



Marshall Middle Magnet
IB World School
MYP Community Project Guide





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Learn how to learn

Intercultural understanding

Conceptual understanding

Concepts - big ideas

Learning in context

Community service

Creative, critical and reflective thinkers

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What is it?

The MYP Community Project is an in-depth inquiry that focuses on community and service. It encourages students to explore their right and responsibility to participate in service as action in the community. **This is an IBO requirement for all Year 3 (8th grade) students with a minimum 15 hours - you will propose, plan, implement, and present a project that serves a need in a community.**

YOU have an opportunity to make a difference in OUR community!

You will **investigate** issues of interest with your personal, school, local, or global community that will address that issue. Working in **groups of two or three**, you will **plan** a proposal for action to achieve your goals. Your group will then **take action**, which may take many forms. At the end of this journey, you will **reflect** on the process and give a presentation.

You may choose to work alone or in a group of up to three students, preferably in a group of two or three. Every student is responsible for your own process journal which is used to record your work and reflections throughout the completion of the project. You will have a faculty **supervisor** that will serve as your coach. Your **Supervisor** will be responsible for overseeing the development of the project according to the Assessment Criteria which is based on International Baccalaureate Organization guidelines. You are responsible for reading the Community Project Student Handbook, reading the assessment rubric, following the timeline, and completing your project.

The Four Parts of the Project

The Community Project is made up of four major parts. In order for you to perform well, **all four parts** must be purposeful and completed.

1. **Service Project:** This involves assessing community needs, designing a project to address that need, participating in a service activity, and reflecting before, during, and after the service experience.
2. **Process Journal:** This is used to document your thought process and learning.
3. **Presentation:** This is to inform the audience of the community need and your service.

4. **Reflection Paper:** This is a piece of writing reflecting on what and how you have learned throughout your journey in the Community Project.

Support from Supervisor

Your Supervisor is a teacher who will guide and support you through your project, assessing it, and standardizes the assessment. He/She will support you and offer you advice throughout your journey. You will meet during the “Community Projects” period over the duration of this project. What will those meetings look like?

Support from a Mentor

A Mentor is a specialist who can offer advice to support your project research. This may be a school staff member, such as a counselor if your project is on bullying, or someone from the community. Parental permission is needed for a community mentor.

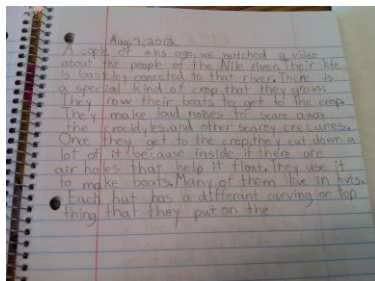
The Meetings

- are for questions and discussions.
- are to keep track of progress made.
- are documented in your process journal.

Things to Remember when meeting with Supervisor:

- Your Supervisor must be frequently mentioned in your process journal. Note that in your final report, a few extracts will be included to prove that your Supervisor read and was part of your progress.
- Have your Supervisor sign your process journal every meeting to ensure you document them properly and to allow for easy Supervisor interaction.

Example:



Don't forget signature

What are the Aims of the Community Project?

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate responsible action through, or as a result of, learning

- Demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Appreciate the process of learning and take pride in your accomplishments
- Reflect on your learning and knowledge (on your own and with others)
- Move towards thoughtful and positive action
- Develop confidence as a lifelong learner

Types of Action

In the Community Project, action involves a participation in **service learning** (service as action). You may select one of these types of action:

- **DIRECT SERVICE:** You have interaction that involves people, the environment, or animals. Examples include one-on-one tutoring, rescuing, and fostering animals in need, or collecting books for a school library.
- **INDIRECT SERVICE:** Though you do not see the recipients during indirect service, you can verify that your actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- **ADVOCACY:** You speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **RESEARCH:** You collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence your school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

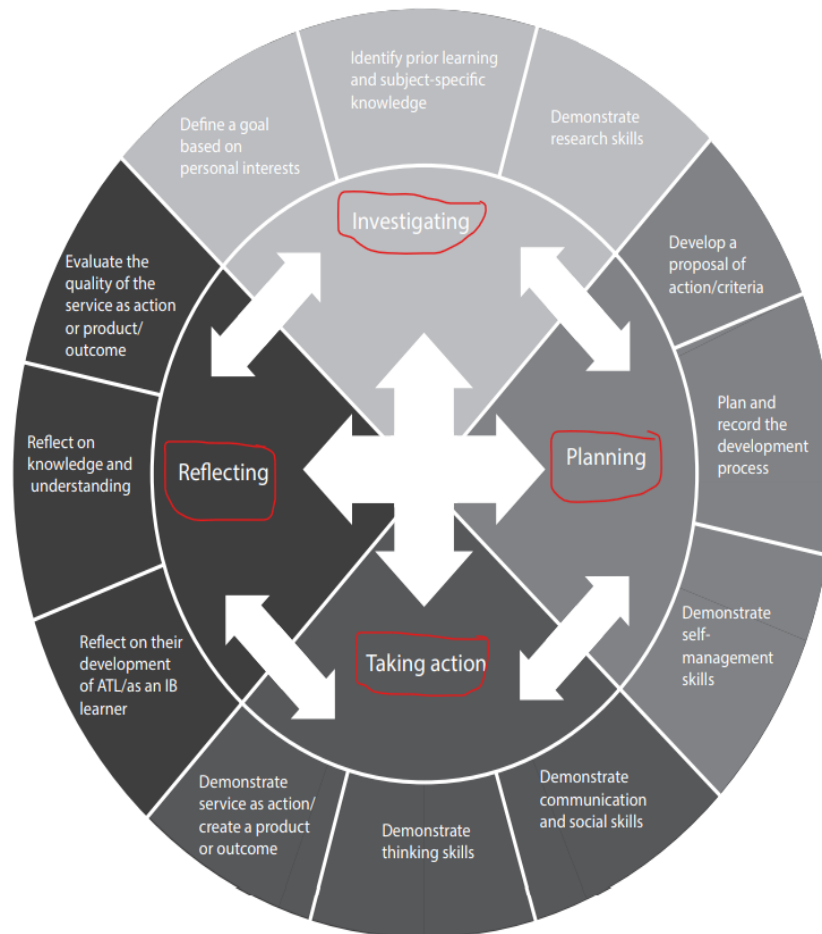
Objectives of Community Project

You will use the presentation of the community project as an opportunity to demonstrate how you have addressed each of the objectives below. You will be expected to communicate clearly, accurately and appropriately.

