



MYP

PERSONAL

PROJECT

HANDBOOK

Final Edition • Students, Families, Supervisors

Academic year	
Coordinator	
Submission platform	Toddle /
Final submission deadline	

This is an RVIS handbook written for school use. It is aligned to the current MYP personal project framework and uses original school-facing language, with structure strengthened by the sample handbook from The International Academy–Amman.

Riffa Views International School is a Candidate School* for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Riffa Views International School believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.





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.

How to Use This Handbook

This handbook is designed to help RVIS students, families and supervisors understand the personal project in clear school-friendly language. It explains what students must produce, how the process should be documented, how the report should be structured, and how authenticity should be protected.

Use it in three ways:

- ♦ **At the start:** to choose a manageable topic, define goals and build a realistic timeline.
- ♦ **During the project:** to collect the right evidence, prepare for supervisor meetings and stay aligned to the criteria.
- ♦ **Before submission:** to check the report, bibliography, authenticity form and final upload requirements.

Important alignment note: this edition is written for the current MYP personal project structure. The project itself still centres on planning, applying skills and reflecting, with three equally weighted criteria. If RVIS adopts enhanced programme language elsewhere, this handbook can be reworded without changing the core project requirements.

Quick facts

- ♦ Runs from Grade 9 Semester 2 and is completed by February of Grade 10
- ♦ Approximately 25 hours across the full process
- ♦ Student-chosen topic linked to one global context
- ♦ Minimum three supervisor meetings documented

Final deliverables

- ♦ Product or outcome
- ♦ Final report (**assessed**)
- ♦ Bibliography (**separate**)
- ♦ Academic honesty / authenticity form
- ♦ Process journal / process evidence (**school evidence; not uploaded as a separate assessed IB component**)

Quick Start for Students

- ♦ Choose something you genuinely care about.
- ♦ Define both a learning goal and a product goal.
- ♦ Research first, then write success criteria
- ♦ Build a timeline with milestones and buffers.
- ♦ Collect evidence from day one.
- ♦ Use ATL skills deliberately and name them clearly.
- ♦ Act on supervisor feedback and record what changed.
- ♦ Evaluate the product honestly against each success criterion.

RVIS Personal Project Timeline (General First Draft)

ZONE 1

Grade 9 – Semester 2
Launch + Planning

- ♦ **Milestone 1:** Project launch + topic exploration — choose an interest area, draft possible project ideas, and begin collecting early evidence such as photos, notes, links and sketches.
- ♦ **Milestone 2:** Proposal + supervisor request submitted (Checkpoint 1) — submit a short proposal with a learning goal, intended product or outcome, and possible success criteria.
- ♦ **Milestone 3:** Success criteria + action plan draft (Checkpoint 2) — draft testable success criteria and a milestone-based action plan, including buffer weeks.
- ♦ **Milestone 4:** Research foundations complete — gather minimum research evidence, including source notes and credibility checks, and revise the plan if needed.

ZONE 2

Summer
Recommended but optional

- ♦ Continue manageable progress through research, early prototypes, drafts, practice logs and evidence collection.

ZONE 3

Grade 10 – Semester 1
Action + Development
+ Drafting

- ♦ **Milestone 5:** Restart + refine goals (Checkpoint 3) — confirm the goal and product, refine success criteria based on research, and update action plan dates.
- ♦ **Milestone 6:** Product or outcome development + evidence of testing/feedback (Checkpoint 4) — show drafts, prototypes, testing results or feedback, and explain what changed.
- ♦ **Milestone 7:** Report drafting window (Checkpoint 5) — draft report sections aligned to Criteria A, B and C: Planning, Applying skills and Reflecting.

ZONE 4

Grade 10 – February
Completion

- ♦ **Milestone 8:** Final product or outcome complete.
- ♦ **Milestone 9:** Final report submission (assessed) + required school documentation submitted.
- ♦ **Milestone 10:** Exhibition or sharing event, if applicable.

Why this works?

strong handbooks make deadlines visible and stage-based so that students can see the journey from proposal to criteria and planning, to product completion, to draft report, to final submission.

What Is the Personal Project?

The personal project is the culminating independent project connected to MYP Year 5. At RVIS, students begin the process in Grade 9 Semester 2 and complete it by February of Grade 10. Students explore an area of genuine interest, learn something new, create a product or outcome, and explain their process in a report. The project is meant to show ownership, inquiry, skill development and reflection.

