for the project and explain how a personal interest led to that goal - state an intended product and develop appropriate success criteria for the product - present a clear, detailed plan for achieving the product and its associated success criteria.	Students: - explain how the ATL skill(s) was/were applied to help achieve the learning goal - explain how the ATL skill(s) was/were applied to help achieve the product - support the explanations with detailed examples or evidence.	Students: - explain the impact of the project on themselves or their learning - evaluate the product based on the success criteria - support their comments with specific evidence or detailed examples.
Examples of supporting evidence could include: - a list and/or diagram of interests and related learning goals a list of possible strategies to achieve personal and academic goals - a diagram showing the connections between the learning goal and the product - a series of steps leading to the completion of the product - a timeline for completing short and long-term tasks	Examples of supporting evidence could include: - a 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 (selfmanagement) - reflection about resolving a conflict (social skills) summary of prior learning that is relevant to the project (thinking skills).	Examples of supporting evidence could include: - evaluation of the product against the success criteria - images showing key features of the product analysis of the causes for success and/or failure - summary of new knowledge or insights related to the learning goal

11.2. Report format

The **format of the report can vary** depending on the resources available and the interests.

Students should take into consideration learning preferences, personal strengths and available resources when deciding on the best format for the report.

The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria.

Students may submit their report and evidence in any combination of documents and recordings that fits within the limits outlined in the table below.

The maximum length of student submissions

Document File types: .doc, .docx, .pdf (noneditable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute

13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

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

12. PLAGIARISM AND ACADEMIC HONESTY

The work in the personal project must be your own. You and your supervisor must use the academic honesty form provided by the IB to note your meeting dates and the main points discussed and to declare the academic honesty of work.

When submitting the final report you also have to provide the Similarity report from Turnitin.

If you plagiarise (copy) someone else's words without acknowledging where they came from, you will fail. You will also fail if you copy someone else's personal project and will be required to do a new personal project under the guidance of the same supervisor. This is a very serious offence.

The consequences of plagiarism and cheating are based on the school's Book of Regulations and the Code of Conduct.

13. FINAL STEPS

When submitting the project on ManageBac you have to include the following:

1. Report
2. Bibliography
3. ManageBac section Meetings with supervisors – 3 mandatory meeting are described
4. Filled in Academic honesty form
5. Turnitin similarity report

1. The written report's name must be **student's name and surname_PP_title_2025_26**
2. The name of the bibliography document must be **student's name and surname_bibliography_2025_26**
3. The Academic honesty form document's name should be **student's name and surname_PP_Academic Honesty_2025_26**

All the documents must be uploaded to ManageBac according to the deadlines

20.MYP Personal Project – Insufficient Achievement and Completion Procedures

The Personal Project is a required component of the final year of the MYP and is assessed according to the current IB Personal Project assessment criteria and procedures. The Personal Project is assessed independently from students' subject-group achievement and is subject to the school's requirements for academic integrity, supervision, standardization and, where applicable, IB moderation.

20.1 Insufficient achievement in the Personal Project

If, following the assessment and internal standardization of a Personal Project report, a student's achievement does not meet the minimum level required by the school for successful completion of the MYP Personal Project, the school provides a structured opportunity for the student to address identified deficiencies.

The purpose of this process is to support the student in demonstrating the required learning and reflection rather than to provide an opportunity simply to increase an existing grade.

The following procedure applies:

1. The student receives clear feedback identifying the areas in which the assessed report does not yet demonstrate the required level of achievement.
2. The supervisor establishes a structured improvement plan with the student.
3. The student completes a defined number of supervised working hours at school on a weekly basis, according to a schedule determined by the school.
4. The work is completed in school, under the supervision of the designated Personal Project supervisor, in order to provide appropriate guidance and to ensure the authenticity of the student's work.
5. The student revises and rewrites the **Personal Project report** in accordance with the feedback and the applicable assessment criteria.
6. The Personal Project **product/outcome itself is not changed** as part of this procedure unless a change is explicitly required by the existing project requirements and approved by the supervisor.
7. The revised report is assessed again using the applicable IB Personal Project assessment criteria.
8. The reassessment is based on the evidence demonstrated in the revised report and does not guarantee a particular achievement level.
9. The school retains evidence of the supervision, feedback, student work and reassessment in accordance with its assessment and Personal Project procedures.

The purpose of reassessment is to allow the student to demonstrate achievement that was not sufficiently evidenced in the original report. It is not intended to penalize a student for an initially weak performance where the student subsequently demonstrates the required learning.

Where the Personal Project remains below the school's minimum completion requirement after the reassessment process, the matter is referred to the MYP Coordinator and school leadership for a decision in accordance with the school's MYP completion requirements and applicable IB guidance.

20.2 Minimum Personal Project requirement for MYP progression

Successful completion of the Personal Project is a programme requirement established by the school within the framework of the MYP. The school may establish a minimum achievement requirement for the Personal Project as a condition for successful completion of the MYP.

The school's current requirement is that the student must achieve at least the minimum approved MYP achievement level specified in the school's MYP progression and completion procedures. This requirement is distinct from the Croatian national grading system and should not be presented as a statutory Croatian requirement.

The Personal Project requirement does not replace or alter the student's obligation to satisfy Croatian national requirements for passing subjects and progressing to the next school year.

GLOSSARY

General Terms

Terms and Definitions

ATL skill clusters- One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.

Bibliography- An alphabetical list of every source used to research the project.

Criteria- Specific elements the personal project product must meet to be a quality outcome, as defined by the student.

List of references- An alphabetical list of only those sources that are cited in the project presentation or report.

Product- What students will create for their personal project. The product may be a tangible artifact such as a sculpture, film, story or model. The product may also be a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign.

Report- A spoken or written account of something observed, heard, done or investigated, which aims to inform as clearly and succinctly as possible.

Command Terms

Describe- Give a detailed account or picture of a situation, event, pattern or process

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

Evaluate- Make an appraisal by weighing up the strengths and limitations.

Explain- Give a detailed account including reasons or causes.

Outline- Give a brief account or summary

Present- Offer for display, observation, examination or consideration.

State- Give a specific name, value or other brief answer without explanation or calculation