Mid-Atlantic IB Bootcamp: CP Core

Saturday 10/3 on [Zoom](http://bit.ly/SchouZoom)

Session 2a: Reflective Project: Explanation & Student Work

11:15-12:15

| **Overview & Logistics** |
| --- |
| **This Session Objectives:**   * Describe the requirements of the Reflective Project and IB’s expectations for it * Accurately assess student work using the rubric |
| **This Session Agenda:**  **Overview & Logistics**  **Reflective Project Overview**  **Looking At Student Work**  **Discussion & Takeaways**  *45 minute break for lunch-- we can adjust these throughout the day as needed* |

| **Reflective Project Overview**  *What is this poorly named thing? What is IB looking for?*  **IB says**: The reflective project is an in-depth body of work produced over an extended period of time ... It is the product of the students’ own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. Schools are encouraged to help students to recognize and make use of the links between all strands of their CP in order that the reflective project can be a formal representation of their studies overall. The reflective project focuses on an ethical dilemma of an issue directly linked to the student’s career-related study.  The [rubrics](https://docs.google.com/document/d/1N9nURaWE5zNhD3DArIxQmVr8mokGw8Az1NXJTXB_RUA/edit)   * Criteria A: Focus & Method * Criteria B: Knowledge & Understanding in Context * Criteria C: Critical Thinking * Criteria D: Communication * Criteria E: Reflection & Engagement   Our translation:  **DCI's Translation**: The reflective project is a 3000 word research essay in which students identify an ethical dilemma that is related to their career study, place it in local and global context, explore dimensions of the ethical dilemma through the eyes of different community stakeholders , ethical principles, and cultural dimensions, then reach a reasoned conclusion about how to address the question.  Format options:   * A 3000 word essay * A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play, or display). Together, the written essay and additional format should cover all the reflective project’s requirements except for the reflection.   + A short film (7 minutes) or a written film script instead (700 words).   + A spoken presentation (recorded; 7 minutes) or a written script (700 words)   + A fictional interview (recorded on audio/video; 7 minutes) or a written script (700 words).   + A play (recorded on audio/video; 7 minutes or a written script instead (700 words).   + A display (a storyboard or photo essay using up to 15 annotated images; 700 words.   The chosen additional format should support and add information to the reflective project overall. For example, a film or presentation could reflect the different perspectives of the stakeholders involved, or detail the local/global manifestation of the issue, while the written essay contains the central argument(s) of the ethical dilemma. |
| --- |

| **Reading Reflective Project Essays**   * Directions: Read the following two essays and score them on the [rubric](https://docs.google.com/document/d/1N9nURaWE5zNhD3DArIxQmVr8mokGw8Az1NXJTXB_RUA/edit#) (or [one with characteristics of performance](https://drive.google.com/file/d/0B9wCGosHu8CsdTFidzRkRzNjNVZwSGdUak44VVBNSVhaMkxr/view?usp=sharing))   + Pay attention to any places you aren’t sure about how to score.   + Comment on passages   + Pay attention to how these essays are structured and how that corresponds to requirements.   + Note your scores somewhere; we’ll put them into a table soon.   + In our session after lunch, we’ll start with the question: What do these students know or can do? Where are their weak spots? * Essays:   + [Student Essay A](https://docs.google.com/document/d/1lsI18wqn6ZYuzwdkXJzEEZSJaTsFTuK9slFBzehyh88/edit) (and “[reflection](https://drive.google.com/file/d/1ZRYiYMAlcrrFRjedJ_zQnmIOgf12HiDm/view?usp=sharing)”)   + [Student Essay B](https://drive.google.com/file/d/1pPIr7eXOw7Sg3LbCYTIdum0qFdjsF6QA/view?usp=sharing) (and [reflection)](https://drive.google.com/file/d/1X90FYJZcGrT1uK7ulf-IJ4T-mCyey7pl/view?usp=sharing) -- middle * Bonus:[Sample A Reflection.pdf](https://drive.google.com/file/d/1ZRYiYMAlcrrFRjedJ_zQnmIOgf12HiDm/view?usp=sharing)   + [draft-in-progress](https://docs.google.com/document/d/1QFeca92dEw7A0hYZOzi6lZGDyC3vDVsHdPxax6A5mwc/edit?usp=sharing)   + [Sample C](https://docs.google.com/document/d/1PZctYh6AVLxITjLSMLkPEpdFXoYhJXlg-l9e7JKhlPU/edit?usp=sharing)   + [Sample D](https://docs.google.com/document/d/1iyhzb7TCwv6nUgNl16RuKPC42_9VHSXkFFF5vScvpqM/edit?usp=sharing) |
| --- |

