**EXTENDED ESSAY MEETING FORM**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Extended Essay supervisor is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extended Essay Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EE Research Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions**: For each meeting, go down the checklist and check off everything you have completed *with your supervisor*. You must fulfill all checkmarks for each meeting. All signatures and time/date are required for you to receive a grade for each meeting. You must also write a reflection on ManageBac after each Formal Reflection Meeting*.* Failure to submit this form by the ***deadline*** will result in a letter grade penalty for each day it is late. Failure to complete reflections can compromise marks on Criterion E: Engagement for the Extended Essay.

**DEADLINES**: This is not the MEETING deadline—this is when the page in this packet is and your reflections are due to Mr. King with the corresponding meeting completed. If you have questions, you’re welcome to contact me, but you should do so *before* the deadline.

* **Meeting #1**: [**Formal**] This should have been completed last year (junior year) when you introduced yourself, refined your RQ. If you didn’t complete your reflection, go back and do that now in ManageBac (**by September 30th**).

EE Draft due- at least 3000 words.

* **Meeting #2: October 31st —**form due.
* **Meeting #3 November 30th** –informal check in meeting with advisor

Final Draft Due to your advisor by December 7th

* **Meeting #4: December 15th** [**Formal**]**—**form due. Discuss Draft Comments with your supervisor. **[Complete reflection on ManageBac]**

Final Paper due to your advisor by January 27th. Give your advisor time to read your final draft before your Viva Voce Meeting.

* **Meeting #5: February 10th “VIVA VOCE”** [**Formal**] Supervisor and student **complete final reflections in ManageBac**

**SUBMITTED TO IB:** Extended Essays along reflections and comments will be uploaded the first week in February

**Reminders:**

1. Make sure ALL pages are completed for each meeting before submitting
2. Remember you need to work around your *supervisor’s* time. Do not go to your supervisor without making an appointment, and **do not wait until the last minute** to make an appointment with them—it will not go well!

**I understand** this completing the EE is my responsibility. I will be held accountable for these meetings in my English/TOK class; the deadlines are not deadlines for the *meeting* but deadlines for this *packet and the completed reflections in ManageBac*. It was expected of me to have a completed rough draft by the end of my junior year to ensure ease of meeting with my supervisor; constructive feedback given to me will be considered and used to revise my essay and make it my best work; and late submission of this packet, or it being incomplete, will result in a deduction of points; and any forgery of supervisor signatures or falsification of meetings will result in malpractice and loss of IB diploma. *M*y EE coordinator is Mr. King; he will help me through the process, but it is up to me to plan and carry out my EE.

STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEETING #2: First Formal Reflection Session (Formal)**

Suggested Time: 20-40 minutes

**Deadline: October 31st**

**Supervisor: please make comments where necessary.**

**MEETING #2: Checklist**

**Prior to Meeting:**

* Schedule an appointment with your supervisor.
* Notes on Subject Specific Guidance (found on Canvas)
* Submit your current research question and an outline of your research proposal to your supervisor 48 hours prior to the meeting.

Materials Needed by the Student:

* Your rough draft of your EE (you do NOT give your supervisor this, just have it handy!)
* A list of questions you may have for your supervisor. Some ideas for questions are on the next page.
* Your packet

Materials Needed for the Supervisor:

* Students research question and an outline of the research proposal [Should have been submitted 48 hours in advance]
* Copy of the EE grading criteria and guiding questions [Given in teacher’s boxes on colored paper]

Student Responsibilities after the Meeting:

* Complete your first reflection in ManageBac.
* Have supervisor sign and date to authenticate your reflection comments.
* Turn in your checklist to Mr. King.

\*\*\*EE RUBRIC IS ON THE FOLLOWING PAGE. DO NOT SIGN BELOW UNTIL YOU HAVE REVIEWED THE RUBRIC.\*\*\*

**MEETING #2—SUMMARY— TOTAL TIME SPENT ON MEETING #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUPERVISOR SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*Tear JUST this form out and submit it to Mr. King by the deadline.**

**CHECKLIST:** please fully complete this checklist before submitting. As you talk with your supervisor, check off each box below once you feel you have fully discussed that criteria with your supervisor.