OBJECTIVE A: INVESTIGATING	<ul style="list-style-type: none">i. Define a goal to address a need within a community, based on personal interestsii. Identify prior learning and subject-specific knowledge relevant to the projectiii. Demonstrate research skills
OBJECTIVE B: PLANNING	<ul style="list-style-type: none">i. Develop a proposal for action to serve the need in the communityii. Plan and record the development process of the projectiii. Demonstrate self-management skills
OBJECTIVE C: TAKING ACTION	<ul style="list-style-type: none">i. Demonstrate service as action as a result of the projectii. Demonstrate thinking skillsiii. Demonstrate communication and social skills
OBJECTIVE D: REFLECTING	<ul style="list-style-type: none">i. Evaluate the quality of the service action against the proposalii. Reflect on how completing the project has extended your knowledge and understanding of service learningiii. Reflect on your development of ATL skills

Visualizing the project objectives

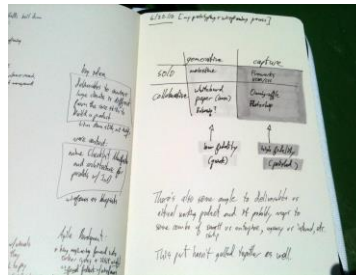
Examine the objective cycle below. This model demonstrates how the cyclical process unfolds. It also demonstrates the objectives/criteria (inner circle) and strands (outer circle), which will be used to assess your project.



The Process Journal

The process journal is an integral part of the project. It is similar to the process journal used in art and design classes and similar to a science fair project journal. **You are responsible for producing evidence of addressing the four MYP Community Project Objectives to demonstrate achievement.**

You may choose the format for your journal. Paper, digital, etc. Remember that you will need to select entries for your presentation, that will evidence the objectives.



The process journal is:	The process journal is not:
<ul style="list-style-type: none"> • used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received. 	<ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format. <div data-bbox="917 1486 1364 1743"> </div>

Process Journal Extracts

You will need to select and **submit evidence (a maximum of 15 and 10 for individual projects) from your process journal to demonstrate development in all four objectives.**

These will show how you have addressed each of the objectives. These extracts may include:

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

You must submit the Checklist/Timeline, the Investigating page, the Proposal for Investigation, the Proposal for Action, and a Resource Bibliography Page. **Your final assessment will be based on your process journal extracts, oral presentation, and reflection report.**

This chart will guide you in writing your process journal. The questions will ensure that all necessary elements of your project are recorded.

CRITERION A: INVESTIGATING	CRITERION B: PLANNING	CRITERION C: TAKING ACTION	CRITERION D: REFLECTING
Goal: <ul style="list-style-type: none"> • Why? • How is it challenging? • What are the next steps? Global Context: <ul style="list-style-type: none"> • Why selected this one? • How is your understanding of it changing? (Ongoing) Knowledge: <ul style="list-style-type: none"> • What is it that you do not know? • What is it that you do know? • Which subjects are you drawing from? Show your research: <ul style="list-style-type: none"> • Who and why? • Notes • How has your perspective changed? • Source analysis 	Your plan: <ul style="list-style-type: none"> • Provide an overview of your Proposal for Action • How will you manage your time? • How are things developing? (Mention this several times as it occurs) Self-Management: <ul style="list-style-type: none"> • How are you managing your tasks? • What are you doing well? • What is proving to be a challenge? • What solutions did you use? • ATL reflection 	Service: <ul style="list-style-type: none"> • Provide pictures of the various stages of your project development • Provide notes and/or explanations of the pictures Thinking Skills: <ul style="list-style-type: none"> • Show evidence of the 3 types of thinking skills: <ul style="list-style-type: none"> o Critical thinking o Creative thinking o Transfer Communication and Social Skills: <ul style="list-style-type: none"> • Who did you collaborate with? • Who did you interview? • What are some new social skills you learned? • What was challenging? • Provide evidence of working with your mentor 	Evaluation: <ul style="list-style-type: none"> • What were your strengths? • What were your weaknesses? Use this opportunity to reflect on it. • What would you do differently? Knowledge: <ul style="list-style-type: none"> • What did you learn about this field in general through your project? • What did you learn about the Global Context? • Remember to be specific, thorough, and dig deep Reflect on yourself as an IB learner in: <ul style="list-style-type: none"> • The process • Inquiry • Learner profile • attributes • Approaches to learning

Approaches to Learning Skills

The Community Project is essentially an activity that enables you to provide a service to a community in need utilizing the Approaches to Learning (ATL) skills you are developing at MMM.

ATL Skills Category	MYP ATL Skill Clusters
Thinking	Critical Thinking
	Creative Thinking
	Transfer
Research	Information Literacy
	Media Literacy
Self-Management	Organization
	Affective
	Reflection
Social	Collaboration
Communication	Communication

ATL REFLECTION QUESTIONS

One of the aims of the community project is to develop your Approaches to Learning skills (ATLs). When you reflect in your process journal, use the following tables to help you in describing how you have strengthened those skills.