What strong projects usually have in common

- A topic that matters to the student and is realistic within the time available.
- A clear purpose, audience or user, even when the audience is the student themselves.
- Evidence collected over time rather than recreated at the end.
- Honest reflection, including changes, mistakes, testing and improvement.

Core Components

Product or outcome

- The thing the student makes, performs, organizes, improves or delivers.

Process evidence

- Proof of planning, research, decision-making, feedback, changes, skill use and reflection. At RVIS, it is maintained as school evidence and used to support meetings and the report, rather than uploaded as a separate assessed IB component.

Report

- The assessed explanation of planning, applying skills and reflecting.

Authenticity record

- Supervisor meetings and school documentation confirming the work is the student's own.

Possible forms of product or outcome

- A physical artefact such as a model, artwork, prototype, recipe book or designed object.
- A performance or skill growth outcome such as learning a musical piece or improving in a sport.
- A service or awareness outcome such as a campaign, workshop, event or website.
- A research-informed creation such as a short film, story collection, app concept or exhibition.

Choosing a Topic

Global Context and Scope

A strong topic is personal, purposeful and manageable. Students should choose one global context to frame why the project matters. The global context does not replace the student's voice; it simply helps explain the wider significance of the project.

Global contexts

Identities and relationships

- Well-being, beliefs, values, relationships, identity.

Orientation in space and time

- Histories, journeys, turning points, discoveries.

Personal and cultural expression

- Creativity, communication, art, language, expression.

Scientific and technical innovation

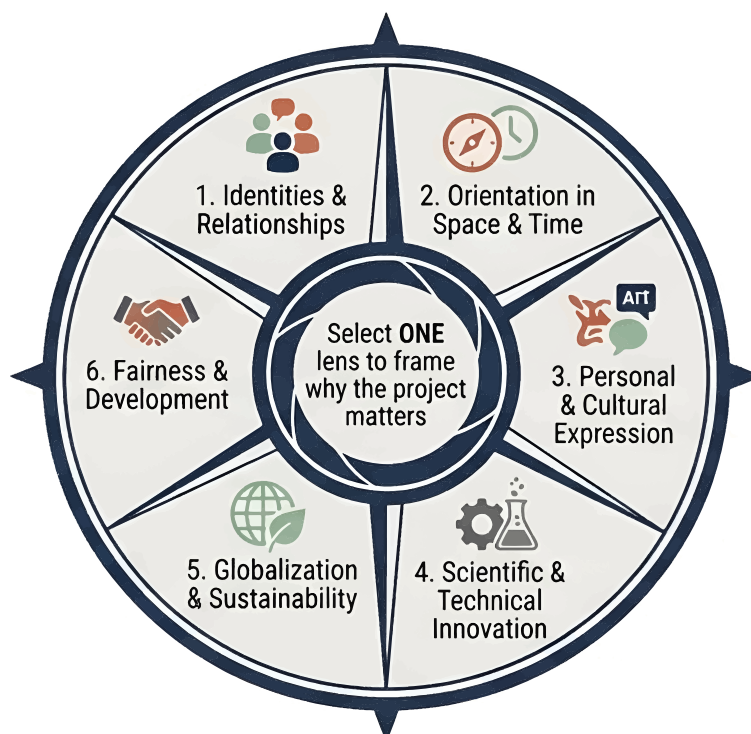
- Systems, inventions, digital life, problem-solving.

Globalization and sustainability

- Interdependence, resources, environment, sustainability.

Fairness and development

- Equity, rights, law, access, justice, governance.



Choosing a Topic

Global Context and Scope

Topic and scope check

- ☐ My project matters to me for a clear reason.
- ☐ I can finish it within the school timeline, budget and available resources.
- ☐ I can explain who the product is for and why it is needed.
- ☐ The topic is safe, ethical and appropriate for school.
- ☐ The scope is not too large for one student.
- ☐ I can gather evidence throughout the process, not only at the end.

Good scope test

If the topic sounds like a full business, a full research study or a professional-level campaign, it is probably too large. Narrow it down until one student can complete it well and document it clearly.

Goals and Success Criteria

Students need two connected goals: a learning goal and a product goal. The learning goal explains what the student wants to understand or become able to do. The product goal explains what the student will create or deliver.