What you need to cover in this meeting:

* (1 minute)Remind your EE supervisor of your research question.
* (20 minutes) Ask your supervisor any questions you have, or discuss any assistance you need with finalizing your rough draft. Some ideas for questions can be:
  + Do you think my topic fits in within this subject area?
  + What are your thoughts on my research question so far?
  + What are your thoughts on my outline and approach to answering my research question?
  + Are the any legal or ethical implications to my research methods?
  + How can I find additional adequate sources for my topic?
  + Share sources have you already used in your essay. What else can I find?
  + WHERE can I look for better sources?
  + What are some ideas for primary sources (or raw data)? I cannot use too many secondary sources because my thoughts need to be original.
  + How can I also use secondary sources to help support my argument, or how can I challenge a secondary source?
  + I’m having trouble with my word count….
  + I am not sure I analyzed my sources well…here’s an example (while they cannot read your work, you can *discuss* your analysis with your supervisor. They just can’t read it!)
  + How do the experts in (subject area) approach research and analysis? (i.e. Scientist, Historian, Art Critique, Psychologist, etc.)
  + Do you have any questions for me?
  + Decide on next steps and goals/time for the next meeting.
* (5 minutes) Review the requirements of the *subject area* with your supervisor. For instance, if you wrote your EE in history, then you need to thoroughly review with your supervisor the pages in the EE guide that cover history. Just glance over these *once more* with your supervisor. You will need your EE book for this that you received last year (sorry, no more copies but you can print this out on your own). You will need to have the page numbers ready to review this with your supervisor. Checking this box means you and your supervisor both understand the requirements for your essay in this subject area.
* Review the EE Assessment Criteria (aka the rubric) that examiners use for the EE for 2018 (Please remind your advisors that this is a new guide from years past). Checking this box means you and your supervisor both understand the criteria required of your essay.

**EXTENDED ESSAY RUBRIC—USE FOR MEETING #2 Along with Subject-Specific Guidance**

The assessment criteria

**Criterion A: Focus and method**

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.

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **The topic is communicated unclearly and incompletely.**   * Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.   **The research question is stated but not clearly expressed or too broad.**   * The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. * The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.   **Methodology of the research is limited.**   * The source(s) and/or method(s) to be used are limited in range given the topic and research question. * There is limited evidence that their selection was informed. |
| **3-4** | **The topic is communicated.**   * Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.   **The research question is clearly stated but only partially focused.**   * The research question is clear but the discussion in the essay is only partially focused and connected to the research question.   **Methodology of the research is mostly complete.**   * Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. * There is some evidence that their selection(s) was informed.   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| **5-6** | **The topic is communicated accurately and effectively.**   * Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.   **The research question is clearly stated and focused.**   * The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.   **Methodology of the research is complete.**   * An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. * There is evidence of effective and informed selection of sources and/or methods. |

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **Knowledge and understanding is limited.**   * The selection of source material has limited relevance and is only partially appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.   **Use of terminology and concepts is unclear and limited.**   * Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| **3-4** | **Knowledge and understanding is good.**   * The selection of source material is mostly relevant and appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.   **Use of terminology and concepts is adequate.**   * The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| **5-6** | **Knowledge and understanding is excellent.**   * The selection of source materials is clearly relevant and appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.   **Use of terminology and concepts is good.**   * The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

Criterion C: Critical thinking

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

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-3** | **The research is limited.**   * The research presented is limited and its application is not clearly relevant to the RQ.   **Analysis is limited.**   * There is limited analysis. * Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.   **Discussion/evaluation is limited.**   * An argument is outlined **but** this is limited, incomplete, descriptive or narrative in nature. * The construction of an argument is unclear and/or incoherent in structure hindering understanding. * Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. * There is an attempt to evaluate the research, but this is superficial.   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.** |
| **4-6** | **The research is adequate.**   * Some research presented is appropriate and its application is partially relevant to the Research question.   **Analysis is adequate.**  There is analysis **but** this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.   * Any conclusions to individual points of analysis are only partially supported by the evidence.   **Discussion/evaluation is adequate.**   * An argument explains the research **but** the reasoning contains inconsistencies. * The argument may lack clarity and coherence but this does not significantly hinder understanding. * Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. * The research has been evaluated but not critically. |
| **7-9** | **The research is good.**   * The majority of the research is appropriate and its application is clearly relevant to the research question.   **Analysis is good.**   * The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. * Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.   **Discussion/evaluation is good.**   * An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. * This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. * The research has been evaluated, and this is partially critical. |
| **10-12** | **The research is excellent.**   * The research is appropriate to the research question and its application is consistently relevant.   **Analysis is excellent.**   * The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. * Conclusions to individual points of analysis are effectively supported by the evidence.   **Discussion/evaluation is excellent.**   * An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. * This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. * The research has been critically evaluated. |

Criterion D: Presentation

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.

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **Presentation is acceptable.**   * The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. * Some layout considerations may be missing or applied incorrectly. * Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. |
| **3-4** | **Presentation is good.**   * The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. * Layout considerations are present and applied correctly. * The structure and layout support the reading, understanding and evaluation of the extended essay. |

Criterion E: Engagement

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 as detailed on the *RPPF*, with the supervisory comments and extended essay itself as context.

