

Extended Essay Checklist (+ or -)

Criterion A: Focus and method [max. 6 pts]

What research will be undertaken and how? Why/how is the research relevant?

1	The student has identified a topic and communicates it clearly.	
2	The research can be done systematically	
3	The student has identified a RQ and stated it clearly	
4	The RQ is linked to the topic („maintains focus“)	
5	The purpose of the research is made clear	
6	The method is explained and complete	
7	The source selection is explained and justified	
8	A focus on the topic/RQ is maintained throughout the essay (no irrelevant parts)	

Comments:

Criterion B Knowledge and understanding [max. 6 pts]

How well was the research undertaken and presented (as relevant to the RQ)?

Problem: Students sometimes include many irrelevant sections that do not relate to the RQ. They include unnecessary background information.

9	The topic / RQ is relevant for the subject in which the EE is registered	
10	The selected sources are relevant and sufficient	
11	The sources (research) is used for answering the RQ (some students think that simply listing the research is already answering the RQ)	
12	Subject-specific terminology is used	

Comments:

Criterion C: Critical thinking (analysis and evaluation of the research) [max. 12 pts]

How well was the research analyzed and evaluated for answering the RQ?

Problem: Many students think that simply presenting the research is enough. They forget to analyze the research and the method.

13	The research was used/applied to answer the RQ	
14	All the parts of the EE are relevant for the RQ	
15	There is a clear reasoned argument and this one is maintained throughout the essay	
16	The methods used were evaluated critically (limitations and advantages of the method)	
17	The research was evaluated critically (limitations and advantages of the research)	
18	The final conclusion is clear and answers the RQ	

Comments:

Criterion D: Presentation [max. 4 pts]

Does the formal presentation help in understanding the Essay?

19	The essay is structured based on the conventions of the topic?	
20	Does the layout help in understanding the essay?	

Comments:

Criterion E: Engagement [max. 6 pts]

How well was the RPPF form filled out? Is there evidence of intellectual engagement?

Problem: The comments simply mention what has been done when. Many students lose (easy to gain) points here. Teachers might fill out only that students showed up on the appointments, but they should also comment on intellectual initiative, self-reflection of the student.

21	Did the student include reflective (!!) and evaluative comments in the RPPF?	
22	Do the comments show high personal and intellectual engagement?	

Comments:

OEEGE: Oliver's EE Grade Estimator

Instructions:

- Look at the checklist and decide if you award a „good“, „medium“, or „bad“ for the different criteria.
- Write the average points (in paranthesis) in the „Pts given“ section.
- Add up the points
- Convert the points into a grade

Notes:

- The IB does not give half-points, but for our purpose it makes estimation easier.
- The points in paranthesis is the average ones. You can use this to estimate points.
- Grade boundaries might change from year to year, but for estimating, it should be fine.
- For giving predicted grades, it is not necessary to give points. You can also use the grade descriptors.
- The important thing is not really the grading itself, but rather one has to make sure that the student has all important parts of the EE.

	Good	Medium	Bad	Pts given
Criterion A (max 6)	5-6 (5.5)	3-4 (3.5)	0-2 (1)	
Criterion B (max 6)	5-6 (5.5)	3-4 (3.5)	0-2 (1)	
Criterion C (max 12)	12-9 (10.5)	5-8 (6.5)	0-4 (2)	
Criterion D (max 4)	4 (4)	2-3 (2.5)	0-1 (0.5)	
Criterion E (max 6)	5-6 (5.5)	3-4 (3.5)	0-2 (1)	
Total points (estimate):				

Suggested grade boundaries (they might change):

E (0-7) D (8-15) C (16-22) B (23-28) A (29-34)