

## Practical Assessment:

## Conclusion and Evaluation

Title: «Expttitle»

Name: «Name1» «Name2» HL SL «Group»

Student IB #: «Date» Date: «LEVEL»

Teacher: Level Awarded:

LEVELS	ASPECTS		
	1. Concluding	2. Evaluating procedure(s)	3. Improving the investigation
<p><b>Complete</b> (all of the statements apply)</p> <p><b>2</b></p>	<p><i>States a conclusion, with justification, based on a reasonable interpretation of the data.</i></p> <p>a. The relationship between the variables is correctly stated.</p> <p>b. The conclusion is justified using scientific ideas, where appropriate.</p> <p>c. The magnitude and direction of any systematic uncertainty is stated.</p> <p>d. <b>Unforeseen</b> random uncertainties (anomalies) are correctly identified.</p> <p>e. Other <b>relevant</b> points of interest from the graph are noted.</p> <p>f. The <b>percentage</b> uncertainty is calculated from the processed data, where appropriate.</p> <p>g. Calculated physical quantities are compared with <b>referenced</b> accepted values, where appropriate.</p>	<p><i>Evaluates weaknesses and limitations.</i></p> <p>a. Comments on the overall '<b>quality</b>' of the procedure used and data collected, using evidence from the processed data.</p> <p>b. Significant weaknesses and limitations in the process, equipment used and management of time are identified.</p> <p>c. Has <b>some</b> appreciation of the significance of each weakness.</p> <p>d. Has <b>some</b> appreciation of whether each weakness would cause a systematic or a random uncertainty.</p>	<p><i>Suggests realistic improvements in respect of identified weaknesses and limitations.</i></p> <p>a. Weaknesses and limitations identified in <b>aspect 2</b> are addressed.</p> <p>b. <b>Realistic</b> improvements are suggested.</p> <p>c. Suggestions state <b>exactly</b> what should be done to reduce random uncertainties.</p> <p>d. Suggestions state <b>exactly</b> what should be done to reduce systematic uncertainties.</p>
<p><b>Partial</b> (some of the above is done)</p> <p><b>1</b></p>	<p><i>States a conclusion based on a reasonable interpretation of the data.</i></p> <p>Some <b>significant</b> points are omitted or student follows a structured conclusion given by the teacher.</p>	<p><i>Identifies some weaknesses and limitations, but the evaluation is weak or missing.</i></p>	<p><i>Suggests only superficial improvements.</i></p> <p><b>Or</b> does not explicitly explain how to carry out the improvements.</p>
<p><b>Not at all</b> (none of the above is done)</p> <p><b>0</b></p>	<p><i>The conclusion is based on an unreasonable interpretation of the data.</i></p> <p><b>Or</b> no conclusion is stated.</p>	<p><i>Identifies irrelevant weaknesses and limitations.</i></p> <p><b>Or</b> no weaknesses or limitations are identified.</p>	<p><i>Suggests unrealistic improvements.</i></p> <p><b>Or</b> no improvements are suggested.</p>

Comments: