

IB Middle Years Programme

Process Journal



Jurupa Hills High School

10700 Oleander Ave.
Fontana, CA 92335

Criterion A: Investigating

In the personal project, students should:

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

Evidence of these strands should be documented through the process journal and the report.

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ol style="list-style-type: none"> i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3-4	<p>The student is able to:</p> <ol style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills
5-6	<p>The student is able to:</p> <ol style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7-8	<p>The student is able to:</p> <ol style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion A: Investigating

Checklist for Strand i

- I have stated a clear **GOAL** for my personal project. I have clearly stated what I want to achieve and why I want to achieve this goal.

Define a clear goal and global context for the project, based on personal interests

- I have chosen **ONE** global context, identified the specific part of the context that will be my focus, and then explained why I chose this context (how is it connected with your project)

Global Context (*select one*):

- Identities and relationships
- Orientations in Space and Time
- Personal and Cultural Expression
- Scientific and Technical innovation
- Globalization and Sustainability
- Fairness and Development

- I have explained *my personal interest* in this project.

Checklist for Strand iii

- I have selected and utilized a range of varied, relevant sources which helped me achieve my goal and develop my product or outcome.**

List sources

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- Demonstrate research skills.**

Describe the methods and sources used to gather/validate research

- I have evaluated each of my sources for relevance and validity.**

- I have interpreted the information from my sources and described how I applied that information during my project development.**

- I have included a bibliography and cited sources within my text, using MLA formatting**

Criterion B: Planning

Maximum: 8

In the personal project, students should:

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

Evidence of these strands should be documented through process journal and the report.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none">i. develop limited criteria for the product/outcomeii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	The student is able to: <ol style="list-style-type: none">i. develop adequate criteria for the product/outcomeii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills
5-6	The student is able to: <ol style="list-style-type: none">i. develop substantial and appropriate criteria for the product/outcomeii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	The student is able to: <ol style="list-style-type: none">i. develop rigorous criteria for the product/outcomeii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion B: Planning

Checklist for Strand i

- I have described the criteria (specifications) that will be used to evaluate the project's outcome/product.**

- If any of my criteria changed along the way, I have explained why.**

Checklist for Strand ii

- I have described a detailed and accurate plan and record of the development process of my project. This plan and record is evidenced through my process journal and report and might include written entries, timelines, photographs, diagrams, videos, etc.**

Checklist for Strand iii

- I have described the self-management skills that I had before the project and the ones that I developed through completion of the project.**

1. _____
2. _____
3. _____
4. _____
5. _____

- I have included an appendix with ten journal extracts as evidence of my self-management skills**

Criterion C: Taking Action

Maximum: 8

In the personal project, students should:

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

Evidence of these strands should be documented through the process journal and the report.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none">i. create a limited product/outcome in response to the goal, global context and criteriaii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3-4	The student is able to: <ol style="list-style-type: none">i. create a basic product/outcome in response to the goal, global context and criteriaii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills
5-6	The student is able to: <ol style="list-style-type: none">i. create a substantial product/outcome in response to the goal, global context and criteriaii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7-8	The student is able to: <ol style="list-style-type: none">i. create an excellent product/outcome in response to the goal, global context and criteriaii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Criterion C: Taking Action

Checklist for Strand i

- I have created a final product or outcome so that it would reflect and align with the goal and global context.**

- I have supplied evidence of this product or outcome in my report.**

Checklist for Strand ii

- I have outlined the thinking skills I demonstrated before I began the project AND the thinking skills I developed through the completion of the project.**

1. _____
2. _____
3. _____
4. _____
5. _____

- I have demonstrated thinking skills by discussing how I implemented my plan, how I used information from my sources to guide my decisions, and how I overcame challenges.**

Checklist for Strand iii

- In my report, I have discussed the communication and social skills that I had before I started the project.**

1. _____
2. _____
3. _____
4. _____
5. _____

- In my report, I have discussed and provided specific examples of communication and social skills that I developed through the completion of the project.**

1. _____
2. _____
3. _____
4. _____
5. _____

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

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

Evidence of these strands should be documented through process journal and the report.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the product/outcome against his or her criteriaii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present limited reflection on his or her development as an IB learner through the project.
3-4	The student is able to: <ol style="list-style-type: none">i. present a basic evaluation of the quality of the product/outcome against his or her criteriaii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present adequate reflection on his or her development as an IB learner through the project.
5-6	The student is able to: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the product/outcome against his or her criteriaii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present substantial reflection on his or her development as an IB learner through the project.
7-8	The student is able to: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the product/outcome against his or her criteriaii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present excellent reflection on his or her development as an IB learner through the project.

