**Extended Essay Assessment Criteria Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Circle the level achieved by student in each category.

**Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points:\_\_\_\_\_\_\_\_**

**A:** *Research Question – Assesses extent to which the purpose of the essay is specified. Normally expressed as a question; could be hypothesis or other form preferred by the discipline.*

**Achievement Level Description**

|  |  |
| --- | --- |
| 0 | Research question not stated in introduction or does not lend itself to investigation in the registered subject. |
| 1 | Research question stated in introduction but not clearly expressed or is too broad in scope. |
| 2 | Research Question clearly stated in introduction, sharply focused, lends itself to effective treatment within word limit. |

Notes:

* The question is not too broad and allow for critical argument.
* The question can be answered within 4000 words.
* A clearly stated hypothesis can be used.
* There are adequate academic sources on this topic.

**B:** *Introduction – Assesses extent to which the introduction clarifies connection between research question and existing knowledge of the subject and significance and worthiness of investigation of the topic.*

**Achievement Level Description**

|  |  |
| --- | --- |
| 0 | Research question not placed in context and significance of topic not explained. |
| 1 | Attempt is made to place the question in context, explain topic significance/why it is worthy of investigation. |
| 2 | Research question’s context is clear as is significance of topic and why it is worthy of investigation. |

Notes:

* Sets the research into context
* Personal interest in choosing this topic discussed
* Background theory needed to understand the question is presented
* Understanding of the background is evident
* The significance of the topic is explained
* The worthiness of the topic for research is discussed.
* The introduction is not too long.

**C:** *Investigation – Assesses extent to which investigation is planned, an appropriate range of relevant resources consulted (or data gathered.) Maximum award is 2 if the research question does not lend itself to systematic investigation in the subject registered.*

**Achievement Level Description**

|  |  |
| --- | --- |
| 0 | Little or no evidence that sources have been consulted, data gathered, or planning has taken place. |
| 1 | Sources used and/or data gathered are inappropriate. Little evidence of planning the investigation. |
| 2 | Limited range of appropriate sources and/or data, some relevant material selected, some level of planning evident. |
| 3 | Sufficient range of appropriate sources or data; relevant material selected; satisfactory planning is evident. |
| 4 | Imaginative range of appropriate sources or data; relevant material carefully selected; well-planned investigation. |

Notes:

* Secondary data can be used.
* Relevant material has been selected.
* How the data was selected/obtained is clearly explained.
* Reliability of the data and resources is considered.
* A large range of academic sources has been used.
* Method of experimental work/planis clearly explained so it could be repeated.
* Theory of techniques and apparatus is explained.
* Diagrams, photographs, maps are included where necessary.
* Limitations or uncertainties of techniques or apparatus is discussed.

**D:** *Knowledge & Understanding of Topic – Maximum award here is 2 if the research question does not lend itself to systematic investigation in the subject registered. “Academic context” means the current state of the field of study under investigation at a level that is reasonable for a pre-university student. An award of 4 would indicate very good knowledge and understanding, not necessarily comprehensive knowledge.*

**Achievement Level Description**

|  |  |
| --- | --- |
| 0 | No real knowledge or understanding of the topic studied. |
| 1 | Some knowledge but little understanding of topic. Little awareness of an academic context for the investigation. |
| 2 | Adequate knowledge & some understanding of topic. Some awareness of academic context for the investigation. |
| 3 | Good knowledge & understanding of topic. Successfully outlines an academic context for the investigation. |
| 4 | Very good knowledge & understanding of topic. Clearly & precisely grounds investigation in an academic context. |

Notes:

* You must explain in depth and support with research, facts, events, data, or the results of calculations all theories, issues, ideas or terms introduced in your research question or in the body of your essay.
* You should be referencing multiple reliable academic sources, which include the most recent research in the area your topic is investigating.
* You will need to synthesize relevant and/or recent research on your topic from multiple sources in **your own words** to show your understanding.
* You will need to go beyond simply stating the results of facts, events, data, or the results of calculations by explaining the information, drawing inferences, forming hypotheses, and pointing out possible relationships within your information.
* Relate the results of your facts, data, events, or calculations to the “bigger picture” or theory on which your research question is based.
* Show clear and perceptive links between the study and the body of theoretical knowledge associated with this subject.

**E:** *Reasoned Argument – Assesses extent to which essay uses research or material collected to present ideas logically &coherently and develops a reasoned argument in relation to the research question. Maximum award here is 2 if the research question does not lend itself to systematic investigation in the subject registered.*

**Achievement Level Description**

|  |  |
| --- | --- |
| 0 | No attempt to develop a reasoned argument in relation to the research question. |
| 1 | Limited or superficial attempt to present ideas logically/coherently and to develop a reasoned argument. |
| 2 | Some attempt to present ideas logically/coherently & develop reasoned argument, with only partial success. |
| 3 | Ideas presented logically/coherently, along with reasoned argument, but with some weaknesses. |
| 4 | Ideas presented clearly, logically, and coherently. Successful in developing reasoned, convincing argument. |

Notes:

* The essay has a clear step-by step logical argument linking the raw data to the final conclusions.
* Your goal is to convince the reader your eventual conclusions are well-founded and based on research, facts, events, data, or the results of calculations.
* You must provide all the “links” from one idea to the next without relying on the reader to “see” or “infer” what you’re trying to show.
* Your argument or research question is the backbone of your paper and should be referenced throughout the paper.
* All assertions or deductions should be directly supported by facts, events, data, or the results of calculations and accompanied by an explanation that relates to your argument or research question.
* Do not make claims you cannot support.

