

# Community project guide

# Community project guide

## **Middle Years Programme Community project guide**

Published February 2021

Updated April 2023

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd  
Peterson House, Malthouse Avenue, Cardiff Gate  
Cardiff, Wales CF23 8GL  
United Kingdom  
Website: [ibo.org](http://ibo.org)

© International Baccalaureate Organization 2021

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: [sales@ibo.org](mailto:sales@ibo.org)). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital platforms etc) is prohibited and requires a subsequent written license from the IB. License requests should be sent to [copyright@ibo.org](mailto:copyright@ibo.org). More information can be obtained on the [IB public website](#).

## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# 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.

# Contents

<b>Introduction</b>	<b>1</b>
Purpose of this guide	1
Programme model	2
<b>MYP projects</b>	<b>4</b>
Nature of the MYP projects	4
Culminating experiences across the IB continuum	5
Aims	7
Objectives	8
Requirements	10
The role of staff	11
<b>Organizing the MYP community project</b>	<b>13</b>
Time frames for completing the community project	13
The language of MYP projects	14
Academic honesty	15
<b>Pedagogy of MYP projects</b>	<b>16</b>
Inquiry in the MYP community project	16
Action in MYP projects	17
Global contexts	19
Approaches to learning	20
The process journal	22
Resources	24
<b>Completing the MYP community project</b>	<b>25</b>
Objectives	25
Investigating and planning the MYP community project	26
Presenting the MYP community project	30
Using assessment criteria	31
MYP community project assessment criteria	32
<b>Appendices</b>	<b>36</b>
Glossary of terms	36
Command terms	37
Bibliography	38
Updates to the publication	39

## Purpose of this guide

Please note that the assessment criteria used in this material correspond to the MYP *Community project guide* (published in 2021), and are for first use in final assessment in the 2021–2022 academic year (northern hemisphere) and the 2022 academic year (southern hemisphere).

This document provides the framework for the community project in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (May 2014), which includes:

- general information about the programme
- detailed information about approaches to learning
- advice that supports access and inclusion (including accommodations for students with learning support requirements)
- a statement on academic honesty.

In MYP publications, requirements appear in a text box like this one.

## Additional resources

Teacher support materials (TSMs) are available in the [programme resource centre](#). The TSM for the MYP community project contains support for planning, organizing and completing the project. It provides examples of good practice, including information for supervisors and students, and timelines as well as student work with supervisor comments.

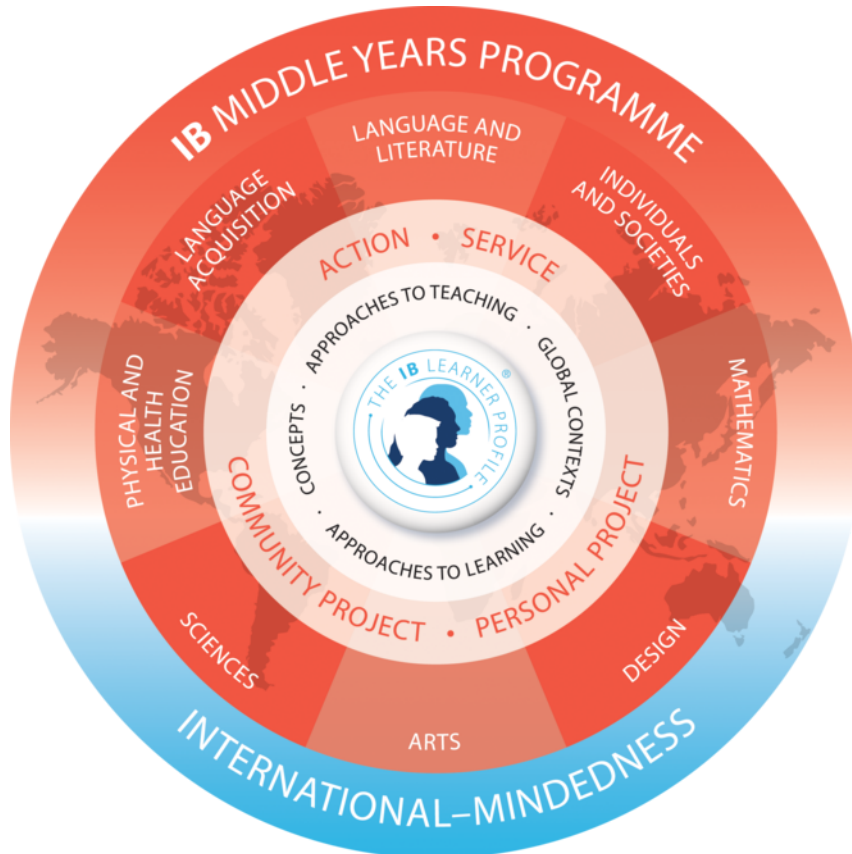
A range of publications that supports the MYP is available at the International Baccalaureate ([IB store](#)).

## Acknowledgments

The IB gratefully acknowledges the generous contributions of IB World Schools and a global community of educators who collaborate in the development of the Middle Years Programme.

# Programme model

Figure 1  
Middle Years Programme model



The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds on the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**



- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

## Nature of the MYP projects

In this programme, the MYP community project and the MYP personal project are known together as MYP projects. MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.

