

EE Scoring Overview

Extended Essay Scoring

The extended essay is scored against rubrics for five criteria:

Criteria A: Focus and Methods *6 points possible*

This criterion focuses on the **topic**, the **research question** and the **methodology**. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

- The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness.
- The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question.
- The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.
- Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned.

Criteria B: Knowledge and Understanding *6 points possible*

This criterion assesses the extent to which the **research** relates to the subject area/discipline used to explore the research question, and the way in which this knowledge and understanding is demonstrated through the use of appropriate **terminology and concepts**.

- The research question being investigated is put into the context of the subject/discipline/issue.
- Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology.
- Sources/methods are assessed here in terms of their appropriateness to the research question.

Criteria C: Critical Thinking *12 points possible*

This criterion assesses the extent to which **critical-thinking skills** have been used to **analyze** and **evaluate** the research undertaken.

- The selection and application of the research presented is relevant and appropriate to the research question.
- The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented.
- The analysis of the research is effective and focused on the research question.
- The discussion of the research develops a clear and coherent reasoned argument in relation to the research question.
- There is a critical evaluation of the arguments presented in the essay.
- Unlikely or unexpected outcomes can also demonstrate critical thinking.

Criteria D: Presentation 4 points possible

This criterion assesses the extent to which the presentation follows the standard **format** expected for academic writing and the extent to which this aids **effective communication**.

- **Structure:** the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted.
- **Layout:** title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, bibliography and referencing.
 - The referencing system should be correctly and consistently applied.
 - The extended essay has not exceeded the maximum 4000 word limit.

Criteria E: Engagement 6 points possible

This criterion assesses the student's **engagement with their research** focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections, with the supervisory comments and extended essay itself as context.

- **Engagement with the process:** the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices.
- **Engagement with their research focus:** an insight into the student's thinking, intellectual initiative and creative approach through reflections on the thought and research process.

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34. The points are converted to a letter grade using "grade boundaries." The grade boundaries apply across all subjects and can shift slightly from year to year. The following boundaries were used for the Class of 2018 and 2019 (class of 2020 boundaries have not been released yet):

Grade	Point Range	Descriptor	% of 2019 Worldwide Science EE Scores
A	27 - 34	Excellent	9.3
B	21 - 26	Good	28.7
C	14 - 20	Satisfactory	41.9
D	7 - 13	Mediocre	18.5

E	0 - 6	Elementary	0.9
N	--	Not submitted	0.7

In terms of the IB Diploma, what is most important is: **DO NOT GET AN E!** A score of E is an automatic failing condition for the IB Diploma. Beyond not getting an E, the EE score provides a maximum of three points of the 24 required to earn the IB Diploma. The extended essay grade is combined with the Theory of Knowledge (TOK) grade based on this matrix:

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N