Thinking		
Critical Thinking Skills	Creative Thinking Skills	Transfer Skills
<ul style="list-style-type: none"> Identify problems and develop aims , goals, and objectives Make inferences and draw conclusions Identify gaps in knowledge and formulate key questions Consider ideas from other perspectives and points of view Develop contrary arguments Break down large concepts and projects into component parts and combine parts logically as appropriate Formulate provocative and relevant questions and goals Plan to achieve goals, including identifying targets and outlining steps Consider consequences of events Identify obstacles and challenges Make logical, reasonable judgements and create arguments to support them Design improvements to existing machines, media, and technologies Identify and define authentic problems and significant questions for investigation Use multiple processes and diverse perspectives to explore alternative solutions Identify trends and forecast possibilities Troubleshoot systems and applications 	<ul style="list-style-type: none"> Generate impossible ideas Brainstorm and map thoughts to create ideas and questions Consider all alternatives Consider the seemingly impossible Create cover solutions to a problem Evaluate solutions to problems Make connections between random things Consider opposites to renew perspectives Apply strategies of guesswork Generate “what if?” questions Transfer and apply existing knowledge to generate new ideas, products, or processes Utilize old ideas in new ways and combine parts in new ways Make intuitive judgements Create original works and ideas and visualize alternatives Practice imitation of works with a focus on the creative process Practice flexible thinking – arguing both sides of an idea or issue Practice metaphorical thinking, generating questions, and challenging conventions Challenge one's own and others' assumptions Seeing possibilities, problems, and challenges positively Playing with ideas and experimenting Recognizing when an original idea has value and pursuing it 	<ul style="list-style-type: none"> Use your knowledge, understanding, and skills across subjects to create products or solutions Make connections between learning gained in different subject areas Apply skills and knowledge in unfamiliar situations Inquire in different context to gain a diverse perspective Create projects and products using knowledge and skills gained across different subject areas Use familiar learning skills with unfamiliar content Transfer current knowledge to learning of new technologies Demonstrate personal responsibility for lifelong learning Change the context of your project to gain different perspectives Make decisions

Research	
Information Literacy Skills	Media Literacy Skills
<ul style="list-style-type: none"> Access information to be informed and inform others Find information in different media Read critically and for comprehension Read a variety of sources for information and for pleasure Collect research from a variety of print and digital sources Collect and verify data Make connections between a variety of 	<ul style="list-style-type: none"> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Locate, organize, analyze, evaluate, synthesize, and efficiently use information from a variety of sources and media Use and interpret a range of content specific terminology

<ul style="list-style-type: none"> sources Utilize different media to obtain different perspectives Utilize appropriate multimedia technology to create effective presentation and representation Reference accurately and construct a bibliography according to recognized conventions Understand and implement intellectual property rights and the value of academic honesty Identify primary and secondary sources Demonstrate awareness of the effects of different modes of information representation and presentation Collect and analyze data to identify solutions and/or make informed decisions Process data and report results 	<ul style="list-style-type: none"> Underline ways in which images and language interact to convey ideas, including social media Critically analyze various text forms for underlying meaning Use a variety of technologies and media platforms to source information including social media and online networks Utilize different media to obtain perspectives Communicate ideas effectively to multiple audiences using a variety of media and formats Actively make connections between different media resources in presentations Advocate and practice safe, legal, and responsible use of information technology
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Self-Management		
Organizational Skills	Affective Skills	Reflection Skills
<ul style="list-style-type: none"> Keep to class schedule and project deadlines Set appropriate management goals and plan strengths to achieve them Structure information appropriately in written, oral, and visual work Arrive to class with the appropriate equipment Keep an organized and logical system of information files/notebooks Find and select information via different media Use different information organizers for different purposes Plan strategies to guide our personal project inquiry Plan and manage activities to develop a solution or complete a project Select and use applications effectively and productively Make informed choices to achieve a balance in nutrients, rest, relaxation, and exercise 	<ul style="list-style-type: none"> Demonstrate persistence and perseverance Practice focus and concentration to overcome distractions Make informed choices on behaviors and course of action Seek out criticism and feedback from others and make informed choices about including it in one's work Practice being aware of mind-body connection Practice positive thinking Practice dealing with disappointment and unmet expectations Practice dealing with change Practice strategies to prevent and eliminate bullying Practice strategies to reduce stress and anxiety 	<ul style="list-style-type: none"> Consider ethical, cultural, and environmental implications of issues Consider personal relationships to people, ideas, and concepts Build understanding of personal learning strengths and weaknesses Be aware of perceived limitation Develop awareness of the process of effective learning Analyze one's own and others' thought processes to think about how one thinks and how one learns Pause to reflect at different stages in the learning process. Implement and measure the effectiveness of different learning strategies Demonstrate a preparedness to make changes to ineffective learning strategies Seek out constructive criticism Keep a reflective journal of personal learning experiences focused on both process and content Create a record of personal learning change and improvement

Social		Communication
Collaboration Skills		Communication Skills
<ul style="list-style-type: none"> Respect and accept socio cultural difference Consider, respect, and analyze different opinions, points of view, ideas, and preferences Be empathetic Respect different opinions and the points of view of others Delegate and take responsibility as appropriate Help others: facilitate the success of others Take responsibility for own actions Resolve conflicts for own actions Resolve conflicts and work collaboratively with appropriate roles in a team Understands when and how to build consensus Make decisions based on fairness and equality Negotiate goals and limitations with peers and 		<ul style="list-style-type: none"> Use active listening techniques to understand others Give and receive appropriate feedback. Interpret meaning through cultural understanding Use a variety of speaking techniques to make meaning clear for different audiences and purposes Use appropriate forms of writing for different purposes and audiences Use a variety of media to present to an audience Interpret non-verbal communication techniques and see them purposefully Negotiate ideas and knowledge with peers and teachers. Interact, collaborate, and publish media with peers, experts or others employing a variety of digital environments and media Develop cultural understanding and global awareness