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.** |
| **1-2** | **Engagement is limited.**   * Reflections on decision-making and planning are mostly descriptive * These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| **3-4** | **Engagement is good.**   * Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. * These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| **5-6** | **Engagement is excellent.**   * Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. * These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |

**MEETING #3: Interim Reflection Session [Formal]**

Suggested Time: 20-30 minutes

**Deadline: November 30th**

**Prior to Meeting:**

* Schedule an appointment with your advisor
* Prepare to discuss your resources and the progress you’ve made with your advisor.

**Materials Needed by the Student:**

* Your rough draft of your EE (you do NOT give your supervisor this, just have it handy!)
* Your Bibliography/List of sources
* A list of questions you may have for your supervisor. Some ideas for questions are on the next page.
* Your packet

**Materials Needed for the Supervisor:**

* Guide on referencing formats for the EE
* Copy of the EE grading criteria and guiding questions [Given in teacher’s boxes on colored paper]

**Student Responsibilities after the Meeting:**

* Complete your second reflection on ManageBac
* Have supervisor sign and date to authenticate your reflection comments.
* Turn in your checklist and reflection to Mr. King.

**CHECKLIST:** please fully complete this checklist before submitting. As you talk with your supervisor, check off each box below once you feel you have fully discussed that criteria with your supervisor.

What you need to cover in this meeting:

* Revisit the research question, making sure it is clear and refined.
* Review the method you are using to answer your research question.
* Discuss where you are in the research process and what you’ve achieved.
* Review the argument you are making in order to best analyze and evaluate your research. [Criterion C: Critical Thinking]
* Review your sources with your supervisor and how to appropriately reference a source.
  + IB Reference Requirements
    - Name of author
    - Date of publication
    - Title of source
    - Page numbers (print sources only)
    - Date of access (electronic sources only)
    - URL
* Decide on next steps and a date for submitting your final draft to your supervisor before the next meeting.

**MEETING #3—SUMMARY— TOTAL TIME SPENT ON MEETING #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUPERVISOR SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MEETING #4: SUPERVISOR’S COMMENTARY ON YOUR FINAL DRAFT [Informal]**

Suggested Time: 45-60 minutes

**Deadline: December 15th**

**MEETING #4:** This meeting should be the longest one you have with your supervisor.

\*Note: The best way of conducting this stage is for the student to submit the essay *prior* to meeting with the supervisor in order to allow them to add their comments first. Then, they can re-visit it with you when you sit with your supervisor. The good thing is you’ve already written your draft!

**Supervisor: please make comments where necessary and review the checklist of what supervisors can and cannot do.**

**Prior to Meeting:**

* Schedule a meeting with your supervisor
* Email your final draft of your EE one week prior to the meeting

**Materials Needed by the Student:**

* Final draft of your EE. (Should have been given to your supervisor one week prior to meeting.)
* This packet.
* A colored pen for your supervisor (if needed. You should have given your essay to your supervisor *ahead of time!*)

**Student Responsibilities after the Meeting:**

* Turn in this form to Mr. King. (You do not have to write a formal reflection this time.)
* Take into considerations all of your supervisor’s feedback and make revisions for the Final Copy of your Extended Essay.
* Schedule the day you will submit your final copy to your supervisor and the date of the *viva voce.*

**CHECKLIST:** please fully complete this checklist before submitting. Check each box once you and your supervisor review the information.

* Supervisor has time to read over your essay and comment on how the essay can be improved.
* Supervisor cannot edit it—supervisor can make general statements like “grammar needs to be re-evaluated” or “not enough in-depth analysis.” The comments should be open-ended and not involved in editing the text. For instance, you could say “your essay lacks clarity here. How might you make it clearer?” or “the conclusion is weak, what is it you are trying to say? Have you included all of your findings? Have you looked at unanswered questions?” You can help the student improve an analysis, statement, etc. by working with them during this meeting.

