

IB EE RUBRIC

Listed below are the requirements for the various aspects of finished 3500 - 4000 word extended essay. The Staff Mentor can only read the EE one time and provide the IB Diploma student with feedback. Please plan on attending a viva voce (concluding interview) after your mentor has examined your essay.

	0 marks	1 mark	2 marks	3 marks	4 marks
A: Research Question	The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.	The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.	The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.	N/A	N/A
B: Introduction	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.	The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.	N/A	N/A
C: Investigation	There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.	A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.	A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.	A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.	An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.
D: Knowledge & Understanding of the topic studied	The essay demonstrates no real knowledge or understanding of the topic studied.	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.	The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.	The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.
E: Reasoned Argument	There is no attempt to develop a reasoned argument in relation to the research question.	There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.	There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.	Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.	Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.
F: Application of analytical & evaluative skills appropriate to subject	The essay shows no application of appropriate analytical and evaluative skills.	The essay shows little application of appropriate analytical and evaluative skills.	The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.	The essay shows sound application of appropriate analytical and evaluative skills.	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.
G: Use of language appropriate to subject	The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.	The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.	The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.	The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.	The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.
H: Conclusion	Little or no attempt is made to provide a conclusion that is relevant to the research question.	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.	An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.	N/A	N/A
I: Formal Presentation	The formal presentation is unacceptable, or the essay exceeds 4,000 words.	The formal presentation is poor.	The formal presentation is satisfactory.	The formal presentation is good.	The formal presentation is excellent.
J: Abstract	The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing.	The abstract contains the elements listed above but they are not all clearly stated.	The abstract clearly states all the elements listed above.	N/A	N/A
K: Holistic Judgement	The essay shows no evidence of such qualities.	The essay shows little evidence of such qualities.	The essay shows some evidence of such qualities.	The essay shows clear evidence of such qualities.	The essay shows considerable evidence of such qualities.

All extended essays are externally assessed by examiners appointed by the IBO, and are marked on a scale from 0 to 36.