- teachers
- Help others when appropriate and encourage contribution from others
- Drive change through an understanding of others especially of group dynamics

- by engaging with learners of other cultures
- Write for different purposes
- Make effective notes, in class and for studying
- Summarize and transform information Use structural writing planners for different academic tasks
- Organize information logically
- Structure information correctly in summaries, essays, reports, and presentations

ASSESSMENT RUBRIC

GRADE	CRITERION A	CRITERION B	CRITERION C	CRITERION D
	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING
0	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.
1-2 Limited	<ul style="list-style-type: none"> • states a goal to address a need within a community, based on personal interests. but this may be limited in depth or accessibility • identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance • demonstrates limited research skills 	<ul style="list-style-type: none"> • develops a limited proposal for action to serve the need in the community • presents a limited or partial plan and records of the development process of the project • demonstrates limited self- management skills. 	<ul style="list-style-type: none"> • demonstrates a limited service as action as a result of the project • demonstrates limited thinking skills • demonstrates limited communication and social skills. 	<ul style="list-style-type: none"> • presents a limited evaluation of the quality of the service action against the proposal • presents limited reflection on how completing the project has extended his or her knowledge and understanding of service learning • presents limited reflections on his or her development of ATL skills.
3-4 Adequate	<ul style="list-style-type: none"> • outlines a adequate goal to address a need within a community, based on personal interests • identifies basic prior learning and subject-specific knowledge relevant to some areas of the project • demonstrates adequate research skills. 	<ul style="list-style-type: none"> • develops an adequate proposal for action to serve the need in the community • presents an adequate plan and records of the development process of the project • demonstrates adequate self-management skills. 	<ul style="list-style-type: none"> • demonstrates an adequate service as action as a result of the project • demonstrates adequate thinking skills • demonstrates adequate communication and social skills. 	<ul style="list-style-type: none"> • presents an adequate evaluation of the quality of the service action against the proposal • presents adequate reflection on how completing the project has extended his or her knowledge and understanding of service learning • presents adequate reflection on his or her development of ATL skills.
5-6 Substantial	<ul style="list-style-type: none"> • defines a clear and challenging goal to address a need within a community, based on personal interests. • identifies prior learning and subject-specific knowledge generally relevant to the project • demonstrates substantial research skills. 	<ul style="list-style-type: none"> • develops a suitable proposal for action to serve the need in the community • presents a substantial plan and records of the development process of the project • demonstrates substantial self-management skills. 	<ul style="list-style-type: none"> • demonstrates substantial service as action as a result of the project • demonstrate substantial thinking skills • demonstrate substantial communication and social skills. 	<ul style="list-style-type: none"> • presents a substantial evaluation of the quality of the service action against the proposal • presents substantial reflection on how completing the project has extended his or her knowledge and understanding of service learning • presents substantial reflection on his or her development of ATL skills
7-8 Excellent	<ul style="list-style-type: none"> • defines a clear and highly challenging goal to address a need within a community, based on personal interests. • identifies prior learning 	<ul style="list-style-type: none"> • develops a detailed, appropriate, and thoughtful proposal for action to serve the need in the community • presents a detailed and 	<ul style="list-style-type: none"> • demonstrates an excellent service as action as a result of the project • demonstrate excellent thinking skills 	<ul style="list-style-type: none"> • presents an excellent evaluation of the quality of the service action against the proposal • presents excellent reflection on how completing the project has extended his or her knowledge and

	and subject-specific knowledge that is consistently highly relevant to the project •demonstrates excellent research skills.	accurate plan and records of the development process of the project •demonstrates excellent self-management skills.	•demonstrate excellent communication and social skills.	understanding of service learning • presents excellent reflection on his or her development of ATL skills
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Each one of these is called a strand. You will need them for when you write your Reflection Paper.

MYP Community Project Checklist

Step 1: Investigating

- ☐ _____ Read “What is a Community Service Project”
 - ☐ _____ List the three main components on your process journal pages
 - ☐ _____ Determine if working alone or with a group.(up to three)
 - ☐ _____ List the four Objectives for the community service project on your journal page
 - ☐ _____ Read, discuss and complete the Investigation page.
 - ☐ _____ Write your goal in the My goal is to box.
 - ☐ _____ Conduct initial research and gather information
 - ☐ _____ Look at the website: globalgoals.org for possible ideas
 - ☐ _____ Record information on process journal pages
 - ☐ _____ Read the two pages on Global Context (pay close attention to the examples of community service projects under each) and complete the Global Context box
 - ☐ _____ Read the Approaches to Learning Skills Objectives. Write on journal pages about how you are using these skills as you go through your project. List the objectives and the ALT skills
 - ☐ _____ Take the Self-assessment Reflection on Approaches to Learning
 - ☐ _____ Complete the Approaches to Learning Category page (Strongest & Weakest) ☐ _____
- Read the Process Journal Page. You will need to record evidence in your journal to demonstrate development in all four objectives. (Investigating, Planning, Taking Action, Reflecting) Title one Page for each objective and add notes to each page as you work on the project.
- ☐ _____ Review assessment rubric (at the back of the handbook) The assessment rates the project on the four objectives: Investigating, Planning, Taking Action, Reflecting on levels of mastery from 0, 1-2, 3-4, 5-6,7-8. This project will count as a major grade.

