Community Project

Parent Information Session

Matija Gubec International School

Key terms

- **IB** → International Baccalaureate; term used to describe the organization that designs the framework of the school programmes (PYP, MYP, DP, CP)
- **MYP → Middle Years Programme**; the middle programme of the IB
- **ATL skills → Approaches to Learning skills**; skills that all students learn, practice and demonstrate in all aspects of learning; heavily emphasized in the IB
- **Global contexts** → contexts through which students explore a topic or concept
- **Assessment criteria** → established, published criteria on which the student's work is assessed
- **Supervisor** → a teacher that provides guidance to the student during the Community Project process; does NOT do any aspect of the project for the student

Volunteering vs. Community Project

Volunteering

- someone else plan the activity
- we show up and do what someone else planed
- we do what someone else tells us to do
- we leave when our time is up

Community Project

- we identify a need/problem in the community
- we plan a way to address the need/problem
- we put our plan into action (possibly with others)
- we reflect on our success

What is Community Project?

- an independent project **required for all MYP3 students** in schools in which the MYP finishes with year 3 of the programme
- the community project **focuses on community and service,** encouraging students to explore their right and responsibility to implement service as action in the community
- help students to develop the **attributes of the IB learner profile**

- provide students with an essential opportunity to **demonstrate ATL skills** developed through the MYP
- foster the development of independent, **lifelong learners**

Why complete a Community Project?

• prepares MYP3 students for the **MYP Personal Project in Grade 10 (MYP5) and the Extended Essay in the IB Diploma Programme**

• an opportunity for students to work on an area in the community that interests them and to **show the skills** they have developed over the years in all subjects and through Approaches to Learning (ATL)

• students will be working on this project for an extended period, so **they need to focus on something that really interests them**

Requirements

- students are expected to spend approximately **15 hours** on their community project
- the community project may be completed **individually or collaboratively in groups of no more than three students**
- the community project **does not form part of the curriculum for any subject group,** although subjects may support the completion of the project
- each student, or each group of students who have decided to work together **should have a supervisor**
- the community projects are **assessed and internally standardized by the supervisors** in the school **according to the criteria published in the Community Project Guide.**

Community project: How will the students take action?

- **Direct service**: students have interaction that involves people, the environment or animals
- *Examples: one-on-one tutoring, developing a garden alongside refugees, 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: redesigning an organization's website, writing original picture books to teach a language, 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: initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, 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: conducting environmental surveys to influence the school, contributing to a study of animal migration patterns, compiling the most effective means to reduce litter in public spaces*

Community project must:

- deal with a topic or area to which students are committed
- reflect students' dedication towards helping the community
- allow them to express a truly personal message
- challenge their knowledge, skills and techniques in an appropriate way
- be the result of their initiative, creativity and ability to organize and plan
- be entirely their own work - authenticity is very important

Community project must not:

- be part of any assessed course work
- form part of the curriculum of any of the subjects
- take over their whole personal and social life, nor interfere with their studies, even though it will involve many hours of work

Community project must:

- be focused on **service as action**
- have a **clear and achievable goal**
- meet a **need in a community**
- be focused on one **global context**

- include a *Proposal for action*
- include an *Academic Honesty Form*
- include a *Process Journal*
- include a *Reflection*
- include a final presentation and any supporting visual aids
- include a bibliography/sources

Steps to take

1st stage: Investigating

1 students choose a topic

2 students **define a goal with a product/outcome** to address a need within a community (local, national, virtual, global) based on personal interests

Some examples of goals are:

- *to raise awareness*
- *to participate actively*
- *to research*
- *to inform others*
- *to create/innovate*
- *to change behaviours*
- *to advocate*

3 students **identify prior learning and subject-specific knowledge** relevant to the project

4 students identify the **global context** through which they investigate their chosen topic:

***Identities and relationships**

***Orientation in space and time**

***Personal and cultural expression**

***Fairness and development**

***Scientific and technical innovation**

***Globalization and sustainability**

5 students conduct **initial research**: select relevant resources and gather information, document the research and acknowledge the sources of information in accordance with the Academic Integrity Policy

Example

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	special needs community	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/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

How can global context change learning experiences?

Example

Topic	Global Context	Possible Product/Outcome
Solar energy	Scientific and technical innovation	design a 3D model of a solar device with instructions for construction
Solar energy	Orientation in space and time	investigate how different countries have made use of energy for different needs
Solar energy	Globalization and sustainability	visual report (poster, infographic, or digital presentation) explaining the positive and negative environmental impacts of solar energy compared to fossil fuels, and propose one sustainable solution for wider use in their community

Global contexts in community projects

Example

Global Context	Examples of community projects
Identities and relationships 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.	• Laughter therapy campaign in children's hospital or elder care home • Tutoring classes providing additional or special instruction to primary school students • Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines • Two sides of social networking (an awareness campaign about digital citizenship and cyber bullying) • How online identities impact offline relationships (a research essay) • Keeping culinary traditions (a video following family recipes with historical relevance) • The effect of mass media on teenage identity (a short film)
Orientation in space and time 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.	• Joining a museum or historical society in the community to contribute to maintaining, restoring and recovering local history • Making a plan for wheelchair accessibility • Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions • Explorers in search of a new world; immigration over the ages • Charting a family history through archives