**Supervisors cannot**

* + - Correct spelling/punctuation
    - Correct experimental work or mathematics
    - Re-write any of the essay
    - Indicate *where* sections of the essay might be better placed
    - Proofread the essay for errors
    - Correct bibliographies or citations (you can mention they need to be corrected)
* Check for correct citation format
  + Consistent formatting style (e.g. MLA format is used all the way through.)
  + In-text parenthetical citations (NOT footnotes, unless otherwise approved by IB)
  + NO footnotes with annotations
  + Check to ensure all sources are cited—if you question something not cited, mention that to the student.
  + Minimum of 2 *books* used. Not digital. Real, smell-the-pages books.
  + 12 point, readable font
  + Double-spaced
  + Page Numbering
  + No candidate or school name on the title page or headers.
* Check for correct page numbers
  + Title page should not be numbered.
* Check for the correct format **(circle what is missing)**
  + Title Page Should Only Include
    - Title of the Essay
    - The Research Question
    - The subject for which the essay is registered
    - Word Count
  + Table of Contents with correct page numbers (this may change according to the rough draft)
  + Introduction (roughly 1-2 pages)
  + Body (development/methods/results)
  + Conclusion
  + Works Cited/Bibliography
  + Appendices (if needed)
* Check for word count
  + Essay must have a minimum of 3500 words, max of 4000.
  + Word count does not include citations, footnotes, works cited, title page, charts/equations/formulas, appendices, or table of contents

NOTE TO SUPERVISOR:

Please use the EE rubric and score the student ***honestly*.** This will allow the student to reflect on their work and make the necessary changes to their essay. We all want our students to submit their best work. Please, please, please be honest with the student about their current achievement level. We have had issues in the past where supervisors were being “kind.” We are looking for students to learn from their mistakes and grow as a result.

**EXTENDED ESSAY RUBRIC—USE FOR MEETING #4 Along with Subject-Specific Guidance**

The assessment criteria

**Criterion A: Focus and method**

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.

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **The topic is communicated unclearly and incompletely.**   * Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.   **The research question is stated but not clearly expressed or too broad.**   * The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. * The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.   **Methodology of the research is limited.**   * The source(s) and/or method(s) to be used are limited in range given the topic and research question. * There is limited evidence that their selection was informed. |
| **3-4** | **The topic is communicated.**   * Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.   **The research question is clearly stated but only partially focused.**   * The research question is clear but the discussion in the essay is only partially focused and connected to the research question.   **Methodology of the research is mostly complete.**   * Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. * There is some evidence that their selection(s) was informed.   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| **5-6** | **The topic is communicated accurately and effectively.**   * Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.   **The research question is clearly stated and focused.**   * The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.   **Methodology of the research is complete.**   * An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. * There is evidence of effective and informed selection of sources and/or methods. |

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **Knowledge and understanding is limited.**   * The selection of source material has limited relevance and is only partially appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.   **Use of terminology and concepts is unclear and limited.**   * Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| **3-4** | **Knowledge and understanding is good.**   * The selection of source material is mostly relevant and appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.   **Use of terminology and concepts is adequate.**   * The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| **5-6** | **Knowledge and understanding is excellent.**   * The selection of source materials is clearly relevant and appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.   **Use of terminology and concepts is good.**   * The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

Criterion C: Critical thinking

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

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| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-3** | **The research is limited.**   * The research presented is limited and its application is not clearly relevant to the RQ.   **Analysis is limited.**   * There is limited analysis. * Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.   **Discussion/evaluation is limited.**   * An argument is outlined **but** this is limited, incomplete, descriptive or narrative in nature. * The construction of an argument is unclear and/or incoherent in structure hindering understanding. * Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. * There is an attempt to evaluate the research, but this is superficial.   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.** |
| **4-6** | **The research is adequate.**   * Some research presented is appropriate and its application is partially relevant to the Research question.   **Analysis is adequate.**  There is analysis **but** this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.   * Any conclusions to individual points of analysis are only partially supported by the evidence.   **Discussion/evaluation is adequate.**   * An argument explains the research **but** the reasoning contains inconsistencies. * The argument may lack clarity and coherence but this does not significantly hinder understanding. * Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. * The research has been evaluated but not critically. |
| **7-9** | **The research is good.**   * The majority of the research is appropriate and its application is clearly relevant to the research question.   **Analysis is good.**   * The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. * Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.   **Discussion/evaluation is good.**   * An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. * This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. * The research has been evaluated, and this is partially critical. |
| **10-12** | **The research is excellent.**   * The research is appropriate to the research question and its application is consistently relevant.   **Analysis is excellent.**   * The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. * Conclusions to individual points of analysis are effectively supported by the evidence.   **Discussion/evaluation is excellent.**   * An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. * This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. * The research has been critically evaluated. |

Criterion D: Presentation

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.

|  |  |
| --- | --- |
| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **Presentation is acceptable.**   * The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. * Some layout considerations may be missing or applied incorrectly. * Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. |
| **3-4** | **Presentation is good.**   * The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. * Layout considerations are present and applied correctly. * The structure and layout support the reading, understanding and evaluation of the extended essay. |

Criterion E: Engagement

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 as detailed on the *RPPF*, with the supervisory comments and extended essay itself as context.