- ☐ _____ Complete the Community Project Proposal for Investigation

Step 2: Planning

- ☐ _____ Read the PLANNING page. Continue your research and start listing sources for your research on your journal pages.
- ☐ _____ Complete your Community Project Proposal for Action

Step 3: Taking Action

- ☐ _____ Complete the Taking Action Chart of steps you have taken and will take
- ☐ _____ Enter the progress you are making on your journal pages
- ☐ _____ Meet with your Marshall Mentor to review and discuss the items listed on the Taking Action Phase. (Meeting #1)
- ☐ _____ Record the meeting on your Academic Honesty Form
- ☐ _____ Complete the steps on the Community Service Proposal for Action form
- ☐ _____ Carry out the service project
- ☐ _____ Record information on process journal pages

Step 4 : Preparing for Presentation

- ☐ _____ Read the Oral Presentation and 10 tips for Public speaking.
- ☐ _____ Write your presentation speech
- ☐ _____ Read Works Cited/ Bibliography information
- ☐ _____ Prepare Bibliography
- ☐ _____ Read the Project Board Requirements
- ☐ _____ Prepare project board
- ☐ _____ Prepare Process Journal extracts
- ☐ _____ Read Reflection Page
- ☐ _____ Evaluate your project against your Community Project Proposal for Action
- ☐ _____ Complete the Reflection Report Draft pages
- ☐ _____ Meet with your Marshall Mentor to discuss your reflections (Meeting #2)
- ☐ _____ Record the meeting on your Academic Honesty Form

Step 5: Presentation

- ☐ _____ Submit process journal extracts and bibliography
- ☐ _____ Finalize Project board
- ☐ _____ Academic honesty form completed
- ☐ _____ Using the Final Project Paper, Meet with your **Marshall Supervisor** to check off all your Final Project requirements. (Meeting #3)
- ☐ _____ Record the meeting on your Academic Honesty Form
- ☐ _____ Your presentation will be recorded during Marshall Teams. (this can occur in the classroom or exhibition in the multipurpose room)

Step 6: Celebrate and Reflect (written) upon your project and the impact it will have.

- ☐ _____ Your Marshall Supervisor will complete the scoring rubric on your project with reflection
- ☐ _____ You will complete a reflection piece on the potential impact of your project and what current class topic sparked your interest to research it and create your community project.
- ☐ _____ The project will be a summative grade

- ☐ _____ All students will have the opportunity to present their project in their classroom or in an Exhibition. Video recordings will be available online. View the Community Projects Showcase online to see all of the presentations.

Please note: ***The Community Project is not to be an all-consuming project! The **15 hour IB requirement and 10 hours for individuals** - includes time meeting with your faculty supervisor, meeting with group members, researching, planning, taking action, reflecting in the process journal, preparing project board, oral presentation, and supporting documents.

MYP Community Project Academic Honesty Form

Student Name		Supervisor Name	
Student Number		Project Title	

Student: This document records your progress and the nature of your discussions with your mentor. You should aim to see your mentor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet but should be notated in the **process journal**. After each session, students should make a summary of what was discussed, and you should sign and date these comments.

	Date	Discussion Points	Supervisor Signature
Meeting 1			
Meeting 2			
Meeting 3			

Supervisor comment:

Student declaration: I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Supervisor declaration: I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student Signature:	Date:
Supervisor Signature:	Date:

A. Investigating

Before you begin your project, read the entire student handbook and pay special attention to the assessment rubric. **Use the assessment rubric to guide all you do in this project!**

During this phase, you will need to identify the need within the community. Before moving forward, let's define these two key words - **Community** and **Need**:

What is a Community? Communities are groups that exist in proximity defined by space, time, or relationship. Communities may be local, national, virtual, or global. They include groups of people sharing particular characteristics, beliefs, or values.

What is a Need? A need can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable, or useful.

Now use the chart below to brainstorm which community you will serve. Some needs are local while others affect the whole world. Under each type of community, write down topics that you are interested in investigating.

One good resource to help develop ideas is the following website.

globalgoals.org

Needs/Topics can be similar or different between the different communities.					
Communities	School (Marshall)	Local/County (Plant City Hillsborough)	State (Florida)	Nation (USA)	Global (World)
Topic	Ex: struggling students, student attendance	Ex: Local food banks, red tide affecting tourism, Recycling	Ex: Environment - oil drilling off coastline	Ex: Homelessness	Ex: World hunger, lack of clean water source

After you complete the chart, narrow your choices down to two or three topics:

1. _____ (Community: _____)
2. _____ (Community: _____)

3. _____ (Community: _____)

Then ask yourself:

Which need do I feel most passionate about?

Why would addressing that need be considered doing the right thing?

Why should others care about addressing this need?

Identify prior Learning – What do you already know about your chosen community and the need?

Defining a goal to address a need in the community.

Your goal should be **SMART** (specific, measurable, attainable, relevant, and time-based). Some examples of goals are:

- to **raise awareness** (creating a video on sustainable water solutions)
- to **participate actively** (tutoring, developing a garden, training rescued dogs)
- to **research** (collect information, analyze it and prepare a report that will influence others on an issue such as the most effective means to reduce litter in public spaces)
- to **inform others** (performing a play to teach about one of the profiles)
- to **create/innovate** (redesign a website)
- to **change behaviors**
- to **advocate**

Example: My goal is to develop and establish a school food garden in order to grow produce for local homeless shelters. *(mentor might be one of our Ag teachers)**

My Goal is to:

Identifying the global context for the project.

You will need to choose one of the six global contexts to define your goal. Your reflections and decisions will include how your work connects to the chosen global context. *Project guide* (2014) suggests that students ask these questions to help decide which context to choose:

1. What do you want to achieve through your project?
2. What do you want others to understand through your work?
3. What impact do you want your project to have?
4. How can a specific context give greater importance to your project?