Student- friendly templates

Learning goal

I want to learn how to _____ so that I can _____.

Product goal

I will create _____ for _____ in order to _____.

Project rationale

This matters to me because _____.

Writing strong success criteria

Success criteria are the standards used later to judge the quality of the final product. They should come from research, examples, expert advice, testing or recognized models, not from guesswork.

Strong success criteria are

- Specific and testable.
- Realistic for the time and tools available.
- Grounded in research or credible examples.
- Written so each point can be evaluated one by one.

Weak success criteria usually sound like

- Vague or too broad.
- Based only on personal opinion.
- Impossible to measure.
- So general that almost anything counts as success.

Example

Weak: "My cookbook should be good."

Stronger: "My cookbook will contain at least ten tested recipes, clear step-by-step instructions, original photos for each recipe and a consistent visual layout suitable for beginner users."

Suggested RVIS Project Journey and Timeline

The exact dates, platform and checkpoints should be confirmed each year by the coordinator. In general, RVIS launches the project in Grade 9 Semester 2 and expects final completion by February of Grade 10. The sequence below provides a practical school-facing journey for that timeline.

STAGE	WHAT SHOULD HAPPEN
LAUNCH	◇ Introduction to the personal project, handbook explained, proposal ideas collected.
TOPIC APPROVAL	◇ Student confirms topic, global context, early rationale and first research direction.
MEETING 1	◇ Discuss learning goal, product goal, early research, first draft of success criteria and action plan.
RESEARCH AND EVIDENCE PHASE	◇ Gather sources, test ideas, collect notes, begin building the product and recording evidence.
MIDPOINT REVIEW	◇ Update action plan, show evidence, solve problems, refine scope if needed.
PRODUCT COMPLETION	◇ Create, test or deliver the final product or outcome and gather proof of quality.
MEETING 2	◇ Evaluate the product against success criteria and identify improvements.
REPORT DRAFTING	◇ Turn process evidence into a structured report aligned to Criteria A, B and C.
EXHIBITION OR SHARING	◇ Present or display the project where required by RVIS.
MEETING 3 AND FINAL SUBMISSION	◇ Final authenticity check, bibliography check and upload of report plus required documents.

Suggested RVIS Project Journey and Timeline

Supervisor Meeting Checkpoints

Meeting 1 (Start)

- Proposal approval, clarified learning goal and product goal, draft success criteria, and action plan milestones.

Meeting 2 (Middle)

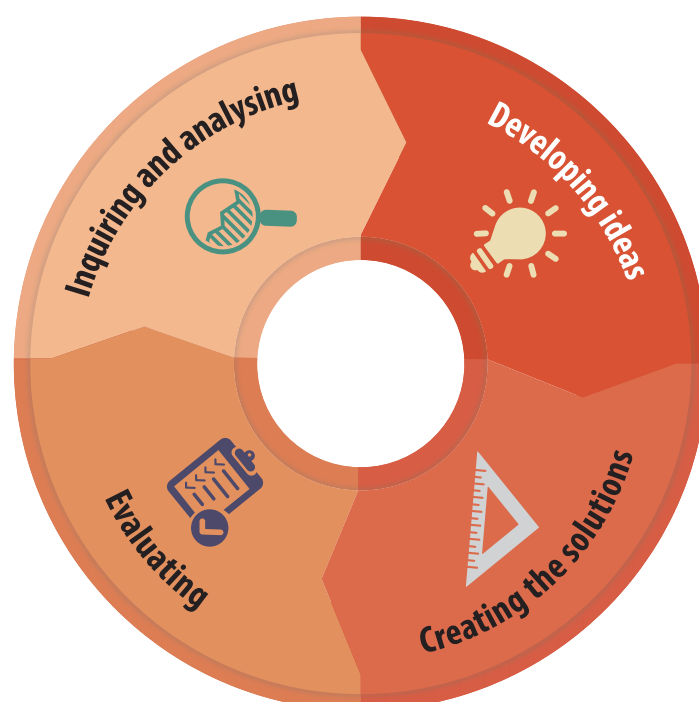
- Evidence check, progress review, challenges or changes, and proof of ATL skill use.

Meeting 3 (End)

- Product evaluation against success criteria, final report readiness, and authenticity confirmation.