Global contexts in community projects

Example

Global Context	Examples of community projects
Personal and cultural expression 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.	• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridor • Performing a theatre play to raise awareness on bullying • Promoting intercultural understanding through a graffiti contest • Culture and self-expressions through dance at a local community arts centre (a performance) • Video games as a form of our cultural expression (a short film)
Scientific and technical innovation 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.	• Helping a local community make an efficient, low-cost use of energy-powered devices • Developing a programme to promote the use of wind energy for domestic devices • Campaigning to reduce paper use and to promote recycling • Campaigning to reduce water, electricity or fuel waste • Nano fibres build stronger bikes (a prototype bike with nano fibres) • What's the matter with anti-matter • Why are genetics and genomics important for my health? • Can stem cells replace organ transplants?

Global contexts in community projects

Example

Global Context	Examples of community projects
Globalization and sustainability 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.	• Campaigning to raise awareness and reduce plastic straw waste use • Passing a plan to local authorities for tree planting in an area in need of re-greening • Creating a school or community garden • The struggle for water in developing countries • Education as the tool to change the future of Croatia (a workshop for adults) • The impact of the financial crisis of Europe on the United States • The role of developing countries in protecting the tropical rain forests
Fairness and development 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	• Campaigning for fair-trade awareness • Contributing to educational opportunities, for example, supporting a local nongovernmental organization that works on literacy in our town • Addressing the concerns of immigrants and migrant populations • Asylum seekers and their right to live like us • Open-market economies and their role in fair trade • Exploring the intersections of race and inequality (a radio broadcast)

Steps to take

2nd stage: Planning

1. develop a **Project Action Proposal**
2. develop a **Project Work Plan**: plan specific tasks and activities to develop their project – how will they address the need
3. **determine a final product/outcome** of their project
   - *The product/outcome could take many forms, such as an original work of art, a model, a business plan, a campaign, a debate, a film, a play, a book, a charity event, a petition, or some other work.*
4. **continue the research**
5. **create criteria to measure the quality of the product** (similar to the design specification in MYP Design)

Success criteria

Criteria for the final product/outcome - Media campaigns (Presentations, brochures, leaflets, videoclips, websites, setting up a booth in school, Awareness Day/Week)

Goal	**What is the goal of the campaign?** **What kind of messages are you planning to send to the target audience?**
Target audience	**Who it is for?**
Slogan	**What slogan will you be using? Why did you choose that slogan?**
Organisation	How are you planning to organise the campaign? Describe what exactly you are planning to do. Are you planning to **collaborate with some institutions or associations?** **How will you inform** the target users? Will you design any **invitations, leaflets, posters**? Are you planning to set up a booth in school or organise the Awareness Day/Week?
Media	Define **which program/application** will you be using for designing the **campaign promotional material? Argument your choice. Why would the chosen program/application be convenient for the target audience?**
Information	**What kind of information will you include in your campaign promotional material?** How will you organise information (sections, what titles, subtitles), how will you present statistical data (graphs), what kind of photos, images...
Design	**What kind of fonts, font styles, background colours, visual effects, photos, graphs (to present statistic data)? Argument your choices!**
Method of distribution and availability	**How will your campaign be presented to the target audience? Will it be available to all the students?** ⏭ school hallways ⏭ School's web ⏭ holding presentations for the students ⏭ YouTube
Budget	**Any budget needed?**
Characteristics	**Which characteristics will your campaign have?** ⏭ How are you planning to achieve your media campaign get these characteristics (Interesting, visually appealing...)?

Criteria for the final product/outcome - Exhibition

Goal **Main idea**	What is the goal of the exhibition? What is the big idea you want to communicate to the target users/viewers?
Title/Slogan	What would be the title of your exhibition? What slogan will you be using? Why did you choose that slogan?
Target audience	Who it is for?
Brief description	Write 3 or 4 sentences that sum up the exhibition.
Organisation	How are you planning to organise the exhibition? When? Where? **How will you inform** the target users? Will you design any **invitations, leaflets, posters**? Who will **help** you organise the exhibition?
Main themes	Decide on the central themes of the exhibition, and start thinking about the "flow" of the exhibition. What do viewers really need to know?
Sections (Structure of the exhibition)	*Tip: Sections structure your exhibition and allow you to group objects (thematically, by historical period, by type...). An introductory section introduces your main idea, and orients viewers to the structure of the exhibit.* What sections will be included in your exhibition? What do they tell us about the main idea? How do the sections work together to construct a coherent story?
Objects to include	Decide what objects to include. Make a **list of the objects** – photos, videos, books, artworks, digital media, etc.) that will be in the exhibition. Explain why you are including each object: **How does it contribute to the central idea?** **How will you group the objects** (thematically, by historical period, by type...). Why are these objects together? What stories do they tell? Why are they interesting? How do they contribute to the central idea? Will you **label each object**? What information should the label text include?
Supplies	What supplies will you need to be able to set up an exhibition?
Budget	Any budget needed?
Reflection activities	Will the target users/viewers participate in some reflection activities? What kind of questions will you be asking?
Characteristics	How are you planning to make the exhibition interesting and educational for the target users/viewers? Explain.