Global Contexts

- **Identities and relationships:** identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
- **Orientation in time and space:** personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.
- **Personal and cultural expression:** the ways we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **Scientific and technical innovation:** the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
- **Globalization and sustainability:** the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment.
- **Fairness and development:** rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. [Projects guide. (2014)]

Example: (Goal) “My goal is to develop and establish a school food garden in order to grow produce for local homeless shelters.” Global Context Connection: Sharing finite resources with other people and with other living things. Therefore: My Global Context is Fairness and Development.

My Global context is:

Global context examples of community projects below at globalgoals.org

Identities and relationships

- Laughter therapy campaign in children's hospital or elder care home (Virtual)
- Tutoring classes providing additional or special instruction to primary school students(Virtual)
- Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from vending machines
- The effect of mass media on teenage identity
- Keeping culinary traditions; a video series following family recipes with historical relevance

Orientation in space and time

- Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history
- Making a plan for wheelchair accessibility
- Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article book for the school summarizing the problem and possible solutions
- Explorers in search of a new world; immigration over the ages
- Charting a family history through archives and a representational statue

Personal and cultural expression

- Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors
- Performing a theatre play to raise awareness on student attendance or completion of work.
- Promoting intercultural understanding through an art contest
- Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture

Scientific and technical innovation

- Helping a local community make an efficient, low-cost use of energy-powered devices
- Developing a program to promote the use of wind energy for domestic device
- Campaigning to reduce paper use and to promote recycling

- Campaigning to reduce water, electricity or fuel waste
- Can stem cells replace organ transplants, an investigative report.

Globalization and sustainability

- Campaigning to raise awareness and reduce plastic straw waste use
- Passing a plan to local authorities for tree planting in an area in need of re-greening
- Creating a school or community garden/ enhance the school garden and pond area
- The struggle for water in developing countries; an awareness campaign

Fairness and development

- Campaigning for fair-trade awareness
- Contributing to educational opportunities, for example, supporting a local nongovernmental organization that works on literacy in our town
- Addressing the concerns of immigrants and migrant populations
- Addressing the concerns and needs of the homeless population

Approaches to Learning Skills

ATL skills are the skills you use to “learn how to learn.” You have been practicing approaches to learning skills through your MYP education. Think about how you are using these skills as you go through your project.

Community project objectives	MYP ATL skill clusters	Affective skills: mindfulness, perseverance, emotional management, self motivation and resilience
Objective A: Investigating		
i. Define a goal to address a need within a community, based on personal interests	Collaboration Critical thinking Creative thinking	
ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills	Information literacy Media literacy Transfer	
Objective B: Planning		
i. Develop a proposal for action to serve the need in the community	Collaboration Organization Critical thinking Creative thinking	
ii. Plan and record the development process of the project iii. Demonstrate self-management skills	Collaboration Organization Reflection	
Objective C: Taking action		
i. Demonstrate service as action as a result of the project	Organization Critical thinking Creative thinking	
ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	Communication Collaboration Critical thinking Creative thinking Transfer	
Objective D: Reflecting		
A. Evaluate the quality of the service as action against the proposal B. Reflect on how completing the project has extended their knowledge and understanding of service learning C. Reflect on their development of ATL skills	Communication Reflection	

Self Assessment Reflection: Approaches to Learning (ATL) Skills

Reflection is a key component in strengthening student success. Based on your learning during the past grading period, please **REFLECT** on how well you demonstrate each ATL Category based on the descriptions below. Circle the statements that are true for you. Add 1 point for each box circled and total the amount per column (Category).

	ATL Categories				
	1 Communication	2 Social	3 Self-Management	4 Research	5 Thinking
1	I give and receive meaningful feedback	I can be empathetic towards others	I can plan short/long term goals	I know how to collect information through research	I can identify obstacles and challenges
2	I use writing for different purposes	I use social media to build positive relationships	I can get myself focused during distractions	I can cite my sources	I consider ideas from multiple perspectives
3	I can draw conclusions through inferences	I help others to succeed	I do not give up when things get hard	I can find different perspectives from different sources	I ask factual, conceptual, and debatable questions
4	I can paraphrase accurately	I can manage and resolve conflict	I can self manage my anger	I know that social media interpret events differently	I create original works and ideas
5	I can effectively take notes	I can actively listen to other ideas	I reflect on my learning daily	I make informed choices based on my research	I brainstorm to come up with new ideas
6	I can understand and use mathematical notation	I can encourage others to contribute	I can deal with change with limited stress	I use different media to communicate information	I use knowledge and skills to create solutions
7	I can collaborate with peers using a variety of online media	I can advocate for myself efficiently	I can handle failing and use it as a chance to get better	I know what primary and secondary sources are	I can use prior knowledge in unfamiliar situations
8	I can understand and use body language to communicate	I can be a good leader in a group	I keep my supplies organized and am prepared for class	I understand what Copyrights and plagiarism are	I observe first to recognize problems
9	I can write summaries, essays, and reports	I can take responsibility for my own actions	I keep a planner to organize my academic & personal life	I can use technology to find information	I make unexpected connections between ideas
10	I read for class and for pleasure	I can negotiate positively and effectively	I can identify my strengths and weaknesses	I use different ways to develop long term memory	I make connections between class subjects
Total					

Approaches to Learning (ATL) Categories

Category 1: Communication Description: How well a student exchanges thoughts, messages, and information effectively through interaction, as well as written and verbal communications?

Category 2: Social Description: How well a student works effectively with others through collaboration?

Category 3: Self-Management Description: How well a student can manage their time, tasks, and state of mind, as well as, how well they can self-reflect?

Category 4: Research Description: How well a student can find, interpret, judge, and create information by interacting with various sources?