At schools where the MYP ends in year 3 or 4, students **must** complete the community project.

At schools where the MYP includes year 5, students **must** complete the personal project.

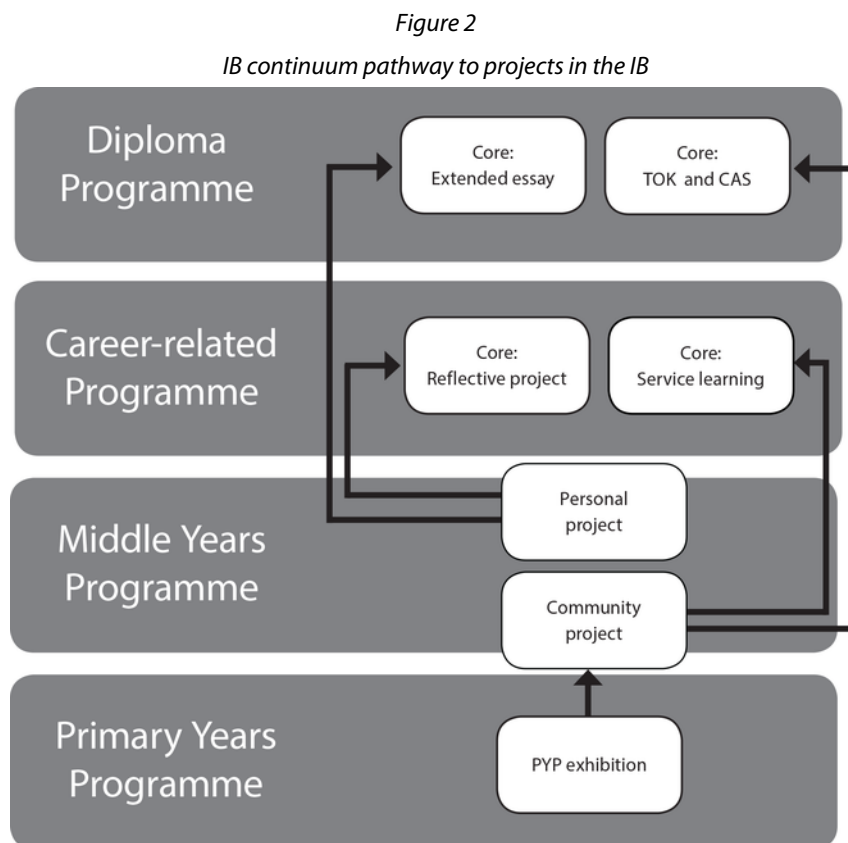
However, schools offering an MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in both the community project **and** the personal project.

The *community project* focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

The *MYP personal project* is dealt with in a separate guide.

## Culminating experiences across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3 to 19. Figure 2 shows the IB continuum pathways to projects or culminating experiences across the four IB programmes.



Students completing the PYP will have experienced a broad and engaging curriculum that culminates with the PYP exhibition. This is an age-appropriate demonstration of learning involving inquiry into the world around them.

MYP projects prepare students for further education projects and presentations, such as those in the DP and CP. There are strong links between the MYP projects and subject-specific assessments in the DP, such as the global politics engagement activity through the nature of the task and the presentation style of the report; however, MYP projects relate most directly to the cores of the DP and CP.

The DP core comprises the extended essay, theory of knowledge (TOK) and creativity, activity, service (CAS). The focus on service in CAS and the style of the TOK presentation are both mirrored in the service as action and the presentation of the MYP community project.

The CP core comprises personal and professional skills, a reflective project, language development and service learning. The MYP community project supports raising awareness needs in the community, the application of ATL skills, the reflective nature of inquiry as the project progresses, and the language development required for an oral presentation as the culminating activity.

The community project and personal project emphasize experiential learning, which is developed further in community and service in both the DP and CP. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.

# Aims

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the MYP community project are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

# Objectives

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their studies.

## MYP community project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the community project specifically.

### **Objective A: Investigating**

Students should be able to:

- i. Define a goal to address a need within a community, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

### **Objective B: Planning**

Students should be able to:

- i. Develop a proposal for action to serve the need in the community
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

### **Objective C: Taking action**

Students should be able to:

- i. Demonstrate service as action as a result of the project
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