Project Action Proposal & Project Work Plan

MYP Community Project

PROJECT ACTION PROPOSAL & CONTRACT

Team Member Personal Information

Name	Phone No.	Email	Best Times to Contact Team Members

Project Specifics

Need	(identify the need in your community)
Goal	(to raise awareness, participate actively, research, inform others, create/innovate, change behaviours, advocate)
Community	
Global Context	(refer to table p 7 or appendix p 16)
How are you going to achieve this goal?	

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Resources or supplies? Think about books, technology, people, etc.	
Do you have any prior knowledge that will help in completing this project? List it here.	

Team Agreements

Managing Conflict (What will you do to settle disagreements? How will you compromise within the group? Which norms will you set to allow you to push one another to progress in project work?)	
Absences (What will you do when a group member is absent during your project? How will you prepare for absences on presentation day?)	
IB Learner Profile (What are the group strengths/challenges?)	

Responsibilities

1. Contract & Proposal
2. Process Journal
3. Academic Honesty Form
4. Bibliography/sources
5. Final Presentation
6. Exhibition of Learning

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MYP Community Project

PROJECT WORK PLAN

Project Goal:	
Group Members:	
In-class presentation:	Due Date:

What needs to be done?	Who will do this part?	By when?	✓ Done

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Steps to take

3rd stage: Taking action

1 **students demonstrate service as action as a result of the project**

- they may engage in **one or more** types of action

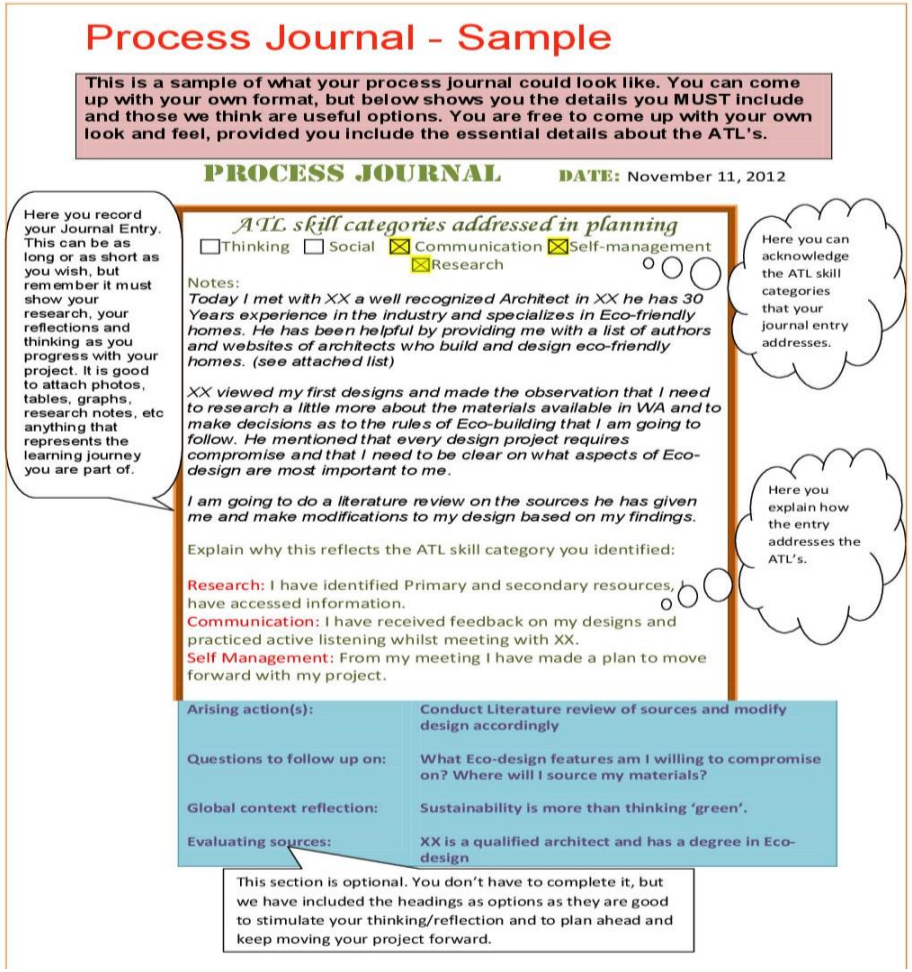
2 **document the entire process in the process journal** including brainstorming, reflections, research, notes, images, sketches, photos, documents, interviews, etc. **throughout all the stages of the project**.