Category 5: Thinking Description: How well a student can critically and creatively problem solve, as well as, how well they can transfer skills and knowledge between subjects?

Which ATL Category is your strongest (highest score)? How will it help you as you work on your project?

Which ATL Category do you need to improve on (lowest score)? How can you get support for that category as you work on your project?



Community Project Proposal for Investigation

Project Title:	
Student Name(s):	Supervisor Name:

NEED: Describe the need you intend to address. What is lacking/needing improvement?
Targeted Community:
Need:

Action Goal: What is the purpose of your Community Project? What do you hope to achieve?			
Circle type of goal:	To participate actively	To research	To inform others
	To raise awareness	To change behaviors	To advocate
		To create/innovate	
Action Goal:			

Global Context: (circle one)		
Identities and relationships	Fairness and development	Orientation in space and time
Scientific and technical innovation	Personal/cultural expression	Globalization & Sustainability
How is this Global Context relevant? Why?		

RESEARCH: What questions do you need to answer? Where will you look for the answers? Remember to look for reliable sources of information. **Keep track of ALL resources used in your process journal as you must submit a Works Cited page with your presentation.**

The purpose of your initial research is to help you develop a proposal for action. You cannot create a proposal for action until you have conducted research.

Questions? (who, what, when, where, and why?)

Possible resources: (Books, magazines, newspaper articles, websites, surveys, interviews, videos, etc.)

You must use a variety of resources!

Process Journal: How will you record the significant findings from beginning to end to show the development of your community project? Remember to include brainstorming, notes, actions, etc.

B. Planning

When you are clear on what you want to achieve and have conducted some initial research, you will need to **propose an action plan**. Think about what specific tasks or activities you can do to develop your project. You can use checklists, timelines, flow charts or other strategies to prepare your proposal.

Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on time and resources available. Do not choose a project that will require too much time or overly complex procedures.

Think about the following:

- Is it a one day event? Will it take a few weeks?
- Where will the event take place?
- How will you get the word out?
- What supplies do you need?



See the Project Proposal for Action template.

Continue Research

Now it's time to begin more specific research. **You will need to use multiple sources to make your project credible.** When using Internet sources you will need to use the [ABCD's of Website Evaluation](#) for each website used. All sources that you use to investigate, and plan must be included in a bibliography. If you need help with your research, ask your school media specialist.



Community Project Proposal for Action

Project:	
Student Name(s):	Supervisor:

Need:
Community:
Global Context:

Action Goal:
Time Frame: <i>Will you hold a one day event? Will your action take a few weeks?</i>
Location: <i>Where will the event take place?</i>

Specific tasks/activities to complete:

How will you get the word out?

What materials and resources are needed to achieve your product/outcome?

Cost: Is there a cost for materials?

C. Taking Action

The next step in your project will be to put your plan into action. Review your proposal for action. Does it need adjustments? **Continue writing in your process journal.**

[illegible]

Oral Presentation

At the end of the project, you will present your project in front of an audience. **For an individual presentation, the time allocated is 6-10 minutes. For a group presentation, the time allocated is 10-14 minutes.** Each group member should have the opportunity to speak during the presentation. **Remember, you will be assessed based on your process journal extracts (this folder) and your oral presentation. Use the following guiding questions to write your presentation speech.**

A. Investigating

- How did you arrive at your goal?
- What did you already know about....
- What did you need to learn about....
- How did you learn/research....
- Evidence of research skills – variety of sources, evaluation of sources, bibliography

B. Planning

- What was your plan of action?
- Evidence of thinking skills – obstacles & challenges, creativity.
- Evidence of communication skills – giving & receiving appropriate feedback, using appropriate forms of writing for different purposes and audiences, collaborating with peers.
- Evidence of social skills – considering and respecting different opinions, points of view.

C. Taking Action

- What purposeful choices did you make?
- How and with whom did you collaborate?
- What you did, how you did it, why...
- Evidence of thinking skills – did you change focus? Modify what you were doing?
- Evidence of communication skills – collaboration.
- Evidence of social skills – delegating and taking responsibility as appropriate, resolving conflicts and working collaboratively.

D. Reflecting

- Evaluation of the quality of service as action against the proposal.
- How has the project extended your knowledge and understanding?
- How have you further developed your ATL skills as a result of this project?



HERE ARE 10 TIPS FOR PUBLIC SPEAKING:

1. Nervousness Is Normal. Practice and Prepare!

All people feel some physiological reactions like pounding hearts and trembling hands. Do not associate these feelings with the sense that you will perform poorly or make a fool of yourself. Some nerves are good. The adrenaline rush that makes you sweat also makes you more alert and ready to give your best performance. The best way to overcome anxiety is to prepare, prepare, and prepare some more. Take the time to go over your notes several times. Once you have become comfortable with the material, practice—a lot. Videotape yourself or get a friend to critique your performance.

2. Know Your Audience. Your Speech Is About Them, Not You.

Before you begin to craft your message, consider who the message is intended for. Learn as much about your listeners as you can. This will help you determine your choice of words, level of information, organization pattern, and motivational statement.

3. Organize Your Material in the Most Effective Manner to Attain Your Purpose.

Create the framework for your speech. Write down the topic, general purpose, specific purpose, central idea, and main points. Make sure to grab the audience's attention in the first 30 seconds.

4. Watch for Feedback and Adapt to It.

Keep the focus on the audience. Gauge their reactions, adjust your message, and stay flexible. Delivering a canned speech will guarantee that you lose the attention of or confuse even the most devoted listeners.

5. Let Your Personality Come Through.

Be yourself, don't become a talking head—in any type of communication. You will establish better credibility if your personality shines through, and your audience will trust what you have to say if they can see you as a real person.