Criterion D: Reflecting

Checklist for Strand i

- I have included a complete and critical evaluation of the quality of the product/outcome against each of the criteria (specifications) that I developed during the investigation and planning stage.

- I have identified and provided many detailed examples of the strengths, weaknesses, and possible improvements to my product or outcome.

Strengths

1. _____
2. _____
3. _____

Weaknesses

4. _____
5. _____

Improvements

6. _____
7. _____

Checklist for Strand ii

- I have included an in-depth and thoughtful reflection of how the project extended my personal knowledge and understanding of the chosen topic

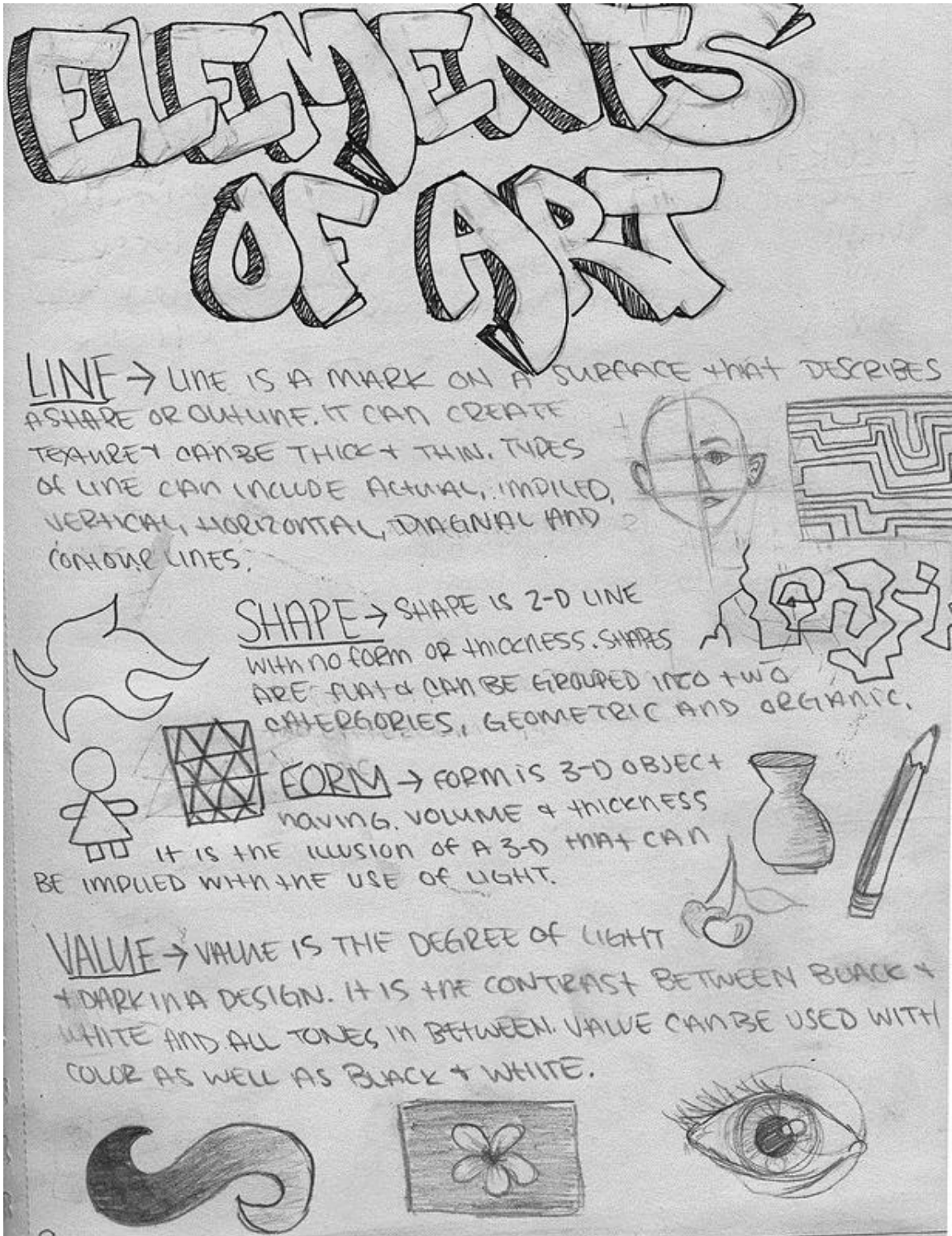
- I have included an in-depth and thoughtful reflection of how the project extended my personal knowledge and understanding of the chosen global context and its related part.

Checklist for Strand iii

- I have displayed an in-depth and thoughtful reflection of how the project helped my growth as an IB learner by including multiple, detailed examples of the development of IB learner traits throughout the project.

Appendix A

Process Journal Page Examples



Appendix A Con't

What is Art?

"Art is everything you can get away with." - Andy Warhol

I agree with this quote to some extent because there are examples of different things that did not but now are considered art when they were once just things that were not. During the period they were just things, but after they passed through time, they became art. It is like a lot of people thought that the work they did was not good, but the nature of this artist became valuable. I think that these artists have become valuable because the person is dead and cannot be replaced. Going back to the quote, by journal, there were just considered as things when they were in the past, but now they are considered art because they are dead, and they are in the past of their becoming "art" when they were just things.

Art is made...

- Self expression
- needs a purpose
- creative intelligence
- original

Needs a Purpose

Artists always need a purpose for their work. They create things that are personal to the artist or for the viewer. The purpose of art is to make people think about the message behind the piece.

Self Expression

Art can be a way for people to express themselves. For many, it is a way to say all the emotions and feelings that are inside of them. It is a way to say what they are thinking and feeling. Many people say that they are creative in their art because it is about them.

Skills (Level)

For something to be considered art, it needs to show some skill and effort. Artists spend a lot of time and effort on their work, and they are usually very good at what they do. They have a lot of practice and dedication to their work, and they are usually very good at what they do. They have a lot of practice and dedication to their work, and they are usually very good at what they do.

Originality

For something to be considered art, it needs to be original and not just a copy of something else. Artists usually have a unique style and way of thinking, and they are usually very good at what they do. They have a lot of practice and dedication to their work, and they are usually very good at what they do.

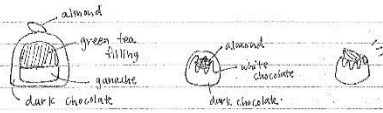
Creative

The best art needs to be very creative and original. It needs to be something that is not just a copy of something else, but something that is new and different. Artists usually have a unique style and way of thinking, and they are usually very good at what they do. They have a lot of practice and dedication to their work, and they are usually very good at what they do.

Originality

For something to be considered art, it needs to be original and not just a copy of something else. Artists usually have a unique style and way of thinking, and they are usually very good at what they do. They have a lot of practice and dedication to their work, and they are usually very good at what they do.

T.O.K



I need to find a way to make a filling that tastes like green tea.

Design



This is my character as I said before. She's 16 years old, name is 'J', the first initial from my name 'Jung'. As you can see, I'll have to be careful and make sure the pen ink is dry before I rub the pencil lines out.

This is the image I will use in the prologue/introduction, or somewhere else in the front. I wrote this book is 'for you', so to make the reader feel like it's actually theirs and also to relax the any first-time readers - which might be almost everyone, considering the age range of my chosen audience.

The reason this character's name is an initial from my name is because I wanted to reflect myself into the book, but in a more attractive way.

Although the target audience for my product is teenagers - more like young adults - I also wanted to enable people whose mother tongue isn't English, especially who haven't spoken English for more than a couple of months, to be able to understand it. So I used easy words and simple structure, and showed it to a friend of mine. She's been to IST for no more than a year, and she told me she could understand it.

I'll push on with this idea. It seems unlikely it could change, so...

Fondant Chocolate

Ingredients

- 2 eggs
- 20g flour
- 40g black sugar
- 140g dark chocolate
- 60g unsalted butter

Decoration: sugar powder

Side dish: icecream 2 scoops,

2 white almonds, chocolate sauce.

Procedure

1. Melt the butter and chocolate
2. Whisk the egg, and slowly add the sugar
3. Put in '1' to '2', and the flour
4. Fill on about 60% of the baking cup, and bake for 10mins in a 140°C preheated oven.
5. Sprinkle sugar powder on top.