### **Objective D: Reflecting**

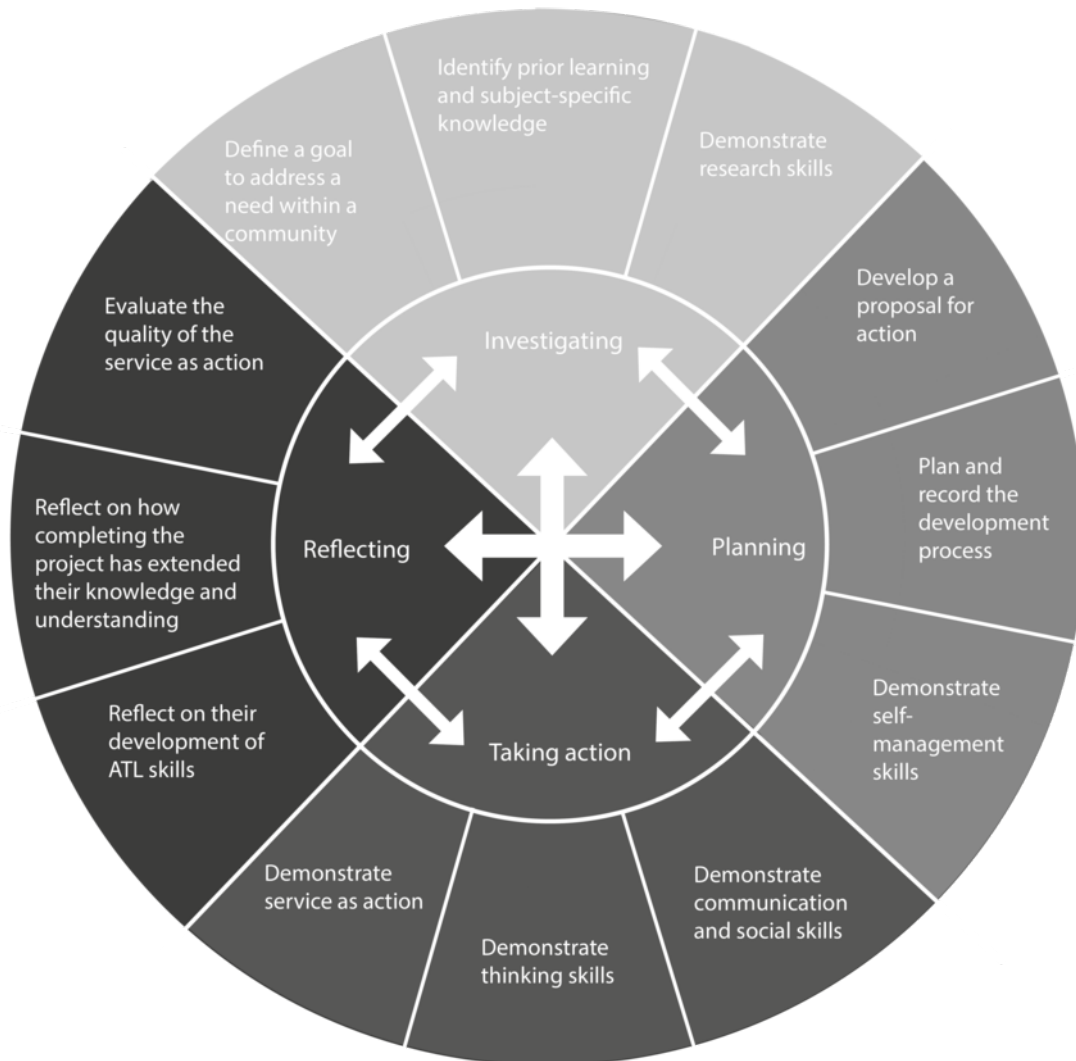
Students should be able to:

- i. Evaluate the quality of the service as action against the proposal
- ii. Reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. Reflect on their development of ATL skills

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

## Visualizing the MYP community project objectives

Figure 3  
Visualizing the MYP community project objectives



The visualization in figure 3 shows that the four objectives for the community project—investigating, planning, taking action and reflecting—form a cyclical and interactive approach to inquiry and should be addressed as such. The four objectives will be demonstrated holistically in the process, the product and the presentation of the project.

# Requirements

In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project. Students are expected to spend approximately 15 hours on their community project.

The MYP community project may be completed individually or collaboratively in groups of no more than three students.

Schools offering the MYP including years 3 and 5 may choose to offer students the opportunity to participate in both the community project and the personal project.

Schools must ensure that:

- the project does not form part of the curriculum for any subject group, although subjects may support the completion of the project
- all supervisors of the project are familiar with this guide and understand their roles and responsibilities
- the project is assessed and internally standardized by the supervisors in the school according to the criteria stated in this guide.

In addition, many MYP schools find it helpful to:

- communicate the requirements and objectives of the project to parents and external community experts
- involve the librarian or resource specialist in the organization of the project
- involve the school counsellor or mentor in facilitating the process of the project by supporting the academic and emotional needs of students
- organize showcase events to provide students with an opportunity to present their project to peers, teachers and parents.



## The role of staff

Schools should provide a structure in which the roles and responsibilities of staff supervising the MYP projects are defined.

Schools must allocate resources to supervise and coordinate the MYP projects.

### The role of the project coordinator(s)

The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of the projects in the school. The number of project coordinators appointed will depend on the size of the school and the number of students involved with the community project. In schools where the MYP coordinator assumes responsibility for the MYP projects, extra time allocation is often necessary for the role. As an alternative, schools may choose to assign the role to another staff member.

Project coordinators are responsible for organizing the systems that supervisors and students need for the successful completion of the project, with the support and collaboration of the MYP coordinator and school leadership team.

### The role of the supervisor(s)

The purpose of the supervisor is to support the student or group of students during the project. In the case of community projects, it is important for supervisors to use their best judgment in allowing for changes to group situations, should the need arise.

Each student, or each group of students who have decided to work together, has a supervisor.

The systems that schools set in place for supervision of projects will also vary according to the size of the school and the number of students participating in the MYP projects. To ensure sufficient supervision for students, schools may choose to involve all teaching and professional staff in supervising projects. Schools should take into consideration other responsibilities these staff may have, such as supervision of the DP extended essay or the CP reflective project, to avoid work overload.

