

MYP IB PERSONAL PROJECT

DEFINISI

MYP Personal Project adalah projek individu di bawah program MYP IB yang **wajib** dilaksanakan oleh pelajar Tingkatan 5 SMKDSA.

KOMPONEN UTAMA MYP PERSONAL PROJECT

i. Process Journal

- Menentukan format untuk digunakan sepanjang projek. Tempat untuk:
- Brainstorming
- Perancangan
- Rakaman interaksi dengan sumber
- Idea / petikan penting
- Refleksi

ii.Product/ Outcome

- Berdasarkan matlamatnya.
- Penilaian berasaskan spesifikasi dibuat.
- Boleh mempunyai pelbagai format - gunakan kreativiti.

iii.Project Report

- Mengandungi bukti yang memenuhi kriteria penilaian
- Penyelia menggunakannya untuk mentafsir projek itu
- Mesti mengikut format tertentu
- Serahkan dengan 5-10 ekstrak dari jurnal proses sebagai bukti memenuhi kriteria penilaian.
- Laporan projek mestilah antara 1500-3500 perkataan untuk format bertulis dan elektronik (laman web, blog, tayangan slaid).
- Jika dilakukan secara lisan (podcast, siaran radio, dirakam) dan format visual (video, filem), panjangnya ialah 13-15 minit.

PERSONAL PROJECT & GLOBAL CONTEXT

1. Personal Project harus dikaitkan dengan satu Global Context:

- Identities and Relationships
- Orientation in Space and Time
- Personal and Cultural Expression
- Globalization and Sustainability
- Scientific and Technical Innovation
- Fairness and Development

LANGKAH-LANGKAH PELAKSANAAN PERSONAL PROJECT

1. Investigate – Mengkaji/ Menyiasat				
Mulakan pilihan 'Process Journal' anda pada permulaan langkah ini dan gunakan di seluruh projek	Buat brainstorm dan tentukan topik yang sesuai	Kenal pasti satu Global Context di mana anda akan memberi tumpuan dan mewajarkannya	Memutuskan matlamat yang mencabar tetapi realistik yang boleh anda capai	Melakukan penyelidikan dan rekod dalam 'Process Journal' anda



2. Plan - Merancang			
Teruskan penyelidikan anda dan rekod dalam 'Process Journal' anda. Cari pelbagai sumber (cth: buku, terbitan berkala, tapak web, wawancara, imej, dll.)	Menilai sumber - memilih sumber dengan mempertimbangkan: Adakah penulis boleh dipercayai? Adakah maklumat terkini tepat? Siapakah pembaca/ penonton yang disasarkan?	Buat spesifikasi untuk menilai produk / hasil anda	Membangun dan merekodkan dalam 'Process Journal' anda rancangan untuk membuat produk / hasil



3. Take Action – Mengambil Tindakan		
Terangkan maklumat dengan mempertimbangkan: Mengapa maklumat ini penting? Bagaimanakah ini berkaitan dengan matlamat saya?	Gunakan maklumat - memindahkan dan memohon kepada matlamat anda dengan: Membuat keputusan Mewujudkan penyelesaian Membangunkan pemahaman	Buat produk / hasil yang ditakrifkan oleh matlamat anda



4. Reflect - Refleksi			
Menilai produk / hasil menggunakan spesifikasi yang anda buat dalam langkah kedua	Terangkan bagaimana melengkapkan projek yang diperluaskan pengetahuan / pemahaman	Terangkan bagaimana perkembangan anda telah lalui sebagai pelajar dengan melengkapkan projek	Jelaskan apa yang telah anda pelajari telah memberi kesan terhadap sikap dan tingkah laku anda



5. Report - Laporan			
Gunakan 'Process Journal' anda untuk membantu menyelesaikan laporan	Susun laporan mengikut struktur yang betul	Tulis dengan jelas dan ringkas (jangan gunakan lebih banyak perkataan daripada yang diperlukan)	Pilih 5-10 ekstrak daripada 'Process Journal' anda yang menyerlahkan penyempurnaan kriteria

ASSESSMENT CRITERIA

Objective A : Investigating	<ul style="list-style-type: none">* Tentukan matlamat yang jelas dan Global Context untuk projek, berdasarkan minat.* Kenal pasti pengetahuan sedia ada dan pengetahuan khusus subjek yang berkaitan dengan projek* Menunjukkan Kemahiran Penyelidikan
Objective B : Planning	<ul style="list-style-type: none">* Membangunkan kriteria untuk produk* Merancang dan merekod proses perkembangan projek* Menunjukkan Kemahiran Pengurusan Diri
Objective C : Taking action	<ul style="list-style-type: none">* Hasilkan produk berdasarkan Matlamat, Global Context dan Kriteria Produk* Memperkenalkan Kemahiran Berfikir* Menunjukkan Kemahiran Komunikasi Dan Sosial
Objective D : Reflecting	<ul style="list-style-type: none">* Menilai kualiti projek terhadap Kriteria mereka* Merumuskan bagaimana menyiapkan projek dapat memperluaskan pengetahuan dan pemahaman mereka terhadap Topik dan Global Context

Assessment for the MYP personal project is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

- i. define a clear goal and a global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	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 goal and a global context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrates limited research skills.
3-4	The student: <ol style="list-style-type: none">i. outlines a basic and appropriate goal and a global context for the project, based on personal interestsii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrates adequate research skills.
5-6	The student: <ol style="list-style-type: none">i. develops a clear and challenging goal and a global context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrates substantial research skills.
7-8	The student: <ol style="list-style-type: none">i. develops a clear and highly challenging goal and a global context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrates excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. develops limited criteria for the product/outcome ii. presents a limited or partial plan and record of the development process of the project iii. demonstrates limited self-management skills.
3-4	The student: i. develops adequate criteria for the product/outcome ii. presents an adequate plan and record of the development process of the project iii. demonstrates adequate self-management skills.
5-6	The student: i. develops substantial and appropriate criteria for the product/outcome ii. presents a substantial plan and record of the development process of the project iii. demonstrates substantial self-management skills.
7-8	The student: i. develops rigorous criteria for the product/outcome ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrates excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. creates a limited product/outcome in response to the goal, global context and criteria ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills.
3-4	The student: i. creates a basic product/outcome in response to the goal, global context and criteria ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills.
5-6	The student: i. creates a substantial product/outcome in response to the goal, global context and criteria ii. demonstrates substantial thinking skills iii. demonstrates substantial communication and social skills.
7-8	The student: i. creates an excellent product/outcome in response to the goal, global context and criteria ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. evaluate the quality of the product/success of the outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. presents a limited evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents limited reflection on his or her development as an IB learner through the project.
3-4	The student: i. presents a basic evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents adequate reflection on his or her development as an IB learner through the project.
5-6	The student: i. presents a substantial evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents substantial reflection on his or her development as an IB learner through the project.
7-8	The student: i. presents an excellent evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents excellent reflection on his or her development as an IB learner through the project.