Process journal

Example

- students need to **keep the process journal in all stages** – document the entire process including brainstorming, reflections, research, notes, images, sketches, photos, documents, interviews, etc.
- each journal entry must show their **research, reflections and thinking** as they progress with their project
- students **attach photos, tables, graphs, research notes**...
- **acknowledge the ATL skill categories** that their journal entry addresses
- **explain how the entry addresses the ATL skills**
- students select and submit the **process journal extracts** as appendices of the report or presentation at the conclusion of the project

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

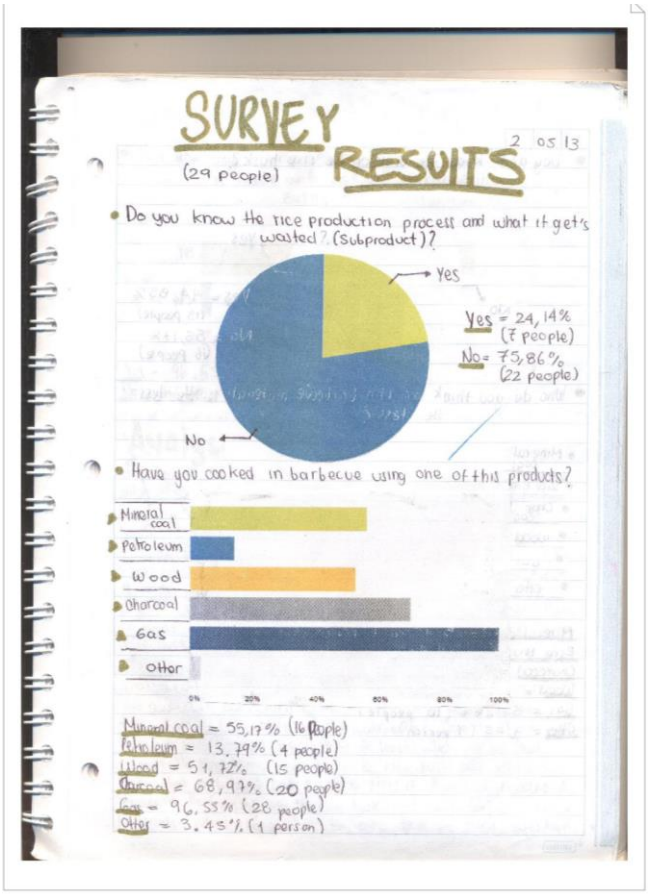


Steps to take

4th stage: Reflecting

1 **students write a reflection:**

- **evaluate the quality of the service as action against the proposal**
- reflect on **how completing the project has extended** their knowledge and understanding of **service learning**
- reflect on their **development of ATL skills**
- reflect on their **development of the IB learner profile attributes**



Skills	Used in...
Social	When I visited [redacted], I had to be sympathetic to the information lady, explain my purpose, expose her my goals and aims in order to get her to give me the information about the recycling enterprise they use.
Communication	Before I got to the information box, I had to go around different places and run into different people to get to know the information and to get to the information lady. I also applied listening techniques to hear the employee´s opinions about the management of [redacted] with rubbish and other matters involving my use of cultural understanding to interpret their judgement in a more efficient way. I also applied techniques of patience and prudence when addressing the lady, since she was very busy and I had to wait for a while. Finally I used different varieties of speaking skills to address to different audiences.
Research	I made connections between a variety of resources: the contact of the enterprise given by [redacted] and the different recycle places I obtained from the directorio in my house. I also advocated safe use of technology when researching for the places, since I verified the sources and used google maps to prove their existence I also used a reliable page like [redacted].
Thinking	I thought in troubleshooting the recycling issue by asking aid from the investigated companies because I´m planning to achieve a collaboration between the school and them in order to apply my action and solution. I also constructed a connection between ideas, people and concepts such as the people in [redacted], recycling, environmental consciousness etc.

Example

Reflection on development of ATL skills

MYP Community Project

APPROACHES TO LEARNING (ATL)

MYP projects are culminating activities through which students present, in a truly personal way, their development of approaches to learning (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.

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

The first table below is a model of alignment between ATL skills and project objectives. There is also a column for students to communicate evidence of the ATL skills demonstrated throughout the project. It is important to realize that ATL skills work across all stages of MYP projects, often overlapping throughout the projects.

Community Project Objectives	MYP ATL Skill Clusters	Evidence that I demonstrated this:
Objective A: Investigating	• Collaboration • Critical thinking • Creative thinking • Affective Skills	
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	• Information literacy • Media Literacy • Transfer • Affective Skills	
Objective B: Planning	• Collaboration • Organization • Critical thinking • Creative thinking • Affective Skills	
i. Develop a proposal for action to serve a need in the community		
i. Plan and record the development process of the project ii. Demonstrate Self-Management Skills	• Collaboration • Organization • Reflection • Affective Skills	
Objective C: Taking Action	• Organization • Critical thinking • Creative thinking • Affective Skills	
i. Demonstrate service as action as a result of the project		
ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	• Communication • Collaboration • Critical thinking • Creative thinking • Transfer • Affective Skills	
Objective D: Reflecting	• Communication • Reflective • Affective Skills	
i. Evaluate the quality of the service as action against the proposal ii. Reflect how completing the project has extended their knowledge and understanding of service learning iii. Reflect on their development of ATL (Approaches to Learning) skills		

This table below describes the ATL skills and the expectations for each.