Schools use a variety of methods for allocating supervisors to students, including:

- students approaching a supervisor of their own choosing
- supervisors choosing from a list of projects proposed by students
- schools assigning supervisors to students randomly or based on specific scheduling demands.

*Table 1*

#### *Supervisors' responsibilities to students*

##### **The supervisors' responsibilities are to:**

- ensure 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
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of the assessment process established by the school.

##### **Students should receive information and guidance that includes:**

- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback
- requirements for academic honesty.

Supervisors will support students throughout the project. The section “Completing the MYP community project” in this guide provides specific information about the project for both supervisors and students.

## The role of the library, media or resource centre

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

## The role of specialist(s) in the community

Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, they do not assess the project. If schools use such a role, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment. Schools should refer to school policies and any legal requirements when using an external specialist, in the interest of student safety.

## Time frames for completing the community project

Students are expected to spend approximately 15 hours on their MYP community project. This time includes:

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

Schools should develop realistic dates that identify important stages in the development of a community project. Schools need to consider the balance of time needed for researching, completing the project goal and producing the project presentation.

The list in table 2 may be helpful for schools when organizing the project.

*Table 2*

*School considerations for MYP community project time frames*

<b>When organizing the project, schools should consider:</b>
<ul style="list-style-type: none"> <li>• the number of supervisors required</li> <li>• the selection and training of supervisors</li> <li>• informing students about the project</li> <li>• timelines for supervisors and students</li> <li>• scheduling time for supervisors to meet with students individually or in groups</li> <li>• documentation for managing the project</li> <li>• library or information and communication technology resources for the project</li> <li>• internal standardization of the project</li> <li>• informing parents of the objectives and characteristics of the project</li> <li>• showcasing of the project at its conclusion.</li> </ul>

Project supervisors will need to work with students throughout the project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved or the stages of the project.

Because of varying scheduling demands, MYP schools may consider strategies such as:

- flexible scheduling within an extended time frame, allowing students to meet with supervisors and to share work in progress
- organizing “drop-in” sessions for students to meet with teachers from specific subject groups at different stages
- scheduling regular, specific times for collaborative work or meeting about the project.

## The language of MYP projects

### The language of the community project

The MYP community project will usually be developed and presented in the school's language of instruction. However, students should have the opportunity to report their community project in their preferred language, which may or may not be their first and best language or the language of instruction of the school, when the following conditions can be met.

- The standards used in the assessment of such projects are the same as those applied to all community projects in the school.
- The school develops a meaningful process for internal assessment and standardization.

If no professional in the school is able to supervise the student in the language of their choice, the school can choose a supervisor from the community. The health and safety of the student is paramount, and local regulations may impact supervisor contact time with students. When supervisors are based outside the school community, they must receive the same information as school staff. The external supervisor should meet with the student regularly and work under the direction of school staff.

How the school assigns supervision to students for the community project should be decided within a context of long-term planning that is informed by the expertise of school staff and parents. Communication with parents on language planning and development should be part of ongoing school practice.

## Academic honesty

For MYP projects, students and their supervisors must use the *MYP projects academic honesty form* provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

The form can be found [here](#).

Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be signed by the student and the supervisor on submission of the final report or presentation.

## Inquiry in the MYP community project

The MYP community project is a culminating example of inquiry because it reflects students' abilities to initiate, manage and direct their own inquiries.

The inquiry process in MYP projects involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

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

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic as well as to develop an understanding of themselves as learners.

## Action in MYP projects

Both *action* (learning by doing and experiencing) and global engagement are central to IB philosophy and practice. Encouraging principled action is a key feature of the MYP and, when closely affiliated with sustained inquiry and critical reflection, it can result in students developing these attributes of the IB learner profile.

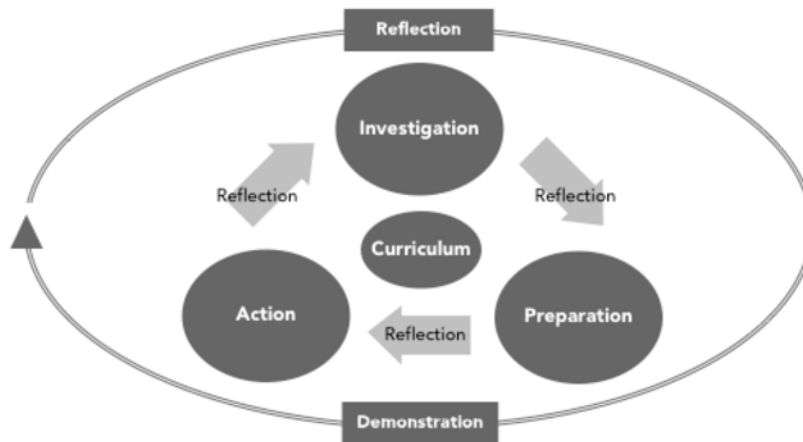
Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating self and others.

*What is an IB education?* (2013)

The guiding process with five stages of service learning, developed by Cathryn Berger Kaye in *The Complete Guide to Service Learning* (2010), is the foundation for MYP community project objectives and assessment criteria. The following stages, illustrated in figure 4, provide a useful framework to develop the attributes of the learner profile. The fifth and final stage is "demonstration", which in the MYP community project is the presentation.

