

Scoring Guidelines for EE Supervisors: The EE Rough Draft

Preparation

1. By September 30th, students should provide to you **two** clean copies of their rough draft Extended Essays. It is strongly recommended that you do not accept a rough draft that is incomplete since you cannot comment on what is not finished. Again, a complete rough draft includes the following: table of contents, intro (with bolded research question), body, conclusion (with total word count at end), bibliography, all footnotes, appendix and visual aids, if necessary. It is advisable to provide additional time to struggling students provided that they have been actively communicating with you and appear to be working toward completion. The first essay you will mark on, write comments, and edit. The second is to remain “clean” because this is the copy that the student will use and make notes on when you have your official drafting conference.

2. **What You Will Need:** Print the subject-specific scoring rubric from the uaisresearch.com website, located on the last page of the site, marked “Evaluating the EE.” Make a copy for each student you have. You will also need to print a copy of the handout, “Final Checklist for the Overall Presentation of the Extended Essay,” located on the page “Publishing the Extended Essay.” This is necessary to make comments on criterion I of the rubric. Finally, I strongly advise you to reread the IBO Examiner Report for your subject area under section 2 of the “Evaluating the EE” page. Remember, these are the comments given by evaluators about general problems students encounter on all sections of the EE.

Reading and Scoring

3. You may mark on your copy however you see fit. This is your copy—**it will not be returned to or seen by the student—ever!** Use your marked copy to complete the assessment rubric, writing comments in the boxes provided. Focus on comments, but do not provide a predicted score for the student, as this violates IBO guidelines.

4. Comments on each section of the rubric are essential to the student. Be specific, detailed, and clear, but never make comments that tell the student “how” to fix a problem (e.g. move paragraph 3 to 4. Rather, say something like, “There are problems with the sequence of your essay. Make sure you address one point/idea in its entirety before moving on to your next point.”)

A. The more direction we give students on each section of the rubric, the better end product they will produce. Discussing your overall feelings about the paper in its entirety is not helpful; focus on each part of the rubric and frame your discussion to these areas for improvement. Remember, the next time you read these papers, you will only be reading them for a predicted grade—no marking or commenting.

B. Be aware that the abstract (criterion J) cannot be assessed—they were told not to write them yet. If it is present, do NOT comment on it.

C. Sections D, E, F and H on the rubric are VERY IMPORTANT to getting a high mark on the essay. Be honest with students—these parts are all about higher order thinking skills and most scrutinized by evaluators.

D. References (Criterion I) on the Bibliography page should match those used in the paper. Even incomplete papers should have a bibliography page. Do not hesitate to give a score of 0 or 1 at this point if there is no documentation or

it is very weak. At the same time, Criterion C (Investigation) should be given a low mark if you feel an appropriate range of resources has not been consulted.

E. Holistic Judgment (Criterion K). There is where you make comments regarding the quality and number of meetings you have had with your students to this point. If your student(s) rarely met or missed deadlines, don't be negative, but there is nothing wrong with saying something like: "I could have been more help to you in the initial stages of your research and writing and wish that our appointments were more productive. It often helps to discuss ideas with another person. As your supervisor, that is one of my roles." If your student went above and beyond the call of duty or met with you more than expected, conducted very unique research, or overcame researching hurdles impressive for a high school student, please note this.

4. When you fill out the rubric, please circle the appropriate descriptor for each of the criteria—**do NOT put a numbered score in the draft column**. It is important that the students focus on the qualitative aspects of revision—not a number. They can do the math and add up their points if they want.

5. Minus the exceptions you have made for struggling students, please have this process completed for all of your students by October 24th so that they can sign up to have their official revision conference for you during the window of October 24th to November 3rd. Hold on to your students' EEs until their official revision conference with you. Do NOT return anything to the student right now.