ATL Skills	Expectations
Communication	**Informing Others** **Literacy**: reading, writing, and using language to gather and communicate information
Social-Collaboration	**Working effectively with others** (in groups) **Accepting others**
Self-Management- Organization	**Managing time and tasks effectively**
Self-Management- Affective Skills	**Managing state of mind**: mindfulness(focus & concentration); perseverance; emotional management; self-motivation; resilience(ability to bounce back)
Reflection Skills	**Considering the process of learning; choosing and using ATL skills** Consider content: • What did I learn today? • What don't I yet understand; • What questions do I have now? Consider ATL skills development: • What can I already do? • How can I share my skills to help peers who need more practice? • What will I work on next? Consider personal learning strategies: • What can I do to become a more efficient and effective learner? • How can I become more flexible? • What factors are important for helping me learn well?
Research- Information Literacy Skills	**Selecting and organizing information**: Use a variety of information and media and resources to gather information for the project **Referencing**: Demonstrate effective research skills including identifying primary and secondary sources; Acknowledge sources in a bibliography;
Research-Media Literacy Skills	**Interacting with media to use and create ideas and information**
Thinking-Critical Thinking Skills	**Problem solving & thinking skills**: planning; inquiring; applying knowledge & concepts; identifying & solving problems
Creative-Thinking Skills	**Creating novel solutions/ideas; considering new perspectives**
Transfer Skills	**Using knowledge & skills across subject areas to make connections and create solutions**

Community Project Showcase

Presenting

- **students present their community project** to an audience of parents, teachers, family and friends
- for an **individual student presentation**, the time allocated is **6–10 minutes** and 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

At the time of the presentation, students must submit to the Community Project Supervisor:

- **Community Project Plan**
- **Academic Honesty Form**
- **Project Action Proposal**
- **Process Journal Extracts:**
  individual project: 6-10 process journal extracts
  group project: 10-15 process journal extracts (each member contributes an equal number of extracts)
- **Reflection**
- **Final presentation and any supporting visual aids**
- **Bibliography/sources**

Summary

1. Investigating

Objectives:

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

Guidelines questions:

- What was the goal and why did you choose it?
- Define your community.
- What did you already know and what did you learn?
- How did that help you?
- Did you use what you learned in any of your subjects/classes?

2. Planing

Objectives:

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

Assessment:

This portion will be assessed through the Project Action Proposal, Supervisor Meetings, Process Journals and other observational data.

Summary

3. Taking action

Objectives:

- demonstrate service as action as a result of the project
- demonstrate thinking skills
- demonstrate communication and social skills

Guidelines questions:

- What did you do? How did it go?
- What were your results? Did you have to make any changes along the way?
- Did you interact with anyone in your community? Describe any interactions.
- What would you do differently and why?

4. Reflecting

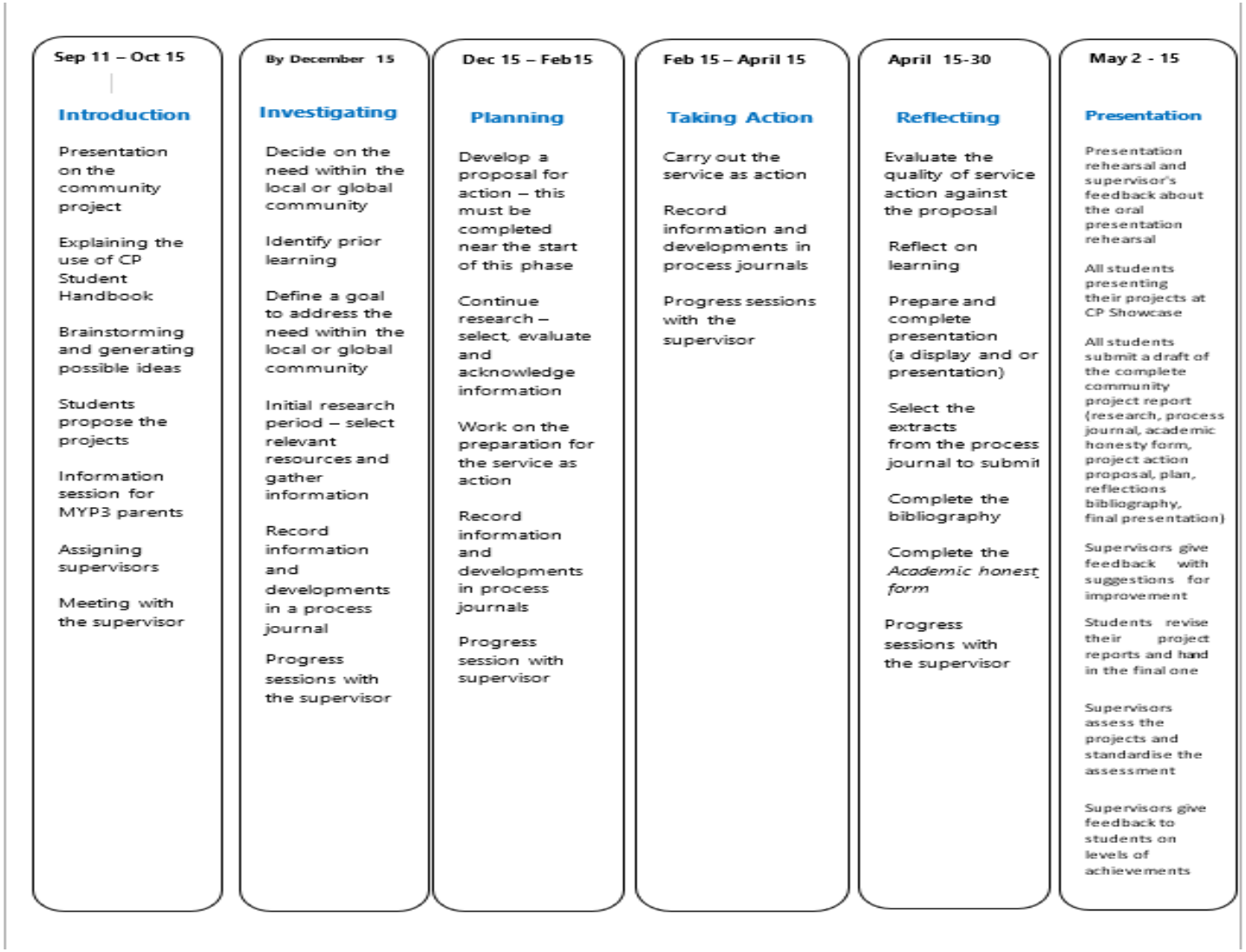
Objectives:

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

Guidelines questions:

- Did you achieve your goal? How well did you address the need? Did you help the community? In what way? Compare the quality of the project's final product/outcome against the proposal.
- What advice would you give others about doing a service project?
- What ATL skills did you develop?
- What attributes of the IB learner profile did you develop?
- What worked well with your project?
- What does service mean to you after completing the project?
- Would you do another service project and what would it be?
- How was your project received by others?

Community Project Timeline



Sep 11 – Oct 15	By December 15	Dec 15 – Feb15	Feb 15 – April 15	April 15-30	May 2 - 15
Introduction	**Investigating**	**Planning**	**Taking Action**	**Reflecting**	**Presentation**
Presentation on the community project Explaining the use of CP Student Handbook Brainstorming and generating possible ideas Students propose the projects Information session for MYP3 parents Assigning supervisors Meeting with the supervisor	Decide on the need within the local or global community Identify prior learning Define a goal to address the need within the local or global community Initial research period – select relevant resources and gather information Record information and developments in a process journal Progress sessions with the supervisor	Develop a proposal for action – this must be completed near the start of this phase Continue research – select, evaluate and acknowledge information Work on the preparation for the service as action Record information and developments in process journals Progress session with supervisor	Carry out the service as action Record information and developments in process journals Progress sessions with the supervisor	Evaluate the quality of service action against the proposal Reflect on learning Prepare and complete presentation (a display and or presentation) Select the extracts from the process journal to submit Complete the bibliography Complete the *Academic honest form* Progress sessions with the supervisor	Presentation rehearsal and supervisor's feedback about the oral presentation rehearsal All students presenting their projects at CP Showcase All students submit a draft of the complete community project report (research, process journal, academic honesty form, project action proposal, plan, reflections bibliography, final presentation) Supervisors give feedback with suggestions for improvement Students revise their project reports and hand in the final one Supervisors assess the projects and standardise the assessment Supervisors give feedback to students on levels of achievements

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

How does the school support the community project?