6. Use Humor, Tell Stories, and Use Effective Language.

Inject a funny anecdote in your presentation, and you will certainly grab your audience's attention. Audiences generally like a personal touch in a speech. A story can provide that.

7. Don't Read Unless You Have to. Work from an Outline.

Reading from a script or slide fractures the interpersonal connection. By maintaining eye contact with the audience, you keep the focus on yourself and your message. A brief outline can serve to jog your memory and keep you on task.

8. Use Your Voice and Hands Effectively. Omit Nervous Gestures. Nonverbal communication carries most of the message. Good delivery does not call attention to itself, but instead conveys the speaker's ideas clearly and without distraction.

9. Grab Attention at the Beginning, and Close with a Dynamic End. Do you enjoy hearing a speech start with "Today I'm going to talk to you about X"? Most people don't. Instead, use a startling statistic, an interesting anecdote, or concise quotation. Conclude your speech with a summary and a strong statement that your audience is sure to remember.

10. Use Audiovisual Aids Wisely. Too many can break the direct connection to the audience, so use them sparingly. They should enhance or clarify your content, or capture and maintain your audience's attention.

Practice Does Not Make Perfect

Good communication is never perfect, and nobody expects you to be perfect. However, putting in the requisite time to prepare will help you deliver a better speech. You may not be able to shake your nerves entirely, but you can learn to minimize them.

Works Cited/Bibliography

What is a bibliography?

A bibliography is a list of all the sources you have used in your research.

Below is a sample.

Bibliography

Works Cited

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 29 May 2019.

Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *Ebert Digital LLC*, 1 June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2019.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.

Harris, Rob, and Andrew C. Revkin. "Clinton on Climate Change." *The New York Times*, 17 May 2007, www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html. Accessed 29 July 2016.

There are tools you can use on the internet to help you format your bibliography such as EasyBib www.easybib.com/ or Bibme www.bibme.org/. **Use the examples below if you decide to manually create your bibliography.**

Books:

Last Name, First Name. Book Title. Publisher City: Publisher Name, Year Published. Medium. Smith, John. The Sample Book. Pittsburgh: BibMe, 2008. Print.

Magazines:

Last Name, First Name. "Article Title." Journal Name Volume Number (Year Published): Page Numbers. Medium. Smith, John. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.

Websites:

Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. **Date of access.** Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Interviews:

Last Name, First Name. Type of interview. Date conducted. Jolie, Angelina. Phone interview. 11 Feb. 2009.

Bibliography

Books:

Magazines:

Websites:

Interviews:

Final Project:

At the time of the presentation, you must submit:

- ____ Process Journal with all forms and charts complete
- ____ Any extra process journal extracts
- ____ Project board
- ____ completed academic honesty form for each student
- ____ any supporting visual aids used during the presentation
- ____ bibliography documenting all research (this includes interviews, e-mail correspondence, etc.)

Project board:

In addition to the oral presentation, you will also be required to create a tri-fold project board to showcase the project. This is your chance to be creative.

You will need to include the following:

- your name(s)
- faculty advisor name
- project name
- global context
- description of project
- research
- bibliography
- visuals (photographs, graphs, etc.)
- reflection

Assessment:

Assessment will be based on your project journal extracts and your oral report.

D. Reflecting

Congratulations, you made it! This is the final phase of your project. You should have experienced and learned new things. It is important that you take the time to explore your thoughts and feelings.

This phase includes:

- ### Questions to reflect on:

-
- A silhouette of a person's head in profile, facing right, with a large question mark inside. They are holding a mobile phone to their ear. Above their head are three thought bubbles of increasing size, each containing a map of the world. The background is a blue gradient.

Introduction to Project

[illegible]

Action Experience (Describe the steps you took to complete your action plan.)

ATL Uses (Which Approaches to Learning did you use throughout your project?)

[illegible]

[illegible]

Assessment Rubric				
	A: Investigating	B: Planning	C: Taking Action	D: Reflecting
0	The student does not reach a standard described by any of the descriptors below.			
1-2	I. State a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii demonstrate limited research skills	I. Develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills	I. Demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills	I. Present a limited evaluation of the quality of the service as action against the proposal ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills
3-4	I. Outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills	I. Develop an adequate proposal for action to serve the need in the community ii. present an adequate and record of the development process of the project iii. demonstrate adequate self-management skills	I. Demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills	I. Present an adequate evaluation of the quality of the service as action against the proposal ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning iii. present adequate reflections on their development of ATL skills
5-6	I. Define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills	I. Develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills	I. Demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills	I. Present a substantial evaluation of the quality of the service as action against the proposal ii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning iii. present substantial reflections on their development of ATL skills
7-8	I. Define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills	I. Develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills	i. Demonstrates excellent service as action as a result of the project ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills	I. Present an excellent evaluation of the quality of the service as action against the proposal ii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning iii. present excellent reflections on their development of ATL skills

Your ideal goal for your project is to receive a 7-8 score in each of the Criteria. However, the 5-6 scale is the standard score. You will be assessed by both the IB coordinator at the virtual showcase as well as by your Mustang Team Supervisor.

Student Rubric IB Score_____ **MMM Score Conversion**_____

Teacher reflection on the student's project development and impact

Resources:

[Projects-guide.pdf \(ibo.org\)](#), (September 2014/January 2015)

[173843-56fddf3f-45dc-4b08-86f5-1826b4666440.pdf \(edl.io\)](#), Travis Science Academy IB MYP

[COMMUNITY_PROJECT_GUIDE.pdf \(das.sch.sa\)](#)

MYP 3 & 4 Community Project: Skills for Success (Laura England & Angela Stancar Johnson, 2019) [Hodder Education](#)