**The Personal Project: Curriculum Culmination**

**Role of the Personal Project**

The personal project is a significant body of work produced over an extended period. It is a product of the student’s own initiative and should reflect his/her experience of the MYP. The personal project holds a very important place in the program. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning. As shown in the MYP curriculum model, the five areas of interaction form the core of the program: they are addressed through the subjects; they bind various disciplines together; they are the basis of varied learning experiences through project work, interdisciplinary activities, and real-life community involvement. Although the areas of interaction are not awarded individual grades, they are central to the experience of the personal project, which is intended to be the culmination of the student’s involvement with the five areas of interaction; the project is therefore normally completed during the **last year** of the student’s participation in the MYP.

**Types of Personal Projects**

The personal project may take many forms, for example:

* an original work of art (visual, dramatic, or performance)
* a written piece of work on a special topic (literary, social, psychological, or anthropological)
* a piece of literary fiction (that is, creative writing)
* an original science experiment
* an invention or specially designed object or system
* the presentation of a developed business, management, or organizational plan (that is, for an entrepreneurial business or project), a special event, or the development of a new student or community organization.

The student and the supervisor must agree that, whatever form the personal project takes, the finished product allows the student to **investigate and focus** on a theme, topic and/or issue closely connected to one area of interaction of the MYP. It must also include **a report**. Please see the section about the structure of the personal project for more details.

The student needs to choose carefully the type and goal of their project in terms of the skills and techniques that are required to bring it to a successful conclusion. Some projects may be too ambitious, require overly complex procedures or require a lengthy process of learning.

**Requirements of the Personal Project**

The personal project must not form part of the coursework for any subject: it must provide an opportunity for students to select a topic or theme about which they are enthusiastic, and to show commitment to the completion of their own project. The personal project encourages students to use a combination of the skills developed in a variety of subjects and through approaches to learning. It must not be limited to one specific discipline but must be inspired by, and focused on, topics and issues related to the areas of interaction to show the student’s understanding of the chosen areas. Most of the work involved in the personal project will be done outside class time. However, at different moments during the year, many schools schedule some time for students to receive training, conduct research, meet their supervisor, or present their project to others.

**Award of Grades**

Grades are awarded for the personal project in the same way as for the eight subject groups of the MYP curriculum. In addition, for schools requiring grades validated by the IBO, the award of a grade 1 or 2 for the personal project makes a student ineligible for the award of the MYP certificate.

**Supervision**

The Program will ensure that each student engaged in a personal project receives direct supervision from a qualified person in the school, who can provide appropriate guidance and confirm the authenticity of the work submitted. This teacher or other professional within the school is the supervisor. Although the supervisor does not need any specialist knowledge in the area selected by the student, outside help may be requested in some instances. Parents also play an important role in supervision and are encouraged to learn about the project as well. We will provide training for parents to prepare for this.

**Planning**

In all cases, students will be guided in the planning, research and completion of their projects. They will receive formative feedback on their work and be encouraged to test and develop their own ideas and to respect established deadlines.

**Assessment**

The personal project should be assessed according to the criteria stated in this guide. Supervisors are responsible for the formative and summative assessment of the projects. Internal standardization of assessment among the supervisors is essential to ensure comparable and fair application of the criteria to the individual projects.

**Structure of the Personal Project**

The written, oral or multimedia report of all the types of personal projects will follow the same general structure, and will include the following elements: title page, table of contents, body of the report, bibliography, and appendices. The body of the report is structured around the objectives and criteria: the goal, selection of sources, application of information, achieving the goal, and reflection on learning.