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| --- | --- |
| **Level** | **Descriptor of Strands and Indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.** |
| **1-2** | **Engagement is limited.**   * Reflections on decision-making and planning are mostly descriptive * These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| **3-4** | **Engagement is good.**   * Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. * These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| **5-6** | **Engagement is excellent.**   * Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. * These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |

**THE BIBLIOGRAPHY:** Supervisors, check for the following:

* Minimum 10 sources provided
* ALL internet sources listed are reliable
* ALL internet sources are cited and provide the DATE ACCESSED and URL
* Uses correct citation format

**MEETING #4—SUMMARY— TOTAL TIME SPENT ON MEETING #4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUPERVISOR SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\*\*Tear off the ENTIRE RUBRIC with your supervisor’s score plus this sheet with the signature and submit to Mr. King no later than the due date.

**MEETING #5: THE FINAL MEETING--“Viva Voce” [Formal]**

Suggested Time: 15-30 minutes

**Deadline: February 10th**

**Prior to Meeting:**

* Schedule the meeting with your supervisor.
* Provide your supervisor with your final copy that will be uploaded to IB a week prior to the meeting.

**Materials Needed by the Student:**

* Extended Essay Reflection on Planning and Progress Form (RPPF)
* This packet
* FINAL CLEAN COPY of your EE, with the correct EE format (i.e. page numbers, title page, correct order, etc).

**At the end of this meeting you need to:**

* Submit a digital copy to Canvas.
* Upload a digital copy to eCoursework
* Write your Final *viva voce* reflection.
* Have your SUPERVISOR submit their final comments on ManageBac.

**FINAL MEETING Checklist:**

* Last check for plagiarism and correct citations.
  + Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice by IB. Internet references should include, in the correct format, *at least* the title, link, date of access and, if possible, author.
* Discuss difficulties and success in the research process with your supervisor
* Discuss and reflect on what has been learned
* Ideas of questions for the supervisors (should be adapted to the particular essay/student)
  + To what extent were your initial ideas realized?
  + Were your original plans/ideas realistic and appropriate?
  + What do you think were your successes in this process? Your greatest challenges?
  + What was the most interesting aspect of the process? Did you learn anything through writing this essay? What advice would you give to someone just starting out on the EE?
  + How will this experience prepare you for future work of this nature (in college or in employment)?
  + Is there anything else that you would particularly like me to mention in my report?

**FINAL FORMAT CHECKLIST:**

**1: Title Page and main checklist: Please check all boxes that apply. Students must have all boxes checked by their final draft.**

* Title page, in order, includes the following:
  + Centered title
  + The research question
  + “International Baccalaureate Extended Essay”
  + Field of study/subject area (History, Psychology, Biology, etc)
  + Word Count (**No Mention of your name, candidate #, or Page High School!)**
* ALL OF THE ESSAY is double spaced with 12-point font
* ALL Paragraphs indented
* ALL PAGES are numbered (except the title page)
* WORD COUNT included in title page (max 4000, word count includes intro, body, conclusion, and any quotations. DOES NOT INCLUDE acknowledgements, table of contents, charts/diagrams/illustrations/tables, formulas, calculations, references/citations, footnotes/endnotes, bibliography, appendices

**2: Table of Contents: check all that apply**

* All pages numbered correctly
* Table of contents shows the correct order the essay should be in

**3: References/Bibliography: Supervisor, please check all that apply**

* No indication of plagiarism
* All are viable sources
* Online sources (MUST be reliable) are cited, and include the date and time accessed.

**TOTAL TIME SPENT WITH SUPERVISOR (Include ALL time for meetings #1-5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_HOURS\***

**\*if 0 hours were spent with student, or less than 3 total hours, please provide a reason under the “Supervisor’s Comments” section**

**STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUPERVISOR SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FOR THE SUPERVISOR TO COMPLETE ONLY ONCE THE STUDENT HAS LEFT THE MEETING:**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the letter grade\* you would give this student on their essay? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Letter Grade Descriptors:

1. Work of an excellent standard
2. Work of a good standard
3. Work of a satisfactory standard
4. Work of a mediocre standard
5. Work of an elementary standard
6. Do you think the student took your comments into consideration when revising the essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you think the student has demonstrated growth from their rough draft to their final draft (if you can just skim it to verify)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please complete the Supervisor’s Comments section on ManageBac. We *cannot* upload the final paper without your comments. Take some time to reflect on the student’s work and progress over the last two years. Give this completed form to Mr. King.**

Supervisor Signature and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_