Action plan expectations

- Break the project into short- and long-term tasks.
- Include deadlines, evidence to collect and a note column for changes.
- Build in buffer time for exams, travel, sickness or slower-than-expected progress.
- Revise the plan when reality changes, and explain why.



Process Journal and Evidence of Learning

Process evidence should be collected throughout the project. It is not an extra assignment; it is the working record of the project. Students may keep it in a format that suits them, such as a digital notebook, folder system, slide deck, photo log, video log or mixed format. At RVIS, students are expected to show this evidence during meetings and checkpoints.

Process Evidence (Process Journal) - RVIS expectation

Important clarification:

The personal project report is what is submitted for IB assessment. The process journal is not submitted as a separate assessed IB component.

Students should still keep process evidence because it helps them:

- Support strong report writing by selecting evidence to include in the report.
- Demonstrate authentic progress over time.
- Prepare for supervisor meetings and checkpoint reviews.
- Strengthen ATL skills such as self-management, research and reflection.

RVIS requirement:

Students must maintain a process journal in a format of their choice and show it during meetings and checkpoints as part of learning and authenticity expectations. Evidence should be gathered throughout the process, not recreated at the end.

Tip for students:

You do not need to write daily diary entries. Aim instead for weekly evidence snapshots such as drafts, photos, screenshots, brief reflections, feedback notes and action plan updates.

Evidence of the process is

- ◇ an evolving record of plans, changes, testing and learning
- ◇ research notes with source details and credibility checks
- ◇ mind maps, sketches, draft ideas, checklists and prototypes
- ◇ a record of feedback and how the student responded to it
- ◇ evidence of reflection, not just description

Evidence of the process is not

- ◇ something written up after everything is finished
- ◇ a perfect diary written only for presentation
- ◇ one static document with no development over time
- ◇ a collection of screenshots with no explanation
- ◇ work completed by another person and pasted in

Examples of useful evidence

- annotated research notes
- meeting notes with dated next steps
- emails or messages requesting expert advice
- drafts and prototypes with short reflections
- surveys, user feedback or testing results
- photos of key development stages
- screenshots of reminders, calendars or task trackers

Process Journal and Evidence of Learning

7A. How supervisors are chosen and assigned at RVIS

- Supervisors are matched based on student interest, not by subject enrolment; this is not the DP Extended Essay.
- Each student chooses one supervisor connected to the project interest area.
- Each teacher may supervise a maximum of two students to ensure high-quality support and a balanced workload.
- If a chosen supervisor is already at capacity, the coordinator will guide the student to select an alternative supervisor so that every student receives sufficient support.

Supervisor assignment steps (RVIS)

1. Students review the staff supervisor list and identify a supervisor linked to their interest.
2. Students submit a Supervisor Choice Form with Supervisor #1 and, where possible, a backup choice.
3. The coordinator confirms placements based on best-fit interest match, the maximum-capacity rule and balanced distribution across staff.
4. Supervisor and student schedule the first meeting and begin Checkpoint 1.

Alignment note:

schools can allocate supervisors in different ways, including student choice, allocation from proposals or direct school assignment. RVIS uses student choice with a capacity limit for fairness and feasibility.

Process Journal and Evidence of Learning

7B. What supervisors do (and do not do)

Supervisors support the process, not the product. They:

- Help students keep the project safe, ethical and appropriate
- Guide planning, research direction, evidence collection and reflection habits
- Provide formative feedback aligned to Criteria A, B and C
- Monitor progress against the timeline and checkpoints
- Support academic honesty and confirm authenticity of the student's work

Supervisors do not:

- Choose the project for the student
- Create the product or outcome for the student
- Write or rewrite the report, even though they may give feedback

7C. Minimum meeting expectation (RVIS)

RVIS requires at least three documented supervisor meetings: start, middle and end. This supports academic honesty and helps students stay on track. More meetings may be needed depending on progress, and students should arrive with evidence, not only ideas.

Bring these to meetings

- Updated action plan
- Current evidence of research or product development
- Specific questions or challenges
- Reflection on what changed since the last meeting

Record these after each meeting

- Decisions made
- Feedback received
- Evidence shown
- Next steps and deadlines

Roles and Responsibilities

ROLE	MAIN RESPONSIBILITY
STUDENT	Owns the project, manages time, gathers evidence, acts on feedback and submits authentic work.
SUPERVISOR	Guides the process rather than the product: helps students plan, gather evidence, reflect, monitor checkpoints, receive formative feedback aligned to Criteria A–C, and confirm authenticity. The supervisor does not choose the project, create the product or write the report.
PARENTS / GUARDIANS	Support routines, encouragement and light proofreading for mechanics only. They should not write, redesign or generate content for the student.