1. *Investigation* involves taking an inventory of student interests, skills and talents to be used in considering opportunities. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, surveys of varied populations, and direct observation/personal experiences.
2. *Preparation* involves the student planning the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring any skills needed to carry the plan to completion successfully.
3. *Action* involves implementing the plan. Students may work individually, with student partners, in student groups or with others.
4. *Reflection* involves students describing what happened, expressing feelings, generating ideas and asking questions. Reflection occurs intermittently and in summation to gauge understanding and synthesis, to assist with revising and rethinking plans and to internalize the experience.
5. *Demonstration* involves metacognition, with students making explicit what and how they learned and what they have accomplished, capturing the totality of the experience. Integration of technology is encouraged.

Figure 4  
Service learning model



Following these five stages encourages and supports students' initiative as their choices and plans emerge from and advance their interests, skills, talents and knowledge.

## Service learning in the MYP community project

In the MYP community project, action involves a participation in *service learning* (service as action).

As students evolve through the service learning process, they may engage in one or more types of action.

- *Direct service*: Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.
- *Indirect service*: Though students do not see the recipients during indirect service, they have verified that their 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*: Students 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*: Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.



## Global contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Students must identify one of these global contexts for their community project to establish the relevance of their inquiry (why it matters).

Students may consider the following questions as they choose a global context through which to focus their project.

- What do I want to achieve through my community project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, students will explore the challenges that the organization addresses, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

## Approaches to learning

MYP projects are culminating activities through which students present, in a truly individual way, their development of ATL skills.

ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time. Projects, essays and investigations carried out in the subject groups are important vehicles for helping students to develop the skills and attitudes needed to complete MYP projects.

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts.

Table 3 shows possible alignment between ATL skills and community project objectives; however, it is important to realize that ATL skills work in articulation across all stages of MYP projects, sustaining and often overlapping throughout the projects.

Students will demonstrate how they have met the objectives through their presentation at the end of the community project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.

Table 3

*ATL skills and community project objectives*

<b>Objective A: Investigating</b>		
Community project objective	MYP ATL skill clusters	
i. Define a goal to address a need within a community, based on personal interests	Collaboration Critical thinking Creative thinking	<b>Affective skills</b> Mindfulness Perseverance
ii. Identify prior learning and subject-specific knowledge relevant to the project	Information literacy Media literacy Transfer	Emotional management Self-motivation Resilience
iii. Demonstrate research skills		
<b>Objective B: Planning</b>		
Community project objective	MYP ATL skill clusters	
i. Develop a proposal for action to serve the need in the community	Collaboration Organization Critical thinking Creative thinking	<b>Affective skills</b> Mindfulness Perseverance Emotional management
ii. Plan and record the development process of the project	Collaboration Organization	Self-motivation Resilience

iii. Demonstrate self-management skills	Reflection	
<b>Objective C: Taking action</b>		
Community project objective	MYP ATL skill clusters	
i. Demonstrate service as action as a result of the project	Organization Critical thinking Creative thinking	<b>Affective skills</b> Mindfulness Perseverance
ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	Communication Collaboration Critical thinking Creative thinking Transfer	Emotional management Self-motivation Resilience
<b>Objective D: Reflecting</b>		
Community project objective	MYP ATL skill clusters	
i. Evaluate the quality of the service as action against the proposal ii. Reflect on how completing the project has extended their knowledge and understanding of service learning iii. Reflect on their development of ATL skills	Communication Reflection	<b>Affective skills</b> Mindfulness Perseverance Emotional management Self-motivation Resilience

## The process journal

For the MYP community project, students are expected to document their process in the process journal. In this way, students demonstrate their working behaviours and academic honesty.

### Documenting the process

*The process journal* is a generic term used to refer to the record of progress maintained by the student throughout the community project. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic and digital media, students are strongly advised to make digital copies of their journals or to transmit copies of their journals to an online storage site.

Students will be familiar with the practice of documenting the development of their community project in the process journal and can draw on techniques used to document the arts process journal, the design folder or similar workbooks in other subject groups. Students may develop their own format and design, although schools can provide templates or examples to support students' work.

The process journal is personal to the student, in the sense that they are also exploring ways of recording their process. Students are not restricted to any single model of recording their process journals. However, the student is responsible, through their use of the process journal, for producing evidence of addressing the four objectives A to D to demonstrate achievement at the highest levels of the criteria.

Table 4

*The anatomy of the process journal*

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

Students show their supervisors evidence of their process documented in their journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

## Selecting process journal extracts

For the MYP community project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the presentation at the conclusion of the community project. The student should take responsibility for making the appropriate extracts available to the supervisor.

Students working individually should select a maximum of 10 individual extracts to represent the key developments of the community project. Students choosing to work in groups will submit a maximum of 15 process journal extracts.

The student should select extracts that demonstrate how they have addressed each of the objectives or annotate extracts to highlight this information.

An extract 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.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analysed in the report, they could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

## Resources

### Investigating and planning

Students should select relevant and reliable information from a variety of sources to develop the MYP community project. The number and type of resources will vary depending on the nature of the project; however, to reach the highest achievement levels through investigating, students must select a range of sources and a variety of source types. Students' ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. Students should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include students' prior knowledge, as well as primary and secondary sources such as: subject-area content; significant people; survey data; published media; internet resources; video or audio recordings; and images.

Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.

Students will select sources during the initial stage of their community project, but research and evaluation of sources will continue during the process of completing it. They should record information collected from these sources in their process journal, along with annotations and possible uses.

Students apply information throughout the community project as they decide what actions to take and when, and as they keep records in their process journal. Students need to be aware of recording their decision-making that has been based on information from sources. They will make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions.

### Demonstrating learning

Students will reach a stage of the MYP community project when they are able to begin preparing their project presentation. They will need to reflect on what they have learned through completing the project. This learning relates to any topics that have been informed by subject-specific learning and how the transfer of this learning has impacted their project, as well as what they have discovered in relation to the project goal and the global context. It also relates to themselves as learners and their awareness or development of ATL skills.

During the whole process, students will keep a record of their decisions in their process journals and should use this as a resource to help them produce the community project presentation.

## Objectives

### MYP community project objectives

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

Students **must** address **all** strands of **all** four objectives in the MYP community project.

These objectives relate directly to the assessment criteria found in the “Community project assessment criteria” section of this guide.

#### **Objective A: Investigating**

Students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

#### **Objective B: Planning**

Students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

#### **Objective C: Taking action**

Students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

#### **Objective D: Reflecting**

Students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

# Investigating and planning the MYP community project

The MYP community project consists of three components (see table 5).

*Table 5*  
**Components of the community project**

Community project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

Students can choose to work on the MYP community project independently or in groups of up to three students. In cases where students work together, they work collaboratively to address the objectives of the project, develop their service learning together and give their presentation at the end as a group.

The objective of investigating requires students to make choices in the focus of their MYP community project. Students should follow a series of procedures to identify the focus. They will need to:

- define a **goal** to address a need in the community, based on their personal interests
- identify the **global context**
- develop a **proposal for action**.

In situations where students choose to work in groups, the goal is defined collaboratively.

## Defining a goal

Some examples of goals are:

- to raise awareness
- to participate actively
- to research
- to inform others
- to create or innovate
- to change behaviours
- to advocate.

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.

The community may be local, national, virtual or global. There is a wide range of definitions of community. The MYP key concept of *community* is defined as follows.

**Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

*MYP: From principles into practice* (May 2014)

Table 6 illustrates the various types of communities.



Table 6  
Community examples

Community	Examples		
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down syndrome	Vegetarians	History club year 3 students
A body of nations or states unified by common interests	European Union	United States of America	United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle East in Western Asia	South Korea's Ecorium project (wetland reserve)

Students should make a reasonable evaluation of how they might address the need in the community. They should feel empowered by a goal they can reasonably achieve in the suggested time frame of the project, resulting in recognizing the impact of their service as action as a significant step in the community. Whether a project is appropriately challenging is determined by the students but should be guided by the supervisor. What is labelled as too ambitious or limited for one student or group will be accessible or challenging for another. Students can involve teachers or other appropriate people as resources, but the project must be completed by the students.

Table 7 illustrates some examples of challenging and highly challenging community project goals.

Table 7  
Challenging and highly challenging community projects

Challenging goal	Highly challenging goal
Students recognize an issue of cyberbullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyberbullying among school peers through negotiations with various school stakeholders.
A student hears the local children's hospital is understaffed and volunteers their services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children's story to educate students on what autism is.	Students work with the autism society members to write and publish a children's story together that is then showcased at the school's open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

## Identifying the global context

The global context chosen by the students provides a context for inquiry and research in the MYP community project. Students choose only one global context to define their goal. In most cases, other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Table 8 shows examples of global contexts corresponding to the elements of the community project.

*Table 8*  
*Global contexts in community projects*

The goal	A need	A community	Global context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Community with specific or defined needs	Identities and relationships
To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create or innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviours	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

It is useful for students to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. Students should document the development of their project, including their ideas and thinking. Brainstorming the definition of their goal is a useful exercise to document in the process journal as students can return to this to ensure they remain on task as they progress through the project.

Table 9 shows some examples of the use of each global context for an MYP community project.

*Table 9*  
*Global contexts and MYP community projects*

Global context	Examples of community projects
<p><b>Identities and relationships</b></p> <p>Students will explore 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.</p>	<ul style="list-style-type: none"> <li>• Laughter therapy campaign in children’s ward or hospital, or an elder care home</li> <li>• Tutoring classes providing additional or special instruction to primary school students</li> <li>• Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines</li> </ul>
<p><b>Orientation in space and time</b></p> <p>Students will explore 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.</p>	<ul style="list-style-type: none"> <li>• Joining a museum or historical society in the community to contribute to maintaining, restoring and recovering local history</li> <li>• Making a plan for wheelchair accessibility</li> <li>• Seeking to improve facilities for young people in the local community by producing an article for the school magazine summarizing the problem and possible solutions</li> </ul>

