Personal Project Guide

IB-MYP

Schoolyear 2026-2027

Johan de Witt scholengroep

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Introduction

Students **The MYP community project** and the MYP personal project are collectively known as *MYP projects*. These student-centred, age-appropriate projects provide students with opportunities to engage in meaningful, practical explorations through a cycle of inquiry, action and reflection. They encourage students to develop the attributes of the IB learner profile, apply and strengthen their approaches to learning (ATL) skills, and become independent, lifelong learners.

At the Johan de Witt Scholengroep, we aim to establish a continuous learning progression that prepares students for both the Community Project and the Personal Project. From MYP1 onwards, students gradually develop the skills, confidence and independence needed to successfully undertake these projects.

In MYP1, students are introduced to the principles of the Community Project. In MYP2, they begin exploring project-based learning with substantial guidance and limited individual responsibility. As students progress through the MYP, the level of support gradually decreases, while their independence, ownership and responsibility increase. By MYP4, students are expected to demonstrate greater initiative, critical thinking and community engagement as they complete the Community Project (see *Community Project Handbook*).

In MYP5, the final year of the programme, students are required to complete the Personal Project. Building on the knowledge, skills and experiences gained throughout the MYP, students undertake an extended, independent inquiry into a topic of personal interest. With guidance from a supervisor, they formulate a learning goal, develop a product, apply relevant ATL skills and reflect on their learning and development.

The Personal Project represents an important milestone in students' MYP journey. It provides an opportunity to demonstrate their ability to take responsibility for their own learning, manage an extended project and reflect critically on both the process and their achievements.

This handbook outlines the purpose, requirements, assessment criteria and practical organisation of the Personal Project at the Johan de Witt Scholengroep. It is intended to support students, supervisors and parents throughout the Personal Project process.

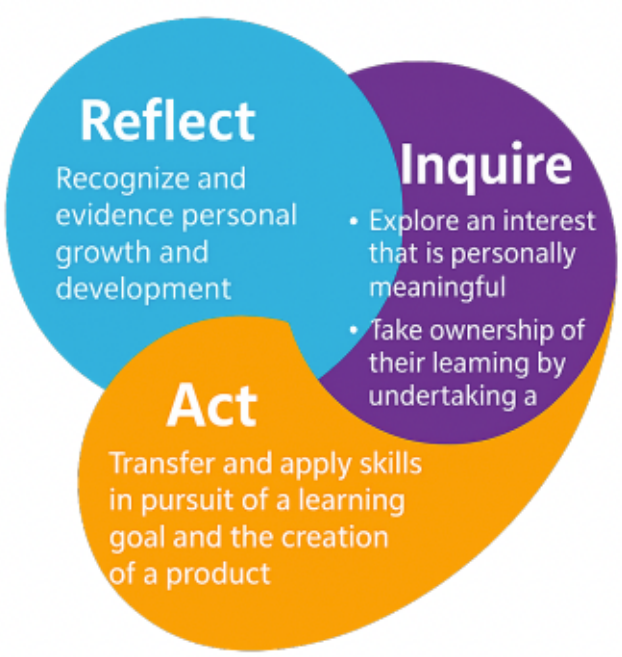
Personal Project Aims

The Personal Project provides students with an opportunity to engage in independent inquiry, take responsibility for their own learning and reflect on their personal development:

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.



