

Scoring Guidelines for EE Supervisors

1. There are 2 clean copies in each candidate's folder
 - a. You may **mark and edit on only one copy** as much as you desire.
 - b. The 2nd copy should remain "clean" because this is the copy the student will use and make notes on when you have your draft conference.
2. Each folder contains one scoring rubric.
 - a. Please print the student's name on the first page in the appropriate box.
 - b. In place of the IB Number—please print your name.

Guidelines for Reading and Scoring

1. You will need the following materials when you sit down to read your essays:
 - a. **The Extended Essay Guide First Examination 2009** (the official IBO Guide)
 - i. **Formal Presentation of the EE** (pages 15-18) – Please review before reading the essays
 - ii. **Subject Area Guidelines**
 1. Language A1—page 34
 2. Language B—page 39
 3. Biology—page 46
 4. History—page 103
 5. Psychology—page 156
 - b. **Scoring Rubric**
 - i. Should be used in conjunction with the guidelines for **Interpreting the Assessment Criteria**.
 1. This section is located at the end of each subject area in the EE Guide
 - a. Language A1—page 36
 - b. Language B—page 43
 - c. Biology—page 49
 - d. History—page 105
 - e. Psychology—page 156

Reading and Scoring

- c. You may mark on your copy however you see fit. This is your copy—it will not be returned to the student, ever!
- d. Use your marked copy to complete the assessment rubric.
- e. 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 page 4. Rather say something like "There are problems with the sequence of ideas in your essay. Make sure you address one point/idea in its entirety before moving on to your next point.")
 - i. The more direction we give students on each section of the rubric, the better end product they will produce. Remember—the next time you read

these papers you will only be reading them for a predicted grade—no marking or commenting.

- ii. Assess the abstract (criterion J) although it may change as they revise. Make sure you review what the abstract should include (use EE guide).
 - iii. Sections D, E, F and H on the rubric and VERY IMPORTANT to getting a high mark on the essay. Be honest with students—these parts are all about higher order thinking skills.
 - iv. References (criterion I)—on the “Works Cited” page should match those used in the paper. Even incomplete papers should have a works cited page. Do not hesitate to give a score of 0 or 1 at this point if there is no documentation. 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.
 - v. Holistic Judgment (criterion K)—if your student(s) never met with you or rarely met with you beyond the initial conference, here is the place to make mention of that—and you should. 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 you had made appointments to see me. It often helps to discuss ideas with another person. As your supervisor that is one of my roles.”
- f. 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**. We want the students to focus on the qualitative aspects of revision—not on a number. They can do the math and add up their points if they want.

Revision Conferences

1. Use the completed rubric and your marked copy to guide the conference. You may let students have the rubric after the conference. HOWEVER, be careful about what you write on the rubric—do not edit. Write comments that guide revision rather than do the work of the student. Make sure students know that the rubric must be returned to Ms. Stewart when final papers are turned in. You should keep the tally sheets. Do not give them to your candidates. After you read the final paper, complete the tally sheet, place it inside the yellow cover sheet and return it, along with the student’s paper to Ms. Stewart.
2. During your revision conference, have the student sit across from you (or at least somewhere that enables a face-to-face discussion).
3. Give your candidate the clean copy. Encourage him/her to make notes on the clean copy as the two of you discuss the paper.
4. **Again, be careful not to verbally edit the paper with the student.** It’s one thing to say “I was confused by your analysis in paragraph 3.” OR “Too much of your argument is based on the research of others and not thought out by you.” OR “Your criticisms / evaluations / arguments regarding [particular point] are weak and need to more fully explained.” It’s quite another thing to say “You can correct your weak analysis by writing...”—and then telling the student exactly what to write. OR Telling the student that a better argument would be....—and then supplying your idea of a good argument. There is a vast difference between guiding revision and controlling it.

5. Good use of the clean copy:

- a. For the student to make notes regarding content and style.
 - i. Maybe there is a paragraph that contains several types of errors—punctuation, sentence fragments, sentence structure, etc. Have the student look at the paragraph with you. Direct the discussion through questioning: “Let’s look atparagraph. I see some problems with punctuation here (or whatever convention you think the student’s focus deserves) that occur throughout your paper. If you were correcting this paragraph, what errors would you fix? Let the student then guide the discussion.
 - ii. Look at another paragraph—this time, perhaps, for sentence structure. You might start by saying “Too many of your sentences are simple sentences that have the same subject-verb format.” Ask “How can you make some of these sentences in paragraph... more interesting—how can you change the structure so there is some variety? Provide wait time for the student to actually talk you through a change they would make. Help them on one or two sentences if necessary. This kind of modeling can serve as a guide for the student to re-examine the whole paper in the revision process.

6. At the end of the conference:

- a. **Student should leave with the following:**
 - i. Draft copy upon which they have made their own notes.
 - ii. Your completed rubric with instruction to return it to Ms. Stewart.
- b. **You should keep the following:**
 - i. Your draft copy that has been marked by you.
 - ii. The tally sheet.

NOTE: You will get the yellow cover sheet from Ms. Stewart when final papers are distributed for you to read.

Tally Sheet**Draft****Final****A. Research Question**

B. Introduction

C. Investigation

D. Knowledge/Understanding of Subject

E. Reasoned Argument

F. Application of Analytical and Evaluative Skills

G. Use of Language

H. Conclusion

I. Formal Presentation

J. Abstract

K. Holistic Judgment

TOTALS

E: 0 - 7**D: 8 - 15****C: 16 - 22****B: 23 - 28****A: 29 - 36**