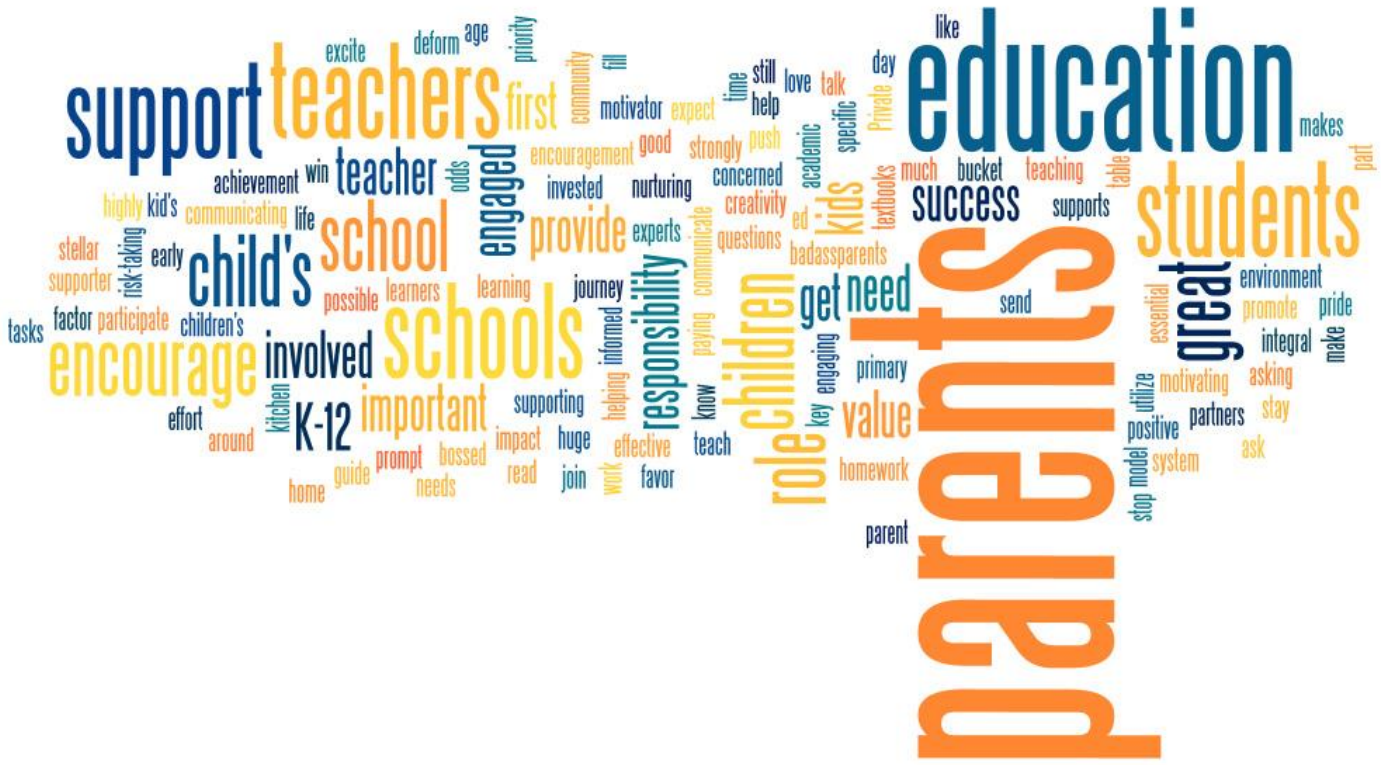
- provide **information session for parents**
- provide each student with a **supervisor**
- organize **showcase events** to provide students with an opportunity to present their projects to peers, teachers and parents

Students will receive information and guidance that includes:

- guidelines about the Community 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 integrity**

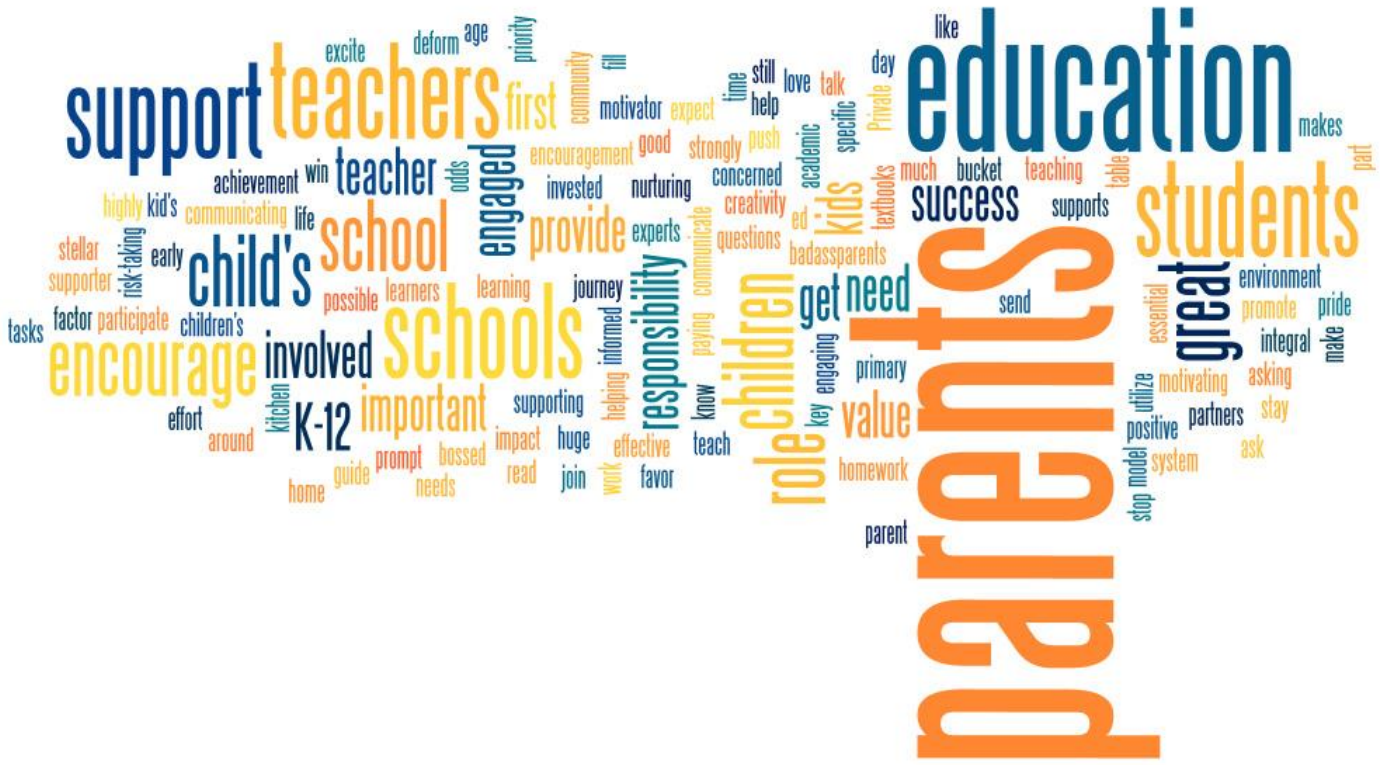
How can parents support the community project?