MYP Personal Project Objectives

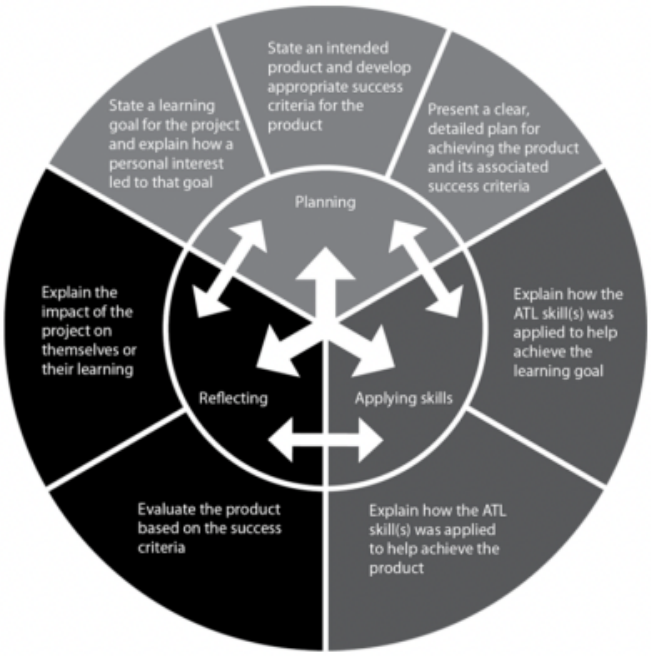
The Personal Project is assessed against three objectives: Planning, Applying skills and Reflecting. These objectives guide students throughout the project and form the basis for assessment.

Objective A: Planning
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.

Objective B: Applying skills
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.

Objective C: Reflecting
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.



The Personal Project at our School

For the Personal Project, students are expected to set their own learning and development goals based on their personal interests. Together with UWC we have made a programme which starts in MYP1 and guides students to MYP 4. The students can use these experiences and knowledge within the personal project. While they may draw inspiration from previous experiences in the MYP, such as the collaboration with the United World College (UWC) Maastricht, this is not a requirement.

For example, setting a personal project goal can be based on:

- Students' interests
- A service as action experience
- An MYP unit of inquiry
- A compelling global context

The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

The project is made up of a process, a product and a reflective report.

1. **Process** —ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
2. **Product or outcome**—evidence of tangible or intangible results: what the student was aiming to achieve or create
3. **Report**—an account of the project and its impact, to a structure that follows the assessment criteria. The report describes both the process of creating the project and an evaluation of the impact of the process on the student or their learning.

Students are expected to spend approximately 25 hours on their MYP personal project.

This time includes:
- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project.

Roles and Responsibilities

Role of the Project coordinator(s)
The project coordinator leads the implementation, organization and management of the projects in the school.

> to students & supervisors:
- Communicate the timeline for completing the personal project.
- Communicate expectations and provide clarification as needed.
- Facilitate the process of submitting the report, bibliography and academic integrity form.

> to students:
• Assign or facilitate the selection of a supervisor.
• Explain the role of the supervisor in supporting the personal project.

> to supervisors:
• Provide access to relevant guidance from the personal project guide and the TSM.
• Facilitate the process of standardization and assessment.
• Share or provide results of subject report and internal assessment feedback report for samples submitted for moderation.

Role of the Supervisor(s) (mentor)
The supervisor provides guidance to students in the process and completion of the project.

This includes:
• ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
• giving guidelines about the MYP project
• providing a timetable with deadlines
• providing the assessment criteria for the project
• giving advice on how to keep and curate evidence of the process
• emphasizing the importance of personal analysis and reflection
• providing formative feedback
• ensuring requirements for academic integrity are met
• confirming the authenticity of the work submitted
• assessing the MYP project using the criteria
• assessing the final project submission
• participating in the standardization of the assessment process

Role of the expert(s)/Learning Community

MYP teachers are involved as content experts—members of the learning community. During phase 2, selected MYP teachers are asked to provide subject-specific guidance to individual students, while the mentor remains responsible for the overall supervision process.

• giving advice on action plan and success criteria
• giving advice on how to keep and curate evidence of the process
• providing formative feedback
• ensuring requirements for academic integrity are met
• confirming the authenticity of the work submitted
• assessing the project submissions during the process
• participating in the standardization of the assessment process

In collaboration with the librarian, the MYP teachers will assist students in developing research skills and locating sources. Students may seek advice from experts within or beyond the school community.

Role of the library, media/resource centre
The school librarian helps students with research in finding and accessing resources.

Set-up, Timeline and Deadlines

To complete the personal project, students must follow the following steps.

Phase 1: Planning (approx. 5 hours)

• Supervisor: Mentor
• Activities take place during mentor sessions in the first term.
• Presentation: Students pitch their proposal (learning goal and product) to the MYP teaching team and their parents.

Based on this pitch, students are matched with content experts from the internal community (MYP teachers) for the next phase.

Phase 2: Applying Skills & Initial Reflection (approx. 10 hours)

• Supervision: Mentor as process supervisor; content support by internal/external experts
• Students work independently outside mentor hours. The mentor monitors progress.
Presentation: Interim reflection and progress update.

Phase 3: Reflection & Final Report (approx. 10 hours)

• Supervision: Mentor continues as supervisor
• Students work on their reflection and report during mentor sessions.
• Presentation: Final product and reflection on learning goal.

Defining the Project

The personal project is personal. Each student sets their own goals based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP and/or from their interests and hobbies outside school.

The Personal Project consists of two interrelated parts:
- a learning goal (what the student wants to learn)
- a product (what the student wants to create).

The project can change during the process.

The project's starting point may be either the learning goal or the product. One learning goal can lead to
different products, just as one product can relate to a variety of learning goals.

Success criteria

The success criteria, developed by the student, measure the degree of excellence to which the product aspires or the terms under which the product can be judged to have been successful.

- The success criteria must be testable, measurable and observable.
- The success criteria must evaluate the product.
- The success criteria must evaluate the impact on the student or the community

Action plan

Working with the timeline provided by the school, students plan the time they need to spend on their personal projects by drawing up a timetable that gives them an overall view of everything they have to achieve.

The action plan must show how students will create the product and fulfill the success criteria.
The project is split into three main steps that correspond to the objectives: planning, applying skills,
reflecting.

Applying the ATL skills

To complete the project, students must work through different steps to explore the learning goal and
achieve the product.

Gathering and Curating Evidence

Students are expected to document the process they followed to complete their project. Students are not restricted to any single model for gathering evidence; however, they are responsible for producing evidence that shows they have fulfilled the personal project's objectives.

Assessment of the Personal Project

Assessment for the MYP Personal Project is criterion-related, based on three equally weighted assessment criteria. MYP Personal Projects must assess all strands of all three assessment criteria.

Criterion	Objective	Maximum weighting
Criterion A	Planning	8
Criterion B	Applying Skills	8
Criterion C	Reflecting	8

Assessment Rubrics

Assessment of the MYP Personal Project is criterion-related and based on three equally weighted assessment criteria. Students are assessed on their achievement against clearly defined criteria rather than in comparison with other students.

All strands of all three assessment criteria must be assessed. Each criterion has a maximum achievement level of 8, resulting in a maximum total of 24 points.

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	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:

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

Achievement level	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.

Source: International Baccalaureate Organization. (2021). MYP Personal project guide (for use from Septemb er 2021/January 2022).

Report

The project report provides the evidence of the student's learning and serves as the basis for determining the final level of achievement. The report should clearly and concisely present the planning, learning, application of skills, and reflection that took place throughout the Personal Project. It demonstrates the student's engagement and commitment to the project.

Structure and Format

Students may choose the format of their Personal Project Report. There are two possible formats:

Document
Document and Recording

Document Requirements
Accepted file types: .doc, .docx, .pdf (non-editable), .rtf
Minimum length: 5 pages
Font type: Arial
Font size: 11 or 12

Recording Requirements
Accepted file types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v

Maximum Lengths for Document & Recording
The following table shows the maximum number of pages allowed and the corresponding maximum recording time:

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov(codec H264), .m4v
15 pages	and	No recording
14	and	1 minute
13	and	2
12	and	3
11	and	4
10	and	5
9	and	6
8	and	7
7	and	8
6	and	9
5	and	10

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