**F:** *Application of Analytical and Evaluative Skills Appropriate to the Subject – Assesses extent to which student applies appropriate analytical and evaluative skills in the subject,*

**Achievement Level Descriptor**

|  |  |
| --- | --- |
| 0 | No application of appropriate analytical & evaluative skills. |
| 1 | Little application of appropriate analytical & evaluative skills. |
| 2 | Some application of appropriate analytical & evaluative skills, which may be only partially effective. |
| 3 | Sound application of appropriate analytical & evaluative skills. |
| 4 | Effective and sophisticated application of appropriate analytical & evaluative skills. |

Notes:

* Explain and justify the approach you used to analyze your research, facts, events, data, or the results of calculations.
* Flow diagrams, graphs and or mathematical manipulations should be used.
* You should point out both the strengths and weaknesses of your approach.  Be critical of your own work.
* Fully explain the shortcomings or limitations of the investigation, and evaluate or suggest alternative approaches that may have yielded different results.
* As a form of extension, consider the affect other variables outside the scope of the paper may be having on the results, or propose further investigations that might lead to a more definitive answer to your research question.

**G:** *Use of Language Appropriate to the Subject – Assesses extent to which student uses terminology and language appropriate to the subject*

**Achievement Level Descriptor**

|  |  |
| --- | --- |
| 0 | Language is inaccurate and unclear. No effective use of terminology appropriate to the subject. |
| 1 | Language sometimes communicates clearly but not consistently. Terminology is only partly accurate. |
| 2 | Language & terminology usually communicate clearly and accurately. |
| 3 | Language communicates clearly. Terminology is accurate, although there may be occasional lapses. |
| 4 | Language is clear & precise. Terminology is appropriate, used accurately with skill and understanding. |

Notes:

* *Proper terminology and formulas from Environmental Systems and Societies are used.*
* *Understanding of any terminology or formulas used beyond the scope of your coursework is fully explained (ie. definitions, background, context.)*

**H:** *Conclusion – Assesses extent to which essay incorporates a conclusion relevant to the research question and is consistent with evidence presented in essay.*

**Achievement Level Descriptor**

|  |  |
| --- | --- |
| 0 | Little or no attempt to provide a conclusion relevant to the research question. |
| 1 | Attempt to provide conclusion relevant to research question, but not entirely consistent with presented evidence. |
| 2 | Clearly-stated, effective conclusion; relevant, consistent with evidence, includes any unresolved questions. |

Notes:

* *The conclusion has a separate section with its own heading.*
* *The conclusion is clear and concise.*
* *The conclusion is generated from a reasoned argument based on your data, research, or evidence.*
* *No new or extraneous points are introduced in the conclusion.*
* *Unresolved questions and/or gaps are considered and areas for further investigation are suggested.*

**I:** *Formal Presentation – Assesses extent to which layout, organization, appearance, and formal elements (title page, table of contents, page numbers, illustrative material, quotations, documentation, references, citations, and bibliography) are present and consistently follow a standard format.*

**Achievement Level Descriptor**

|  |  |
| --- | --- |
| 0 | Unacceptable formal presentation, or essay exceeds 4,000 words. |
| 1 | Poor formal presentation. |
| 2 | Satisfactory formal presentation. |
| 3 | Good formal presentation. |
| 4 | Excellent formal presentation. |

Notes:

· *The paper contains the following elements:*

* *title page*
* *table of contents*
* *page numbers*
* *meaningful illustrative material (ie. graphs, diagrams, proofs)*
* *quotations*
* *documentation (including references, citations, and bibliography)*
* *appendices*

· *Content is organized in an efficient, concise, and readable style. Symbolic notation is used when necessary.*

· *Word count does not exceed 4000 words.*

· *Graphs, diagrams are correctly labeled and do not interrupt the development of the essay.*

· *Calculation work is shown. For repeated calculations, only show one example.*

· *Paper is free of grammatical and spelling errors, redundancies, and unnecessary language.*

**J:** *Abstract – Abstract clearly states: 1) the research question, 2) how the investigation was undertaken, and 3) conclusions of the essay.*

**Achievement Level Descriptor**

|  |  |
| --- | --- |
| 0 | Abstract exceeds 300 words, or is missing one or more of the required 3 elements (above). |
| 1 | Abstract contains all 3 elements, but they are not clearly stated. |
| 2 | Abstract clearly states all 3 elements. |

Notes:

* Clearly and obviously state all three required components.
* Briefly describe how your data was collected, how you carried out your investigation, what the limitations of your investigation are, etc.
* You should NOT include a personal justification for choosing the topic, nor should it be a summary of the introduction.
* This is a miniature version of your paper.

**K:** *Holistic Judgment – Assesses extent to which the essay is distinguished by qualities of intellectual initiative, depth of understanding, and insight.*

**Achievement Level Descriptor**

|  |  |
| --- | --- |
| 1 | Little evidence of such qualities. |
| 2 | Some evidence of such qualities. |
| 3 | Clear evidence of such qualities. |
| 4 | Considerable evidence of such qualities. |

Notes:

* Personal contactorinvolvementwiththeenvironmentalissueunderstudyisimportant.
* Insight and a depth of understanding are demonstrated.
* This criteria is a sum of all the previous criteria. Do your best above and this criteria willt ake care of itself.