- realise that it is important to the program, school and student
- ask your child about their project - it is a project that is **meaningful** to them
- let them ‘talk it through’ with you, ask them questions, ask to view their work
- ask about their plan, process, progress, etc.
- remind them of major deadlines



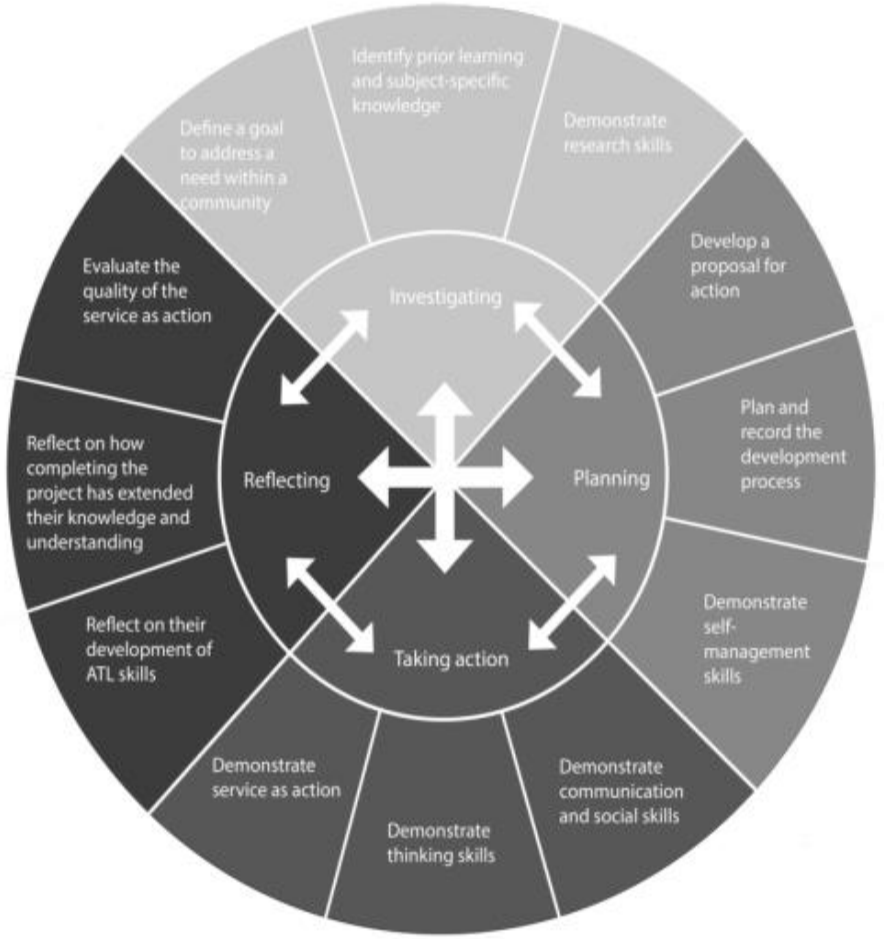
How can parents support the community project?

- drive them to any meetings or interviews necessary to accomplish their goal
- attend the Community Project Showcase
- ensure that they attend school daily
  - **PLEASE** schedule all family trips during school holidays
- **PLEASE DO NOT DO THE PROJECT FOR THE STUDENT!**



Do students get graded for the community project?

- **YES!** Students are assessed on the Community Project
- students submit the *Process Journal and Report*
- assigned grade will be on the **Report card**
- **assessment is based** on 4 criteria:
  - Criterion A: Investigating
  - Criterion B: Planning
  - Criterion C: Taking Action
  - Criterion D: Reflecting



Community project cycle – visualizing the project objectives

(Middle Years Programme. Community Project Guide, 2021)

Assessment criteria

Criterion A: Investigating

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 – 2	Students are able to: i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3 - 4	Students are able to: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5 - 6	Students are able to: i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7 - 8	Students are able to: i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion B: Planning

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 – 2	Students are able to: i. develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3 - 4	Students are able to: i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5 - 6	Students are able to: i. develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7 - 8	Students are able to: i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.

Assessment criteria

Criterion C: Taking action

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 – 2	Students are able to: i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3 - 4	Students are able to: i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5 - 6	Students are able to: i. demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.
7 - 8	Students are able to: i. demonstrate excellent service as action as a result of the project ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

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

Simple Idea Can Make a Big Change!

Resources

Middle Years Programme. **Community project guide**. Cardiff: International Baccalaureate Organization, 2021 (updated 2023)

COMMUNITY PROJECT

Thank you!