| **Discussion**  **Norms/Goals:**   * The discussion, and the understanding that comes with it, is more important than consensus on a number. * If you disagree, say something!   **Prompts**   * What did you notice reading these essays? What did you learn about this assignment?   + Space for students to make it their own (feel the passion)   + Value of looking at student samples and discussing to make sense   + This is really time consuming * What part of grading this was easy? What was hard?   + Keeping to the rubric if you know the student   + Much more subjective than an AP rubric (what is “clear”) and putting it in a grade ban   + CTE teachers: this is a very different type of grading   + Rubric is cumbersome * What questions came up?   + Academic honesty   + How to come up with agreement   + Usage mistakes * Input your scores here. We’ll talk about why we assigned the scores we did and attempt to come to consensus, starting with places we disagree.  | **Name** | **Essay A** | **Notes/Questions** | | --- | --- | --- | | **Chanell** | Criteria A: 5  Criteria B: 7  Criteria C: 7  Criteria D: 3  Criteria E: 4 or 5  Total: 26 or 27 | The student seemed prepared to cover the topic and assignment. They had resources and research to support the topic. Am I being too relaxed in using the rubric? Are English and social studies teachers “better” at using the rubrics effectively? | | **Karen** | Criteria A: 4  Criteria B: 7 or 8  Criteria C: 9?  Criteria D: 3  Criteria E: 5 or 6  Total: 28-30 |  | | **Keima** | Criteria A: 4  Criteria B: 6  Criteria C:  Criteria D:  Criteria E:  Total: | IB gave a 6 | | **IB Says** | Criteria A: 6  Criteria B: 8  Criteria C: 11  Criteria D: 3  Criteria E: 5  Total: 33 / 36 | Different perspectives, specific, interests and values  Well-structured  Lots of engagement and some evaluation -- could describe a little more |  * Becca will add in the “correct” scores vetted by IB. What does this reveal to you? |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| **Takeaways**   | **Name** | **What’s your headline about the Reflective Project?** | | --- | --- | | **Chanell** | I think we will have to ask teachers to score them in pairs instead of alone. It will be less stressful. | | **Karen** | Keep Calm and Reflect!  The RP is attainable!! You can do it! Stay positive!!  Chanell - I’ve heard other schools talk about scoring as a team(maybe 5-10 teachers all in the same place at the same time) rather than individually or even in pairs. Start by looking at 1 or 2 real student essays that you have selected in advance and scored. Have everyone on the team read and score those same essays on their own, then discuss where you differed in scoring, much like we just did. As the group develops a comfort level with applying the rubric, then move to working in a pair where you each read different essays individually, but can ask each other for input on scoring as needed. This is similar to the process used by College Board to score AP essays, which Mr. Willard and I have both done. It helps to establish the standards for applying the rubric. Mr. Willard may have some insights or thoughts as well on this process. | | **Keima** | MYP should be viewed as the foundation for Reflective Project. As a teacher I will make an effort to infuse writing pieces into my CS course. Use a rubric for my written assignment to allow students to write to the rubric in some instances. | |  |  |   After lunch, we’ll start by discussing what these students know/can do and where their areas for growth are. From there, we’ll look at what skills and content need to be taught for success on the Reflective Project! |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

From Physics Girl Chanell to Everyone: (11:36 AM)

 quick question while I'm thinking about it...how does your school verify plagiarism? Do you use Turn it in.com or do you use something else? Does google have a plagiarism feature that's free?

From Physics Girl Chanell to Everyone: (11:39 AM)

 another question before I forget...who in the world reads all of these and grades them??? What a time consuming task. The staff member(s) that read all of them...are they doing this during the school day?? on the weekend??? after school??? Do they work in small teams??? individuals?? pairs???

From Me to Everyone: (11:47 AM)

 @Chanell — we’ll talk about this!

From Me to Everyone: (11:47 AM)

 (Noted)

From Physics Girl Chanell to Everyone: (12:32 PM)

 Keima, you bring up a good point. Is there some sort of fundamental course to help students with the extensive writing of the IB? YES!!! the MYP program for 9th and 10th graders is perfect to set them up for success...if and when the MYP is executed