Global context	Examples of community projects
<p><b>Personal and cultural expression</b></p> <p>Students will explore the ways in which 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.</p>	<ul style="list-style-type: none"> <li>• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors</li> <li>• Performing a theatre play to raise awareness of bullying</li> <li>• Promoting intercultural understanding through a graffiti contest</li> </ul>
<p><b>Scientific and technical innovation</b></p> <p>Students will explore 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.</p>	<ul style="list-style-type: none"> <li>• Helping a local community make an efficient, low-cost use of energy-powered devices</li> <li>• Developing a programme to promote the use of wind energy for domestic devices</li> <li>• Campaigning to reduce paper use and to promote recycling</li> <li>• Campaigning to reduce water, electricity or fuel waste</li> </ul>
<p><b>Globalization and sustainability</b></p> <p>Students will explore 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.</p>	<ul style="list-style-type: none"> <li>• Campaigning to raise awareness and reduce plastic straw waste use</li> <li>• Passing a plan to local authorities for tree planting in an area in need of re-greening</li> <li>• Creating a school or community garden</li> </ul>
<p><b>Fairness and development</b></p> <p>Students will explore 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.</p>	<ul style="list-style-type: none"> <li>• Campaigning for fair-trade awareness</li> <li>• Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy</li> <li>• Addressing the concerns of immigrants and migrant populations</li> </ul>

Students need to recognize the knowledge they already have from previous experiences or from subject-specific learning and document how this will help them to achieve their goal. This prior learning will enable students to evaluate what knowledge and skills need to be gained through research and further investigation.

## Developing a proposal for action

When students are clear on what they want to achieve and the service as action of their project, they will be in a position to determine the proposal. They will need to plan specific tasks or activities to complete or develop their project. Students can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal.

The project should follow a proposal for action and involve students in designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the students and the supervisors. Students document the proposal in their process journals and use this to evaluate the final service as action.

## Presenting the MYP community project

The presentation at the end of the MYP community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

- For an individual student presentation, the time allocated is 6–10 minutes.
- For a group presentation, the time allocated is 10–14 minutes.

Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.

The format of the presentation should be structured following the MYP community project objectives. Students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the supervisors to review one rehearsal presentation per student or group.

Schools may want to show the students various teen TEDx talks as possible models for presentations. These can be found by searching for “teen” on [www.ted.com/tedx](http://www.ted.com/tedx) or at [www.tedxteen.com](http://www.tedxteen.com).

At the time of the presentation, students must submit to the community project supervisor:

- a completed academic honesty form for each student
- the proposal for action
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography or sources.

Students choosing to work in groups will submit a selection of process journal extracts from each member of the group to represent the development of their community project. Good practice suggests that evenly distributed selections will best represent the contributions of all individuals in the group. In group submissions, a maximum of 15 process journal extracts is permitted. For individuals, a maximum of 10 process journal extracts is allowed.

A student completing and presenting their project individually will be awarded achievement levels for their individual work in the project.

In cases where students have chosen to work in groups, supervisors should award the same achievement levels for each student. The opportunity to work together with other students promotes the understanding of teamwork and team achievement. In extenuating circumstances, and subject to local policies and practices regarding group work, supervisors may award students different achievement levels for their participation and performance in the community project.

Formats of presentation should not include question-and-answer sessions or formal interviews that are used to further assess students' presentations or adjust achievement levels met by the presentation itself.

**Additional guidance:** Please see the TSM for examples of oral presentations. Students must acknowledge their sources regardless of their presentation format.

## Using assessment criteria

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

Table 10

*The relationship between assessment criteria, objectives and marks*

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

MYP community projects must assess all strands of all four assessment criteria.

In the MYP, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for the community project developed in years 3 or 4 of the MYP. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Coordinators and supervisors clarify the expectations for the MYP community project with direct reference to the assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do, in forms such as:

- a face-to-face or virtual discussion
- an information day
- detailed advice pages on the school intranet.

# MYP community project assessment criteria

## Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- i. define a goal to address a need within a community, 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	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> <li>i. state a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrate <b>limited</b> research skills.</li> </ul>
3–4	Students: <ul style="list-style-type: none"> <li>i. outline an <b>adequate</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project</li> <li>iii. demonstrate <b>adequate</b> research skills.</li> </ul>
5–6	Students: <ul style="list-style-type: none"> <li>i. define a <b>clear and challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrate <b>substantial</b> research skills.</li> </ul>
7–8	Students: <ul style="list-style-type: none"> <li>i. define a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrate <b>excellent</b> research skills.</li> </ul>

## Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community

- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> <li>i. develop a <b>limited</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>limited</b> or partial plan and record of the development process of the project</li> <li>iii. demonstrate <b>limited</b> self-management skills.</li> </ul>
3–4	Students: <ul style="list-style-type: none"> <li>i. develop an <b>adequate</b> proposal for action to serve the need in the community</li> <li>ii. present an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>adequate</b> self-management skills.</li> </ul>
5–6	Students: <ul style="list-style-type: none"> <li>i. develop a <b>suitable</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>substantial</b> self-management skills.</li> </ul>
7–8	Students: <ul style="list-style-type: none"> <li>i. develop a <b>detailed</b>, appropriate and thoughtful proposal for action to serve the need in the community</li> <li>ii. present a <b>detailed</b> and accurate plan and record of the development process of the project</li> <li>iii. demonstrate <b>excellent</b> self-management skills.</li> </ul>

## Criterion C: Taking action

Maximum: 8

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>limited</b> service as action as a result of the project</li> <li>ii. demonstrate <b>limited</b> thinking skills</li> <li>iii. demonstrate <b>limited</b> communication and social skills.</li> </ul>
3–4	Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>adequate</b> service as action as a result of the project</li> <li>ii. demonstrate <b>adequate</b> thinking skills</li> </ul>

Achievement level	Level descriptor
	iii. demonstrate <b>adequate</b> communication and social skills.
5–6	Students: i. demonstrate <b>substantial</b> service as action as a result of the project ii. demonstrate <b>substantial</b> thinking skills iii. demonstrate <b>substantial</b> communication and social skills.
7–8	Students: i. demonstrate <b>excellent</b> service as action as a result of the project ii. demonstrate <b>excellent</b> thinking skills iii. demonstrate <b>excellent</b> communication and social skills.

## Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>limited</b> reflections on their development of ATL skills.
3–4	Students: i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>adequate</b> reflections on their development of ATL skills.
5–6	Students: i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>substantial</b> reflections on their development of ATL skills.
7–8	Students: i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning



Achievement level	Level descriptor
	iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.

## Glossary of terms

Terms	Definitions
Bibliography	An alphabetical list of every source used to research the project.
Criteria	Specific elements the community project product or outcome must meet to be a quality outcome, as defined by the student.
List of references	An alphabetical list of only those sources that are cited in the project presentation.
Outcome	The end result of a student's community project, used particularly where the project has resulted in a non-tangible result or a result that has various aspects to it, for example, an awareness-raising campaign.
Process journal	A generic term to refer to the documentation that students develop during the process of completing the MYP projects.
Product	The end result of a student's community project, used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model.

# Command terms

Terms	Definitions
<b>Create</b>	To evolve from one's own thought or imagination, as a work or an invention
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application
<b>Develop</b>	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s)
<b>Identify</b>	Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	Give a brief account or summary
<b>Present</b>	Offer for display, observation, examination or consideration
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation

# Bibliography

- Anderson, L and Krathwohl, D. (Eds.) 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, USA. David McKay Company, Inc.
- Anstey, M and Bull, G. 2006. *Teaching and Learning Multiliteracies: Changing Times, Changing Literacies*. Kensington Gardens, Australia. Australian Literacy Educators' Association.
- Badke, W. 2009. "Stepping Beyond Wikipedia". *Educational Leadership*. Vol 66, number 6. Pp 54–58.
- Beetlestone, F. 1998. *Creative Children, Imaginative Teaching*. Oxford, UK. Oxford University Press.
- Berger Kaye, C. 2010. *The Complete Guide to Service Learning*. Minneapolis, USA. Free Spirit Publishing.
- Berger Kaye, C. 2012. *Strategies for Success with 21st Century Skills and Literacy*. Los Angeles, USA. ABCD Books.
- Costa, A. 2001. *Developing Minds: A Resource Book for Teaching Thinking*. Virginia, USA. Association for Supervision and Curriculum Development.
- Cottrell, S. 2008. *The Study Skills Handbook*. Third edition. London, UK. Palgrave Macmillan.
- Dykes, M. 2005. Dawson D. 2009 (revised). *How to Evaluate Information Sources*. University of Saskatchewan, Canada.
- Fisher, R. 1995. *Teaching Children to Learn*. Cheltenham, UK. Nelson Thornes Ltd.
- Freestone, M. 2007. *Thinking for Understanding: A Practical Resource for Teaching and Learning and Curriculum Development*. Tasmania, Australia. DesignShare Inc.
- Hayes Jacobs, H. 2010. *Curriculum 21: Essential Education for a Changing World*. Virginia, USA. Association for Supervision and Curriculum Development.
- Herman, JL, Aschbacher, PR and Winters, L. 1992. *A Practical Guide to Alternative Assessment*. Virginia, USA. Association for Supervision and Curriculum Development.
- Marzano, R, Pickering, D and McTighe, J. 1993. *Assessing Student Outcomes. Performance Assessment Using the Dimensions of Learning Model*. Virginia, USA. Association for Supervision and Curriculum Development.
- MYP: From principles into practice*. May 2014
- Ohler, J. March 2009. "Orchestrating the Media Collage". *Educational Leadership*. Vol 66, number 6. Pp 9–13.
- Richardson, W. 2009. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Second edition. Thousand Oaks, CA, USA. Corwin Press.
- Sternberg, W and Williams, W. 1996. *How to Develop Student Creativity*. Virginia, USA. Association for Supervision and Curriculum Development.
- Thoman, E and Jolls, T. 2002. *Literacy for the 21st Century: An Overview and Orientation Guide to Media Literacy Education* (First Edition: Featuring CML's Five Questions for Deconstruction only). Malibu, USA. Center for Media Literacy.
- Tokuhama-Espinosa, T. 2009. *The New Science of Teaching and Learning: Using the Best of Mind, Brain, and Education Science in the Classroom*. New York, USA. Teachers' College Press.
- What is an IB education?* 2013
- Wolf, S. 2007 "Information Literacy and Self-regulation: A Convergence of Disciplines". *School Library Media Research*. American Library Association. Vol 10. [www.ala.org/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/wolf\\_informationliteracy](http://www.ala.org/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/wolf_informationliteracy)

## Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

### Corrections for April 2023

#### **Throughout the publication**

Alignment of language with other IB documentation.

In line with the IB's diversity, equity and inclusion statement, the terms "he or she" and "his or her" have been replaced with "they" and "their", respectively.