**Evaluation Rubric: IB Internal Assessment**

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal engagement** | **Exploration** | **Analysis** | **Evaluation** | **Communication** | **Total** |
| 2 (8%) | 6 (25%) | 6 (25%) | 6 (25%) | 4 (17%) | 24 (100%) |
|  |  |  |  |  |  |

Levels of performance are described using multiple indicators per level. In many cases the indicators occur together in a specific level, but not always. Also, not all indicators are always present. This means that a candidate can demonstrate performances that fit into different levels. To accommodate this, the IB assessment models use markbands and advise examiners and teachers to use a **best-fit approach** in deciding the appropriate mark for a particular criterion.

**Personal Engagement**

This criterion assesses the extent to which the student engages with the exploration and makes it their own. Personal engagement may be recognized in different attributes and skills. These could include addressing personal interests or showing evidence of independent thinking, creativity or initiative in the designing, implementation or presentation of the investigation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **0** | **1** | **2** |
| The evidence of personal engagement with the exploration  | none | limited/little | clear/significant |
| demonstrates **independent thinking, initiative or creativity**. |  |  |  |
| The justification given for choosing the topic demonstrates | none | limited/little | clear/significant |
| **personal significance, interest or curiosity**. |  |  |  |
| There is evidence of **personal input and initiative** in the  | none | limited/little | clear/significant |
| **designing, implementation or presentation** of the investigation. |  |  |  |
| ***Most consistent grade (check one)*** |  |  |  |

**Exploration**

This criterion assesses the extent to which the student establishes the scientific context for the work, states a clear and focused research question and uses concepts and techniques appropriate to the Diploma Programme level. Where appropriate, this criterion also assesses awareness of safety, environmental and ethical considerations.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterion** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| The **topic** of the investigation is identified and a relevant  | none | stated/unfocused | stated/focused | stated/fully focused |
| **research question** is described. |  |  |  |  |  |  |  |
| The **background information** provided for the investigation is  | none | superficial | appropriate | entirely appropriate |
| relevant and enhances the understanding of the context. |  |  |  |  |  |  |  |
| The **methodology** **addresses the research question** and  | none | limited | mainly appropriate | highly appropriate |
| **considers significant factors** that may influence the data. |  |  |  |  |  |  |  |
| There is awareness of the significant **safety, ethical or** | none | limited | some | full |
| **environmental issues** that are relevant to the methodology used. |  |  |  |  |  |  |  |
| ***Most consistent grade (check one)*** |  |  |  |  |  |  |  |

**Analysis**

This criterion assesses the extent to which the student’s report provides evidence that the student has selected, recorded, processed and **interpreted** the data in ways that are relevant to the research question and can support a conclusion.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterion** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| The report includes **quantitative and qualitative raw data** | none | insufficient | relevant/incomplete | relevant/complete |
| that could support a conclusion to the research question. |  |  |  |  |  |  |  |
| **Data processing** is carried out that could lead to a conclusion to  | none | basic/insufficient | appropriate | appropriate/accurate |
| the research question. |  |  |  |  |  |  |  |
| The report shows evidence of consideration of the **i**mpact of | none | little | some | full |
| measurement **uncertainty** on the analysis. |  |  |  |  |  |  |  |
| Processed data is **interpreted** so that a conclusion to the research  | none | incorrect/insufficient | valid/incomplete | valid/detailed |
| question can be deduced. |  |  |  |  |  |  |  |
| ***Most consistent grade (check one)*** |  |  |  |  |  |  |  |

**Evaluation**

This criterion assesses the extent to which the student’s report provides evidence of evaluation of the investigation and the results with regard to the research question and the accepted scientific context.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterion** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| A **conclusion** is described which is relevant to the research  | none | irrelevant/unsupported | relevant/supported | justified/supported |
| question and **supported by the data** presented. |  |  |  |  |  |  |  |
| A **conclusion** is described which makes **comparison to the**  | none | superficial | some relevance | relevant/justified |
| **accepted scientific context**. |  |  |  |  |  |  |  |
| **Limitations of the data and sources of error** are  | none | outlined/superficial | described/some | discussed/clear |
| stated including the effect of methods on conclusions. |  |  |  |  |  |  |  |
| **Suggestions for the improvement** and **extension** of the  | none | outlined few | described some | discussed all |
| investigation are included. |  |  |  |  |  |  |  |
| ***Most consistent grade (check one)*** |  |  |  |  |  |  |  |

**Communication**

This criterion assesses whether the investigation is presented and reported in a way that supports effective communication of the focus, process and outcomes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| The report **structure** includes the **necessary**  | none | unclear/incoherent | clear/coherent |
| **information** on focus, process and outcomes. |  |  |  |  |  |
| The report **includes information** **for understanding** of | none | not concise/irrelevant info | concise and relevant |
| the focus, process and outcomes of the investigation. |  |  |  |  |  |
| Use of **subject-specific terminology** and **convention**. | none | many errors present | appropriate/correct |
|  |  |  |  |  |  |
| ***Most consistent grade (check one)*** |  |  |  |  |  |