Academic Integrity

Authenticity and AI Use

Academic integrity means the project must remain the student's own work. A supervisor should be able to see the development of the work over time through meetings, process evidence, drafts, decisions and reflection.

What helps authenticity

- Collecting evidence from the first week onward
- Keeping dated drafts and notes
- Showing unfinished work as well as polished work
- Recording how feedback changed the project

What risks authenticity

- Parents, tutors or friends writing parts of the report
- Copying ideas, wording or media without acknowledgment
- Submitting work the student cannot explain or reproduce
- Using AI to generate assessed content and presenting it as the student's own work

RVIS AI use guidance

USE CASE	ACCEPTABLE	CONDITIONS
Brainstorming ideas or questions	Yes	Student must still make the decisions and document how the idea was used.
Grammar support or minor editing	Usually yes	Allowed only when it does not rewrite the student's voice or generate content.
Creating a structure template	Sometimes	Useful as a planning aid, but the final wording and thinking must be the student's own.
Generating reflection, analysis, evaluation or report paragraphs	No	Assessed thinking must not be produced by AI.

Whenever AI-generated text, images or other material are used in any permitted way, students should be transparent: cite the tool at the point of use, include it in the bibliography, and keep a brief record of prompts and dates for teacher review.

Digital Safety and Ethical Research

Students must choose methods that are safe, respectful and appropriate for school. This matters especially when projects involve interviews, photographs, online communication, surveys, public sharing or practical experimentation.

Interviews and commu- nication

- Ask permission before recording anyone.
- Introduce yourself clearly as an RVIS student and explain the project purpose.
- Use school-appropriate communication and timing.
- Thank contributors and keep a record of how their input informed the project.
- Where relevant, do not speak only to experts; also consider people affected by the issue.

Privacy and digital conduct

- Do not share personal data, private contact details or identifiable images without permission.
- Store project files securely and keep backups.
- Use credible sources and cross-check information.
- Follow school, local and ethical expectations for health, safety and well-being.

Projects involving practical work

If a project involves experiments, physical activity, cooking, tools, chemicals, animals, younger children or community participation, the student must seek early supervisor approval so that safety and ethical limits are clear before the work begins.

ATL Skills:

Showing How You Learned

Criterion B is not about listing ATL categories. It is about explaining how particular skills helped the student reach the learning goal and the product goal.

ATL CATEGORY	EXAMPLES STUDENTS MIGHT SHOW
RESEARCH	finding credible sources, note-taking, interviewing, evaluating reliability
SELF-MANAGEMENT	planning time, meeting deadlines, organizing files, showing resilience
COMMUNICATION	asking for feedback, emailing experts, presenting ideas clearly
THINKING	analysing options, solving problems, making justified decisions, revising ideas
SOCIAL	collaborating appropriately, negotiating input, managing shared tasks where relevant

Best practice at RVIS

Choose two to four ATL skills that genuinely mattered, then show specific evidence of when and how each one was used.

The Report

The report is the assessed account of the project journey. It should be organized in clearly identifiable sections and must provide evidence for all strands in all three criteria.

Recommended report structure

- **Introduction:** project focus, reason for choosing it, global context, learning goal and product goal.
- **Planning:** research summary, success criteria, action plan and any major changes.
- **Applying skills:** the ATL skills used, supported with examples or evidence.
- **Reflecting:** evaluation of the product against each success criterion, impact on learning and next steps.

Report specifications students should remember

- Document-only submissions may be up to 15 pages. Mixed document/recording combinations may reduce the page count.
- Minimum formatting for a written report: 11-point font and 2 cm margins.
- The bibliography is uploaded separately and does not count in the page limit.
- Do not include a title page in the student report if page limits apply.
- Images, screenshots and tables must be legible at the size submitted.

Submission (RVIS)

- Final report (assessed)
- Bibliography (separate)
- Any required school academic honesty documentation
- The process journal is maintained as school evidence and used to support meetings and checkpoints; students select key evidence from it to include in the report.

What a strong report does

- Answers the criteria directly rather than retelling the whole story
- Uses selected evidence, not every piece of evidence
- Explains decisions and changes clearly
- Evaluates honestly instead of claiming everything worked perfectly

Assessment

Overview

The personal project is assessed using three equally weighted criteria. Each criterion is marked from 0–8, for a total of 24.

CRITERION	FOCUS	IN SCHOOL-FRIENDLY LANGUAGE, STUDENTS NEED TO SHOW
A	Planning	a personal learning goal, a product goal, well-constructed success criteria, and a realistic plan for reaching them
B	Applying skills	how ATL skills helped both the learning goal and the product goal, using concrete evidence
C	Reflecting	the impact of the project on the student's learning and an evidence-based evaluation of the final product

Student-friendly signs of high achievement

- Goals are personally connected, clear and ambitious but realistic.
- Success criteria are detailed, research-based and truly measurable.
- The plan is specific, not generic, and changes are explained.
- ATL explanations use real examples rather than labels only.
- Evaluation is evidence-based and honest, with clear strengths and next steps.

Frequently Asked Questions

Does the product need to be perfect to score well?

No. Strong projects show thoughtful planning, meaningful evidence and honest evaluation. A polished product with weak evidence usually scores less strongly than a developing product with clear learning and reflection.

What if my plan changes?

That is normal. Update the action plan, explain why the change happened and show how the new direction still connects to your goals.

Can family members help?

They may help with routines, encouragement and light proofreading for spelling and grammar. They may not write, redesign or generate content for the student.

How many sources do I need?

There is no magic number. Students need enough credible research to justify decisions, build strong success criteria and make informed choices.

Can I work with other people?

You may involve others in interviews, testing, performance or support, but the project itself must remain clearly yours and your report must explain your own contribution.

Celebrating the project

The personal project is not only an assessment requirement; it is also a celebration of student growth. Where RVIS schedules an exhibition, presentation or sharing event, students should prepare to explain both the final product and the learning that happened through the process.

Appendix A

Action Plan Template

Use or adapt this template. The strongest action plans include milestones, evidence to collect and notes when plans change.

TASK / MILESTONE	DUE DATE	EVIDENCE TO COLLECT	STATUS / NOTES

Appendix B

Supervisor Meeting Log

Minimum three formal records are expected. Add more rows if needed.

MEETING	DATE	EVIDENCE SHOWN	KEY FEEDBACK AND NEXT STEPS
START			
MIDPOINT			
END			

Appendix C

Student Checklists

Weekly Progress Check

- ☐ I can explain what I did this week in two or three clear sentences.
- ☐ I collected at least two pieces of evidence.
- ☐ I updated my action plan or explained why I changed direction.
- ☐ I can name at least one ATL skill I used and how it helped.
- ☐ I noted what will happen next week.

Final Submission Check

- ☐ My report directly addresses Criteria A, B and C.
- ☐ My evidence is clear and legible.
- ☐ My bibliography is complete and uploaded separately.
- ☐ My process journal is organized as school evidence, even though it is not uploaded as a separate assessed IB component.
- ☐ My academic honesty / authenticity form is complete.
- ☐ I have documented at least three supervisor meetings.
- ☐ My file name follows RVIS instructions.

Before I submit, I can answer these questions

- Can I explain how my personal interest led to the project?
.....
- Can I justify each success criterion?
.....
- Can I prove how I used ATL skills?
.....
- Can I evaluate the product honestly with evidence?
.....

Appendix D

Useful Terms

TERM	DEFINITION
LEARNING GOAL	What the student wants to learn, understand or become able to do.
PRODUCT GOAL	What the student plans to create, deliver, improve or perform.
SUCCESS CRITERIA	The standards the student will later use to judge the quality of the product.
PROCESS EVIDENCE	The dated record of planning, research, decisions, drafts, testing, feedback and reflection.
ATL SKILLS	Approaches to Learning skills such as research, self-management, communication, thinking and social skills.
AUTHENTICITY	Confidence that the work is genuinely the student's own.
GLOBAL CONTEXT	The lens that helps explain the wider significance of the project.

Acknowledgement of basis

This RVIS edition was developed by synthesizing the current RVIS draft handbook, the school handbook from The International Academy–Amman, and the current IB personal project and academic integrity guidance into original school-facing language.

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